Ireland's Woke Education

Sample Book Pages and Reference Links



A reference for Parents, Guardians and Educators

25-Oct-2026

NATURAL WOMEN'S COUNCIL

https://www.naturalwomenscouncil.ie/
Youtube: @naturalwomenscouncil

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Introduction

This document is divided into 2 main sections:

Curriculum and Curriculum Impacting Documents

These include NGO and Transnational documents that have had an impact on the curriculum.
Teacher Training books and resources are also included.

Classroom Material and Library Book Sample Pages

Includes any material that pupils may directly encounter in either the classroom or library.

What's Changed Since Earlier Versions

21-Oct-2026

Added the Healthy Ireland reading lists for library books.
Section for links to online curriculum resources added.
Link to new Intercultural Education added.

25-Oct-2026

Additional "Louder Than Words" and "Make A Difference" pages added.

Key Legislation Related to Education

Irish Constitution Article 42.1

This states: *"The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children. Parents are the primary educators of the child, and have the right and duty to provide for their children's education."*

Irish Constitution: https://www.irishstatutebook.ie/pdf/en.cons.pdf

Section 9 (d) of the Irish Education Act 1998:

"A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to –"

"(d) promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school,"

Irish Education Act - See section 9d:
https://www.irishstatutebook.ie/eli/1998/act/51/section/9/enacted/en/html#sec9

Section 30 (2) (e) of the Irish Education Act 1998:

This is a key Statutory Right of all mothers/fathers/guardians of children (under 18) and the same right extends to persons over the age of 18 in Education.

30 (2) (*e*) *"shall not require any student to attend instruction in any subject which is contrary to the conscience of the parent of the student or in the case of a student who has reached the age of 18 years, the student."*

Irish Education Act, 1998, Section 30:
https://www.irishstatutebook.ie/eli/1998/act/51/section/30/enacted/en/html

Irish Children First Act 2015

The Act places a number of statutory obligations on specific groups of professionals and on particular organisations providing services to children. Through the provisions of the Act, it is intended to: Raise awareness of child abuse and neglect.

Irish Children First Act 2015: https://www.irishstatutebook.ie/eli/2015/act/36/enacted/en/html

Children First - National Guidance for the Protection and Welfare of Children:
https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.Pdf

Gender Recognition Act 2015

Ireland's Gender Recognition Act 2015 is a piece of legislation that allows individuals to legally change their sex and have it fully recognised for all legal purposes, including on birth certificates and official documents.

Anyone aged 18 and over can declare a change of sex without the need for medical assessment, diagnosis, or intervention of any kind. This is known as "self-ID". Applicants simply fill out an online form and submit a statutory declaration. They are then issued a Gender Recognition Certificate (GRC), and their new gender is legally recognised as their preferred gender for all purposes.

2019 Amendment to the Gender Recognition Act

The 2019 amendment to Ireland's Gender Recognition Act introduced significant changes aimed at simplifying the process for legal gender recognition for young people aged 16 and 17.

Key Changes

Aspect	Previous Requirement	2019 Amendment Requirement
Age Group	16- and 17-year-olds required court approval and medical certification	Parental consent and simplified process
Legal Recognition Process	Involvement of two medical practitioners and court order	Self-declaration with parental consent
Revocation Process	Not clearly defined	Introduced a straightforward revocation process

Limitations of the Amendment

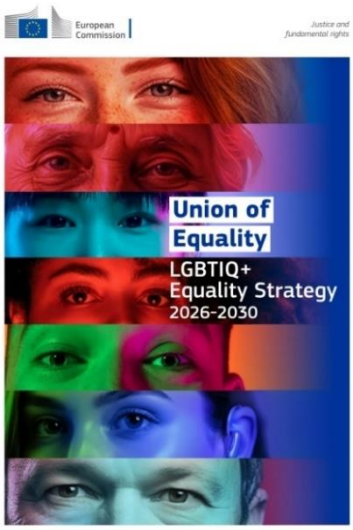
- The amendment did not extend legal gender recognition rights to individuals under 16 years of age, leaving them without a formal process for gender recognition.
- Concerns were raised regarding the lack of provisions for those under 16, as the law remains silent on their status.

The changes aimed to make the process more accessible for older teenagers while maintaining the existing restrictions for younger children.

Gender Recognition Act 2015
https://www.irishstatutebook.ie/eli/2015/act/25/enacted/en/html
Gender Recognition Act 2015 – Updated 1 Jan 2019
https://revisedacts.lawreform.ie/eli/2015/act/25/revised/en/html
Gender Recognition Advisory Group 2011
https://www.marriagequality.ie/download/pdf/gender_recognition_advisory_group_report.pdf
Ireland's Gender Recognition Act – Part 1
https://genspect.org/irelands-gender-recognition-act-part-1/
Ireland's Gender Recognition Act – Part 2
https://genspect.org/irelands-gender-recognition-act-part-2/
The Countess Advocacy Group for Women and Children: https://thecountess.ie/
The Good, The Bad and The GRA - LGB, Interrupted: Robbie Travers and Annaig Birdy
https://youtu.be/qrFg4LP4avo

Curriculum And Curriculum Impacting Material

EU and National LGBTIQ+ Equality and Inclusion Strategy



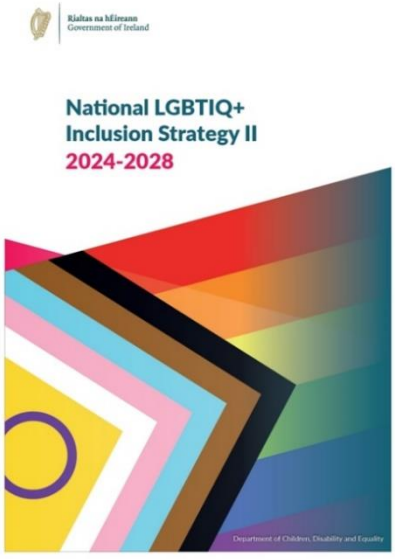
LGB rights are well established in Western countries to the point that they are more or less a given. So when we see a huge emphasis on LGBTIQ+ inclusion, we know it's the "T" portion in particular that is being pushed. The "I" is intersex, a chromosomal birth condition, one of the consequences of which can be problems with genital development. We cover the story of Sophie Ottaway in the Background Reference section which is a case in point.

"Q" for Queer is often conflated with LGB, which is historical. However, the modern day "Q" is different, and again, we cover that in the Background Reference section.

The primary concern for parents then becomes the "T" and the associated notion of Gender being a social construct, and that one's Gender Identity is based on how your feel rather your biological sex. If there is a mismatch, the person is considered transgender.

The starting point for what we see in schools arises at a supernational level, at both the United Nations and the EU levels. UN Sustainable Development Goal 5 is "Achieve gender equality and empower all women and girls" and it makes no mention of the term transgender. However, it takes the notion of a self-declared Gender Identity (derived from Queer Theory) as a given. The UNESCO CSE Glossary confirms this.

EU Commission LGBTIQ+ equality strategy 2026 – 2030
https://commission.europa.eu/publications/lgbtiq-equality-strategy-2026-2030-0_en
2024 LGBTI Inclusion Index: Report on the Pilot Implementation
https://www.undp.org/publications/2024-lgbti-inclusion-index-report-pilot-implementation
UN SDG5 Gender Equality: https://sdgs.un.org/goals/goal5
UNESCO CSE Glossary: https://csetoolkit.unesco.org/glossary-terms



At a national level, the two documents of interest are the; "National LGBTIQ+ Inclusion Strategy II 2024-2028" and the "National LGBTIQ+ Inclusion Strategy II – Action Plan 2025-2026" https://www.gov.ie/en/department-of-children-disability-and-equality/campaigns/national-lgbtiq-inclusion-strategy-ii-2024-2028/

These documents set out the strategy and related plans including impacts to school curriculum (SPHE and whole school), LGBTQ inclusive books in libraries, anti-bullying policy (Bí Cineálta).

Issues such as gender recognition, healthcare, misinformation, hatespeech, and the banning of conversion practices based on gender identity and gender expression are also covered.

The strategy is aligned with the EU strategy document - the 2020-2025 version is refenced but expect this to be updated. Pages 27-28 set out the international legislative framework.

Ireland has long been a key driver of gender identity policy:
https://gript.ie/ireland-in-the-eu-is-a-key-driver-of-transgender-identity-policy/
IHREC Pushing Gender Ideology into Equality Act Update:
https://gript.ie/ihrec-pushing-gender-ideology-into-equality-act-update/

Department of Education and NCCA Strategies

Department of Education Strategy

Page 11 of "**The Department of Education Statement of Strategy 2021-2023**" gives us:
*"The Department is committed to contributing to the national effort to implement the **United Nations' 17 Sustainable Development Goals** and sees **Education for Sustainable Development (ESD)** as key to achieving these. Over the lifetime of this Statement of Strategy we will contribute to the achievement of the SDGs and in particular to **SDG 4 – Quality Education** "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" through the SDG National Implementation Plan."*

and *"Develop and co-ordinate implementation of a follow-on National Strategy on Education for Sustainable Development (ESD) to 2030"* – we cover this in a later section.
https://www.into.ie/app/uploads/2019/07/136245_0f16238d-ce2e-4da9-8511-a871327b4e2d.pdf

The Department of Education Statement of Strategy, 2023-2025: https://www.gov.ie/en/department-of-education/publications/department-of-education-statement-of-strategy-2023-2025/#statement-of-strategy-2023-2025

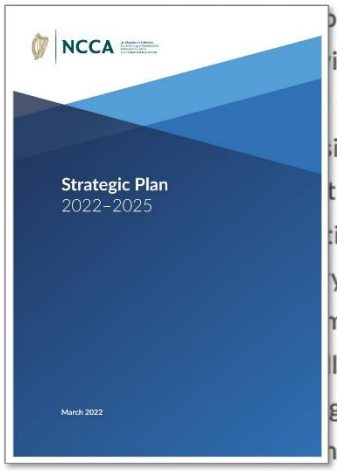
This includes bullets on:

- ESD to 2030: Second National Strategy on Education for Sustainable Development
- UN Sustainable Development Goals

NCCA Strategic Plans

These can be found at this link. https://ncca.ie/en/about-ncca/corporate-information/strategic-plan/
The 2026-2029 Strategic Plan is currently in draft form and can also be accessed from this link.

Page 7 of the 2022-2025 Plan https://ncca.ie/media/5515/strategic-plan-2022-2025.pdf contains the objective highlighted below. This has proven to be a very accurate indicator of the content we have seen enter the curriculum at all age levels.



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curriculum and assessment perspective, NCCA continued to work with settings and schools, partners and wider stakeholders to look closely at early childhood, primary and with a view to further improving the curriculum to ensure that it remains relevant to young people's lives and the world in which they live. Once again, we find situation where much remains uncertain about the period ahead, including the the pandemic on the lives of children and students and on their education, on the izens, and on the economic and environmental future facing us nationally and y reminds us that challenges abound in the aftermath of such profound events as mic, but so too do opportunities. That same history also shows the importance of l levels of society in enab opment. In the context ges and opportunities, NCCA aims to move forward, with appropriate care and developments in curriculum and assessment to ensure that young people's experiences in settings and schools enable them to live a full life as young citizens, creating potential for their future lives and employment chances, and to develop as responsible, resilient and compassionate actors for social justice, climate action, sustainability and equality. Through this, NCCA also aspires to contribute meaningfully to addressing challenges faced by Ireland's society, environment and economy and that of the international community, particularly the challenges faced by families and young people.

Critical Social Justice

The LGBTIreland Report

Being LGBTQI+ in Ireland Report: https://beinglgbtqi.ie/?page_id=35



The WHO Standards for Sexuality Education in Europe 2010



A leading author of the above Population Council document, Doortje Bracken (then of the IPPF – International Planned Parenthood Foundation), was also a leading contributor to the 2010 WHO Standards. The groundwork for what we see in Irish classrooms today was rooted in that 2010 WHO document, "**Standards for Sexuality Education in Europe".** The term "gender identity" appears 7 times in that document but it is the appearance on Page 44 of "*differences between gender identity and biological sex*", that is an indicator of what was to come.

In the response to a 2023 parental complaint regarding the appearance of the term Gender Identity in the **"Busy Bodies"** resource for children approaching puberty, the HSE referenced the WHO document and the term gender identity "*as a topic to be addressed within sexuality education*". These WHO standards have effectively been superseded by an equivalent UNESCO document that we will cover later.

WHO Standards for Sexuality Education:
https://www.bzga-whocc.de/en/publications/standards-for-sexuality-education/

Comprehensive Sexuality Education: A (Critical) Review of UNESCO and WHO Standards:
https://safeschoolsallianceuk.net/wp-content/uploads/2023/04/Comprehensive-Sexuality-Education-A-Review-of-UNESCO-and-WHO-Standards.pdf

This document includes a bulleted summary at the beginning which includes the following points:

- Both organisations have abandoned a safeguarding first approach, significantly increasing the risk of child sex abuse and exploitation within and beyond the classroom. This is a deliberate shift explained as necessary to enable a 'positive' approach to sex and sexuality.
- Their standards and guidelines depend upon unquestioning acceptance of the ill evidenced belief that children are 'sexual' from birth, and that 'sexual cognition' begins 'in the womb'.
- The WHO and UNESCO standards and guidance therefore require that sexual knowledge and behaviours are inculcated in children from their early years.
- The evidence base used to justify the framework is weak, with ethical concerns alongside a lack of longitudinal research. Nevertheless, UNESCO and WHO persist with a radical, and therefore experimental approach.
- The principle that children are 'sexual' and the requirement to inculcate a 'positive' approach to sexual education, activity, and behaviour in children (rather than a neutral or safeguarding approach), was found to be a continuation of the propaedophile 'sex positive' fantasies of academics such as Gayle Rubin and organisations such as the Paedophile Information Exchange (PIE).
- UNESCO's uncritical centralisation of 'gender identity' in children's education was found to be a continuation of the experimental work of (alleged) child sex abuser John Money.
- The philosophies underpinning WHO and UNESCO's standards and guidance, including the concept of 'childhood sexuality', was found to be the legacy of the abusive, unethical and unreliable research of Alfred Kinsey.

The WHO document was referenced when the content of this Busy Bodies booklet was queried:
https://www.healthpromotion.ie/media/documents/HCP00478_HSE-Busy_Bodies_Booklet_2023-Web.pdf
The WHO would now appear to referencing the UNESCO document which follows this:
https://www.who.int/news-room/fact-sheets/detail/comprehensive-sexuality-education

0–4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
The human body and human development	■ all body parts and their functions ■ different bodies and different sexes ■ body hygiene • *the difference between oneself and others*	■ name the body parts ■ practise hygiene (wash every part of the body) ■ recognize body differences ■ express needs and wishes	■ a positive body-image and self-image: self-esteem ■ respect for differences ■ an appreciation of their own body • *an appreciation for the sense of well-being, closeness and trust created by body experience and experience of bonding* • *respect for gender equality*
Fertility and reproduction	■ pregnancy, birth and babies ■ basics of human reproduction (where babies come from) • *different ways to become part of a family (e.g. adoption)* • *the fact that some people have babies and some do not*	■ talk about these issues by providing them with the correct vocabulary	• *acceptance of different ways of becoming a child of a family*
Sexuality	■ enjoyment and pleasure when touching one's own body, early childhood masturbation ■ discovery of own body and own genitals ■ the fact that enjoyment of physical closeness is a normal part of everyone's life ■ tenderness and physical closeness as an expression of love and affection	■ gain an awareness of gender identity ■ talk about (un)pleasurable feelings in one's own body ■ express own needs, wishes and boundaries, for example in the context of "playing doctor"	■ a positive attitude towards one's body with all its functions = positive body-image ■ respect for others • *curiosity regarding own and others' bodies*
Emotions	■ different types of love ■ "yes" and "no" feelings • *words for feelings* • *feeling of the need for privacy*	■ feel and show empathy ■ say yes/no ■ express and communicate own emotions, wishes and needs • *express own need for privacy*	■ the understanding that emotions are expressed in many different ways ■ positive feelings towards their own sex and gender (it is good to be a girl – or a boy!) ■ the attitude that their own experience and expression of emotions is right • *a positive attitude towards different emotions in different circumstances*

0–4	Information Give information about	Skills Enable children to	Attitudes Help children to develop
Relationships and lifestyles	■ different kinds of relationship ■ different family relationships	■ talk about own relationships and family	■ a feeling of closeness and trust based on the experience of bonding ■ a positive attitude towards different lifestyles ■ the awareness that relationships are diverse
Sexuality, health and well-being	■ good and bad experiences of your body/what feels good? (listen to your body) ■ if the experience/feeling is not good, you do not always have to comply	■ trust their instincts ■ apply the three-step model (say no, go away, talk to somebody you trust) ■ achieve feelings of well-being	■ an appreciation of their body ■ the awareness that it is ok to ask for help
Sexuality and rights	■ the right to be safe and protected ■ the responsibility of adults for the safety of children ■ the right to ask questions about sexuality ■ the right to explore gender identities • *the right to explore nakedness and the body, to be curious*	■ say "yes" and "no" ■ develop communication skills ■ express needs and wishes • *differentiate between "good" and "bad" secrets*	■ an awareness of their rights which leads to self-confidence ■ the attitude "My body belongs to me" ■ the feeling that they can make their own decisions
Social and cultural determinants of sexuality (values/norms)	■ social rules and cultural norms/values ■ gender roles ■ social distance to be maintained with various people • *the influence of age on sexuality and age-appropriate behaviour* • *norms about nakedness*	■ differentiate between private and public behaviour ■ respect social rules and cultural norms ■ behave appropriately according to context • *know where you can touch*	■ respect for their own and others' bodies ■ acceptance of social rules about privacy and intimacy ■ respect for "no" or "yes" from others

UNESCO, EU and Socially Constructed Gender



The UNESCO document "**International technical guidance on sexuality education: an evidence-informed approach"** was released in 2018. This document is important as it would now be seen as the definitive international standard for sexuality education, and the fact that it comes from UNESCO means that everyone in the Irish government, academia, media, NGO and Trade Union establishment would bow to it.

Having reviewed the so-called "evidence base" referenced in that document, I would take issue with it, and the document as a whole, particularly for the younger cohort. Both the UK Safe Schools Alliance and MCC Brussels have documented their concerns. Links below.

Page 50 of the document has the chapter titled "***The Social Construction of Gender and Gender Norms***". It calls for 5 to 8 years olds to be able to: "*Define gender and biological sex and describe how they are different*" and "*Reflect on how they feel about their biological sex and gender*". The guidance for older students evolves from this.

The UNESCO definition of the term "**Gender**" also aligns with this:
"*Gender roles and expectations are learned. They can change over time and they vary within and between cultures …. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed for ever.*"

Gender Equality

Both the UN and EU are major promoters of "Gender Equality" and on the surface this appears to be seeking equal rights for women. However, in the context of Postmodern Feminist Theory, which both institutions subscribe to, the desire is actually for "equity", as in equality of outcomes, and that gender is considered a social construct, that is fluid and is independent of biology. The Athena Swan program in Ireland shares the same philosophy and hence our universities are bastions of Critical Social Justice Theory.

UNESCO's Glossary of Comprehensive Sexuality Education (CSE) Terms (see later in this chapter), defines most of the terms that appear in the SPHE curriculum now including **gender identity**. It includes a reference to "*modification of bodily appearance or function (by medical, surgical, or other means)*" that is not included the definition in the Irish school books.

We cover the UNESCO document "**Operational tools to advance gender equality in and through education**" in a later chapter which appears to be the definitive reference for use in education.

International technical guidance on sexuality education: an evidence-informed approach:
https://unesdoc.unesco.org/ark:/48223/pf0000260770
UNESCO's Glossary of Comprehensive Sexuality Education (CSE):
https://csetoolkit.unesco.org/glossary-terms
How European Union institutions sexualise children through Comprehensive Sexuality Education
https://brussels.mcc.hu/news/how-european-union-institutions-sexualise-children-through-of-comprehensive-sexuality-education
Comprehensive Sexuality Education: A (Critical) Review of UNESCO and WHO Standards:
https://safeschoolsallianceuk.net/wp-content/uploads/2023/04/Comprehensive-Sexuality-Education-A-Review-of-UNESCO-and-WHO-Standards.pdf
Unpacking the UNESCO International Technical Guidance on Sex Education: https://youtu.be/r57M3ef2Tcs
European Institute of Gender Equality - Glossary and thesaurus - Gender Identity
https://eige.europa.eu/publications-resources/thesaurus/terms/1049

3.1 The Social Construction of Gender and Gender Norms

Learning objectives (5-8 years)

Key idea: It is important to understand the difference between biological sex and gender

Learners will be able to:

- define gender and biological sex and describe how they are different (knowledge);
- reflect on how they feel about their biological sex and gender (skill).

Key idea: Families, individuals, peers and communities are sources of information about sex and gender

Learners will be able to:

- identify sources of information about sex and gender (knowledge);
- acknowledge that perceptions about sex and gender are influenced by many different sources (attitudinal).

Learning objectives (12-15 years)

Key idea: Gender roles and gender norms influence people's lives

Learners will be able to:

- identify how gender norms shape identity, desires, practices and behaviour (knowledge);
- Examine how gender norms can be harmful and can negatively influence people's choices and behaviour (knowledge);
- recognize that beliefs about gender norms are created by societies (attitudinal);
- acknowledge that gender roles and expectations can be changed (attitudinal);
- practise everyday actions to influence more positive gender roles in their homes, schools and communities (skill).

Key idea: Romantic relationships can be negatively affected by gender roles and gender stereotypes

Learners will be able to:

- analyze the impact of gender norms and gender stereotypes on romantic relationships (both norms relating to masculinity and femininity) (knowledge);
- illustrate how relationship abuse and violence are strongly linked to gender roles and stereotypes (knowledge);
- recognize the impact of harmful gender roles and gender stereotypes on relationships (attitudinal);
- question gender roles and gender stereotypes within relationships (skill).

Learning objectives (9-12 years)

Key idea: Social and cultural norms and religious beliefs are some of the factors which influence gender roles

Learners will be able to:

- define gender roles (knowledge);
- Identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles (knowledge);
- acknowledge that many factors impact gender roles (attitudinal);
- reflect on social, cultural and religious beliefs that impact on how they view gender roles (skill).

Key idea: The way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected

Learners will be able to:

- define gender identity (knowledge);
- explain how someone's gender identity may not match their biological sex (knowledge);
- acknowledge that everyone has a gender identity (attitudinal);
- appreciate their own gender identity and demonstrate respect for the gender identity of others (skill).

Learning objectives (15-18+ years)

Key idea: It is important to challenge one's own and others' gender biases

Learners will be able to:

- recall examples of gender bias against men, women and people of diverse sexual orientation and gender identity (knowledge);
- recognize that their own and others' gender biases may be harmful to others (attitudinal);
- critically assess their own level of gender bias and analyze gender bias within their community (skill);
- rehearse strategies to counter their own and others' gender bias (skill).

Key idea: Homophobia and transphobia are harmful to people of diverse sexual orientation and gender identity

Learners will be able to:

- define homophobia and transphobia (knowledge);
- analyze social norms that contribute to homophobia and transphobia and their consequences (knowledge);
- recognize that all people should be able to love who they want free from violence, coercion or discrimination (attitudinal);
- demonstrate ways to show support for people experiencing homophobia or transphobia (skill).

3.2 Gender Equality, Stereotypes and Bias

Learning objectives (5-8 years)

Key idea: All persons are equally valuable, regardless of their gender

Learners will be able to:

- identify how people may be treated unfairly and unequally because of their gender (knowledge);
- describe ways to make relationships between genders more fair and equal in their home, school and communities (knowledge);
- recognize that unfair and unequal treatment of people of different genders is wrong and against their human rights (attitudinal);
- recognize that it is important to respect the human rights of others, regardless of differences in gender (attitudinal).

Learning objectives (12-15 years)

Key idea: Gender stereotypes and bias impact how men, women, and people of diverse sexual orientation and gender identity are treated and the choices they can make

Learners will be able to:

- recall social norms that shape how society portrays men, women and people of diverse sexual orientation and gender identity (knowledge);
- illustrate examples of gender bias in all its forms (knowledge);
- acknowledge the importance of treating all people equally (attitudinal);
- recognize that bias against persons that do not conform to gender norms can negatively impact their ability to make choices, including about their health (knowledge);
- demonstrate ways to treat people without gender bias (skill);
- reflect on how their values can impact their beliefs and gender bias (skill).

Key idea: Gender equality can promote equal decision-making about sexual behaviour and life planning

Learners will be able to:

- describe characteristics of gender equality within a sexual relationship (knowledge);
- llst ways that gender roles affect decisions about sexual behaviour, contraceptive use and life-planning (knowledge);
- analyze how more gender equitable roles can contribute to a healthier sexual relationship (knowledge);
- defend why gender equality is a part of healthier sexual relationships (attitudinal);
- build relationships that are grounded in gender equality (skill).

Learning objectives (9-12 years)

Key idea: Gender inequalities and differences in power exist in families, friendships, relationships, communities and society

Learners will be able to:

- define gender inequality (knowledge);
- describe how gender inequality is linked to differences in power within families, friendships, communities and society (knowledge);
- recall negative consequences of gender inequality and power differences in relationships (e.g. GBV) (knowledge);
- foster a belief that everyone has a responsibility to overcome gender inequality (attitudinal);
- demonstrate ways of promoting gender equality in their relationships at home, school and in the community (skill).

Key idea: Stereotypes about gender can lead to bias and inequality

Learners will be able to:

- define stereotypes and bias related to gender (knowledge);
- recognize that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative (knowledge);
- acknowledge that differences due to gender may lead to exploitation or unequal treatment, especially if people behave differently from the expected norm (attitudinal);
- question the fairness of gender roles and demonstrate ways to challenge those practices that are unjust and harmful as a result (skill).

Learning objectives (15-18+ years)

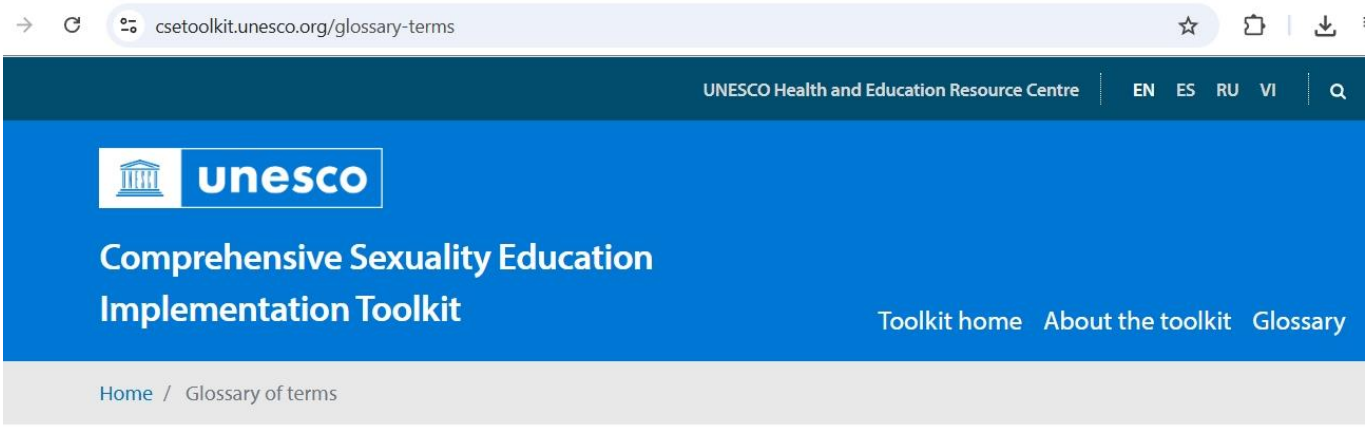
Key idea: Gender inequality, social norms and power differences influence sexual behaviour and may increase the risk of sexual coercion, abuse and GBV

Learners will be able to:

- identify ways that gender inequality and differences in power affect sexual behaviour and risk of sexual coercion, abuse, and GBV (knowledge);
- acknowledge that gender inequality and power differences can impact sexual behaviours and the ability to make, and act on, safe choices e.g. condom use, accessing SRH services (attitudinal);
- access support or help others to do so if experiencing sexual coercion, abuse, or GBV (skill).

UNESCO Comprehensive Sexuality Education Glossary of Terms

https://csetoolkit.unesco.org/glossary-terms



Glossary of terms

Adolescent – a person aged 10 to 19 years, as defined by the United Nations.

Age-appropriate – concepts, information, and skills based on the social, cognitive, emotional, and experience level of most students at a particular age level.

Bisexual – a person who is attracted to people of more than one gender.

Child – a person under 18 years of age, as defined by the United Nations.

Comprehensive sexuality education (CSE) – a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality. It aims to equip children and young people with the knowledge, skills, attitudes, and values that will empower them to realize their health, well-being, and dignity; develop respectful social and sexual relationships; consider the well-being of others that are affected by their choices; and understand and ensure the protection of their rights throughout their lives.

Contraception – any means to prevent pregnancy, including abstinence, barrier methods such as condoms, and hormonal methods such as the pill, patch, injection, and others.

Curriculum - a compilation of lessons, designed to be delivered in a particular scope and sequence that teach students of different ages.

Gender – refers to the social attributes, opportunities, and expectations associated with being male and female and the relationships between women and men, and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, expectations, and relationships are socially constructed and are learned through socialization processes.

Gender identity – a person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned to them at birth. This includes the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function (by medical, surgical, or other means).

UNESCO: Operational tools to advance gender equality in and through education



Let's talk about SDG5 - Gender Equality, and this education guidelines document produced by UNESCO.

The opening page of this document tells us that *"**Gender Equality in Education is a Must**" and that "Gender equality is a fundamental human right and a necessary foundation for a sustainable, peaceful and prosperous world. At UNESCO, gender equality has been one of two global priorities since 2008. **Achieving gender equality in and through education is a key ambition of the 2030 Agenda for Sustainable Development**."*

Many may just take this on face value and not read any more of the document, but this is the United Nations remember, whose view of gender is rooted in **Intersectional Feminist Theory** and **Queer Theory**.

As such, they see gender as a social construction that is independent of biological sex.

Pages 14 and 15 from the document have the related definitions and are reproduced on the next page.

This is an example, if one was required, of the doublespeak that comes from the United Nations and the hypocrisy of Intersectional Feminist Theory and Critical Race Theory, two pillars of the Critical Social Justice Theory movement which is all about pushing a technocratic control agenda and not the truth.

Operational tools to advance gender equality in and through education
https://unesdoc.unesco.org/ark:/48223/pf0000380259

Recommendation on Education for Peace, Human Rights and Sustainable Development: an implementation guide: https://unesdoc.unesco.org/ark:/48223/pf0000396358

Section 1:
Introduction to gender equality in and through education

Before considering how to achieve gender equality in and through education, it is important to reach a common understanding of the concepts used to talk about gender. This conceptual clarity is necessary to design, plan, implement, monitor and evaluate programmes. The following is a compilation of definitions from UNESCO and other UN entities.

1.1 Key terms

1.1.1 Gender equality

Cisgender (or cissexual): A term used to describe people whose gender identity and/or gender expression is aligned with the assigned sex at birth (UNESCO, 2015).

Empowerment refers to the collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance (UNESCO, 2019*a*).

Gender is not the same as **sex. Gender** refers to the socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis. Gender is relational and refers not simply to women, men, girls and boys but to the relationship between them. **Sex**, on the other hand, refers to the biological differences between men and women (UNESCO et al., 2021, UNESCO, 2019*a*).

Gender analysis is an assessment exercise to understand the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming (UNESCO, 2019*a*).

Gender equality refers to the equal rights, responsibilities and opportunities of girls and boys, women and men.[1] Equality does not mean that women and men are the same but that women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but concerns all girls and boys, women and men.

Equality between women and men is both a human right and a precondition for, and indicator of, sustainable people-centred development. Under the conditions of gender equality, women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play (UNESCO, 2019*a*).



Flickr - World Bank Photo Collection. Graduating university students. Maxim Zolotukhin / World Bank. Available under CC BY-NC-ND 2.0

1 The formulation 'girls and boys, women and men' is used throughout the entire document for ease of reading. It is not meant to exclude people who identify as non-binary.

Gender equity refers to the process of being fair to girls and boys, women and men. Because women have often historically been placed at a disadvantage, being fair can involve taking temporary measures to level the playing field for all genders. Equity, therefore, is the means used to achieve equality (UNESCO, 2019*a*).

Gender expression is how individuals present their gender externally and how society, culture, community and family perceive, interact and attempt to shape an individual's gender. The clothes people wear, for example, can be part of their gender expression that is read as more feminine or masculine (UNESCO, 2019*b*).

Gender identity is an individual's innate internal experience of gender, which may or may or may not correspond to their physiology, designated sex at birth or the social expectations of their sex (UNESCO, 2019*b*; UNICEF et al., 2019).



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Gender non-conforming (or non-binary): People who do not conform to either of the binary gender definitions of male or female, as well as those whose gender expression may differ from standard gender norms (UNESCO, 2016*a*).

Gender norms are ideas about how men and women should behave: the expectations and standards that are set for each gender in different societies, cultures and communities. People internalize these 'rules' at an early age, in the beginning of a cycle of gender socialization and stereotyping that continues for the rest of their lives. Gender norms thus not only become individuals' expectations of others, but also of themselves (UNICEF et al., 2019).

Gender parity is a numerical concept for equal representation and participation of women and men, or boys and girls, in a given area. It is a step towards gender equality, but not sufficient in itself (UNESCO, 2019*a*).

Gender roles define the responsibilities of women and men, as well as expectations about aspects of their identity. Gender roles vary between societies and within societies and can change over time. Both women and men may experience stress as a result of the expectation to conform to gender roles in different situations (UNESCO, 2020*a*).

Heteronormativity is the biased assumption or belief that heterosexuality is the normal or default sexual orientation (UNESCO, 2015).

LGBTIQ stands for lesbian, gay, bisexual, transgender, intersex and queer. **Lesbian** refers to a woman who experiences sexual attraction to, and the capacity for an intimate relationship primarily with, other women. **Gay** refers to same-sex sexual attraction, same-sex sexual behaviour and same-sex cultural identity in general. The word 'gay' tends to be associated with males. **Bisexual** refers to a person who is attracted to both men and women. **Transgender** refers to a person whose gender identity differs from their sex at birth. **Intersex** refers to a person born with sexual anatomy, reproductive organs and/or chromosome patterns that do not fit the typical definition of male or female. An intersex person may be heterosexual, gay, lesbian or bisexual, and may identify as female, male, both or neither. **Queer** refers to non-binary, fluid, or variable gender expression. Queer is a word used as an umbrella term for a range of sexual identities including LGBTI or gender questioning. It is also used by some people who do not want to label themselves. A person who is 'questioning' is interrogating their sexual orientation or gender identity (UNESCO, 2020*a*; UNESCO, 2019*b*; UNESCO, 2016*a*).



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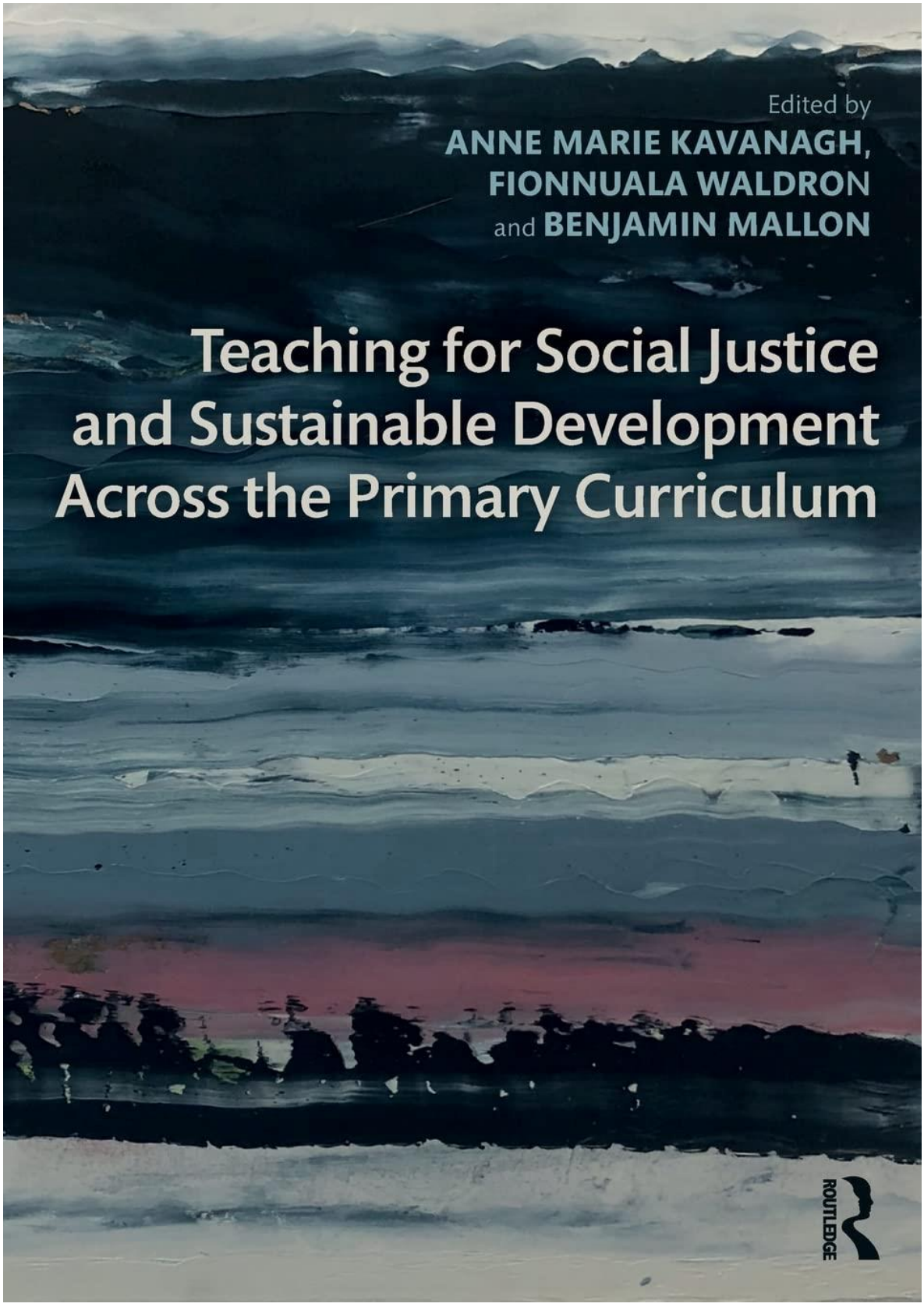
Teaching for Social Justice and Sustainable Development Across the Primary Curriculum

Teaching for Social Justice and Sustainable Development Across the Primary Curriculum:
https://ebrary.net/174167/education/teaching_for_social_justice_and_sustainable_development_across_the_primary_curriculumacting_for_a_b



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An introduction – Chapter 1:
https://doras.dcu.ie/29909/1/Teachingforsocialjusticeandsustainabledevelopmentacrosstheprimarycurriculum.AMK%2CFWandBM.2021.pdf

Chapter 1

Teaching for social justice and sustainable development across the primary curriculum

An introduction

Anne Marie Kavanagh, Fionnuala Waldron and Benjamin Mallon

Introduction

While the mobilisation of youth-led movements is not a new phenomenon, we are currently experiencing a resurgence in young people agitating for social change. Much of this is driven by the social conscience of Millennials (Chong, 2017) and, arguably, based on recent protests, of Post-Millennials too. We are, for example, increasingly seeing young people's street protests agitating for social and political change, from the March for Our Lives protests in the United States to the global School Strike for Climate Action protests which took place in countries all over the world in March and September 2019. Inspired by Swedish teenager, Greta Thunberg, the September School Strike for Climate Action was the largest environmental protest in history. An estimated six million people in over 150 countries took to the streets over a period of a week to demand action on climate change (Taylor, Watts & Bartlett, 2019). Greta's initial protest clearly demonstrates the power of youth voice but also how action at local level can effect global change.

