Zdroje

Altman, D., Aggleton, P., Williams, M., Kong, T., Reddy, V., Harrad, D., ... Parker, R. (2012). Men who have sex with men: stigma and discrimination. The Lancet, 380(9839), 439–445. doi:10.1016/s0140-6736(12)60920-9

Barnes, E., & Carlile, A. (2018). How to transform your school into an LGBT+ friendly place: A practical guide for nursery, primary and secondary teachers. Jessica Kingsley Publishers.

Blackless, M., Charuvastra, A., Derryck, A., Fausto-Sterling, A., Lauzanne, K., & Lee, E. (2000). How sexually dimorphic are we? Review and synthesis. American Journal of Human Biology: The Official Journal of the Human Biology Association, 12(2), 151-166.

Diamond, M., & Sigmundson, H. K. (1997). Sex reassignment at birth. Long-term review and clinical implications. Archives of pediatrics & adolescent medicine, 151(3), 298–304. https://doi.org/10.1001/archpedi.1997.02170400084015

Dellenty, S. (2019). Celebrating Difference: A whole-school approach to LGBT+ inclusion. Bloomsbury Publishing.

Doležalová, P., Heumann, V., Orlíková, B., Hull-Rochelle, G., Pavlica, K., et al. (2021). Rozvoj duševní pohody u transgender klientů. Poznatky a holisticky orientovaný terapeutický přístup. Národní ústav duševního zdraví, Klecany. Dostupné na: https://www.nudz.cz/files/pdf/rozvoj-dusevni-pohody-u-transgender-klientu.pdf

Česká středoškolská unie (2020). Zpráva z průzkumu – sexuální výchova na středních školách. Dostupné online z: https://stredoskolskaunie.cz/wp-content/uploads/2020/11/Zprava-z-pruzkumu-sexualni-vychova-na-strednich-skolach.pdf

European Union Agency for Fundamental Rights (2015). The fundamental rights situation of intersex people.

Ghebreyesus, T. A., & Kanem, N. (2018). Defining sexual and reproductive health and rights for all. The Lancet, 391(10140), 2583-2585.

GLSEN (2019). Developing LGBTQ-Inclusive Classroom Resources. Dostupné online: https://www.glsen.org/sites/default/files/2019-11/GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0.pdf

Hatchel, T., Polanin, J. R., & Espelage, D. L. (2021). Suicidal thoughts and behaviors among LGBTQ youth: Meta-analyses and a systematic review. Archives of suicide research, 25(1), 1-37.

Hillier, L., Jones, T., Monagle, M., Overton, N., Gahan, L., Blackman, J., & Mitchell, A. (2010). Writing themselves in 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people.

Hjerm, M., Eger, M. A., Bohman, A., & Fors Connolly, F. (2020). A new approach to the study of tolerance: Conceptualizing and measuring acceptance, respect, and appreciation of difference. Social Indicators Research, 147(3), 897-919.

Jarkovská, L. (2007). Jsou chlapci od přírody živější a aktivnější než dívky?. In Babanová, A., & Miškolci, J. Genderově citlivá výchova: kde začít? : příručka pro vyučující základních a středních škol, vydaná v rámci projektu Rovné příležitosti v pedagogické praxi. (p. 10-28). Žába na prameni.

Kosciw, J. & Diaz, E. (2006). National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools. Gay, Lesbian and Straight Education Network.

Krieger, N. (2003). Genders, sexes, and health: What are the connections – And why does it matter? International journal of epidemiology, 32(4), 652-657. https://doi.org/10.1093/ije/dyg156

Krišová, D., Polánková, L., Hodická, K., Schneider, C., Tanzberger, R., Mészáros, G., ... & Kriš, J. (2020). Cesta k genderově citlivému vzdělávání: Metodika pro ty, kdo pracují s budoucími nebo současnými učitelkami a učiteli.

Laumann, E. O., Gagnon, J. H., Michael, R. T., & Michaels, S. (1994). The Social Organization of Sexuality: Sexual Practices in the United States. Chicago: Univ. Chicago Press.

Lucassen, M. F., Stasiak, K., Samra, R., Frampton, C. M., & Merry, S. N. (2017). