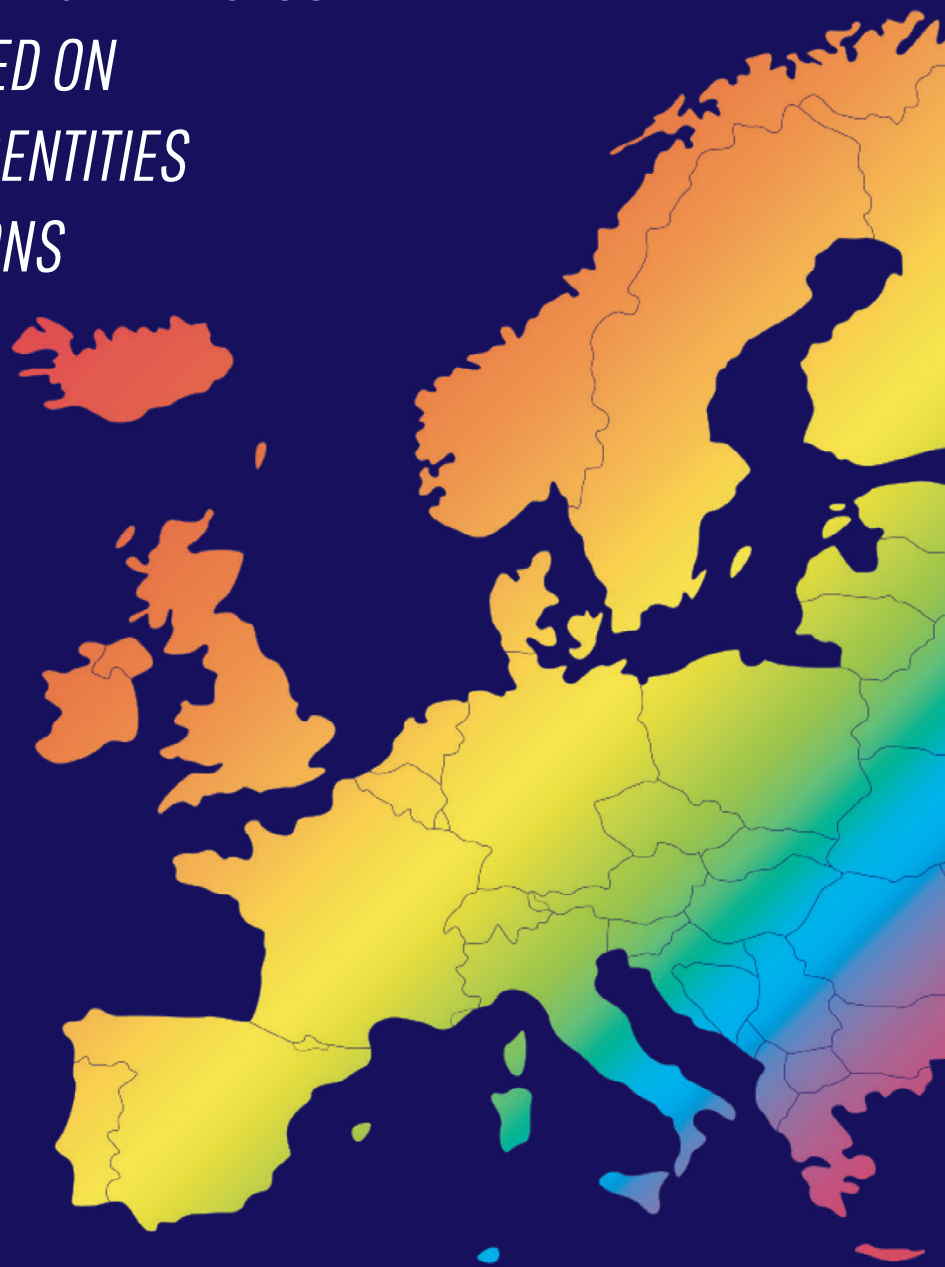


OUTSPORT TOOLKIT

*SUPPORTING SPORT EDUCATORS IN
CREATING AND MAINTAINING AN INCLUSIVE
SPORT COMMUNITY BASED ON
DIVERSITY OF GENDER IDENTITIES
AND SEXUAL ORIENTATIONS*

2019



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WRITTEN BY LASZLO FÖLDI

PROOFREADING: Andrew Marshall

CONTRIBUTORS: Andrew Marshall, Fraser D. Johnston, Gaia Ciccarelli, Katrin Oberhöller, Aleksandar Gorgiev, Lilla Török, Hugh Torrance, Franziska Temper, Alessandro Paesano, Dr. Ilse Hartmann-Tews, Tobias Menzel, Birgit Braumuel-ler, Christian Gamauf

PROJECT MANAGER: Rosario Coco

LAYOUT & DESIGN: Edoardo Peltrini

(Photo: Outsport Project, Training of Trainers, Budapest 2017)

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CHAPTER 1:

WHY THIS TOOLKIT AND HOW TO USE IT?

The Outsport project - *Innovative and educational approaches to prevent violence and tackle discrimination in sport based on sexual orientation and gender identity* - is a project granted by the European Commission through the Erasmus Plus Sport program in 2017-19. The project aims to address homophobia and transphobia in sport through communication, awareness-raising, training and scientific research, and by using sport itself as a tool to improve inclusion in and through sport.

Outsport was also among the first initiatives at European level to gather scientific evidence on the phenomena of homophobia, biphobia, transphobia and interphobia¹ in sport, and to set itself the ambitious aim of enhancing the sports world as a place of training and countering discrimination in parallel with the school and the family. The project involved partner organisations from five European countries: Italy, Scotland, Germany, Austria and Hungary.

The specific objectives of the project were:

1. To raise awareness about discrimination in sport based on sexual orientation, gender identity and sex characteristics through information and awareness-raising campaigns;
2. To improve good governance in sport (organisations), specifically in relation to sexual orientation and gender identity discrimination;
3. To foster capacity building and education against intolerance and discrimination for coaches and staff by developing a training toolkit for sport operators. This Toolkit aims to enable these operators to promote an innovative approach to tackle hate crime and discrimination based on sexual orientation and gender identity in sport;
4. To promote sport itself as a tool for the prevention of discrimination, bullying and hate-crime based on sexual orientation, gender identity and sex characteristics;
5. To encourage social inclusion and raise equal opportunities in sport organisations by supporting the implementation of EU strategies;
6. To develop and propose new guidelines concerning LGBTI rights into the next *EU Work Plan for Sport*² referring to the principles of the *EU Gender Equality Strategy*³ and the *Report on the EU Roadmap against homophobia and discrimination on*



*grounds of sexual orientation and gender identity*⁴.

Within the Outsport project, a team was set up of 12 experts from the partner organisations who each had extensive experience in addressing inclusion and discrimination issues concerning sexual orientation and gender identity (SOGI) in sport. This expert team worked for one year on collecting practises, policy guidelines and approaches in creating SOGI-inclusive sport communities, work which is compiled in this toolkit. The team also recognised that field workers (coaches, PE teachers, grassroots sport facilitators) need strong pedagogic support to feel empowered and increase their competence in building and enhancing SOGI-based inclusion within sport communities. Outsport project partners who are experienced in working with coaches and PE teachers agreed that many sport practitioners lack the necessary competencies (values, attitudes, skills and knowledge) to effectively address issues of SOGI inclusion within sport communities. Thus the Outsport project made it clear that in order to support the empowerment of the wider community of field workers in sport in Europe, a well-founded, scientifically (pedagogy, psychology, sociology) backed resource should be produced. As a result, this training toolkit is designed to assist sport operators (including educators and managers) in innovatively preventing and tackling anti-LGBTI hate crime and discrimination and their causes, by fostering capacity building and education. In

¹ <https://www.intersexequality.com/what-is-interphobia>

² https://ec.europa.eu/sport/news/20170524-council-approves-new-work-plan-for-sport_en

³ https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

⁴ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A7-2014-0009+0+DOC+XML+V0//EN>

the process of putting together this training toolkit, we drew on the research data conducted within the Outsport project as well as the collective experience of project partner organisations, with a view to enabling all types and sizes of sport organisations - from local clubs to national and international federations and agencies - to effectively tackle these forms of discrimination in a preventative way and to foster long-term LGBTI inclusion in sport.

The Toolkit has three main target groups who will be ad-

dressed in different ways: coaches and PE Teachers will be addressed as Educators and sport managers will be referred to as Managers. In each section of the different chapters, these two main target groups will be addressed separately with specific messages, questions and tasks.

WHO	WHY ARE YOU IMPORTANT?	WHAT CAN YOU IMPROVE BY USING THIS TOOLKIT?
IF YOU ARE A COACH	You are in a position to influence the culture of one or more sport communities.	You will be better able to recognise real instances of discriminative (SOGI) behaviours, address issues of discrimination, prevent discrimination and create an inclusive sport community. This will help you to advocate for it and to influence the organisational culture of your sport community.
IF YOU ARE A PE TEACHER	You are in a position to shape the first experience of a sporting community of young people at an early age, that will be a lifelong reference for those young people.	This will help you to recognise actual discriminative (SOGI) behaviours, to address issues of discrimination, to prevent discrimination and to create an inclusive school sport culture. This will also help you to effectively advocate for inclusion and to influence the community culture of schools.
IF YOU ARE A SPORT MANAGER	You are in a position to lead the definition of the basic values and the conditions of sporting cultures and the wider communities.	This will help you to understand how an inclusive sport environment contributes to performance. It will also help you to learn more practice that can help in creating or adapting to a more SOGI inclusive organisational culture, as well as improve and strengthen the values and attitudes within an inclusive sport environment.

HOW TO USE THIS TOOLKIT?

The Toolkit consists of 5 thematic sections, including a chapter presenting the main findings of the European research into the experiences of LGBTI people in sport; a chapter on specific empowering pedagogic approach with high potentials; a collection of concrete educational tools that support coaches and teachers in the creation of SOGI inclusive sport communities; and a collection of existing examples of non-discriminative organisational best practices.