The motivations for these protest movements are grounded in social or environmental injustices, highlighting the importance of exploring social and environmental justice issues in contemporary classrooms. While adults must bear significant responsibility for taking action to combat social and environmental degradation, children and young people are not powerless witnesses. Rather, they are active agents of social change, capable of exercising agency and envisioning more socially and environmentally just futures. It is essential to provide them with opportunities to critically engage in informed discussion and debate on the issues and problems facing society locally and globally and to provide opportunities for them to take action to challenge inequality and promote human rights, solidarity and justice.

This edited volume supports educators in thinking about the meaning of justice and how just practices can be enacted inside and outside the classroom so that children have access to fair outcomes and new ways of thinking critically about and acting in the world. It specifically focuses on integrating social and environmental justice issues into pedagogical approaches and curricular subjects or areas of knowledge in a sensitive, informed, deliberative and critical way. Grounded in theories of social justice education (SJE) and education for sustainable development (ESD) and acknowledging the transformative power of human agency, this book provides guidance for teachers and student teachers on how to enable children to connect with, and engage critically and

meaningfully with, the key social and environmental issues of our time. Recognising the imperative of avoiding superficial or unidimensional approaches, it focuses on education about, through and for social justice and sustainability. More broadly, for teachers who are new to these areas but want to infuse a justice dimension into their practice, the book provides an accessible entry point and a multiplicity of pedagogical approaches suitable for classroom use. It also supports the development of teachers' professional identities and practices (planning and teaching) as they negotiate the challenges associated with the practical, ethical and political dimensions of this type of education. For school leaders, it provides a case study example of a real school's approach to SJE. Drawing on this framework, it provides guidance on how to adapt and mediate school structures, policies, practices and interactions so that schools promote equitable recognition of and outcomes for all children and young people.

This chapter commences by considering education as a purposeful endeavour. It then offers a critical perspective on how systemic, institutional and individual forms of oppression reproduce and perpetuate injustice and inequity and examines how issues of justice intersect with environmental degradation, climate change and species loss, presenting an existential threat to humanity's future. This is followed by delineations of SJE and ESD and a critical exploration of how they relate to each other. Acknowledging the constraints imposed by systemic and institutional factors, it then explores teachers and children's capacities to effect social change through critique and action. Finally, the chapter presents an overview of the book's aims, structure and chapter content.

The purpose of education

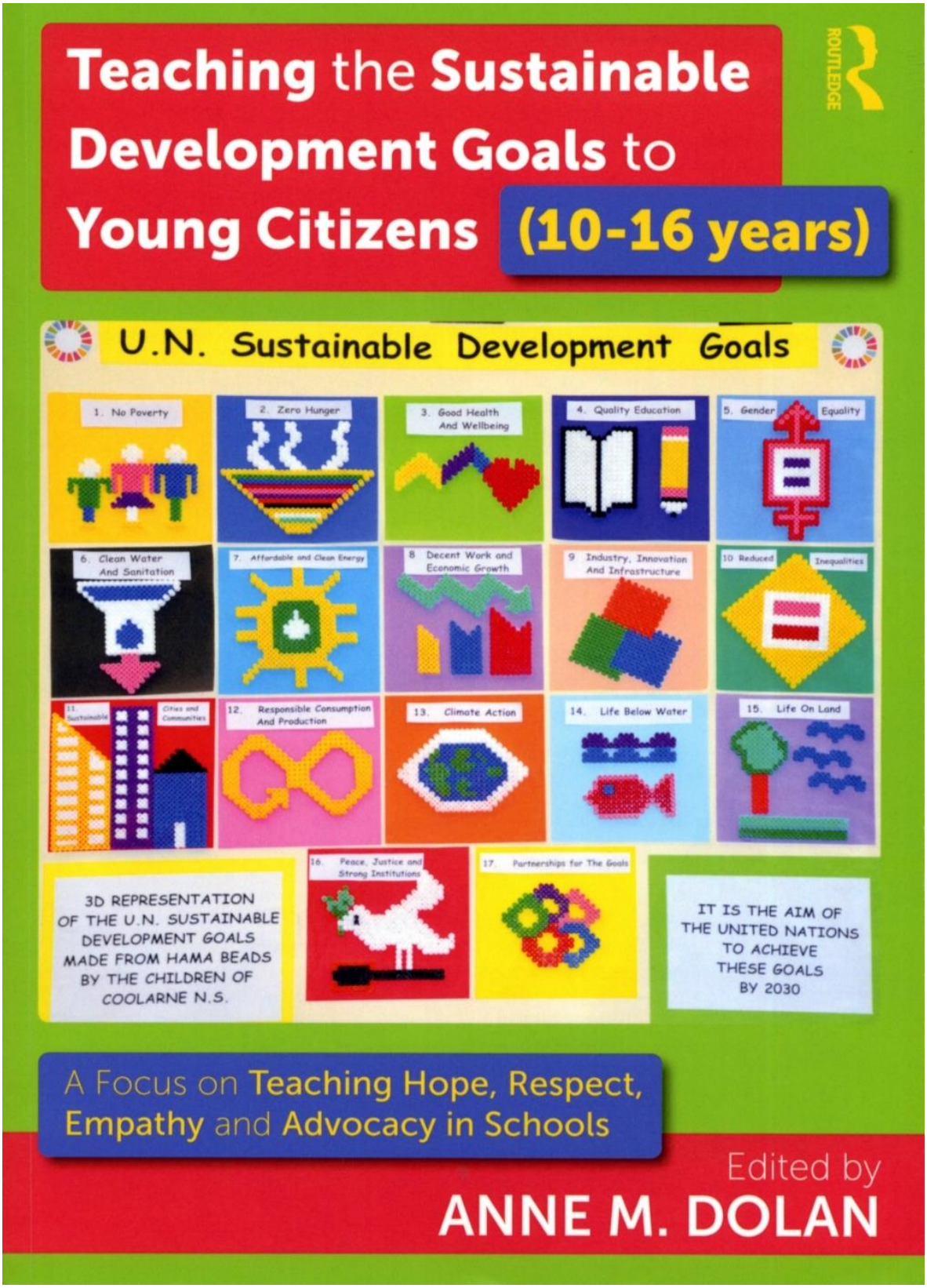
The idea that education provides a neutral or disinterested space in which children develop skills, gain knowledge and learn to be creative, productive members of society is challenged by theorists that highlight the extent to which schooling acts to reproduce existing unequal relations (see, for example, Luke, 2010; Lynch, 1989). Historically, education served to provide a skilled workforce, and to socialise children into expected and required behaviours as members of society. Depending on class, it may have aimed to instil the capacity for leadership, or a sense of duty and responsibility towards others. Rather than providing a neutral or disinterested space in which all children had equal opportunities to develop, its role was to support the status quo and reproduce existing social and economic relations. This traditional conception of schooling was challenged somewhat by more progressive educational philosophies, such as those associated with child-centred education. From the perspective of this book, however, perhaps the first meaningful challenge came in the form of Dewey's education for democracy (Dewey, 1916). Here ideas about critical questioning, democratic participation and prosocial intentions in education went beyond issues of wellbeing and development. More recently, radical educational philosophies of social transformation, such as those associated with the work of Paulo Freire, have revolutionised how we think about the nature of education and its role in challenging inequality (see, for example, Freire, 1972). Neither education for the status quo or education for democracy could be considered neutral. They are both purposeful and intentional. Accepting that education is always education for or education towards a purpose, the question is, what should that purpose be? Should it be to support existing structures and relations, regardless of injustices and inequities, or should it be questioning and critical of those structures, supporting children and young

people to challenge systems of inequality, racism, global injustice and to fight for a more just and sustainable world? This publication is premised on the view that education is inherently political and that choosing not to engage with these issues is still a choice; it is not neutrality.

Systemic, institutional and individual oppression

Paradoxically, then, education can act simultaneously as a great liberator and a pernicious oppressor. Which role it plays is contingent upon a range of factors. One of the most significant is the socially constructed group to which people are allocated or "belong". These groupings include categories such as "race", social class, gender, sexuality, native language, ability and so on. While these categories of perceived difference are artificial human constructs, Bell (2016) argues that they become real in practice through people's beliefs and social practices and are used to justify "differential treatment or allocation of resources and to explain social reality in ways that make inequitable outcomes seem inevitable" (p. 7). Real or not, they have significant implications for how people experience the world. How the group you belong to fares and whether you experience advantage and privilege, or disadvantage, marginalisation and exclusion depends upon the group's hierarchical positioning. Again, this is socially constructed and constantly enacted and made real by people's beliefs and social practices. These hierarchies "privilege Euro-western knowledges, languages, and values and justify the exploitation and impoverishment of indigenous and racially minoritized peoples" (Sprecher, 2013, p. 33). Those in the advantaged categories tend to be white, male, middle class, heterosexual, cisgender, able-bodied and to speak English as their first language; those in the disadvantaged categories tend to be people of colour, female, working class, LGBTQ+, to have some form of disability and not to speak English as a first language. The latter are portrayed as inferior to and of less value than the former but often also as untrustworthy, deficient and even deviant. Because groups are hierarchically ranked, it creates inequities and injustices as groups have differential access to power, resources, status and so on. According to Bell (2016), "Dominant groups hold the power and authority to control, in their own interests, the important institutions in society, determine how resources are allocated, and define what is natural, good, and true" (p. 9). This system of oppression is maintained through the normalisation of the dominant group's elevated positioning and the belief that it is deserved rather than something that has been bestowed upon them through systems of inequality and oppression (Bell, 2016). Such is its power that even those oppressed by it accept it as normal and are complicit in its reproduction. Both dominant and subordinated groups reinforce it by simply acting as usual and going about their everyday lives (Bell, 2016). This form of oppression is subtle and covert and usually unconscious.

Manifestations of oppression are generally conceptualised on three levels, structural, institutional and individual. These levels interact to maintain the hierarchical social order. Individual levels refer to the oppressive attitudes, dispositions and behaviours of individuals and can be conscious or unconscious, overt or covert. Similarly, institutional oppression can be conscious or unconscious, overt or covert and is generally manifested through institutional policies and practices which privilege dominant social groups and disadvantage marginalised groups. Structural oppression is when the underpinning societal principles are inherently oppressive, for example, society's economic, cultural and political institutions. These structures in turn justify and legitimise the inequitable treatment of non-dominant


Teaching the Sustainable Development Goals to Young Citizens (10-16 years)
ROUTLEDGE
U.N. Sustainable Development Goals
1. No Poverty
2. Zero Hunger
3. Good Health And Wellbeing
4. Quality Education
5. Gender Equality
6. Clean Water And Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation And Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption And Production
13. Climate Action
14. Life Below Water
15. Life On Land
16. Peace, Justice and Strong Institutions
17. Partnerships for The Goals
3D REPRESENTATION OF THE U.N. SUSTAINABLE DEVELOPMENT GOALS MADE FROM HAMA BEADS BY THE CHILDREN OF COOLARNE N.S.
IT IS THE AIM OF THE UNITED NATIONS TO ACHIEVE THESE GOALS BY 2030
A Focus on Teaching Hope, Respect, Empathy and Advocacy in Schools
Edited by
ANNE M. DOLAN



8 Teaching about gender

Feminist hope and praxis for the future (SDG 5)

Tereza Mytakou and Elaine Murtagh

Introduction: the (continuing) need for gender equality

Gender Equality remains one of the most pressing issues in our time. Although significant progress has been made in women's rights issues, gender equality is still an ideal that societies are striving towards. Recent events globally have served to underline the pressing need for gender equality even further, and to expose the gender inequalities that are deeply rooted in our social systems. The recent increase in femicides in countries like Greece and Turkey, the #MeToo Movement which originated in the USA with the aim of exposing sexual harassment, the 2019 protests against rape culture which started from Latin America but quickly spread to the rest of the world, are all just a few examples of these events. They all point to the fact that women are still facing inequalities in everyday life, and that they are still fighting for basic rights and against gender-based violence.

In terms of facts and figures, global statistics confirm the above gender inequalities, whether those have to do with:

- Women's participation in the political sphere – representation of women in national parliaments is 23.7% globally (United Nations, nd)
- Girls' and women's access to education – more than two thirds of illiterate people globally are female (UN Women, nd)
- Gender-based violence – 750 million women and girls were married before the age of 18 and at least 200 million women and girls in 30 countries have undergone female genital mutilation (FGM) (United Nations, nd).

It is therefore clear that Gender Equality is still a goal which we need to work on, not only to eliminate the gender inequalities and harmful stereotypes that are embedded in our societies, but also to tackle the gender issues that are becoming even more prominent due to current circumstances, like the COVID-19 pandemic. As teachers, raising awareness about gender stereotypes and inequalities is the first and very crucial step that we can take, in order to strive for change.

This chapter will support teachers to navigate this sensitive and complex issue, and explore this SDG in an interactive, student-friendly manner. Students are encouraged to consider the issue of gender equality in local, national and international contexts. Case studies are drawn from countries scoring high and low on the Gender Inequality Index. We provide examples of actions taken around the world to address gender inequality: from

DOI: 10.4324/9781003232001-11

Key Aspects of Feminist Pedagogy

gender-responsive teaching in Ireland, to empowering girls through sport in Australia (as illustrated in Tables 8.2–8.4). We also propose some activities which will invite students to explore and deconstruct traditional gender stereotypes that are manifested in language use and popular culture. Throughout the chapter links are made to the other SDGs and we will highlight the relevance of Quality Education (SDG 4) to achieving the aims of the SDG on Gender. Finally, teachers are encouraged to reflect on their own practice in relation to their potential role as champions for gender equality in their schools and community. Terminology associated with gender-responsive teaching is set out in Table 8.1.

Below we provide definitions and explanations for terms that frequently encountered when reading and teaching about gender equality.

Key aspects of feminist pedagogy

Gender-responsive teaching, which we discuss further below, is largely based on the principles of feminist pedagogy, a method of teaching which seeks to provide education that is grounded in feminist thought and theory. As Crabtree, Sapp, and Licona (2009: 1) define it, feminist pedagogy is 'a movement against hegemonic educational practices that tacitly accept or more forcefully reproduce an oppressively gendered, classed, racialised, and androcentric social order'. The basic principles of feminist pedagogy can be summarised as follows:

Hierarchy/power

Feminist pedagogy is interested in breaking down traditional hierarchies in the classroom, and seeks to promote and build 'non-hierarchical relationships among teachers and students and reflexivity about power relations, not only in society but also in the classroom' (Crabtree et al., 2009: 5). Consequently, it departs from traditional conceptions of the teacher as expert'; the teacher is seen more as a 'facilitator', 'monitor' or 'group process manager', among others, whereas the student takes on the role of the 'negotiator' (Richards & Rodgers, 2015: 98–99).

Emphasis on feeling/emotion/personal experiences as valid ways of knowing

Feminist pedagogy disrupts widespread ideas that knowledge is solely based on logic, and acknowledges the feelings and lived experiences of students as equally valid ways of knowing and making sense of the world. According to feminist pedagogy, '[t]his integration of lived experiences means that emotions are also acknowledged as part of what it means to know and how we know' (Bostow et al., 2015: np).

Feminist praxis

Furthermore, feminist pedagogy is, as its name indicates, based on feminist theory, however it also places great emphasis on praxis. It calls for action and actual social change inspired by the theory. It expresses hope that the theory will inspire action, such as change in classroom practices and the materials taught, or even in the students' everyday lives.

Gender Responsive Teaching Terminology

Table 8.1 Terminology associated with gender-responsive teaching (Source: UNICEF, 2017) and LGBTI+ (lesbian, gay, bisexual, trans, queer, intersex, asexual and more)

Cisgender
When a person's gender identity and the gender they were assigned at birth are the same.

Gender
A social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women.

Gender equality
The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realising their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development.

Gender expression
How someone expresses their gender through clothes, hair, make up and some behaviours.

Gender identity
Our deeply felt internal experience of our own gender.

Gender norms
Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act.

Gender stereotyping
The process of girls and boys, women and men learning social roles based on their sex, which leads to different behaviours and creates differing expectations and attitudes by gender.

Masculinities/Femininities
These are dynamic socio-cultural categories used in everyday language that refer to certain behaviours and practices recognized within a culture as being 'feminine' or 'masculine', regardless of which biological sex expresses them. These concepts are learned and do not describe sexual orientation or biological essence.

Non-binary
Someone who does not identify as either male or female but whose gender was assigned at birth.

Patriarchy
Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies.

Transgender
A term describing a person's gender identity that does not match their assigned sex at birth. This word is also used as an umbrella term to describe some groups of people who transcend conventional expectations of gender identity or expression.

Sex
Refers to the biological and physiological reality of being male or female.

Note: use of pronouns
She/Her/Hers is a set of gender-specific pronouns typically used to refer to women or girls.
He/him/his are gender-specific pronouns that are usually used to refer to men or boys.

Gender-neutral pronouns
Non-gendered or nonbinary pronouns are not gender specific and are most often used by people who identify outside of a gender binary. The most common set of nonbinary pronouns is they/them/their used in the singular.

Intersectionality

Intersectionality is a vital aspect of feminist pedagogy, and is termed as 'an explicit commitment to address the intersections of gender, race, ethnicity, class, and sexuality not only in the content of the discipline but also in the dynamics of the classroom' (Crabtree et al., 2009: 5). Therefore, feminist pedagogy strives to acknowledge intersecting forms of oppression in the classroom, noting how power structures in the classroom are shaped by the above factors, and how each student's lived reality differs according to them.

Feminism and gender diversity

Traditionally, Western society views gender as binary, with two gender categories: male and female. This categorisation has been influenced by societal understandings of gender, such as what it means to be male and female, and the idea that gender is determined by physical characteristics. The development of gender identity is influenced by many factors including family systems, community, culture and social norms, media and legal instruments.

Gender diversity expert Meg-John Barker (2019) offers a biopsychosocial understanding of gender (Figure 8.1), which shows how all aspects of our biology, psychology, and social context shape each other. Our bodies and brains are shaped by our gendered experiences, such as physical interventions (e.g. hormonal, surgical) and the gendered ways we navigate the world. This provides a different understanding, which disputes the common assumption that a person's biological sex determines their gender identity and experience (Barker & Iantaffi, 2019).

Although a binary way of thinking about gender has been prevalent in Western society, there are many non-Western cultures which have different gender systems. For example, in some Indigenous Native American[1] cultures they use the term 'two-spirit' to refer to a person who identifies as having both a masculine and a feminine spirit (Barker & Iantaffi, 2019). Gender does not operate in the same way across cultures, as it is a social construct tied to each particular cultural context. For many, the inclusion of transgender and intersex people is a key gender equality issue. Indeed, Agenda 2030 and SDG 5 in particular have been criticised for reifying a Western gender binary and hierarchy by omitting other cultural views of gender (Ongsupankul, 2019).

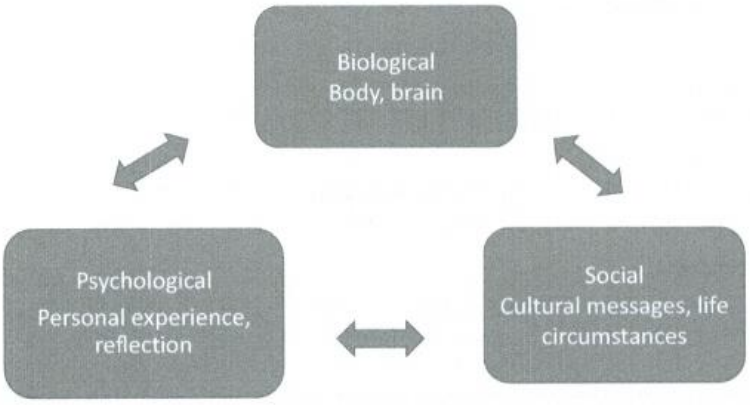


Figure 8.1 A Biopsychosocial Understanding of Gender.

became clear to him that the whole educational system was one of the major instruments for the maintenance of this culture of silence.

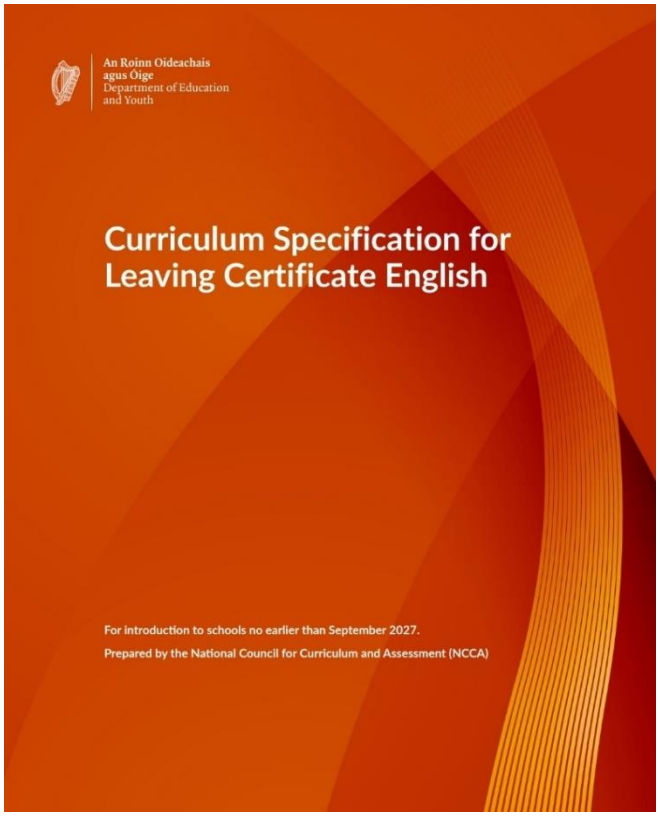
Confronted by this problem in a very existential way, Freire turned his attention to the field of education and began to work on it. Over the years he has engaged in a process of study and reflection that has produced something quite new and creative in educational philosophy. From a situation of direct engage-ment in the struggle to liberate men and women for the creation of a new world, he has reached out to the thought and experi-ence of those in many different situations and of diverse philo-sophical positions: in his words, to 'Sartre and Mounier, Eric Fromm and Louis Althusser, Ortega Y. Gasset and Mao, Martin Luther King and Che Guevara, Unamuno and Marcuse'. He has made use of the insights of these men to develop a pers-pective on education which is authentically his own and which seeks to respond to the concrete realities of Latin America

His thought on the philosophy of education was first expressed in 1959 in his doctoral dissertation at the University of Recife, and later in his work as Professor of the History and Philosophy of Education in the same university, as well as in his early experiments with the teaching of illiterates in that same city. The methodology he developed was widely used by Catholics and others in literacy campaigns throughout the North East of Brazil, and was considered such a threat to the old order that Freire was jailed immediately after the military coup in 1964. Released seventy days later and encouraged to leave the country, Freire went to Chile, where he spent five years working with UNESCO and the Chilean Institute for. Agrarian Reform in programmes of adult education. He then acted as consultant at Harvard University's School of Educa-tion, and worked in close association with a number of groups engaged in new educational experiments in rural and urban areas. He is presently serving as Special Consultant to the Office of Education of the World Council of Churches in Geneva.

Freire has written many articles in Portuguese and Spanish, and his first book, *Educaao como Pratica da Liberdade,* was published in Brazil in -1967. His latest and "most complete work, *Pedagogy of the Oppressed,* is the first of his writings to be published in the United States.

In this brief introduction, there is no point in attempting to sum up, in a few paragraphs, what the author develops in a number of pages. That would be an offence to the richness, depth, and complexity of his thought. But perhaps a word of witness has its place here - a personal witness as to why I find a dialogue with the thought of Paulo Freire an exciting ad-venture. Fed up as I am with the abstractness and sterility of so much intellectual work in academic circles today, I am ex-cited by a process of reflection which is set in a thoroughly historical context, which is carried on in the midst of a struggle to create a new social order

Leaving Cert English – Critical Literacy (Rooted in CSJ Theory)

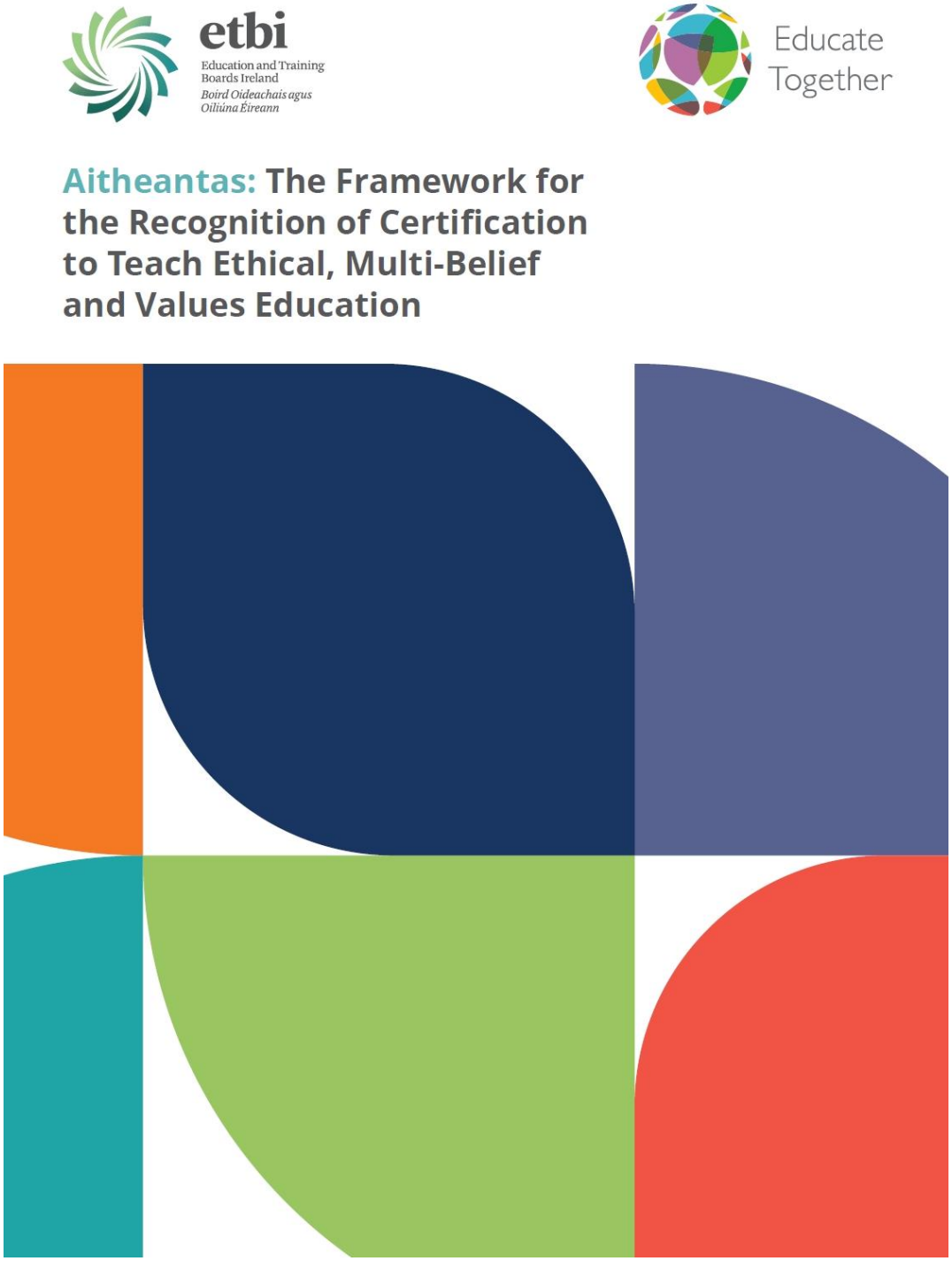


Contextual, historical, social influences	There are many different influences that can have an impact on the creation and interpretation of a text. Writers and readers may be influenced by their personal context (their life, times and experiences), historical context (the events of the time when the text was written, read or set), social context (the societal norms and expectations prevalent when the text was written, read or set), literary context (what other writers are producing or have produced in a particular style or period).
Creative modelling	In order to develop creative writing skills in students, it helps to explore models of what that creativity – both process and product – looks like. Through exploring different styles and formats of written and oral texts, students can evaluate and emulate the creative style. This process can include observational learning, task and performance modelling, metacognitive modelling, and peer modelling.
Critical lens	Applying a critical lens to literary analysis is a way of looking at a text with a particular focus. The same text can be examined from various viewpoints or through various lenses. There are many different critical lenses that can be applied but some of the more common lenses would be: ethical lens, class, gender, race/ethnicity, historical, socio-economic, psychoanalytic, etc.
Critical literacy	Critical literacy builds on the ideas of Freire[3] (1973), Foucault (1980), Shor[4] (1999) and Janks[5] (2012). It questions power relations, discourses and identities, challenges the status quo and is underpinned by social justice principles. It encourages readers to be active participants in the reading process, engaging with the text in a critical and reflective manner.

[1] Hymes, D. H. (1972). On Communicative Competence. In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics*, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.
[2] Canale, M. & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing, *Applied Linguistics*, 1, 1-47.
[3] Freire, P. (1973). Education for Critical Consciousness. New York: Seabury.
[4] Shor, I. (1999). What is Critical Literacy? Journal of Pedagogy, Pluralism and Practice, 1 (4), 1- 31.
[5] Janks, H. (2012) The importance of critical literacy, English Teaching Practice & Critique, 11(1): 150-163.

Aitheantas Framework for Multi-Belief and Values Education

This is the DCU developed “values” program that is being adopted by the ETBI and Educate Together for non-denominational schools. The “values” are those of Critical Social Justice Theory and the UN/EU.
https://www.dcu.ie/humandevelopment/news/2026/may/landmark-launch-aitheantas-marks-historic-milestone-irish-primary
https://www.etbi.ie/multi-denominational-patrons-launch-new-aitheantas-framework-to-support-ethical-multi-belief-and-values-education/

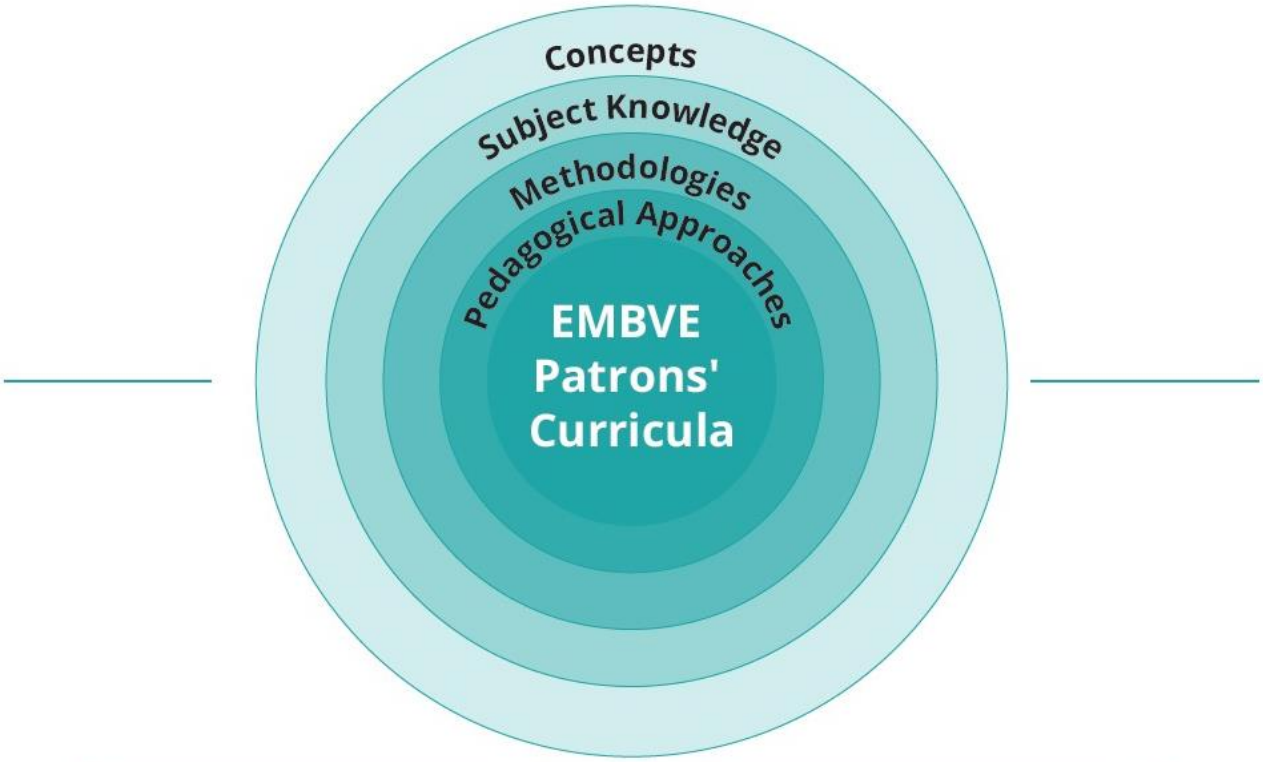


Examples of Pedagogical Approaches for Teaching EMBVE

Citizenship Education | Human Rights Education
Intercultural Education | Anti-Racism Education
Critical Multicultural Education |
Philosophy for/with Children |
Inquiry-based and Problem-Posing Education |
Values Education | Identity Education
Interpretative Approach to Religious Education |
Education about and from Religions and Beliefs |
Dialogical Approach to Religious Education |
Ethical Education

Examples of Methodologies for Teaching EMBVE

Rights Museum | Oral Storytelling |
Critical Thinking and Book Talk | Debates |
Distancing Techniques e.g. Persona Dolls |
Philosophical Questioning | Socratic Questioning |
Thinking Circle | Ethical Dilemmas | Virtual Tours |
Classrooms Visitors | Belief Circles | Place Mats |
Family Project | Visual Thinking Strategies |
Artefact-Based Learning |
Conceptual Enquiry Approach



Examples of Subject Knowledge for Teaching EMBVE

Global Goals | Grounds of Discrimination |
Human Rights Charters and Conventions |
Environmental Issues | Philosophical Fables and Stories | Diversity in Ireland | Local, National and International Celebrations and Events |
Democratic Structures | Folk Tales from Ireland and Abroad | Beliefs, Religions and Worldviews (e.g. Agnosticism, Atheism, Buddhism, Christianity, Hinduism, Humanism, Indigenous Beliefs, Islam, Judaism, Sikhism)

Examples of Concepts for Teaching EMBVE

Power | Migration | Citizenship | Community |
Trade | Racism | Colonialism | Sustainability |
Identity | Agency | Interdependence | Prejudice
Equality | Inequality | Justice | Injustice |
Celebrating | Belonging | Remembering |
Respect | Democracy | Voice | Empathy |
Solidarity | Relationships

Figure 1: Examples of Pedagogical Approaches, Methodologies, Subject Knowledge and Concepts for Teaching EMBVE

Whole School Guidance on Intercultural Education

https://curriculumonline.ie/senior-cycle/intercultural-education/intercultural-education/whole-school-planning-post-primary/

Whole School Guidance on Intercultural Education for Primary, Post-Primary and Special Schools

Introduction

Guiding Principle of Intercultural Education

Recognising that Intercultural Education requires a whole-school approach that transforms institutional practices, leadership, curriculum design, and assessment.

Intercultural Education is most effective when it is embedded across every aspect of school life in its policies, culture, relationships, teaching and partnerships. A whole-school approach ensures that intercultural education is not confined to a single event, a classroom or a single curriculum or subject but becomes part of how the school community lives and learns together. Whole-school planning for Intercultural Education builds coherence between what happens at system, school and classroom levels. It supports schools to reflect critically on their values and culture, to see diversity as a strength, and to identify and address barriers that prevent full participation and belonging. This section offers guidance on how schools and settings can embed Intercultural Education within curriculum, culture, relationships, policy and planning in primary, special and post-primary school contexts.

