

# module 01

## facilitation guide

**Working with Lesbian, Gay, Bisexual,  
Transgender and Intersex (LGBTI) Persons  
in the Humanitarian Context**  
September 2015



International Organization for Migration (IOM)



**UNHCR**

United Nations High Commissioner for Refugees  
Haut Commissariat des Nations Unies pour les réfugiés

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# WELCOME

## Introduction Note

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LGBTI people, including those in migration and forced displacement, face a **complex array of challenges** and threats in both their countries of origin and countries of migration or asylum. These challenges and threats include discrimination, prejudice, violence, difficulty accessing humanitarian services and barriers to articulating their protection needs during asylum procedures. Efforts to improve the protection of LGBTI people have recently gained increased attention and support from States and the broader humanitarian and human rights community.

At **IOM**, such efforts have included training for staff members servicing the US Refugee Admissions Program and other projects as well as safe space campaigns in India, Iraq, Jordan and Nepal. At **UNHCR**, such efforts have included expert consultations, the development of guidelines, strategic messaging from the highest levels of UNHCR's management, mainstreaming of LGBTI related issues in mandatory learning programmes and a global questionnaire to assess UNHCR's capacity to address protection issues pertaining to LGBTI persons of concern.

Despite **significant activity** in this area, discrimination against LGBTI people is still endemic. Their protection needs often go unmet. A serious knowledge gap remains regarding the specific needs and vulnerabilities of LGBTI people in countries of origin, transit and asylum. Furthermore, not all staff members are conscious of their own preconceptions or discriminatory attitudes about sexual orientation, gender identity and bodily diversity. Therefore, quality training is essential for all people involved in the delivery of protection and assistance.

IOM and UNHCR have **jointly developed** this comprehensive training package on the protection of LGBTI migrants and persons of concern to UNHCR for staff members as well as the broader humanitarian community. The training's modules cover a wide variety of topics, including terminology, international law, communication, operational protection, resettlement and RSD, all with a focus on practical guidance for offices and partner organizations.

We welcome you to the training, and hope it enriches and informs your work with LGBTI people.

## Intended Outcomes of the Training

- Assist staff members in **organising and implementing** effective and respectful interviews and other interactions with LGBTI people, and eliciting relevant information in an effective way that preserves dignity and humanity, by:
  - Encouraging the use of correct terminology in English as per international guidelines;
  - Discussing the unique protection challenges and vulnerabilities LGBTI people face, and identifying appropriate prevention, mitigation and response actions;
  - Reviewing potential scenarios specific to migrants and persons of concern to UNHCR in various host countries.
- Identify **appropriate and sensitive interviewing techniques** and lines of questioning.
- Identify **problematic assumptions** that may impact the provision of effective assistance.
- Ensure that RSD and resettlement staff members have the **necessary knowledge and skills** to assess the international protection needs of LGBTI people in accordance with international standards.

## Anticipated Long-term Impacts of the Training

- IOM, UNHCR and partner offices are **rendered LGBTI-safe and welcoming**.
- Participants are **aware** of the rationale and responsibility to protect LGBTI people on the basis of their bodily diversity, sexual orientation or gender identity.
- Participants are **sensitized** to the specific issues related to the protection of LGBTI people, including migrants and persons in forced displacement, and are able to identify and address them in partnership with those persons.

# MODULE ONE

## Overview

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**Welcome to Module One** of Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Persons in the Humanitarian Context. This module is the foundation of the training. In Module One, training participants will gain the basic skills and knowledge they need to work with LGBTI people effectively and in a way that maintains their dignity and respect. The key terms, concepts and practical tools learned here will not only facilitate successful interactions with LGBTI people, but also provide a strong platform for learning in subsequent modules.

**Unit One, Terminology**, is the cornerstone of the training and is compulsory. Without an understanding of the key terms and concepts related to LGBTI people, participants will not be able to complete the following units. The unit features two in-depth exercises that approach basic terms and concepts from different angles. The **exercises teach terminology in English**, with a brief discussion on terminology in other languages. Although participants may speak other languages, much of the written guidance they will use is in English, so it is important they know the terms.

**Many terms and related concepts taught** in Unit One will be unknown to the participants. Particularly difficult are terms related to sex and gender identity. The discussion portion of the unit is thus incredibly important and should be the primary focus. During these discussions, the Facilitator should be ready for complex questions not only about the terminology, but also about the concepts behind the words.

The second unit, **Global Overview**, provides training participants with a basic understanding of some of the issues LGBTI individuals face worldwide, various types of persecution against LGBTI people, the actors who persecute LGBTI people and some key issues for LGBTI people. The unit also engages participants in the UN's approach to issues of sex, sexual orientation and gender identity, and to the Yogyakarta Principles as an important tool for viewing LGBTI rights through a human rights lens.

In **Unit Three**, training participants learn about **Successful Communication**, including how to respectfully speak with LGBTI people. The unit allows participants to discuss sample conversations between staff members and LGBTI people and to assess scenarios that might occur in the field, as well as to practice having respectful and dignified interactions through a role-play exercise. This unit additionally provides participants with the opportunity to use the terminology they learned in Unit One.

**Unit Four, Safe Spaces**, addresses welcoming LGBTI people to our offices and creating safe spaces in which they can feel confident and comfortable sharing sensitive information with our staff members. Safe spaces are critical to providing effective assistance and ensuring LGBTI people do not face breaches of confidentiality or negative treatment while seeking help from assisting organizations.

The fifth unit is **Myths and Realities**. This unit introduces training participants to common, problematic beliefs about LGBTI people through an interactive “true or false” game. Highlighting problematic beliefs not only makes participants aware of stereotypes they might have heard, but also reminds them we should be aware of our own biases in our work. The list of myths and realities is by no means exhaustive, but is rather a starting point for discussion. If the training participants are taking just Module One, **Myths and Realities** serves as an opportunity to wrap up the day and assess what participants have learned.

## Training Tip!

*Remember to let the presentation be your guide. All objectives, teaching segments, discussion questions, videos, exercises and key learning points have slides in the presentation. Exercise slides instruct participants on the page to turn to in their workbooks, and the Notes section of each exercise slide refers the Facilitator to the relevant page in the Facilitation Guide for instructions and keys. For more training tips, see the Training Overview Guide for Facilitators.*

# MODULE ONE

## Timing Chart

Below is a guide to the length of each activity in Module One. The module contains eight hours and 20 minutes of training material. See the *Planning a Training Session* section in the **Training Overview Guide for Facilitators** for assistance in planning an agenda comprised of material from Module One. You can then fill in your corresponding agenda dates and times in the spaces provided below.

The times allotted to each segment are **suggested only**. Adjust the segment lengths according to the amount of time you believe discussion and elaboration on the presentation slides will take in your particular session(s).

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Introduction	Introductions, Overview	Slides 1-15	<45m	x	
<b>Module 01, Unit 01: Terminology, 150 minutes (2 hours 30 minutes)</b>					
Introduction	Objectives	Slides 16-18	02m	x	
Teaching Segment	A Note on Language	Slide 19	05m	x	
Exercise	Terminology Board Game	Slides 20-21; FG 4-33; Terminology Board Game	80m	x	
Exercise	The SSOGI Spectrums	Slides 22-26; FG 34-37	15m	x	
Discussion	Other Terminology	Slides 27-28	15m	x	
Video	<i>Getting Out</i>	Slide 29; video	20m	x	
Wrap-up	Key Learning Points	Slides 30-41	13m	x	
<b>Module 01, Unit 02: Global Overview, 75 minutes (1 hour 15 minutes)</b>					
Introduction	Objectives	Slides 42-43	02m	x	
Videos	<i>Pillay on Homophobia; A History of LGBT Rights at the UN</i>	Slide 44; videos	05m	x	
Exercise	Global Overview Quiz	Slides 45-48; FG 38-47	55m	x	
Video	<i>Courage Unfolds</i>	Slide 49; video	10m	x	
Wrap-Up	Key Learning Points	Slides 50-51	03m	x	
<b>Module 01, Unit 03: Successful Communication, 85 – 195 minutes (1 hour 25 minutes – 3 hours 15 minutes)</b>					
Introduction	Objectives	Slides 52-53	02m	x	
Exercise	Mock Scripts	Slide 54; FG 48-54	50m	x	
Teaching Segment	Procedural Issues and Tips	Slides 55-58	07m	x	
Exercise	Common Scenarios	Slide 59; FG 55-56; Team Number Table Cards	40m		
Teaching Segment	Suggested Questions	Slides 60-68	16m	x	
Exercise	Paired Role-Play	Slide 69; FG 57-59	50m		
Discussion	Working with Interpreters	Slides 70-73	20m		
Wrap-up	Key Learning Points	Slides 74-76	10m	x	
<b>Module 01, Unit 04: Safe Spaces, 55 – 65 minutes (55 minutes – 1 hour 05 minutes)</b>					
Introduction	Objectives	Slides 77-78	02m	x	
Discussion	Questions to Consider	Slide 79; FG 60-61	05m	x	
Video	<i>IOM: A Safe Space</i>	Slide 80; video	05m	x	
Exercise	Creating Safe Spaces	Slides 81-83; FG 62-65; white board and markers	50m	x	
Wrap-up	Key Learning Points	Slides 84-85	03m	x	
<b>Module 01, Unit 05: Myths and Realities, 15 minutes</b>					
Exercise	Myths and Realities	Slides 86-138; FG 66-68; Myth and Reality signs	15m	x	
*Compulsory segments are denoted with an "x"; FG = Facilitation Guide; Participant Workbook pages are denoted on slides.					



# TERMINOLOGY EXERCISE

## Terminology Board Game

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### Overview

The Terminology Board Game is the **foundation exercise of the LGBTI training**. A proper understanding of basic terminology – including the terms sex, sexual orientation and gender identity – will allow training participants to better comprehend the issues LGBTI people face, understand the differences in lived experiences between the wide varieties of LGBTI people and later formulate respectful solutions in their own work environments.

This exercise is done in **small teams** of three to four people, followed by a large group discussion, and is simple enough for any training audience to do: the teams match cards with words on them with the appropriate definition on the game board. Because this exercise is interactive and fun, it also serves as an icebreaker for the training.

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**Exercise Length:** 1 hour 20 minutes. 20 minutes for description and team activity; 60 minutes for discussion.

### Materials Needed:

- Terminology Board Game definition sheets (*one set per team, laminated if possible; on pages 5-6*)
  - Terminology Board Game pack of cards (*one set per team, laminated if possible, and cut out; on pages 7-8*)
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### Facilitator's Script – Exercise Description

- We'll learn about terminology by doing the **Terminology Board Game**.
- Please split into teams of three or four people each. You can join the people sitting nearest to you.
- Each team should have a **Terminology Board Game** on the table near them.
- The game consists of a **game board** – two sheets that you line up side-by-side – and a pack of cards.
- This **game is simple**. The board has the definitions on it. The cards have the words on them. You must match the correct word with the correct definition.
- This **isn't a speed test**, so please take your time when deciding where to place the cards.
- I'll come and **assist you** during the game. After everyone is finished, we'll go through them together.
- *While the teams work on completing their boards, the Facilitator should **assist them** by noting which cards are not in the correct places or giving them hints as to where they might place cards. Teams that finish should be instructed to work on the bonus exercises until the other teams finish. If a team has completed the bonus exercises and other teams are still working on their boards, the Facilitator might ask them to assist other teams.*

### Facilitator's Script – Discussion Introduction

- Now that you have **completed your boards**, I want to go through them.
- We'll start with the board that says, on the **top left**, "Each person's capacity for profound romantic..." Which card did you put on this game board spot? Why did you choose that word for this definition?
- *The Facilitator should go through the board **word by word**, starting at the top left, working across the row and then going to the next row. Please refer to the Facilitator's Key for questions to ask the training participants about each word and possible answers the training participants or Facilitator may give.*
- *If training participants are struggling to understand the **differences between words**, note that you will review the key terms sex, sexual orientation and gender identity in the SSOGI Spectrums exercise.*

#### Terminology Board Game

*This exercise was adapted from GLSEN's Talking the Talk "Terminology Match-up."*



Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex or gender.	What we do sexually, and with whom. People may pursue this with a person or persons they are attracted to. It is not always an accurate indicator of sexual orientation.	Indicates feelings that are more fluid and changing than sexual orientation. For instance, this can be for tall, short, dark-haired, brown-eyed or other traits of a sexual partner or sexual practice.
Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes their personal sense of their body and various means of gender expression.	Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of a different sex or gender.	Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of the same sex or gender.
Describes a person who has the capacity to be romantically, emotionally and/or physically attracted to person(s) of the same sex or gender as well as to person(s) of a different sex or gender.	Generally used to describe a man whose enduring romantic, emotional and/or physical attraction is to other men, although the term can also be used to describe women who are attracted to other women.	A woman whose enduring romantic, emotional and/or physical attraction is to other women.
The classification of a person as female, male or intersex. Infants are usually assigned this at birth based on the appearance of their external anatomy.	Refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on their assigned sex.	Possession of the qualities associated with men and women, or maleness and femaleness, in a particular society at a particular time.

#### Terminology Board Game

*This exercise was adapted from GLSEN's Talking the Talk "Terminology Match-up."*

<p>Umbrella term used by persons whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth.</p>	<p>The process of changing one's external gender presentation in order to be more in line with one's gender identity. This is a complex process that typically occurs over a long period of time.</p>	<p>In this context, refers to the act of viewing others in relation to their sex, sexual orientation, gender identity or gender expression. This is often based on stereotypes, and may be done in an unconscious manner.</p>
<p>A person with bodily variations in relation to culturally established standards of maleness and femaleness, including variations at the level of chromosomes, genitalia or secondary sex characteristics. Replaces "hermaphrodite."</p>	<p>Fear or hatred of homosexuals or homosexuality / fear or hatred of transgender people or gender variance.</p>	<p>Promoting heterosexuality as superior or assuming that all people are heterosexual.</p>
<p>A lifelong process of self-acceptance. People may acknowledge their identity first to themselves and then share it with others. Publicly sharing one's identity may or may not occur, and this concept is not applicable to every culture.</p>	<p>The external manifestation of one's gender identity, expressed through one's name, pronouns, "masculine," "feminine" or gender-variant behaviour, clothing, haircut, voice or bodily characteristics.</p>	<p>An out-dated and controversial diagnosis given to transgender people. It has been replaced by "gender dysphoria," which describes the feeling that one's emotional or physical gender identity differs from one's sex assigned at birth.</p>
<p>Laws that prohibit adult, consensual, private, non-commercial sex, including anal sex with a man or a woman in a legal marriage. These are disproportionately applied against persons who engage in same-sex acts.</p>	<p>Umbrella term for all persons whose sex, sexual orientation or gender identity places them outside the mainstream and persons whose gender identity does not match the sex they were assigned at birth.</p>	<p>Traditionally a negative term, this word is now used by some persons of diverse sex, sexual orientation and gender identity to describe themselves. Some value the term because of its defiance and inclusiveness.</p>

### Terminology Board Game

*This exercise was adapted from GLSEN's Talking the Talk "Terminology Match-up."*

<b>Sexual Orientation</b>	<b>Sexual Behaviour</b>	<b>Sexual Preference</b>
<b>Gender Identity</b>	<b>Heterosexual</b>	<b>Homosexual</b>
<b>Bisexual</b>	<b>Gay</b>	<b>Lesbian</b>
<b>Sex</b>	<b>Gender</b>	<b>Masculinity / Femininity</b>

### Terminology Board Game

*This exercise was adapted from GLSEN's Talking the Talk "Terminology Match-up."*

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<b>Transgender</b>	<b>Transition</b>	<b>Perception</b>
<b>Intersex</b>	<b>Homophobia / Transphobia</b>	<b>Heterosexism</b>
<b>“Coming Out”</b>	<b>Gender Expression / Presentation</b>	<b>Gender Identity Disorder</b>
<b>Sodomy Laws</b>	<b>Persons of Diverse Sex, Sexual Orientation and Gender Identity</b>	<b>Queer</b>

### Terminology Board Game

*This exercise was adapted from GLSEN’s Talking the Talk “Terminology Match-up.”*

# TERMINOLOGY EXERCISE

## Terminology Board Game Facilitator's Key (answers to suggested questions follow)

<p><b>Sexual Orientation</b></p> <p>Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex or gender.</p> <p><i>*What does the word orientation mean? Why do we use it to describe human sexuality?</i></p> <p><i>*Why is it important to use a neutral term?</i></p> <p><i>*Who has a sexual orientation?</i></p> <p><i>*What is a critical word in this definition, especially in relation to refugee status or asylum?</i></p>	<p><b>Sexual Behaviour</b></p> <p>What we do sexually, and with whom. People may pursue this with a person or persons they are attracted to. It is not always an accurate indicator of sexual orientation.</p> <p><i>*What word in this definition told you that the correct term was "sexual behaviour"?</i></p> <p><i>*Does how a person behaves sexually always reflect their preference or orientation?</i></p>	<p><b>Sexual Preference</b></p> <p>Indicates feelings that are more fluid and changing than sexual orientation. For instance, this can be for tall, short, dark-haired, brown-eyed, or other traits of a sexual partner or sexual practice.</p> <p><i>*What does "preference" imply?</i></p> <p><i>*Why is this an incorrect term to use to describe someone's sexual orientation?</i></p>
<p><b>Gender Identity</b></p> <p>Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes their personal sense of their body and various means of gender expression.</p> <p><i>*What is the difference between sexual orientation and gender identity?</i></p> <p><i>*Who tells us what our identity is?</i></p>	<p><b>Heterosexual</b></p> <p>Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of a different sex or gender.</p> <p><i>*What does "hetero" mean in Latin?</i></p> <p><i>*What is a common (and generally considered non-offensive) Western slang word for heterosexual?</i></p>	<p><b>Homosexual</b></p> <p>Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of the same sex or gender.</p> <p><i>*What does "homo" mean in Latin? Where does "homosexual" come from?</i></p> <p><i>*Do you use homosexual or "homo" here? Is it a positive or negative word?</i></p> <p><i>*Why is homosexual generally not a preferred term to use when describing sexual orientation?</i></p>

