Twilight People:

**Stories of Faith and Gender
Beyond the Binary**

Education Resources

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Introduction

Twilight People: Stories of Faith & Gender Beyond the Binary

Twilight People' is a landmark project that discovers and celebrates the hidden history of transgender and gender-variant people of faith in the UK past and present. This collection is the first source of faith and transgender history in Britain. The project explores the interconnection between faith and gender journeys beyond the binary categories of male and female. The images and stories of over 40 members of the various Abrahamic faith communities – Christian, Muslim and Jewish – and other faith movements were documented by means of oral history, film and photography. The collated materials are mapped, catalogued, deposited and shared with the wider audience via free and accessible channels including an archive collection, a website, interactive digital hubs, a touring exhibition, events including a symposium, a booklet, educational resource packs and other current learning tools including an app.

The project title is inspired by a prayer called 'Twilight People' written by Rabbi Reuben Zellman. It is often recited for Transgender Day of Remembrance. It is a reminder that the twilight is not necessarily a place of otherness, but can be a positive, plural space for everyone. The symbolism of the 'twilight', the sacred in-between space – a moment of transformation and rebirth – has been used variously in many religions and faiths around the world.

The theme of the Twilight People exhibition is 'body and ritual', covering primarily the time period from the 1980s to today. Physical transformation, religious rituals and religious fetish objects (e.g. hairstyle, accessories, head-gear, jewellery, tattoos) are very often important symbols to mark both faith and gender journeys. Twilight People captures the voices and images of gender-nonconforming people of faith and interprets them in a heritage context.

This project interprets and shares this 'hidden history' so that trans and gender-variant people of faith can be celebrated as members of the wider community. Twilight People has created a lasting legacy that helps educate and empower the next generation.

Twilight People is supported by the National Lottery through the Lottery Heritage Fund and proudly hosted by Liberal Judaism. Project associates include: Islington Museum; The London Metropolitan Archives; The University of Warwick; Gendered Intelligence; Roundhouse and Soas Radio.

For more details and information please go to: www.twilightpeople.com

This education pack is designed to support the project outputs and develop a range of language and literacy skills. It aims to support schools and colleges with their equality and diversity inclusion strategy.

Benefits of using of fostering an LGBT+ & non-binary educational environment.

To ignore someone's sexual orientation and / or gender identity is to deny their very existence and an important part of their identity. It could be compared maybe to living in a country where no one speaks your language or being vegan in all meat restaurant. It can be sometimes very hard to find people to relate to, to build your identity.

With sexual orientation and gender reassignment now part of the institutional and legal framework in the UK, teachers and their respective institutions can no longer afford to ignore LGBT+ lives and issues within their classrooms. Osfted and E&D (Equality and Diversity) policies set aside, there is a growing body of research and evidence on the detrimental impact on mental health and well-being of LGBT+ and non - binary people invisibility. There is also a growing body of evidence on the huge benefits to inclusion and celebration, both in terms of well-being and mental health but also in terms of achievement , retention, success and progression.

Besides the obvious positive psychological impacts gained from fostering an LGBT+ and non-binary friendly environment, it will support your students/ learners to:

• prepare them to live in a more inclusive society
· develop their ability to express themselves in a range of contexts
· develop their linguistic abilities (to be able to express themselves in a non-confrontational way for example)
· teach them how to be respectful of differences
· develop their critical thinking skills

For your organisation it will
- foster a positive and welcoming environment for all to learn, with benefits potentially include higher retention and achievement rates
- support compliance with the Ofsted inspection requirements
- meet the legal duties of the Equality Act 2010.

Besides saving lives there are numerous advantages to fostering an LGBT+ and non-binary friendly environment for staff, students and their respective education providers. Further Readings on Benefits of LGBT+ inclusion can be found on the links below:

· Stonewall Report The Sustainable Development Goals and LGBT Inclusion https://www.stonewall.org.uk/sites/default/files/sdg-guide_2.pdf
· Centre for Studies on Inclusive Education http://www.csie.org.uk/inclusion/why.shtml
· Supporting lesbian, gay, bisexual and transgender young people (Education Scotland) http://www.educationscotland.gov.uk/inclusionandequalities/equalities/LGBT/index.asp

Who it is for?

This pack was designed with flexibility in mind and the author hopes that most of the activities can be adapted for primary, secondary and further education settings.
The activities were designed with ESOL / Literacy students in mind and target adult learners. It was piloted with adults and young people alike.

How and when to use this pack?

Teachers and Educators can use this pack as stand-alone activities or as a series of activities. One may want to use this pack to link in with a range of national events and linked to the enrichment activities.

Suggested dates

· February - LGBT+ History Month http://lgbthistorymonth.org.uk
· 31st March - Trans Visibility Day
· 26th April - Lesbian Visibility Day
· 17th May - IDAHO - International Day Against Homophobia, Transphobia and Biphobia
· June - LGBT+ Pride Month
· 28th June - Stonewall Riots Anniversary
· September - Bisexual Awareness Week (begins on the Sunday Bisexuality Day 23rd September)
· 11th October - National Coming Out Day
· 26th October - Intersex Awareness Day
· 20th November - Transgender Day of Remembrance
· 10th December - Human Rights Day

A more complete list of notable LGBT+QIAP awareness days can be found on this link https://en.wikipedia.org/wiki/List_of_LGBT_awareness_days

If this is your 'first time'

Prior to engaging with students for the first time it is strongly recommended that LGBT+ and non-binary inclusive systems and procedures are in place in your workplace. This is to not only safeguard yourself (especially if you identify as LGBT+ or non- binary) and students but will also facilitate celebration and inclusion in your institution. There are five areas which will support your educational institution become even more inclusive.

1. Secure senior management buy in and support
Senior management support is crucial to the implementation of equality and diversity initiatives. Working in isolation without their support can be a challenging task and potentially put staff and students at risk should a situation escalate. One third of the Equality Act 2010 is of direct relevance to the LGBT+ communities (gender reassignment, sexual orientation, marriage and civil partnership). It ought to be celebrated every year (see suggested dates on previous page).

2. Staff Training / team meeting discussions
This is crucial and should be delivered prior to attempting any LGBT+ inclusion. This is because my experience has shown that there has been a direct increase in HBT (Homopobic, Biphobic and Transphobic) incidents linked to an increase LGBT+ visibility. Staff must know how to not only challenge discrimination but where to find resources or how to report it.

3. Holistic approach and cross-organisational visibility
The approach must be fully integrated within every aspect of the school or college
and lead to increased visibility. Things which you ought to consider include organisation of your space (toilets, interviews for initial advice and guidance etc.) along with display of posters and flags which foster a welcoming environment for LGBT+ and non-binary people.

Trans flag

Rainbow flag

non -binary flag

Identity categories and their corresponding flags and symbols might change with time, so best to check the latest version to display in your organisation / school/ college.

4. Forum to raise issues and concerns for staff/ students

Does your organisation have a safe a confidential space for staff and students to report HBT? Is it separate from hate crime? Does it have a range of supportive systems in place to support staff and students? Are they easily accessible? Do staff know where they are? Is it included in new staff induction? Does it generate data? How is this data used?

5. Partnership work

Whenever possible, teaming up with a local or national LGBT+/ non binary organisation presents numerous advantages. Check online for your local or national LGBT+ /non- binary organisation.