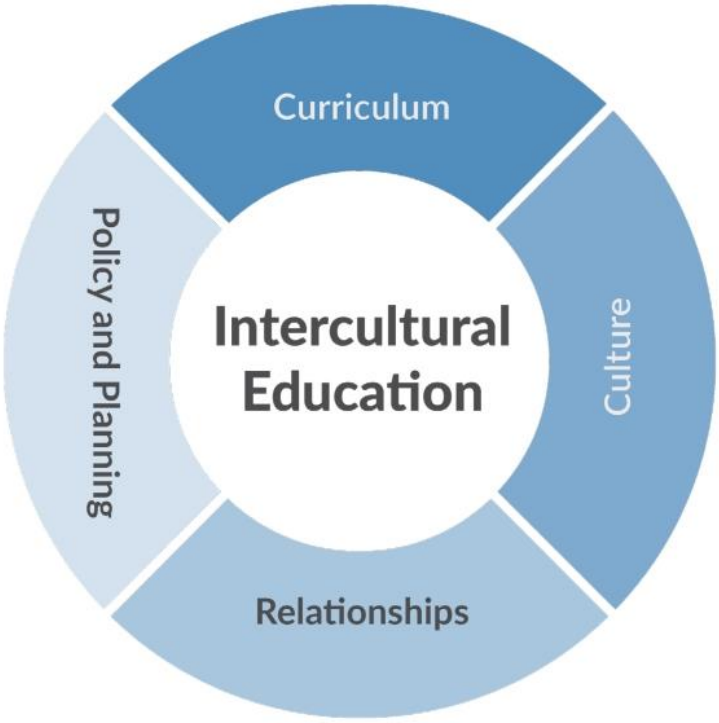


Figure 1: Four aspects of planning for Intercultural Education in schools

Classroom Material And Library Book Sample Pages

Curriculum Documents and Toolkits Online

Relationships and Sexuality Education 1: https://curriculumonline.ie/getmedia/95f491aa-1038-4c91-9e52-5e435b6a7618/Relationships-and-Sexuality-Education-1-Unit-of-learning.pdf

Relationships and Sexuality Education 2: https://curriculumonline.ie/getmedia/5f17c8ef-7821-446d-bc3f-3a15c12c08c9/Relationships-and-Sexuality-Education-2-Unit-of-Learning.pdf

Relationships and Sexuality Education 3: https://curriculumonline.ie/getmedia/58f402d2-e8bd-4df5-ad56-eb18b03ca2a9/Relationships-Sexuality-Education-3-Unit-of-Learning.pdf

RELATIONSHIPS & SEXUALITY EDUCATION 5: https://www.curriculumonline.ie/getmedia/39802a4c-7e8d-488f-876c-fd73e2081e8c/RSE-5-for-publication.pdf

Senior Cycle SPHE - Strand 2 | Relationships and Sexuality:
https://curriculumonline.ie/getmedia/6625953d-db27-4e9e-8cb2-4af0c9694951/Expectations-of-learning_2-3_Final.pdf

Junior Cycle SPHE Toolkit:
https://curriculumonline.ie/junior-cycle/short-courses/sphe/sphe-2023/sphe-toolkit/

Junior Cycle Resources for teaching and learning in SPHE
https://www.curriculumonline.ie/junior-cycle/short-courses/sphe/sphe-2023/sphe-toolkit/resources-for-teaching-and-learning-in-sphe/

The Consent Ed Project: https://www.gov.ie/en/department-of-justice-home-affairs-and-migration/publications/the-consent-ed-project/

OIDE Post-Primary Resources: https://oide.ie/post-primary/home/

OIDE Junior Cycle SPHE Resources:
https://oide.ie/post-primary/home/wellbeing/sphe-junior-cycle/resources/

OIDE Junior Cycle Wellbeing Resources (SPHE and CSPE):
https://oide.ie/post-primary/home/wellbeing/

Resource Materials for Relationships Sexuality Education - First and Second Year Junior Cycle:
https://oide.ie/wp-content/uploads/2024/11/RSE-Manual-1st-and-2nd.pdf

OIDE Junior Cycle Climate Action and Sustainable Development Resources:
https://oide.ie/post-primary/home/casd/

OIDE Primary Resources: https://oide.ie/primary/home/

OIDE Primary Wellbeing Resources: https://oide.ie/primary/home/wellbeing/

OIDE Primary Social & Environmental Education Resources
https://oide.ie/primary/home/social-environmental-education/social-environmental-education/

Resource Materials for Relationships Sexuality Education - Junior and Senior Infant classes
https://oide.ie/wp-content/uploads/2024/11/RSE-Manual-JI-and-SI.pdf

Making the 'Big Talk' many small talks - Healthy Ireland Library Collection
https://irp.cdn-website.com/184d2607/files/uploaded/mtbtmst-library-english-web.pdf

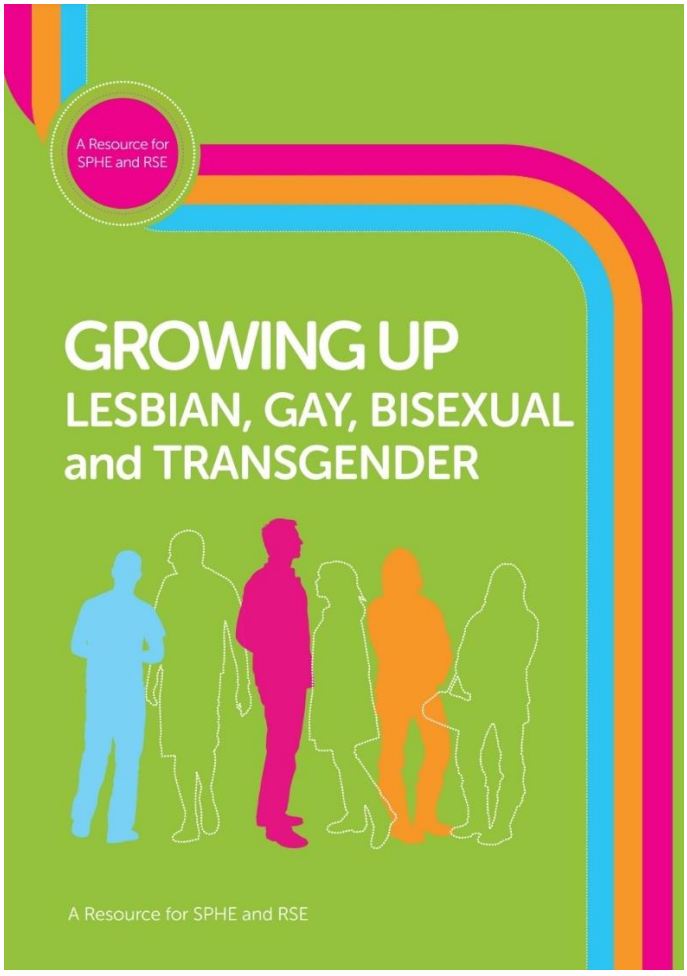
Talking with your child about relationships and growing up:
https://www2.hse.ie/services/sexual-health/talking-with-your-child-about-growing-up/

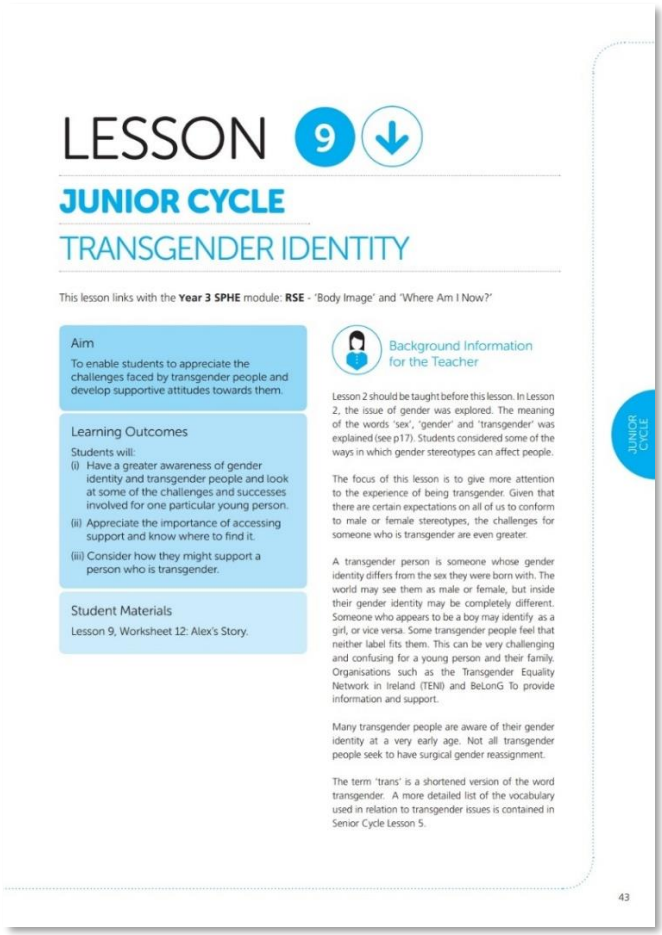
Healthy Ireland at Your Library Collection:
https://www.librariesireland.ie/sites/default/files/media/file-uploads/2019-03/Healthy%20Ireland%20Booklist_0.pdf

Whole School Guidance on Intercultural Education for Primary, Post-Primary and Special Schools
https://curriculumonline.ie/senior-cycle/intercultural-education/intercultural-education/whole-school-planning-post-primary/

GROWING UP LESBIAN, GAY, BISEXUAL and TRANSGENDER – A Resource for SPHE and RSE

One of the first appearances of the term "Transgender" in a resource destined for an Irish classroom was the 2011 document "**GROWING UP LESBIAN, GAY, BISEXUAL and TRANSGENDER – A Resource for SPHE and RSE**" which included references to "*Transgender Identity*" at both the Junior Cycle and Senior Cycle levels. Published on the www.pdst.ie website (which now requires login access), it was a resource which any RSE or SPHE teacher at the time could potentially decide to use in their classroom. There was also a supporting DVD with videos that could be shown in class.





LESSON 9

JUNIOR CYCLE

TRANSGENDER IDENTITY

This lesson links with the **Year 3 SPHE** module: **RSE** - 'Body Image' and 'Where Am I Now?'

Aim

To enable students to appreciate the challenges faced by transgender people and develop supportive attitudes towards them.

Learning Outcomes

Students will:

(i) Have a greater awareness of gender identity and transgender people and look at some of the challenges and successes involved for one particular young person.

(ii) Appreciate the importance of accessing support and know where to find it.

(iii) Consider how they might support a person who is transgender.

Student Materials

Lesson 9, Worksheet 12: Alex's Story.

Background Information for the Teacher

Lesson 2 should be taught before this lesson. In Lesson 2, the issue of gender was explored. The meaning of the words 'sex', 'gender' and 'transgender' was explained (see p17). Students considered some of the ways in which gender stereotypes can affect people.

The focus of this lesson is to give more attention to the experience of being transgender. Given that there are certain expectations on all of us to conform to male or female stereotypes, the challenges for someone who is transgender are even greater.

A transgender person is someone whose gender identity differs from the sex they were born with. The world may see them as male or female, but inside their gender identity may be completely different. Someone who appears to be a boy may identify as a girl, or vice versa. Some transgender people feel that neither label fits them. This can be very challenging and confusing for a young person and their family. Organisations such as the Transgender Equality Network in Ireland (TENI) and BeLonG To provide information and support.

Many transgender people are aware of their gender identity at a very early age. Not all transgender people seek to have surgical gender reassignment.

The term 'trans' is a shortened version of the word transgender. A more detailed list of the vocabulary used in relation to transgender issues is contained in Senior Cycle Lesson 5.

JUNIOR CYCLE

43

On Page 43 it covers a lesson on **Transgender Identity** for Junior Cycle students:
"*The focus of this lesson is to give more attention to the experience of being transgender*", and
"*A transgender person is someone whose gender identity differs from the sex they were born with*".

This was 2011 remember, before the **Gender Recognition Act of 2015**. I think it's safe to say that most Irish parents had zero awareness of this document, and that the notion of "Transgender Identity" could have been a topic for classroom discussion at that time. The resource is still available on the BelongTo website.

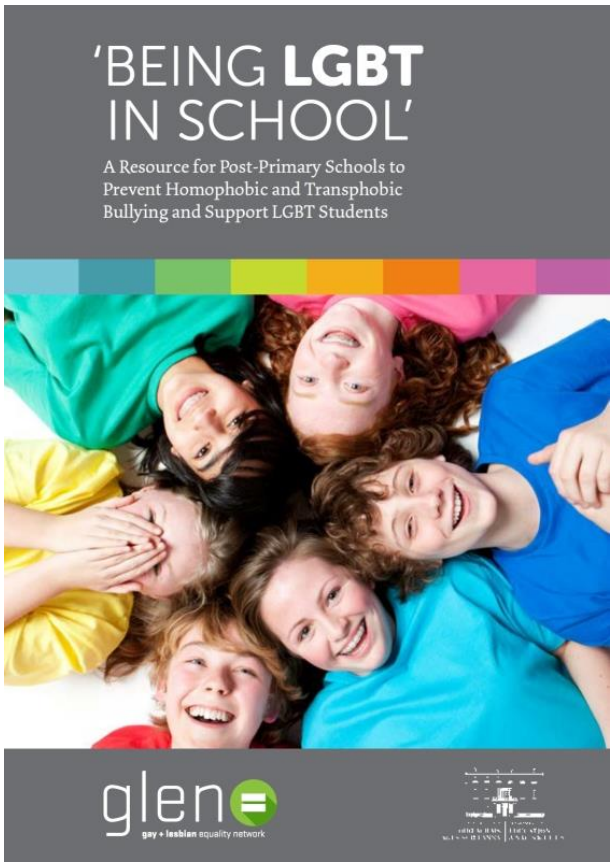
Growing Up Lesbian, Gay, Bisexual and Transgender – A Resource for SPHE and RSE:
https://www.belongto.org/app/uploads/2022/09/Growing-Up-LGBT-1.pdf

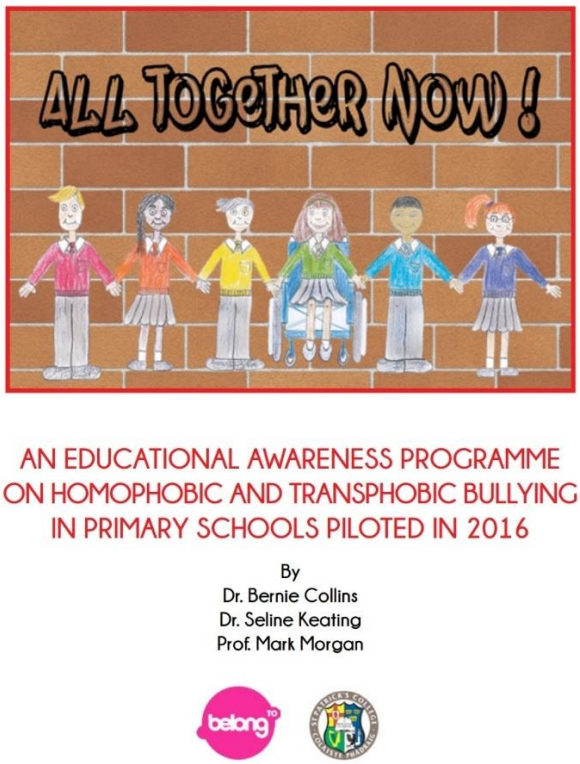
BEING LGBT IN SCHOOL & ALL TOGETHER NOW!

Another Irish school resource, "**BEING LGBT IN SCHOOL**", published by GLEN in association with the ASTI, TUI, BelongTo, TENI and TUSLA, was updated in 2016 to incorporate the notion of "*Transphobic Bullying*" and it's glossary includes most of the definitions we are familiar with today such "Gender Dysphoria", "Gender Expression", "Gender Fluid", "Gender Non-binary", "Gender Transition" and of course "Gender Identity" which it defines as:

"*A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate (assigned birth sex). Some individuals may have a sense that they are some other gender, or a combination of genders*"

The update was clearly prompted by the 2015 Gender Recognition Act which enshrined the notion of a person self-identifying as their "*preferred gender*". It's important to note that the term "gender identity" does not appear in the 2015 Act itself, nor it's subsequent update, nor does the term "gender expression". Again, I believe it's safe to say that the average Irish parent would have had little awareness of either the updated document nor the 2015 Act itself.





In 2016, BelongTo, in conjunction with St. Patrick's College, DCU, produced a programme, **ALL TOGETHER NOW – "AN EDUCATIONAL AWARENESS PROGRAMME, ON HOMOPHOBIC AND TRANSPHOBIC BULLYING, IN PRIMARY SCHOOLS**" . The implication here of course, is that while the GRA was applicable to adults only, this was introducing the notion of transgendering in a Primary School setting.

Being LGBT in School: https://www.gov.ie/en/department-of-education/publications/being-lgbt-in-school/

A question must asked as to why the Catholic Primary Schools Management Association (CPSMA) were engaged in this project – they are acknowledged on page 4 of https://belongto.org/app/uploads/2019/02/All_Together_Now-__BeLonG_To_booklet10-16.pdf.
One can only assume given this acknowledgement, that the CPSMA were supportive in rolling out this program to Catholic schools?

Essential elements of a transition plan for a school context

Regardless of how the plan is devised, the following areas should be addressed:

1. How the plan fits with relevant school policies and procedures, especially the Anti-Bullying Policy and Code of Behaviour.
2. How the transition will be communicated with the remainder of the school community, this is particularly important to prevent transphobic bullying and create a positive school climate and culture.
3. Whether it is necessary to communicate with parents/guardians of other students.
4. The date of the transition, i.e., the first day of the change of gender presentation, pronoun usage and name. This date will be driven primarily by the student.
5. The expected plan for the use of toilets and changing facilities.
6. Make advance arrangements for name changes to be effective on the day of transition, so that the preferred name appears on attendance sheets, nameplates on lockers and badges on the first day of transition.
7. What are the arrangements for staff education/training?
8. How fellow class members and other students will be informed of the change. Before the announcement, the student may choose to talk to some of his or her classmates to disclose his or her plans on a one-on-one basis.
9. What provision will be made for education of the wider student community?
10. If relevant, how the uniform code will be followed.

4.5.4 Changing schools

Changing schools presents an opportunity for a new start and this may be the point at which a young transgender person decides to transition to their preferred gender. The management of a move between schools needs consideration, and good communication between the original and the new school is important. The student should be referred initially to the student support team or equivalent within the new school. Close consultation with the student and his or her family is required. It is particularly important to ascertain the student's wishes around confidentiality in the new school, for example some students will not want to reveal their transgender identity, choosing to simply present in their preferred gender.

4.5.5 Gender transition in a single-sex school

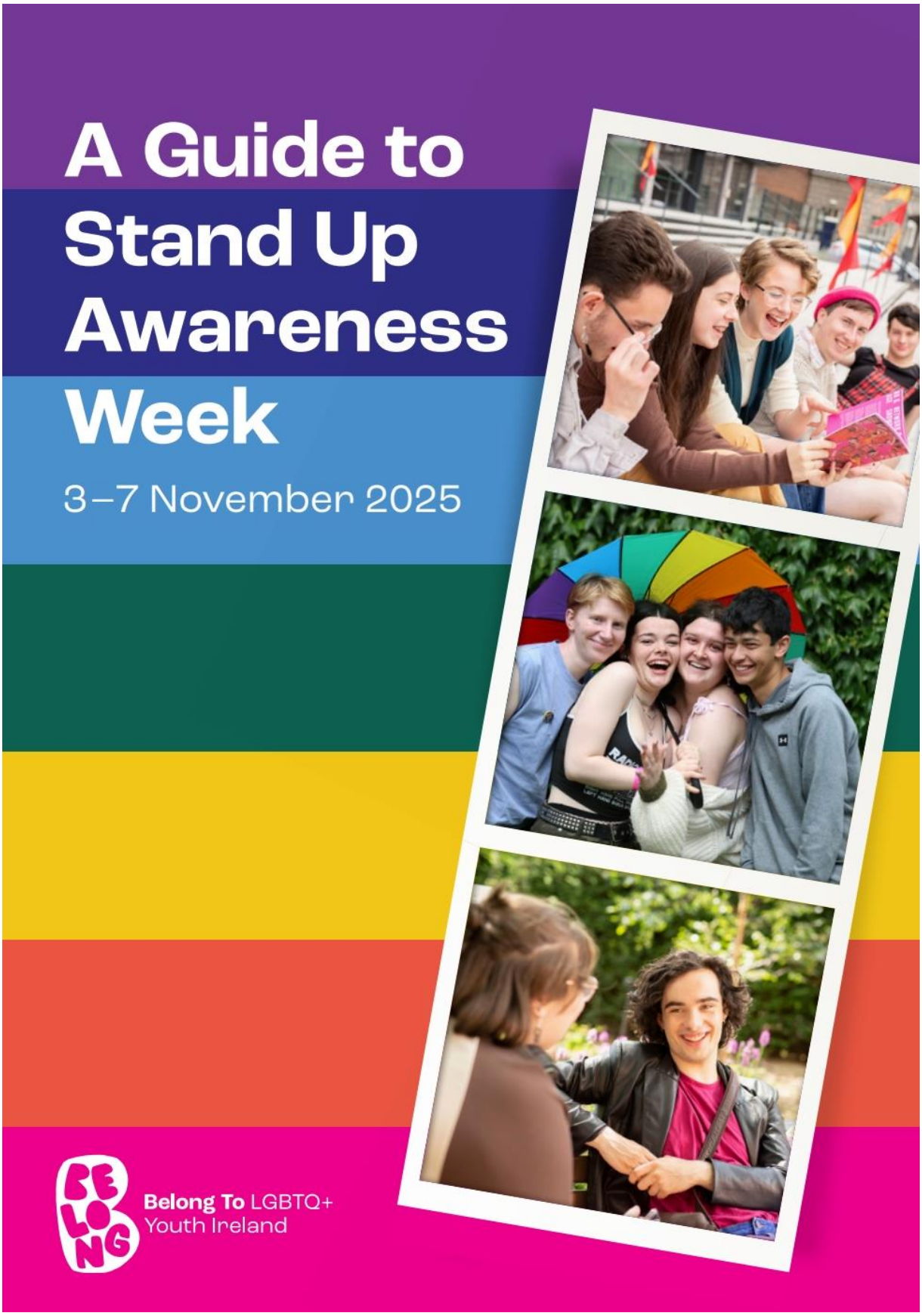
At first glance it may seem that the challenges facing single-sex schools (including single-sex boarding schools) in supporting their trans student(s) may be more complex than those of a co-ed school. However, increasing numbers of single-sex schools are supporting students in making a transition. Examples of how two schools approached it follow.

Regardless of the setting, the key goal is to ensure the safety and support of the student in question so that they may be free from harassment and victimisation and in a position to reach their full educational potential.

It is possible for a student to transition and remain in a single-sex school. The school's single-sex status will not be altered by the continued enrolment of a transgender student whose gender is not that of the remainder of the student population.

BelongTo – “A Guide to Stand-Up Awareness Week”

https://www.belongto.org/app/uploads/2025/09/BelongTo_Information-Guide-2025-FA-WEB-English.pdf



New this Year: Senior Cycle Curriculum Resources

Brand New Resources Now Available, in Time for Your Stand Up Awareness Week 2025

These senior cycle curriculum resources will help in the planning and delivery of lessons which include LGBTQ+ families and identities.

The 2022 *School Climate Survey* found that half of LGBTQ+ students reported that LGBTQ+ related topics were not covered at all in the previous school year.[3] When LGBTQ+ identities are never discussed in the classroom, the only sources of information about LGBTQ+ people may be what is shared online or discussed in the school yard, and this may not always be accurate or positive. By bringing representation into your subject teaching, you can send the message that LGBTQ+ people belong in our communities and society as a whole, and that they belong here as much as anyone else.

Including LGBTQ+ representation in subject teaching can be as simple as using a wider range of identities when using examples or case studies. So, if using a case study of a business owned by a married couple in business studies, rather than calling the couple 'John and Mary', you could name them 'Eimear and Mary' instead.

This same approach applies to all kinds of groups and identities within our school communities — young people with disabilities, from different ethnic backgrounds and all other groups should also be able to see themselves represented in the classroom.

Our junior cycle curriculum resources cover 14 subjects and have been supporting educators with integrating LGBTQ+ identities into their subject teaching for a number of years. Some examples from the resources are below:

Geography

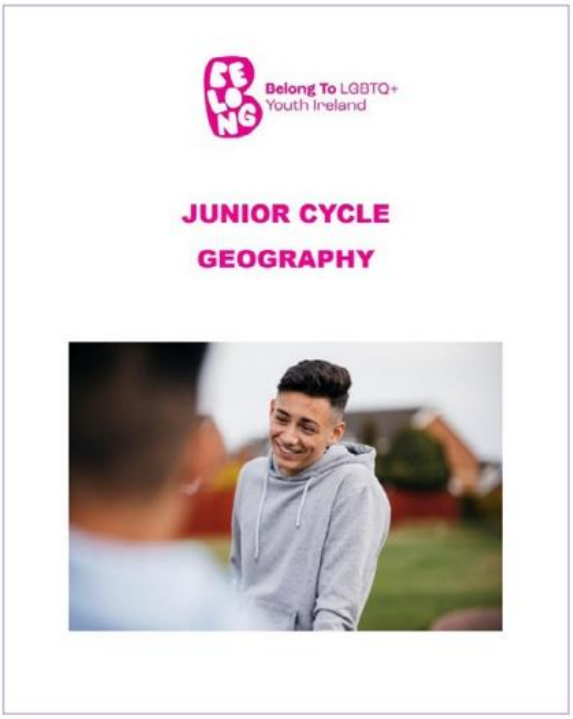
Discuss the factors causing population segregation in urban areas. For example, why might certain cities/towns have LGBTQ+ friendly neighbourhoods or streets? Discuss how the location of services, support and social activities in rural and urban areas affects LGBTQ+ people.

Mathematics

Devise and swap their own mathematical problems inclusive of LGBTQ+ voices and identities. Depending on your class, you might want to prompt them with an example, such as: An adult cinema ticket is €9.50; a child ticket is €9.00. A family of two mothers and three children go the cinema, how much do they spend on tickets?

Music

Explore how different genres of music have been informed by culture and tradition, particularly in relation to gender and sexual orientation.



In 2025, we are publishing companion resources which will take the same approach but at senior cycle level. The subjects covered include:

- **Business Studies**
- **English**
- **Geography**
- **History**
- **Mathematics**
- **Modern Foreign Languages**
- **Politics and Society**
- **Social, Personal and Health Education (SPHE)**

The resources are available to download on our website.



Busy Bodies – A Booklet About Puberty

"This is an updated version of the booklet that was originally published in 2008. It will provide useful and supportive information about the physical and emotional changes that children will experience during puberty, the basics of reproduction, and how young people can look after themselves as they grow up. Parents and carers can use the booklet alone or in tandem with the accompanying video material, as a support and source of information for themselves and their child during puberty."

This booklet is targeted at primary school children who are approaching puberty. Despite statements from government that Gender Ideology is not in the Primary curriculum, the notion of Gender Identity is contained in this booklet.



Gender Stereotypes

A stereotype is when people have an, often unfair, belief about a group of people based on something like their appearance, where they're from, or something else.

Stereotypes can make us think that everyone in a particular group of people should, or does, look and behave in a similar way. This might make us think about and treat some individuals and groups better, or worse, than others.

Sometimes people expect boys and girls should look, think and behave in certain ways, based on their gender. This is called gender stereotyping.

Gender stereotyping can put pressure on people to look and behave in ways that fit with traditional ideas for that gender. This can make us feel uncomfortable if we enjoy, or are good at, things that do not fit with the gender stereotypes.

For instance, gender stereotyping may make children feel they have to dress a particular way or be interested in certain hobbies.

But in fact, most people are interested in, and are good at, a mixture of things. Some of these are traditionally linked with being a boy, and some are traditionally linked with being a girl. This range of interests doesn't make the person any less of a boy or girl.

There are many different ways to be and you don't have to let gender stereotypes hold you back from the things in life that you are interested in, are good at and enjoy.

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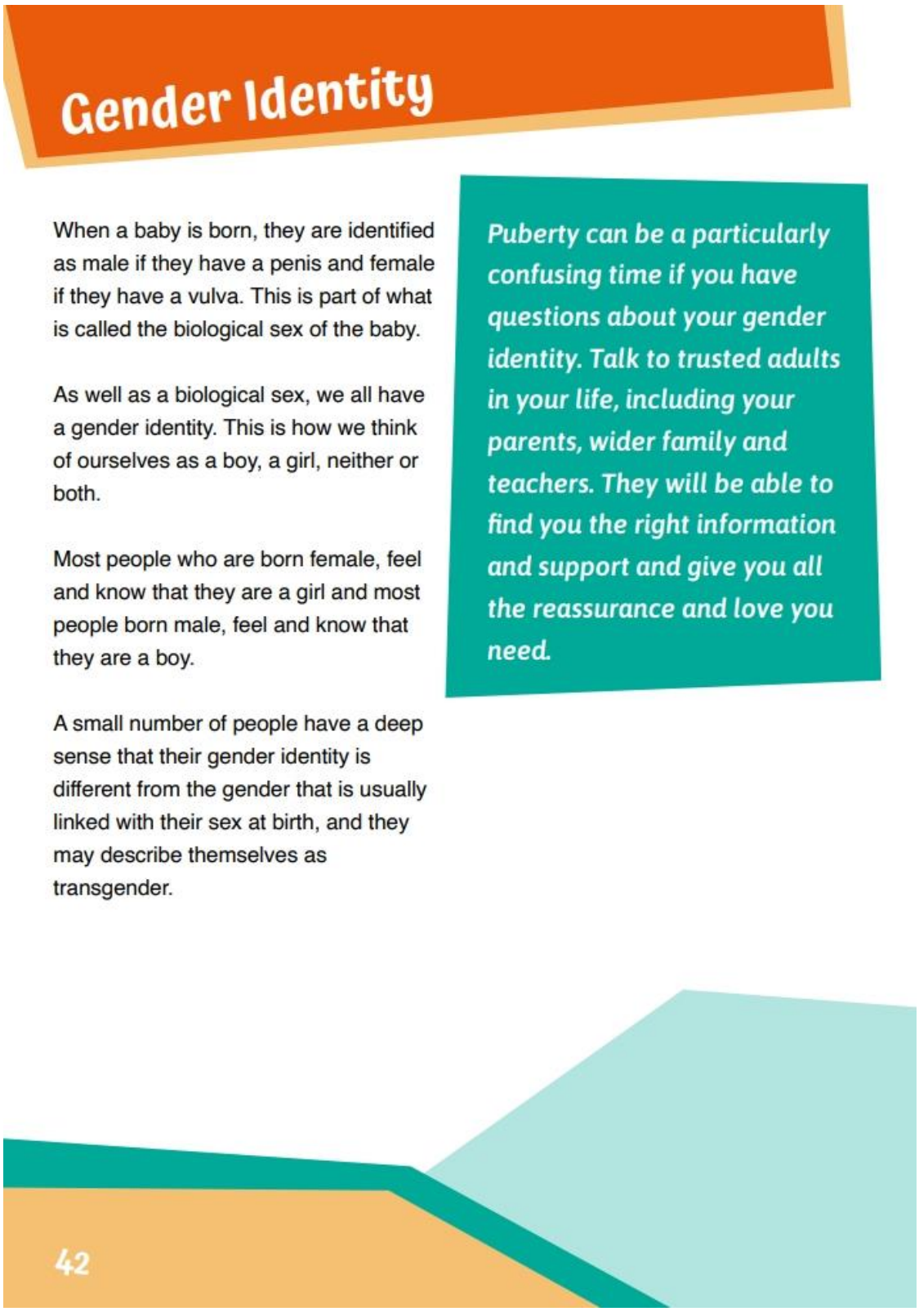
Gender Identity



Gender Identity

When a baby is born, they are identified as male if they have a penis and female if they have a vulva. This is part of what is called the biological sex of the baby.

As well as a biological sex, we all have a gender identity. This is how we think of ourselves as a boy, a girl, neither or both.

Most people who are born female, feel and know that they are a girl and most people born male, feel and know that they are a boy.

A small number of people have a deep sense that their gender identity is different from the gender that is usually linked with their sex at birth, and they may describe themselves as transgender.

Puberty can be a particularly confusing time if you have questions about your gender identity. Talk to trusted adults in your life, including your parents, wider family and teachers. They will be able to find you the right information and support and give you all the reassurance and love you need.

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When a parental complaint was entered regarding the content of this document, the HSE responded referencing following the guidance of the **WHO Standards for Sexuality Education in Europe** and the **UNESCO International technical guidance on sexuality education**, which are both covered elsewhere in this document.

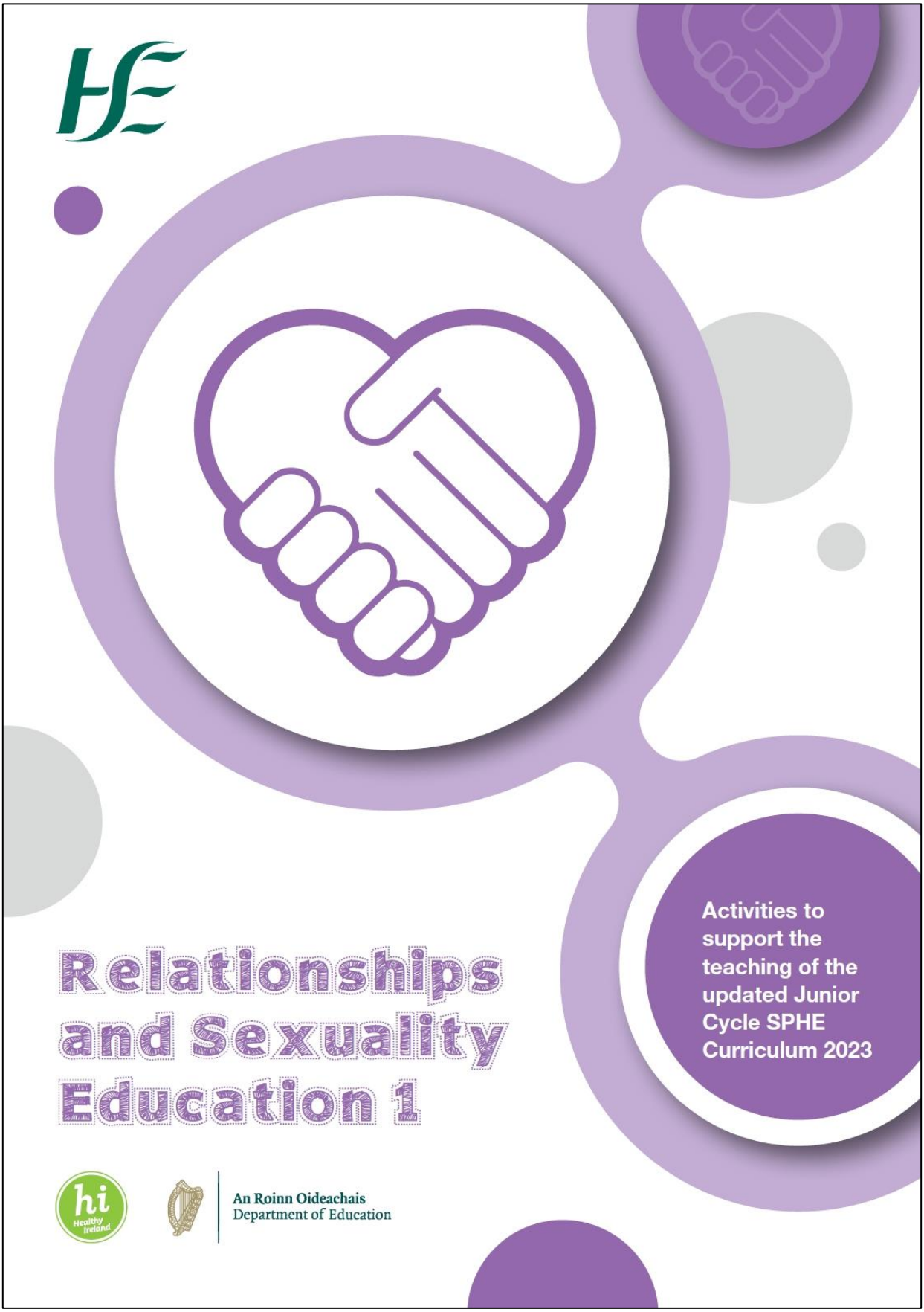
Youtube Playlist: https://www.youtube.com/playlist?list=PLltgannkj2UG1oLFaDGQsaCfUboF17aH2

Busy Bodies Booklet Download:

https://www.healthpromotion.ie/media/documents/HCP00478_HSE-Busy_Bodies_Booklet_2023-Web.pdf

HSE – Relationships and Sexuality Education 1

https://curriculumonline.ie/getmedia/95f491aa-1038-4c91-9e52-5e435b6a7618/Relationships-and-Sexuality-Education-1-Unit-of-learning.pdf



Teacher's note

Adolescence is a particular time of growth and exploration as young people establish their identity in many aspects of life (L.O. 1.4) including with regard to their gender identity and expression. Questioning and exploration is common. Encourage students to look for any necessary support from family and other trusted adults as they navigate this journey.

Step 1: Gender identity

Ask students to define gender based on their learning from the previous activity.

Take feedback with reference to definition of gender in the Teacher's Note. Clarify that gender is different to sex (biology) although these words are sometimes used interchangeably.

Explain that this activity will look at 'Gender identity'. Ask students if they know and can explain what the phrase means, and supplement the response as necessary with the teacher's note.

Step 2: Transgender experience

Show the video clip 'What Is Transgender?' from BeLonG To's YouTube channel, where transgender young people and their parents talk about their experience of being transgender and having a transgender child. (Duration: 1 minute, 13 seconds).

What Is Transgender?
https://www.youtube.com/watch?v=LSjVWizgqoQ

Suggested discussion points

- What is the key message that you took from this video?
- What struck you about how the people in the video explained being transgender or transgender issues?
- Are sexual orientation and gender identity linked? *(Gender identity and sexual orientation are both very important components of who we are and how we live our lives, but they are not the same thing. Sexual orientation is your romantic or sexual attraction to other people, and gender identity is your innermost belief about your gender).*

Show the second video clip from BeLonG To's YouTube channel, 'Name and Pronoun', which talks about the importance of using people's preferred names and pronouns. (Duration: 1 minute, 22 seconds).

Name and Pronoun
https://youtu.be/kVxdlkt8zMs

Gender Word List

Handout - Gender word list

These are just some of the ways gender, gender identity and gender expression are described.

Gender	Gender refers to the characteristics that a society associates with being a man and with being a woman.
Gender Identity	Gender identity is a person's internal and individual experience of gender. Most people's gender identity matches the gender associated with their sex at birth (ie. people with female genitalia identify as a girl/woman and people with male genitalia identify as a boy/man). Some people's gender identity is different to the gender associated with their sex at birth. These people may identify as transgender or non-binary.
Gender expression	How a person expresses their gender to the world, e.g. through their name, clothes, style,movements and gestures, speech and communication, roles and their general behaviour.
Transgender or **trans**	A person whose gender identity is different to the gender associated with their sex at birth.
Cisgender	A person whose gender identity matches the gender associated with their sex at birth.
Gender non-binary	A person whose gender identity does not fit into the two categories of boy/man or girl/woman.



