What	Identities and glossary
Purpose	Introduction to the topic of identities, terminology and ways to address in the classroom
Target group	Teachers and trainers in vocational education and their students
Level	Level 2-3-4 in vocational education
Execution	Extra support from the teacher, outside quest (e.g. member of an LGBT+ NGO) or person with experience is advisable (depending on the ability of the students to work independently).
Sources	Social Identity Wheel
	Social Identity Wheel – Facilitator notes
	Gender Unicorn

Introduction

The increasing visibility of LGBT+ people in all areas of life has led to the need for more inclusive services that reflect the diverse lives of LGBT+ people. De Guzman et. al. (2018) found that nursing textbooks often lack sufficient content on caring for LGBT+ patients and argue that LGBT+ patient care skills should be integrated into professional conduct and personal perspectives. Rossi and Lopez (2017) claim that changes in the language and terminology used to refer to the individuals identifying as LGBT+, as well as how best to discuss issues of sexual and gender identity, can prove challenging for health care providers due to the lack of training, interdisciplinary issues and prejudices on personal and institutional levels. Thus, given the importance of language in the relationship between health care provider and patient they discuss language as a means of exhibiting cultural competence. They argue that to create an inclusive health care environment and to provide culturally competent care, the providers must create spaces within which patients can define themselves by choosing the language and terminology that they feel is most reflective of their identity, rather than be defined by the provider, intake forms, or other potentially restrictive exchanges. By focusing on how to create inclusive and open dialogue with patients within which the voice of the patient takes centre stage, the providers can more easily become culturally competent while simultaneously learning from their patients and providing appropriate care.

Other blocks, such as Readiness to learn and Good care address the importance of using appropriate language and how to open up conversation in order to move away from heteronormativity entrenched in both written and spoken language. **The purpose** of these activities is to get better acquainted with the language that is important for working with LGBT+ individuals. Furthermore, the activities guide you to address the topics of identities and intersectionality by opening up conversation about diversity in the classroom.

Activities

Addressing diversity of a population that is mostly invisible and unrepresented in texts, research and our daily lives, can be tricky. That is the reason why topics such as identities, intersectionality and diversity should be addressed in an open space that is safe for students. That way, students can address their own diversity in an unobtrusive way, consequently learning about diversity in our communities and challenges faced by marginalised groups, more specifically LGBT+ older people.

Activity 1 - Opening conversations – *How do I see myself?*

As we often do not think about what constitutes our identity, we can use tools such as identity wheel, so each individual can think about what might be a part of his/her/their identity (for example his/her/their ethnicity, race, religion, gender, sexual orientation, socio-economic status, nationality and first language, (dis)abilities and so on).

The purpose of the Social Identity Wheel activity is to encourage students to identify and reflect on the various ways they identify socially, how these identities become visible or more keenly felt at different times, and how these identities impact the ways others perceive or treat them. The worksheet prompts students to fill in various social identities and further categorise those identities based on which matter most in their self-perception and which matter most in others' perception of them (source).

Teacher/trainer should give a quick presentation of Social Identity Wheel and how it will be used in this activity. Each student receives a copy of Identity Wheel handout (use source Social Identity Wheel, other examples can be found online, or you can create your own and personalise for the group you are working with).

- Students take some time to fill out the identity wheel (it should be made clear that they can choose not to fill out some brackets if they do not feel comfortable sharing personal information). Making the identity wheel can be upgraded by adding to each identity – meaning/effect the identity has for the students, meaning/effect the identity has for others around them, how often they think about these identities, what they would like to know more about them etc.
- After everyone is finished, discuss as a group:
    - Challenges during the activity (unease, lack of knowledge etc.)
    - Unclear components of the wheel
- Invite a student who is prepared to present their identity wheel and ask if other students can ask question if any of the identities is unknown to them.
- Any student who is prepared to present is given the space to do so, the trainer/teacher can lead the discussion on how these identities are perceived by the person and how they think are perceived by others.

Results
- Students get to know each other better, understand the complexity and diversity of what "makes" an individual and reflect on the diversity in their communities.
- Students develop sensitivity and understanding of diversity of LGBT+ older people across spectrums of race, ethnicity, sexual orientations and gender identity, socio-economic status, (dis)abilities, religion and other personal circumstances or identities.
- Students better understand their own diversity and importance of addressing it in care as it acts as a buffer to discrimination and invisibility of LGBT+ older people.

Activity 2 – Glossary of Sex, Attraction, Gender Identity and Gender Expression
Understanding our identities and how we perceive them, also leads to thinking about how we express them. You have already learned about the language, terminology and heteronormativity in the block Readiness to learn. **The purpose** of this activity is to address gender identity and expression, attraction and sex, get better acquainted with the language and why it is important to know and understand the terminology when working with LGBT+ people.

Tools such as Gender Unicorn can help address this topics in a way anyone, no matter their gender identity, expression, attraction and sex can relate to. This activity helps students to better understand the differences in terminology and meaning and can also be included in the Social Identity Wheel. It deepens the understanding of parts of Social Identity Wheel in which gender, sex and sexual attraction are addressed.

Please, note that addressing gender identity, expression, attraction and sex is a very personal matter, so you need to have a safe space already established. The activities should be personalised according to the age and prior knowledge of the students.

Assignment
The teacher/trainer prepares terms and definitions that address gender identity, gender expression, sex (assigned at birth) and sexual and romantic/emotional attraction. You can also add other expressions and terminology presented in Readiness to learn chapter (e.g.: intersexuality, transgender, heteronormativity…). Use reliable sources such as glossaries provided by LGBT+ organisations (e.g.: Stonewall, LGBTQIA Research Center and others).

- Groups of students are given mixed cards with terms and definitions. Their job is to find the correct pairs.
- After everyone is finished, the results are given by the trainer/teacher (or they are reported by the students).

- The trainer/teacher addresses errors that might have occurred and presents the tools Gender Unicorn as a visual presentation of used terms.
- After discussion with the trainer/teacher, each group is asked to find a few key points of relevance of understanding someone's identities for care services and care service providers.
- The teacher can (and should) address how language changes over time and can be (mis)used in public speech and media. The examples of re-appropriation of words such as queer and dyke by the LGBT+ community shows how historically different terminology can reflect either hate speech and discrimination or simply the language LGBT+ people use to describe themselves and their lives. This is especially important when working with LGBT+ older people whose language and preferred terminology may differ significantly.

Results
- Students are aware of the diversity of language and terminology important for working with LGBT+ population.
- Students develop a better understanding of language used in relation to topics of sex, attraction, gender identity and gender expression and how it is a part of cultural competences they have to have when administrating care in practice.

Keep on learning
- Fredriksen-Goldsen KI, Hoy-Ellis CP, Goldsen J, Emlet CA, Hooyman NR. (2014). Creating a vision for the future: key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *J Gerontol Soc Work. 2014; 57* (2-4):80-107. Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4091982/.
- De Guzman F.L.M., Ngalee Moukoulou L. N., Scott L.D., Zerwic J.J. (2018). LGBT inclusivity in health assessment textbooks. *Journal of Professional Nursing.* 34, 483-487.
- Rossi A.L. & Lopez E.J. (2017). Contextualizing Competence: Language and LGBT-Based Competency in Health Care. *Journal of Homosexuality*. 64 (10), 1330-1349.