1	Introduction	Why this Toolkit, and how to use it? This chapter describes the reasons and aims behind this tool, as well as explaining how readers can make the best use of it.
2	The main findings of the European Outsport research	This chapter presents the key findings of the European research by the University of Cologne, helping to understand the realities faced by LGBTI people in sport and their reasons for not being involved in sports (where applicable).
3	The <i>Education through Sport</i> approach applied to SOGI in sport	This chapter explains the pedagogic approach to addressing issues of gender identity and sexual orientation in sport (lifelong learning, competences, experiential learning, non-formal education, sport as a tool to improve social skills, and the social-psychological dimension of sport as a means of public participation and inclusion).
4	A set of pedagogical tools for sport practitioners and field workers	This chapter includes a number of concrete exercises, educational activities and outlines of chat sessions with athletes that are easy to use in sport teams and in PE lessons.
5	Relevant existing practices	In this chapter, you will find some existing practices of sport clubs or organisations which aims to improve inclusion and prevent discrimination based on gender identity, sexual orientation and sex characteristics.

In each chapter, you will find some specific questions and tasks for both Managers (yellow box) and Educators (green box). If you are managing a sport club or sport organisation, you'll want to pay more attention to the Questions and Tasks for Managers as those can help you to improve the quality of your management work and make you more successful in your role.

If you are working as a coach, a trainer or a PE teacher, please follow the Questions and Tasks for Educators as these will

help you to improve your pedagogical competencies to address issues of gender identity and sexual orientation. See an example below which you can try to answer.

MANAGERS	EDUCATORS
<p>QUESTION</p> <hr/> <p>What is your experience with LGBTI people and their issues within your sporting community? Is your community inclusive enough?</p>	<p>QUESTION</p> <hr/> <p>In your view, is your sports team open and accepting towards LGBTI people? If yes, what are the things that could make that possible? If no, why not?</p>
<p>TASK</p> <hr/> <p>If appropriate, ask one or two out LGBTI friends about their experiences in sport.</p>	<p>TASK</p> <hr/> <p>If appropriate, ask one or two out LGBTI people who you know if they have experienced any discrimination in their sporting life.</p>

CHAPTER 2: THE EUROPEAN REALITY OF GENDER IDENTITY AND SEXUAL ORIENTATION IN SPORTS⁵

The experiences of LGBTI people in sport are very diverse, maybe as diverse as the field of sport itself with its manifold forms, settings and contexts. This is demonstrated by the experiences of the (approx.) 5,500 LGBTI* people who participated in the OUTSPORT Survey 2018. For the full research report please visit: <http://www.out-sport.eu/research/>.

⁵ Based on the findings of the Outsport Survey implemented in 2018 by the German Sport University Cologne

SPORTS PARTICIPATION - EXCLUSION – NEGATIVE EXPERIENCES

The following findings illustrate that the most popular sports among our active respondents are cardio-based fitness, running, swimming and football. 20% of LGBTI people refrain from participating in a sport that they feel attracted to. This is most frequently the case for trans people and refers predominantly to football/soccer, dancing, swimming, and boxing.

16% of respondents who are currently active in any sports have had at least one negative personal experience in the last 12 months that was related to their sexual orientation or gender identity. Out of those who were previously active in sports, 5% stopped participating for the same reasons.

Trans people experience negative incidents disproportionately more often, which adds to the pre-existing challenges that trans people need to face when participating in sports.

Verbal insults and structural discrimination are the most common forms of homo-/transphobic incidents, indicated by more than 80% of those with negative experiences. Moreover, experiences of perpetrators physically crossing the line (i.e. being shoved and/or pushed by them) or even instigating physical violence are not uncommon.

Perpetrators vary with regard to the type of incident and the sexual orientation and gender identity of the respondent; team members and other sport participants are identified as perpetrators most often.

REACTIONS TO NEGATIVE EXPERIENCES

In cases where respondents have endured a homo-/transphobic incident, those respondents predominantly either did not react at all or left the situation. Only a quarter confronted the perpetrator(s) and very few reported the case.

Reasons for the individual reactions are manifold and almost half of the respondents argue that effective intervention would be doubtful to occur.

The results further reveal that more than a third of respondents

do not know of any organisation or individual to contact in case of negative experiences. If they are aware of organisations, these were primarily outside of organised sport.

HOMO-/TRANSPHOBIA AND PREVENTION ACTIVITIES

As an overview, the vast majority of respondents perceive homo-/transphobia to be a problem in sport and transphobia is perceived to be an especially prominent problem in sport.

The three actions that are most often supposed by respondents to be helpful to tackle homo-/transphobic discrimination in the field of sport are identified as (a) famous sports stars coming out publically, (b) high profile anti-homophobia/transphobia campaigns and (c) diversity trainings.



CHAPTER 3: THE POTENTIAL OF EDUCATION THROUGH SPORT

The commonly held objective of sport is to develop physical fitness by maintaining and increasing qualities such as speed, flexibility, muscular strength and endurance, aerobic capacity and anaerobic capacity, as well as to promote awareness and appreciation of the challenges and rewards of sporting performance and competition.

The modern purpose of education is to provide for the fullest possible development of competencies required for living morally, creatively, and productively in a democratic society.

Both definitions are very important as education through sport takes place within the sporting context, but it also concerns the development of the individual as a social being and citizen⁶. Sport has a very central role in modern societies; on one hand, it has grown into a mass entertaining activity (Olympics, international tournaments, leagues etc.) on the other, it also plays

⁶ In the context of this manual we consider citizenship as a broad phenomenon: the character of an individual viewed as a member of society including their expected behavior in terms of the responsibilities, obligations, and functions of a citizen.

an important role in building up, realising and expressing different identities (be they national identities, local, gender or other identities).

Sport is an important learning space of values, as well as of personal development, empowerment and source of the means of lifelong learning including athletes, fans, coaches, trainers and beyond.

MANAGERS

QUESTION

In your opinion, what is the main aim of sport? How do you think that this aim can be achieved within the reality of the sport club/organisation that you are managing?

TASK

Make a list of values that you think should be more explicit and more visible in your sport organisation.

EDUCATORS

QUESTION

In your opinion, how can sport teach values? How do you view your own educational role in teaching values to your athletes or students?

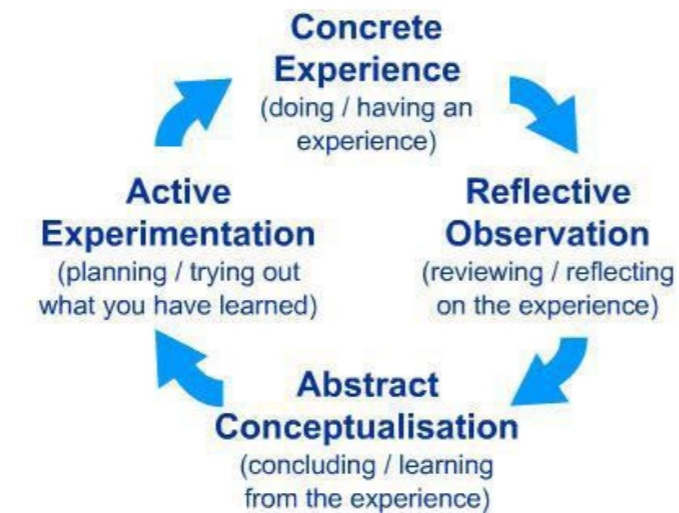
TASK

Make a list of values that you think should be more explicit and more visible in your sport educational work.

Sport by its nature strives for the betterment of participants' performance, not only in terms of competing among one another but also for the individual to improve oneself in comparison with one's own previous achievements in the same sport. It can also promote respecting rules, fair play, non-violence, inclusion, equality and equal opportunities that are certainly very important values in our societies. In many ways sport also contributes to improving social skills; inclusive sport can help us to become more successful in different social roles such as friend, worker, leader, parent, partner, or citizen - to put it another way, it can help us to become more fully realised human beings. Sport provides an excellent social context for these types of learning opportunities and thus it imbues clear responsibilities in those who manage and facilitate sports. This is where the pedagogic approach "education through sport" becomes a useful tool in the hands of sport educators and PE teachers to live up to this responsibility. Let's see how it works.

If we think about sport as a concept, it is close in form to non-formal education; it is an organised educational process that takes place alongside mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process.

Non-formal education presents young people with opportunities to develop their values, skills and competencies other than the ones developed in the framework of formal education. Those skills (also called 'soft skills') include a wide range of competencies such as **interpersonal skills, teamwork, organisational skills, conflict management, intercultural awareness, leadership, planning, organising, coordination and practical problem-solving skills, teamwork, self-confidence, discipline and responsibility**. What is special about non-formal education is that individuals are the actors actively involved in the education/learning process. The methods used aim to give people the tools to further develop their skills and attitudes. Learning is an ongoing process and one of the crucial features of the non-formal approach is learning by doing. It is also the case that the non-formal approach does not equate an unstructured



approach; the process of non-formal learning is shared and designed in such a way as to create an environment in which the learner is the architect of their own skills development.

Let's look at the main characteristics of non-formal learning and compare them to sport:



NON-FORMAL EDUCATION PRINCIPLES

SPORT

Voluntarism	Sport is based on voluntary will, it is not part of a formal curriculum.
Responsibility shared equally between learner and educator	A lot of sporting participation and success depends on the mutual cooperation of the coach and the athlete.
Universal accessibility	Sport is in principle open and accessible to anyone, however, in reality, accessing sport depends more and more on economic, social and cultural conditions as well as other intersecting barriers - including many of those facing the LGBTIQ community.
Clear pedagogic objectives	Sport can involve a well planned educational process with concrete aims and pedagogic methods for improvement.
Learner-centred participation that builds on the learning needs of the actual learners in an activity (participants)	Sport can be based on the actual needs and potential of the athletes.
Life skill learning and preparing for active citizenship	This is not an explicit objective; reality and experiences show that those who have participated in sport are more likely to be successful, especially in their social-cultural achievements. "Former student-athletes are leading other college graduates in four out of five elements of well-being." Gallup research ⁷
A collective approach which incorporates both individual and group learning	Sport involves a great deal of collective learning as well as an element of individual improvement (not only team sport).
A holistic and process-oriented approach	Successful sports coaches use a holistic approach to prepare and train the athletes for competitions, this includes addressing not only physical but also emotional and mental aspects of athletes' wellbeing.
A process based on experience and action	Sport competence development is based purely on engaging in experiential learning, increasing practice, working to improve diverse skills, engaging in reflection and aiming for better results. Experience advances the progress while coaches and athletes naturally reflect on what happened, how things were done and how to improve next time. The theoretical basis of experiential learning/education is Kolb's Experiential Learning Cycle ⁸ .
Constructive and open evaluation, without comparing to each other or to an ideal, but more self-reflection by the learner	In principle, sport development is evaluated via the athletes themselves. However, competition creates a special evaluation system as an extra dimension. Competition may then become the only or ultimate goal (the main indicator of success) at the expense of many other lifelong learning potentials.