Activity 4 – Sexual orientation (LOs 1.4, 1.6, 3.6)

In this activity, students consider the wide range of sexual orientations. It is advised that you be aware of the terms used in the Teacher's note, and the LGB+ words and definitions, before engaging in this activity.

Teacher's note

Sexual orientation describes who a person is attracted to. The phrase 'sexual orientation' is often used just to refer to non-heterosexual orientations, but it is important that students understand that everyone has a sexual orientation and that this is an important part of their sexuality and its expression.

- Sexual orientation describes who we are attracted to – how we feel about *other people*.
- Gender identity describes a person's internal and individual experience of gender, which may or may not match the gender associated with their sex at birth.

Coming out is a process of: a) understanding and accepting one's own sexual orientation and b) developing the confidence to tell another person or other people about it.

Research has found that the most common age at which young people realise their sexual orientation is 12, but that most will not disclose this at the time. The study also found that the period in between realising one's sexual orientation and coming out was often the most difficult for young people: they were afraid of being rejected by family and friends and they were anxious about experiencing isolation and/or harassment in school.

Step 1: Brainstorm

Have the students divide into pairs, and ask them to discuss what is meant by the term 'sexual orientation'.

Document their feedback and emphasise that everyone has a sexual orientation. Sexual orientation refers to who we are attracted to romantically and/or sexually, and may want to be in a relationship with. This is one of the many elements of sexuality. (Remind the class of the sexuality wheel from activity 1).

Show this short video clip from AMAZE.org which explains sexual orientation. (Duration: 2 minutes 2 seconds).

What is Sexual Orientation? LGBTQ+
https://www.youtube.com/watch?v=wrUYs2FnrgA

Junior Cycle Relationships and Sexuality Learning Outcome 3.6

https://www.curriculumonline.ie/getmedia/36fed287-2133-4e21-9ec8-cd460f30ca59/JC_SPHE_explaining_LO_3-6.pdf

NCCA

Junior Cycle SPHE

Strand 3 | Relationships and Sexuality

Learning Outcome 3.6:	Students should be able to appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways.
Pre-learning:	Before addressing Learning Outcome 3.6, students need to have engaged with related learning outcomes, such as learning about **the physical, social and emotional changes that happen during adolescence** (1.1), **factors and influences that shape young people's self-identity**, such as (family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/world-views (1.4) and **gender equity and gender stereotypes** (1.5)

The focus of learning

It is a normal part of adolescence to question different aspects of one's identity. '*Figuring out the kind of person you are becoming is the major developmental task of adolescence*'. (Gaffney, M. 2021. *Your One Wild and Precious Life*, p53). As part of this figuring out, it is not uncommon for young people to question aspects of their identity which may include their sexual orientation and/or gender identity. Experts advise that the adults in their lives need to acknowledge that this questioning is normal and allow the young person the time and space to work it through.

The purpose of Learning Outcome 3.6 is to open up conversations with young people about the breadth of ways that people can experience and express human sexuality. Human sexuality is broad and holistic and includes our gender identity, our sexual orientation, our relationship with ourselves and our relationships with others. Sexuality is part of who we are as humans, whether we are sexually active or not. Sexual activity is just one way that people can express their sexuality. (See **the Sexuality Wheel**)

In SPHE, teachers are most supportive when they adopt a non-judgmental, sensitive and open approach that acknowledges the diversity and complexity of life and seeks to create a classroom environment in which empathy and understanding can grow.

As part of these discussions, it is important to acknowledge that sexual orientation and gender identity are two distinct aspects of our personhood (see definitions). It's inappropriate to assume, label or categorise a person, including their sexual orientation or gender identity. As per guidance, **Being LGBT in school**, teachers and students are advised to respect the language and terms that young people use to identify themselves as this is one way of creating an inclusive environment and supporting students who identify as LGBTQ+.

The most common age for young people to identify themselves as LGBTQ+ is 12, and the most common age for young people to tell someone that they are LGBTQ+ is 16. This is a crucial time for LGBTQ+ young people. Experts assert that all young people need to be given the opportunity and space to develop their unique identities in environments of support and affirmation. Teachers can play a powerful role in this regard by acknowledging the diversity and complexity of life and modelling understanding and empathy.

In the context of discussing gender identity it is important to acknowledge that while most people's gender identity matches their sex registered at birth, this is not the case for everyone. It's important to let teenagers know that there are different ways of experiencing and expressing our gender. Furthermore, it's normal and healthy to question gender norms and stereotypes and many young people may not wish to conform to the way society expects them to look or behave. For the vast majority of young people, gender non-conformity and gender questioning does not mean that the person will go on to identify as transgender or non-binary. It is also important to keep in mind that, as with other aspects of identity, one's gender identity can change over time.

Relevant definitions

Sexuality – the components of a person that include their biological sex, sexual orientation, gender identity, sexual expression, sexual fantasies, attitudes and values related to sex. Aspects of sexuality can change as we go through different ages and relationships.

Gender identity – a person's felt internal and individual experience of gender, which may or may not correspond with the sex registered at birth, such as cisgender, transgender, non-binary.

Sexual orientation – each person's capacity for emotional and sexual attraction to, and intimate sexual relations with, individuals of a different gender or the same gender or more than one gender. Some people do not feel sexual attraction or may have very low levels of sexual attraction, and this is termed asexuality.

Approaches to consider:

- The SPHE classroom should be a space that openly and actively respects the uniqueness of each young person, including their sexual orientation, gender identity and expression preferences.
- Maintain an open mind that reflects awareness that matters related to sexual identity are complex and that each student's identity is unique and valued.
- The use of stories and testimonies reflecting young people's diverse ways of identifying, experiencing and expressing their sexuality and gender is recommended. However, remember that asking a young person to talk about their personal experiences is not good practice. Respect their stories and allow them to share them in their own time and in their own way, as appropriate.
- The teacher is not expected to engage in classroom discussion on complex medical aspects of sexuality. If questions such as intersex identities or treatments that support a medical transition arise, it is safest to gently acknowledge that these are complex and best discussed with a medical expert.

See Dealing with sensitive or challenging conversations and What makes an inclusive SPHE classroom?

Possible questions to explore through this learning outcome:

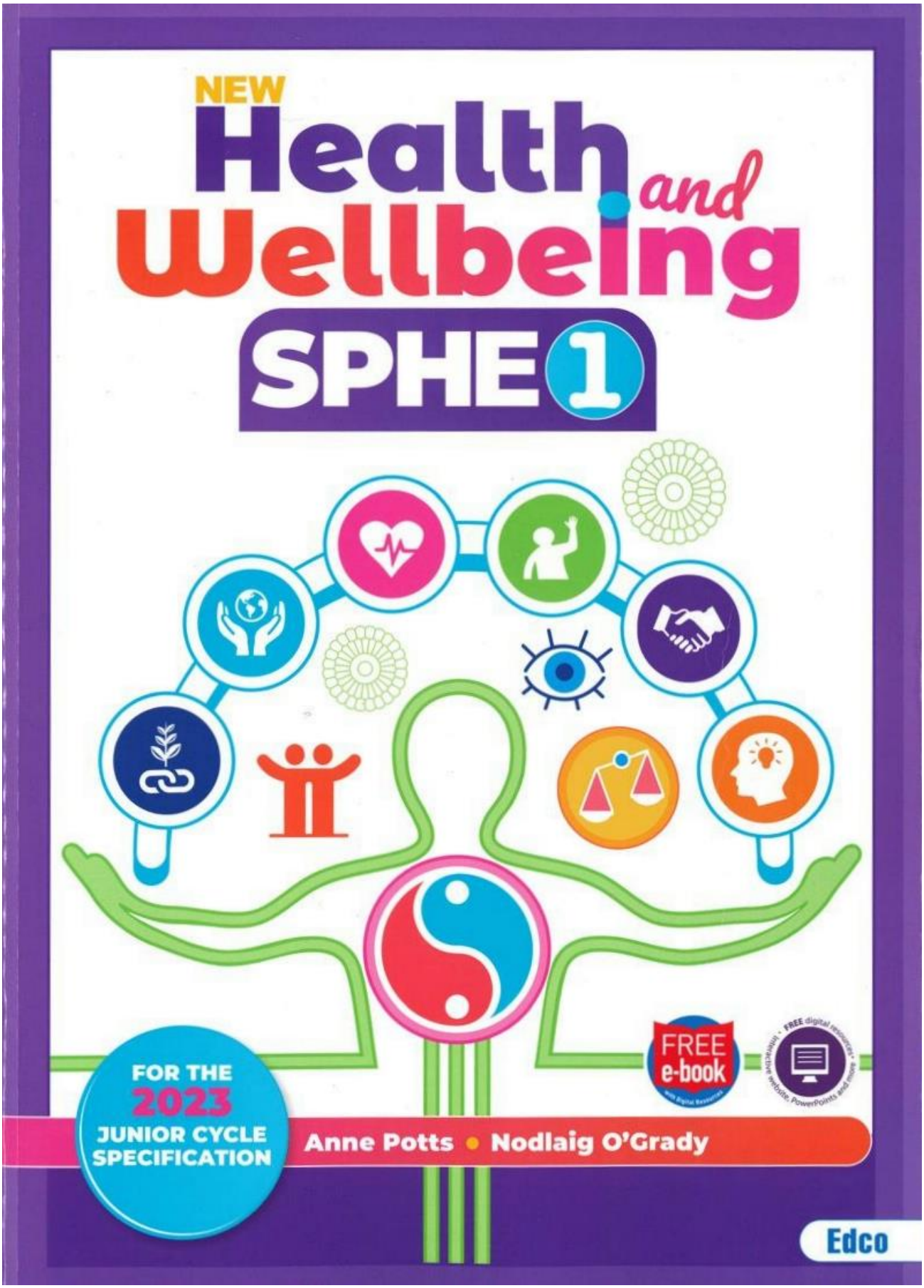
- In relation to **human sexuality** – What does it mean to say that we are all sexual beings? How is human sexuality expressed? How is our concept of 'sexuality' influenced by family, peers, media, religious beliefs?
- In relation to **sexual orientation** – What is the difference between gender identity and sexual orientation? Why is it important to respect different kinds of relationships? Do we live in a heteronormative society and if so, what's the impact of this? What steps can we take to create an inclusive environment in the classroom and outside of school?
- In relation to **gender identity** – How do gender expectations and stereotypes influence the way that people express their gender? Why is it important to respect the different ways that people can experience and express their gender identity? How do/can people demonstrate this respect?

Possible follow-on learning outcomes:

Discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments (LO 1.6)

Go to the 2023 SPHE Toolkit for teaching resources linked to LO 3.6

EDCO Health and Wellbeing SPHE1



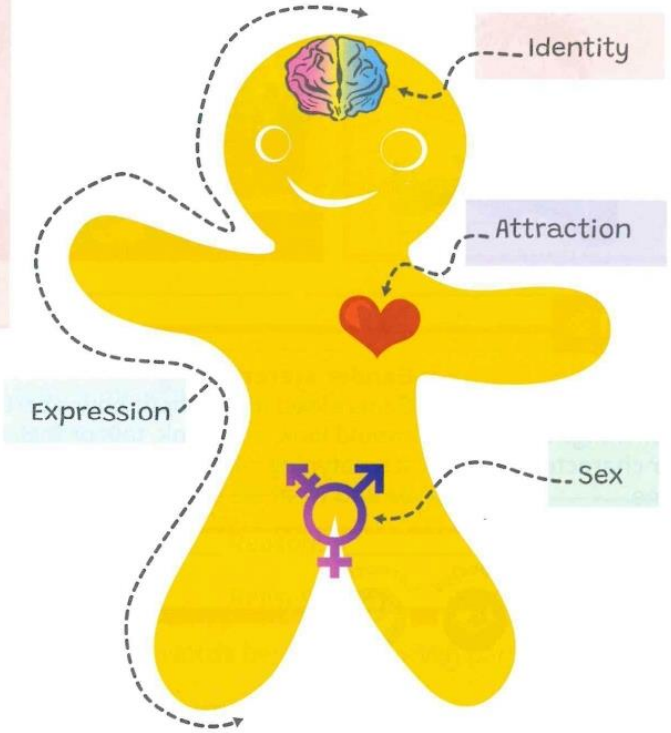
The Genderbread Person

To understand more fully what we mean by different aspects of our sexuality let's look at the **Genderbread Person**.

Sexuality is our understanding of what it means to be male or female and how we choose to show that in all aspects of our lives. Our sexuality is made up of four main elements: anatomical sex, gender identity, attraction and gender expression. These four elements of sexuality are represented on the **Genderbread Person** diagram on this page.

Gender Identity

Gender identity is about how you see and feel about yourself as male, female, both or neither, irrespective of the sex you were assigned at birth.



Attraction

Explores how you are drawn to other people romantically or sexually.

Expression

Sexual expression is how you choose to show your gender in everyday life, through your behaviour, the way you dress, your mannerisms, etc.

Anatomical Sex

A person's sex is generally assigned at birth based on the baby's anatomy or physical sex organs (genitalia). You have already explored the physical changes of adolescence in Strand 1. You will look at this in more detail in Unit 3.

Attraction and Sexual Orientation

PowerPoint

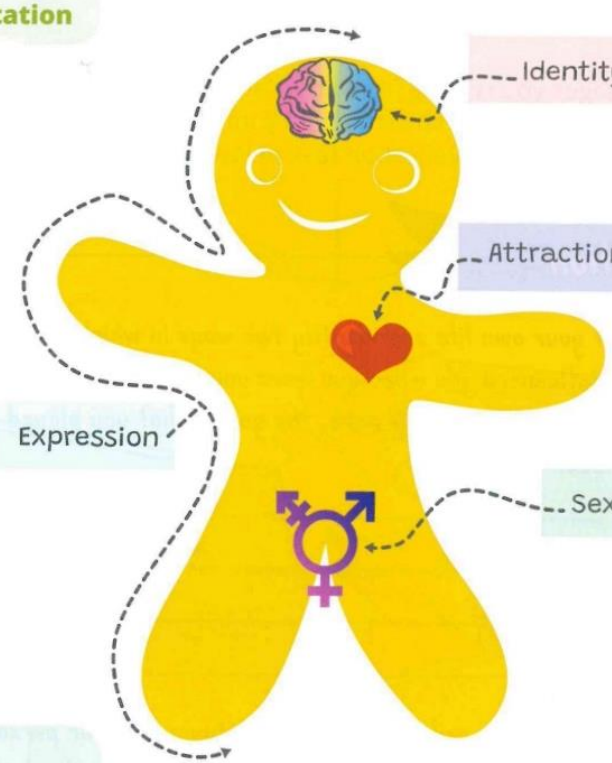
As you can see on the Genderbread Person, one element of sexuality is 'attraction'. Another term for sexual attraction is sexual orientation. Sexual orientation is a pattern of attraction towards men, women or both. There are many different terms to describe a person's sexual orientation. You may have heard of these words before but do you really know what they mean? The next activity will help you to better understand some of these. After your teacher has explained these terms to you, test your knowledge by doing the crossword in Activity 3.

A person who is attracted to someone whose gender is different from their own: **heterosexual**

A person who is attracted to people of the same gender and of different genders: **bisexual**

A person who is attracted to someone of the same gender: **gay**

An emotional, romantic or sexual attraction that a person feels towards another person: **sexual orientation**



A person who experiences little or no sexual attraction: **asexual**

Being happy with your sexual orientation and happy to tell others: **coming out**

A person who is attracted to people of all genders: **pansexual**

A woman who is attracted to other women: **gay** or **lesbian**

Our understanding of what it is to be male, female or other and how we show that in all aspects of our lives – how we dress, behave, who we are attracted to, how we feel, who we love, etc.: **sexuality**

Reflection

Complete the following statements:

1. *I understand that sexual orientation means* _____

2. *If, after these activities, a friend told me they were struggling with their sexual orientation I could help them by* _____

Tips

If you or a friend are struggling with issues around your sexuality see page 166 for a list of resources on where you can find help.

Activity 4

Aware · Respected · Resilient

Gender identity



Match the words – what do you know?

A person's sex is assigned at birth, based on their biological characteristics (genitalia). However, a person's gender identity is how someone identifies themselves based on how they feel – it is an internal feeling of being male, female, both or neither. Sometimes a person's gender identity matches their biological sex. Sometimes it does not. You know from the Genderbread Person on page 155 what we mean by Gender Identity. Here are some new words to further explain what we understand by gender identity. Read what they mean and then, with another student do the matching activity.

In this activity you will come to a greater understanding of another aspect of your sexuality – your gender identity.

PowerPoint

I am cisgender: My gender identity is the same as the sex I was assigned at birth.

I am transgender (trans): My gender identity is different from the one I was assigned when I was born. I wish to live as my preferred gender.

I am non-binary: I do not identify as being either male or female.



Gender identity: This is how I feel inside about my gender.

The following matching activity will help you to understand a little more. Write the correct term for each definition. When you are finished, your teacher will give you the correct answers.

Sex	Gender identity	Non-binary
Cisgender	Transgender	Transition

A person's sense of being male, female, both or neither. It may or may not match the sex they were assigned at birth.

A person whose gender identity matches the sex they were assigned at birth.

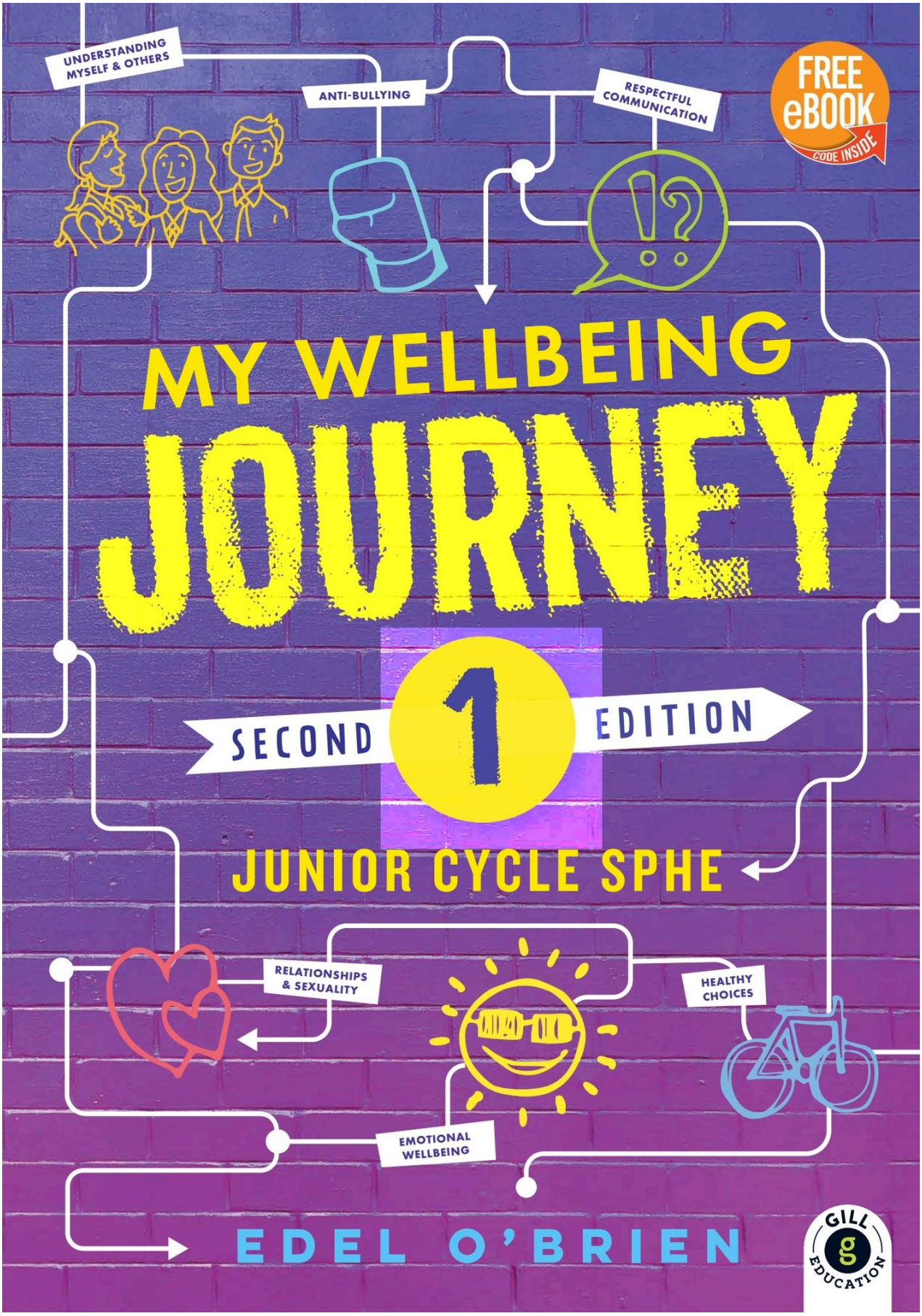
A person who feels that they are not solely male or female. They might feel that they are a mix of genders, of no gender or that their gender identity changes.

A person who feels that their gender identity is different from the sex they were assigned at birth and they decide to live as their preferred gender.

A person who has changed from the gender they were assigned at birth to another gender. This change could involve changing to their preferred name, through medical treatment or through legal means for example changing their birth certificate, passport, etc.

The biological and physical characteristics that define you (usually at birth) as male or female.

Gill My Wellbeing Journey 1 Junior Cycle SPHE



RSE Ground Rules – What is shared in class stays in class

GROUP ACTIVITY

RSE Ground Rules: Diamond 9

Scattered around the Diamond 9 are different ground rules that would make your RSE class safe and comfortable for everyone. In your small group, discuss each one and decide which rules you think are least important and most important in RSE class. You can add a ground rule your group thinks is important. Then write the ground rules into the Diamond 9.

- Use 'I' statements: 'I think', 'I feel', 'I believe'.
- You have the right to pass but not opt out completely.
- What is shared in class stays in class.
- Listen attentively to others.
- Be open and honest, but don't share other people's personal information.
- It's OK to disagree with others' opinions, but put-downs are not acceptable.
- Show respect for everyone.
- Be on time for class.
- Have all your materials.
- Don't put anyone on the spot.
- Don't make assumptions about others' life experiences, values or attitudes.
- Respect others' opinions, even though they may differ from your own.
- There is no such thing as a stupid question.
- Give everyone a chance to speak. Don't interrupt.
- Use respectful language.
- Be prepared to take part in activities and discussions.

Class Contract

CLASS ACTIVITY

Choose a reporter from your group to share your group's ground rules with the rest of the class. The whole class must now agree on a set of ground rules. Ensure each ground rule begins with an 'I' statement, e.g. 'I will listen when others are speaking.' When agreement has been reached on these ground rules, write them into the contract. Everyone must sign their own contract to show that they agree.

CLASS CONTRACT



CONTRACT

Signed: _____

MY WELLBEING JOURNEY 1

LESSON 20

Gender and Gender Identity

Learning Outcomes: 1.4, 1.5, 1.6, 1.7, 3.6

responsible connected aware

By the end of this lesson, you will:

- understand various terms related to gender identity
- understand how gender identity is experienced and expressed
- understand the difference between gender identity and sexual orientation
- recognise the importance of respecting all genders.

KEYWORDS

Gender
Sex assigned at birth
Gender expression
Sexual orientation
Pronouns

ADDITIONAL RESOURCES

www.belongto.org BeLonG To Youth Service is the national youth service for lesbian, gay, bisexual and transgender young people aged between 14 and 23. There are youth services located in most areas around the country.



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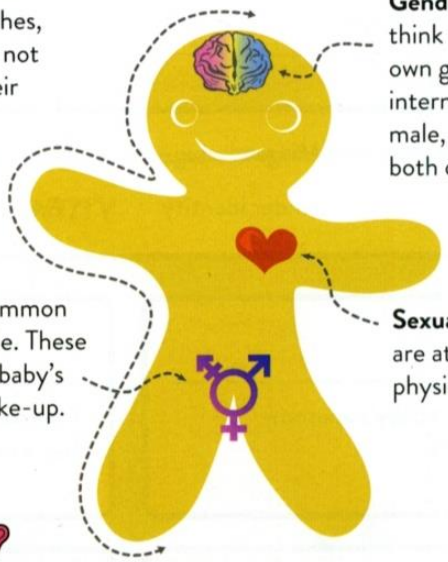
The Genderbread Person

You have probably heard the words gender, gender identity, sex, sexual orientation. These words can be confusing, even for adults. The Genderbread Person can help us to understand the different components of gender by explaining the terms 'gender identity', 'gender expression' and 'sex assigned at birth'. It also helps us to understand the difference between sexual orientation and gender identity.

THE GENDERBREAD PERSON

Gender expression: How we communicate our gender to the outside world, e.g. clothes, hairstyle, name. Gender expression does not always tell us how someone identifies their gender, and we should not assume how someone feels on the inside.



Gender identity: How we think and feel about our own gender. It's a deep, internal sense of being male, female, a mixture of both or none at all.

Sex: Assigned before or immediately after birth, sex is based on the baby's anatomy/external genitalia. The most common sexes assigned at birth are male or female. These generally – but not always – reflect the baby's internal hormonal and chromosomal make-up.

Sexual orientation: Who we are attracted to emotionally, physically and sexually.

CLASS ACTIVITY

Go to YouTube and search for 'Range of Gender Identities' (2:56) by AMAZE Org to learn more about gender identity. After watching the video, discuss the questions below with your classmates.

CLASS DISCUSSION

1 What is the main message you received from watching this clip?

2 Do you think society places expectations on males and females on how they should act, feel and behave?

3 Where do you think we learn these roles?

4 Do you think different cultures have different expectations for appropriate ways for males and females to behave?

5 How would these expectations affect how males and females behave in their daily lives?

6 Have you ever felt you were treated differently because of your sex assigned at birth?

7 How can we show respect for all genders?

Gender Identity Word and Pronouns

MY WELLBEING JOURNEY 1

INDIVIDUAL ACTIVITY

Gender Identity Words and Pronouns

Go to YouTube and search for 'Gender Identity and Pronouns – What Will You Teach The World?' (3:42) to learn more about the different ways that people identify. After watching the video, complete the activity below by matching the terms to their definitions.

Gender expression	Misgendering	Non-binary	Cisgender
Transgender	Gender identity	Pronouns	Sex assigned at birth

_____
This is based on a baby's anatomy/ external genitalia.

_____
A person whose gender matches the sex they were assigned at birth.

_____
When someone uses the wrong pronoun to describe someone else.

_____
Words we use to refer to someone instead of their name. They usually reflect the gender of the person being spoken about.

_____
How we show our gender to the world through clothing, hairstyles, etc.

_____
A person whose gender identity does not match their assigned sex at birth.

_____
A deep personal sense of one's own gender: male, female, both or neither.

_____
A person who feels they are not simply masculine or feminine, but a mix of genders.

GROUP ACTIVITY

Respecting Difference



Go to YouTube and search for 'What Is Transgender?' (1:14) by BeLonG To Youth Services. Watch the video, then search for 'Name and Pronoun' (1:23), also by BeLonG To Youth Services. Once you have watched both videos, use what you learned from today's lesson to create a guide to showing respect for all genders.

GUIDE FOR RESPECTING GENDER IDENTITY

REFLECTION ON MY LEARNING

Three things I learned in this lesson were:

1. _____
2. _____
3. _____

As a result of this lesson, I will

_____

_____

MY WELLBEING JOURNEY 1

Did You Know?

- On average, 6–10% of any group of young people may identify as LGBTQ+.

If 6% of people = LGBTQ+



IN A CLASS OF 30	IN A SCHOOL OF 300	IN A VILLAGE OF 3000	IN A CITY OF 300,000
1–2 are LGBTQ+	18 are LGBTQ+	180 are LGBTQ+	18,000 are LGBTQ+

Source: BeLonG To

- The average age for a young person to become aware of their sexual orientation and/or gender identity is 12.
- The average age for coming out is 16.
- The intervening years can be a lonely and isolating time.
- Sexual orientation is not a choice and cannot be changed.
- The Equality Status Act prohibits the harassment of individuals based on their sexual orientation.
- Same-sex marriage has been legal in Ireland since 2015.
- There are many support groups to help LGBTQ+ young people. Ask your teacher or search online if you would like more information.

AGE OF CONSENT

The legal age of consent in Ireland is 17. It is the same for all sexual orientations.

Stand Up Week

Every year across Ireland, Stand Up Awareness Week takes place. This week gives second-level schools, Youthreach and youth services the opportunity to celebrate and recognise the LGBTQ+ community. It also offers an opportunity to take steps to make spaces safe and supportive for LGBTQ+ young people. It is a time when we show solidarity with young people and others, to ensure they feel seen, heard and safe, and to ensure that everyone knows that biphobic, homophobic and transphobic bullying will not be tolerated.

Findings indicate that LGBTQ+ students were more likely to feel accepted by their peers and had an increased sense of belonging when such support exists.

The Pride Flag

We often see the LGBTQ+ flag flying in town, outside businesses and at people's homes. But what does it actually mean, and what do the colours represent?

Gilbert Baker (1951–2017) was an American artist, gay rights activist and designer of the **rainbow flag** (1978). Baker's flag became widely associated with LGBTQ+ rights and is a symbol of gay pride that can be seen everywhere in the decades since its debut.

Gilbert Baker's flag has a lot of meaning – each colour represents something different.



Red for life
Orange for healing
Yellow for sunlight
Green for nature
Blue for harmony
Purple for spirit

Showing Respect

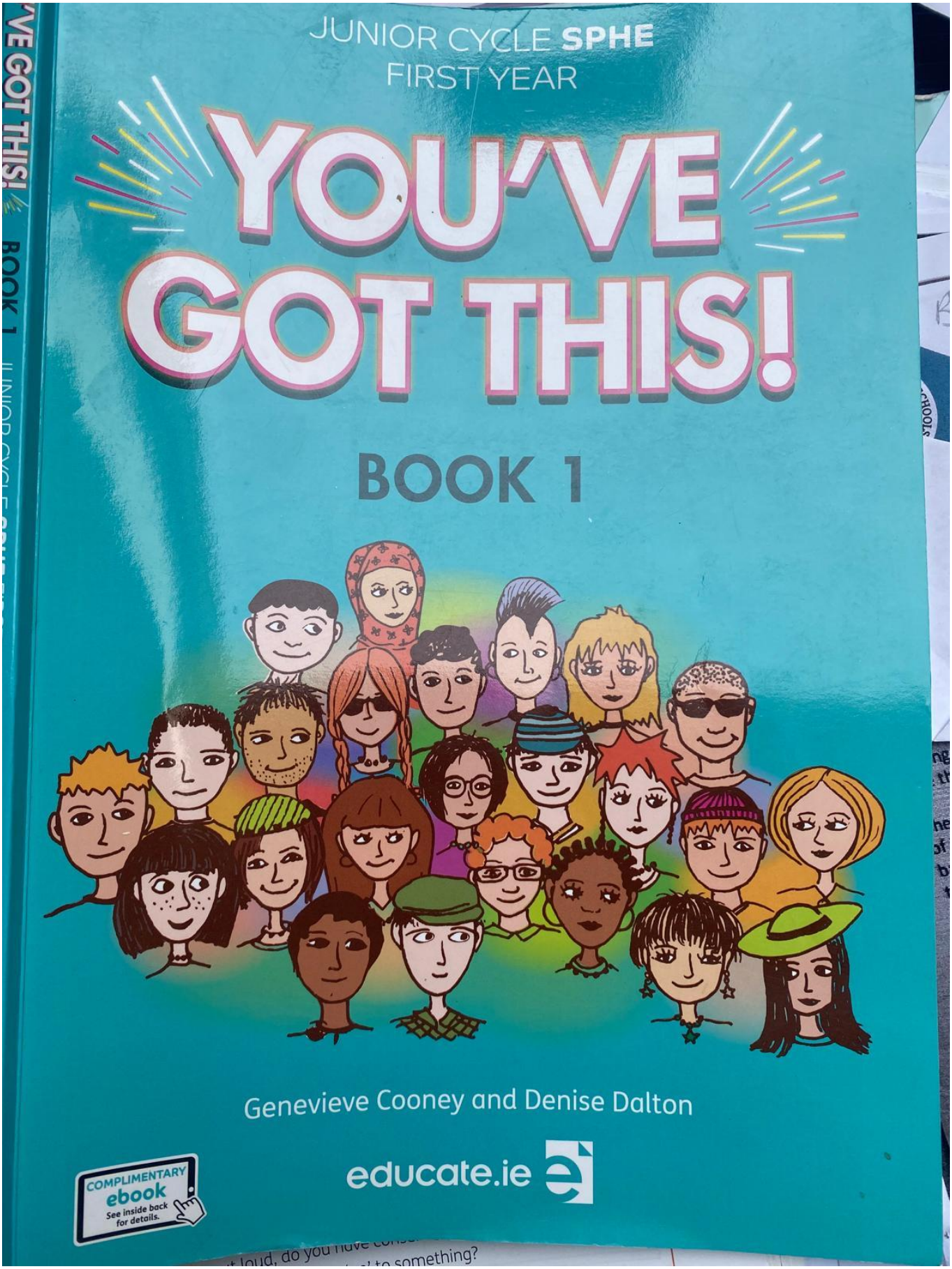
CLASS ACTIVITY

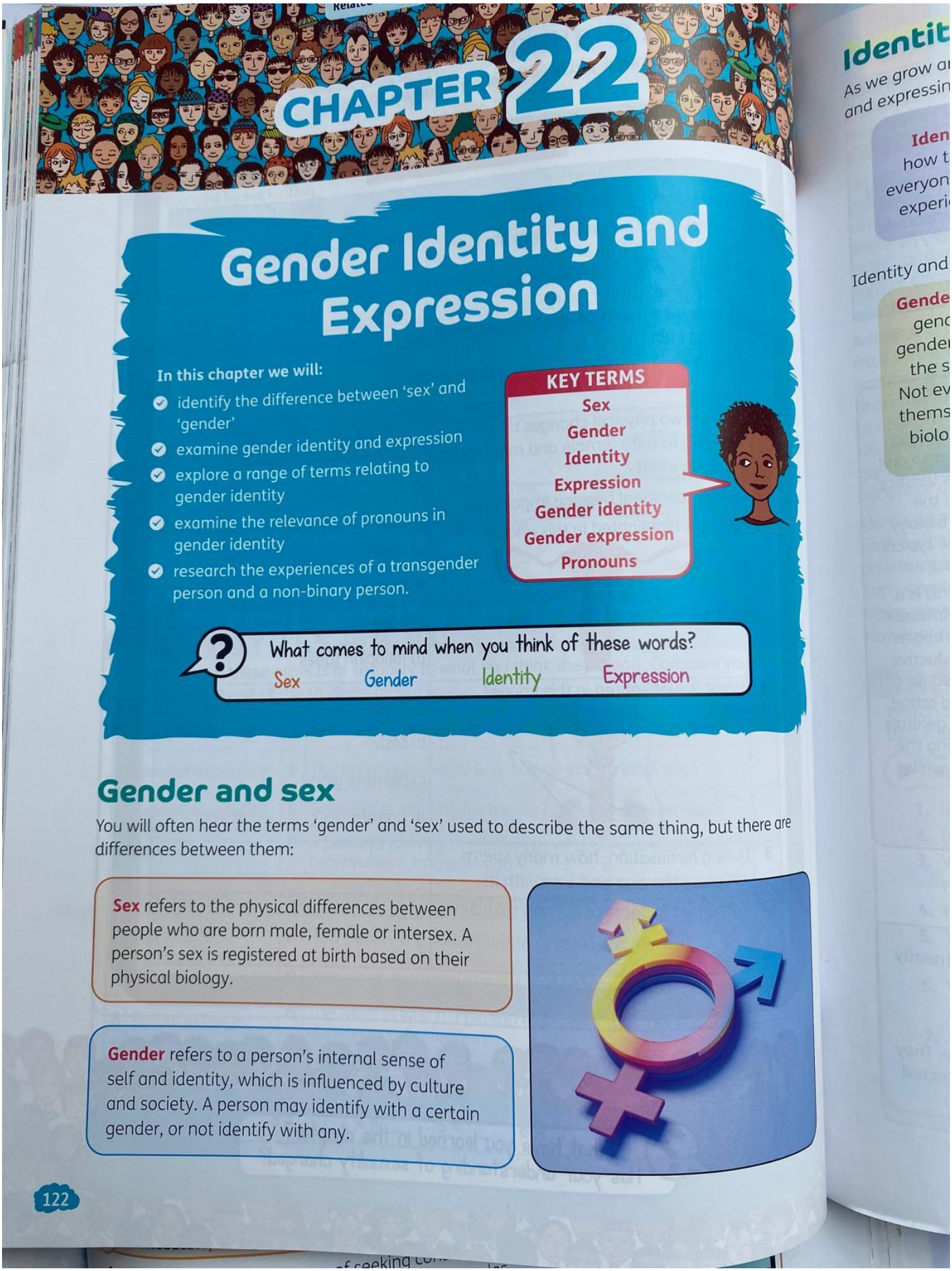
Go to YouTube and search for 'Shh! Silence Helps Homophobia - LGBT Youth Scotland'. Watch the first part of the video and press pause at 3:06. Discuss the questions below with your classmates.

1. What do you think the message 'Silence helps homophobia' means?
2. How do you think the boy in the video is feeling in each scene?
3. What do you think of what the bystander does in each scenario?
4. How can the language we use like 'That's so gay' be disrespectful?
5. How could the different people in the video stand up and show support for the young person?

Finish watching the video and discuss the following questions

6. How did you feel after watching the second half of the video? Has it made you think? In what way?
7. Why do you think people engage in homophobic bullying?
8. How can we all play a role in standing up to homophobic bullying and being an ally?


JUNIOR CYCLE SPHE
FIRST YEAR
YOU'VE GOT THIS!
BOOK 1
Genevieve Cooney and Denise Dalton
educate.ie
COMPLIMENTARY ebook
See inside back for details.