<p><b>Bisexual</b></p> <p>Describes a person who has the capacity to be romantically, emotionally and/or physically attracted to persons(s) of the same sex or gender as well as to person(s) of a different sex or gender.</p> <p><i>*Do you use the word bisexual in your culture? Is it a positive or negative word?</i></p> <p><i>*What are some common misconceptions about bisexuality?</i></p> <p><i>*Can bisexuals engage in monogamous relationships?</i></p>	<p><b>Gay</b></p> <p>Generally used to describe a man whose enduring romantic, emotional and/or physical attraction is to other men, although the term can also be used to describe women who are attracted to other women.</p> <p><i>*Do you use the word gay in your society? Is it a positive or negative word?</i></p> <p><i>*Why is gay a commonly used word in the international community?</i></p>	<p><b>Lesbian</b></p> <p>A woman whose enduring romantic, emotional and/or physical attraction is to other women.</p> <p><i>*Where does the word lesbian come from?</i></p>
<p><b>Sex</b></p> <p>The classification of a person as female, male or intersex. Infants are usually assigned this at birth based on the appearance of their external anatomy.</p> <p><i>*How is sex determined at birth?</i></p> <p><i>*What might be done if a baby's sex cannot be determined based on physical appearance?</i></p>	<p><b>Gender</b></p> <p>Refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on their assigned sex.</p> <p><i>*What is the difference between sex and gender?</i></p>	<p><b>Masculinity / Femininity</b></p> <p>Possession of the qualities associated with men and women, or maleness and femaleness, in a particular society at a particular time.</p> <p><i>*Is the concept of masculinity and femininity the same in every society?</i></p> <p><i>*How is your society's view of what is masculine and feminine different than in another region of the world?</i></p>

<p><b>Transgender</b></p> <p>Umbrella term used by persons whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth.</p> <p><i>*What does the word “trans” mean in Latin?</i></p> <p><i>*What does the transgender umbrella include?</i></p> <p><i>*What does it mean to be “gender variant”?</i></p> <p><i>*What is the difference between the word “transgender” and the phrase “gender identity”?</i></p>	<p><b>Transition</b></p> <p>The process of changing one’s external gender presentation in order to be more in line with one’s gender identity. This is a complex process that typically occurs over a long period of time.</p> <p><i>*What is the difference between “transgender” and “transition”?</i></p> <p><i>*What can the process of transition include?</i></p> <p><i>*Does everyone who is transgender transition?</i></p> <p><i>*Can we ask someone if they are transitioning or intend to transition?</i></p>	<p><b>Perception</b></p> <p>In this context, refers to the act of viewing others in relation to their sex, sexual orientation, gender identity or gender expression. This is often based on stereotypes, and may be done in an unconscious manner.</p> <p><i>*What are our perceptions based on?</i></p> <p><i>What do we mean when we say perception is often based on stereotypes?</i></p>
<p><b>Intersex</b></p> <p>A person with bodily variations in relation to culturally established standards of maleness and femaleness, including variations at the level of chromosomes, genitalia or secondary sex characteristics. Replaces "hermaphrodite."</p> <p><i>*When a baby is determined to be intersex at birth, what may occur?</i></p> <p><i>*What might occur later in life if an intersex baby is assigned the sex of male or female at birth?</i></p> <p><i>*Why do we avoid referring to intersex as a medical condition?</i></p> <p><i>*What do intersex people have in common with transgender people?</i></p>	<p><b>Homophobia / Transphobia</b></p> <p>Fear or hatred of homosexuals or homosexuality / fear or hatred of transgender people or gender variance.</p> <p><i>*What does the word “phobia” mean in Latin?</i></p> <p><i>*What are some examples of homophobia and transphobia?</i></p>	<p><b>Heterosexism</b></p> <p>Promoting heterosexuality as superior or assuming that all people are heterosexual.</p> <p><i>*What are some examples of heterosexism, including during our daily work?</i></p>



<p><b>“Coming Out”</b></p> <p>A lifelong process of self-acceptance. People may acknowledge their identity first to themselves and then share it with others. Publicly sharing one’s identity may or may not occur, and this concept is not applicable to every culture.</p> <p><i>*What is the origin of this term?</i></p> <p><i>*What is the term we use in our work to refer to “closeted”?</i></p> <p><i>*These are “Western” terms – most commonly used in Europe and the US. Why is it important to become familiar with them?</i></p> <p><i>*Does everyone who is a person of diverse sex, sexual orientation or gender identity “come out” at some point in their life?</i></p>	<p><b>Gender Expression / Presentation</b></p> <p>The external manifestation of one’s gender identity, expressed through one’s name, pronouns, “masculine,” “feminine” or gender-variant behaviour, clothing, haircut, voice or bodily characteristics.</p> <p><i>*Can you give examples of gender expression?</i></p> <p><i>*Why is it important for us to pay attention to gender expression / presentation?</i></p>	<p><b>Gender Identity Disorder</b></p> <p>An out-dated and controversial diagnosis given to transgender people. It has been replaced by "gender dysphoria," which describes the feeling that one’s emotional or physical gender identity differs from one’s sex assigned at birth.</p> <p><i>*Why do we want to avoid using this term?</i></p> <p><i>*Where might we see this term in the process of protecting or seeking durable solutions for individuals?</i></p>
<p><b>Sodomy Laws</b></p> <p>Laws that prohibit adult, consensual, private, non-commercial sex, including anal sex with a man or a woman in a legal marriage. These are disproportionately applied against persons who engage in same-sex acts.</p> <p><i>*From what source do the majority of the world’s sodomy laws derive?</i></p> <p><i>*What are examples of other laws of general application that are disproportionately applied to persons of diverse sexual orientation and gender identity?</i></p>	<p><b>Persons of Diverse Sex, Sexual Orientation and Gender Identity</b></p> <p>Umbrella term for all people whose sex, sexual orientation or gender identity places them outside the mainstream, and people whose gender identity does not match the sex they were assigned at birth.</p> <p><i>*Why is this phrase used as an alternative to “LGBTI”?</i></p> <p><i>*How do you know how to refer to a specific individual?</i></p>	<p><b>Queer</b></p> <p>Traditionally a negative term, this word is now used by some persons of diverse sex, sexual orientation and gender identity to describe themselves. Some value the term because of its defiance and inclusiveness.</p> <p><i>*Where do we hear the word queer?</i></p> <p><i>*When should you use the word queer?</i></p>

# TERMINOLOGY EXERCISE

## Suggested Answers to Terminology Board Game Questions

### Key Term!

#### Sexual Orientation

*\*What does the word **orientation** mean? Why do we use it to describe human sexuality?*

The word “orientation” means “the determination of the relative position of someone or something” or “the relative physical position or direction of something.” We can thus say that orientation means the direction in which one is pointed in terms of sexuality. “Sexual orientation” is a neutral term that does not imply choice or lack thereof. It is thus preferred over terms such as “sexual preference” and “sexual behaviour.”

*\*Why is it important to use a **neutral** term?*

There are numerous debates about how sexual orientation is formed. Some argue it is determined by the individual, shaped over the course of a lifetime or influenced by environmental factors (the “choice” argument). Some argue sexual orientation is an inherent or innate characteristic, that one’s sexual orientation is congenital, or present from birth, and that it cannot change (the “born this way” argument).

The United Nations has determined that regardless of how sexual orientation is formed, and regardless of whether it is an innate characteristic or a characteristic that develops over time, it is essential to the human experience and a fundamental component of human dignity.

When individuals are forced to conceal their sexual orientation, or are persecuted or discriminated against on the basis of their sexual orientation, it is a human rights violation of such magnitude as to trigger international protection.

*\*Who has a sexual **orientation**?*

Everyone has a sexual orientation, whether they are heterosexual, homosexual, bisexual or another expression.

*\*What is a **critical word** in this definition, especially in relation to refugee status or asylum?*

“Capacity”: this is critical because it is inclusive of individuals who have not yet had sexual interaction or emotional, physical or romantic attraction. It reinforces the fact that individuals, both children and adults, can know what their sexual orientation is prior to engaging in relationships.

#### Sexual Behaviour

*\*What word in this **definition** told you that the correct term was “sexual behaviour”?*

“Do.”

*\*Does how a person **behaves** sexually always reflect their preference or orientation?*

No. People behave in many ways that do not accurately reflect their sexual orientation or how they identify. That is why we use the terms “men who have sex with men” and “women who have sex with women.” These terms describe individuals who engage in same-sex relations but may not identify as gay or lesbian.

#### Sexual Preference

*\*What does “**preference**” imply?*

Preference implies choice. If I prefer to drink coffee at breakfast today, will I drink coffee for breakfast every day for the rest of my life? No. Preferences change over time. What we like today is not necessarily what we will like ten years from

today. Thus, the term “sexual preference” relates to our attraction to particular characteristics, like hair color and height, at a particular time. These preferences may change over time.

*\*Why is this an **incorrect term** to use to describe someone’s sexual orientation?*

We want to avoid using any terms that make implications regarding how sexual orientation is formed. Using the term “sexual preference” to describe human sexuality implies people choose which gender they are attracted to and that their choice can or will change over time. This should be avoided.

## Key Term!

### Gender Identity

*\*What is the **difference** between sexual orientation and gender identity?*

Sexual orientation is our attraction to other persons. Gender identity is our internal sense of maleness, femaleness or another gender. It is how you feel inside yourself about your gender, regardless of your assigned sex or gender. We think of sexual orientation as radiating *outwards* and gender identity as radiating *inwards*. Sex refers to our physical body.

*\*Who tells us what our **identity** is?*

Society, communities, family and friends may provide us with information regarding what they believe our gender identity should be. This information is typically based on the sex and gender we were assigned at birth. However, gender identity is a unique characteristic specific to each individual. Only an individual themselves can know what their gender identity is. No one else can determine your gender identity.

### Heterosexual

*\*What does “hetero” mean in **Latin**?*

“Different.”

*\*What is a common (and generally considered non-offensive) Western **slang word** for heterosexual?*

“Straight.”

### Homosexual

*\*What does “homo” mean in **Latin**? Where does “homosexual” come from?*

“Same.” The word homosexual is clinical in origin and is viewed as a clinical term today. A German psychologist coined it in the late 19th century.

*\*Do you use homosexual or “homo” here? Is it a **positive or negative** word?*

*The answer will depend on the training location. Generally training participants are aware of the word “homo” (it is used widely around the world as a derogatory word for homosexuals) and agree it should not be used.*

*\*Why is homosexual generally not a **preferred term** to use when describing sexual orientation?*

Throughout much of its history, the term homosexual has been used in a negative manner and associated with deviance and other negative qualities. Today it has a negative connotation in many locations (the exception is use of the term in French) and the word “homo” is a common derogatory slang form of homosexual.

For that reason, many LGB people neither use nor advocate the use of the word homosexual and may prefer gay, lesbian or another term. Always use the term the individual you are speaking with uses and avoid using the term homosexual in English unless they use it first.

## Bisexual

*\*Do you use the word **bisexual** in your culture? Is it a positive or negative word?*

*The answer will depend on the training location. In many locations, the word bisexual is not used. You may ask what word is used in that location to describe attraction to more than one sex or gender, if the concept exists.*

*\*What are some common **misconceptions** about bisexuality?*

Common misconceptions about bisexuals are that they are confused about whether they are really gay or straight, that they are unable to engage in monogamous relationships and that they must date people of multiple genders at the same time. Bisexuals face prejudice and stigma from both straight and gay people.

*\*Can bisexuals engage in **monogamous** relationships?*

Yes. Like people of other sexualities, bisexual individuals may be in long-term relationships or may engage in short-term or no relationships. Being bisexual does not mean you cannot make a long-term commitment to an individual of one sex or gender. The word “capacity” is again critical here.

Also keep in mind that bisexual people may be perceived as gay or lesbian regardless of their personal identity or their current relationship.

## Gay

*\*Do you use the word gay in your society? Is it a **positive or negative** word?*

*The answer will depend on the training location. In many locations, the word gay has a negative connotation.*

*\*Why is gay a **commonly used** word in the international community?*

Many individuals you meet will use the word gay, as it is generally considered by LGBTI people to be a respectful term to describe sexuality and same-sex attraction.

You will hear it in many places around the world, not just in English-speaking or “Western” societies. Many languages lack respectful terms to describe same-sex attraction or relationships, and the word “gay” has thus been appropriated from English for use as a respectful term.

The term gay is used by the international community as a positive way to describe same-sex attraction and same-sex relationships. We will use it many times in this training and you will see it in your written materials.

## Lesbian

*\*Where does the word **lesbian** come from?*

The word lesbian originates from the Greek island of Lesbos. Lesbos was the home of the 6<sup>th</sup> century BC poet Sappho. She is the first known poet to have written romantic verse about other women.

Thus, women who are attracted to women are called lesbians, and romance between women is termed “Sapphic” romance. Lesbians are also sometimes referred to as “Sapphic sisters.”

Before the 19<sup>th</sup> century, the word “lesbian” described any derivative of the isle of Lesbos, including a type of wine produced there.

“Lesbian” was first used in as an adjective to refer to women in 1890 medical dictionary, where it was used to describe erotic female relationships. The term “lesbianism” was used to refer to women as early as 1870.

## Key Term!

### Sex

#### *\*How is sex **determined** at birth?*

The midwife, doctor, nurse, your cousin, or whoever delivers you, holds you up and says....? “It’s a boy! It’s a girl!” How do they determine that? By looking at your physical features.

#### *\*What might be done if a baby’s sex **cannot be** determined based on physical appearance?*

In cases where sex cannot be determined at birth based on physical appearance, genetic tests can be conducted to determine sex.

### Gender

#### *\*What is the **difference** between sex and gender?*

If XXX (choose training participant to use as an example) is walking down the street, I would say he/she is male/female. How do I know that? Can I see his/her physical body? No – he/she is wearing clothes. How do I know what someone’s sex is? I can’t. Instead, I determine their gender. How do I do that? I determine their gender based on their hair, makeup, facial features, facial hair, clothing, manner of walking and other attributes.

My society taught me, from a very early age, what a “man” looks like and what a “woman” looks like. We are all taught this by our societies. Our society instructs us regarding how to identify people as male or female. In many societies, an individual who cannot be classified as male or female based on their appearance is seen as defying gender norms and may be at risk of stigma, disapproval, discrimination or even persecution.

### Masculinity / Femininity

#### *\*Is the concept of **masculinity and femininity** the same in every society?*

No. Every society has different concepts of what is masculine and what is feminine, or what constitutes maleness and femaleness. Just like my society taught me how to recognize men and women, and thus what men and women should look and act like, your societies taught you this as well.

#### *\*How is your **society’s view** of what is masculine and feminine different than in another region of the world?*

The answer will differ based on the training location.

### Transgender

#### *\*What does the word “trans” mean in **Latin**?*

“Across.” The word “transgender” thus means “across genders.”

#### *\*What does the transgender **umbrella** include?*

The transgender umbrella includes all people whose gender identity differs from the sex they were assigned at birth. This can include people who identify as transgender, transsexual, genderqueer, third sex, third gender, *hijra*, other terms or no gender at all.

Note that transsexual is an older word that is still preferred by some whose sex is opposite from their gender identity. Others may now consider this term inappropriate. Always follow the lead of the individual with whom you are speaking.

We use the term transgender because it is inclusive and does not imply that someone identifies as the “opposite” sex or gender, or that they have undergone, or will undergo, transition in order to change their appearance or physical body.

*\*What does it mean to be “gender variant”?*

Gender variant means one does not identify with or present as the gender assigned to them by society. Gender variant people may dress or act differently than what is expected of their assigned gender. They may or may not identify with a gender other than the one they have been assigned.

*\*What is the **difference** between the word “transgender” and the phrase “gender identity”?*

The term gender identity means how you feel inside yourself about your gender. You may identify with the gender that corresponds with the sex you were assigned at birth, or you may not. Transgender describes someone whose gender identity does not correspond with the sex or gender they have been assigned.

## Transition

*\*What is the **difference** between “transgender” and “transition”?*

Transgender describes an individual; transition describes an act.

*\*What can the **process** of transition include?*

Transition can include such processes as telling other people about one’s gender identity, changing one’s hair, makeup, clothing, speech, pronouns or legal documents, and / or taking steps to change one’s physical body, such as hormone therapy, silicone implants or surgery.

*\*Does everyone who is transgender **transition**?*

No. Not everyone who is transgender transitions. Many transgender people do not wish to transition and may not present or express themselves as the gender that corresponds with their gender identity.

*\*Can we **ask someone** if they are transitioning or intend to transition?*

Yes. In some instances, it is important to know whether someone is in the process of transitioning or intends to transition. This can affect many stages of our work. Individuals who are transitioning may need assistance with documentation, housing, sanitation facilities, travel, employment, health care and other processes. It is not disrespectful to ask someone if they are transitioning or intend to do so.

## Perception

*\*What are our **perceptions** based on?*

We often perceive others intuitively, without conscious thought, based on factors we can see, such as others’ clothing, hair length or style, height, body shape or other characteristics. We may express ourselves in certain ways but be perceived by others differently; likewise, we may perceive others differently than they intend to express themselves. In nearly every encounter we have with others, our sex, gender expression and other characteristics are “marked” or noted by others in multiple ways.

*\*What do we mean when we say perception is often based on **stereotypes**?*

Many people assume that the sex, gender identity and sexual orientation of others are always related to each other in the same way, and that they are related in the same way to how we perceive ourselves, act and love. In actuality, human beings are complex and diverse creatures and the way sex, gender identity and sexual orientation are related to one another will depend on the individual, the context, the culture and other factors.

## Intersex

*\*When a baby is **determined** to be intersex at birth, what may occur?*

Intersex children may undergo surgery to make their bodies conform to expectations of a male or female body. Such surgical interventions carried out on children by definition cannot be premised upon informed consent. This means a child cannot choose whether or not to have the surgery.



In the majority of cases, there is not a medical need for the surgical interventions beyond the perceived need to bring the child's body into line with expectations of a typical male or female body. The interventions are typically irreversible and can cause a wide range of severe, negative physical and psychological health effects. For these reasons, surgery to "correct" the sex of intersex individuals is increasingly controversial and viewed by many as a human rights violation.

In addition to intersex advocacy organizations, a number of other bodies have called for an end to the practice of unnecessary surgery and treatment, including the Committee on the Rights of the Child, the Committee Against Torture and the special procedures mandate holders on the right to health and on torture.