After the above comparison (see table above), it is clear that sport can easily be described as a non-formal educational practice. In order to understand what education through sport really means, we should first understand three possible educational roles of sport: education for, by and through sport'. We must also look at how sport itself as a "global social factor" carries and produces values. It is important then to distinguish what "sport" is as a social factor, and what "sport and physical activity" are, as potential educational tools. To do that, it is first necessary to have clear educational or learning objectives that aim to empower participants in relation to certain predefined social and citizenship competencies. For better understanding, let us differentiate Education **FOR, BY and THROUGH** Sport. The nature of sport is to mobilise people to achieve performance goals and to surpass competitive indicators (striving to

excel in a sporting activity).

Education FOR Sport addresses the improvement of skills related to successful sport (winning competitions and/or accolades and beating records). The purpose of sport in this context is then to serve the development of individual and collective competencies, to improve physical performance related to sporting activities. This concept is a highly important dimension of modern sport, however, it has limited relevance on its own in the context of non-formal education. The implementation of the educational function of sport means to prioritise the pursuit of educational goals. (Photo by VIDC)

Education By Sport is a more complex process and includes the implicit benefits and social values of sport. With this approach, the aim is to reconcile sporting goals and societal wellbeing. Sport, as a collective exercise and physical activity, within this approach works towards improving **wellbeing, identity, solidarity and social inclusion**. Most grassroots sports communities

⁷ Understanding Life Outcomes of Former NCAA Student-Athletes, Gallup/Purdue Index Report, 2014 United States
⁸ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

have significant educational impacts at both the individual and community levels.

The development of social competencies relating to fair play, following rules, teamwork and cooperation toward common goals are all developed by engagement in sporting activities. Grass-roots sporting engagement can involve a lot of education by sport, which is sometimes more and sometimes less consciously planned by coaches, trainers and teachers. Many parents and guardians have this concept in mind when they encourage their children to join a sports team or start a sporting activity. And as research shows, former student-athletes (students who were involved in sports) are more likely than non-student-athletes (students who were not involved in sports) to be thriving in **purpose, social skills, communities, work and physical well-being** (Gallup research). (Photo by VIDC)

The definition: **Education THROUGH Sport** is a non-formal educational approach that works with sport and physical activity towards the development of the social key competencies of individuals and groups, in order to contribute to transferable personal development and sustainable social transformation (from sport to other real-life situations).

The **Education Through Sport (ETS)** concept is more complex in terms of its aims and expected outcomes, and as such, it should be viewed from a holistic perspective. The ETS approach uses sport as a vessel to achieve the educational objectives of developing social competences, with a view to provoking lasting social transformation. The entire educational process within ETS

is planned and prepared with outcomes that are clear, realistic and measurable expected to result from that process. Within this concept, sporting and performance results are secondary to the social skills that learners can potentially improve; these are competencies related to communication, cooperation, decision making, inclusion and anti-discrimination, respect, social justice, equality, solidarity, awareness of intersectionality, empathy and other everyday skills required for living in a **respectful, inclusive and democratic culture**. (Photo by VIDC)



CHAPTER 4:

COMPETENCIES FOR AN LGBTI INCLUSIVE SPORT COMMUNITY

Education through sport, as explained in the previous chapter, requires clear and measurable learning objectives that aim to develop specific competencies. Education through sport has significant potential in providing learning opportunities for a great number of young people. So, what would be the educational objectives from within this approach that could ensure an inclusive sporting community regarding Sexual Orientation and Gender Identity?

In other words, what competencies are required in order to create and maintain an open and inclusive community culture? **What are the competencies that enable sport educators to realise it and consequently, athletes as well?** The expert team of the Outsport project attempted to answer this question by reflecting on their own practices and experiences within sports teams and came up with the following key competencies. These competencies should be developed among those working in all of grass-roots sport, school sport and high-performance sport; coaches and teachers are key actors and play a central and influential role within the sporting community. The competencies below



are comprised of **values** that should be considered as fundamental community principles; a positive **attitude** towards the social and educational role of sport, **knowledge** that is required to understand the context of sport and education, and **skills** that are needed to be able to fulfil the mission and create an inclusive sport culture. This toolkit will show you how the empowerment process should be designed in a way that ensures the development of these competencies equally. (Photo by VIDC)

MANAGERS

QUESTION

Where would you place your sport organisation/club in relation to the education FOR, BY and THROUGH dimensions? What would you change, where would you put more emphasis?

TASK

Detail some steps you could take that would lead to the required change.

EDUCATORS

QUESTION

Within your sport-based educational practice, how much of education FOR, BY and THROUGH are you currently implementing? Do you think you should pay more attention to anything? What more could you do?

TASK

Make a list of social competences that you would like to further develop among your team members.

VALUES	ATTITUDES	SKILLS	KNOWLEDGE
Respecting human rights and the dignity of all different gender identities and sexual orientations	Openness to diversity and differences of gender identities and sexual orientations within the sporting community	The ability to be empathic with people of diverse gender identities and sexual orientations	Understanding what LGBTI means in terms of terminology, history and biological and psychological facts
Creating equal opportunities and equal access in sports for all, without discrimination	Readiness to include people with different gender identities and sexual orientations in the sporting community	Ability to connect with people irrespective of their identity or orientation	Understanding Human Rights . What are these and why are they important in sports
Celebrating diversity of identities, which bring richness and resources to communities	Willingness to learn from mistakes and new situations arising from diversity and awareness of privilege through sport education	Ability to educate and empower others to follow these values and to reflect on challenging situations that may arise from reactions to expanding diversity	Understanding of what gender stereotypes are and what prejudices and discrimination directed against marginalised sexual orientations and gender identities each entail (oppression)
Believing in learning and community building, and that conflicts within the sporting community can be resolved without violence	Courage and confidence to address diversity issues pertaining to gender and sexual orientation within the sport community	Ability to respond to conflicting situations in the sport community and to address those issues constructively	Knowledge of the approach of Education Through Sport, and how sport can be a tool to develop social skills regarding inclusion

4.1 VALUES AND ATTITUDES

Each community is built on implicit (unspoken) or explicit (clearly communicated) values that the members of the community respect and would not normally question. These values are constantly defined, redefined and shared by the members. Coaches, trainers and teachers each have a very strong influence on these values, as they represent sources of authority within the team and wider sporting community. It is important

to understand that if these values do not allow for the creation of an inclusive community, then regardless of whether or not leaders and coaches are able to address LGBTI issues, the community will not create an inclusive culture of this kind. All the work has to start with values and attitudes. If **dignity, equality, diversity, non-discrimination, non-violence and awareness of intersectionality** are not among the shared values then there is little chance to create an LGBTI inclusive community.

MANAGERS	EDUCATORS
<p>QUESTION</p> <hr/> <p>What are the fundamental values of your sport organisation/club? What are the attitudes of your staff towards LGBTI people?</p>	<p>QUESTION</p> <hr/> <p>Look into yourself honestly. What is your own attitude towards LGBTI people? What is the attitude of your team members towards LGBTI people?</p>
<p>TASK</p> <hr/> <p>Fill this short self-assessment survey below (A).</p> <p>Create a small survey for your staff and see how they respond. See the example of a survey below (B).</p>	<p>TASK</p> <hr/> <p>Fill this short self-assessment survey below (A).</p> <p>Create a small survey for your team members and see how they respond. See the example of a survey below (B).</p>

SELF-ASSESSMENT SURVEY FOR SPORT MANAGERS AND EDUCATORS (A)

Mark in each case whether the statement is strongly true, partly or true not at all true for you. In cases where you mark not at all, think about how you could improve that competence in yourself as a whole person and as well as a sport educator.

STATEMENT	Not at all	Partly true	Very Strongly	WHAT CAN I DO TO ENHANCE MY CONTRIBUTION?
I respect Human Rights and the dignity of all different gender identities and sexual orientations.				
I believe that creating equal opportunities and equal access in sport for all without discrimination is essential.				
I celebrate the diversity of identities that exists in the world and the way in which that diversity brings richness and resources to a community.				
I believe that learning and community building can be used to resolve conflicts in the sport community without violence.				
I am open to the diversity of gender identities and sexual orientations within the sport community.				
I am ready and willing to include people with different gender identities and sexual orientations in the sporting community.				
I am willing to learn from past mistakes and from new situations that may arise as inclusivity and awareness of privilege both expand.				
I have courage and confidence in addressing issues of diversity pertaining to gender identity and sexual orientation in my sport community.				

LGBTI ATTITUDE SURVEY FOR STAFF AND ATHLETES (B)

Distribute this mini questionnaire and ask people to complete it and return to you anonymously. Please remember that you may have to explain some phrases beforehand (such as value, gender, gender expression, sexual orientation). After the survey, you should also present the results and have a discussion about the outcomes with your team.

Count the points as follows. In question 1, the words solidarity, respect, diversity, dignity, equality and non-violence are each worth 2 points and all other words are each worth 1 point. In questions 2 and 3, simply add the number in front of the selected option. When both questions have been answered, summate the totalled points from all three questions for each respondent. Finally, add all the totalled number of points for each completed survey and divide that overall total by the number of respondents.

- If the number is between 14 and 11, that indicates that you have a very inclusive staff or team, and their values are adequate for creating an inclusive community.

- If the number is between 8 and 10, that indicates that your staff or team is mainly ignorant of the issues of LGBTI inclusivity. As such, you should start working on team values before you initiate any other measures which aim to improve the inclusivity of the team. For further steps of this kind, see chapters 4 and 5.

- If the number is under 8, that indicates that there are discriminatory attitudes present among your staff or team, in which case you should address matters of discrimination as a primary step in any work to build inclusivity; the underlying discriminatory attitudes and beliefs must be addressed in order to eventually advance inclusivity. For further steps here, see chapters 4 and 5.