Tips on dealing with potential discrimination in the classroom

The model used is one of inclusion and celebration, however, for some people the concepts of LGBT+ and non-binary can at times generate negative reactions in people. Attitudes towards differences can vary greatly from trying to understand and being inquisitive (sometimes perceived as intrusive though) to prejudice and discrimination. Ignorance leads to some common misconceptions and discriminatory behaviours including:

- Being misgendered (using the wrong name/ pronoun)
- Confusion between gender identity and sexual orientation
- Outing; not respecting trust, privacy, or confidentiality
- Harassment, bullying, verbal and physical abuse

Training is essential to equip staff with the necessary skills to successfully challenge discrimination and prejudice. This is a great opportunity to develop your students/ learners ability to express themselves in a respectful way and elicit the difference between

- understand, accept and agree
- an insult and an opinion
- what they are saying and the impact it has on others
- difference between religion and religious interpretation

The pilot

Activities 2 and 3 were piloted with both adults and young people. The purpose was to ascertain suitability, pace, content and format. Rainbow Head is an inclusive group for young people supporting each other's mental well-being and having fun. It offers a safe space for people of all gender identities, sexualities and mental health difficulties. One of their groups of young people aged 13 to 18 piloted the self-identification pizza. The board game was trialed at the LMA by the audience and guests of the Twilight People archive launch on 22 August 2016. Their feedback was taken on board and suitable adjustments were made to the teaching resources. The main feedback from the young people was around safety of disclosure. They felt very safe and happy to draw representation of their faith, gender identity and sexual orientation but they expressed concerns around being able to replicate this activity in a school environment.

Anthony Fenwick Co-chair of Schools Out UK piloting the board game at the LMA .

Suggested Classroom Activities linked to Twilight People

Activity 1: A word about Words, Trans Glossary
Matching activity using the glossary

Learning objectives	Curriculum suitability
· Define 20 different nouns defining LGBT+ self-identification	ESOL Level1 and Level2 Literacy E3, L1 and L2
Lesson content	**Differentiation / alternative**
Pre-teach some of the vocabulary you think your students might find difficult Divide the class in to small groups (3 or 4) Cut up words and definitions from appendix 1 into cards Make 2 piles one for words and one for their definitions Get students to match the words with their corresponding definition Whole class feedback	You could start the activity by getting students to order the words in to alphabetical order and think about their meaning The words could be put up on the wall and the students go around placing the Definition cards next to their corresponding words. This could be turned in to a competition between groups Early completers can check what the other groups you could give a smaller number of cards to match to each group then get each group to present there cards to the other groups
Resources appendix 1 cut up cards	**Duration** 30 to 45 minutes

Appendix 1 A word about Words, Trans Glossary	
Word(s)	Definition
Biological/Anatomical Sex	The physical structure of one's reproductive organs that is used to assign sex at birth. Biological sex includes chromosomes (XX for assigned females; XY for assigned males); hormones (estrogen/progesterone for assigned females, testosterone for assigned males); and internal and external genitalia (vulva, clitoris, vagina for assigned females, penis and testicles for assigned males). Given the potential variation in all of these, biological sex must be seen as a spectrum or range of possibilities rather than a binary set of two options (see "Intersex").
Gender	A socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can change over time and are different between cultures. Gender is often used synonymously with sex, but this is inaccurate because sex refers to physical/biological characteristics and gender refers to social and emotional attributes.

Gender Identity	One's innermost concept of self as male or female or both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth. Individuals become conscious of this between the ages 18 months and 3 years. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally and/or surgically change their physical appearance to more fully match their gender identity.
Gender Expression	Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.

Gender Roles	This is the set of roles, activities, expectations and behaviors assigned to females and males by society. Our culture recognizes two basic gender roles: Masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females). People who step out of their socially assigned gender roles are sometimes referred to as transgender. Other cultures have three or more gender roles.
Transgender	Sometimes used as an **umbrella term** to describe anyone whose identity or behavior falls outside of stereotypical gender norms. More narrowly defined, it refers to an individual whose gender identity does not match their assigned birth gender. Being transgender does not imply any specific sexual orientation (attraction to people of a specific gender.) Therefore, transgender people may additionally identify as straight, gay, lesbian, bisexual, pansexual, etc

Sexual Orientation	Describes an individual's enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. **Transgender people may be straight, lesbian, gay, or bisexual.** For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
Genderqueer	This term represents a blurring of the lines around gender identity and sexual orientation. Genderqueer individuals typically reject notions of static categories of gender and embrace a fluidity of gender identity and sexual orientation. This term is typically assigned an adult identifier and not used in reference to pre-adolescent children.
Cisgender	Refers to people whose sex assignment at birth corresponds to their gender identity and expression (Cis- from Latin meaning "on the same side [as]" or "on this side [of]").A more widely understood way to describe people who are not transgender is simply to say *non-transgender people*.