*\*What might **occur** later in life if an intersex baby is assigned the sex of male or female at birth?*

An intersex child or adult assigned the sex of male or female at birth may not have a gender identity that corresponds with their assigned sex.

*\*Why do we **avoid** referring to intersex as a medical condition?*

Intersex describes sex, not a medical condition. Intersex as a sex is always congenital (present from birth) and can originate from wide range of genetic, chromosomal or hormonal variations. Intersex people are often pathologized, or viewed negatively from a medical perspective, due to their distinctive characteristics. Guidance documents you use in your work may use out-dated language to refer to intersex as a medical condition, or "abnormality" or "defect," of sex.

*\*What do intersex people have in **common** with transgender people? And what do they have in common with lesbian, gay and bisexual people?*

Intersex describes sex; transgender refers to people whose gender identity does not correspond to the sex they were assigned at birth. Intersex bodies may not meet societal expectations of "men" and "women," and thus, similar to people who are gay, lesbian, bisexual or transgender, intersex people may experience homophobia, transphobia, prejudice, stigma, discrimination and persecution, including forced medical treatment to "normalize" their bodies in line with societal expectations of maleness and femaleness.

## Homophobia / Transphobia

*\*What does the word "**phobia**" mean in Latin?*

"Fear."

*\*What are some **examples** of homophobia and transphobia?*

Examples of homophobia are: refusing to shake someone's hand, refusing to socialize with someone, using verbal slurs when speaking to or about someone, bullying someone or hurting someone physically based on that individual's perceived or real sex, sexual orientation or gender identity.

## Heterosexism

*\*What are some **examples** of heterosexism, including during our daily work?*

We act in a heterosexist manner when we assume someone is heterosexual. We often ask people we perceive as female if they have a husband or boyfriend, and people we perceive as male if they have a wife or girlfriend. This assumes the person is heterosexual or would only have a different-sex relationship. It may close the window of opportunity for us to learn about a same-sex relationship or diverse sexual orientation.



## “Coming Out”

*\*What is the **origin** of the term “coming out”?*

The full term is “in the closet / coming out.” “In the closet” means you are hiding your sex, sexual orientation or gender identity. “Coming out” means you are coming out of the closet and sharing your sex, sexual orientation or gender identity with others.

*\*What is the **term** we use in our work to refer to “closeted”?*

“Concealment.”

*\*These are “**Western**” terms – most commonly used in places like Europe and the US. Why is it important to become familiar with them?*

Many documents you read and films you see reference the terms “closeted” and “outed.” When we say someone is “closeted,” we mean they are hiding. When we say someone has been “outed,” it means the person has had their sex, sexual orientation or gender identity shared with others, either with or without their consent.

*\*Does **everyone** who is a person of diverse sex, sexual orientation or gender identity “come out” at some point in their life?*

No. The concept of “coming out,” or that a person will always first acknowledge their sexual orientation or gender identity to themselves, then choose to share that information with others, does not represent the lived experience of many LGBTI people around the world. Everyone’s experience is different and unique. LGBTI people may or may not choose to share information about their sex, sexual orientation or gender identity with others, and may not necessarily identify in any particular way.

## Gender Expression / Presentation

*\*Can you give **examples** of gender expression?*

Examples of how we express gender are through hair, makeup, clothing, names, pronouns, documents and mannerisms.

*\*Why is it **important** for us to pay attention to gender expression?*

If an individual’s gender expression or presentation does not correspond to their official documentation, we may need to assist them with specific arrangements related to housing, sanitation facilities, travel, education, employment, health care or other processes. In some cases, and where possible, they may wish to change the official sex or gender listed in their documentation.

## Gender Identity Disorder

*\*Why do we want to **avoid** using this term?*

The term “gender identity disorder” was declassified by the American Psychological Association in 2012. The term was replaced with “gender dysphoria,” which describes a feeling of discomfort due to a difference between one’s assigned sex or gender and gender identity. Recall that being transgender is not a medical condition or disorder.

*\*Where **might we see** this term in the process of protecting or seeking comprehensive durable solutions for individuals?*

This term is still widely used by medical practitioners. When possible, it should be recommended that they instead use the term “gender dysphoria” or simply “transgender.”

## Sodomy Laws

*\*From what **source** do the majority of the world's sodomy laws derive?*

British and French colonialism. Sodomy laws were put in place as a mechanism of control. The laws were repealed in France in the late 1700s and Britain in the 1900s, but remain in place in many former colonies today.

*\*What are **examples** of other laws of general application that are disproportionately applied to persons of diverse sexual orientations and gender identities?*

Public debauchery and morality laws, loitering laws, impersonation laws, and crimes of moral turpitude.

## Persons of Diverse Sex, Sexual Orientation and Gender Identity

*\*Why is this **phrase** used as an alternative to “LGBTI”?*

Many people do not use the specific terms “lesbian, gay, bisexual, transgender and intersex” to describe themselves. They may use terms specific to their language or location, or no terms at all. The term “persons of diverse sex, sexual orientation and gender identity” is used to capture the diversity in human beings of sex, sexual orientation and gender identity without referencing language that may be perceived as specific to the West. In the context of our work and training, it is useful to think of “LGBTI” as shorthand for “persons of diverse sex, sexual orientation and gender identity.”

*\*How do you **know** how to refer to a specific individual?*

Follow their lead. If they have indicated they are a person of diverse sex, sexual orientation or gender identity, but you aren't sure what term to use, ask them. If someone shares the term they prefer with you, it's useful to ask what that term means to them to ensure you have a common understanding.

## Queer

*\*Where do we **hear** the word “queer”?*

The word “queer” is now used widely in a variety of places around the world to describe the “LGBTI” spectrum. In that way, queer may be considered shorthand for “LGBTI” or “persons of diverse SSOI.” Traditionally a negative word, queer has been reclaimed as positive and inclusive. You may hear the word in relation to such things as LGBTI organizations, movements, magazines, fiction, politics, university courses and programs, not just in the US, Canada and Europe, but also in other parts of the world such as the Middle East and Asia. For instance, the leading Iranian LGBTI advocacy group is called “Iranian Queer Organization” (<http://www.irgo.org/english/>).

*\*When should you **use** the word queer?*

If the individual you are speaking with uses the word queer, you should also use it. In general, however, when you do not know how someone identifies or if they wish to identify with any specific term at all, you should wait until they have indicated they are a person of diverse sex, sexual orientation or gender identity and then ask them what term they prefer. You can ask, “Is there a particular term you use to describe your [sex / sexual orientation / gender identity]?” Keep in mind that, if they specify a term, it's useful to ask them what the term means to them to ensure you have a common understanding.

# TERMINOLOGY EXERCISE

## Terminology Board Game – Basic Version

### Overview

**Note: This is the basic version of the Terminology Board Game.** It should only be used for trainings with notable time restrictions (such as a half-day training) or for training audiences with limited English. All training participants with a working level of English who are participating in the full version of Module 01 can, and should, participate in the full version of the Terminology Board Game.

The Terminology Board Game is the **foundation exercise of the LGBTI training**. A proper understanding of basic terminology – including the terms sex, sexual orientation and gender identity – will allow training participants to better comprehend the issues LGBTI people face, understand the difference in lived experiences between the wide varieties of LGBTI people and later formulate respectful solutions in their working environments.

The exercise is done in **small teams** of three to four people, followed by a large group discussion, and is simple enough for any training audience to do: the teams match cards with words on them with the appropriate definition on the game board. Because this exercise is interactive and fun, it also serves as an icebreaker for the training.

**Exercise Length:** 45 minutes. 15 minutes for description and team activity; 30 minutes for discussion.

### Materials Needed:

- Terminology Board Game definition sheet (*one set per team, laminated if possible; on page 22*)
- Terminology Board Game pack of cards (*one set per team, laminated if possible, and cut out; on page 23*)

### Facilitator's Script – Exercise Description

- We'll learn about terminology by doing the **Terminology Board Game**.
- Please split into teams of three or four people each. You can join the people sitting nearest to you.
- Each team should have a **Terminology Board Game** and pack of cards on the table near them.
- This **game is simple**. The board has the definitions on it. The cards have the words on them. You must match the correct word with the correct definition.
- This **isn't a speed test**, so please take your time when deciding where to place the cards.
- I'll come and **assist you** during the game. After everyone is finished, we'll go through them all together.
- *While the teams work on completing their boards, the Facilitator should assist them by noting which cards are not in the correct places or giving them hints as to where they might place cards. Teams that finish should be instructed to work on the bonus exercises until the other teams finish. If a team has completed the bonus exercises and other teams are still working on their boards, the Facilitator might ask them to assist other teams.*

### Facilitator's Script – Discussion Introduction

- Now that you have **completed your boards**, I want to go through them.
- We'll start with the board that says, on the top left, "Each person's capacity for profound romantic..." Which card did you put on this game board spot? Why did you choose that word for this definition?
- *The Facilitator should go through the board word by word, starting at the top left, working across the row, then going to the next row. Please refer to the Facilitator's Key for questions to ask about each word and possible answers the training participants or Facilitator might give.*
- *If you are presenting The SSOGI Spectrums, you can note to participants that you will further explore the terms sex, sexual orientation and gender identity during that exercise.*

### Terminology Board Game – Basic Version

*This exercise was adapted from GLSEN's Talking the Talk "Terminology Match-up."*

Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex or gender.	What we do sexually, and with whom. People may pursue this with a person or persons they are attracted to. It is not always an accurate indicator of sexual orientation.	Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to persons of a different sex or gender.
Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of the same sex or gender.	Describes a person who has the capacity to be romantically, emotionally and/or physically attracted to person(s) of the same sex or gender as well as to person(s) of a different sex or gender.	Generally used to describe a man whose enduring romantic, emotional and/or physical attraction is to other men, although the term can also be used to describe women who are attracted to other women.
Fear or hatred of homosexuals or homosexuality / fear or hatred of transgender persons or gender variance.	A woman whose enduring romantic, emotional and/or physical attraction is to other women.	The classification of a person as female, male or intersex. Infants are usually assigned this at birth based on the appearance of their external anatomy.
A person with bodily variations in relation to culturally established standards of maleness and femaleness, including variations at the level of chromosomes, genitalia or secondary sex characteristics. Replaces "hermaphrodite."	Refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on their assigned sex.	The process of changing one's external gender presentation in order to be more in line with one's gender identity. This is a complex process that typically occurs over a long period of time.
Umbrella term used by persons whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth.	Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes their personal sense of their body and various means of gender expression.	Umbrella term for all persons whose sex, sexual orientation or gender identity places them outside the mainstream, and persons whose gender identity does not match the sex they were assigned at birth.

<b>Sexual Orientation</b>	<b>Sexual Behaviour</b>	<b>Heterosexual</b>
<b>Homosexual</b>	<b>Bisexual</b>	<b>Gay</b>
<b>Homophobia / Transphobia</b>	<b>Lesbian</b>	<b>Sex</b>
<b>Intersex</b>	<b>Gender</b>	<b>Transition</b>
<b>Transgender</b>	<b>Gender Identity</b>	<b>Persons of Diverse Sex, Sexual Orientation and Gender Identity</b>

# TERMINOLOGY EXERCISE

## Terminology Board Game Facilitator's Key – Basic Version

<p><b>Sexual Orientation</b></p> <p>Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex or gender.</p> <p><i>*What does the word orientation mean? Why do we use it to describe human sexuality?</i></p> <p><i>*Why is it important to use a neutral term?</i></p> <p><i>*Who has a sexual orientation?</i></p> <p><i>*What is a critical word in this definition, especially in relation to refugee status or asylum?</i></p>	<p><b>Sexual Behaviour</b></p> <p>What we do sexually, and with whom. People may pursue this with a person or persons they are attracted to. It is not always an accurate indicator of sexual orientation.</p> <p><i>*What word in this definition told you that the correct term was "sexual behaviour"?</i></p> <p><i>*Does how a person behaves sexually always reflect their preference or orientation?</i></p>	<p><b>Heterosexual</b></p> <p>Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of a different sex or gender.</p> <p><i>*What does "hetero" mean in Latin?</i></p> <p><i>*What is a common (and generally considered non-offensive) Western slang word for heterosexual?</i></p>
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<p><b>Homosexual</b></p> <p>Describes a person who predominantly or entirely has romantic, emotional and/or physical attraction to person(s) of the same sex or gender.</p> <p><i>*What does “homo” mean in Latin? Where does “homosexual” come from?</i></p> <p><i>*Do you use homosexual or “homo” here? Is it a positive or negative word?</i></p> <p><i>*Why is homosexual generally not a preferred term to use when describing sexual orientation?</i></p>	<p><b>Bisexual</b></p> <p>Describes a person who has the capacity to be romantically, emotionally and/or physically attracted to person(s) of the same sex or gender as well as to person(s) of a different sex or gender.</p> <p><i>*Do you use the word bisexual in your culture? Is it a positive or negative word?</i></p> <p><i>*What are some common misconceptions about bisexuality?</i></p> <p><i>*Can bisexuals engage in monogamous relationships?</i></p>	<p><b>Gay</b></p> <p>Generally used to describe a man whose enduring romantic, emotional and/or physical attraction is to other men, although the term can also be used to describe women who are attracted to other women.</p> <p><i>*Do you use the word gay in your society? Is it a positive or negative word?</i></p> <p><i>*Why is gay a commonly used word in the international community?</i></p>
<p><b>Homophobia / Transphobia</b></p> <p>Fear or hatred of homosexuals or homosexuality / fear or hatred of transgender persons or gender variance.</p> <p><i>*What does the word “phobia” mean in Latin?</i></p> <p><i>*What are some examples of homophobia and transphobia?</i></p>	<p><b>Lesbian</b></p> <p>A woman whose enduring romantic, emotional and/or physical attraction is to other women.</p> <p><i>*Where does the word lesbian come from?</i></p>	<p><b>Sex</b></p> <p>The classification of a person as female, male or intersex. Infants are usually assigned this at birth based on the appearance of their external anatomy.</p> <p><i>*How is sex determined at birth?</i></p> <p><i>*What might be done if a baby’s sex cannot be determined based on physical appearance?</i></p>



<p><b>Intersex</b></p> <p>A person with bodily variations in relation to culturally established standards of maleness and femaleness, including variations at the level of chromosomes, genitalia or secondary sex characteristics. Replaces "hermaphrodite."</p> <p><i>*When a baby is determined to be intersex at birth, what may occur?</i></p> <p><i>*What might occur later in life if an intersex baby is assigned the sex of male or female at birth?</i></p> <p><i>*Why do we avoid referring to intersex as a medical condition?</i></p> <p><i>*What do intersex people have in common with transgender people?</i></p>	<p><b>Gender</b></p> <p>Refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on their assigned sex.</p> <p><i>*What is the difference between sex and gender?</i></p>	<p><b>Transition</b></p> <p>The process of changing one's external gender presentation in order to be more in line with one's gender identity. This is a complex process that typically occurs over a long period of time.</p> <p><i>*What is the difference between "transgender" and "transition"?</i></p> <p><i>*What can the process of transition include?</i></p> <p><i>*Does everyone who is transgender transition?</i></p> <p><i>*Can we ask someone if they are transitioning or intend to transition?</i></p>
<p><b>Transgender</b></p> <p>Umbrella term used by persons whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth.</p> <p><i>*What does the word "trans" mean in Latin?</i></p> <p><i>*What does the transgender umbrella include?</i></p> <p><i>*What does it mean to be "gender variant"?</i></p> <p><i>*What is the difference between the word "transgender" and the phrase "gender identity"?</i></p>	<p><b>Gender Identity</b></p> <p>Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth. This includes their personal sense of their body and various means of gender expression.</p> <p><i>*What is the difference between sexual orientation and gender identity?</i></p> <p><i>*Who tells us what our identity is?</i></p>	<p><b>Persons of Diverse Sex, Sexual Orientation and Gender Identity</b></p> <p>Umbrella term for all people whose sex, sexual orientation or gender identity places them outside the mainstream, and people whose gender identity does not match the sex they were assigned at birth.</p> <p><i>*Why is this phrase used as an alternative to "LGBTI"?</i></p> <p><i>*How do you know how to refer to a specific individual?</i></p>

# TERMINOLOGY EXERCISE

## Suggested Answers to Terminology Board Game Questions – Basic Version

### Key Term!

#### Sexual Orientation

*\*What does the word **orientation** mean? Why do we use it to describe human sexuality?*

The word “orientation” means “the determination of the relative position of someone or something” or “the relative physical position or direction of something.” We can thus say that orientation means the direction in which one is pointed in terms of sexuality. “Sexual orientation” is a neutral term that does not imply choice or lack thereof. It is thus preferred over terms such as “sexual preference” and “sexual behaviour.”

*\*Why is it important to use a **neutral** term?*

There are numerous debates about how sexual orientation is formed. Some argue it is determined by the individual, shaped over the course of a lifetime or influenced by environmental factors (the “choice” argument). Some argue sexual orientation is an inherent or innate characteristic, that one’s sexual orientation is congenital, or present from birth, and that it cannot change (the “born this way” argument.)

The United Nations has determined that, regardless of how sexual orientation is formed, and regardless of whether it is an innate characteristic or a characteristic that develops over time, it is essential to the human experience and a fundamental component of human dignity.

When individuals are forced to conceal their sexual orientation, or are persecuted or discriminated against on the basis of their sexual orientation, it is a human rights violation of such magnitude as to trigger international protection.

*\*Who has a sexual **orientation**?*

Everyone has a sexual orientation, whether they are heterosexual, homosexual, bisexual or another expression.

*\*What is a **critical word** in this definition, especially in relation to refugee status or asylum?*

“Capacity”: this is critical because it is inclusive of individuals who have not yet had sexual interaction or emotional, physical or romantic attraction. It reinforces the fact that individuals, both children and adults, can know what their sexual orientation is prior to engaging in relationships.

#### Sexual Behaviour

*\*What word in this **definition** told you that the correct term was “sexual behaviour”?*

“Do.”

*\*Does how a person **behaves** sexually always reflect their preference or orientation?*

No. People behave in many ways that do not accurately reflect their sexual orientation or how they identify. That is why we use the terms “men who have sex with men” and “women who have sex with women.” These terms describe individuals who engage in same-sex relations but may not identify as gay or lesbian.