4.2 KNOWLEDGE AND SKILLS

If the underlying values are shared by a significant majority of the sporting community and its members have an open and accepting attitude towards people with different gender identities and sexual orientations, that indicates that there is a support-

MANAGERS	EDUCATORS
<p>QUESTION</p> <hr/> <p>What do you know about LGBTI people? What scientific (psychological, biological, medical) facts do you know about LGBTI people?</p>	<p>QUESTION</p> <hr/> <p>What do you know about LGBTI people? What scientific (psychological, biological, medical) facts do you know about LGBTI people?</p>
<p>TASK</p> <hr/> <p>Fill this short self-assessment survey below.</p>	<p>TASK</p> <hr/> <p>Fill this short self-assessment survey below.</p>

1. What are the most important values for you in sport? Please select and circle 3 that are the most important for you.

Competition - Solidarity - Respect - Performance - Diversity - Dignity - Equality - Championship - Leadership - Better wins - Strength - Non-Violence - Trust - Winning - Majority rule - Loyalty

2. One of your teammates is being bullied by other team mates for their sexual orientation. What would you do in this situation? You can only select one option.

I take part in the bullying. We do not need abnormal team members.
 I do nothing. It is not my business.
 I try to stop them, as I do not think such behaviour helps our team.
 I report it to the coach and ask them we talk about the incident.

3. A new person wants to join the team and this person's gender expression is different from the typical gender norms, and your coach asks your opinion. What would you do in this situation? You can only select one option.

We need no "abnormal" people in the team.
 I do not care.
 Everyone deserves a chance.
 A good and ambitious player is always welcome.

ive ground in place for an inclusive community. If these values are not shared and the attitudes of people are discriminatory, then further work is required.

Lack of information, knowledge and/or lack of positive personal experience can be the reasons for discriminatory attitudes. To help with this, the short self-assessment form below can help sport managers and educators to reflect on where they feel their personal knowledge and skills are, with regard to the important elements of an LGBTI inclusive sport community.

SELF-ASSESSMENT SURVEY FOR SPORT MANAGERS AND EDUCATORS

Mark in each case whether the statement is true for you to a strong extent, partly or not at all. In cases where you mark not at all, think about how you could improve that competence as a person and as a sport educator.

STATEMENT	Not at all	Partly true	Very Strongly	WHAT CAN I DO TO ENHANCE MY CONTRIBUTION?
I am able to empathise with people of any gender identity and sexual orientation.				
I am able to connect with people irrespective of their gender identity and sexual orientation.				
I am able to educate and empower others to actualise inclusive values, and to reflect on challenging situations that may arise from such diversity.				
I am able to respond to conflicting situations in the sport community and address those issues constructively.				
I understand what LGBTI means in terms of terminology, history and biological and psychological facts.				
I understand the principles of Human Rights and how they relate to sport.				
I understand what gender stereotypes and prejudices directed towards LGBTI people are and how they are used to discriminate against the LGBTI community.				
I understand the basics of the Education through Sport approach, and how sport can be a tool to develop social skills regarding inclusion.				



ALL YOU NEED TO KNOW ABOUT GENDER AND SEXUAL ORIENTATION

ALLIE THE RAINBOW BAG

Your identity is important, in sport as in life. Here are some definitions! They are not definitive labels, but useful tools to discover people and diversity.

Sex assigned at birth

A set of physiological characteristics used to assign people into "female" and "male" categories. Intersex people present combinations of characteristics among the two categories.

Female
Intersex
Male

Sexual Orientation

The emotional, romantic and sexual attraction someone can feel towards others. These are the main categories of sexual orientation in the LGBTI acronym, although further definitions have been outlined in this framework.

Gay/Lesbian
Bisexual
Heterosexual

Gender identity

An individual's internal sense of gender, which can correspond or not with their sex assigned at birth.

(Cis) Women
Non Binary /Other
(Cis) Men

Gender expression

An individual's manifestation of gender identity in physical terms. This can regard clothing, hairstyling, or other aesthetic aspects.

Feminine
Gynandrous /Androgynous
Masculine

- For *gender* we follow Istanbul Convention definition: "the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men"
 - Parameters and definitions have not to be considered as separated values, but like a complex set of unlimited shades among conventional landmarks.
 Sources: APA (American Psychological Association) - <https://www.apa.org/pi/lgbt/resources/public-info>

out-sport.eu
 Co-funded by the Erasmus+ Programme of the European Union

In this graphic, you can read about some of the main aspects of gender and sexual orientation, as well as see that all four aspects are dynamic. A great majority of people tend to be or to position themselves in one of the main categories featured, however, we must understand that a great variety and diversity exists.

It is also a scientific fact that having a sexual orientation that is other than heterosexual is not a sickness of any kind, and it is not something that can be changed by force or by 'education'. Within political discourse, many parties - especially extremists and populists - tend to use homophobic and/or transphobic hate speech to attract votes, as it seems easy to them to use prejudice to promote hatred and fear towards marginalised groups. It may bring beneficial political results for them in the short term, but its long-term societal impact includes serious risks of increasing and normalising intolerance and discrimination. For those reasons, it is very important that education provides up-to-date knowledge and information for people in as many fields as possible, as well as learning opportunities for becoming

an engaged community member who can respect the dignity of others. Sport promotes respecting the rules, fair play, non-violence, creativity, inclusion, equality and equal opportunities - all of which make the sporting community one of the most effective learning fields

HUMAN RIGHTS APPROACH

The Human Rights approach is a simple everyday practice that is based on respect for the dignity of others. This means working personally to unlearn internal bias that can lead to judging other people on the basis of any characteristics other than their behaviour and actions, as well as recognising that all people have inalienable rights to fair and equal treatment. (photo: Logo of the campaign of the Council of Europe in 1995 and in 2006-2008)

Human rights are moral principles or norms that describe certain standards of human behaviour, and any person is inherently entitled to these rights simply because they are human.

These rights are “inherent in all human beings”, regardless of their nationality, location, language, religion, ethnic origin, sex characteristics, gender or sexual orientation. They are universal (applicable everywhere at all times) and egalitarian (they apply equally to everyone). Human rights are founded on empathy and the rule of law and imposing an obligation on individuals to respect the human rights of others, and it is generally considered that they should not be taken away except as a result of a fair legal process. Human rights are not only

legal concepts (freedom of speech, freedom from torture, right to education, right for privacy) but also everyday life norms that include respecting human dignity, difference and diversity. The human rights approach then means that we recognise and accept that we are all different and all equal.

FACT SHEET ON HOMOSEXUALITY

In 1973 the American Psychiatric Association (APA) removed homosexuality from the list of mental pathologies included in the Diagnostic Manual of Mental Diseases (DSM), and introduced the definition of homosexuality as a “natural variant of human behavior”, recognizing the same susceptibility to pathologies both in homosexual and heterosexual people.

In 1993 the World Health Organization (WHO) also accepted and shared the non-pathological definition of homosexuality.

Since then lesbian, gay and bisexual relationships are considered natural forms of human bonding.

Since sexual orientation is neither a choice nor a disease, the scientific community has repeatedly expressed itself against the so-called “reparative therapies”, which promise to convert the sexual orientation from homo to hetero.

The therapeutic indications for a professional who treats an

individual disturbed by their homosexual or bisexual orientation include “helping the person to actively cope with the social prejudices on homosexuality, to successfully resolve the issues associated with internal conflicts, to lead a happy and satisfying life” (American Psychological Association, 2008).

Not all people that have sex with others of same sex are necessarily homosexual or bisexual.

Since sexual orientation does not involve the aspect of sexuality alone but also the emotional, affective, romantic components that are an integral part of it.

According to the Kinsey Report, 37% of the people have had at least one homosexual experience in their life, in addition to the people who declared prevalent or total homosexual experiences (8-10%). There are several studies that claims other percentages but since the data are collected by interviews in which people have to declare they sexual orientation probably any percentage is underestimated.

MANAGERS

QUESTION

Which were your weakest skills based on the 4 statements starting with “I am able” in the self-assessment form 2?

TASK

Think about how you can improve those skills. What can you do to develop your empathy, your connection to people different from you, or your skills to talk about such issues?

EDUCATORS

QUESTION

Which were your weakest skills based on the 4 statements starting with “I am able” in the self-assessment form 2?

TASK

Think about how you can improve those skills. What can you do to develop your empathy, your connection to people different from you, or your skills to educate others about such issues?

all different
all equal

CHAPTER 5:

SET OF EDUCATIONAL ACTIVITIES

In this chapter, you will find descriptions of a number of non-formal educational activities and pedagogic exercises that you can run within your sporting team or in a PE lesson with a class in order to create a safe learning environment for LGBTI inclusive sport. With the help of the descriptions provided, you can safely run the exercise and use it to open up discussion and advance the learning process within your sport community or PE class. Before any kind of activity, especially when involving newcomers in the group it is advised to use pronoun sharing as a mechanism to explore and highlight the fact that gender identity goes

beyond the binary language that many people, including members of the LGBTI community, are accustomed to using. It means that in the round of introduction we - each member of the sport team - also express what pronoun we wish to be referred to (e.g. My name is Kate, I use the pronouns she/her.) Doing so allows individuals who use pronouns other than ‘she/her’ or ‘he/him’ – for example ‘they/them’ or ‘ze/zir’ – to make them known routinely. This practice also reinforces to people who’ve never thought about that there are other gender-neutral ways of referring to people and allowing (respecting) them to be as they are.

5.1 FOOTBALL FOR ALL?

This is an excellent exercise to experience discrimination and build empathy towards those discriminated or excluded for their gender identity or sexual orientation. This exercise can also be adapted for powerchair football.

Objective: A non-formal education exercise that focuses on equal rights and equal opportunities for people with different gender identities and sexual orientations in sport. Its main (general) learning outcome is building empathy and solidarity with people who experience discrimination.

Group size: 12-24; or 8-16 for powerchair football.
Age: from 14 years of age (lower age group is possible with modifications)

Time: 60-80 minutes

Materials and venue: Printed role cards, football (or more to practice before the match), whistle, bibs to differentiate the two teams, an accessible football field or gym with goals; to adapt this to powerchair football, you would also need electric wheelchairs and foot guards, and a standard indoor basketball court.

Preparations: Count how many participants you will need role cards for. Select which cards to give to participants, or write any tailored roles that you consider important for your group. Print and cut two copies of the role cards. Write each situation on a separate sheet of flipchart paper with big letters so that players can read it easily during the game. Ask for one or two volunteers to referee, or referee yourself. The referee will need a whistle.

Instructions: Create two teams of an equal number of players (maximum 12 each for the non-powerchair version, 8 for the powerchair version). Give each player a role card (using the same set of cards for both teams) and ask them to imagine the person described on their card. Explain the football rules of the game if needed, and then have them play for two rounds, each round lasting 10 or 15 minutes. Explain that in every 2-3 minutes during play, one situation will be shown and described to all players during the football match and all players should then decide how that situation would affect their role. If any player feels that the situation described is fully applicable to the role from their card, they can continue to play on without any restrictions.