CHAPTER 22
Gender Identity and Expression
In this chapter we will:
identify the difference between 'sex' and 'gender'
examine gender identity and expression
explore a range of terms relating to gender identity
examine the relevance of pronouns in gender identity
research the experiences of a transgender person and a non-binary person.
KEY TERMS
Sex
Gender
Identity
Expression
Gender identity
Gender expression
Pronouns
What comes to mind when you think of these words?
Sex
Gender
Identity
Expression
Gender and sex
You will often hear the terms 'gender' and 'sex' used to describe the same thing, but there are differences between them:
Sex refers to the physical differences between people who are born male, female or intersex. A person's sex is registered at birth based on their physical biology.
Gender refers to a person's internal sense of self and identity, which is influenced by culture and society. A person may identify with a certain gender, or not identify with any.
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Identity and expression

As we grow and experience the world around us, we develop our own unique ways of identifying and expressing ourselves:

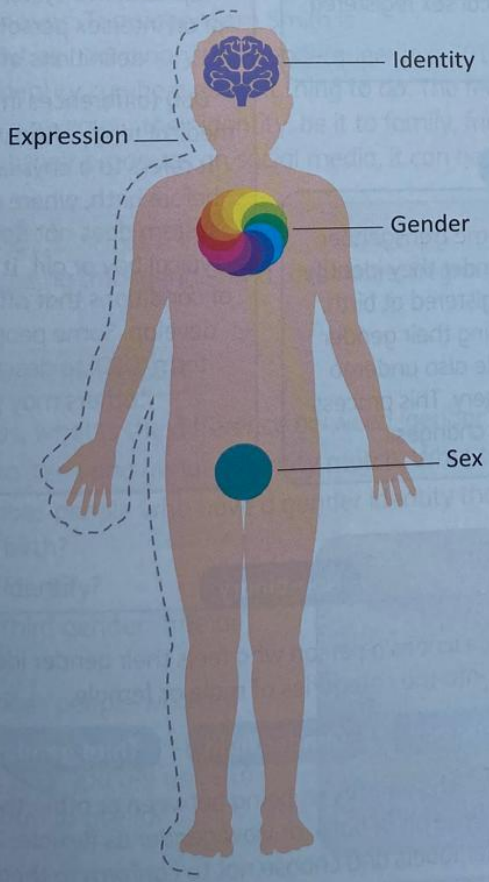
Identity refers to who a person is and how they see themselves. It is unique to everyone and includes likes and dislikes, past experiences and views on different topics.

Expression is how a person chooses to outwardly express themselves. It is a reflection of their identity and includes appearance (e.g. clothing and hairstyles) and behaviour.

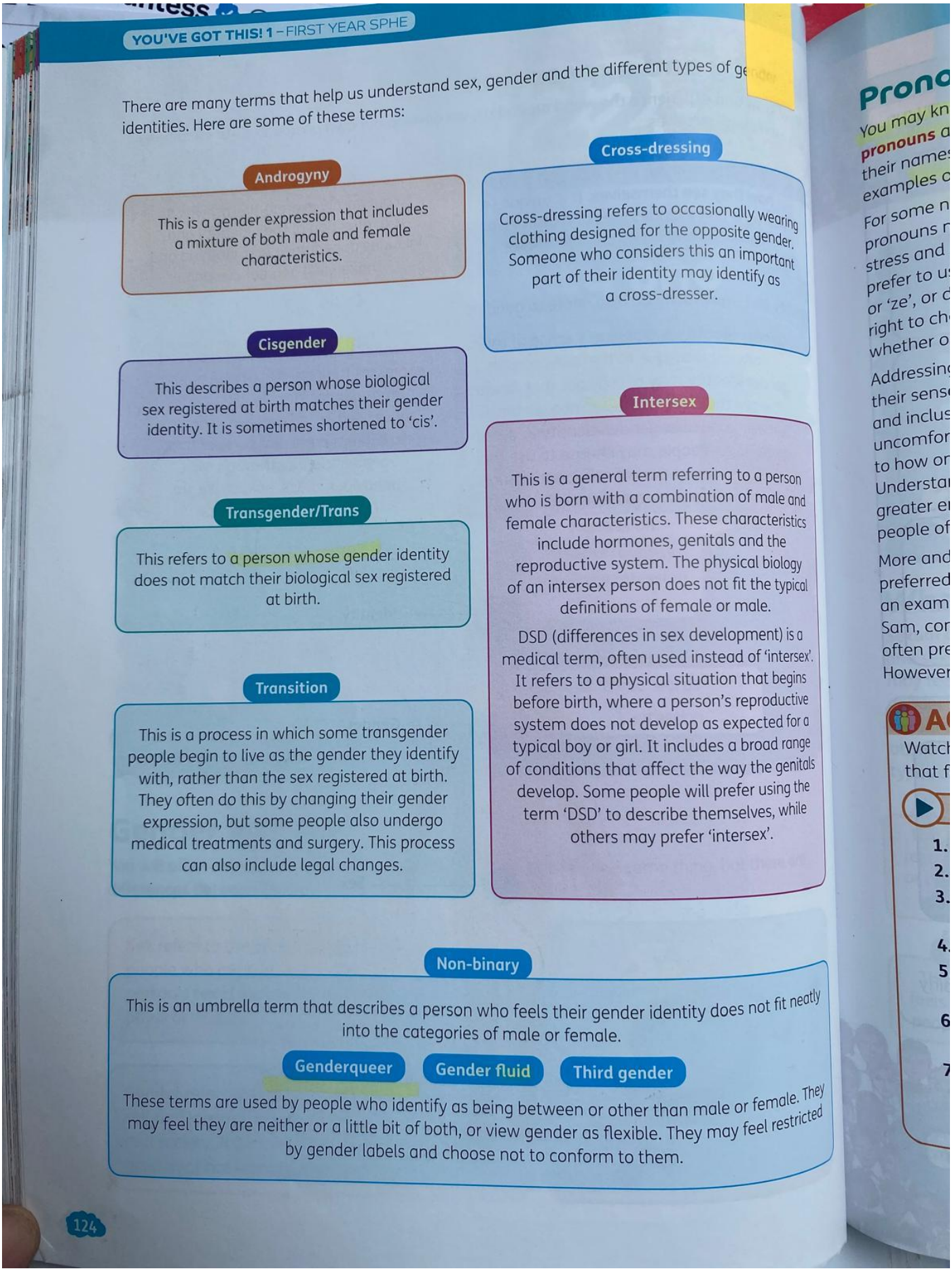
Identity and expression can also relate to gender:

Gender identity is a person's sense of their gender. It is unique to them. A person's gender identity may or may not match with the sex that was registered at their birth. Not everyone uses gender identity to define themselves. People may choose to use their biological sex as part of self-identification (biological male/female).

Gender expression is how a person expresses their gender. This is separate from gender identity, but can be influenced by it. People may choose to express particular parts of their gender identity through their behaviour, dress, hair, make-up, body language and voice.



Sex and Gender Terms



There are many terms that help us understand sex, gender and the different types of ge identities. Here are some of these terms:

Androgyny

This is a gender expression that includes a mixture of both male and female characteristics.

Cisgender

This describes a person whose biological sex registered at birth matches their gender identity. It is sometimes shortened to 'cis'.

Transgender/Trans

This refers to a person whose gender identity does not match their biological sex registered at birth.

Transition

This is a process in which some transgender people begin to live as the gender they identify with, rather than the sex registered at birth. They often do this by changing their gender expression, but some people also undergo medical treatments and surgery. This process can also include legal changes.

Cross-dressing

Cross-dressing refers to occasionally wearing clothing designed for the opposite gender. Someone who considers this an important part of their identity may identify as a cross-dresser.

Intersex

This is a general term referring to a person who is born with a combination of male and female characteristics. These characteristics include hormones, genitals and the reproductive system. The physical biology of an intersex person does not fit the typical definitions of female or male.

DSD (differences in sex development) is a medical term, often used instead of 'intersex'. It refers to a physical situation that begins before birth, where a person's reproductive system does not develop as expected for a typical boy or girl. It includes a broad range of conditions that affect the way the genitals develop. Some people will prefer using the term 'DSD' to describe themselves, while others may prefer 'intersex'.

Non-binary

This is an umbrella term that describes a person who feels their gender identity does not fit neatly into the categories of male or female.

Genderqueer **Gender fluid** **Third gender**

These terms are used by people who identify as being between or other than male or female. They may feel they are neither or a little bit of both, or view gender as flexible. They may feel restricted by gender labels and choose not to conform to them.

Pronouns

You may know from your grammar studies in English that **pronouns** are words used to refer to a person without using their names (e.g. I, you, them). 'He', 'him', 'she' and 'her' are examples of pronouns that refer to a person's gender.

For some non-binary and transgender people, these pronouns may not fit their gender identity and can cause stress and anxiety when used incorrectly. Many people prefer to use gender neutral pronouns such as 'they', 'them' or 'ze', or decide not to use pronouns at all. Everyone has the right to choose the pronouns that best describe them, and whether or not they want to share or express their pronouns.

Addressing people by their preferred pronouns can support their sense of identity and create a more respectful and inclusive environment. Some individuals may feel uncomfortable if their pronouns are not respected, similar to how one might feel if their name is not used correctly. Understanding the importance of pronouns can promote greater empathy and foster positive interactions among people of different gender identities.



Sam Smith

More and more celebrities are choosing to adopt their preferred 'they/them' pronouns. The singer Sam Smith is an example. They came out as non-binary and genderqueer in a 2019 interview. According to Sam, coming out as any identity can be a difficult thing to do. The fear of judgement or backlash often prevents people from revealing their identity, be it to family, friends or even on social media. However, when people put their pronouns on social media, it can help support others.

ACTIVITY 22.1 – WATCH

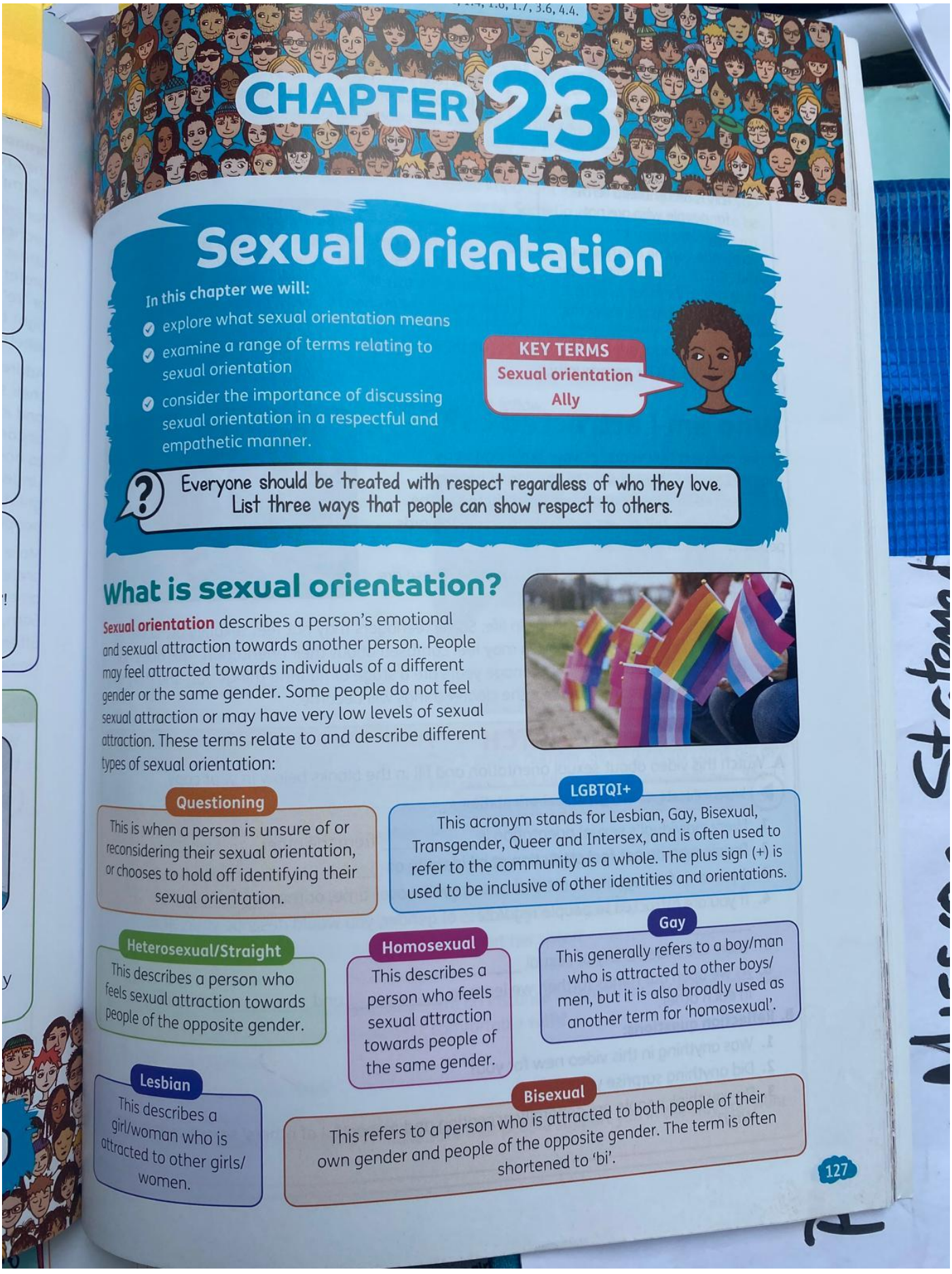
Watch this video about being transgender and take notes. In groups, answer the questions that follow.

www.educateplus.ie/go/transgender

1. In your own words, what is the difference between 'gender' and 'sex'?
2. In the video, Kayla's sex and gender identity match. What term describes her?
3. What term describes people who have a gender identity that doesn't match their registered sex at birth?
4. How does Adam identify?
5. Transgender is a third gender. True or false?
6. What term describes people who are genderless?
7. What should you do if you are uncertain about what pronoun to use for someone?



Sexual Orientation



CHAPTER 23

Sexual Orientation

In this chapter we will:

- explore what sexual orientation means
- examine a range of terms relating to sexual orientation
- consider the importance of discussing sexual orientation in a respectful and empathetic manner.

KEY TERMS
Sexual orientation
Ally

Everyone should be treated with respect regardless of who they love. List three ways that people can show respect to others.

What is sexual orientation?

Sexual orientation describes a person's emotional and sexual attraction towards another person. People may feel attracted towards individuals of a different gender or the same gender. Some people do not feel sexual attraction or may have very low levels of sexual attraction. These terms relate to and describe different types of sexual orientation:

Questioning
This is when a person is unsure of or reconsidering their sexual orientation, or chooses to hold off identifying their sexual orientation.

LGBTQI+
This acronym stands for Lesbian, Gay, Bisexual, Transgender, Queer and Intersex, and is often used to refer to the community as a whole. The plus sign (+) is used to be inclusive of other identities and orientations.

Heterosexual/Straight
This describes a person who feels sexual attraction towards people of the opposite gender.

Homosexual
This describes a person who feels sexual attraction towards people of the same gender.

Gay
This generally refers to a boy/man who is attracted to other boys/men, but it is also broadly used as another term for 'homosexual'.

Lesbian
This describes a girl/woman who is attracted to other girls/women.

Bisexual
This refers to a person who is attracted to both people of their own gender and people of the opposite gender. The term is often shortened to 'bi'.

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ACTIVITY 22.2 – READ

The posts below appear on an X support group for teenagers. In groups, imagine that y
the support group's page and reply to the posts.



Alina ✓
@alina123

I can't get my head around what Max is thinking. He keeps asking to borrow my handbag and shoes all the time. He says it's for his younger sister, but I'm not sure. She could get her own? I don't care if it's really for him but I'm not sure how to discuss this with him.

4:23 PM – 11 January 2023
10k 8k 10k



Katy ✓
@katya.p

No one gets me. It's like I'm trapped in this stupid body with stupid breasts. It's not the real me! What's actually wrong with me? Why am I like this?

5:30 PM – 25 February 2023
18k 11k 11k



Sam ✓
@sam_00

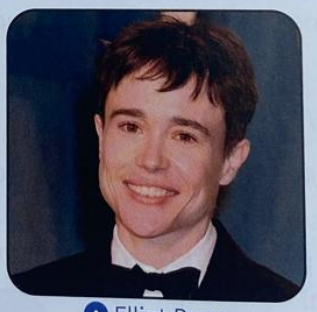
My friend thinks she's 'non-binary' now. So she's not 'he' or 'she' – what do I call her then? 'It'?!

8:15 PM – 12 March 2023
11k 8k 10k

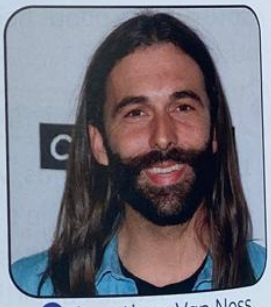
ACTIVITY 22.3 – CREATE

Research a famous transgender person (e.g. Elliot Page) or a famous non-binary person (e.g. Jonathan Van Ness) to find information about:

- their life experiences
- who supported them and their gender identity
- any difficulties they faced as a result of their gender identity.



Elliot Page



Jonathan Van Ness

Create a presentation based on your research and present it to the class. As part of the presentation, give advice for how people can show support to someone who is treated unfairly for the way they express themselves.

? Name one thing that a person can do to respect someone's gender identity.

Non-Binary Identities / Who am I attracted to?

Pansexual/Fluid

This refers to a person who is attracted to people regardless of their sex or gender identity.

Asexual

This refers to a person who is not sexually attrac other people or has little or no desire for sexual a Asexual people sometimes do experience romantic attraction (an emotional attraction to someone that doesn't include sexual feelings).

Queer

This is an umbrella term for people who are not heterosexual or are not cisgender. Some members of the LGBTQI+ community prefer that this word is not used as it can be viewed as disrespectful.

Coming out

This term describes a person openly sharing their sexual orientation with others. Members of the LGBTQI+ community usually use this phrase when they first reveal their sexual orientation to family, friends or the wider public.

Regardless of sexual orientation, anyone can be ally. An **ally** is someone who supports and is a friend of the LGBTQI+ community.

Who am I attracted to?



During the next few years, as your brain and body matures, you will likely begin to consider who you are attracted to. Many people will be attracted to the opposite gender, but others will feel attraction towards people of the same gender.

Some people may not feel attracted to anyone. These are all perfectly normal types of attraction.

Everyone develops at different stages in life. Some teenagers may not feel sexually attracted to anyone during their teen years. Others may feel confused about their orientation. This does not mean that anything is wrong. Your teenage years are a stage of figuring things out, and the more you mature and learn about yourself, the clearer things will become.

ACTIVITY 23.1 – WATCH

A. Watch this video about sexual orientation and fill in the blanks below in your copy.

www.educateplus.ie/go/sexual-orientation

1. Every individual's sexual orientation is _____ from the other.
2. People who do not feel attraction at all identify as _____.
3. A person's feelings about attraction can evolve over time, or may _____.
4. If you are attracted to people regardless of gender, you would describe yourself as _____.
5. There is a wide variety of sexual _____.
6. As we open our minds further, we learn to _____ and _____ the differences in each other.

B. Reflection questions:

1. Was anything in this video new for you?
2. Did anything surprise you?
3. Do you think people are generally accepting and respectful of others' sexual orientations? Why?

The Golden Rule versus the Platinum Rule

The **Golden Rule** is to do unto others as you would have them do unto you.

The **Platinum Rule** is to do unto others as they would want done unto them.

You may have heard of the Golden Rule before. It is the important idea of treating others as you would like to be treated. However, it may not always apply. Sometimes, the way you want to be treated is not necessarily how someone else would like to be treated. In this case, the Platinum Rule should be used instead: treat others as **they** would like to be treated.

The Platinum Rule recognises that we are all different and takes into account our personal perspectives. Using the Platinum Rule shows respect, understanding and kindness, and helps everyone to feel comfortable about expressing their identity and orientation.

ACTIVITY 23.2 – READ

A. Read this case study and answer the questions that follow.

Case study

Ella has recently turned 13 and has started to develop romantic feelings for a girl on her football team. She is nervous as she finds these feelings very confusing. She needs to talk to someone about it so she builds up the courage to talk to her sister, Mary, who she is very close with. She knows that Mary is very open and wouldn't judge her. When Ella shares her feelings with her, Mary is very proud of her for opening up.



Mary starts contacting local LGBTQI+ supports in the area and texting Ella links to support groups. Mary also asks a friend for their brother's phone number, as he recently came out as gay. Mary believes that this is exactly what Ella needs, but Ella is feeling overwhelmed. She doesn't want all these contacts as she isn't fully sure if she's gay. She is also frustrated that Mary has shared this sensitive information with her friend.

1. Do you think Mary is following the Golden Rule or the Platinum Rule? Why?
2. How do you think Ella feels after opening up to Mary?
3. How could Ella communicate her thoughts to Mary in a respectful way?
4. What could Mary have done instead to support her sister?

B. Think about your own experiences. Was there an instance when a friend or family member tried to support you in a way you weren't comfortable with?

1. What happened?
2. How did it make you feel?
3. How did you respond?

C. **Reflection question:** How can you make sure that people support you in the way you want to be supported?

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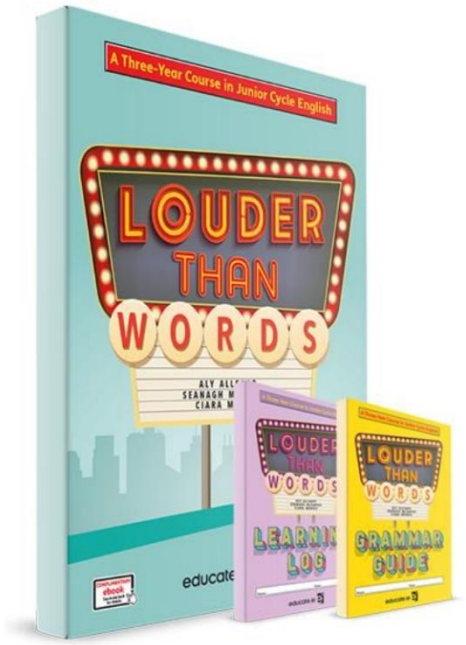

Louder Than Words - Junior Cycle English - 3 Year Textbook, Learning Log & Grammar Guide

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- Each unit opens with a selection of **stimulus material** – including quotes, images, key words, statistics and facts – to engage students in productive conversation about the theme and promote oral communication skills
- Clearly identifiable **Get to grips with** ... feature integrates genre and introduces devices

UNIT 3 Sense and Sustainability

SUSTAINABILITY

> The greatest threat to our planet is the belief that someone else will save it.
>
> *Robert Swan*

Human activity, such as deforestation and burning fossil fuels, contributes to global warming. Sea levels are rising and natural disasters are increasingly common. Our planet is at great risk if we do not fight climate change. Sustainability means conserving natural resources. We must use our good sense now to ensure Earth is a safe place for everyone and to show consideration for future generations.

FUTURE

ENVIRONMENT

Using the prompts, discuss with your partner what the phrase 'safe space' means to you.

COMMUNITY

CRISIS



EARTH

CLIMATE CHANGE

LEARNING INTENTIONS

In this unit, you will

- read a variety of literary and non-literary texts
- write formal and informal emails
- create visual texts
- learn about the use of stagecraft in drama
- write a short play
- write a speech
- learn about theme and metaphor in poetry.

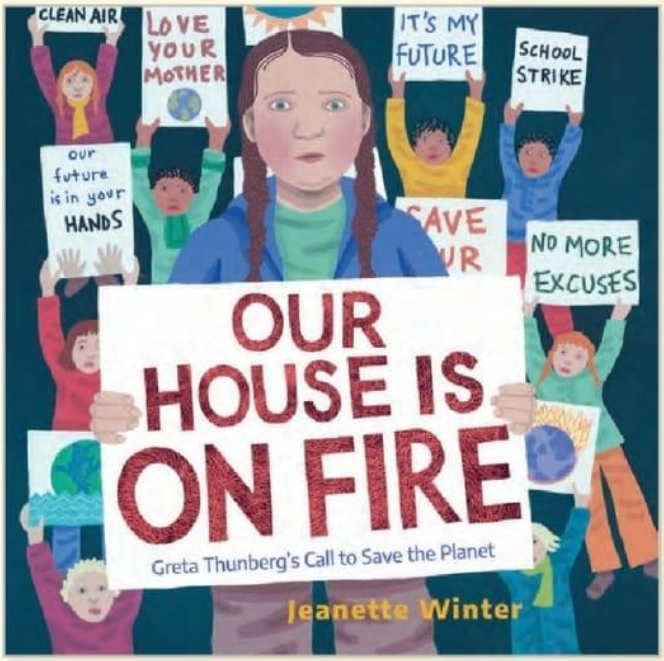
MASTER THE LANGUAGE

Describe what you see on the book cover on page 54 by completing the following sentences:

1. My attention was drawn towards ...
2. The illustration is ...
3. The colours are ...
4. This image shows ...
5. The text in this image tells me ...
6. I think the message of this image is ...

Here are two book covers containing different styles of images. Examine each one closely.

Book cover 1



Our attention is drawn to the **central image** of a girl whom we recognise as Greta Thunberg, with her signature plaited braids.

The image contains **text** or writing which tells us more about the book itself. Greta is holding a sign that reads 'Our House is on Fire'. In this way, the title of the book has been cleverly incorporated into the image.

The subtitle reads 'Greta Thunberg's Call to Save the Planet'. This makes the subject of the book clear. We learn more about the theme of the book as we read the text on the signs including: 'Our future is in your hands' and 'School strike'.

This is an **illustration** designed to appeal to the young people whose future is at stake if the climate crisis is not addressed. While the message is very serious, it is presented in an inviting manner.

The illustrated image contains a variety of bright **colours** as seen in the clothing worn by the people holding signs, the title, subtitle and author's name. The use of colour is appealing and draws our attention.

Louder than Words

A BETTER WORLD
– WHICH KIND OF ACTIVIST ARE YOU?

No one can do everything.
But everyone can do something.

As part of a growing movement of people across the world who want to end extreme poverty and tackle climate chaos all kinds of activists are needed. But which kind of activist for a better world might you be?



THE
CITIZEN

Describes a vision of the good society, is trusted by others, able and willing to defend the movement against criticism from those in power and supports a non-violent approach.

You are: *Grounded, diplomatic, articulate, business casual optional*



THE
REBEL

Draws attention to issues on society's agenda, represents society's moral vanguard in the gap between what is and what should be, and leads in the 'take off' phase of a social movement when 'trigger events' gains mass attention for the movement.

You are: *Courageous, risk taker, brave, probably has a Ché Guevara t-shirt*



THE
Social Change Agent

Nurtures agreement in the community, continuously learns through dialogue, promotes alternatives and educates, convinces and involves majority of ordinary citizens and whole society in change.

You are: *Charismatic, strategic, good communicator, has a tie for each occasion*



THE
REFORMER

Promotes major reforms in negotiations with 'the system' to get movement goals, values, alternatives adopted into official laws, policies and conventional wisdom through lobbying, lawsuits, referenda, official rallies, corporations, local authorities, candidates etc.

You are: *Headstrong, resourceful, with multiple suits*

BECOMING ACTIVE

Inform Yourself

Read up on global issues, visit:
- The World's Best News | www.dochas.ie/WBN
- The Guardian | www.theguardian.com/global-development
- Inside Out: stories from a Developing World series on The Irish Times | www.irishtimes.com/life-and-style/people/inside-out

Find out about the global goals for sustainable development
- Visit www.globalgoals.org

Find out what you can do in response to humanitarian crises.
- Visit www.howyoucanhelp.ie

Ask 'who made my clothes'?

Every time you purchase something you make a choice about the kind of world you are endorsing. As a consumer, you can choose to support businesses that are local, organic or fair trade – or you can support businesses that exploit people and the planet. You make that choice on a daily basis.

In your community

Tell others. Engage your friends, family and colleagues in discussions around global development issues related to poverty and inequality. Come to the many public events organised around Ireland.

Volunteer

It's been proven to make people happier and more confident, as well as learning many new skills and perspectives. And it does not have to take up all your time: volunteer locally or volunteer online.

Visit:
- www.volunteeringoptions.org



Connecting communities

- Get **involved** in campaigns.
- Help **tackle** the causes of poverty and vulnerability.
- **Join** those who are campaigning for a fairer world.
- Be **generous**.
- Stop and **listen** for the answer when you ask a friend how they're doing.

By being generous you will feel better about yourself and your ability to make the world a better place.



2015 is the European Year for Development and marks the launch of the Global Goals for Sustainable Development – a series of ambitious targets to end extreme poverty, fight inequality & injustice and tackle climate change for everyone.

THE TIME FOR ACTIVATING YOUR INNER ACTIVIST IS NOW.

Produced by developmenteducation.ie and Dóchas as part of the European Year for Development

DevelopmentEducation.ie Dóchas 2015 European year for development

Find out more: www.dochas.ie/EYD | @Eyd_Irl www.developmenteducation.ie | @devedIreland

Sources: Everyday Activism: such is the place where real change begins (2015) by Concern Worldwide; Climate Justice Activist Toolkit (2014) by Trócaire; Want to make a difference in the world, but you're just not sure how? Here's what you can do (2015) Dóchas blog post; Four Roles of Activists in Doing Democracy: The MAP Model for Organizing Social Movement (2001) by Bill Moyer.

The use of a **question** helps to engage the reader's interest and make them think.

Notice how the use of **colour** helps to emphasise the message. The colour orange in particular is appealing and stands out.

The **images** of people that accompany each type of activist as well as the communities at the end are diverse.

Notice how the information is organised into different **headings**, which makes it easier to read.

Louder than Words

LGBTQ+ Pride

What does it symbolise?

The rainbow flag is a symbol of pride, equality and freedom for the lesbian, gay, bisexual, transgender and queer (LGBTQ+) community.

The flag was designed in 1978 by Gilbert Baker. A rainbow itself is a beautiful display of nature, and the colours in the rainbow flag celebrate and symbolise diversity in the LGBTQ+ community. Baker chose the colours to represent the following:

Colour	Symbolic Meaning
Red	Life
Orange	Healing
Yellow	Sunlight
Green	Nature
Blue	Art
Purple	Harmony



Transgender Pride

What does it symbolise?

The transgender pride flag celebrates gender identity. A person's gender does not always correspond to the sex they were assigned at birth. The Transgender Equality Network Ireland (TENI) envisions 'a world where all people, regardless of gender identity or expression, enjoy full acceptance, equality and human rights'. Like the LGBTQ+ pride flag, each colour in the transgender pride flag has symbolic meaning.



Colour	Symbolic Meaning
Light blue	Traditional colour associated with baby boys
Light pink	Traditional colour associated with baby girls
White	Represents those who are transitioning or are non-binary

Flag of the Rights of Persons with Disabilities

What does it symbolise?

The flag symbolises the importance of inclusion, independence and equality for people with disabilities. The three stripes represent the three types of disability:

- Physical
- Intellectual
- Sensory

Inspired by the Paralympic Games, the colours in the flag represent the medals that can be won there.



Black Lives Matter

What does it symbolise?

This symbol represents the fight for racial equality. A raised fist has long been recognised as a symbol of solidarity and has come to represent the Black Lives Matter movement.

Black Lives Matter aims to:

- oppose violence against Black people
- create space for Black imagination, innovation and joy
- improve the lives of Black people



Gender Equality

What does it symbolise?

The gender equality movement, also known as the women's rights or feminist movement, seeks rights and opportunities for women that are equal to those held by men. Among other things, the gender equality movement campaigns for equal pay and increased personal safety for women in public spaces. The symbol shows a raised fist inside the symbol for 'woman'.



UNIT 10

Individuals and Identities

BELONGING

UNDERSTANDING

> To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.
>
> *Ralph Waldo Emerson*

Identity is who we are, how we understand ourselves and how others see us. Identity is what makes us an individual, but it can also be found in people who share our values and experiences. When we think of identity, we usually think about names and appearances, but there are other things that make up our identity, such as our age, gender, sexuality, race and interests.

IDENTITY

UNIQUE



ACCEPTANCE

PRIDE

GROWTH

Using the prompts, discuss with your partner what the phrase 'individuals and identities' means to you.

PERSONALITY

SELF

INDIVIDUALITY

LEARNING INTENTIONS

In this unit, you will:

- read a variety of literary and non-literary texts
- learn how personification is used in poetry
- identify key moments in fiction
- plan a documentary
- write a set of guidelines
- practise exam-style questions.



That's Not My Name

by Ola Majekodunmi

In the following *Irish Times* article, journalist and film maker Ola Majekodunmi discusses the importance of acknowledging a person's identity by learning to pronounce their name correctly. She highlights the impact continuous mispronunciation can have on a person and explains why all names deserve to be acknowledged with respect.



Have you answered a phonecall today? Perhaps you had a package delivered to your home or made an appointment where you were asked for your name.

Many people may not really think about their name; how it sounds, what it means, what others hear when we say it. But for others, it can be a frequent **preoccupation**, because of how it is mispronounced or how it is not given the same regard as other, more common names. Why is there sometimes a **reluctance** to get people's names exactly right in terms of pronunciation and spelling? Why are certain names given more attention than others, and how important are our names and their meanings?

I have a Nigerian–**Yoruba** name. I was given the name Olufemi Wuraola Majekodunmi by parents and grandparents, meaning God loves me, Precious of wealth, Don't let it hurt me: quite a striking sentiment. I love the meaning above all. Nigerian names in general tend to carry meaningful and religious connotations. However, like many Nigerians in diaspora, my name is often mispronounced.

Literary text

How to Come Out as Gay

by Dean Atta

The following poem by Dean Atta appears in the anthology *Proud*, a collection of short stories, poetry and art compiled by Juno Dawson. The poem's title brings to mind 'self-help' advice for those in search of guidance on coming to terms with their sexuality.

CHAT IT OUT

Based on the title, do you expect the tone of this poem to be serious or light-hearted? Explain your answer.

Don't
Don't come out unless you want to

Don't come out for anyone else's sake
Don't come out because you think society expects you to

Come out for yourself
Come out to yourself

Shout, sing it
Softly stutter

Correct those who say they knew before you did
That's not how sexuality works, it's yours to define



Being effeminate doesn't make you gay
being sensitive doesn't make you gay

Being gay makes you gay
Be a bit gay, be very gay

Be the glitter that shows up in unexpected places
Be *Typing* ... on WhatsApp but leave them waiting

Throw a party for yourself
but don't invite anyone else

Invite everyone to your party
but show up late or not at all

If you're unhappy in the closet but afraid of what's outside
leave the door ajar and call out

If you're happy in the closet for the time being
play dress-up until you find the right outfit

Literary text

Pronoun

by Evan Placey

Gender identity is a term used to describe whether a person identifies as a woman, man or neither gender. A cisgender (cis) person identifies with the gender assigned to them at birth. A transgender (trans) person does not identify with the gender assigned to them at birth.

The central character of the play *Pronoun* by Evan Placey is Dean, a young transgender man navigating his way through school life. In the following extract, the Senior Management Team at his school are attempting to accommodate his transition.

Scene Five

Some actors enter the stage. Put on suit jackets or ties or something smart. This is the school's SENIOR MANAGEMENT TEAM. *Divide the lines amongst actors as desired.*

SMT. We the school
We the SMT of the school
must tell you
want to tell you
that we one hundred percent support you
one hundred percent of the way.



We the SMT
need to stress
want to stress
that we are a very tolerant school
meaning we will show no **tolerance**
for those who are not tolerant
meaning we're tolerant of everyone
except those who aren't tolerant.
Meaning we the SMT
and you
we're all going to go through this together.
It's a first for all of us.
We're all **transitioning** together.
Well not **literally**.
Not literally, no, we won't actually
my wife wouldn't ...

TENI LIFE HACKS

Transgender Equality Network Ireland

#4 Non-Binary

TENI life hacks are designed to provide information that we hope will make your life a little bit easier. Everyone is different and there are many diverse experiences in the trans community. Our life hacks should be considered as guidance only.

Non-Binary

Non-binary is an umbrella term for gender identities that fall outside the gender binary of male or female. This includes individuals whose gender identity is neither exclusively male nor female, a combination of male and female or between or beyond genders. Similar to the usage of transgender, people under the non-binary umbrella may describe themselves using one or more of a wide variety of terms. Many agender or genderless people do not identify as non-binary or binary as both terms suggest gender being present.

Non-Binary Identities

Some terms which non-binary people identify with are genderfluid, bigender, gender neutral, androgyne, demigender or simply just non-binary or genderqueer. It is important for you to do your own research to see what terms you identify with the most and what each of these terms mean.

Presentation

Non-binary people express their gender in many different ways. Some non-binary people strive for an androgynous or gender neutral presentation, they may seek to be read as neither male nor female. Other non-binary people may present in a stereotypically masculine or feminine way. It is important to remember that regardless of how you present, your non-binary identity is valid.

Pronouns

Pronouns are words used to refer to someone or something. For example, 'Cookie Monster went to the funfair, **they** had a great time'.

Gender specific pronouns are 'he' and 'she' which are usually used for men and women respectively. Many non-binary people do not identify with these pronouns and choose to opt for more gender neutral pronouns like they or no pronouns at all. Many non-binary people choose to use gender-specific pronouns as these are not exclusively for binary people.

Pronoun	Nominative	Oblique	Possessive	Possessive determiner	Reflexive pronoun
He	He is nice	I like him	His hair	That is his	He likes himself
She	She is nice	I like her	Her hair	That is hers	She likes herself
Singular they	They are nice	I like them	Their hair	That is theirs	They like themself
Name	[Name] is nice	I like [Name]	[Name]'s hair	That is [Name]'s	[Name] likes [Name]'s self

There are many pronouns to choose from and it's important to choose ones that you are most comfortable with. You may choose pronouns on how they make you feel, their practicality, on how popular they are/they're not. What's important is that you choose your own pronouns.

THINK ABOUT IT

Keep it cool

1. What are TENI Life Hacks designed to do?
2. What term is used for gender identities that fall outside the binary of male or female?
3. Why is it important to research non-binary terms, according to the information here?
4. Who are the Hijra people?
5. What does AMAB stand for?
6. List five ways of showing support to non-binary people.

Turn up the heat

7. Suggest one reason why it is important for a person to choose their own pronouns.
8. When a person is misgendered, how do you think they might feel?
9. **(a)** Do you think that the clothes people wear can help them to express their identity and personality? Give examples.
   (b) What else can people do to express their individuality?
10. 'Not everyone's gender matches society's norms.' What do you think this statement means?
11. 'The full possibilities of gender exist as a whole range of colour.' Do you think it is a positive thing to imagine gender as a range of bright and beautiful colours? Explain your answer.

Fire ahead

12. Choose a text you have studied that encourages people to respect the experiences of others.
    (a) How does the text encourage respect for others?
    (b) What did you learn from this text?

Go to page 150 of your Learning Log to practise more exam-style questions.