Gender nonconforming/Gender variant.	Refers to individuals whose behaviors and/or interests fall outside what is considered typical for their assigned sex at birth. Someone who identifies as "gender nonconforming" is not necessarily transgender. While their expression of gender may fall outside of those considered typical for their assigned birth gender, they may identify as that gender nonetheless. Some distinguish between these two terms by how an individual is perceived. That is, a "gender nonconforming" individual may have their atypical expression experienced by others either neutrally or even positively. "Gender variant" might be used to identify an individual whose gender expression is viewed negatively by others
Gender Fluidity	Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may change, even from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, a child may feel they are a girl some days and a boy on others, or a combination, or possibly feel that neither term describes them accurately.

DSD/Intersex	Disorders/Differences of Sexual Development. About 1% of children are born with chromosomes, hormones, genitalia and/or other sex characteristics that are not exclusively male or female as defined by the medical establishment in our society. In most cases, these children are at no medical risk, but most are assigned a biological sex (male or female) by their doctors and/or families.
FtM (Female to Male)/Transgender man	People who were assigned female at birth but identify and live as a man may use this term to describe themselves. They may shorten it to trans man. (Note: *trans man*, not "transman.") Some may also use FTM, an abbreviation for female-to-male. Some may prefer to simply be called*men*, without any modifier. It is best to ask which term an individual prefers.
MtF (Male to Female)/Transgender woman	People who were assigned male at birth but identify and live as a woman may use this term to describe themselves. They may shorten to trans woman. (Note: *trans woman*, not "transwoman.") Some may also use MTF, an abbreviation for male-to-female. Some may prefer to simply be called *women*, without any modifier. It is best to ask which term an individual prefers.

Gender Dysphoria	In 2013, the American Psychiatric Association released the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) which replaced the outdated entry "Gender Identity Disorder" with *Gender Dysphoria*, and changed the criteria for diagnosis. The necessity of a psychiatric diagnosis remains controversial, as both psychiatric and medical authorities recommend individualized medical treatment through hormones and/or surgeries to treat gender dysphoria. Some transgender advocates believe the inclusion of Gender Dysphoria in the DSM is necessary in order to advocate for health insurance that covers the medically necessary treatment recommended for transgender people.

Trans (adj)	An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms – including *transgender*. Some of those terms are defined below. Use the descriptive term preferred by the individual. Many transgender people are prescribed hormones by their doctors to change their bodies. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon medical procedure

Transition	The process by which a transgender individual strives to have physical presentation more closely align with identity. Transition can occur in three ways: social transition through non-permanent changes in clothing, hairstyle, name and/or pronouns; medical transition through the use of medicines such as hormone "blockers" or cross hormones to promote gender-based body changes; and/or surgical transition in which an individual's body is modified through the addition or removal of gender-related physical traits. The exact steps involved in transition vary from person to person.
Transphobia	Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination.

Additional Clarification

Cross-dresser
PLEASE NOTE: Transgender women are usually not cross-dressers or drag queens. Drag queens are mostly men, typically gay men, who dress like women for the purpose of entertainment. **Be aware of the differences between transgender women, cross-dressers, and drag queens. Use the term preferred by the individual.** Do not use the word "transvestite", unless someone specifically self-identifies that way.