#### Heterosexual

*\*What does “**hetero**” mean in Latin?*

“Different.”

*\*What is a common (and generally considered non-offensive) Western **slang word** for heterosexual?*

*“Straight.”*

## Homosexual

*\*What does “homo” mean in **Latin**? Where does “homosexual” come from?*

*“Same.” The word homosexual is clinical in origin and is viewed as a clinic term today. A German psychologist coined it in the late 19th century.*

*\*Do you use homosexual or “homo” here? Is it a **positive or negative** word?*

*The answer will depend on the training location. Generally training participants are aware of the word “homo” (it is used widely around the world as a derogatory word for homosexuals) and agree it should not be used.*

*\*Why is homosexual generally not a **preferred term** to use when describing sexual orientation?*

Throughout much of its history, it has been used in a negative manner and associated with deviance and other negative qualities. Today it has a negative connotation in many locations (the exception is use of the term in French) and the word “homo” is a common derogatory slang form of homosexual.

For that reason, many LGB people do not use nor advocate the use of the word homosexual, and may prefer gay, lesbian or another term. Always use the term the individual you are speaking with uses, and avoid using the term homosexual in English unless they use it first.

## Bisexual

*\*Do you use the word **bisexual** in your culture? Is it a positive or negative word?*

*The answer will depend on the training location. In many locations, the word bisexual is not used. You may ask what word is used in that location to describe attraction to more than one sex or gender, if the concept exists.*

*\*What are some common **misconceptions** about bisexuality?*

Common misconceptions about bisexuals are that they are confused about whether they are really gay or straight, that they are unable to engage in monogamous relationships and that they must date people of multiple genders at the same time. Bisexuals face prejudice and stigma from both straight and gay people.

*\*Can bisexuals engage in **monogamous** relationships?*

Yes. Like people of other sexualities, bisexual individuals may be in one long-term relationship or may engage in short-term or no relationships. Being bisexual does not mean you cannot make a long-term commitment to an individual of one sex or gender. The word “capacity” is again critical here.

Also keep in mind that bisexual people may be perceived as gay or lesbian regardless of their personal identity or their current relationship.

## Gay

*\*Do you use the word **gay** in your **society**? Is it a positive or negative word?*

*The answer will depend on the training location. In many locations, the word gay has a negative connotation.*

*\*Why is **gay** a **commonly used** word in the international community?*

Many individuals you meet will use the word gay, as it is generally considered by LGBTI people to be a respectful term to describe sexuality and same-sex attraction. You will hear it in many places around the world, not just in English-speaking or “Western” societies. Many languages lack respectful terms to describe same-sex attraction or relationships, and the word “gay” has thus been appropriated from English for use as a respectful term.

The term gay is used by the international community as a positive way to describe same-sex attraction and same-sex relationships. We will use it many times in this training and you will see it in your written materials.

## Homophobia / Transphobia

*\*What does the word “**phobia**” mean in Latin?*

“Fear.”

*\*What are some **examples** of homophobia and transphobia?*

Examples of homophobia are: refusing to shake someone’s hand, refusing to socialize with someone, using verbal slurs when speaking to or about someone, bullying someone or hurting someone physically based on that individual’s perceived or real sex, sexual orientation or gender identity.

## Lesbian

*\*Where does the word **lesbian** come from?*

The word lesbian originates from the Greek island of Lesbos. Lesbos was the home of the 6<sup>th</sup> century BC poet Sappho. She is the first known poet to have written romantic verse about other women. Thus, women who are attracted to women are called lesbians, and romance between women is termed “Sapphic” romance. Lesbians are also sometimes referred to as “Sapphic sisters.” Before the 1800s, the word “lesbian” described any derivative of the isle of Lesbos, including a wine produced there. “Lesbian” was first used in as an adjective to refer to women in 1890 medical dictionary, in reference to erotic relationships. The term “lesbianism” was used to refer to women as early as 1870.

## Key Term!

### Sex

*\*How is sex **determined** at birth?*

The midwife, doctor, nurse, your cousin, or whoever delivers you, holds you up and says....? “It’s a boy! It’s a girl!” How do they determine that? By looking at your physical features.

*\*What might be done if a baby’s sex **cannot be** determined based on physical appearance?*

In cases where sex cannot be determined at birth based on physical appearance, genetic tests can be conducted to determine sex.

## Intersex

*\*When a baby is **determined** to be intersex at birth, what may occur?*

Intersex children may undergo surgery to make their bodies conform to expectations of a male or female body. Such surgical interventions carried out on children by definition cannot be premised upon informed consent. This means a child cannot choose whether or not to have the surgery.

In the majority of cases, there is not a medical need for the surgical interventions beyond the perceived need to bring the child’s body into line with expectations of a typical male or female body. The interventions are typically irreversible and can cause a wide range of severe, negative physical and psychological health effects. For these reasons, surgery to “correct” the sex of intersex individuals is increasingly controversial and viewed by many as a human rights violation.

In addition to intersex advocacy organizations, a number of other bodies have called for an end to the practice of unnecessary surgery and treatment, including the Committee on the Rights of the Child, the Committee Against Torture and the special procedures mandate holders on the right to health and on torture.

*\*What might **occur** later in life if male or female is assigned to an intersex baby at birth?*

An intersex child or adult assigned the sex of male or female at birth may not have a gender identity that corresponds with their assigned sex.

*\*Why do we **avoid** referring to intersex a medical condition?*

Intersex describes sex, not a medical condition. Intersex as a sex is always congenital (present from birth) and can originate from wide range of genetic, chromosomal or hormonal variations. Intersex people are often pathologized, or viewed from a medical perspective, due to their distinctive biological characteristics. Guidance documents you use in your work may use out-dated language to refer to intersex as a medical condition, or “abnormality” or “defect,” of sex.

*\*What do intersex people have in **common** with transgender people? And what do they have in common with lesbian, gay and bisexual people?*

Intersex describes sex; transgender refers to people whose gender identity does not correspond to the sex they were assigned at birth. Intersex bodies may not meet societal expectations of “men” and “women,” and thus, similar to people who are gay, lesbian, bisexual or transgender, intersex people may experience homophobia, transphobia, prejudice, stigma, discrimination and persecution, including forced medical treatment to “normalize” their bodies in line with societal expectations of maleness and femaleness.

## Gender

*\*What is the **difference** between sex and gender?*

If XXX (choose training participant to use as an example) is walking down the street, I would say he/she is male/female. How do I know that? Can I see his/her physical body? No – they are wearing clothes. How do I know what someone’s sex is? I can’t. Instead, I determine their gender. How do I do that? I determine their gender based on their hair, makeup, facial features, facial hair, clothing, manner of walking and other attributes.

My society taught me, from a very early age, what a “man” looks like and what a “woman” looks like. We are all taught this by our societies. Our society instructs us regarding how to identify people as male or female. In many societies, an individual who cannot be classified as male or female based on their appearance is seen as defying gender norms and may be at risk of stigma, disapproval, discrimination or even persecution.

## Transition

*\*What is the **difference** between “transgender” and “transition”?*

Transgender describes an individual; transition describes an act.

*\*What can the **process** of transition include?*

Transition can include such processes as telling other people about one’s gender identity, changing one’s hair, makeup, clothing, speech, pronouns or legal documents, and / or taking steps to change one’s physical body, such as hormone therapy, silicone implants or surgery.

*\*Does everyone who is transgender **transition**?*

No. Not everyone who is transgender transitions. Many transgender people do not wish to transition and may not present or express themselves as the gender that corresponds with their gender identity.

*\*Can we **ask someone** if they are transitioning or intend to transition?*

Yes. In some instances, it is important to know whether someone is in the process of transitioning or intends to transition. This can affect many stages of our work. Individuals who are transitioning may need assistance with documentation, housing, sanitation facilities, travel, employment, health care and other processes. It is not disrespectful to ask someone if they are transitioning or intend to do so.

## Transgender

*\*What does the word “trans” mean in **Latin**?*

“Across.” The word “transgender” thus means “across genders.”

*\*What does the transgender **umbrella** include?*

The transgender umbrella includes all people whose gender identity differs from the sex they were assigned at birth. This can include people who identify as transgender, transsexual, genderqueer, third sex, third gender, *hijra*, other terms or no gender at all. Note that transsexual is an older word that is still preferred by some whose sex is opposite from their gender identity. Always follow the lead of the individual with whom you are speaking.

We use the term transgender because it is inclusive and does not imply that someone identifies as the “opposite” sex or gender, or that they have undergone, or will undergo, transition in order to change their appearance or physical body.

*\*What does it mean to be “**gender variant**”?*

Gender variant means one does not identify with or present as the gender assigned to them by society. Gender variant people may dress or act differently than what is expected of their assigned gender. They may or may not identify with a gender other than the one they have been assigned.

*\*What is the **difference** between the word “transgender” and the phrase “gender identity”?*

The term gender identity means how you feel inside yourself about your gender. You may identify with the gender that corresponds with the sex you were assigned at birth or you may not. Transgender describes someone whose gender identity does not correspond with the sex or gender they have been assigned.

## Key Term!

### Gender Identity

*\*What is the **difference** between sexual orientation and gender identity?*

Sexual orientation is our attraction to other persons. Gender identity is our internal sense of maleness, femaleness or another gender. It is how you feel inside yourself about your gender, regardless of your assigned sex or gender. We think of sexual orientation as radiating *outwards*, and gender identity as radiating *inwards*. Sex refers to our physical body.

*\*Who tells us what our **identity** is?*

Society, communities, family and friends may provide us with information regarding what they believe our gender identity should be. This information is typically based on the sex and gender we were assigned at birth. However, gender identity is a unique characteristic specific to each individual. Only an individual themselves can know what their gender identity is. No one else can determine your gender identity.

## Persons of Diverse Sex, Sexual Orientation and Gender Identity

*\*Why is this **phrase** used as an alternative to “LGBTI”?*

Many people do not use the specific terms “lesbian, gay, bisexual, transgender and intersex” to describe themselves. They may use terms specific to their language or location, or no terms at all. The term “persons of diverse sex, sexual orientation and gender identity” is used to capture the diversity in human beings of sex, sexual orientation and gender identity without referencing language that may be perceived as specific to the West. In the context of our work and training, it is useful to think of “LGBTI” as shorthand for “persons of diverse sex, sexual orientation and gender identity.”

*\*How do you **know** how to refer to a specific individual?*

Follow their lead. If they have indicated they are a person of diverse sex, sexual orientation or gender identity, but you aren’t sure what term to use, ask them. If someone shares the term they prefer with you, it’s useful to ask what that term means to them to ensure you have a common understanding.



# TERMINOLOGY EXERCISE

## Bonus Exercise Facilitator's Key

*Understanding the below eight terms is key to working with LGBTI people. Place each term under one of the three categories, briefly noting what the term means and why you placed it there. If you feel a term goes under more than one category, explain why.*

SEX

LESBIAN

TRANSGENDER

SEXUAL ORIENTATION

GAY

GENDER IDENTITY

INTERSEX

BISEXUAL

## WHO YOU LOVE

**Sexual Orientation** – your capacity for profound romantic, emotional and/or physical attraction to another person.

**Lesbian** – women who love women.

**Gay** – people attracted to others of the same sex or gender.

**Bisexual** – people attracted to others of more than one sex or gender.

## WHETHER YOU FEEL MALE, FEMALE, ANOTHER GENDER, OR NO GENDER

**Gender Identity** – how you feel inside about being male, female or another gender.

**Transgender** – having a gender identity that differs from the sex and/or gender you were assigned at birth.

## YOUR GENETICS AND/OR PHYSICAL BODY

**Sex** – male, female or intersex, generally assigned at birth, based on physical anatomy or chromosomes.

**Intersex** – an individual with bodily variations in relation to culturally established expectations of male and female bodies.

**Transgender** (optional – see above)



# TERMINOLOGY EXERCISE

## Advanced Bonus Exercise Facilitator's Key

Match the term with the correct definition. Write the number of the term next to the corresponding definition.

- |   |   |
|---|---|
| 1. MSM                                      | 6 Dressing as another gender for costume or entertainment.  |
| 2. Same-gender loving (SGL)                 | 24 An individual who does not experience sexual desire for any gender.  |
| 3. WSW                                      | 5 A person whose gender identity, expression and sex align.   |
| 4. SGN                                      | 20 Thai term referring to a transgender woman or effeminate gay male.   |
| 5. Cisgender                                | 10 Formal recognition of same-sex relationships short of legal marriage.  |
| 6. Drag                                     | 12 Fear or hatred of bisexual people or bisexuality.  |
| 7. Questioning                              | 21 Persons assigned male at birth with feminine gender identity (South Asia).   |
| 8. Pride Parade / March                     | 15 Assault, injury and/or murder on the basis of certain characteristics.   |
| 9. Third Gender / Third Sex                 | 1 Men who have sex with men.  |
| 10. Civil Union                             | 26 A third-gender people of Samoa and the Samoan diaspora.  |
| 11. Outing / Public Outing                  | 13 Verbal or physical violence against someone perceived to be gay.   |
| 12. Biphobia                                | 17 A colloquial term used to identify other LGBTI persons.  |
| 13. Gay Bashing                             | 25 Violent acts that target persons on the basis of their sex or gender.  |
| 14. The Gender Binary                       | 19 Stems from Native American cultures; describes individuals who have a gender status that is different from both men and women. |
| 15. Hate Crimes                             | 3 Women who have sex with women.  |
| 16. Ally / Straight Ally                    | 8 Events celebrating LGBTI culture and calling for legal or social rights.  |
| 17. Family                                  | 4 Sexual and gender non-conforming individuals.   |
| 18. Pink Triangle                           | 11 Sex, sexuality or gender identity made public against someone's will.  |
| 19. Two-Spirit                              | 16 A non-LGBTI person who supports LGBTI rights and persons publicly.   |
| 20. Kathoey                                 | 2 Used in some queer communities of color as an alternative to LGB.   |
| 21. Hijra                                   | 9 Individuals who don't identify as male or female (South Asia).  |
| 22. Pansexual                               | 22 Persons with the capacity for attraction to all gender identities.   |
| 23. Pride / Rainbow Flag                    | 18 Nazi concentration camp badge used to identify gay male prisoners.   |
| 24. Asexual ("Ace")                         | 23 A symbol of LGBTI pride.   |
| 25. SGBV (Sexual and Gender-Based Violence) | 14 The classification of gender into two distinct, opposite forms of masculine and feminine.                                      |
| 26. Fa'afafine                              | 7 Persons uncertain about their sex, sexual orientation or gender identity.   |

# TERMINOLOGY EXERCISE

## The Sex, Sexual Orientation and Gender Identity (SSOGI) Spectrums

### Overview

The Sex, Sexual Orientation and Gender Identity (SSOGI) Spectrums exercise helps training participants better understand the **difference between the three terms** and where the concepts represented by the acronym “LGBTI” fit within the spectrums. This exercise also reinforces the idea that LGBTI, as an acronym or shorthand for “persons of diverse SSOGI,” is **representative of numerous terms and concepts** that vary widely depending on factors such as location, language, dialect, age, gender, level of education and social class – not just the terms and concepts related to “lesbian, gay, bisexual, transgender and intersex,” which are Western in origin. Finally, the exercise reinforces the idea that training participants **cannot tell someone is LGBTI** by the way they look, dress, act or speak.

**Exercise Length:** 15 minutes.

### Materials Needed:

- The SSOGI Spectrums PowerPoint slides (*three in total; in Module 01 presentation*)

### Facilitator’s Notes

One of the hardest things for training participants to understand in the Terminology Board Game exercise is the **difference between sex, gender identity and sexual orientation**.

In particular, participants may have a difficult time **differentiating** between gender identity and sexual orientation, especially given that in many societies the two concepts are intertwined. For instance, in some societies, men who are attracted to other men may come under pressure from other members of society to identify with a gender different from their sex. This is because in some societies it is inconceivable that someone who identifies as male can be attracted to men. In these societies, the term third gender, which correlates to the term transgender, may be thus used to refer not only to individuals who self-identify as having a gender identity that is different from the sex they were assigned at birth, but also to individuals who self-identify as being attracted to members of the same sex.

These terms can also be confusing because both **refer to internal identities** that one must determine or recognize for oneself, and both can manifest in outside action – sexual orientation in a person’s attraction to and relationships with other people, and gender identity in a person’s external gender expression or presentation. We describe sexual orientation as radiating outwards towards other people and gender identity as radiating inwards to the self, but both have internal and external elements.

For this reason, it is **helpful to remind participants** throughout the training the difference between sex, sexual orientation and gender identity and to gently correct them when they mix up the terms during discussions, which may happen often. You can do this by addressing the group in the following manner:

*Let’s review terminology again, because it can be really tricky. Sex describes our physical bodies. Sexual orientation describes our attraction to other people. You can think of it as radiating outward from yourself towards others. Gender identity describes our internal sense of gender, or how we feel inside about our gender – whether male, female or something else. You can think of gender identity as radiating inward.*

The SSOGI Spectrums exercise **demonstrates these concepts** through a diagram in the Module 01 presentation. The diagram not only helps training participants distinguish between sex, sexual orientation and gender identity, but also helps them unravel the differences between lesbian, gay, bisexual, transgender and intersex, or LGBTI – words and an

acronym they will hear often reading material on this subject or in the course of their work in the humanitarian field. Although Western in origin and concept, the “LGBTI” acronym and related words figure predominantly in guiding documents and subject matter on working with persons of diverse sex, sexual orientation and gender identity.

For training locations where LGBTI terminology is **not used outside training or guiding documents**, the diagrams provide another opportunity for training participants to better understand these new words and phrases ahead of discussing the words and phrases they use in their communities to describe sex, sexual orientation and gender identity (the opportunity for which is provided in the Module 01 presentation following this exercise).

The diagram also **demonstrates the complexity** of sex, sexual orientation and gender identity and helps explain why the acronym LGBTI is not all-encompassing of the wide spectrums related to sex, sexual orientation and gender identity, especially in places where other terminology is in common use.