At the same time, if any player feels that the situation described is not applicable at all to the role on their card, they then must stop play for 1 minute (they can count to 60). During this minute, they can continue to pass the ball but they cannot move from the spot. The two teams can play together for 20 or 30 minutes in total (2 times at 10 or 15 minutes) with a short break in between. This creates room for 10 situations to be described every 2 or 3 minutes.

Debriefing: Run a short de-rolling exercise before debriefing. For example, you can ask the players to say goodbye to the imaginary role that played in their own way, perhaps waving to them as they leave or in any other way suitable to them. Ask the group to move into a circle, sitting or standing comfortably (on the floor or on tatami). Ask the following questions one by one and let the players talk and react to each other. Keep the discussion on the level of trust, openness and respect.

Debriefing questions:

1. How did you feel during the game?
2. What do you think of your role person (on the role card)?
3. How did the game go? What happened?
4. What did you observe during the game?
5. What do you think of your role person’s level of access to sport?
6. What relevance do you see to reality? Why is it important to be inclusive of LGBTI people?
7. Do you think your sport group is inclusive? Why?
8. What could you do to improve the inclusivity of your team?
9. Do you think that LGBTI people currently have the right to participate in sports? And do they really have access?
10. Were there any other barriers to participation in the exercise?
11. What did you learn?

Tips for facilitators: You can use different elements from chapter 4 after the debriefing to clarify some facts and useful information (definitions, statistical figures, scientific facts). If there are intolerant or homophobic players, you could approach them and have a private discussion about their fears or their needs. If you think it is necessary, you could also facilitate an introductory discussion on gender identity and sexual orientation to help team members to have a better understanding of what those terms mean.

Variations: You could create other situations and sets of role cards, depending on what you would like to focus on with the exercise.

ROLE CARDS

SITUATIONS

You are a heterosexual white boy with a disability.	You are a heterosexual girl of African origin.
You are a bisexual black male Olympian.	You are a lesbian of refugee status.
You are a white lesbian girl.	You are a transgender girl.
You are a Muslim transgender man.	You are an Asian non-binary queer person.
You are who you are.	You are a heterosexual white girl.
You are a bisexual, sport-talented boy.	You are a gay Olympian of refugee status.

5.2 REPLAY THE DRESSING ROOM

This is a very powerful exercise to open discussion on concrete discriminatory and oppressive behaviours in the sport community. This exercise can also be adapted to be more disabled-inclusive.

Objective: The exercise is based on the Forum Theatre method and will help to focus on typical discourses and narratives within the sport team in relation to discrimination or oppression based on gender identity and sexual orientation.

Group size: 12-24

Time: 60-90 minutes

Materials: only an accessible space for presenting the short sketches

Instructions: Divide the players into teams of 5-6 people. Ask them to think about a dressing room situation or another training situation, (real or imaginary) in which someone is discriminated against or targeted due to their gender identity or sexual orientation. The teams should then enact a short scene of that situation (lasting a maximum of 2 minutes) in front of the group. Each scene must involve an oppressor, an oppressed person, an ally to the oppressor, an ally to the oppressed person and one or two bystanders. The teams have 15 minutes to decide, plan and rehearse their enactments in turn. Each team plays out their scene and after each enactment, the audience then describes what they witnessed/interpreted before the performing teams go on to describe which views and ideas they had in creating their enactments. Following this process, the supervisor should then ask the full group to decide which scene of the two they would like to work on more closely. Ask the team behind the selected enactment to replay their scene, except this time one of the players (except the oppressor!) can be replaced by someone from the audience. You can facilitate a number of changes like this, inviting the whole group to interpret what happened differently each time and how it potentially improved or worsened the situation. Always ask the audience first and then the players.

Debriefing: Run a short de-rolling exercise before debriefing. For example ask the players to say goodbye to the imaginary role that played and imagine to see them leaving away, and wave to them with their hand. Ask the group to move into a circle and sit comfortably. Ask the following questions one by one and let the players talk openly and react to each other, respecting the safety of the space and the rights of all participants to discuss oppression which they have experienced and to be listened to. Participants should feel supported and safe in sharing their experiences and thoughts in relation to oppression and discrimination and that the environment is safe and supportive. Keep the discussion on the level of trust, openness and respect.

Questions:

1. Was it easy to change the oppressive or discriminative situation?

1. You are happy and willing to join a sport club.
2. You find it easy to change in the dressing room.
3. You can make friends easily in the team.
4. You can play and be yourself freely.
5. You feel comfortable socialising with your teammates after the training.
6. You are respected by your sporting peers.
7. You get a lot of support for your sport achievements.
8. You can speak about your private life at ease.
9. You feel like an equal member of the group.
10. You can find a sport club easily for yourself.

2. Why does such discrimination happen so easily? Is it really possible to stay neutral?
3. What is the role of the bystanders? What are their responsibilities in this situation?
4. What can you do in real life to help prevent discrimination?
5. What relevance in this exercise do you see to reality?
6. Why is it important to be inclusive of LGBTI people?
7. Do you think your sport group is LGBTI inclusive? If so, why? If not, why not?
8. What could you do to improve the inclusivity of your team?
9. Do you think that LGBTI people currently have the right to participate in sports? And do they have access?
10. What did you learn from this exercise?

Tips for facilitators: You can use different elements from chapter 4 after the debriefing to clarify some facts and useful information (definitions, statistical figures, scientific facts). If there are intolerant or homophobic players, you could also approach them and have a private discussion about their fears. If you think it is needed, you could also facilitate an introductory discussion on gender identity and sexual orientation to help team members to have a better understanding of what those terms mean.

Variations: If there is a concrete situation that happened in your sport team, you can also focus only that one scene. Make sure that both the real oppressor and the real oppressed person from the original incident will NOT play their own role during the whole exercise. The exercise should be safe and consensual for anyone to participate in who has been oppressed in real life, and it must be clear that it is fine if they don't want to enact something triggering and/or personally affecting or upsetting. If there are no concrete ideas you can also use one or more of these titles (or create others) to inspire the participants:

- Someone is making a joke at the expense of gay people, which is preventing a gay man in the team from coming out.
- Coming out in the dressing room.
- A transgender girl's first time in sport training.
- There is a gay person/lesbian in the starting team of the next match.

Handouts and resources:

The exercise is based on the method Theatre of the Oppressed, which was originally invented by the Brazilian theatre practitioner Augusto Boal in the 1970s and performed initially in Brazil and later in Europe. Boal was influenced by the work of the educator and theorist Paulo Freire. Boal's techniques use theatre as a means of promoting social and political change. In the Theatre of the Oppressed, the audience becomes active, such that as "spect-actors" they explore, demonstrate, analyse and transform the reality in which they are living.

5.3 "SOMEONE IS DIFFERENT" SPORT BIOGRAPHIES

(DEVELOPED BY VIDC)

This is an easy and safe exercise to introduce the topic of LGBTI rights in sport with a group, and open up a safe discussion and learning process.

Objective: A practical activity to shine a spotlight on diverse, out LGBTI athletes from all around the world and help tackle stereotypes regarding LGBTI athletes. The activity explores different sexual orientations and gender identities and how they fit in sports spaces, as well as the discrimination and intolerance that can occur in those spaces. The objectives are to reflect on personal stereotypes, prejudice and one's own attitudes and to encourage the deconstruction of fixed categories about gender roles and sexual orientations in sports. The activity does this by sharing the biographies, experiences and achievements of openly LGBTI athletes on the basis of information about their identities which they have shared freely themselves.

Group size: 6- 25 people

Time: 60 - 75 minutes

Materials: 2 photos per sportsperson (one in a "casual outfit" and one "action photo" taken in their respective sporting environment), 1 biography sheet per sportsperson (biographical info, achievements and a quote regarding their LGBTI status - these can be printed on the back of the "action photo"), a sheet of paper and a pen for each small group (3-6 persons), a pinboard and pins (optional) and a wall for hanging.

Preparation: One flipchart with the title of the method ("someone is different"). The facilitator should not give any more details than the title. One flipchart with questions: Who are these people? Which sports do they practice? What country do they currently live in? Are they in a relationship, or married? Do they have children? Are they successful in their sport? ...

INSTRUCTIONS:

Part 1. Break into small groups and have each group create a biography (15 minutes). Each group is given 3 "casual" photos without being informed about the identity or profession of the person in each photo. They are asked to imagine fictitious biographies (detailing current age, country of residence, profession and personal relationships) for the three photographed individuals and to find out who is different among them and why. There should be some basic questions (see examples above) about these characteris-



tics and circumstances on the flipchart to help participants. Each group should answer the above questions on the flipchart, writes their answers down and briefly presents their fictitious biographies and findings to the whole group. The written biographies and "casual" pictures should be pinned on a pinboard or laid out on the floor visibly.

Part 2. Presentation and Discussion: after every group has presented their biographies, the facilitator then asks the group which person is different and why they think that person is different. All participants (including those from other groups) can then be encouraged to discuss who they think is different, based on the categories/factors displayed on the flipchart. If the participants are aware that the topic of this workshop/practice is LGBTI-related, they will often try to find out "who is gay and who is not" upon being asked to determine "who is different". This allows discussion specifically around the stereotypes that may have been used by the participants in determining the sexual identity of the featured people. This activity also presents an opportunity to discuss appropriate respect where other people's identities are concerned; for example, it is common for trans and intersex athletes to be discussed in salacious and dehumanising ways in popular media, with little to no regard for their right to privacy or dignity. It can, therefore, help to set the scene for this activity in terms of consideration for those rights, as well as respond appropriately - educationally and in a non-judgemental way - if participants begin to discuss the people in the photos in this way.

Part 3. You can then reveal that all of the people featured are LGBTI athletes, and then show the "action photo" of each athlete alongside their biographies. Some of the actual biographies should be elaborated upon by the facilitator to show the athlete's successes/struggles. Of particular interest is the story about their coming out, the reactions within their environment and the impact on their careers.

Debriefing: The participants should then discuss how sexual orientations, gender identities and other intersecting characteristics often provoke strong reactions and can sometimes have a (negative) impact on careers, in terms of athletes clashing with institutionalised anti-LGBTI attitudes and biases. The participants should think about how guessing someone's sexual orientation or gender identity or holding stereotypical and/or narrow views and preconceptions about other people could influence those people and their lives, as well as the intersecting factors that are often considered 'different'.