Transition
Avoid the phrase "sex change."
Sex Reassignment Surgery (SRS) Refers to doctor-supervised surgical interventions, and is only one small part of transition (*see transition* above). Avoid the phrase "sex change operation." Do not refer to someone as being "pre-op" or "post-op." Not all transgender people choose to, or can afford to, undergo medical surgeries. Over-emphasising the role of surgeries in the transition process should be avoided.

Problematic Terms

Problematic: "transgenders," "a transgender"
Preferred: *transgender people*, *a transgender person*
Transgender should be used as an adjective, not as a noun. Do not say, "Tony is a transgender," or "The parade included many transgenders." Instead say, "Tony is a transgender man," or "The parade included transgender people."

Problematic: "transgendered"
Preferred: *transgender*
The adjective *transgender* should never have an extraneous "-ed" tacked onto the end. An "-ed" suffix adds unnecessary length to the word and can cause tense confusion and grammatical errors. It also brings transgender into alignment with lesbian, gay, and bisexual. You would not say that Elton John is "gayed" or Ellen DeGeneres is "lesbianed," therefore you would not say Chaz Bono is "transgendered."

Problematic: "transgenderism"   Preferred: none
This is not a term commonly used by transgender people. This is a term used by anti-transgender activists to dehumanize transgender people and reduce who they are to "a condition." Refer to *being transgender* instead, or refer to *the transgender community*. You can also refer to *the movement for transgender equality*.

Problematic: "sex change," "pre-operative," "post-operative"
Preferred: *transition*
Referring to a "sex-change operation," or using terms such as "pre-operative" or "post-operative," inaccurately suggests that one must have surgery in order to transition. Avoid overemphasizing surgery when discussing transgender people or the process of transition.

Problematic: "biologically male," "biologically female," "genetically male," "genetically female," "born a man," "born a woman"
Preferred: *assigned male at birth, assigned female at birth* or *designated male at birth, designated female at birth*
Problematic phrases like those above are reductive and overly-simplify a very complex subject. As mentioned above, a person's sex is determined by a number of factors – not simply genetics – and one's biology does not "trump" one's gender identity. Finally, people are born babies – they are not "born a man" or "born a woman."

Defamatory Terms

Defamatory: "deceptive," "fooling," "pretending," "posing," "trap," or "masquerading"
Gender identity is an integral part of a person's identity. Do not characterize transgender people as "deceptive," as "fooling" or "trapping" others, or as "pretending" to be, "posing" or "masquerading" as a man or a woman. Such descriptions are defamatory and insulting.

Defamatory: "tranny," "she-male," "he/she," "it," "shim"
These words dehumanize transgender people and should not be used in mainstream media. The criteria for using these derogatory terms should be the same as those applied to vulgar epithets used to target other groups: they should not be used except in a direct quote that reveals the bias of the person quoted. So that such words are not given credibility in the media, it is preferred that reporters say, "The person used a derogatory word for a transgender person." Please note that while some transgender people may use "tranny" to describe themselves, others find it profoundly offensive.