Finally, the spectrum **introduces the concept** to training participants that they cannot identify someone as being of diverse sex, sexual orientation or gender identity by looking at them or know all three factors just because they know one or two factors. This is an important learning point because many training participants will believe they have never met or worked with a LGBTI person. They may also believe they will know they are working with a LGBTI person just by looking at or talking to them. Training participants need to understand the problems inherent in stereotyping in order to excel in the Successful Communication and Safe Spaces units.

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## Module 01, Slide 26 – Facilitator’s Script

### Scenario One

- I am going to present to you a **scenario** where there is missing information I want you to fill in.
- If someone’s **gender identity** is male and their **sexual orientation** is gay, where will they be located on the **sex** spectrum?
- *The group will **generally answer**, “male.” You should then ask, “Could it be anything else?” The group may say “female,” “in between,” or “anything.”*
- **Discuss** until they agree, “anything,” then ask, “How do you know what someone’s sex is?”
- *The group will **offer** various ideas, including, “You can tell by looking at them,” or “You can tell by looking at their birth certificate.” Ask, “Can we always tell someone’s sex by looking at them, or by looking at their birth certificate?” and discuss until the group agrees you cannot.*
- You can then **return** to the question, “How do you know what someone’s sex is?” and discuss until the group agrees, “They have to tell you.”
- *During this discussion, someone will **invariably suggest** that you ask the individual what it is. Your reply to this should be, “Should we ask someone what their sex is or let them tell us when they feel comfortable?”*
- **Discuss** until the group agrees you must wait until they feel comfortable telling you.
- *If the group asks how you can make someone **comfortable enough** to share their sex, you can tell them it will be discussed in the Safe Spaces unit.*

### Scenario Two

- Now I am going to present to you a **second scenario** where there is missing information I want you to fill in.
- If someone’s **sex** is female, and their **gender identity** is male, where are they located on the **sexual orientation** spectrum?
- *The group will **generally answer**, “gay” or “lesbian.” You should then ask, “Could it be anything else?” The group may say “bisexual,” “straight,” or “anything.”*
- You may **also ask**, “Can a transgender individual’s sexual orientation be heterosexual / straight?” and discuss until they agree it can be.

- Training participants may ask how a transgender person's orientation can be heterosexual if they have an assigned sex or gender identity that does not typically correspond with a heterosexual orientation. You can use this as an **opportunity to emphasize** that individuals, including people who are transgender, can identify with whatever sexual orientation they wish, whether or not it is in line with society's expectation of their sexual orientation in reference to their assigned gender or sex. Recall that sexual orientation is identified by the individual, not assigned by others.
- **Discuss** until they agree, "anything," then ask, "How do you know what someone's sexual orientation is?"
- The group will **offer** various ideas, including, "You can tell by looking at them," Ask, "Can we always tell someone's sexual orientation by looking at them?" and discuss until the group agrees you cannot.
- You can then **return** to the question, "How do you know what someone's sexual orientation is?" and discuss until the group agrees, "They have to tell you."
- During this discussion, someone will **invariably suggest** that you ask the individual what it is. Your reply to this should be, "Should we ask someone what their sexual orientation is, or let them tell us when they feel comfortable?"
- **Discuss** until the group agrees you must wait until they feel comfortable telling you.
- If the group asks how you can make someone feel **comfortable enough** to share their sexual orientation, you can tell them it will be discussed in the Safe Spaces unit.

**Note:** Often during this discussion the topic of **masculine-presenting females and feminine-presenting males** will arise. This refers to individuals of diverse sexual orientations who do not identify with a diverse gender identity, yet may express their gender in a way that falls outside mainstream expectations.

You can use this as an opportunity to note that these individuals may be more "visible" to the training participants than other persons of diverse sexual orientations.

You should **emphasize** that there are many persons of diverse sexual orientations who are not "visible" to training participants because their gender expression does not fall outside mainstream expectations, which is further reinforcement that you cannot tell someone's sexual orientation or gender identity by looking at them.

This is the **first time** during the training you may be able to explore the **intersection between sex, sexual orientation and gender identity** and introduce the concept that many persons of diverse sexual orientation and gender identity are "invisible" to others because they do not "look" the way people might expect.

### Scenario Three

- Now I am going to present to you a **third scenario** where there is missing information I want you to fill in.
- Let's first consider: if someone's **sex** is female, and their **sexual orientation** is heterosexual, where will they be located on the **gender identity** spectrum?
- The group will **generally answer**, "female." You should then ask, "Could it be anything else?" The group may say "male," or "anything."
- **Discuss** until they agree, "anything," then ask, "How do you know what someone's gender identity is?"
- The group will **offer** various ideas, including, "You can tell by looking at them." Ask, "Can we always tell someone's gender identity by looking at them?" and discuss until the group agrees you cannot.
- You can then **return** to the question, "How do you know what someone's gender identity is?" and discuss until the group agrees, "They have to tell you."
- During this discussion, someone will **invariably suggest** that you ask the individual what it is. Your reply to this should be, "Should we ask someone what their gender identity is, or let them tell us when they feel comfortable?"
- **Discuss** until the group agrees you must wait until they feel comfortable telling you.
- If the group asks how you can make someone **comfortable enough** to share their gender identity, you can tell them it will be discussed in the Safe Spaces unit.

## Wrap-up

- I would like to emphasize you cannot know where an individual falls on one spectrum just because you have **information regarding their placement on the other spectrums**.
- In other words, you **cannot know** a person's sex, gender identity or sexual orientation just because you know one or two other pieces of information.
- The **only way to know** someone's sex, gender identity or sexual orientation is for them to tell you, and we should not ask them. There are ways to help ensure individuals are more **comfortable sharing** this information. They will be explored later.
- Keep in mind that sex, sexual orientation and gender identity are **three distinct spectrums** and that just because someone is diverse in one area does not imply they are diverse in other areas.
- *Turn the group's attention to "LGBTI" at the top of the spectrum diagram.*
- *Remind training participants that this acronym is of Western origin but has **been adopted by the international community** and is commonly used in guidance, standard operating procedures and papers and articles about sex, sexual orientation and gender identity.*
- Let's look at the **LGBTI acronym** and review what it means.
- Which **letters** refer to **sex**? *Discuss until they agree "Intersex."*
- Which **letters** refer to **sexual orientation**? *Discuss until they agree, "lesbian, gay and bisexual."*
- Which **letters** refer to **gender identity**? *Discuss until they agree "transgender."*
- If the letters in this acronym refer to three distinct and separate aspects of human identity, why are they grouped together?" *Discuss until the group agrees **they are all persons of diverse sex, sexual orientation and gender identity**, and they experience much of the same exclusion, discrimination and persecution.*
- This is why the term "**persons of diverse sex, sexual orientation and gender identity**" can be used instead of LGBTI, and why, for the purposes of the training and our work, it is helpful to conceptualize the "LGBTI" acronym as shorthand for "persons of diverse sex, sexual orientation and gender identity."
- The next unit, "Global Overview," will explore issues of exclusion, discrimination and persecution further.
- If you forget throughout the course of the training what the various terms we've learned mean, you can always refer to the **Gender Unicorn** on your tables (*see Training Aides for the Gender Unicorn poster*).

# GLOBAL OVERVIEW EXERCISE

## Global Overview Quiz

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### Overview

The Global Overview Quiz serves as an **introduction** to some of the main issues LGBTI people face around the world. While brief, the **questions educate** training participants about the prevalence of LGBTI populations, the widespread criminalization of same-sex relationships and LGBTI people, the range of persecution and discrimination LGBTI people face as well as the actors who persecute LGBTI people and the reasons crimes go unreported, the intersection of sex, gender identity and sexual orientation in LGBTI visibility and persecution and the approach of the UN to LGBTI human rights. The Bonus Quiz, Guidance and videos all serve to further expand the knowledge of the training participants on the needs and rights of LGBTI people.

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**Exercise Length:** 55 minutes. 20 minutes for description and quiz completion; 35 minutes to discuss quiz.

### Materials Needed:

- Global Overview Quiz (*in the Participant Workbook*)
  - Global Overview Guidance (*in the Participant Workbook*)
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### Facilitator's Script – Exercise Description

- This exercise can be done **individually** or in pairs with your neighbor.
- Please **circle the answers** you think are appropriate for each question. For many of the questions, you can circle as many answers as you wish.
- If you'd like to reference the **guidance**, it might help you complete the quiz. Please also recall the information you just learned from our videos.
- If you finish your quiz before the others have completed theirs, please turn to the **bonus quiz**.
- Once everyone has **completed** their quiz we'll go through them together.

### Facilitator's Script – Discussion Introduction

- Now that you have **completed your quizzes**, let's go through your answers and see how you did.
- *The Facilitator should go through **each question** using the Facilitation Key to guide the discussion.*
- *The Facilitator should first allow the participants to share their answer and the reason they chose it, then **offer additional information** as provided in the Key. Keep in mind that much of the material in this unit will be new to many of the training participants.*



# GLOBAL OVERVIEW EXERCISE

## Global Overview Quiz Facilitator's Key

### 1. LGBTI people exist:

- ~~a. Primarily in the West, but in limited numbers in the rest of the world due to globalization.~~
- b. Across the world in every country, state, city, town, community and in every population we serve.**
- ~~c. In most countries, but clustered heavily in urban centers and sparsely or not at all in rural areas.~~

**Diversity in sex, sexual orientation and gender identity** is not limited to one region of the world or to the contemporary time period. There is evidence of LGBTI people in every region of the world throughout recorded history. The earliest recorded mention is from India around 5,000 BC.

LGBTI people **exist in every community in every country**, including in rural and urban communities. Their visibility within communities may vary. In particular, gay and bisexual women and transgender individuals may be less visible than gay men. This is often because **men lead more public lives** and may have more economic independence and mobility.

**Women** may be more likely to be married to different-sex partners – often with pressure from families or societies – and less likely to express their sexual orientation or gender identity to service providers. This doesn't mean, however, that these individuals do not exist within a given community.

### SLIDE: The Invisible Person of concern (see accompanying text in presentation).

This is why LGBTI people are often called the **"invisible persons of concern."** They are there, and we are serving them, but we can't see them because they are not disclosing their diverse sex, sexual orientation or gender identity.

### 2. Laws criminalizing consensual same-sex conduct or diverse sex, sexual orientation or gender identity exist in part or all of:

- ~~a. Less than 15 countries, with no countries having a maximum penalty of death.~~
- ~~b. Less than 35 countries, with part or all of five countries having a maximum penalty of death.~~
- c. More than 75 countries, with part or all of seven countries having a maximum penalty of death.**

**Laws that criminalize** either same-sex conduct or identity exist in more than 75 countries today. In mid-2014 the count was between 76 and 81 depending on whether you consider laws such as the propaganda law in Russia as criminalizing diverse sexual orientations and gender identities.

Note that if you take into account all **the laws of general application** that are used disproportionately against LGBTI people – such as public morality, impersonation and imposter laws – and the countries that do not have laws on the books but have well-documented instances of hate crimes against LGBTI people with the compliance or involvement of the State, such as in Iraq, the number of countries that have persecutory environments **rises to more than 130**, according to Heartland Alliance. [Note: this is the answer to bonus quiz question #1.]

In some countries, laws criminalizing same-sex conduct or diverse identities have not been applied for many years. Regardless, the **existence of such laws** contributes to a cultural of intolerance that can result in abuse and discrimination, including mistreatment and *refoulement* of refugees.

It also creates a **permissive environment** in which communities, non-state actors and state actors can harass, discriminate against or commit acts of violence against LGBTI people with impunity. Issues like blackmail and extortion may occur unabated because the environment is such that the victim feels they cannot report the crime.

### SLIDE: Now let's look at a map of the countries that criminalize same-sex conduct or identities (see accompanying text in presentation). [Note: answers to bonus quiz questions #2 and 3 are in this slide.]



**3. LGBTI people across all regions of the world are subject to the following discrimination or persecution due to their real or perceived sexual orientation or gender identity:**

In 2011, the **UN released the report**, “*Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity.*” [Note: this is the answer to **bonus quiz question #5.**] This report **increased the focus** of the United Nations and Governments on human rights issues related to LGBTI people. Its findings were significant, and the **severity and reach** of those findings striking: the report determined everything on this list happened to LGBTI people in every region of the world. Let’s look at them one by one.

**a. Murder**

Murder was reported in all regions and many countries in the world, whether in the form of the death penalty for consensual, adult, same-sex conduct or, more often, bias-motivated killings by both state and non-state actors, including family and community members.

**b. Public shaming and stigma, negative stereotypes, harassment, public outing, abuse and/or hate crimes**

Public shaming, negative stereotypes and harassment are endemic throughout the world. Public outing and threats of public outing in families, communities and schools are also widespread. Abuse and hate crimes were reported in every region of the world.

**c. Torture, including rape, at the hands of non-state and state agents, militias or extremists**

The report found that LGBTI people are more likely to have experienced torture. Rape is considered a form of torture.

**d. Criminalization, including arrest, fines and the death penalty, sometimes under laws of general application such as anti-prostitution, debauchery, imposter, indecency, nuisance or morality laws**

Many countries in the world criminalize consensual same-sex conduct or disproportionately apply other laws to LGBTI people.

**e. Limited or no access to police protection or assistance**

Due to criminalization and discrimination, LGBTI people often have little or no access to police protection or assistance if they are the victim of a crime related to their SSOGL.

**f. Limited or no access to mechanisms for reporting human rights violations and accessing justice**

LGBTI people may also have limited or no access to the various mechanisms available to others for reporting human rights violations and accessing justice.

**g. Arbitrary arrest and detention, and heightened abuse in detention or prison**

Arbitrary means “random” or “unrestrained in the use of authority.” LGBTI people may be subjected to arbitrary arrest and detention, and it has been well documented that they face higher rates of abuse, including sexual violence, in detention and prison. This is especially true for transgender individuals.

**h. Denial of the right to a fair trial**

LGBTI people may be denied the right to a fair trial due to discrimination, prejudice or stereotyping within the judicial system.

**i. Denial of or limited access to health care, education, housing, social services and social security**

LGBTI people may also be denied or given limited access to fundamental social and economic rights like health care, education, shelter and social services. For instance, your landlord finds out you have a same-sex partner and evicts you, or you are so harassed at school that you feel compelled to drop out. LGBTI people may face particular issues accessing respectful health care and social services.

#### **j. Discrimination in hiring and summary dismissal from employment**

LGBTI people may face more challenges gaining and retaining employment due to discrimination.

**SLIDE: Go to slide of US (see accompanying text in presentation).**

#### **k. Bullying in school or the workplace**

Even if you are not fired or compelled to drop out of school for being LGBTI, bullying may be a routine part of your day. Students in several countries have reported very high levels of harassment.

#### **l. Family violence, including abuse, forced marriages, honour killings and incest**

Families can be one of the most dangerous places for LGBTI people. This is why many LGBTI people flee their countries of origin or live in the country of asylum or migration without their family members.

#### **m. Corrective rape and marital rape**

Who can explain what the terms corrective rape and marital rape mean?

-**Corrective rape** is rape that is intended by the perpetrator to “cure” the victim of their sexual orientation. The thought is that a woman may identify as gay or lesbian only because she has not yet had the opportunity to have sex with a man, and once she experiences sex with a man she will change her sexual orientation.

-**Marital rape** is rape that occurs within the marriage context. It is sometimes assumed that people are “safe” if they are engaged in heterosexual marriages as a part of concealing their sexual orientation or exercising “discretion.” When we take into consideration the many issues that concealment causes – from isolation and depression to psychological trauma – as well as the fact that people may be subjected to marital rape, we see that a heterosexual marriage can be an extremely dangerous place for LGB people.

#### **n. Blackmail and extortion**

What is the difference between blackmail and extortion? **Extortion** involves obtaining something by force. **Blackmail** involves obtaining something by threat.

**Blackmail and extortion** are often committed with impunity. The perpetrator may threaten or use physical harm, threaten to out the victim to family members, the community or the police or say they will make accusations that the victim is spreading HIV/AIDs. This is psychologically, physically and financially **traumatizing**.

People who are out to the most important people in their lives, like family members, are in a better position to confront blackmailers.

#### **o. Displacement, either internally or across international borders**

LGBTI people may be forced to relocate internally or across borders. They may also be subject to multiple instances of displacement or *refoulement*.

#### **p. Forced medical treatment, including anal examinations, genital surgeries, forced sex reassignment surgery, forced sterilization, “reparative” or “conversion” therapy to “cure” homosexuality and shock therapy**

In February 2013, the UN Special Rapporteur on Torture released a report on forced medical treatment that specifically referred to implications for LGBT people. The report calls for repeal of laws allowing “genital normalizing” surgery on intersex babies and the practices of forced sterilization and “reparative” therapies.

**q. Attacks on advocates and supportive or assisting organizations**

In many countries, human rights defenders are in danger due to their public support of LGBTI people.

**r. Suppression of the right to free speech through “propaganda laws” and other means**

Under the auspices of “protecting traditional culture,” some countries have introduced propaganda laws that restrict public discussion about LGBTI people.

In **Russia**, the law introduced in 2013 is specifically intended to “protect minors” from exposure to such subjects. This means, in effect, that LGBTI parents could have their children removed from their custody. It also makes it illegal to counsel children about their own diverse sexual orientation or gender identity.

**s. Denial of the right to openly identify as a LGBTI person**

Having to conceal sexual orientation or gender identity makes an individual invisible, which is dehumanizing and leads to social isolation, helplessness and psychological trauma.

**t. Denial of the right of same-sex couples to live together, marry and form a family in peace and security**

In some countries, it is difficult for same-sex couples to live together due to cultural norms. In many countries, they are denied the right to marry or form a family.

**u. Limited rights to adoption and surrogacy and, in some cases, custody of children**

In many countries, LGBTI people cannot adopt children or use surrogates. There have also been reports of parents losing custody to their children due to their sexual orientation or gender identity.

**4. In various countries, LGBTI people have been the targets of organized abuse from:**

- ~~a. International humanitarian organizations~~
- b. Religious extremists and extreme nationalists**
- c. Paramilitary groups and Neo-Nazis**
- d. Medical professionals**
- e. Government and state actors**
- f. Media organizations**
- g. Families and communities**

The **UN report** found a wide range of state and non-state actors persecute and discriminate against LGBTI people.