QUESTIONS

1. How well did you work together in small groups during the exercise?
2. Was everyone involved in the creation of the biographies?
3. How did your group come to the decision as to which person it thought is different?
4. Review the pictures and the biographies. Talk with the group about “being different” can mean and what impact that can have on people’s lives. Did different people choose different categories?
5. Which categories can mark those considered as “the others”? Are there visible or unseen signs that mark people as “different”?
6. Which categories did you choose?
7. What do you think does “being different” mean?
8. What comes with being called out by others as different?
9. Does being “different” generally seem like something more positive, or more negative? Are there any value judgements or degradations?
10. How do you think people feel being called out as “the other”?
11. How do you think LGBTI sportspeople feel being called out as “others” even if they do the same work as other athletes?

Try to link these examples to other well-known athletes you may know and refer to their story. State that every person is “different” and that there is no person (or group) inherently better than others. After telling the group that all people on the pictures are LGBTI athletes, and ask if the participants were surprised about this and what they think about it.

1. Do you know any athletes who have come out as an LGBTI person? If yes, which one? If no, why do you think it is?
2. Could you actually recognise people as LGBTI? Do you think there are any signs that a person might be LGBTI?
3. Why do you think a lot of people tend to hold stereotypes about LGBTI identities – for example: “Gay men tend to do “soft sports” or none at all” etc.?
4. What could some reasons be for LGBTI athletes to come out or not to come out during their careers?
5. Should LGBTI athletes come out to their teammates? Is it their duty to do so?
6. Should there be special sports events/leagues/competitions reserved for LGBTIQ people?

Tips for facilitators: It is important that the three “casual photos” distributed to each group are as diverse as possible in terms of the characteristics of the featured sportspeople. The facilitators should not explain what is meant by the question “Who is different”. The only information for the participants should be that all of the individuals in the photos are sportspeople. Any other questions apart from this one should not be addressed, so as to ensure that the participants are as open-minded as possible in answering the main question. The facilitator should know some of the biographies and stories of the athletes by heart so that they can pick out some interesting and special stories and share them with participants. They should also have some facts about the lives and careers of all of the depicted people for the same reason. The participants should be encouraged to freely state their opinions and prejudices, however, no participant should feel personally attacked or uncomfortable. It is the duty of the facilitator is to moderate the discussion without letting it get out of hand. The facilitator should be aware that there may be some LGBTI participants within the group who are not “out” yet, therefore it is important that the atmosphere be open and appreciative of everyone in the group.

VARIATIONS:

Variation #1: The part regarding finding out who is different can be left out and participants are tasked to invent biographies and present them. This can be a helpful variation in more “difficult” groups of participants.

Variation #2: The participants are not split into groups. The trainer then shows a “casual” photo and asks the participants what they think this person’s biography is. This allows for a more immediate way to address stereotypes and also requires less time. This variation is especially advisable for smaller groups.

Variation #3: The trainer simply presents select sportspeople and their biographies to the participants. This variation is especially advisable if time is extremely limited, or as a small extension of another practice.

HANDOUTS:

You can download and print the photos from here or use your own collection: <http://bit.ly/2QF4NtM>



5.4 VOLLEYBALL TAGS

This exercise is designed to help participants recognise that labelling people in a discriminatory way can destroy team spirit and affect performance in sport. As such, the exercise can help participants to understand why this pejorative form of labelling should be opposed and may also help to prompt discussions around the topics of gender identity and sexual orientation. This exercise is also suitable for sitting volleyball.

Objective: This exercise helps to understand how labelling people in a discriminatory way can influence the group dynamics and how it can affect the performance of a sporting community. The exercise does this by distributing among players tags featuring an identity marker for them to wear, so as to encourage participants to get some sense of what it is like to be a discriminated-against person and a perpetrator of discrimination in relation to one another.

Group size: 10-16 people

Time: 60-90 minutes

Materials: 2 volleyballs, bibs to differentiate the two teams, two big blankets, a whistle, a volleyball field with the net or any creative solution (a lower net for sitting volleyball), thick paper and soft sticking tape.

Preparations: It is first important to ensure that your group of participants are aware of the nature of the activity and the potential to be playing the role of a labelled and discriminated person, as well as enduring enacted discriminatory treatment. The nature and intensity of the labels may thus have to vary for different types of groups, and this activity may be more appropriate for some groups and individual participants than others. All participants should be given the option to opt-out, before or during, without judgement if the activity would be triggering or uncomfortable for them.

In terms of practical preparations, print or write different names that are used in your group to label others on thick paper. You can also brainstorm with the group to collect such labels. Or you can also ask participants to write labels to each other without letting them know what is on their forehead. For sticking it to the forehead or back, you can use soft sticking tape (used for sticking flipchart on the wall) as it is not too strong, can keep a tag stuck to head or hair and can be removed easily. Or you can use other creative ways to attach the tag to the forehead, or alternatively, it can be stuck onto the back.

Be aware that this exercise may contain negative and pejorative names referring to gender identity or sexual orientation often used in sporting communities. You can also find these words in your own mother tongue. With more sensitive groups, you may wish to change the names used in the activity to softer versions in order to avoid the reinforcement of such labels.

Instructions: Prepare some less pejorative labels for the players to attach to their foreheads, backs or in some other way in which they cannot see them; these labels should each display an aspect of personal identity, which can be of varying intensity and offensiveness (for example, gay, butch, homo or other types of names). Divide participants into two groups of 5-8 players. Give different name tags to half of the whole group (once they are split into two teams), giving 2 extra tags to one of the teams (for example, in a group of 12, give 2 tags to one team and 4 tags to the other). The other half of the whole group will not have any tags. Ask the players to attach the tags to their foreheads without looking at them and to then treat each other in accordance with the what labels they are each wearing. Allow the participants to make derogatory comments in accordance with the featured labels within their own team and the opposite team. Allow the two teams to practice



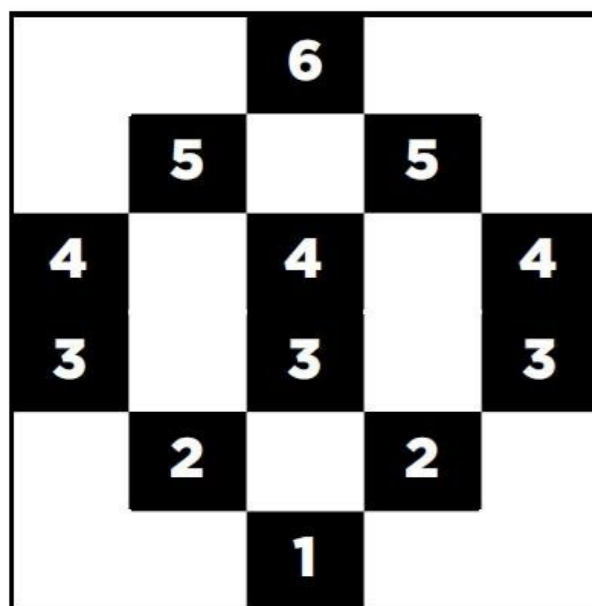
volleyball for 5 minutes and then start a 10-15 minute serious match, for two rounds, while counting the scores. You can be the referee or one of the players if they are an odd number. In the second round of the match, give a blanket to each team and explain that they now have to hold the edge of the blanket (sitting or standing) and use it to catch and throw back the volleyball and count on scores on (see photo). In the end, announce and celebrate the winner but do not remove the name tags yet. (Photo: Outsport Training of Trainers, 2017)

Debriefing: Ask the group to sit down in a circle comfortably and keep the tags on. Hold a round of feedback and ask each person who had a tag to guess what name they were referring to, removing the tag and putting it behind them upon correctly guessing before introducing themselves for real to their neighbours. Ask the following questions one by one and let the players talk among themselves and react to each other. Keep the discussion on the level of mutual trust, openness and respect.

Questions:

1. How was it to make negative remarks about others with the tags?
2. How was it to receive negative remarks from others?
3. How did you feel playing in the team?
4. What stereotypes and prejudices came to your mind in relation to the tags? Where do these stereotypes come from?
5. How did it influence the team spirit?
6. Was there any difference in the performance of the two teams (one team had 2 more tags)?
7. How do you see its link to reality?
8. What can you do to counter these stereotypes and discrimination in sport?
9. How can you make your sports team safe and inclusive for LGBTIQ people?

Tips for facilitators: Some people may not understand some of the name tags, so you may have to explain to them discreetly. After playing this exercise you may want to clarify some facts and useful information regarding gender identity and sexual orientation. The activity can also show you if there are intolerant and/or homophobic, biphobic, transphobic and/or interphobic players in your team so that you can then also approach any and have a private discussion about their fears and misconceptions.



5.5 SAYING IT WORSE IN SPORT

This exercise is designed to reflect on hate speech against LGBTIQ people in sport and discuss how it affects their involvement in sport.

Objectives: This is an introductory activity to hate speech in sport; participants rank different examples of anti-LGBTI hate speech according to which they think are 'worse'. The exercise helps participants to understand the different forms of homophobic, biphobic, transphobic and interphobic hate speech in sport and to assess their impact. It also helps to address anti-LGBTI stereotypes and to consider appropriate responses to different instances of hate speech in sport. This is an adaptation of the "Saying it worse" exercise from Bookmarks (handbook combating hate speech through Human Rights Education of the **Council of Europe**)

Group size: 12-24

Time: 45-60 minutes

Materials: A calm, safe and accessible space to gather and discuss in small groups, flipchart and markers

Preparations: Print and cut the hate speech quotes as many copies as teams of 4-5 people you can create. Create a safe space for the activity to take place in with participants assured that given the discussion of the activity will focus on the topic of hate speech and reminded that they are entitled to leave the room without asking permission, should specific discussion points be triggering or distressing for them.

You may also want to adapt the quotes and situations detailed on the speech quotes provided (below), depending on the nature of the group you are working with.

Instructions: Ask participants what they understand by hate speech. Ask whether anyone has encountered hate speech in sport, either directed towards an individual either because they are members of particular groups who experience marginalisation (for example, LGBTIQ people, people of colour, Muslims, Jews, women, etc) or because they are perceived to be members of one or more of those groups. What do people feel when they come across it? How do they think the victims of hate speech must feel?