Defamatory: "bathroom bill"
A term created and used by far-right extremists to oppose non-discrimination laws that protect transgender people. The term is geared to incite fear and panic at the thought of encountering transgender people in public restrooms. Simply refer to the *non-discrimination law/ordinance* instead.
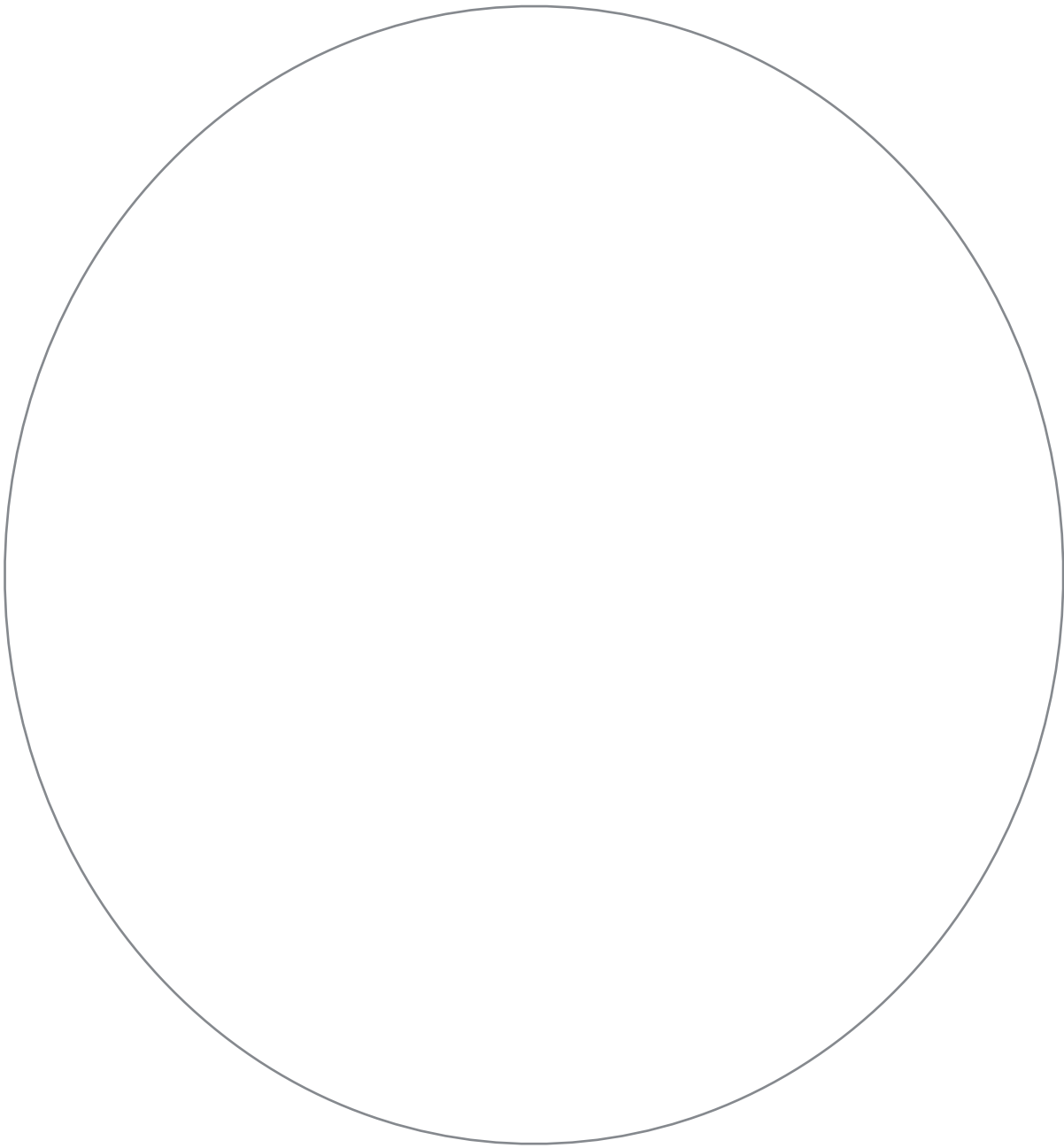
For additional resources on how to fairly and accurately report on transgender people, please see "In Focus: Covering the Transgender Community" and visit glaad.org/transgender.

Activity 2: Self-identification Pizza*

Learning objectives	Curriculum suitability
· Explore concepts of self-identification linked to gender identity in relation to faith , religion and beliefs	ESOL E1 to L2 Literacy E1 to L2
Lesson content	**Differentiation / alternative**
Get students to think about their gender identity and what objects and colours represent their faith , religion or beliefs Hand in appendix 2 and ask students to segment it like they would segment slices of a pizza. In silence , each student draws in their segment what they feel represents their gender identity , faith, religion or belief They cannot write , only draw or use symbols Get students to describe their pizzas in pairs Whole class feedback on how the activity felt	Early completers could write a description of their pizza or present their partner's pizza to a smaller group Pizzas could be displayed on the wall as 'portrait gallery' - students could each present their pizza to the class or students could walk around the 'gallery' and guess whose pizza it is As a follow up activity you could show Peta's 'Trans Angel' video and get students to compare their experience compared to theirs (Peta's).
Resources appendix 2, pencils and crayons	**Duration** 30 to 45 minutes

*Adapted from Creative ESOL and the slices of my life

Appendix 2: Self-identification Pizza

Activity 3: 'What a journey!'