These include religious extremists, extreme nationalists, paramilitary groups and state actors. As we’ve discussed, **families and communities** can be very dangerous. And in some countries, **medical professionals** take an active role in persecuting people through medical treatment that is intended to “cure” or “fix” the victim.

In some countries, **media organizations** have been complicit in “outing” individuals. For example, in Uganda, newspapers such as Red Pepper have published names or pictures and personal information of people who were thought to be of diverse sexual orientations. These articles call for the individuals to be arrested or even killed.

Note that while **international organizations** have not necessarily participated in *organized* abuse, we know that abuse has occurred, often because staff members are not equipped with the knowledge or tools to properly assist LGBTI people. That is one of the reasons we are doing training today.

Finally, who knows who **Neo-Nazis** are? The Neo-Nazis are the contemporary version of the Nazi party. The Nazi party, which existed from 1919-1945, was responsible for the Holocaust that killed many millions of people. Among those killed were tens of thousands of LGBTI people.

Men were made to wear a **pink triangle**, which represented homosexuality; women wore a **black triangle**, which represented social deviance. This is why today the pink triangle is a symbol of solidarity for LGBTI people.

**5. Violent acts against LGBTI people tend to be “especially vicious.” Why might violent incidents or discrimination go unreported?**

According to the Organization for Security and Cooperation in Europe, homophobic hate crimes and incidents often show a **high degree of cruelty and brutality** and include beatings, torture, mutilation, castration and sexual assault. Why don't individuals report these crimes?

- a. Individuals may feel ashamed of their SSOGI or of the crimes against them.
- b. Individuals may be distrustful of the police or the government.
- c. Individuals may fear their families or communities will discover their SSOGI.

All three of these reasons are applicable. Growing up in an environment where all you hear is negative messages about your sexual orientation or gender identity affects you psychologically on a deep level. It can cause **intense feelings of shame** about your identity and any crimes committed against you.

This is sometimes called “**internalized homophobia**.” You also may feel unable to report crimes because the authorities could persecute you further, or could out you to your family or community, leading to additional harm.

**6. Persecution of LGBTI people may occur at the intersection of sex, sexual orientation and gender. Among other things, this means people may be persecuted for:**

- a. Defying gender norms related to visible expression. *For instance, gay or bisexual men may be persecuted because they present as “too effeminate;” lesbians or bisexual women may be persecuted because they present as “too masculine.”*
- b. Defying gender norms related to behaviour. *For instance, LGBTI people may not have the same gendered social interests as their heterosexual peers.*
- c. Defying gender norms related to co-habitation or marriage. *For instance, LGBTI people may not meet societal expectations because they have not married or had children, or are living with an individual of the same sex.*

All three of these are the case. **Non-conformance** to expected gender roles is a central element of the harm experienced by LGBTI people.

Their non-conformance may **threaten social expectations** of what gender roles they should fulfill, and what those gender roles should look like. Non-conformance can involve appearance, mannerisms, dress, makeup (or lack thereof), social activities and interests, living arrangements, employment choices and other factors.

Note that **violence** against LGBTI people can be considered a form of sexual and gender-based violence (SGBV). According to UNHCR, LGBTI people are at a high risk of SGBV. Violence may be triggered when individuals are seen as not behaving according to expected social norms. They may be insulted, assaulted or killed for their appearance, manner or dress.

**7. In jurisdictions such as Australia, the USA, UK and the European Union, LGB asylum-seekers:**

- a. ~~May be denied asylum, returned to their countries of origin and told to “exercise discretion.”~~
- b. ~~May be allowed temporary status if they can prove they were “out” in the country of origin.~~
- c. **May be granted asylum on the basis that suppressing their identity related to sexual orientation or gender denies them the fundamental right to be who they are.**

This is an **important change** in the asylum context. In the past, if you were closeted, an asylum country might tell you to go back to where you came from and remain closeted so no one would persecute you. Today, we recognize

that **forcing someone to conceal** their sexual orientation or gender identity is in and of itself a form of persecution. Concealment is psychologically damaging. It causes low self-esteem, depression and isolation.

Keep in mind that **concealment** doesn't just involve keeping your identity secret – in many contexts, it involves taking steps to demonstrate that you align with social expectations. For example, a gay woman may need to not only hide her sexual orientation, but also engage in a heterosexual marriage for the remainder of her life. Imagine engaging in a relationship that is contrary to your fundamental identity for the rest of your life – just to avoid persecution. This is deeply traumatic and causes a wide range of negative mental and physical health effects.

Also keep in mind that an individual **cannot reasonably be expected** to conceal their identity or orientation for the remainder of their life. Regardless of their efforts, their society may interpret them as LGBTI. That perception can put them in grave danger.

Note that **sur place claims** may arise as a consequence of events that occurred in the individuals' country of origin since their departure or as a consequence of the individuals' activities since leaving their country of origin.

**Practically speaking**, this usually means that since they left their country of origin they “came out,” and now cannot return because they would either face persecution or be forced to conceal or that, since they left their country of origin, something occurred there that would put them in danger if they returned. For instance, gay Ugandans outside of Uganda at the time the Anti-Homosexuality bill passed in 2014 may have felt they could not return.

8. IOM, UN and NGO staff members may encounter LGBTI people in:
- Humanitarian emergencies, transit facilities, detention and refugee and IDP camps.
  - Assisted voluntary repatriation, integration or resettlement exercises.
  - Projects or centers related to women and children, health, livelihood or domestic wellness.

LGBTI people are **everywhere** and are involved in every project we undertake. As we've discussed, you may not realize you are serving them, which is why they may be called “invisible persons of concern.” Regardless, you should approach all your work with the various and particular vulnerabilities and needs of LGBTI people in mind – just as we now mainstream gender, age and other concerns.

9. In what phase of the cycle of forced displacement are LGBTI persons of concern vulnerable?
- During the emergency phase (initial flight or displacement).
  - During the post-emergency phase (in the first or subsequent country of asylum, or after displacement).
  - During the comprehensive durable solutions phase (voluntary repatriation, local integration or third-country resettlement) or return and reintegration phase for displaced persons.

Many LGBTI people are internally displaced or forced to flee their countries to avoid persecution **on account of their sexual orientation or gender identity**. They may also be internally displaced or flee their countries for unrelated reasons. During movement or flight they may be extremely vulnerable.

Once displaced or in the **country of asylum**, LGBTI people may face multiple types of discrimination not experienced by other persons of concern, including discrimination from people of their same cultural or country of origin communities. In effect, they may be subjected to the same abuse from which they fled or to the same abuse they faced at home prior to their flight or displacement.

Additionally, LGBTI persons of concern may have difficulty accessing appropriate **information or assistance** in their location of displacement or country of asylum because they fear sharing information with aid organizations or governments. This can impact their experience and the comprehensive durable solutions available to them.

## 10. LGBTI people:

- ~~a. Can generally live openly in their cultural communities in countries of asylum or migration.~~
- b. May be mistrustful of authority due to police or government targeting, and of aid organizations.**
- c. May be abused or rejected by families, and may suffer high rates of physical and sexual assault.**
- d. May be more isolated from other individuals, their families and the host communities.**
- e. May believe that sharing their sex, sexual orientation or gender identity could bar them from assistance.**
- ~~f. Are usually given access to specialized resources by assisting organizations.~~

Multiple **NGO reports** have indicated that LGBTI persons of concern are more prone to physical and sexual assault due to the perception that they do not conform to gender and sexual norms.

Individuals have told us that they have a **deep mistrust** of authority figures as well as aiding organizations and resettlement governments due to negative experiences during the assistance process.

In some places, there is a **pervasive belief** that sharing their sexual orientation or gender identity could result in the loss of aid benefits or mean they will be rejected from such comprehensive durable solution options as third-country resettlement.

And finally, they may be **isolated from their families** due to a history of abuse or rejection and feel threatened by their cultural communities; hence, they may be more isolated than other individuals.

## 11. The position of the United Nations on the rights of LGBTI people is:

- ~~a. Rights related to LGBTI people are relative to the country in which people live. Local societal, cultural and religious beliefs should be respected above all.~~
- b. LGBTI people are entitled to the same human rights as everyone else. States with discriminatory laws or practices should reform them and fully protect all citizens.**
- ~~c. New international laws, in the form of a special convention or covenant on rights related to LGBTI people, are needed for states to protect all citizens.~~

The UN believes that LGBTI people are entitled to the **same human rights** protections as all other human beings without distinction based on sex, sexual orientation or gender identity. These rights are enshrined in international human rights and refugee law instruments.

The UN believes that States should **protect all people** from human rights violations regardless of their sexual orientation or gender identity, overturn their own discriminatory laws affecting LGBTI citizens and offer protection from non-state agent harm and discrimination.

Why does the UN not introduce a **new Convention or Covenant** specifically protecting LGBTI people? We have one for women and one for children, even though they are technically covered as “human beings” by the Universal Declaration of Human Rights – why not introduce “special rights” for this population? If such an instrument were introduced, which States would sign it?

*Much of the above information is drawn from:*

*The Human Rights Council 19<sup>th</sup> Session report of 17 November 2011, Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity, available at:*

*[http://www2.ohchr.org/english/bodies/hrcouncil/docs/19session/a.hrc.19.41\\_english.pdf](http://www2.ohchr.org/english/bodies/hrcouncil/docs/19session/a.hrc.19.41_english.pdf)*

*and its follow-up report of 04 May 2015, available at:*

*[http://www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session29/Documents/A\\_HRC\\_29\\_23\\_en.doc](http://www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session29/Documents/A_HRC_29_23_en.doc)*



# GLOBAL OVERVIEW EXERCISE

## Global Overview Bonus Quiz Facilitator's Key

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1. As of 2014, in how many countries do LGBTI people experience abuse, trauma, murder and arbitrary arrest without response or protection from the state, according to Heartland Alliance?

- a. ~~More than 75~~
- b. **More than 130**

Answer is provided during explanation of main quiz.

2. In 2014, countries with a legislated maximum penalty of death for consensual same-sex relations are:

- a. **Iran, Mauritania, Saudi Arabia, Sudan, Yemen, and parts of Somalia and Nigeria**
- b. ~~Egypt, Russia, Iraq, Saudi Arabia, and Malaysia~~

Answer is provided during explanation of main quiz.

3. More than half the countries with laws criminalizing same-sex consensual sexual relations adopted those laws as a result of what?

- a. ~~Religious extremist political parties~~
- b. **British or French colonialism**
- c. ~~Regional agreements among states~~

Answer is provided during explanation of main quiz.

4. In what year was the first debate about LGBTI human rights held at the UN Human Rights Council?

- a. ~~1996~~
- b. ~~2003~~
- c. **2011**

Answer is provided during explanation of main quiz.

5. When did the last European country repeal laws criminalizing same-sex conduct?

- a. ~~1998~~
- b. ~~2006~~
- c. **2014**

Answer is provided during explanation of main quiz. The country is Northern Cyprus.

6. In 2011, which country became the first to recognize a third gender on its census?

- a. ~~The United States~~
- b. **Nepal**
- c. ~~Sweden~~

The correct answer is **Nepal**. There were reports that the box either wasn't utilized or that census-takers used pencil to record the answer and then later erased it, but inclusion of the third gender on the census is a first and important step for Nepal. It is now also listed on airport immigration forms and some ID cards and passports.

7. In some jurisdictions in 2014, what are asylum-seekers submitting to judges to "prove" they are gay?

- a. **Intimate videos**
- b. ~~Urine samples~~



Since asylum judges in some asylum jurisdictions stopped using the “discretion” test, they are now placing a greater burden on asylum-seekers to “prove” their sexual orientation – a shift that has been labeled as “**from discretion to disbelief.**” Some asylum-seekers have gone to great lengths to do this, even submitting videos of themselves engaging in same-sex sex acts in order to “prove” their sexual orientation.

8. Until 2009, what test was used on some asylum-seekers to “prove” sexual orientation claims?
- a. ~~The Epstein Sexual Orientation Inventory (ESOI) test~~
  - b. **Plethysmography (connecting a device to genitals to measure arousal in reaction to pornography)**

Until 2009, the Czech Republic employed this test to “prove” sexual orientation. Such tests have been ruled **medically insignificant** as well as **contrary to human rights**. They are no longer in use in Europe. Other forms of sexual orientation tests, such as anal examinations, continue in other parts of the world.

9. LGBTI persons may experience:
- a. ~~A newfound sense of freedom as soon as they depart their country of origin.~~
  - b. **Isolation and loneliness in the country of migration, asylum or resettlement.**
  - c. **A lack of language to express their identity or communicate experiences.**
  - d. ~~Confidence that sharing their sexual orientation or gender identity will result in assistance.~~

For LGBTI people, **leaving their country** is only the first of many challenges in their journey to safety. Often, the first country of migration or asylum poses the same dangers for them as the country from which they fled. They may be **reluctant to share** their sex, sexual orientation or gender identity, as doing so could result in further harm.

They may also **lack a language** to describe their identity or their experiences – especially if their own language lacks any positive words to describe diverse sex, sexual orientation or gender identity.

10. According to a study conducted among women in the US, the group reporting the highest percentage of sexual violence and rape is:
- a. ~~Heterosexual women~~
  - b. **Bisexual women**
  - c. ~~Lesbian women~~

Self-reported **bisexual** women were found in a recent survey to suffer more sexual violence and rape than either heterosexual or lesbian women. This violence was most often perpetrated by men. Please see the Continued Learning section of the Module 01 Participant Workbook for further information.

# SUCCESSFUL COMMUNICATION EXERCISE

## Mock Scripts

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### Overview

The Mock Scripts exercise allows training participants to hear **hypothetical interactions** between a staff member and LGBTI person of concern and decide how that interaction could be improved in terms of the language used and responses given by the staff member. By learning through observation and discussion, training participants will be better prepared to interact with LGBTI people in their own working environments. This exercise will also prepare them to carry out their own interactions in the Paired Role-Play exercise if it is being facilitated.

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**Exercise Length:** 50 minutes. 05 minutes to read each script; 20 minutes to discuss each script.

### Materials Needed:

- Mock Scripts (*in the Participant Workbook*)
- 

### Facilitator's Script – Exercise Description

- This exercise will allow us to hear **two hypothetical interactions** between a staff member and a LGBTI person of concern and decide how these interactions could have been improved.
- We're going to read each script **out loud**. Can I please ask for two volunteers to read the first script?
- Please sit up front to read.
- As our colleagues read the script, please **mark the things** the staff member says that you think are inappropriate or could be improved.
- After our colleagues finish reading the first script, we'll go through it line-by-line and discuss.
- *See Discussion Introduction for instructions on what to say once the first script is read.*
- Now let's turn to the second script. Can I please ask for two volunteers to read the second script?
- Please sit up front to read.
- As our colleagues read the script, please again **mark the things** the staff member says that you think are inappropriate or could be improved.
- After our colleagues finish reading the second script, we'll go through it line by line and discuss.

### Facilitator's Script – Discussion Introduction

- **Thank you** for reading for us. You did an excellent job.
- Let's now **go through** what the staff member said line by line. We'll start with the first statement.
- I'm going to ask whether you think the staff member's statement is **appropriate, inappropriate or could use improvement**, and why.

# SUCCESSFUL COMMUNICATION EXERCISE

## Mock Scripts Facilitator's Key

### Script One

**Color Key:** Text in **green** or followed by a (G) is appropriate. Text in **red** or followed by a (R) is inappropriate or could be improved. Text in **gray** or italics that follows a script line explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for the Facilitator to discuss with the training participants.

*Listen while we read the following script of a meeting between an IOM staff member and a 25-year-old individual named Reem. Reem has come to receive a status update on her application for a livelihoods program. Highlight points where the staff member could have phrased the question better or asked an inappropriate question. Note why you feel this way for the group discussion.*

**Staff Member:** Hello. How can I help you today? (G)

**Reem:** Hello. I am here to talk to you about my situation. I am waiting to see if I am eligible for the livelihood assistance program. It's taking a very long time to find out.

**Staff Member:** Can you please give me your case number? (R)

*The staff member should confirm they hear Reem's concern with a phrase such as "I understand" or "I sympathize."*

**Reem:** It is 560135.

**Staff Member:** Thank you. I see here that we are still waiting for a place in the program to open for you. Unfortunately, there is a very long queue. We cannot indicate the length of time it will take. We hope we will have an update soon. (G)

**Reem:** That's what you told me last time I came. That was a month ago. I don't know how much longer I can wait. I am really in danger in my home and need to make my own income so I can live on my own. I am actually desperate to know how soon I might be able to leave the place I'm living.

**Staff Member:** Hmmm... unfortunately, I really can't say. I'm sorry I can't help you more. You could come back in a month to ask again. (R)

*The staff member should ask why Reem is in danger. This would help the organization determine if there is updated information about her situation that will trigger expedited or additional assistance.*

**Reem:** Maybe if I told you more about my situation you could do something to help me.

**Staff Member:** Just a minute, I just need to answer this email. (Long pause while staff member types...) OK. Now what did you want to tell me? (R)

*The staff member should not stop to do other work while someone is in front of them. One of the most important techniques of successful communication is paying attention to the person sitting in front of you. You should give that person your undivided attention in order to demonstrate you care and are listening.*

**Reem:** I want to tell you about my situation here. I really need help. I feel that I'm in danger.

**Staff Member:** Why are you in danger? (G)

**Reem:** It's my parents. I am living with them here. I have to live with them – I can't work, and I'm a single female. But the problem is-

**Staff Member:** If you feel that your family is in danger here, you might want to speak to someone in our protection unit. I am just a staff member of the livelihood program, you know. (R)

*The staff member should not interrupt the individual, nor should they try to refer her elsewhere before listening to her story. Individuals should expect the same level of customer service from all staff members within the organization. It can be anxiety producing and require courage to share one's sex, sexual orientation or gender identity with a stranger. An individual who has done so should also be treated with kindness and respect. They should not be told they must share it elsewhere to seek assistance.*

**Reem:** I do not want to go to anyone else. I am afraid about my father finding out about me talking to anyone. I'm the only one who put in an application for the livelihood program, that's why I'm coming to you.

**Staff Member:** OK. (G)

**Reem:** My family has been threatening me. I am scared of staying in the same house with them, but I don't feel like I have any choice.