Explain that the term 'hate speech', see the Council of Europe definition below. Explain that hate speech is, in fact, a speech that attacks, threatens, or insults a person or group

based on national origin, ethnicity, religion, gender identity, sexual orientation or disability. If participants are not familiar with the diamond ranking system (pictured), explain to them that they will be given 12 examples of hate speech quotes against LGBTI people and should try to rank these from 'least bad' to 'worst'. The 'worst' examples should be those that they would immediately react to in their own sport community. Divide participants into groups of 4-5 players and give each group a copy of the cards. Tell the participants that they have 15 minutes to discuss all of their cards as a group and to try to agree about how they should be ranked. After 15 minutes, invite each group to explain which quote they chose as the "least bad" and the worst and why.

Debriefing: Try to first reflect on the group work and the basis for their decision, and then on the idea of homophobia, biphobia, transphobia and interphobia.

1. How did you find the activity? Was it easy to assess the different examples?
2. Were there any strong disagreements in your group, or have you noticed any significant differences between your diamond and that of other groups?
3. Did you use any criteria in deciding which cases were 'worse'? If so, which one?
4. Do you think statements like these should be allowed in sport? What are the arguments for and against?
5. Do you think there should be different rules for 'worse' expressions of hate in sport? Should any be banned completely?
6. If you think some should be banned, where would you draw the line?
7. What other methods can you think of for addressing hate speech against LGBTIQ people in sport?
8. How would you react if you found these kinds of examples of hate speech in our sport community?
9. Why are LGBTI people a common target of hate speech? Can you think of ways of addressing this and other intersectional forms of prejudice?
10. Do you think it is fair to treat anyone like this, whatever your personal views might be?
11. What do you think intersectionality means in relation to hate speech? Can you think of examples of intersectionally motivated hate speech?

Tips for facilitators: You will need to be aware of any strong homophobic feeling in the group as well as of any participants who might be upset by the activity (or by other participants). If you think there is a risk of this, you can use different elements from chapter 4 after the debriefing to clarify some facts and useful information (definitions, statistical figures, scientific facts). If there are intolerant and/or homophobic players, you could also approach them and have a private discussion about their fears. If you think it is necessary, you could also have an introductory discussion on gender identity and sexual orientation so that the team members have a better understanding of what they mean. You may also want to explain the 5 criteria of hate speech to the participants, so that they better understand how to recognise harmful comments in sport:

1. The content or tone of the expression. This covers the type of language used.
2. The intention of the person making the statement, or in other words, whether they meant to hurt someone.
3. The target audience, specific people or LGBTIQ people in general.

4. The context of the utterance. It is important to understand what happened before the expression in the sport community, or in the sport organisation or in the broader society (legislation, politics, public discourse etc).

5. The impact. Or, in other words, what effect the statement might have on individuals or on the community/society.

At the end of the activity, you could also facilitate a discussion about how participants can react effectively to homophobic or sexist hate speech.

HANDOUTS AND RESOURCES:

The official definition of hate speech from European Commission against Racism and Intolerance (Council of Europe) Policy Recommendation nr 15:

"Hate speech for the purpose of the Recommendation entails the use of one or more particular forms of expression – namely, the advocacy, promotion or incitement of the denigration, hatred or vilification of a person or group of

persons, as well any harassment, insult, negative stereotyping, stigmatization or threat of such person or persons and any justification of all these forms of expression - that is based on a non-exhaustive list of personal characteristics or status that includes "race", colour, language, religion or belief, nationality or national or ethnic origin, as well as descent, age, disability, sex, gender, gender identity and sexual orientation."



1. One male player says this loudly in the dressing room: "THIS TEAM IS FOR REAL MEN, NOT FOR QUEERS."	2. The coach of a team says this in front of all players: "SUCCESSFUL SPORTSPEOPLE ARE ALL STRAIGHT."
3. The manager of a sport club says this during a meeting of coaches: "I AM NOT FOR DISCRIMINATION, BUT WE DO NOT WANT TO TAKE ON ALL THE PROBLEMS WITH GAY PEOPLE IN OUR CLUB."	4. An athlete posts this on the facebook page of the club during Championship: "I DO NOT CARE IF PEOPLE CHANGE THEIR GENDER, BUT PLEASE DO NOT CONFUSE OUR COMPETITIONS!"
5. A few friends are walking home from training and one of them says: "I THINK THERE IS A LESBIAN AMONG US, I DO NOT WANT TO BE SEXUALLY HARASSED..."	6. A sports minister says this in a speech delivered in a sport conference: "WE ARE AN OPEN NATION, BUT IN SPORT MEN SHOULD BE MEN AND WOMEN SHOULD BE WOMEN. FULL STOP."
7. A PE teacher in a primary school during a PE session, shouts this at a boy: "DO NOT DO IT LIKE A GIRL. TRY TO BE A REAL MAN, MY SON."	8. Sports fans shout this at one of the opposition team players during a football match: "COME OUT FROM THE CLOSET, YOU FAGGOT. WE ALL KNOW WHO YOU ARE."
9. The dean of a University of Sports and PE announces this during a meeting of teachers: "WE SHOULD NOT PROMOTE HOMOSEXUALITY IN OUR UNIVERSITY. HEALTHY MEANS NORMAL."	10. One player says this half loudly in a handball team, after being informed the team will get a smaller amount of funds: "WE ALL KNOW WHY WE GET LESS MONEY. TOO MANY DYKES IN OUR TEAM...."
11. This is included in a Facebook post made by a sports celebrity with a million followers: "TRANSGENDER WOMEN SHOULD HAVE A SEPARATE GROUP IN THE OLYMPICS, NOT THE OPTION TO COMPETE TOGETHER WITH CISGENDER WOMEN."	12. A coach says this in response to a journalist visiting a junior football team and asking about including minorities in the team spirit: "WE ARE AN OPEN TEAM. WE WELCOME EVERY NORMAL GUY."

CHAPTER 6:





EXISTING ORGANISATIONAL PRACTICES FOR LGBTI INCLUSION

In this chapter, you will find four different existing practices of promoting LGBTI inclusive sport environment from sport organisations.

1	TYPE OF PRACTICE: ACTION	AUSSTELLUNG: GEGEN DIE REGELN – LESBEN UND SCHWULE IM SPORT (EXHIBITION: AGAINST THE RULES – LESBIANS AND GAYS IN SPORTS)
ORGANISATION(S)	European Gay and Lesbian Sport Federation (EGLSF) and Fairplay (VIDC Vienna)	
TARGET GROUP(S) OF THE PRACTICE	<ul style="list-style-type: none"> • Sports organisations, sport teams and associations • Youth organisations • Schools • Fan groups • Multiplier (officials, coaches, teachers, fan section leaders, social workers etc) • LGBTIQ experts and activists for non-discrimination in sports • Media • The general public, sports fans and athletes 	
DESCRIPTION	<p><i>Against the Rules – Lesbians and Gays in Sport</i> is an exhibition that aims to help remove the taboos from the subject of homosexuality and sport and to draw attention to the various forms of discrimination directed against LGBTI people that exist in sport context. Even though society's attitudes to sexuality have changed, the assumption still remains that sport and homosexuality do not mix; lesbians and gay men are still largely ignored or openly rejected in sport. The rentable travelling exhibition consists of more than 40 banners in total, giving an introduction to and information on elite and grassroots athletes, the subject of discrimination, lesbian & gay clubs & federations, the Gay Games, OutGames and EuroGames, as well as portraying LGBT athletes from different countries. The exhibition is updated and translated into several European languages, such as the Fairplay update in 2017. VIDC/Fairplay developed in cooperation with the Queer Connexion Vienna a pedagogical transfer concept in German which runs together with the exhibition. It aims to connect the visibility of LGBTI athletes and role models with non-formal learning. Sexuality and gender stereotypes should be deconstructed and exclusions should be made understandable as a result.</p>	
TIMEFRAME	You can watch the exhibition in half an hour or so. The Pedagogical concept together with the exhibitions would need <i>about 2-3 hours</i> .	
<p>MORE INFORMATION AVAILABLE AT: EGLSF: https://www.eglsf.info/activities/exhibition-against-the-rules/ Fairplay (VIDC): http://www.fairplay.or.at/projekte/queere-sportlerinnen/ http://www.fairplay.or.at/news/news/article/gegen-die-regeln-ausstellung?cHash=08bd6a4738b588e20a4875079b9b6b4c</p> <p>CONTACT FOR FURTHER INFORMATION David Hudelist or Nikola Straritz for Fairplay EGLSF: exhibition@eglsf.info</p>		

2	TYPE OF PRACTICE: ACTION	OUTSPORT TIME (MIXED FOOTBALL ACTIVITY)
ORGANISATION(S)	GAYCS - <i>Coordinamento Nazionale LGBT di AICS: Associazione Italiana Cultura Sport</i> Associazione Sportiva Dilettantistica Atletico San Lorenzo	
TARGET GROUP(S) OF THE PRACTICE	LGBTI athletes, migrants and refugees, Coaches, teachers, educators and social workers	
DESCRIPTION	<p>#OutsportTime is a once-weekly gathering for mixed football matches and team building activities in Rome. Its aim is to overcome discrimination and prejudice. It is open to all regardless of age, gender identity or sexual orientation. Participants start with energizing exercises, followed by a 5v5 football game, ending with a laid-back group activity (dinner, social gatherings, etc.).</p> <p>Every month participants are also involved in specific activities, following the ETS method, with a trained coach. The activity's strength lies in bringing together different kinds of people, from different backgrounds and lifestyles. Participants find a friendly environment in which they can overcome the gender gap and are expected to meet (and respect) many kinds of diversity. #OutsportTime is realised in collaboration with the local non-profit sport club "Atletico San Lorenzo", which works with many different social groups including refugees, ethnic minorities, marginalized people and communities.</p> <p>Thanks to the collaboration with the Outsport project, "Atletico San Lorenzo" have given us the option to use their sports venue for free, allowing for the activity to be immersed within the rich cultural background of their neighbourhood.</p>	
TIMEFRAME	A 75-minute slot once a week; Participants can book a spot through the app Joyfriend or by writing in the official Whatsapp group chat. The latter allows for rescheduling, carpooling, etc.	
<p>MORE INFORMATION AVAILABLE AT: https://www.facebook.com/outsportofficial/ http://www.atleticosanlorenzo.it/</p>		<p>CONTACT FOR FURTHER INFORMATION Rosario Coco: info@out-sport.eu</p>