Interactive board game

Learning objectives	Curriculum suitability
· Enable students to gain an over-view issues around gender identity, faith religion and beliefs	ESOL E3 to L2 Literacy E3 to L2
Lesson content	**Differentiation / alternative**
Introduce activity using activity 1 or 2 Pre-teach relevant lexis from the cards Divide the class in to small groups (3 or 4) Cards cut and shuffle , place next to the board Taking in it turn students throw a dice and move along the board , picking up a card when they land on one of the square which has 'pick a card', follow the prompts on the cards and put it back underneath the pack. Students can use their mobile phones to google the definitions of terms they do not understand	Students could write additional cards using blank cards Students could categorise cards in to positive and negative events Cards could be reshuffled every time it gets picked from the pack Looking at the Twilight People booklet match the cards with the people in the exhibition (NB some cards do not relate to anyone featured in the exhi-bition)
Resources appendix 3 and 4 Photocopy enough board for each group cut up cards and dice	**Duration** 45 to 90 minutes

Appendix 4: 'What a journey!'

Your church has agreed to bless your LGBT+ wedding Why is this a good thing? Move forward 2 spaces	Your place of worship does not accept you How does this make you feel? Move back 4 spaces
Your work place / school / college changes the gender identification on their recruitment form Why is this a good thing? Move forward 1 space	You have to wait for 3 years for an appointment at the Gender Clinic What is the impact on your mental health and well being? Wait 1 turn

Your work place / school / college introduces gender neutral toilets Why is this a good thing? Move forward 2 spaces	Your mother & grand mother are strong role models in your family but there's a lot of sexism in your family How does this affect gender roles and task allocation at home everyday? Move back 3 spaces
Your mosque decides to be more inclusive and allow everyone to attend prayers without any segregation What is your opinion on gender segregation? Move forward 2 spaces	Growing up you felt like you did not identify as female or any other gender What are the issues around people relating to you? Wait 1 turn

You become an influential LGBT+ figure head at your church/temple etc. Why is this important? Move forward 3 spaces	'I was afraid to lose my Jewish identity when I transitioned'. What do you think is the relation between faith and gender identity? Move back 3 spaces
You become a trans activist. What will you do? Move forward 3 spaces	Your rabbi/priest suggests you make a fresh start at another synagogue/church etc. because you are LGBT+ What do you do and why? Wait 1 turn

You are able to be yourself as an LGBT+ person Why is this important? Move forward 1 space	You get misgendered. How does this make you feel? Move back 2 spaces
Your body now matches your mind. What does this mean? Move forward 2 spaces	Your transitioning journey has seen a lot of hardship and struggles, leading to near death experiences. What could have improved your mental health and wellbeing? Wait 2 turns

You are in a place where you can talk freely about your faith and gender identity. Why is this important? Move forward 2 spaces	You are LGBT+ and training to be a pastor. How will you be viewed by your local community? Move forward 2 spaces
Growing up no one told you, you were a boy, no one told you, you were a girl. Why do you think it is a good (or bad) thing? Move forward 2 spaces	You now feel happy and proud about your non-binary transmasculine identity. Explain in your own words what this gender identity is. Move forward 2 spaces

Appendix 3: 'What a journey!"

FINISH

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

Pick a card

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Pick a card

START

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twilight people

STORIES OF FAITH AND GENDER BEYOND THE BINARY

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