**Staff Member:** Why don't you want to live with your own family? (R)

*A better response would have been, "What are your concerns?"*

**Reem:** They are threatening me right now. They found out that I am in a relationship and they don't want me to continue it. I am scared of what they might do.

**Staff Member:** Why do they have a problem with the relationship? (R)

*A better question to ask would have been, "Can you tell me more?"*

**Reem:** Because it is with a woman. Another woman.

**Staff Member:** Wow!! OK.... So you like to have relationships with women? (R)

*A better response would have been: "Thank you for sharing that. I know this can be difficult information to discuss with a stranger. I will do what I can to assist you."*

**Reem:** Well, yes.

**Staff Member:** I'm sorry for my reaction, but I have never encountered this before. (R)

*The staff member should refrain from sharing personal commentary and rather ask the individual to provide more information about her situation.*

**Reem:** She is also in danger because her family has found out.

**Staff Member:** How did they find out about the relationship? Can you please tell me more? (G)

**Reem:** Her brother saw us out one night and he told her family and mine. He had heard things and he followed us. Now everyone knows and we are being threatened.

**Staff Member:** Were you a lesbian before you moved here? (R)

*This is inappropriate and irrelevant – the information has nothing to do with the current situation or the applicant's potential needs. Additionally, the individual did not say she identified as a lesbian. A better question might have been, "Do you identify in any particular way or with any particular label, for my notes?" after asking if the individual feels comfortable allowing us to record the information.*

**Reem:** Yes.

**Staff Member:** Did your family know that? (R)

*This question is also inappropriate and irrelevant in this context – this is not an interview seeking to establish past persecution.*

**Reem:** No.

**Staff Member:** Hmmm. Maybe you can talk to them and see if they will calm down if you end the relationship? Or perhaps you can convince them it's not true? (R)

*This is an unhelpful and inappropriate suggestion – the staff member should be focused on what they can do to assist Reem. We should always be careful about suggesting that someone conceal their sexual orientation in order to avoid persecution. Asking someone to conceal in order to avoid harm implies they are not entitled to basic human rights. We also understand that concealment causes serious psychological harm. It requires someone not only to hide who they are, but often to engage in a wide range of activities to “prove” they are heterosexual, including marrying someone of a different sex and entering into sexual relations with them. For some people, this can lead to marital rape.*

*Note that asking someone to conceal their identity in order to avoid persecution in the long term is different than advising an individual who is temporarily living in a country of migration or asylum about the risks related to being LGBTI in that particular country. In some instances, staff members may feel they need to advise someone that “keeping a low profile” could be in their best interest and help them avoid such situations as detention. This would be advised for them in the short term until a long term durable solution became available. Staff should always keep in mind, however, that, for some individuals, concealment is not possible and they may not be able to use invisibility as a survival mechanism. They should also keep in perspective the human rights violations and other consequences related to concealment.*

**Reem:** That won't work. They are very angry.

**Staff Member:** I'm not sure what I can do to help, then. (R)

*This is an unsupportive comment. If the staff member does not know what to do to help, they should politely ask the individual to wait and seek assistance from their supervisor.*

**Reem:** I would like you to expedite my application so I can begin working quickly. I can then make enough money to live on my own and support the woman I am in a relationship with. That will help us both get out of danger. Please let me speak to someone who can help.

**Staff Member:** Would you feel comfortable if I went to speak to my supervisor to see if we can talk to someone in our protection unit for you? That way you don't have to speak to them alone. (G)

**Reem:** That is fine. Thank you.

**Staff Member:** I will also ask her what we can do regarding your application for the livelihood program. Please wait here. (G)

# SUCCESSFUL COMMUNICATION EXERCISE

## Mock Scripts Facilitator's Key

### Script Two

**Color Key:** Text in **green** or followed by a (G) is appropriate. Text in **red** or followed by a (R) is inappropriate or could be improved. Text in *gray* or *italics* that follows a script line explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for the Facilitator to discuss with the training participants.

*Listen while we read the following script of a meeting between a field office staff member and a 28-year-old individual named Neel. Neel has come to discuss a problem he is having in the centre where he is staying. The centre is run by a government partner. The staff member meets Neel in the waiting area to see what he would like to discuss. Highlight points where the staff member could have phrased the question better or asked an inappropriate question. Note why you feel this way for the group discussion.*

**Staff Member:** Hello. How can I help you today? (G)

**Neel:** Hello. I want to talk to you about a problem I'm having. No one will help me at the place where I'm staying, so I thought I might ask for help here.

**Staff Member:** OK, what is your name? (G)

**Neel:** Please call me Neel.

**Staff Member:** What is the problem? (G)

**Neel:** May we talk in private?

**Staff Member:** Just tell me what you want to talk about. No one is listening. (R)

*A request to speak in a more private setting should always be respected, if possible. Sharing sensitive information can be difficult and a lack of privacy is a primary deterrent to individuals doing so.*

**Neel:** Please, I am having a problem at the centre where I am now staying. I would like to be moved to a different room but they will not let me. I have been put in the wrong dormitory and it is causing me issues. I told them–

**Staff Member:** What do you mean by “put in the wrong dormitory”? (R)

*Avoid interrupting individuals whenever possible.*

**Neel:** I am in the women's dormitory, but I would like to be with the men.

**Staff Member:** You said you are in the women's dormitory? (G)

**Neel:** Yes, that is where I was assigned when I arrived to the centre. When they did the roll call. They said the information they got from you said I should be in the women's dormitory.

**Staff Member:** There must be some mistake. Let's go inside where we can talk in private. (G)

**Neel:** Thank you.

**Staff Member:** Let me check your records. Can you please give me your ID number? (G)

**Neel:** It is 000-456097.

**Staff Member:** I see here that you are listed as a female. Your name is Neelim. Is that a mistake? (R)

*This is not a sensitive way in which to ask someone to verify information. It indicates the staff member has not had training on serving transgender people. A more respectful way to ask this question would be, “Can you tell me more about your case?”*

**Neel:** That is what my ID says. But I am third gender. (G)

**Staff Member:** I don’t understand. What is your name? (R)

*The staff member should clarify that Neel is the individual’s preferred name, while Neelim is the name on record. It would also be useful if the staff member clarified what Neel means by “third gender” to ensure they have a common understanding of the term.*

**Neel:** I am called Neel, but my file says Neelim because that is what is on my official documents. When I registered with you they told me that information had to stay in my file.

**Staff Member:** So you changed your name after you went to the centre? (R)

*This question is phrased in an inappropriate manner. The staff member might ask, “Did you inform us at registration that you prefer to be called Neel?”*

**Neel:** No. I changed it a long time ago. I am called Neel.

**Staff Member:** OK... About the centre, you are listed here as a woman. That is probably why they placed you in the women’s dormitory. (R)

*This statement is unhelpful. It places the burden of the situation on the individual and blames them for the outcome, rather than attempting to identify solutions.*

**Neel:** I told the person who registered me here that I am living as a man. I thought that when I went to the centre I would be able to live in the men’s dormitory.

**Staff Member:** That must have been a misunderstanding, Neelim. (R)

*The individual has just established that he prefers to be called Neel. The staff member should make a good faith effort to use the name Neel whenever possible. What should occur if the staff member accidentally uses the wrong name? They should apologize and correct themselves.*

**Neel:** It is very uncomfortable there. Everyone is looking at me and asking why I am there. I don’t look like a woman, and I think some of them are scared. I came straight down when I realized this happened.

**Staff Member:** I can see that – I also thought you were a man. (R)

*This is an inappropriate and an unhelpful comment. The individual is a man because he identifies as male. Rather than sharing personal observations, the staff member should express regret that arrangements were not in place to ensure Neel was treated with dignity and respect at the transit center.*

**Neel:** I told the person who registered me to please make sure this did not happen.

**Staff Member:** I understand this situation must be very difficult for you. I am sorry that you have to go through this. (G)

**Neel:** Thank you.

**Staff Member:** You would feel comfortable in the male dormitory at the centre, then? (G)

**Neel:** Yes, I would prefer it. I would also like to use the male toilets.

**Staff Member:** Don’t you think the men will feel uncomfortable with you in their toilets? (R)

*This is worded in an offensive manner. Again, Neel is a man and should be allowed to use male toilets if that is where he feels comfortable. The first question should not be what would make other people comfortable, but what would make Neel comfortable. The reactions of others should also be taken into consideration in terms of Neel’s safety and security.*



**Neel:** I don't know.

**Staff Member:** Do any of them know? (R)

*This is an irrelevant question, unless Neel expresses anxiety about other individuals at the transit center recognizing him and placing him in danger. In that case, special arrangements should be made for Neel to use secure toilets and shower facilities and to have a secure sleeping location.*

**Neel:** I'm not sure.

**Staff Member:** Please let me check with my supervisor to see what we can do for you. Can you go back to the centre and we will contact them later? (R)

*The staff member should not send Neel back to a place where he feels uncomfortable and where he has stated he is making others feel uncomfortable. This places both him and others at risk.*

**Neel:** I will wait here until you decide how to help me.

**Staff Member:** OK, please go back to the waiting area. (G)

**Neel:** OK. Thank you.

# SUCCESSFUL COMMUNICATION EXERCISE

## Common Scenarios

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### Overview

The **Common Scenarios** exercise allows training participants to consider several common situations related to LGBTI people and communication and decide, in large teams, how they would respond. The themes addressed by these scenarios include working with LGBTI youth, security in schools, disclosure to family members, family persecution, forced marriage, separation of partners, repatriation and mental health.

**Facilitation Note:** *This is not a compulsory exercise. It can be excluded for audiences who do not work directly with persons of concern or in training sessions where Module 01 is being presented over the course of one day.*

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**Exercise Length:** 40 minutes. 20 minutes for description and team activity; 20 minutes for group discussion.

### Materials Needed:

- Common Scenarios worksheets (*in the Participant Workbook*)
  - Team Number Table Cards (*numbers 1-3; in the Training Aides document*)
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### Facilitator's Script – Exercise Description

- We will now do a brief **team exercise**. I am going to split you into three separate teams.
- Please count off by three. I have placed number cards on three different tables. Team one, go to the table with number card one. Team two, go to the table with number card two. Team three, go to the table with number card three.
- Each team will take **one scenario**. Team one, take scenario one. Team two, take scenario two. Team three, take scenario three.
- Take **20 minutes to read and discuss** the scenario with your team. How would you handle this scenario? Please be prepared to present your ideas to the group.

### Facilitator's Script – Discussion Introduction

- Let's briefly go through **each scenario** and see how your team decided to handle it. We'll start with team one.
- Team one, please **read** your scenario out loud and then briefly **tell us** your thoughts.
- Do the other teams **agree** with how team one would handle their scenario?
- Let's move to team two. Please **read** your scenario out loud and then briefly **tell us** your thoughts.
- Do the other teams **agree** with how team two would handle their scenario?
- Let's move to team three. Please **read** your scenario out loud and then briefly **tell us** your thoughts.
- Do the other teams **agree** with how team three would handle their scenario?

# SUCCESSFUL COMMUNICATION EXERCISE

## Common Scenarios Facilitator's Key

### Scenario One

A teenage boy who lives with his parents comes to you alone. He says he thinks he may be transgender and asks for related services. He says he is having a difficult time keeping his diverse gender identity hidden. He is worried if he tells his family they will not be supportive and may not want him to live in their house. He tells you he is bullied at school because his classmates perceive him as too feminine. He has only told his best friend about this, and now you.

*ADDITIONAL FACILITATION QUESTIONS: \*Do you encourage him to share this information? \*Where can you refer him?*

We should not advise someone regarding whether they should share their diverse sex, sexual orientation or gender identity with others. This is a personal decision that has many serious implications. Only the individual can make this decision, and it is outside the parameters of our role to provide guidance. Depending on the situation, we may be able to refer the individual to a sensitive counselling center, suggest an alternative school with a more supportive environment or provide contact information for a community or youth-serving organization. If he has a file, we should note the details of the conversation, making it clear the information should be kept confidential from his family.

### Scenario Two

A man storms into the office and informs you he has discovered that his 20-year-old son is dating a man. He says he wishes to send his son back to their country of origin in order to have their extended relatives arrange for him to get married to a woman, and asks for your help. He believes this will cure his son of homosexuality and ensure the family's honour and reputation remains protected. You are concerned he will, or has already, become violent against his son.

*ADDITIONAL FACILITATION QUESTIONS: \*What immediate action should you take? \*Where can you refer him?*

Finding out a family member has a diverse sexual orientation can be difficult for many families. Likewise, a family member discovering an individual is LGBTI before the individual had planned to tell them can be extremely difficult, if not dangerous, for the individual. Empathy is warranted on both sides, but the first priority is ensuring the son is safe from any negative reactions from his family, including physical and verbal abuse, forced return and forced marriage. You should verify as quickly as possible whether the son feels safe in the home and, if not, take necessary steps to ensure his protection. It may thus be useful to counsel the father while another colleague attempts to contact the son. The staff member may speak to the father about his concerns and fears, explain diverse sexual orientation from a human rights perspective or explain the consequences of forced return and marriage, including that taking such action against another person is a form of persecution. If the family has a file, the situation should be detailed there.

### Scenario Three

A 30-year old woman approaches you. She says she is depressed because she is repatriating with her family and her partner is remaining behind with her family. She is concerned they will be separated permanently. She says she cannot tell her family she has a female partner. She prefers to separate from her family, if necessary, in order to be with her partner. She says she has recently considered suicide because she is so distraught about the situation.

*ADDITIONAL FACILITATION QUESTIONS: \*How do you ensure family unity? \*Where can you refer her?*

What do we mean when we ask, "How do you ensure family unity?" We mean the unity of the woman and her partner. They are emotionally dependent on one another and so are considered a family. Unity concerns may be in addition to, or may supercede, the unity of the woman and her brother. Separating same-sex adult partners, like separating different-sex partners, is extremely traumatizing to the individuals involved. We should take all steps necessary to avoid separating partners. Note, however, that we should first verify this information with her partner. In order to maintain confidentiality, we should ask her to inform her partner we will contact her. That way, the partner will be prepared and have the opportunity to independently express her wishes. We should note the details of the conversation, making it clear the information should be kept confidential from her brother. Finally, the woman has expressed feeling depressed and suicidal. She should be referred for sensitive and appropriate counselling services.

# SUCCESSFUL COMMUNICATION EXERCISE

## Paired Role-Play

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### Overview

The Paired Role-Play exercise allows training participants to **practice asking** questions to LGBTI people. By practicing aloud in a safe and secure training environment, we ensure that the first time training participants **openly discuss** LGBTI information is not in the field. The Role-Play allows participants to practice asking the basic recommended questions for LGBTI people, use the terms and concepts they have learned in a real-world conversation and **ask for assistance** from the Facilitator if they do not know what to say or do in their particular role-play.

**Facilitation Note:** *This is not a compulsory exercise. It can be excluded for training participants who do not work directly with persons of concern or training participants who will take Module 02.*

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**Exercise Length:** 50 minutes. 35 minutes for description and team activity (15 minutes to read roles and interviewer guidance; 20 minutes for role-plays); 15 minutes for group discussion and wrap-up.

### Materials Needed:

- Paired Role-Play Role sheets (*in the Participant Workbook*)
  - Successful Communication Guidance: Suggested Questions (*in the Participant Workbook*)
  - Successful Communication Guidance: Basic Communication Tips (*in the Participant Workbook*)
- 

### Facilitator's Script – Exercise Description

- We will now do an exercise that allows you to **practice using good communication techniques**.
- Everyone please find a **partner**. We will do two separate role-plays. You will each get an opportunity to play the interviewer and you will each get an opportunity to play the person of concern.
- We will start with **role-play number one**. Decide who will play the person of concern and who will play the interviewer during role-play number one. Did everyone decide?
- If you are playing the person of concern, you will read the role on **page 21**. If you are playing the interviewer, you will read the interviewer guidance beginning on **page 23**. Take **seven minutes to read** your assignment. Only read your assignment and not your partner's assignment.
- *After seven minutes-* Your reading time is up. Please **begin your session**. It should last ten minutes. I will alert you when your time is up.
- *After ten minutes-* Your ten minutes is up. We will now move to **role-play number two**.
- If you played the **interviewer** in role-play number one, you should now play the person of concern. If you played the **person of concern** in role-play number one, you should now play the interviewer.
- If you are playing the person of concern, you will read the role on **page 22**. If you are playing the interviewer, you will read the interviewer guidance beginning on **page 23**.
- Take **seven minutes to read** your assignment. Only read your assignment and not your partner's assignment.
- *After seven minutes-* Now begin your second session. It will last ten minutes.

### Facilitator's Script – Discussion Introduction

- *After ten minutes-* Now that you have **completed the second role-play**, let's discuss these as a group.
- How did it **feel** to play the staff member and ask questions related to LGBTI issues?
- How did it **feel** to play the LGBTI person of concern?

# SUCCESSFUL COMMUNICATION EXERCISE

## Paired Role-Play Number One

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### Person of Concern: Ayo

*Name, sex and age on ID card:*

- Ayokunle, male, age 27.

*Preferred name, gender and pronoun:*

- Ayo, female, she.

*Current gender expression or transition details:*

- Female; has a female gender expression and would like to change her legal documents. Has not and does not plan to transition.

*Married? Partner?*

- Has a partner. He is male.

*Confidentiality:*

- Consents to tell staff members within the organization and any relevant service providers.
- Does not want the information mentioned in front of her family. They are aware of her situation and partner, but get angry when it is discussed. They do not know she is sharing the information with others.

*Told caseworker during initial interview?*

- No.

*Situation details:*

- Ayo is intersex. At birth, her parents and the doctors assigned her the sex of male based on her physical appearance. This was documented on her ID. She has a gender identity of female, a female gender expression and prefers to be called Ayo and “she.”
- Ayo lives with her family. Their home is crowded due to unregistered family members staying with them. Those family members previously lived in another country and have not approached IOM for assistance.
- Ayo is forced to sleep on the floor near the door. Family members often step on her during the night on their way in and out to use the toilet. For this reason, she sleeps very poorly and feels her health is suffering as a result.
- Family members are aware she has a male partner. They routinely harass her to end the relationship.
- Ayo feels the tension with her family has reached a breaking point where she must either end the relationship or leave their home.