3	TYPE OF PRACTICE: PRACTICE	OVERCOMING ANXIETIES
ORGANISATION(S)	Colinton Squashers	
TARGET GROUP(S) OF THE PRACTICE	People who wish to participate in sport, particularly those who are beginners or who are returning to the sport after a long absence.	
DESCRIPTION	<p>It is important that everyone feels welcome and is able to have a satisfying and enjoyable sports experience without worrying about who they are playing against, particularly if they are new to a sport (or returning after a period of absence) and are anxious about it. Colinton Squashers introduced a mechanism to reduce that anxiety whereby, on club training nights, each person play singles with every other person, then they all play together, and finally they can socialise together afterwards. This ensures that players of different abilities all play together, providing opportunities for getting to know each other and the sharing of skills. At the end of each training session, a type of squash game is played where everyone is on one court together: two people play on three quarters of the court whilst the others queue on the remaining quarter. This brings all players together at the end of the session and helps to make everyone feel included.</p> <p>These simple measures help to reduce the concerns that new players have about ability – concerns that, for LGBTI players, may also be compounded by fears about being welcomed or accepted in a club – and help them to feel supported and engaged.</p>	
TIMEFRAME	Variable – can be as long or short as needed.	
<p>CONTACT FOR FURTHER INFORMATION Colinton Squashers c/o info@leapsports.org</p>		

ORGANISATION(S)	Edinburgh Fronrunners
TARGET GROUP(S) OF THE PRACTICE	LGBTI activists including those with responsibility for running LGBTI sports clubs and groups.
DESCRIPTION	<p> Visibility is vital to ensuring that the needs of all members of the LGBTI community – not just the lesbian and gay members – are met. Edinburgh Fronrunners works to ensure that their bisexual, transgender and intersex members are not overlooked by using visual symbols in the form of flags other than the rainbow flag at any events where the rainbow flag would be displayed.</p> <p> BISEXUAL FLAG  TRANSGENDER FLAG  INTERSEX FLAG</p> <p>The other flags are not used instead of the rainbow flag, but rather alongside it to highlight the diversity that exists within the LGBTI community. This is supported by members of the club who are able to talk openly and candidly about what the flags represent doing so with anyone who has questions and wants to learn more.</p> <p>Edinburgh Fronrunners also uses pronoun sharing as a mechanism to explore and highlight the fact that gender identity goes beyond the binary language that many people, including members of the LGBTI community, are accustomed to using. Doing so allows individuals who use pronouns other than 'she/her' or 'he/him' – for example 'they/them' or 'ze/zir' – to make them known routinely. It also reinforces to people who've never thought about it that there are other, gender-neutral ways of referring to people.</p>

MORE INFORMATION AVAILABLE AT:

www.edinburghfronrunners.org

CONTACT FOR FURTHER INFORMATION

Edinburgh Fronrunners c/o info@leapsports.org | <https://www.edinburghfronrunners.org/contact>



GLOSSARY

Important terms and expressions that can help you better understand the complexity of gender identity and sexual orientation. It is important to point out that these terms are often evolving while new terms and understandings come to the fore, so this list cannot be considered exhaustive or definitive.

AGENDER: A term describing those who do not identify themselves as having a particular gender, as well as an umbrella term for those with different forms of gender identities considered neutral.

ALLY: Someone who engages in human rights activism for the rights of marginalised groups to which they do not belong, from a position of solidarity. This is an aspirational role, and might include working to promote, elevate and centre marginalised communities and their struggles.

ASEXUAL: A term describing those who experience a lack of sexual attraction, as well as an umbrella term to describe different form of reduced sexual attraction. Many asexual people desire and become involved in romantic relationships.

BICURIOS: A curiosity about having sexual and/or romantic relationships with more than one gender.

BIGENDER: Someone who experiences their gender identity is a combination of two genders.

BISEXUAL: An umbrella term describing those who are emotionally, physically, and/or sexually attracted to people of more than one gender.

CISGENDER / CIS: A term describing those whose gender identity exclusively matches the sex they were assigned at birth.

CONVERSION THERAPY: The pseudoscientific practice of trying to alter an individual's sexual orientation from homosexual or bisexual to heterosexual using (pseudo-)psychological or (so-called) spiritual interventions. Sometimes known as "reparative therapy," it consists of a range of dangerous, harmful and discredited practices that have been strongly condemned by the World Psychiatric Association and by all the relevant scientific communities in the world.

DRAG: The performance of characters of a specific gender on stage, which ironically upsets the common understanding of what is "male" and "female". Men Drag performers are commonly known as Drag Queens while women Drag performers are commonly known as Drag Kings - however, drag is a constantly evolving art and it is often differently interpreted by different people.

GAY: A term describing those who are emotionally, physically, and/or sexually attracted to people of the same gender.

GENDER: The set of "socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men" (Istanbul Convention, 2011). Despite the two set are most often based on sex assigned, what is considered "appropriate" for women and men had continuously been evolving during the history in the different social contexts. These roles and characteristics can form oppressive and restricting social expectations and stereotypes.

GENDER IDENTITY: each person's deeply felt, internal sense of gender, which may or may not correspond with their sex assigned at birth. Gender identity is a matter of personal self-determination; it includes a range of malleable masculine, feminine, transgender and non-binary identities.

GENDER EXPRESSION (OR GENDER PRESENTATION): An individual's manifestation of their gender identity. Typically, people seek to make their gender expression or presentation match their gender identity/identities, irrespective of the sex that they were assigned at birth. This can be done through clothing, hairstyling, or other aspects of conveying an aesthetic, and may be more gender-nonconforming, masculine, feminine, or variable.

GENDER ROLES: These are socially constructed attributes assigned to children and adults, based on expectations around the characteristics of different genders. These are culturally constructed and often repressive; a blue bow is often placed on the cradle if we are assigned male at birth and a pink bow if we are assigned female. These expectations can be behavioural, attitudinal and cultural, and be placed on individuals through childhood and into adulthood. At worst, those who defy restrictive gender roles can be made to feel othered and isolated.

GENDER BINARY: A term referring to the classification of gender into two distinct forms of masculinity and femininity, which are perceived as opposite and complementary. This is a common view of the nature of gender held in the west, however, many cultures throughout history retain concepts of gender that include more diversity than a binary. Trans people may have binary or non-binary gender identities.

GENDER AFFIRMING SURGERY: Medical surgeries used to modify one's body to be more congruent with one's gender identity. This is something which trans people may or may not want to undergo as part of their individual transition, or may not be able to access.

HETERONORMATIVITY: A term describing the assumption that heterosexuality is the norm in a specific social context (among individuals, institutions and society), which effectively side-lines and others non-heterosexual identities and upholds

heterosexual privilege.

HETEROSEXUAL / STRAIGHT: A term describing someone who is attracted to the opposite gender to their own, from a gender binary perspective.

HOMOPHOBIA: A word describing a range of negative attitudes, feelings or actions toward people who identify or are perceived as being lesbian, gay, bisexual, transgender or intersex (LGBTI). Homophobia is often used as an umbrella term for homophobia, lesbophobia, biphobia, transphobia and interphobia and can be expressed in a range of ways, from antipathy through prejudice to contempt to physical and systemic violence.

HOMOSEXUAL: A less commonly used term referring to those who are emotionally, physically, and sexually attracted to members of the same gender.

INTERNALISED HOMOPHOBIA: A term describing a range of negative feelings (anxiety, contempt, aversion) that LGBTI and straight people can sometimes feel towards other LGBTI people and themselves, resulting from societal messaging that heterosexuality is the norm - while LGBTI identities are variously denied, hidden, absent and / or demonised.

INTERSEX: A term describing those whose sex characteristics are not what is typically considered male or female. Some people with intersex characteristics identify as intersex; others identify as men, women, and/or non-binary and some may identify as intersex in addition to any of the above terms. Historically, many intersex infants have been subject to non-consensual and unnecessary medical interventions in order to attempt to make their bodies conform with binary assigned sex; however, intersex activists have called for an end to this practice and for the rights of intersex people to their own self-determination.

LESBIAN: A term describing a woman who is emotionally, physically, and/or sexually attracted to other women. The term derives from the Greek island of Lesbos.

LGBTI: An acronym that stands for Lesbian, Gay, Bisexual, Transgender and Intersex. The acronym can be written with a different sequence of the letters (LGBTI) and specific combinations can depend on specific mandates, varying by organisation/initiative/campaign. For example, the acronym sometimes includes A (Asexual), Q (Queer), or more to reflect further characters of sexual orientations and gender identities. A plus sign (+) is also sometimes added to the end of the acronym (LGBTI+) to reflect the full range of identities that are marginalised by heteronormativity, cisnormativity and interphobia.

The acronym LGBTI was adopted by FRA (European Union Agency for Fundamental Rights) in 2015.

NON-BINARY (OR NONBINARY): An identity and umbrella term that describes those who feel that their gender identity does not fit with the complementary, oppositional and binary views of genders as either masculine or feminine. This term falls under both the trans and intersex umbrellas, however there are some people who identify as non-binary but not as trans or intersex]. Further expressions to denote those who don't identify neither as men or women are "gender non-conforming" and "gender variant".

PANSEXUAL: A term describing those who are emotionally, physically, and/or sexually attracted to people of any gender.

QUEER: A word which has often been used to refer to LGBTI people in a derogatory way, which many LGBTI people have reclaimed into a term of defiant pride. Queer is now commonly used in the latter context as an umbrella term referring to sexual orientations other than heterosexual and gender identities other than cisgender.

SEX: A term describing a set of physiological characteristics that are used to assign people into categories of male and female.

THEY/THEM: A pronoun commonly used by many non-binary individuals. This works in practice with 'theirs' used in the same way as 'his' or 'hers'. They might use these pronouns exclusively, or use a combination of these pronouns and others.

SEXUAL BEHAVIOR: a term referring to an individual's sexual activity, regardless of their sexual orientation.

SEXUAL ORIENTATION: A term describing the emotional, romantic and sexual attraction someone can feel towards others.

SOGI: An acronym referring to sexual orientation and gender identity.

TRANSGENDER / TRANS: A transgender person is someone whose gender identity is different to or does not correspond with the sex they were assigned at birth. This term encompasses people who identify as transsexual and non-binary. "Transsexual" is a mostly out of use term, usually referring to someone who has undergone Gender Affirming Surgery (See). The term is however still used by some trans people.

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