Be Kind and Inclusive

MASTER THE LANGUAGE

1. What are pronouns?
2. Write three sentences using the following gender neutral pronouns to refer to a single person.
   - They
   - Their
   - Them

GET CREATIVE

1. **(a)** Write a **speech** to be delivered at a school assembly. In your speech, you should:
   - encourage students to show support by using people's preferred pronouns and being respectful towards transgender and non-binary members of your school community
   - suggest ways that your school could become a more inclusive environment – for example, introducing a gender neutral bathroom

   (b) Choose one of the following images to display during your speech. Explain your choice.

A.



B.



C.



2. Create your own set of Life Hacks in a **guide**, based on an issue that affects teens. You may like to choose one of the following topics:
   - School survival guide
   - Teenage life
   - Accepting yourself and others

   Your guide should:
   - explain the topic
   - introduce key terms relating to the topic
   - share tips and advice
   - mention any myths associated with the topic
   - explain how to show support (if relevant)



Seeking Refuge: Ali's Journey from Afghanistan

BBC documentary series

Many people experience powerlessness when they become displaced due to war, violence or persecution. When someone leaves their home country in order to stay safe, they become known as 'refugees' or 'asylum seekers'. This animated documentary is part of a BBC series called *Seeking Refuge*, which tells the stories of refugee children. In this video, ten-year-old Ali talks about how he became separated from his family when they tried to escape war in Afghanistan for a new life in England.

To watch the video, visit the following link:
https://educateplus.ie/go/seekingrefugedoc



THINK ABOUT IT

Keep it cool

1. Are the *Seeking Refuge* documentaries real or fictional stories?
2. How does Ali describe Afghanistan?
3. How did Ali feel when he looked out the window of his home in Afghanistan?
4. On which continent do the family hope to find safety?
5. What does Ali say he felt when he first started school and could not speak English?
6. Identify Ali's hobbies.
7. How many years have passed since Ali last saw his mother and father?
8. What is Ali's wish?

UNIT 12

Stand Up, Speak Out!

CITIZEN

Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world would do this, it would change the earth.

William Faulkner

When we see injustice in the world around us, we need to act. No matter our age, and even before we can vote, we can make our voices heard as citizens by speaking out and standing up for what we believe in. When we join our voices with others, we can change the world for the better. Actions speak louder than words!



ACTION

PROTEST

Using the prompts, discuss with your partner what the phrase 'Stand up, speak out!' means to you.

According to the National Youth Council of Ireland, 70 per cent of young people aged between 18 and 25 are registered to vote, which shows that the majority of young people intend to ensure their voices are heard.

EQUALITY

LEARNING INTENTIONS

In this unit, you will:

- read a variety of literary and non-literary texts
- compare a novel and a film
- write a screenplay scene
- learn about journalism
- learn how assonance is used in poetry
- practise exam-style questions.

Louder than Words

'Wilson can't expel us if we *all* walk out.'

The first bell rings and we all head in, but my mind is blank as we listen in class and go to our lockers during passing period and make eye contact in the hallways. The school feels electric. On edge. The teachers are all standing in the hallways in little clumps, whispering to each other. It's the most engaged I've seen them all year.

ONE-MINUTE MISSION

1. How does the narrator feel about the 'walkout'?
2. What is the 'walkout'?

I look for Seth but don't find him.



I spot Mitchell Wilson and his fellow apes hanging out like every other day. Their loud boy voices, laced with Mountain Dew and the knowledge that the world belongs to them, ring through the halls, echoing off the walls, making my skin crawl.

If they walk, they're gonna be so fucked

They won't do it. They don't have the guts.

Finally, English class. Mr Davies passes out a worksheet and clears his throat, then glances at the clock.

The seconds tick by.

I peer over at Seth, who walked in at the bell. When I look away I think I feel him looking at me, but I don't look back.

Five minutes until 11:15.

Can I get someone to read the passage? Mr Davies asks. He folds and refolds his arms. He grimaces and stares out at all of us, his expression sour.

No one volunteers. Finally, Mr Davies calls on one of Mitchell's friends, who starts reading some short passage in a halting voice.

'John ... Steinbeck was an American author ... who wrote ... many novels. He is best known for his ... Pulitzer Prize–winning masterpiece *The Grapes of Wrath*.'

Tick tick tick.

'Setting is an important part of ... Steinbeck's novels. Most of his stories ... are set in ... central and southern California.'

Tick tick tick.

My heard starts to hammer. One minute left. I want to scream the tension is so heavy.

'In 1962 ... John Steinbeck won ... the Nobel Prize in Literature. Steinbeck's works regularly ... touch on the concepts of ... injustice.'

BUZZ.

There's a collective jump, and Mr Davies moves towards his computer to input attendance, like he expects nothing. Everyone is watching everyone else. I want to get up. I want to stand up. But I'm frozen. I look out into the hallway, hoping to see a ponytail floating by. I'm desperate to hear the sounds of the girls' voices as they gather together and march out of the building.

Mitchell Wilson snorts under his breath. Mitchell Wilson, who is almost certainly a rapist.

Get up, Vivian. Get up!

ONE-MINUTE MISSION

What function does the use of italics have in this section?

Louder than Words

Principal Wilson scoots over to the side to confer with Mr Shelly and the other administrators. He points and gestures with his hands, desperate-seeming, and we keep shouting. We keep clapping. Finally, he grabs his bullhorn and yells at the top of his lungs.

'School is cancelled for the remainder of the day. We will be moving forward with expulsion procedures for all of you. Exit the campus now!'

At this we erupt in a roar. It feels like a victory. We've won even if Principal Wilson is trying to get us to think we've lost. I turn and look at Emma Johnson, a girl I've hardly spoken to in almost three years of high school. A girl I always thought I had nothing in common with.

But really, she's a great girl from East Rockport. Just like me.

'Thank you, Vivian,' she says. And she reaches out to hug me. I hug her back, hard, and Principal Wilson's desperate orders to disperse become background noise. Honestly, I can barely hear him.



Glossary

Kathleen Hanna	Lead singer of 90s feminist punk band Bikini Kill and activist
Bullhorn	Loudspeaker

THINK ABOUT IT

Keep it cool

1. Who participates in the walkout?
2. Why do you think the girls are protesting?
3. Who is the first girl to walk out of the class?
4. What will the punishment be for those who walk out of class?

Turn up the heat

5. 'Wilson can't expel us if we *all* walk out.' What does the narrator mean by this?
6. Choose one of the following words to describe the atmosphere on the front steps. Explain your choice.
   (a) Exciting **(b)** Joyful **(c)** Tense **(d)** Overwhelming **(e)** Touching
7. What activities have been previously organised by Moxie?

Naomi Osaka Wears Black Lives Matter Masks



Naomi Osaka Wears Black Lives Matter Masks

Naomi Osaka is a professional tennis player from Japan and the first ever Asian tennis player to be ranked world number one. In the images below, Osaka is pictured at the US Open tennis tournament wearing face masks with the names of Black people murdered by police. She did this to raise awareness of racist police killings in the United States and to pay tribute to those who lost their lives.



Mask reads: George Floyd



Mask reads: Ahmaud Arbery



Mask reads: Breonna Taylor

Poet and Activist Amanda Gorman

Close-up on ...

POET AND ACTIVIST AMANDA GORMAN

Name: Amanda Gorman

Date of birth: 7 March 1998

Known for: Poetry and activism. Amanda Gorman read her poem 'The Hill We Climb' at the inauguration of President Joe Biden in the USA in 2021.



About Amanda: Amanda Gorman grew up in California and attended Harvard University. As a child, she struggled with a speech impediment and attended speech therapy. Amanda has said her speech difficulties helped her to become good at reading and writing.

Amanda became the first National Youth Poet Laureate. She published her first book of poetry in 2015. Following her performance of 'The Hill We Climb' at the inauguration of Joe Biden, Amanda Gorman's name became known to millions, her work shot to the top of bestseller lists and she appeared on the cover of *Vogue* magazine.

Amanda Gorman uses her voice to bring about change and progress. She prepares for her performances by saying these words:

I'm the daughter of Black writers. We're descended from freedom fighters who broke through chains and changed the world.

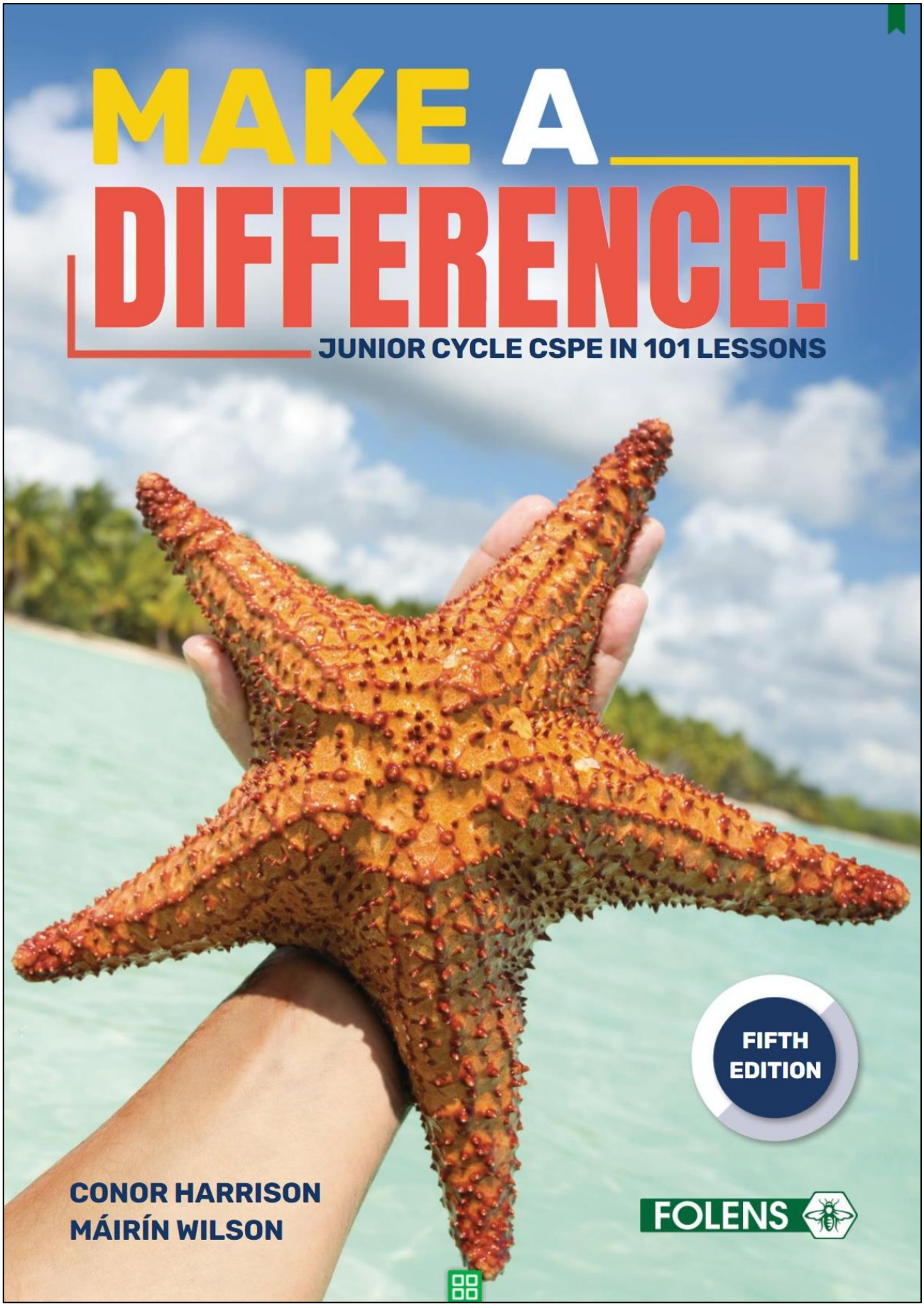
Literary text

Fury & Faith

by Amanda Gorman

The following poem is about the importance of protest which can help to make the world a better place. 'Fury & Faith' reminds readers to keep fighting for what is right. Using your voice to speak out against injustice is necessary in order to make a difference to the lives of people who have experienced inequality and injustice.

→


MAKE A
DIFFERENCE!
JUNIOR CYCLE CSPE IN 101 LESSONS
FIFTH EDITION
CONOR HARRISON
MÁIRÍN WILSON
FOLENS

Data

An Phríomh-Oifig Staidrimh Central Statistics Office

Women and Men in Ireland 2019

59.9% of women aged 25-34 have a third level qualification compared to **52.2% of men**



From the 1920's to 2012 life expectancy at birth increased from **57.9 to 82.8 for females**, and from **57.4 to 78.4 for males**



Between 2014 and 2018 female representation in the Dáil increased from **16.3% to 22.2%**



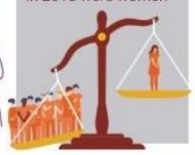
52.8% of men work for 40 hours or more each week compared to **24.7% of women**



The average age that **women in Ireland give birth to their first child** increased from 27.4 in 2000 to 31.1 in 2019

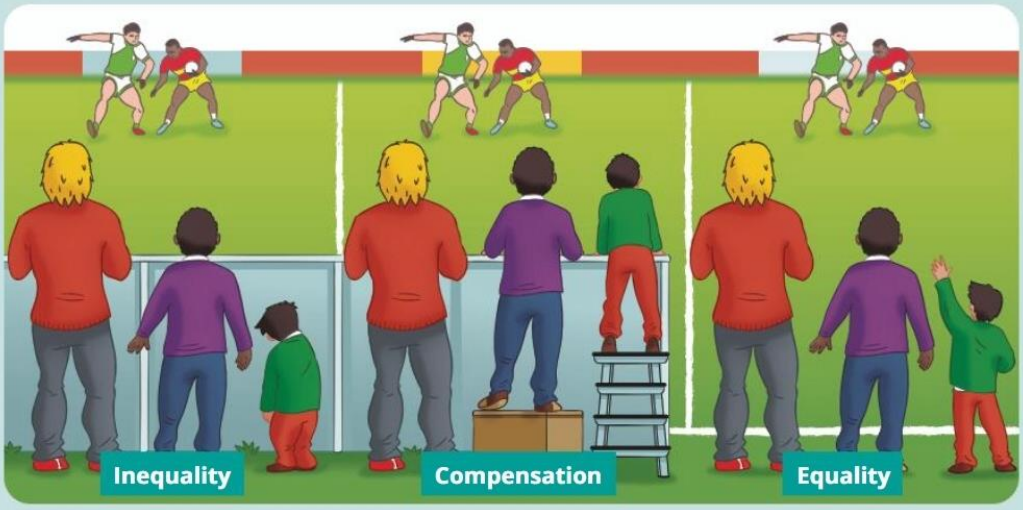


11.3% of sentenced committals to prison in 2018 were women



Look at the poster and choose three pieces of information that suggest inequality in Ireland. Can you explain why the issues you have chosen are happening? Make a suggestion that would help to introduce more equality into Irish life. Did any of the data surprise you?

Your turn



Look at this illustration and explain what you see in light of what you have learned during this lesson.

Quick question

What does 'compensation' mean? Is it enough?

Homework

Create a poster to raise awareness in your school about equality and the nine grounds of discrimination. Be sure to use some images and some keywords.

LESSON 18

Chapter 03: Human Rights

Racism and Black Lives Matter

By the end of this lesson you will:

- **Understand** the concept of **racism**
- Know about the **Black Lives Matter** movement and have **reflected** on racism in Ireland

#WORDS

Racism, Institutional, Ideological, Ethnicity, Minority, White supremacy, Vigilante, Unconscious bias

The deaths of George Floyd and Breonna Taylor in 2020 and the anti-racist Black Lives Matter (BLM) marches that followed made headlines across the world. They raised awareness about the issue of racism.

Racism is defined as the use of personal, political, institutional, social and economic power to dominate and discriminate against people based on their colour, religion, national or cultural origin or encouraging others towards such actions. Racism is about power and can happen at different levels.

INDIVIDUAL LEVEL: Individuals are targeted and their human dignity is not respected on the basis of their ethnicity/cultural background or skin colour.

INSTITUTIONAL LEVEL: Society is organised in a way that makes it more difficult for some minority groups to get equal access to services and opportunities. They have no power.

IDEOLOGICAL LEVEL: There is a belief (an idea) that certain groups are superior and others inferior. This belief is a part of all levels of racism.

Most of us would say 'I'm not racist' but many people have what is called 'unconscious bias'. This means that almost without realising it, they do not have the same respect or equal view of all minority groups. Think about yourself for a moment...Have you got any unconscious biases?

Racism is against the law in Ireland. It is covered under the Nine Grounds of Discrimination (see p.62).



LESSON 26

Chapter 04: Children's Rights

LGBTQI+ Rights Article 8 – I have the right to an identity

By the end of this lesson you will:

- Know and understand what the letters **LGBTQI+** mean
- Be more aware of **Pride events** and **Stand Up Awareness Week**, where identity, sexuality and diversity are celebrated

#WORDS

Homophobic, Perceived, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Surrogacy

Homophobic bullying is when people behave or speak in a way that makes someone feel bullied because of their actual or perceived sexuality. Like all forms of bullying, homophobic bullying can be through name-calling, spreading rumours, cyberbullying, or physical, sexual and emotional abuse.

This form of bullying, like any other form, is totally unacceptable. Think back on the last lesson and all that you learned there. **Remember, all types of bullying should be reported immediately!**

17 May: International Day Against Homophobia, Transphobia and Biphobia
November: Stand Up Awareness Week

What Does LGBTQI+ Mean?

L A **lesbian** is a woman who is romantically, sexually and/or emotionally attracted to women. Many lesbians prefer to be called lesbian rather than gay.

G A **gay** man is one who is romantically, sexually and/or emotionally attracted to men. The word 'gay' can be used to refer generally to lesbian, gay and bisexual people.

B A **bisexual** person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.

T **Transgender** or **Trans** is a term used to describe people whose gender identity (their own sense of being male or female) and/or gender expression differs from their birth sex.

Q **Questioning** or **Queer Questioning** is someone who is figuring out their gender identity and still deciding how they want to identify their sexual orientation. 'Queer' was a negative term but has been reclaimed by the LGBTQI+ community. It can be used by anyone under the LGBTQI spectrum. It conveys a sense of community.

I **Intersex** is a term used to describe people who are born with variations in their sexual anatomy or their hormonal patterns, variations that are not seen as fitting in with typical male or female bodies.

+ **Plus** is an attempt to include all other identities such as non-binary, gender fluid, pansexual, asexual, etc.

The LGBTQI+ Pride

Members of the LGBTQI+ community have rights just like everybody else. On the last Saturday in June each year the LGBTQI+ Pride event is held in Dublin to celebrate the struggles for their rights and the achievements of the LGBTQI+ community, while also celebrating diversity in Irish society. Other LGBTQI+ Pride events are held around the country. There is usually a carnival atmosphere around the event, with lots of colour and thousands of rainbow and other gender identity flags on display.

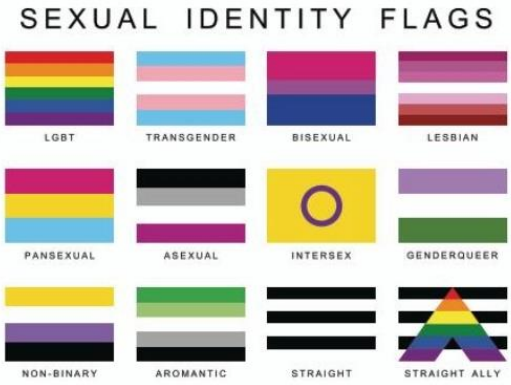
The Rainbow Flag

This flag is very much associated with the LGBTQI+ community. The six colours (red, orange, yellow, green, blue and violet) represent the diversity of the LGBTQI+ community. It was designed by artist Gilbert Baker in 1978. It is now recognised around the world as a symbol of the LGBTQI+ community.



Other Flags

Other flags exist to represent other groups within the LGBTQI+ community. Take a look at these.



Stand Up Awareness Week is a week in November each year for second-level schools, youth services and Youthreach Centres in Ireland to take a stand against homophobic, biphobic and transphobic bullying and to celebrate the LGBTQI+ community.

It's a great opportunity to celebrate identity, sexuality and diversity in your school. It can be a very colourful occasion!



Amnesty International

Amnesty International Ireland is the largest human rights organisation in the country, with over 20,000 members. It is part of a worldwide movement of over 8 million people in 150 countries and territories. It helps fight abuses of human rights – it brings torturers to justice, changes unjust laws and fights to free people jailed just for voicing their opinion. Amnesty campaigns on behalf of individuals at risk of human rights abuse because of their beliefs. Amnesty campaigns against torture and the death penalty. It also campaigns on behalf of refugees and people seeking asylum, residents in Direct Provision Centres. Amnesty encourages young people to set up student and youth networks, where they can get involved in its work. Through petitions, letters and protests Amnesty campaigns against human rights abuses worldwide.

Office of the UN High Commissioner for Human Rights (OHCHR)



Human rights is a serious issue for the UN. A High Commissioner is in charge of the Office of the UN High Commissioner for Human Rights (OHCHR) and guides the United Nations' human rights efforts. This Office leads all member states in protecting human rights and is part of the UN's Secretariat in Geneva. The OHCHR's aims are to make international human rights stronger; to fight discrimination; to make countries responsible for human rights, especially in their laws; to bring human rights into how the economy is run; to support democracy; and to get involved in the early warning and protection of human rights in places of conflict, violence and insecurity.
The current UN High Commissioner for Human Rights is Michelle Bachelet. She took up this position on 1 September 2018.

Michelle Bachelet was the first female President of Chile and was elected on two occasions (2006–2010 and 2014–18).

Front Line Defenders

Front Line Defenders was founded in Dublin in 2001 with the specific aim of protecting human rights defenders (HRDs) at risk, people who work, non-violently, for any or all of the rights in the Universal Declaration of Human Rights (UDHR). Front Line Defenders addresses the protection needs identified by the HRDs themselves. Front Line Defenders provides rapid and practical support to human rights defenders at risk.

Front Line Defenders has its headquarters in Dublin, an EU Office in Brussels, and regionally based field staff in the Americas, Asia, Africa, Europe and Central Asia, and the Middle East.

Human Rights Watch (HRW)

Human Rights Watch (HRW) is an international non-governmental organisation (NGO). It carries out research and fights for human rights. Its headquarters are in New York and it has offices all over the world. Human Rights Watch meets with governments, the United Nations, regional groups like the African Union and the European Union, financial institutions and big corporations to press for changes in policy and practice that promote human rights and justice around the world.

Each year, HRW presents the Human Rights Defenders Award to activists around the world who show leadership and courage in defending human rights. The award winners work closely with Human Rights Watch against human rights abuses.

Irish Council for Civil Liberties (ICCL)

The Irish Council for Civil Liberties (ICCL) is an independent human rights campaigning organisation. It monitors, educates and campaigns to secure and protect human rights for everyone in Ireland. It works to ensure that Ireland is a place where human rights and civil liberties are enjoyed by everyone. The ICCL has made a big impact on law, policy and public opinion. It has campaigned for divorce, the decriminalisation of homosexuality and for marriage equality. It works for equality legislation and campaigns tirelessly for women's rights. It often asks the government difficult questions about emergency legislation on behalf of the Irish public, e.g. about people's rights and civil liberties during the COVID-19 pandemic. ICCL was part of the 'Together for Yes' campaign which repealed the 8th amendment.

Irish Society for the Prevention of Cruelty to Children (ISPCC)

The ISPCC is one of Ireland's oldest and best-known children's charities. Established in 1889, it provides services directly to children and families and advocates for change to improve their lives.
The ISPCC runs Childline, Ireland's 24-hour national listening service for children. The organisation's volunteers and staff listen to children, believe them, support and empower them and work to strengthen their resilience, to enable them to live their best possible lives. Any child or young person can contact Childline online at Childline.ie, by calling 1800 66 66 66 or texting to 50101.

Barnardos

First founded by Dr. Thomas Barnardo in the 1800's, Barnardos Children's Charity first opened its doors in Ireland in 1967. Today, the leading children's charity has over 40 centres and works with over 21,000 children and families in communities across Ireland. Barnardos' mission is to deliver services and work with families, communities, and partners to transform the lives of vulnerable children who are affected by adverse childhood experiences. Because childhood lasts a lifetime www.barnardos.ie





Quick questions

1. Had you heard of any of these organisations before? Which ones? Can you add anything to the detail here?
2. What is the cartoon opposite about education and human rights actually saying?

On the other hand

There should be no need for NGOs – governments should be doing this work.

Do you agree with this opinion? Give reasons for your answer showing that you have thought about other points of view.

Homework

Design a poster to raise awareness about the work of your chosen human rights organisation. Then create a Human Rights Organisations display in your classroom.

THE GLOBAL GOALS



These Global Goals are officially known as *Transforming Our World: The 2030 Agenda for Sustainable Development*.



Your turn

In pairs, look at the SDGs poster at the top of the page. Match each SDG with the numbered scene in the picture below it. Describe what is happening and explain how it is linked to the goal.

The Five Ps of Sustainable Development

We Are Determined...

The Five Ps of Sustainable Development

Source: UN SDGs, 2015



Sometimes people simplify the 17 Sustainable Development Goals by using the five Ps – it is a good way to remember them. Look at the diagram above. Then, using the five Ps, in your own words describe in simple terms what the countries who agreed to the SDGs are determined to do.

Go online and search for the comic *The Planet* by Margreet de Heer, which explores each of the 17 SDGs.

Your turn

Do the 'SDG Connections' activity on p.68 of your Student Activity Book.

On the other hand

There is really just one goal: sustainable development.

Do you agree with this opinion? Give reasons for your answer showing that you have thought about other points of view.

Homework

No homework! Yipee!

LESSON 40

Chapter 06: Our Developing World

Spotlight on the SDGs

By the end of this lesson you will:

- **Know** more about three of the **SDGs** and the impact of **COVID-19** on the SDGs
- Have used your **analysis skills** to examine the **SDGs** and the **Covid** pandemic

#WORDS

Malnutrition, Desertification, Species, Global economy, Labour force, Human trafficking, Sustainable buildings, Poaching

SDG 1 is 'No Poverty' and SDG 2 is 'Zero Hunger'. We will be exploring these in detail in Lessons 41 and 44. In this lesson we will take a closer look at a three different Sustainable Development Goals.

SDG 8: Decent Work and Economic Growth

As the global economy has grown over recent decades, there has been a widening of inequalities, and not enough jobs to keep up with a growing labour force. According to the International Labour Organization (ILO), there are more than 174 million people unemployed in the world. Women's participation in the labour force is 48 per cent, compared with 75 per cent for men. Around 3 in 5 of the 3.5 billion people working in the labour force are men. The SDGs promote lasting economic growth, higher levels of output and new, better technologies. Encouraging new ideas and job creation are key to this, as are ending forced labour, slavery and human trafficking. With these targets in mind, the goal of SDG 8 is to achieve full and productive employment, and decent work, for all women and men by 2030.

SDG 11: Sustainable Cities and Communities

Cities are great places for business, shopping, culture, science, learning, social life and much more. But cities often have problems like crime, pollution, traffic chaos, homelessness, poor services, overpopulation and aging buildings. SDG 11 aims to support the development of safe cities and communities, where there is good air quality, green spaces for people to enjoy, proper waste management, efficient transport systems, sufficient housing and sustainable buildings designed not to destroy the environment.

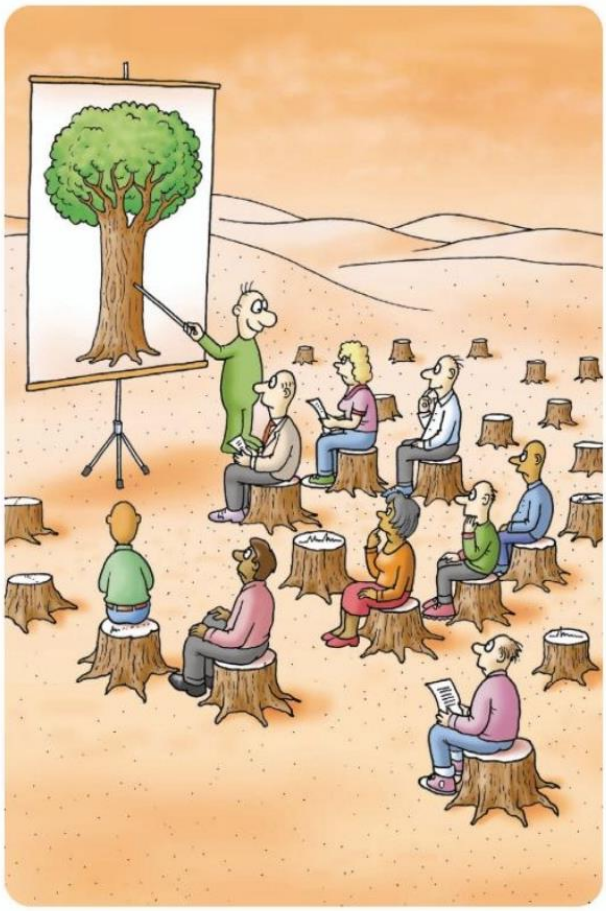
Cities involve large numbers of people living in quite a small amount of space and this means that serious thought is needed to make life the best it can be for city people around the world. In Ireland our biggest city, Dublin, has a population of 1.4 million but this is very small in comparison to some cities – Tokyo (Japan) has a population of 38 million, Delhi (India) has a population of 28 million. SDG 11 aims to make cities (big and small) good places to live, work, learn and relax.



SDG 15: Life on Land

Quick question

What message is in this cartoon?

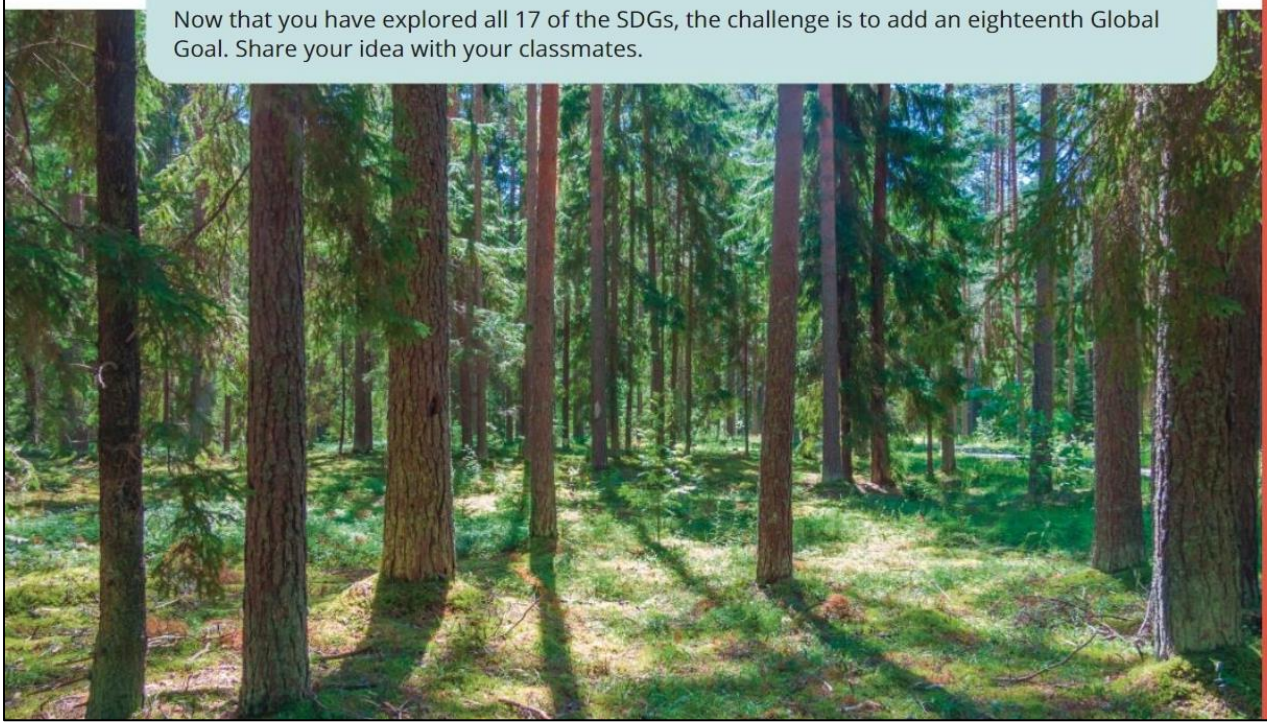


Human life depends on the land (and the sea). Plant life provides 80 per cent of the human food diet and agriculture is an important source of employment. Forests cover approximately 30 per cent of the surface of the earth and are the home of millions of creatures. Trees are important for keeping the air clean and they are helping in the climate change battle. Every year, 13 million hectares of forest are lost, and desertification of dryland is happening at an alarming rate, especially hitting poor communities. Nearly 7,000 species of animals and plants are illegally traded around the world.

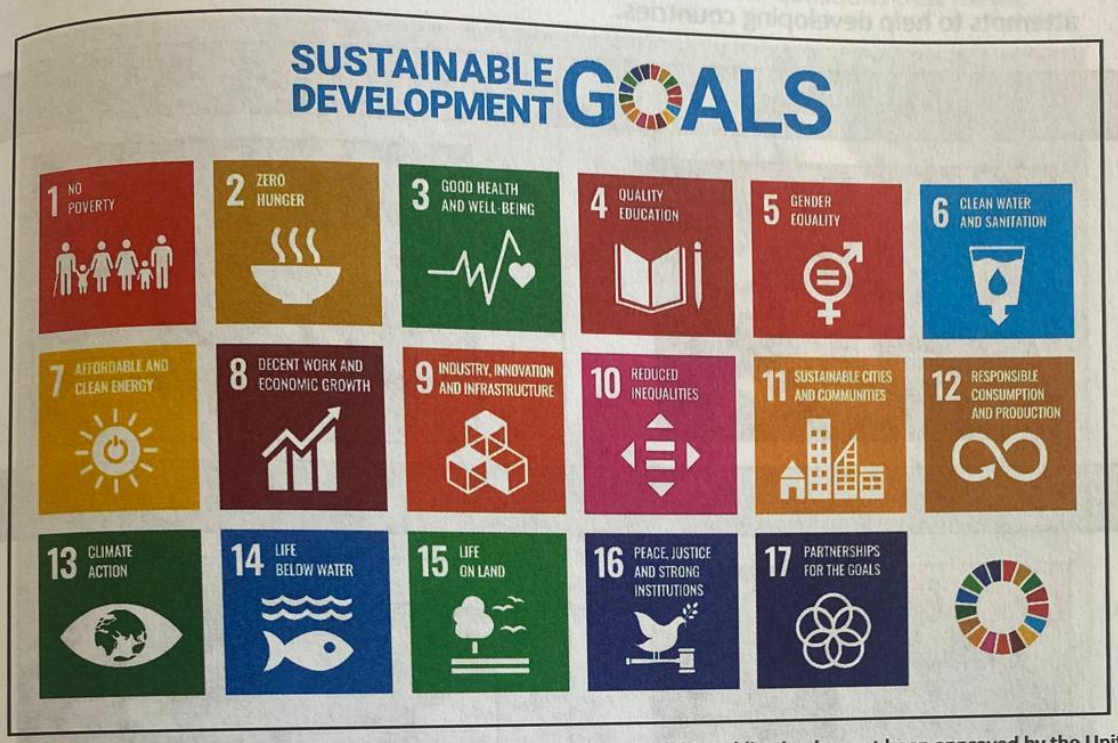
SDG 15 aims to make sure that we stop all these activities that threaten our global homeland. This means ending the destruction of forests, managing the waste we produce, saving endangered animals, preventing the trafficking and poaching of protected species and using sustainable farming methods. It aims to educate people about respecting the land and being a guardian of all that our wonderful world gives to us.

Your turn

Now that you have explored all 17 of the SDGs, the challenge is to add an eighteenth Global Goal. Share your idea with your classmates.



(c) Study the infographic, which shows the United Nations (UN) Sustainable Development Goals (SDGs). Answer the questions that follow.



Source: https://www.un.org/sustainabledevelopment/; the content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States.

(i) Use the infographic to complete the table below by inserting the UN Development Goal which can be measured by each indicator of development. One has been completed for you.

SDG	Indicator of development
	Equal opportunities for women and men
	% literacy rate
Goal 2	% of children (0–5 years) who are underweight
	Sustainable cities, e.g. Copenhagen, Denmark

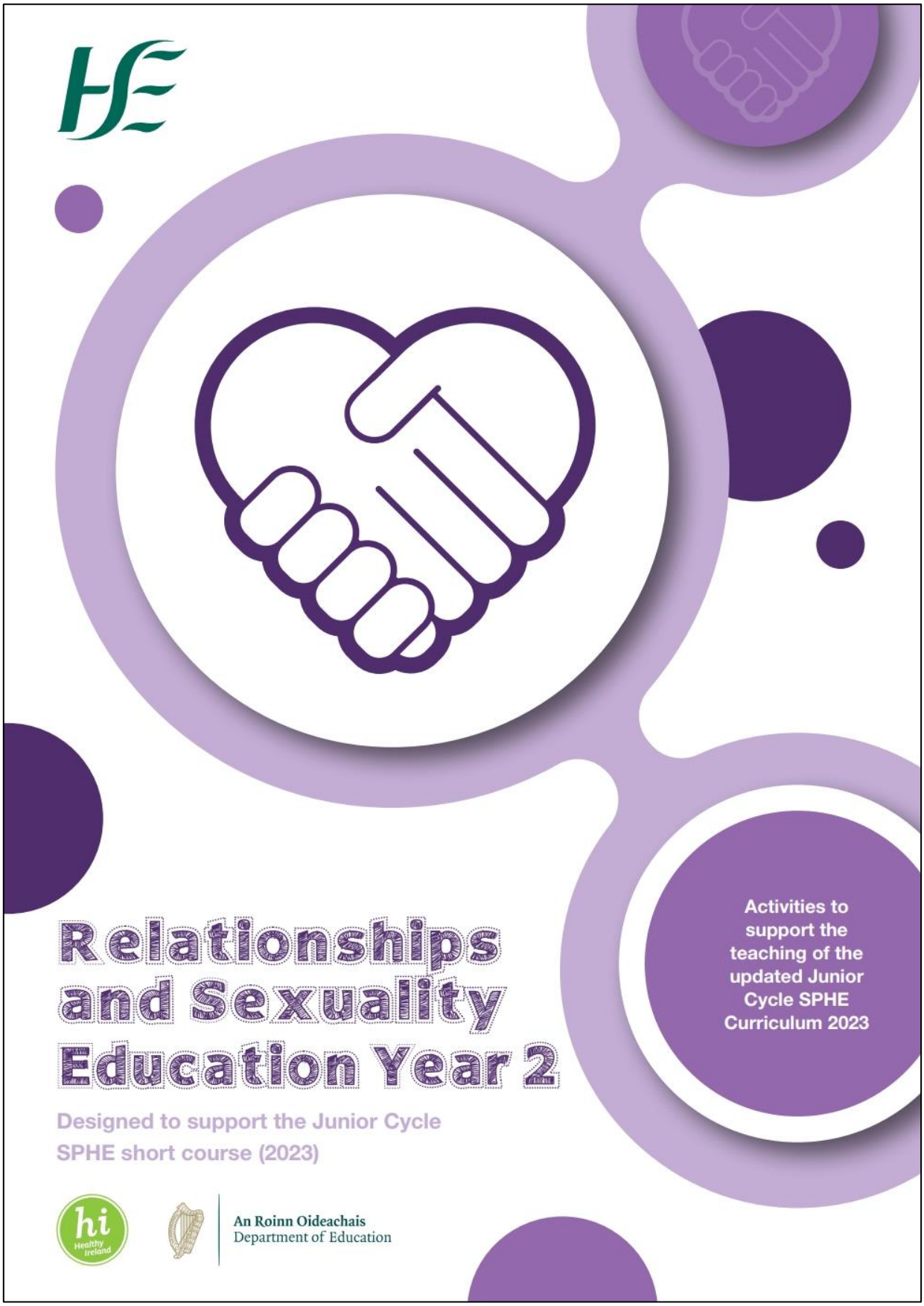
(ii) Tick (✓) **three** effects of a high level of economic development in a country. Choose your answers from the list below.

Everyone gets vaccinated against diseases.	
There are a high number of patients to each doctor.	
People don't have enough to eat.	
Better jobs for everyone.	
All children attend primary school.	

Edco SAMPLE B

HSE Relationships and Sexuality Education Year 2 (Junior Cycle)

https://curriculumonline.ie/getmedia/5f17c8ef-7821-446d-bc3f-3a15c12c08c9/Relationships-and-Sexuality-Education-2-Unit-of-Learning.pdf



7. **There are roughly 200 sperm in the average ejaculation.**

   This is not true. The World Health Organisation (WHO) have determined that healthy or normal semen analysis show a total sperm count in ejaculate of between 39 and 928 million[9]. Not all of these are necessarily healthy, but it only takes one sperm to fertilise an egg.

8. **Alcohol can kill the healthy cells that produce sperm.**

   This is true. Alcohol, particularly large quantities of alcohol consumed on an ongoing basis, can kill the healthy cells that produce sperm, which can result in infertility[10]. In fact, the same can be said for illicit drug use, particularly over a prolonged period of time. This can seriously affect fertility by causing sperm to become sluggish, resulting in abnormally developed sperm, and a lower sperm count.

9. **Sperm can survive for up to 24 hours inside a female body after unprotected sex.**

   This is not true. In fact, ejaculated sperm can live inside the female body for approximately 5 days. That is one of the reasons why it is possible in rare cases, for someone to get pregnant while menstruating. Although uncommon, if someone ovulates during, or shortly after, a period, the sperm may still be alive and can fertilise the egg[11].

10. **Frequent masturbation can damage sperm production.**

    This is not true. Male masturbation appears to have little effect on sperm count or quality. Couples who are trying for a pregnancy may be advised to leave a gap of 2–3 days without ejaculation before trying to conceive, but the evidence to support this is variable[12].



3. HSE *Infertility in Men Factsheet* Available at: https://www2.hse.ie/conditions/fertility-problems-treatments/infertility-men/

4. Mortazavi, S.A.R. et al. (2016) *The Fundamental Reasons Why Laptop Computers Should Not Be Used on Your Lap* The Journal of Biomedical and Physics Engineering 6(4): 279–284. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5219578/

5. Holingworth, M. et al. (2014) *An Observational Study of Erectile Dysfunction, Infertility, and Prostate Cancer in Regular Cyclists: Cycling for Health UK Study Journal of Men's Health* Vol.11 No. 2 Available at: https://www.liebertpub.com/doi/pdf/10.1089/jomh.2014.0012

6. Temidayo, S. et al. (2021) *The mutagenic effect of tobacco smoke on male fertility* Environmental Science and Pollution Research 29, 62055 – 62066 Available at: https://link.springer.com/article/10.1007/s11356-021-16331-x

7. Pino, V. et al. (2020) *The effects of ageing on semen parameters and sperm DNA fragmentation* JBRA Assisted Reproduction Vol 24 (1) Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6993171/

8. Fronczak, CM. et al. (2011) *The insults of illicit drug use on male fertility* J Androl. 2012 Jul-Aug;33(4):515-28. doi: 10.2164/jandrol.110.011874. Epub 2011 Jul 28. PMID: 21799144. Available at: https://pubmed.ncbi.nlm.nih.gov/21799144/

9. World Health Organisation (2010) *WHO laboratory manual for the examination and processing of human semen*, 6th ed, Available at: https://apps.who.int/iris/handle/10665/343208

10. Finelli R. et al. (2021) *Impact of Alcohol Consumption on Male Fertility Potential*: A Narrative Review. Int J Environ Res Public Health. 2021 Dec 29;19(1):328. doi: 10.3390/ijerph19010328. PMID: 35010587; PMCID: PMC8751073. Available at: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8751073/

11. HSE Sex when trying to get pregnant Available at: https://www2.hse.ie/pregnancy-birth/trying-for-a-baby/sex-when-trying/

12. Nnatu SN. Et al. (1991) *Effect of repeated semen ejaculation on sperm quality*. Clin Exp Obstet Gynecol. 1991;18(1):39-42. PMID: 2054949. Available at: https://pubmed.ncbi.nlm.nih.gov/2054949/

Step 2: Quiz

The students can do this quiz either individually or by working in teams. The purpose of this exercise is to generate debate among the students, and gently correct any misinformation they have in relation to contraception.

Read through the quiz questions and encourage the students, whether working individually or in groups, to answer 'true' or 'false' to each one. After each question and on hearing how people have answered, use the **Suggested discussion points** to generate further conversation.

Consolidate the learning from this activity by showing this video from AMAZE.org, 'Condoms: How To Use Them Effectively', which gives a condom demonstration (duration: 2 minutes, 54 seconds).

Suggested discussion points

- Do you think it would be easy to have a conversation about contraception before having sex? If not, why?
- What might some of the consequences be in not having a conversation with a potential sexual partner about contraception?

Handout – Commonly used contraceptives

Condoms

An external (male) condom is:

- 98% effectiveness with perfect and normal use.
- 82% effective when not always used correctly.

What is it?

A male condom is a barrier method put over the erect penis before sex. It helps to prevent getting or passing on a sexually transmitted infection (STI), including HIV, and helps to prevent pregnancy. Most external condoms are made of latex.

How does it work?

The condom is rolled onto an erect penis before sex. The condom prevents sperm from being passed from the man to his partner. They are used for penetrative sex (vagina or anus) and oral sex.



Combined oral contraception - the pill

The combined contraceptive pill is a tablet that contains artificial versions of the two female hormones, oestrogen and progestogen. The pill needs to be taken at around the same time each day.

It is:

- Over 99% effectiveness with perfect and normal use.
- Over 91% effective when not always used correctly.

How does it work?

The combined pill releases the artificial form of the hormones - oestrogen and progesterone - which are absorbed into the body.

It works by:

- stopping ovulation (an egg being released from the ovaries).
- thickening the mucus at the neck of the womb (uterus) so it is difficult for sperm to enter the womb.
- thinning the lining of the womb and this prevents a fertilised egg from settling (implanting) in the womb.



Handout – Commonly used contraceptives (continued)

The mini pill

The mini pill is:
- Over 99% effectiveness with perfect and normal use.
- Over 91% effective when not always used correctly.

What is it?
The mini pill is a progestogen-only pill and has no oestrogen in it. This pill needs to be taken at around the same time every day. If it is not taken correctly it could result in a pregnancy. The pill must be taken continuously without a 7 day break. Another method of contraception must be used if the pill is taken late.



How does it work?
The mini-pill releases the artificial form of the hormone progesterone into the body.

It works by:
- stopping ovulation (an egg being released from the ovaries).
- thickening the mucus at the neck of the womb (uterus) so it is difficult for sperm to enter the womb.
- thinning the lining of the womb and this prevents a fertilised egg from settling (implanting) in the womb.

Injectable contraception

The injectable contraception contains an artificial form of the progesterone hormone.

It is:
- Over 99% effectiveness with perfect and normal use.
- Over 94% effective when not always used correctly.

What is it?
An injection of an artificial form of the hormone progesterone is injected into the arm or bum.



How does it work?
Progestogen is slowly absorbed from the muscle into the blood over a course of 12 weeks.

It works by:
- stopping ovulation (an egg being released from the ovaries).
- thickening the mucus at the neck of the womb (uterus) so that it is difficult for sperm to enter the womb.
- thinning the lining of the womb and this prevents a fertilised egg from settling (implanting) in the womb.

Handout – Commonly used contraceptives (continued)

Vaginal ring

A vaginal ring is:

- Over 99% effectiveness with perfect and normal use.
- Over 91% effective when not always used correctly.

What is it?

A vaginal ring is a small flexible ring. It is inserted into the vagina and left there for 3 weeks (21 days) without a break. A person may be advised wait for a few days-up to 7 days-before putting in the new ring. This advice will depend on the doctor's instructions.



How does it work?

The vaginal ring releases the artificial form of the hormones - oestrogen and progesterone - which are absorbed from the vagina and into the blood.

It works by:

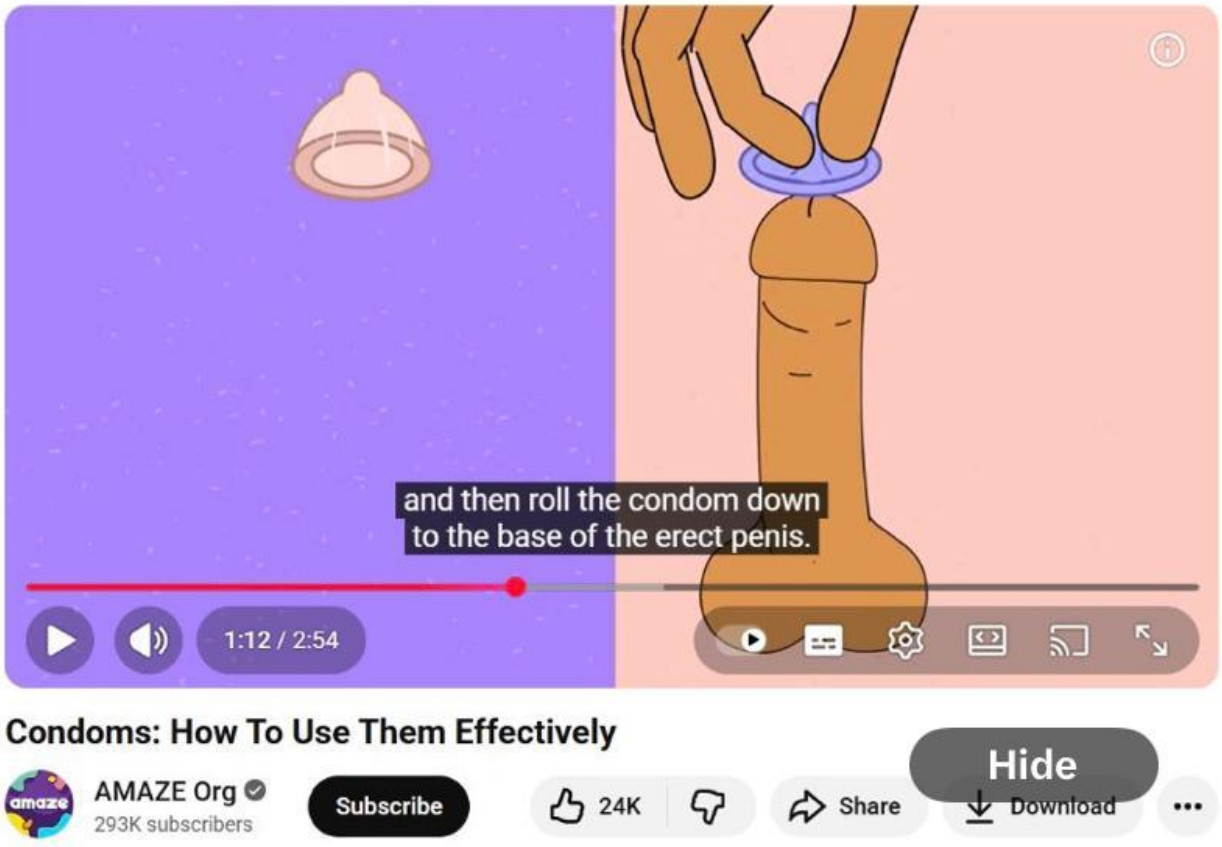
- stopping ovulation (an egg being released from the ovaries).
- thickening the mucus at the neck of the womb (uterus) so it is difficult for sperm to enter the womb.
- thinning the lining of the womb and this prevents a fertilised egg from settling (implanting) in the womb.

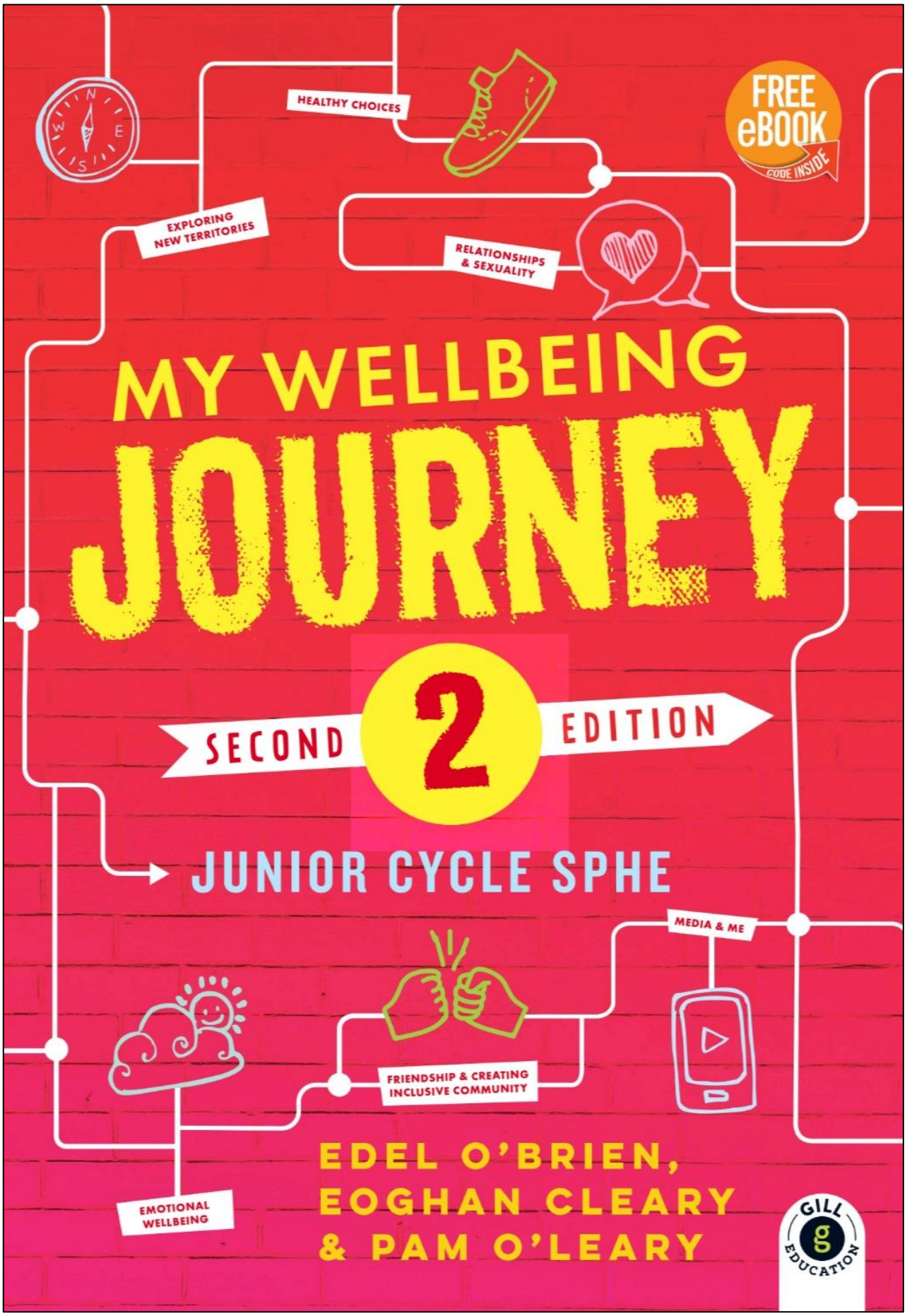
For more detailed information on any of these contraceptives visit: www.sexualwellbeing.ie

Condoms: How To Use Them Effectively

AMAZE Video on condoms: https://youtu.be/oaLdNErJ-Fk

Showing Sexually Explicit material is in breach of the Children First Act 2015 . This video resource from the Dept of Education NCCA SPHE Toolkit is for 2nd yr students Condoms: How To Use Them Effectively youtu.be/oaLdNErJ-Fk?si... via @YouTube . This IS a safeguarding issue




HEALTHY CHOICES
FREE eBOOK
CODE INSIDE
EXPLORING NEW TERRITORIES
RELATIONSHIPS & SEXUALITY
MY WELLBEING
JOURNEY
SECOND
2
EDITION
JUNIOR CYCLE SPHE
MEDIA & ME
FRIENDSHIP & CREATING INCLUSIVE COMMUNITY
EMOTIONAL WELLBEING
EDEL O'BRIEN,
EOGHAN CLEARY
& PAM O'LEARY
GILL EDUCATION

LESSON 17

CONGRATULATIONS - YOU'RE BECOMING A SEXUAL BEING!

active responsible resilient aware connected respected

Learning Outcomes: 1.1, 3.5, 3.6

By the end of this lesson, you will:

- be able to tell the difference between pleasure, arousal and desire
- understand how masturbation can affect our health and wellbeing
- be able to identify myths and truths about masturbation
- know what the law says about masturbation.

KEYWORDS

Desire
Arousal
Pleasure
Masturbation

DEVELOPING SEXUAL DESIRES

Puberty enables us to become sexual beings in preparation for adult life. It is essential that we learn how to embrace this part of ourselves, and that we know how to look after our developing sexuality in a healthy way and become comfortable with all the new experiences and developments that come with it.



Desire, Arousal and Pleasure: Knowing the Difference

As we learned previously, at this stage in adolescence, we will begin to develop sexual feelings or become 'turned on' sexually towards other people in our lives. Regardless of our own gender, some of us will be sexually drawn towards men, others towards women. Some people will be attracted to both men and women and some people might not find anyone 'turns them on' at all. Whatever your experience, know that it is normal.



Desire, Arousal and Pleasure: Knowing the Difference

As we develop sexually, it is very important that we can identify the difference between our experiences of desire, arousal and pleasure.

- **Desire** is that feeling you get when you really want or long for something. We might desire pizza or chocolate when we're hungry, sleep when we're exhausted or a nice cool swim in the sea when the weather is hot. As we develop sexually, we can start to notice sexual desires. Sexual desire involves your thoughts, emotions and fantasies related to sexual activity.
- **Arousal** is when your body and mind start to get excited or interested in something. It's like your body gearing up for action. Imagine going to a concert of your favourite band – your heart races, you feel energised and you're all pumped up. That excitement and energy is arousal. Sexual arousal is when your body starts to react to sexual thoughts or sensations, resulting in changes to your physical body like increased blood flow to your sex organs, or a quickening of your heart rate and breathing for example.
- **Pleasure** is the good feeling you get from doing something you enjoy. Think about the joy you feel when you're with friends, watching a great movie or tasting your favourite food. **Sexual pleasure** is the positive feeling we can experience when we engage *sexually* with someone we are attracted to.

Each of these feelings is a natural part of being human, and understanding them is important in helping you navigate your emotions and experiences in a healthy and positive way.

INDIVIDUAL ACTIVITY

Using your knowledge of the difference between desire, arousal and pleasure, identify which are present in the following experiences.



1. Feeling warm and cosy as you curl up on the couch under a heavy blanket with a cup of tea on a cold and rainy day.

Desire Arousal Pleasure

2. Longing for a day off from school to just do what you want.

Desire Arousal Pleasure

3. Daydreaming of travelling to a foreign country and imagining all the wonderful new sights, sounds and tastes you'll encounter.

Desire Arousal Pleasure

4. Enjoying that indescribable feeling of finally sharing a first kiss with your boyfriend or girlfriend.

Desire Arousal Pleasure

5. Feeling your heart race as you prepare to give a speech to the class.



6. Getting a rush of excitement and energy before stepping onto a stage to perform in a play.

7. Yearning to reach out and hold the hand of the person you're really attracted to.



8. Experiencing heightened emotions and excitement as you recognise your favourite celebrity walking towards you.

9. Noticing your heartbeat quicken and your senses heighten as you are paired up with someone you've always had a crush on.

10. Really enjoying the uncontrollable laughter you are sharing with close friends.



11. Wanting to finally get to the next level of a challenging video game.

12. Getting lost in your favourite song as you let the music wash over you and lift your spirits.



Desire Arousal Pleasure

Desire Arousal Pleasure

Desire Arousal Pleasure

Desire Arousal Pleasure

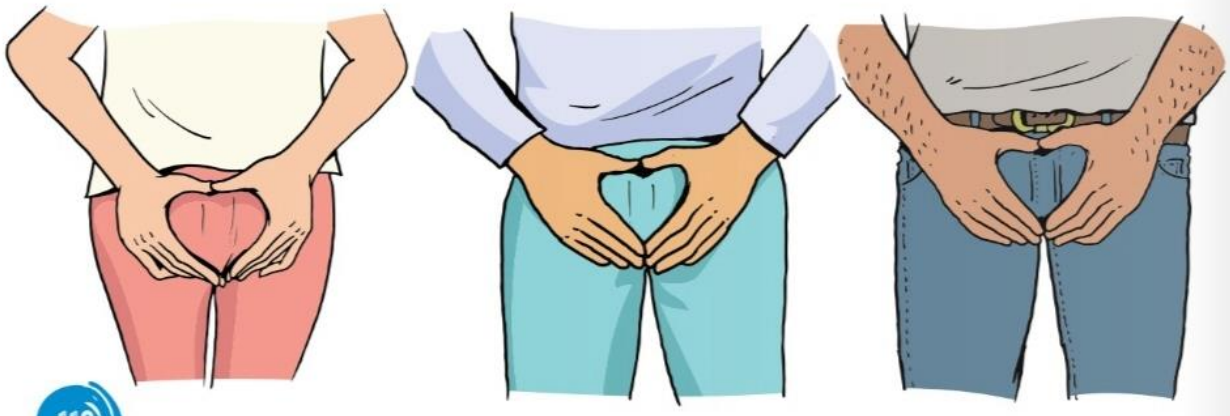
Desire Arousal Pleasure

Desire Arousal Pleasure

Desire Arousal Pleasure

Desire Arousal Pleasure

Important: Just because you experience a sexual desire or even sexual arousal, this does not mean that you have to engage in activity that will provide sexual pleasure. Because there are so many sex hormones being released in your body for the first time during adolescence, sometimes you will be aroused or 'turned on' just because of a thought you had or maybe even just because of the time of day it is. This can result in erections if you have a penis, genital lubrication if you have a vagina, or wet dreams regardless of the genitalia you have (which is when you orgasm at night while asleep).



What is Masturbation?

WHAT IS MASTURBATION?

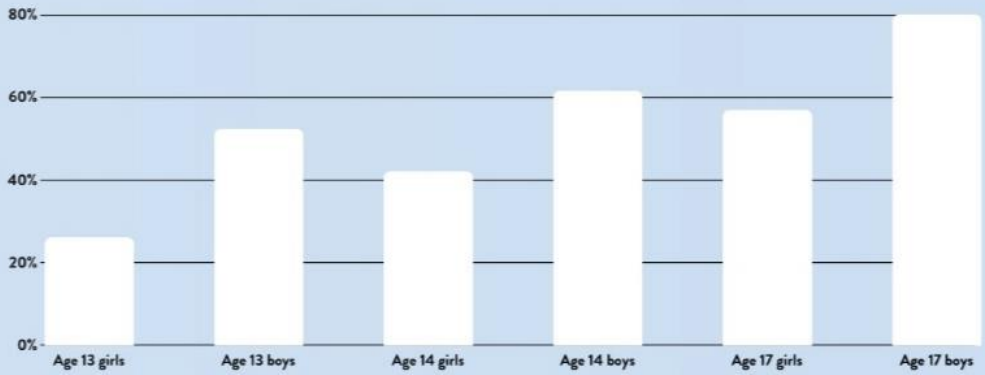
Because of the onset of sex hormones during adolescence, one of the desires you might experience is to arouse yourself sexually. This is called masturbation (also known as wanking) and can be a normal part of sexual development for many people.

Masturbation is a common sexual practice that can be enjoyed by individuals of all genders and sexual orientations. Many people choose to masturbate as a way of exploring their own bodies and sexuality, as a way to relieve sexual tension, and as a form of self-care.

Is Masturbation Common in Adolescence?

MASTURBATION BY AGE

Yes. According to multiple studies done around the world, by the age of 13, a quarter of girls and over half of all boys have already tried and enjoyed masturbating and by age 17, masturbation has been tried and enjoyed by nearly 60 per cent of girls and 80 per cent of boys.



Source: Archives of Pediatrics & Adolescent Medicine.

INDIVIDUAL ACTIVITY

According to the graph:

a) how many girls have tried and enjoyed masturbating by 14 years of age?

b) how many boys have tried and enjoyed masturbating by 14 years of age?



Important: Remember, this also means that **more than half of girls and 40 per cent of boys** have not tried masturbation by the age of 14, and that's OK too. It is still important to know what it is and how it works.



Why do People Masturbate?

Even babies and young children know it feels good to touch their own genitals. It's a biological reward system built into a human's body before we even start to develop sexually to encourage us to procreate when we become adults. In order to forward the human race, sex needs to be pleasurable so that we are encouraged to have children. It is an essential part of being human.

During puberty and adolescence, the **sexual pleasure** of the physical sensations of masturbation becomes connected to our new **sexual desires**. This is in preparation for when we become adults and can engage sexually with someone else.

Masturbation results in varying stages of **sexual arousal** for both men and women, each resulting in both physical and emotional responses to sexual stimulation.

And humans are not the only ones who masturbate.

Pairs activity

Which Animals Also Masturbate?

In pairs, can you guess how many of the following animals also pleasure themselves sexually?



Go to the end of the lesson to find the answers.

Why are Some People Embarrassed to Talk About it?

There are so many changes going on in our bodies during adolescence and we can often be uncomfortable talking about them at first. Although things like pubic hair, breast development, changes to your voice, periods, wet dreams, erections and trying masturbation are all natural signs that you are becoming an adult and are causes for celebration in many cultures, some cultures, religions and communities do not feel the same way and teach differently about these practices. Remember, the world is a diverse place and it is always important to respect everyone's opinions and beliefs as long as it does not cause harm to anyone else.



The Myths and Truths of Masturbation

Because of how masturbation was seen in the past, many myths were taught to children. Believe it or not, your parents and grandparents would have been taught some of the myths in the activity below when they were in school.

Masturbation warning: always use both hands



Pairs activity

With a classmate, try to identify which are the 10 myths and which are the 10 truths about masturbation. Write the statement numbers in the appropriate places in the table below.

12 It can reduce stress and relieve tension.

15 It can give you acne.

1 It can boost your immune system.

9 Only single people masturbate.

14 It can stop you from enjoying sex with someone else.

19 It can improve sleep.

16 It can ease headaches.

7 It can make you go blind.

4 It can reduce period pain.

2 It can stop you from being able to get an erection.

17 It can waste sperm.

10 It shrinks the penis.

13 It can boost your mood, making you feel happier.

18 It can make you go mad.

11 It can improve concentration levels.

6 It can make you infertile.

8 It can prevent anxiety and depression.

5 It can make sex with someone else more enjoyable.

3 It can make hair grow on the palms of your hand.

20 It can strengthen the muscles in your pelvis.

Myths										
Truths										

Go to the end of the lesson to find the answers. For further information on masturbation, go to www.medicalnewstoday.com/articles/320265.

class discussion

Share your answers to the pairs activity with the class and see how many you got right. Answers are at the end of the lesson.

When Does Masturbation Become Unhealthy?

Like everything to do with our health, there are always things to be aware of:

- If we masturbate **too aggressively**, we can desensitise our genitals and make sex less enjoyable with someone else when we become adults.
- If we start feeling the need to masturbate **instead of doing other activities** we would normally enjoy, we need to seek the advice of a doctor or counsellor.
- If we start to rely on **sexually explicit content or porn** when we masturbate, this can have many negative effects on our sexual development and our health. We will explore this in further detail later.



What Does the Law Say?

Legally, masturbation is a sexual act and, just like any sexual act, although it can be very pleasurable, it can also be used to cause harm and so there are laws to protect us in this regard.

Pairs activity

Use your common knowledge to identify whether each of the following scenarios involving masturbation is socially acceptable, illegal or neither.

MASTURBATING WHILE ...	SOCIALLY ACCEPTABLE	ILLEGAL	NEITHER
alone in our own bedroom			
alone in someone else's bedroom			
in front of someone else in your bedroom			
alone, in the bathrooms at school			
in front of someone else in the bathroom at school			
in public where no one can see you			
in public where people can see you			

Refer to the end of the lesson for answers.

class discussion

Guided by your teacher, discuss your thoughts with the rest of the class before checking the end of the chapter for the answers.

How Do I Know if I'm Doing it Right?



There is no right or wrong way to pleasure yourself sexually. As long as you rely on your own fantasies and imagination (and not on those depicted in sexually explicit content), if it feels good to you, you're doing it right.

If masturbation is something you want to enjoy but can't, talk to a doctor or counsellor about what might be stopping you from enjoying it.

Is it Possible to Masturbate Someone Else?

Masturbation means to pleasure yourself sexually, so technically you can't do it to anyone else.

Important: Touching other people's genitalia to cause sexual arousal is different to touching your own and raises issues of consent and the law. We cannot touch anyone else sexually without their consent and no one can touch us sexually without our consent. In Ireland, we are also unable to consent to sex under the age of 17. We will look at this and many other aspects of consent in further detail in Lesson 21.

PAGE 118: Yes, that's right – they all do. Many different types of monkeys, rhinos, dolphins, penguins, elephants, walruses, squirrels, porcupines, bats, lizards and turtles have been observed sexually pleasuring themselves in the wild.
PAGE 119: *Myths*: 2, 3, 6, 7, 9, 10, 14, 15, 17, 18 *Truths*: 1, 4, 5, 8, 11, 12, 13, 16, 19, 20
PAGE 120: Masturbating alone in our own bedroom is legal and **socially acceptable**. Masturbating alone in someone else's bedroom is not illegal nor is it socially acceptable. Masturbating in front of someone else in your own bedroom without their consent is **illegal**. Masturbating alone in the bathrooms at school is **illegal**, as it is considered a public space. Masturbating in front of someone else in the bathroom at school with or without their consent is **illegal**, as it is considered a public space. Masturbating in public where you can't be seen is **illegal**. Masturbating in public where you can be seen is **illegal**.

REFLECTION ON MY LEARNING

Two pieces of information that I'm happy I learned in this lesson are:

1. _____

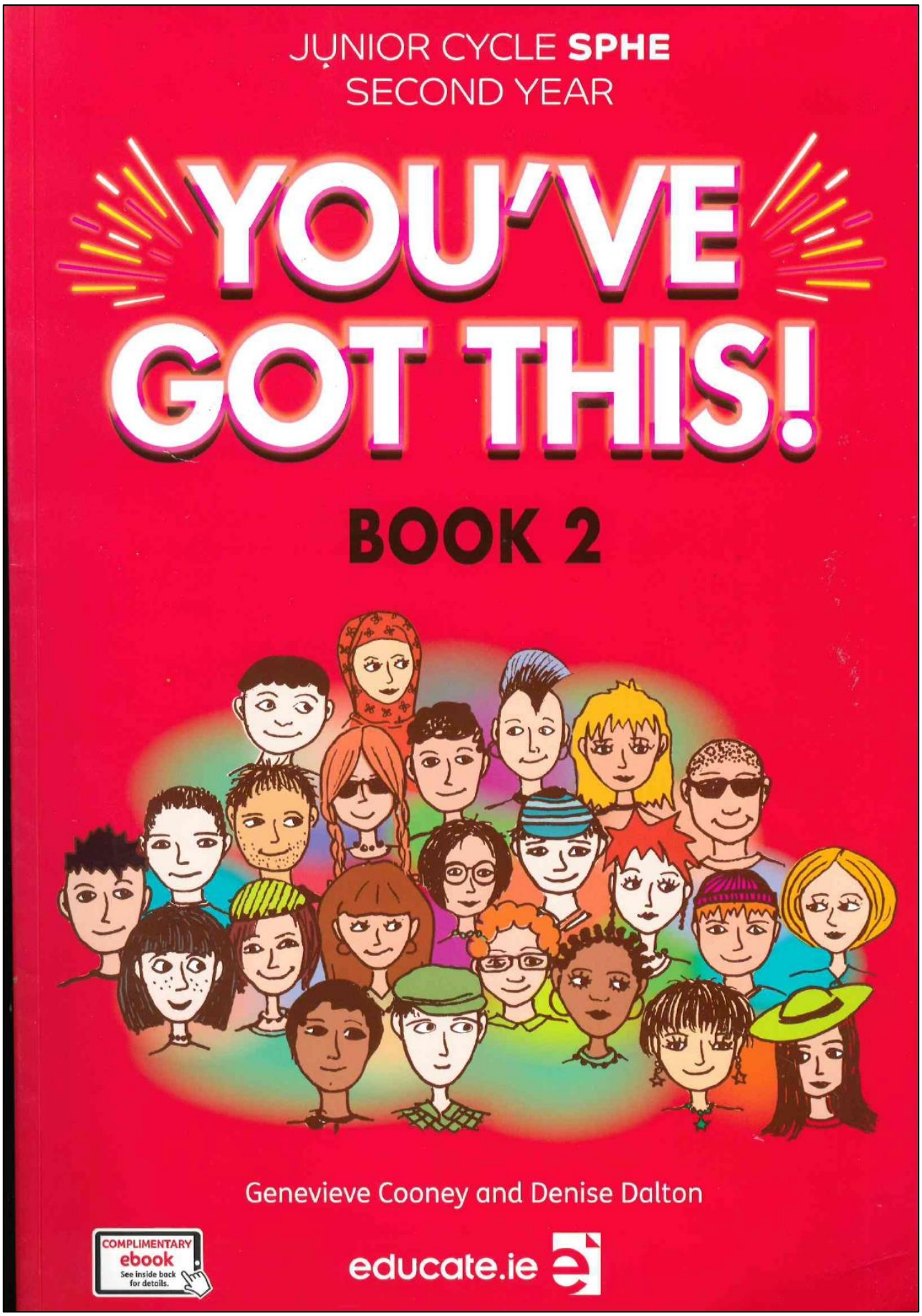
2. _____

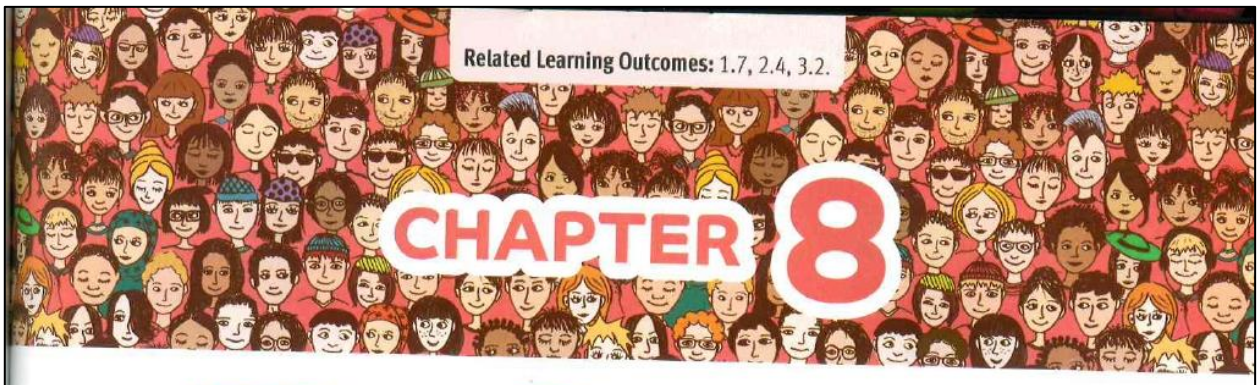
Bridging the Generation Gap Activity

Talk to your parents or guardians about the myths and truths about masturbation. Remember, they may have grown up being taught very different things about masturbation and might find it more difficult to talk about than we do. That's OK – maybe give them a bit of a warning before you dive straight in or ask them if maybe they'd just like to hear what you've learned today in class about it.

ADDITIONAL RESOURCES

Search YouTube for the Amaze.org videos 'Masturbation: Totally Normal' (1:48) and 'Females and Masturbation' (2:06) for more reassurance that masturbation is perfectly normal and safe.


JUNIOR CYCLE SPHE
SECOND YEAR
YOU'VE GOT THIS!
BOOK 2
Genevieve Cooney and Denise Dalton
COMPLIMENTARY ebook
See inside back for details.
educate.ie



Related Learning Outcomes: 1.7, 2.4, 3.2.

CHAPTER 8

Families: Sources of Support and Conflict

In this chapter we will:

- examine different forms that families can take
- explore the benefits and difficulties in family relationships
- discuss ways to resolve conflict.

KEY TERMS

Family relationship
Conflict
Non-violent communication
Negotiation
Compromise



What words, images and feelings come to mind when you think of the term 'family'?

What is a family relationship?

A **family relationship** refers to the connection between individuals who are related by blood, marriage or adoption. Family relationships include members such as:

- parents, step-parents and foster parents
- children, step-children and foster children
- siblings, half-siblings and step-siblings
- aunts and uncles
- cousins.



Family members can be connected to each other biologically, but also by love and support for each other. Because of different circumstances, not all families look the same. For example, families can have same-sex couples, parents with a disability or parents that are separated. It doesn't matter what a family consists of – what matters is that the members are there to support and care for each other.

Here are some examples of the different forms families can take:

Nuclear families

Parents and their children living in one household



Blended families

Parents and the children they have together, as well as any children from previous relationships



Adoptive families

Parents and their children, some or all of whom are adopted



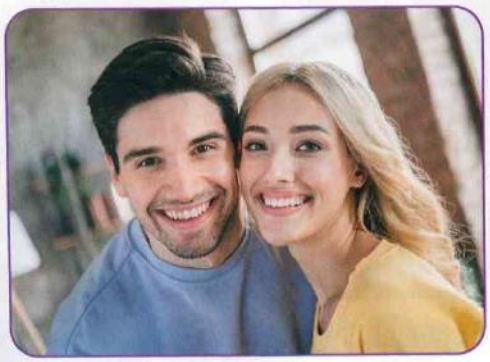
Single-parent families

One parent and their child(ren) living in one household



Childless families

A couple who does not have children

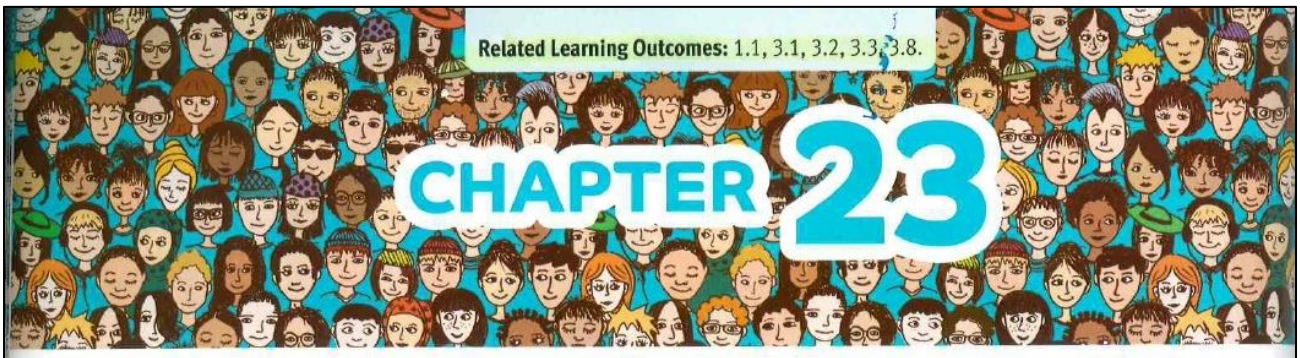


Extended families

Parents, their children and other relatives (grandparents, aunts, uncles, etc.)



Family relationships play a vital role in our overall wellbeing and development. Respectful communication, empathy, understanding and compromise are essential ingredients for nurturing and maintaining healthy family relationships.



Related Learning Outcomes: 1.1, 3.1, 3.2, 3.3, 3.8.

CHAPTER 23

Consent

In this chapter we will:

- learn key definitions in relation to sexual consent
- learn about the definition of consent under Irish law
- explore boundaries around consent and how these differ for people
- discuss the various signals that tell us which comfort zone we are in.

KEY TERMS

Consent
Sexual activity
Sexual intercourse
Sexual consent



When was the last time you were asked to give permission for something in your typical day-to-day life?

What is consent?



Consent is when you agree to do something, give permission for something to happen or express a willingness to do something. Consent is an essential aspect of our day-to-day lives. Whether it's borrowing someone's belongings, sharing personal information or engaging in physical intimacy, consent is crucial. It involves:

- actively communicating
- understanding and respecting boundaries
- ensuring that everyone involved feels safe and comfortable.

Consent empowers individuals to make their own choices, and sets the foundation for healthy relationships built on trust and mutual understanding.

Sexual activity and consent

Sexual activity refers to a range of activities that involve giving or receiving pleasure. These activities can be done alone or with other people, and include touching, fondling, digital penetration (penetrating the vagina or the anus with one or more fingers), kissing and sexual intercourse. **Sexual intercourse** refers to the physical act of two people engaging in various sexual activities, which can include:

- **Vaginal sex:** The penetration of a penis into the vagina.
- **Anal sex:** The insertion of a penis into the anus.
- **Oral sex:** The stimulation of the genitals using the mouth and tongue.

When engaging in sexual activity with other people, sexual consent is crucial. **Sexual consent** is the voluntary, mutual agreement between people to engage in a sexual activity. It's a clear and enthusiastic 'yes' that is given freely and without being pressured to do so. Sexual consent means that each person involved is actively willing and capable of participating in the sexual activity.

Consent must be ongoing throughout the entire sexual experience. It can be communicated verbally or through clear non-verbal communication, but it should never be assumed. It's also important to remember that consent can be withdrawn at any time.

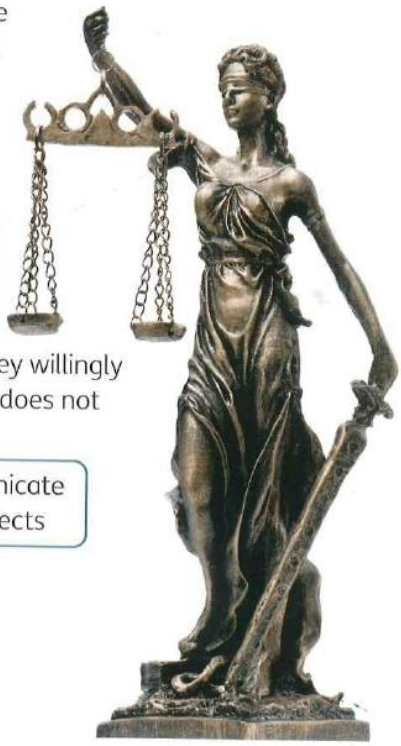
The age of sexual consent in Ireland is **17 years**. This is for everyone, regardless of gender or sexual orientation. The legal age for consent exists to safeguard children by making sure they are old enough to make responsible choices about sex and to prevent possible harm or exploitation.

Sexual consent is a fundamental right and an essential part of healthy, respectful and enjoyable sexual experiences. It promotes safety and trust, and protects the wellbeing of everyone involved.

Sexual consent and the law

Under Irish law, it's a crime to engage in a sexual act with someone who has not given consent. The Criminal Law (Sexual Offences) Act 2017 defines a 'sexual act' as:

- sexual intercourse (vaginal or anal)
- penetration of the anus or mouth by the penis
- penetration of the vagina by an object, or aggravated sexual assault (severe and violent form of sexual assault, often involving force, weapons, or causing serious harm to the victim).



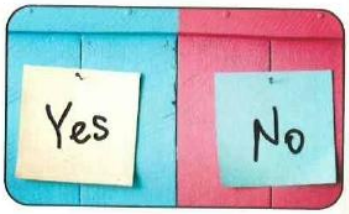
According to the Act, a person can give consent to a sexual act if they willingly agree to engage in it. However, there are situations where a person does not consent, including when:

- there is a threat of force
- they are asleep or unconscious
- they are unable to communicate due to alcohol or drug effects
- they have a disability that affects communication
- they are mistaken about the nature or purpose of the act
- someone else has given consent on their behalf
- they are unlawfully detained (not allowed to leave).

ACTIVITY 23.1 – WATCH

Watch this video about consent and answer the questions that follow.

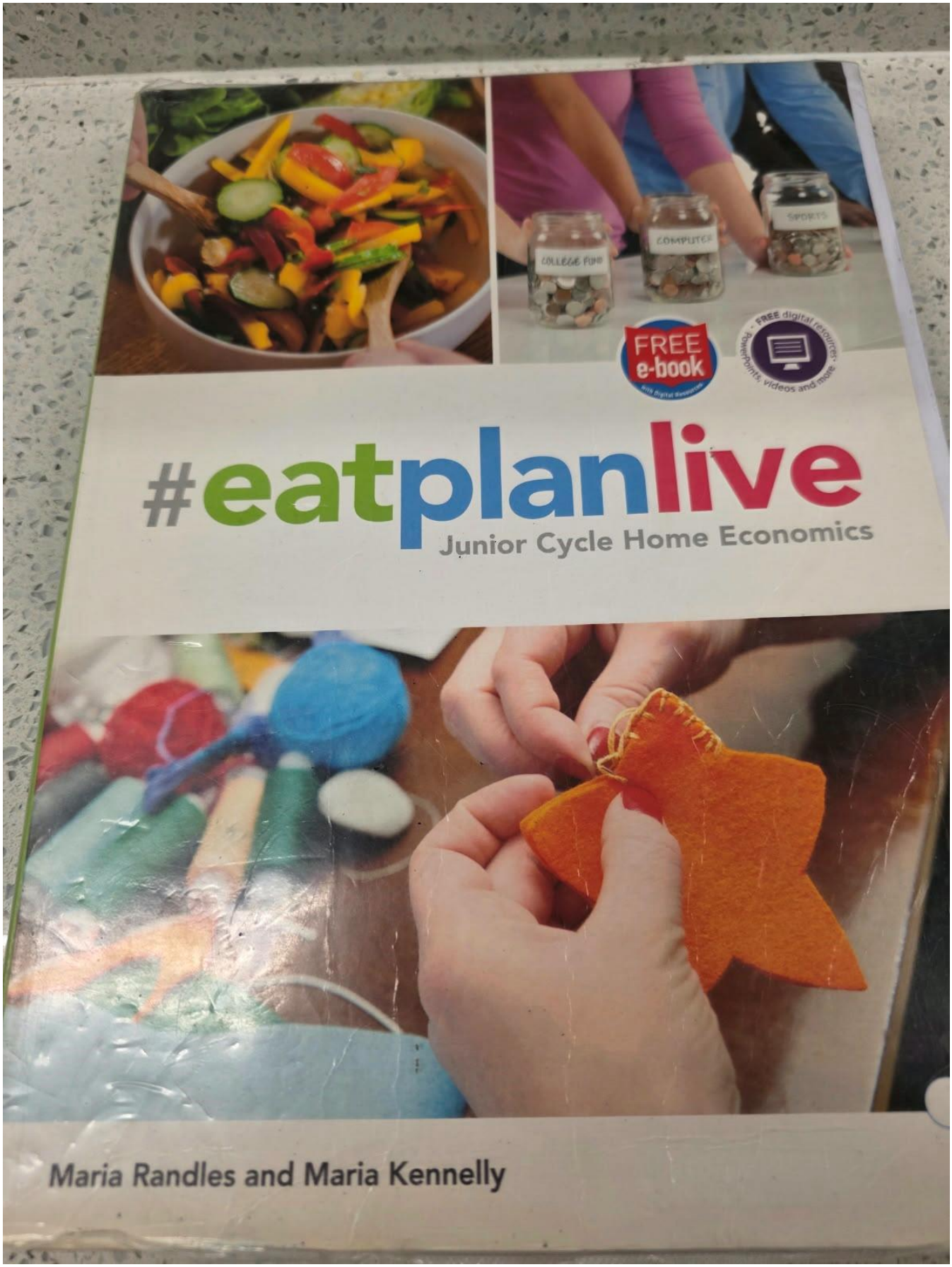
www.educateplus.ie/go/whatisconsent



1. What are the different ways of seeking consent from someone, according to the video? List the examples provided in the speech bubbles.
2. If someone doesn't say 'no' out loud, do you have consent?
3. Are there other ways that someone could say 'no' to something?
4. According to the video, when is sexual activity not consensual?

Edco Eat Plan Live – Junior Cycle Home Economics

https://eatplanlive.ie/



Sustainable Development Goals



I Support Goal 5 Gender Equality

1. ... table into your copybook. On your own, think about each of the questions and complete the 'What I thought' column. Exchange your answers with a partner, then share your answers with other pairs or the whole class.

Question	What I thought	What my partner thought	What we will share
What are the roles of teenagers?			
What are the responsibilities of teenagers?			

Gender roles

We learn **gender roles** at home, at school and in the community. Children are helped to behave in a certain way because of how their parents treat or dress them. The toys children play with may also show gender differences.

Some people believe in gender **stereotypes**. They might think that girls are emotional or boys are tough. Stereotypes ignore a person's unique traits by saying that all members of a certain group are the same. This can lead to poor treatment. For example, gender stereotyping can make it hard for boys to express their emotions. It can stop girls from developing certain talents. Boys and girls may find it hard to develop links with each other if each acts out the role they are expected to have. It can also lead to confusion and lack of confidence.

Gender means being male or female.
Gender role means the way someone is expected to behave because of his or her gender.
A **stereotype** is a set idea about people.





I Support Goal 12 Responsible Consumption and Production



Making the 'Big Talk' Healthy Ireland Reading List

https://irp.cdn-website.com/184d2607/files/uploaded/mtbtmst-library-english-web.pdf



Let's talk about...

- The media and peer influences on body image and sexuality
- What makes a healthy relationship and the importance of boundaries
- Sexual orientation, attraction and love
- Developing personal values about sexuality
- The law in relation to online and off-line sexual activity
- Appropriate internet use and how to stay safe
- The practice of safer sex including contraception, STIs and sexual consent
- How to get trustworthy information on sexuality, sexual health and related services

YOUNG PEOPLE AGED 13-18

Healthy Ireland Reading List

Making the 'Big Talk' many small talks: 13-18 years
Health Service Executive (HSE)

The Care and Keeping of You Book 2
Cara Natterson

Growing Up for Boys
Alex Frith and Felicity Brooks

Consent - The new rules of sex ed
Jennifer Lang

Let's talk about: changing bodies...
Robie H Harris and Michael Emberley

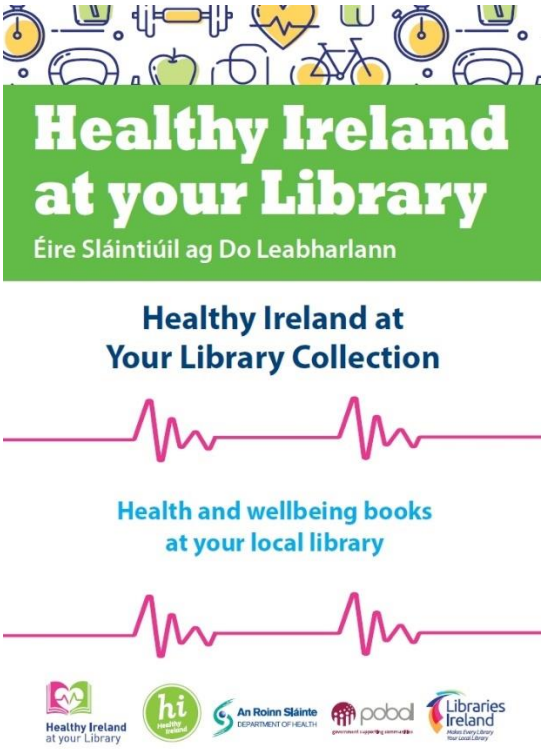
Trans Mission Alex Bertie

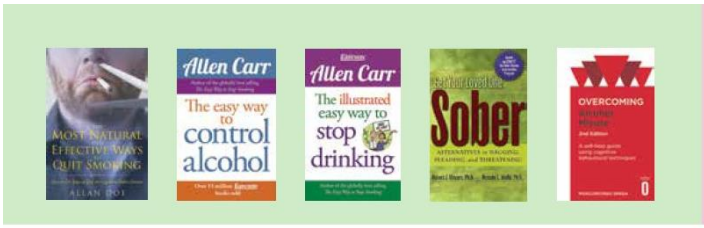
This book is gay Juno Dawson

Spare me "The Talk"! Jo Langford

Healthy Ireland at Your Library Collection

https://www.librariesireland.ie/sites/default/files/media/file-uploads/2019-03/Healthy%20Ireland%20Booklist_0.pdf







Tobacco
Tobac

Carr, Allen
Allen Carr's Easy Way to Stop Smoking: Be a Happy Non-smoker for the Rest of your Life

Carr, Allen
Stop smoking with Allen Carr

Doe, Allan
Most Natural and Effective Ways to Quit Smoking: Easy-to-do Steps to End the Cigarette Habit Forever

Alcohol
Alcól

Carr, Allen
Allen Carr's Easy Way to Control Alcohol

Carr, Allen
The Illustrated Easy Way to Stop drinking

Meyers, Robert J. and Wolfe, Brenda L.
Get Your Loved One Sober: Alternatives to Nagging, Pleading and Threatening

Spada, Marcantonio
Overcoming Alcohol Misuse

Young Adult
Duine Óig

Bertie, Alex
Trans Mission

Brooks, Felicity
Growing Up for Girls

Cairney, Gemma
Open

Collins-Donnelly, Kate
Banish Your Self-Esteem Thief: A Cognitive Behavioural Therapy Workbook on Building Positive Self-esteem for Young People

Dawson, Juno
Mind Your Head

Dawson, Juno
This Book is Gay

Sophie Elkan, Laura Chaisty and Maddy Podichetty
The Girls' Guide to Growing Up Great: Changing Bodies, Periods, Relationships, Life Online

Ironside, Virginia
The Huge Bag of Worries

Jessen, Christian
Dr. Christian's Guide to Growing Up

Jessen, Christian
Dr. Christian's Guide to Dealing with Tricky Stuff

Law, Roslyn
Defeating Teenage Depression

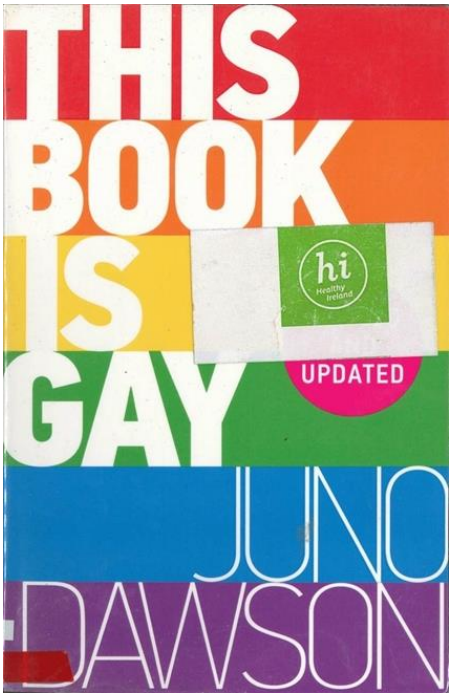
Morgan, Nicola
Blame My Brain

Morgan, Nicola
Positively teenage

Morgan, Nicola
The Teenage Guide to Life Online

Morgan, Nicola
The Teenage Guide to Stress

This Book Is Gay – Juno Dawson



Using the Grindr Dating Sex-App

Technology changes frighteningly quickly (the lesbian app Qrushr has been and gone already), but it seems that market leader, Grindr, is here to stay. **Note: Grindr also has a minimum age of eighteen years.**

How sex apps work:

1. Upload a tiny pic of yourself to the app.
2. The app works out your location.
3. The app tells you who the nearest homosexuals are.
4. You then chat to them.
5. Because they are near, it is easy to meet up with them.

NOW. *Not* everyone on a sex app is there for sex. Like a website, it's just another way to meet like-minded guys or girls (there ARE lesbian versions out there). Once again, the app removes the need to ask, 'Hey! You over there with the arms! You a gayer, mate?'

If you want to use a sex app for chatting or dates, be VERY clear about this. In this instance, posting a pic of your nekkid chest would be somewhat misleading, no? Similarly, if you're looking for the ubiquitous 'fun' (the words 'sex', 'shag' and the F-word, ironically, are banned on most sex apps), be upfront about it and then no one's feelings are going to get hurt.

Most of us know at least one loving couple who met on a sex app and it became something more, but I'd politely suggest that downloading a sex app to find a committed partner is a little like going to KFC for a healthy meal – literally fruitless.

THE GREAT SEX-APP DEBATE

Pro sex app

'I have used Grindr - the advantages are you can get what you want quickly. The downside is that its the same people repeatedly, so can get boring very quickly, and there is an awful lot of "Hi, how are you", which people could do without. I prefer to be more forward in those scenarios.'

Jonny, London E2.

'The benefits are obvious: quick, easy and uncomplicated sex. On the downside, you always find the same people online whenever you're at home, and it matches you with people solely on the basis of proximity - so the chances of meeting someone with whom you have more than a physical connection is very slim.'

Luke, 28, London.

'I've met a variety of interesting people through [sex apps]. They are predominantly used for sex, though. They're sold to us as "social networking" apps, but we all know what they're really for. It's a bit like selling a dildo under the pretext that it's sole use is a draught excluder. I don't have a problem with that aspect of it - if people want casual sex, then

Doing the Sex

Two cisgender men can pleasure each other in a variety of fun ways.

1. **Handies:** Perhaps the most important skill you will master as a gay or bi man is the timeless classic, the hand job. The good news is, you can practise on yourself. The bad news is, each guy has become very used to his own way of getting himself off. Learning how to find a partner's personal style can take ages, but it can be very rewarding when you do.

   Something they don't teach you in school is that, in order to be able to cum at all, you or your partner may need to finish off with a handie. A lot of people find it hard to cum through other types of sex. This is fine, and certainly not something you have to apologise for.

   A GOOD HANDIE is all about the wrist action. Rub the head of his cock back and forth with your hand. Try different speeds and pressures until he responds positively.

   A BAD HANDIE is grasping a todger and shaking it like a ketchup bottle.

   Finally, my misunderstanding about rubbing two peens together wasn't far off the mark – rubbing them together in one hand feels awesome – MEGACOMBOHANDIE (trademark pending).

   TIP: If your partner is circumcised ('cut') you will want to try a drop of lube – remember he hasn't got as much skin to move around as uncut guys.

2. **Blowies:** Oral sex is popping another dude's peen in your mouth or, indeed, popping yours in his. There is only one hard and fast rule when it comes to blowies – WATCH THE TEETH. Lips and tongue, yes; teeth, NO.

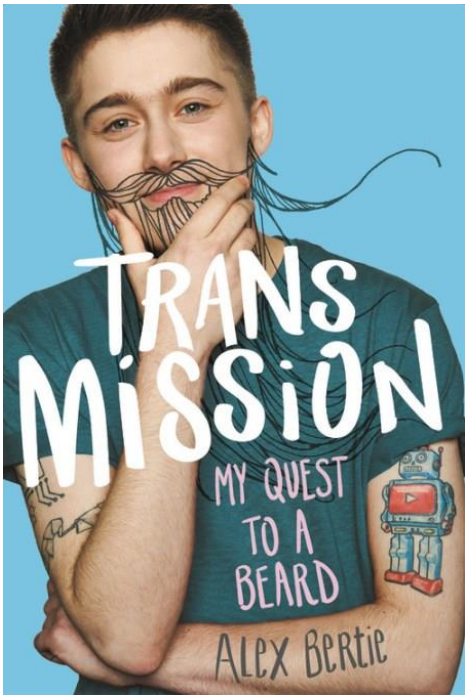
   As with handies and breakfast eggs, all men like their blowies served in different ways. The term 'blow job' is massively misleading, as you won't actually be blowing on his penis – it's more about sucking (although I stress you're not trying to suck his kidneys out through his urethra). It's more about sliding your mouth up and down the shaft of his cock.

   Letting a guy cum in your mouth is a safe sex no-no. Get away from the volcano before it erupts. In fact, be aware that many sexually transmitted infections (STIs) are often spread through oral sex.

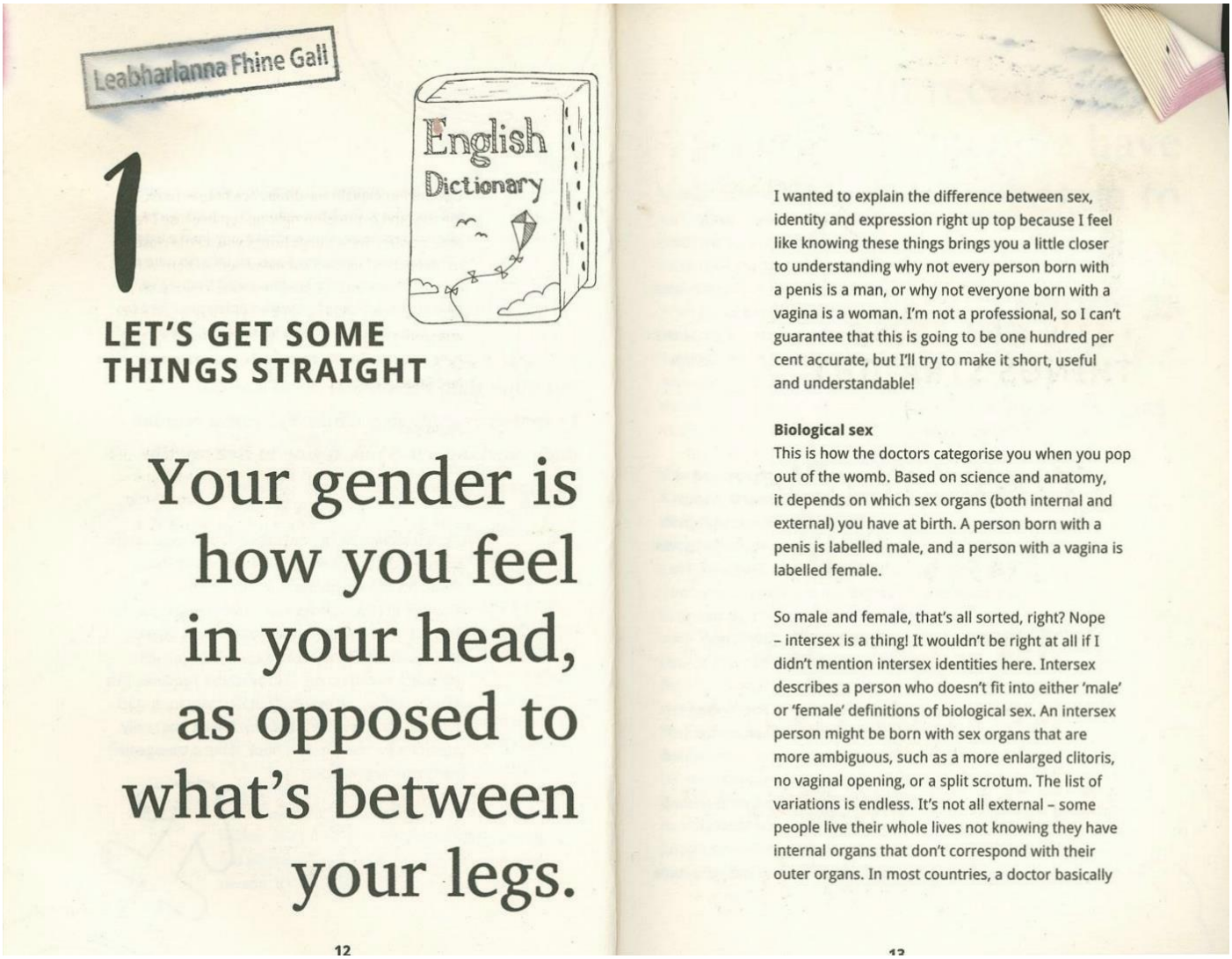
3. **Bumming:** It is a universal truth that many men like sticking their willies inside things. I suspect it must be biological. Well, in the absence of a vagina, gay and bi men make excellent use of the back door.

   Wanna know a secret? Straight people have anal sex all the time too. Another one? Straight men like stuff up their bums just as much as gay ones. Why? As mentioned before, the prostate gland (located just up your bum) feels amazing when massaged. Lots of men, gay or straight, like how this feels. Anal sex ISN'T a 'gay thing'.

Trans Mission



Your Gender Is How You Feel


Leabharlanna Fhine Gall

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LET'S GET SOME THINGS STRAIGHT

English Dictionary

Your gender is how you feel in your head, as opposed to what's between your legs.

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I wanted to explain the difference between sex, identity and expression right up top because I feel like knowing these things brings you a little closer to understanding why not every person born with a penis is a man, or why not everyone born with a vagina is a woman. I'm not a professional, so I can't guarantee that this is going to be one hundred per cent accurate, but I'll try to make it short, useful and understandable!

Biological sex

This is how the doctors categorise you when you pop out of the womb. Based on science and anatomy, it depends on which sex organs (both internal and external) you have at birth. A person born with a penis is labelled male, and a person with a vagina is labelled female.

So male and female, that's all sorted, right? Nope – intersex is a thing! It wouldn't be right at all if I didn't mention intersex identities here. Intersex describes a person who doesn't fit into either 'male' or 'female' definitions of biological sex. An intersex person might be born with sex organs that are more ambiguous, such as a more enlarged clitoris, no vaginal opening, or a split scrotum. The list of variations is endless. It's not all external – some people live their whole lives not knowing they have internal organs that don't correspond with their outer organs. In most countries, a doctor basically

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chooses the person's biological sex based on how 'typically male' or 'typically female' their sexual organs, hormones and chromosomes are when this situation arises. However, some countries, such as Germany, have an intersex option on birth certificates so people are not incorrectly categorised as definitively male or female. That matters, because the biological sex you are assigned at birth plays a huge role in how most people are brought up.

Gender identity

Gender identity is different to biological sex. Your gender is how you feel in your head, as opposed to what's between your legs. That means that your gender identity can be different from your biological sex. For example, my biological sex is female, whereas my gender identity is that I'm a man. That's why I'm described as transgender. On the flipside, someone whose biological sex is female and their gender identity is female is known as 'cisgender'. That's easy, right? Good!

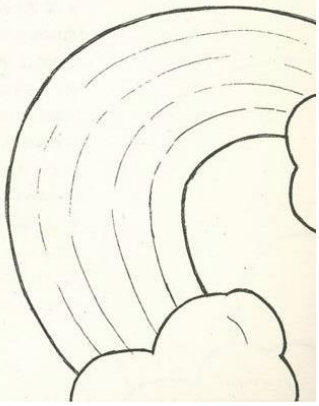
Gender is a social construct – that is, the concept is created by humans and defined based on our social and cultural differences. Humans have divided genders by actions, appearances, mannerisms, interests and so on. In Western culture, we tend to think that men are strong, blunt and 'laddish', whereas women are sensitive, thoughtful and shy. These rigid, 'traditional' stereotypes encourage people

to believe that there are only two gender identities: male and female. That is the gender binary. But if you look around today's society, people are breaking out of those stereotypes all the time. In recent years, people have begun to think of gender as more of a spectrum, with people not just falling on the 'male' or 'female' ends, but everywhere in between – and sometimes, nowhere on the spectrum at all.

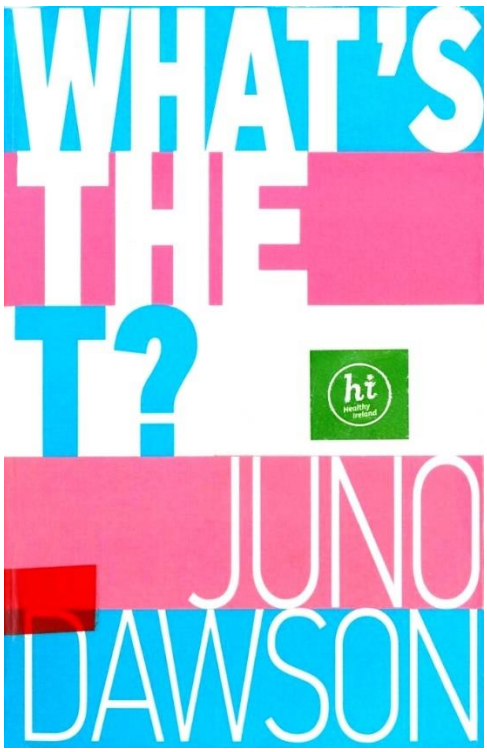
In recent years, people have begun to think of gender as more of a spectrum.

Gender expression

Your gender expression is how you present yourself to other people, regardless of your biological sex or gender identity. It's the way you act, dress and so on. For a lot of people, their gender expression goes hand in hand with their gender identity, but I have some friends who dress in a very feminine way, but feel their gender is more neutral. That's totally OK, because they're just doing what feels right for them. As a society, I think we're taking big steps towards not caring how people express their genders: maybe one day, hair will just be hair and clothes will just be clothes, without assumptions of gender being attached to them.



WHATS THE T? – Juno Dawson



Sex Organs and what to do with then

EARLOBE

Some people find having their earlobe kissed or gently nibbled a huge turn-on.





NECK

Kissing the neck can feel lovely and tingly too.

NIPPLES

The nips are super-sensitive and respond to being gently played with. Some people like them to be *less* gently played with, but you'll have to ask to find out.

BREASTS



Boobs are sensitive too, but bear in mind that the chest region might be the source of discomfort or dysphoria for some people. Check what's OK.

GENITALS

Nowhere is more sensitive than the penis or clitoris but, again, be very aware that some



people have a deeply strange relationship with their front bits, regardless of how tingly they can feel. No two trans people are the same, so all you can do is talk it through with your partner and find out what they or you are comfortable with. Some people enjoy being kissed, sucked or licked on their genitals **(ORAL SEX, GOING DOWN** or **BLOW JOB)**. Some people enjoy penetration **(SEXUAL INTERCOURSE, SHAG, SCREW)**. Trans women's vaginas do not self-lubricate in the way that a cis woman's vagina would, so you'll need **LUBRICANT** if you're planning to enter one. You can get free lubricant from sexual health clinics or buy it online. Liquid Silk is the best.[51] You're welcome.

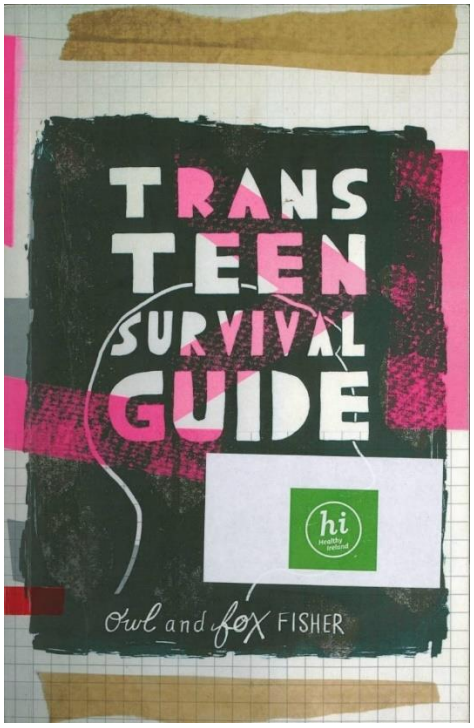


BUM

Some people have a prostate gland up their bum which feels nice when 'massaged', which really means rubbed, I guess. People without prostates sometimes like having the bum area played with too because the anus has extra-sensitive nerve endings. You know what I'm going to say … you'll have to ask. As a helpful pointer, you'll also **DEFINITELY** need lube if you're planning to put anything in a bum. Some people like penetration in the bum **(ANAL SEX)**.

To douche or not to douche? That is the question Shakespeare was afraid to ask. When contemplating anal sex, some people **DOUCHE**, or squirt a bit of water into their back passage so that sneaky poo-nugs don't get in the way of sexyfuntime. However, for various health reasons, it's not actually recommended. A jolly good wash will suffice.

[51] Assuming you're not allergic to certain parabens. Sensitive lubes are available too.



Puberty Blockers

Sperm production also kicks in, the testicles drop and reproductive organs start working. This can cause distress for some people, especially trans people who want genital surgery. The physical changes that AMAB people go through are often harder to change with hormone treatment as testosterone has more dramatic effects on the body and bone structure. Luckily, with modern science, we are now able to intervene and stop the changes of puberty with something called hormone blockers, which will be our next topic of conversation.

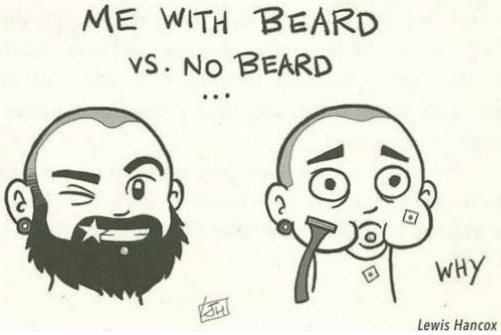


Fox Fisher

PUBERTY BLOCKERS: PUTTING PUBERTY ON PAUSE

Puberty blockers (also known as hormone blockers or hormone stoppers) are medicines that have been used for quite some time now. They have been used for all sorts of different things, but in the case of trans people they are taken to slow

down the effects of puberty so that trans teens don't have to go through a puberty that could absolutely devastate them. It's about alleviating some of the distress they might feel, i.e. puberty blockers are used to increase the wellbeing of trans teens and prevent dysphoria, depression and poor mental health. Puberty blockers can therefore be a lifesaver for trans teens. If you feel like they would be the right choice for you, you should start seeking information about the closest clinic that could provide them for you. There are a few clinics around the UK that offer this service, so hopefully you won't have to travel too far. Puberty blockers can be prescribed at the start of puberty and are prescribed for a few years at a time, or until people are between 16 and 18 years old. Around that age you can make a decision on whether you want to start cross-hormones that will start shaping your body and sex characteristics in a way that you want. Later on, when you are 18, you can make decisions on whether you want to undergo any surgeries. Just remember that you are under no obligation to do so, and that all trans people and their journeys are different. Just be you.



Lewis Hancox



T-gel is often a starting point for those starting T or those wanting to take smaller doses of testosterone. Some find that the physical changes from using T-gel happen more slowly and that it doesn't quite have the same 'power' as T shots.

T-shots are administered to a big muscle (most commonly the buttocks) and the T is released into the body over time. It's very important to inject into the right area – injecting T into a muscle that cannot handle the substance can cause serious health hazards, so it's vital to get advice from health care professionals on how best to do it or have it done by a medical professional at a nearby clinic.

As T-shots are injected into a muscle and then released into your bloodstream, rather than being pills that your liver has to process first, they often have faster and more direct results. If you're self-administering your T and unable to have your T levels checked through blood tests with a medical professional, be aware that if there is too much testosterone the body will convert it into oestrogen. However, if you're also on hormone blockers, they should prevent your body from doing so. Anyone who's experienced their hormones out-of-whack (moody, emotional extremes, spotty, unbalanced) will tell you how important it is to have your levels monitored. We highly recommend that you have your blood tested regularly, as it's the only reliable way to check you have the right levels of hormones in your body.

Your doctor or a medical professional should ascertain what is most suitable for you. If you don't feel supported by a medical professional and can get to London, cliniQ offers health support for all trans people (https://cliniq.org.uk).

SEX – A Book for Teens