*Special requests:*

- To know how she and her partner can be together, either now or in the future.
- Would like to know how the IOM health programs in the country can assist her.
- Would like to know if IOM provides support for persons seeking dignified employment.
- Would like to know if there are any community organizations that can support her.
- Wishes to have her official documentation legally changed to her preferred name and gender.
- Wants to make sure no one will tell her family she talked about her situation in public.

# SUCCESSFUL COMMUNICATION EXERCISE

## Paired Role-Play Number Two

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### Person of Concern: Eduardo

#### *Name and age on ID Card:*

- Eduardo, age 34.

#### *Married? Partner?*

- No.

#### *Confidentiality:*

- Consents to tell staff members within the organization and any relevant service providers.
- Does not want his sexual orientation mentioned in front of anyone in his family, should they inquire about him through the organization.
- Eduardo's current address should also not be shared with his family members.

#### *Told caseworker during initial interview?*

- Yes. Eduardo says he mentioned his sexual orientation to the first person he met in the organization. He said he had relationships with men in the past and that his family reacted negatively when they found out.
- Eduardo says the caseworker did not respond respectfully. He reports the caseworker was visibly uncomfortable and told him that was private information he did not have to share.
- After this interaction, Eduardo felt he could not ask for assistance from the organization. He later heard from another individual that you could share the information with the organization in order to receive referrals for specialized services, so he decided to try again.

#### *Living Circumstances:*

- Due to discrimination from his family members and community members, Eduardo moved to an urban area.
- When he moved to the urban area, Eduardo left his family behind. He currently does not speak to most of his family members. He is in positive contact with one sister only.
- Despite having broken ties with his family, Eduardo says he receives harassing phone calls from them regularly. He recently received a call from a brother-in-law who made physical threats against him.
- Eduardo is concerned about family violence if they discover where he is living.
- Because he is living in an urban location, Eduardo has lost access to the services for people that are located in the border region, such as free clinics and food assistance.
- When Eduardo moved to the city, he found a small community of LGBTI people.
- He has been moving from house to house, staying with various people he met through the community, while he seeks income and a more stable residence.
- Eduardo says the police in the neighbourhoods he's been living in routinely harass known migrants.
- Eduardo is depressed because he feels isolated and without a consistent support system in the urban environment. He sometimes does not know how he will eat or where he will sleep.

#### *Special requests:*

- Eduardo would like assistance with housing, food and health care. He has a persistent chest infection that he feels has been exacerbated by the cold weather and a lack of consistent shelter and food.
- He would also like help finding work so he can support himself.
- He says there are others in the community who need assistance and wants to know who can help.

# SAFE SPACES EXERCISE

## Questions to Consider Facilitator's Key

### What is a safe space?

A “safe space” is **any space** – including a forum, community, network, family (biological or chosen) or physically defined place – where individuals can be honest about who they are without fear of judgment or reprisal. In the context of advocacy for LGBTI people, a safe space is one in which individuals can freely express, question and explore their sex, sexual orientation and/or gender identity without fear of judgment or reprisal.

A safe space may be a **physical place, a conversation or a relationship**. It may be a website, online chat room, forum or network, an advocacy organization, a phone help line, a walk-in help centre, a community centre, a café or a social activities group.

### What are the key elements of a safe space?

In the context of our offices and programs, a safe space **should include**:

- **Critical resources** for LGBTI people available in an anonymous manner at every point possible in all processes or programs. Resources may include such things as information about local LGBTI groups and friendly service providers, information related to counseling services or information related to resettlement.
- Services and programs that **mainstream** or promote the best care possible for LGBTI people.
- A **policy** of working directly with LGBTI populations and other civil society and non-governmental organizations to ensure policies, programs and outreach is appropriate.
- Staff members who **agree** that LGBTI people deserve equal rights under human rights legal instruments, international conventions and treaties.
- Staff members who are **trained** to work with LGBTI people in a manner that maintains their dignity and respect, and to be sensitive to particular needs.
- Management that **promotes** the inclusion of LGBTI people in services through such means as signage, handouts and staff trainings.
- An organizational **culture** that openly discourages discrimination of both staff and persons of concern, and has related policies in place to address related issues.
- A process or **mechanism** for persons of concern and staff to safely report instances of misconduct, prejudice, discrimination or abuse.
- Staff and office **policies** that support LGBTI colleagues, especially those serving in locations where being open about one's diverse SSOI may be challenging.

### Why do we want persons of concern to feel comfortable disclosing sex, sexual orientation and gender identity to us?

An individual's sex, sexual orientation or gender identity **may be relevant** for a wide variety of reasons. It may be related to the reason they fled their country of origin and therefore important to their claim if they are a refugee. It may mean they cannot participate in repatriation programs. It may be related to protection concerns they have or to concerns related to family unity or other issues. It may be relevant to special needs they have in relation to services and programming or affect the long-term comprehensive durable solutions available to them.

In the context of **relocation or resettlement**, persons of concern may wish to share their sex, sexual orientation or gender identity in order to ensure they are resettled to a location that has services that fit their particular needs, and so their resettlement case processing is conducted in a sensitive and respectful way.



## Why would persons of concern share this information?

Persons of concern **may share** they are LGBTI when there is an urgent need or concern, such as protection related issues, possible removal from the country of migration or asylum or concerns about family unity in resettlement.

Persons of concern may also share that they are LGBTI when we have created an **environment** in which:

- They **understand** why sharing such information would be of benefit.
- They feel **reassured** we will treat the information with discretion and sensitivity.
- They **believe** the information will remain confidential in the manner we guarantee.
- They **do not fear** reprisal for having shared the information.
- They **trust** the staff of the organization will act in their best interest and with respect.

## Why do persons of concern decide not to share this information?

There are **many reasons** persons of concern do not share information with us. In some places, national laws may discourage them from being open. In others, the reputation of an office or particular team of staff members can impact an individual's willingness to share information.

An individual **may feel uncomfortable** speaking about being LGBTI in the presence of a particular interpreter, especially if that individual is from the same community. They may fear a negative response, discrimination and breaches of confidentiality or even reprisal. Or, they may lack the language to describe their diverse sex, sexual orientation or gender identity.

Recall the types of **reprisals** faced around the world: forced concealment, slander, harassment, public outing, denial of education, employment and medical services, forced marriage, forced medical procedures, arrest, criminal prosecution for consensual same-sex relations, rape, corrective rape, torture, murder or execution and honour killing.

Also **recall** that the UN Human Rights Council report of November 2011 and its follow-up report of May 2015 found that crimes against LGBTI people tend to be especially vicious or brutal. Given the wide range of persecutory environments in which persons of concern may find themselves, sharing sensitive information requires a high level of trust.

Most critical to **gaining the trust** of persons of concern is guaranteeing confidentiality. LGBTI people must feel certain that those assisting them will not share sensitive information with family members or the community. This is especially important for those who have not shared their diverse sex, sexual orientation or gender identity with members of their family, including spouses.

## Why is it important to have an inclusive workplace?

An organization that **promotes inclusion** and sensitivity towards LGBTI persons of concern must ensure its offices provide a welcoming and supportive – and therefore effective – working environment for all staff members. If there is not an inclusive work environment for LGBTI colleagues, staff may not take seriously our mandate to respect and protect LGBTI persons of concern.

An inclusive **work environment** also promotes better care because LGBTI staff members are well placed to recognize issues of concern to particular populations or individuals. LGBTI staff members have the same rights to a safe and respectful work environment as other staff members.

# SAFE SPACES EXERCISE

## Creating Safe Spaces and Inclusive Workplaces

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### Overview

The Creating Safe Spaces and Inclusive Workplaces exercise allows training participants to consider how they can **create safe spaces** for the LGBTI persons of concern they serve and **ensure inclusive workplaces** for LGBTI colleagues and staff. It asks them to first consider the risk points LGBTI people face in their working environments, then to suggest ways these risk points can be addressed. For those participants who will take **Module 03**, this exercise provides an introduction to risk points and their mitigation.

The Creating Safe Spaces and Inclusive Workplaces exercise also gives training participants an opportunity to **discuss and debate ideas about risk points and safe spaces with colleagues**. Most useful is when team members are from the same program, unit, department or mission, as this provides participants the opportunity to discuss how they can make real improvements in their daily work and real world interactions with persons of concern and colleagues.

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**Exercise Length:** 50 minutes. 30 minutes for description and team activity; 20 minutes for discussion.

### Materials Needed:

- Creating Safe Spaces and Inclusive Workplaces Worksheet (*in the Participant Workbook*)
  - Creating a Welcoming Space Guidance (*in the Participant Workbook*)
  - What is a Risk Point? PowerPoint slide (*in the Module 01 presentation*)
  - White board or flip charts, with enough space for several teams
  - White board or flip chart markers
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### Facilitator's Script – Exercise Description

- This is a **small team exercise**. Please split up into teams with colleagues from your unit or department (for office or mission-level trainings) or mission (for regional trainings.)
- This exercise has **two questions**. The first asks you to **consider what risk points** exist in our programs and processes that may result in negative experiences for LGBTI persons of concern and then to decide as a team **how we might address** those risk points.
- The second poses a scenario that **could happen in the office** and asks how you might address it.
- You have **thirty minutes** to complete your worksheets. We will then discuss as a group.
- *Towards the end of the 30-minute period:* Can I please have someone from each team come to the front and write your **risk points** on the board/flip chart?

### Facilitator's Script – Discussion Introduction

- Now that you have **completed your worksheets**, let's discuss them. Each team will get **a few minutes** to tell us about their answers to the questions, including explaining their risk points to us.
- While we discuss your answers to these questions, consider whether the **solutions proposed** are ideas you could implement in your own offices.

# SAFE SPACES EXERCISE

## Creating Safe Spaces and Inclusive Workplaces Facilitator's Key

*After reviewing the safe spaces materials that follow this worksheet, please discuss the following with your team.*

1. First, agree upon the phase, process or program you will focus on for the purposes of this exercise. You may wish to base this on the actual work you do. For instance, you may choose to focus on the initial 24 hours of an emergency, or on an assisted voluntary return and reintegration program, or on health programming.

Now put yourself in the shoes of a LGBTI person of concern. As a LGBTI person, what are the risk points you may encounter in the process or program you chose? In other words, at what points could you, as a LGBTI person of concern, encounter discrimination or breaches of confidentiality, or feel you have to conceal your sex, sexual orientation or gender identity?

Finally, consider how you can address these risk points and create a safe space for persons of concern.

*Examples of risk points:*

- Refugee and IDP camps
- Urban dwellings
- Informal settlements
- Reception centers
- Aid or food distribution points
- Office entrances with security checks
- Security guards
- Receptionists
- Waiting areas
- Restrooms
- Transit housing
- Transit sanitation facilities
- Detention centers
- Prisons
- Judicial processes
- Health centers and hospitals
- Interpreters
- Asylum, refugee status determination and resettlement interviews
- Interviews
- Interviewers – facial expressions, gestures, words, etc.
- Poorly or untrained staff
- Military, paramilitary and police checkpoints
- Relocation programs
- Voluntary repatriation programs
- Refugee or IDP communities
- Host communities
- Airports
- Immigration points
- Border crossings
- Registration of birth (for intersex children)
- Other government registration processes (for transgender or intersex people)

*Examples of ways to create a safe space:*

- Post welcoming signs and/or symbols in central areas in easy line of sight.
  - Post notices ensuring confidentiality in easy line of sight.
  - Use spoken language that welcomes LGBTI persons of concern and utilizes words and phrases that are commonly understood.
  - Use spoken language that ensures confidentiality.
  - Show welcoming videos in common waiting areas.
  - Distribute informative materials in a way that does not single anyone out and ensures all persons of concern have access to the information; such materials may include information on national laws, how to make requests for protection and share complaints or concerns and how to connect with organizations in the area that serve LGBTI people.
  - Hire staff members that are of diverse sex, sexual orientation and gender identity.
  - Assign staff members to be point persons within your office to focus on LGBTI persons of concern.
  - Set up a phone hotline for LGBTI persons of concern.
  - Work with civil society actors and NGOs to connect with LGBTI persons of concern.
  - Make available specific hours or days for registration and other meetings with LGBTI persons of concern outside of regular office hours, spreading information about the specific hours through partners.
  - Bring LGBTI persons of concern into the decision-making process at your organization and ask them to provide feedback on the services you provide.
  - Ensure partners and service providers have trained staff members.
  - Ensure partners' programs are appropriate and sensitive to the needs of LGBTI people.
  - Provide referrals to sensitive programs and services.
  - Conduct regular monitoring and evaluation of programs to ensure the ongoing appropriateness and sensitivity of those programs towards LGBTI people.
  - Conduct regular LGBTI training for staff.
  - Conduct regular LGBTI refresher trainings for staff.
  - Ensure interpreters are sensitive and well trained.
  - Have clear and well-understood guidelines for working with LGBTI persons of concern.
  - Have clear and well-understood office policies that protect LGBTI staff members.
  - Provide confidential interview spaces.
  - Provide appropriate resources for persons of concern.
  - Train representatives of the government, security services and police forces.
2. A supervisor frequently makes derogatory comments and jokes about diverse sex, sexual orientation and gender identity. He says “that’s so gay” when he doesn’t like something, tells single male colleagues they might be perceived as gay if they don’t find a girlfriend, remarks widely when LGBTI people are being served at the office and mocks the way some people dress or act. He’s also made deriding comments about the safe space signs posted in interview rooms by management. You know his words may hurt colleagues, especially those who are LGBTI, or be overheard by persons of concern. You are also concerned about his receptiveness to your team interviewing LGBTI persons of concern. What can be done to address this?

Joking about sex, sexual orientation or gender identity is **inappropriate and against office policy**. It may cause hurt feelings among colleagues and persons of concern and it undermines the organization’s commitment to equal rights. It is especially problematic when a supervisor tells discriminatory jokes, as it creates an atmosphere in which staff members feel they are free to do the same.

The staff member should find a **trusted supervisor** or Human Resources (HR) colleague and let them know that the jokes this supervisor is making are not appropriate. If the staff member feels comfortable doing so, they may also wish to speak directly to the supervisor involved. Either way, if they feel safe doing so, they should not participate in the joke or give it a warm reception.

For some staff members, interviewing or working with LGBTI persons of concern will continue to be a genuine **challenge**. There are additional steps you can take to help them improve their skills and gain more confidence in their ability to assist all people with whom we work. One idea is to set up a mentorship program that allows more experienced staff to share their wisdom with less experienced staff in this area.

Another is to offer **different types** of trainings, such as in interview and counselling skills. Perhaps the staff members need to improve their overall skills. You can also have staff meet with advocacy organizations to listen to feedback on the work you're doing. Speaking with LGBTI community members may be helpful in understanding related issues. Additionally, make sure you're taking diversity into account when hiring and that you are clearly communicating the organization's stance on diversity. If a staff member is committed to improving his or her work, commit yourself to working with them as long as it takes to help them do so.

If a staff member **requests to opt out** of a case, thank them for sharing the request with you. Then, explain that in this organization, all staff members are expected to handle clients from diverse backgrounds. Ask what it is that makes them feel uncomfortable and listen without judgment. Then ask what you need to do together to address the discomfort and help them move beyond it so they can perform their job with professionalism. This may require training or mentorship. However, make it clear that the general policy is staff members are not allowed to opt out of cases due to prejudice. For the short term, you should assign the case to another staff member in order to best serve the person of concern.

Some colleagues may **feel uncomfortable** acknowledging and confronting their own biases. This can be a new and uncomfortable topic for them, especially if they have not had training. They may not know how to discuss it without using strong or inappropriate language.

It may be helpful to **acknowledge** the staff member's discomfort. It may then be useful to reference ways they might begin to address it. You can do this by saying, "I can see this topic makes you uncomfortable. I know it's difficult to discuss. We're taking steps in this office to treat everyone equally. The training they provided really helped me understand the issues LGBTI people face and why, as humanitarian professionals, it's our duty to help protect and serve them. You might feel better if you sign up for a training session."

If the staff member has already **had training**, you might reference some of the core concepts related to the human rights and dignity of LGBTI people that you learned in the training. You may also remind them that, in your office, you are tasked to treat all people with respect, regardless of who they are. If you don't feel comfortable commenting upon their attitude, you may simply share your own stance on the issue.

Depending on the situation, you may also wish to **report** the comments to a supervisor, following your Code of Conduct.

It may not be appropriate for this staff member to **interact** with persons of concern who might share sensitive information until their biases are addressed and they are able to approach LGBTI people in a professional way that respects human rights and upholds the dignity and humanity of the person of concern.

# MYTHS AND REALITIES EXERCISE

## Large Group Exercise

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### Overview

The Myths and Realities large group exercise serves as a **wrap-up of Module 01**. It will help training participants recall and summarize some of the key thematic points of Module 01 as well as allow the Facilitator to gauge what has been learned throughout the day. This exercise additionally instructs participants regarding common stereotypes about LGBTI people that they should avoid in their work.

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**Exercise Length:** 15 minutes.

### Materials Needed:

- One double-sided Myth and Reality sign for each participant (*laminated, if possible; following this page*) OR, if double-sided printing is not available,
  - One Myth sign and one Reality sign for each participant (*laminated, if possible; following this page.*)
  - Myths and Realities PowerPoint slides (*in the Module 01 presentation.*)
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### Facilitator's Script – Exercise Description

- This is a **large group exercise**, which means we're all going to do it together.
- I've placed in **front of each of you** a Myth and Realities sign(s). Does everyone have a Myth and Reality sign(s)?
- This exercise is going to serve as a **wrap-up** for Module 01. If we avoid employing these **stereotypes** in our work, we can ensure more respectful and positive interactions with LGBTI people.
- I'm going to show you a **series of statements** on the screen. After I display each statement, you need to tell me whether it's a Myth or Reality by holding up the appropriate [side of the] sign.
- If you **aren't sure** whether it's a Myth or a Reality, hold up the sign that you think is correct.
- After everyone has their sign up, I'll show you the **answer and explanation**.
- If you have any **questions** about the statements or answers, please feel free to ask as we go along.

### Facilitator's Script – Discussion Introduction

- Does anyone have any **final questions or comments** about these statements?

# ETHNIC



# REALITY

[illegible]

[illegible]

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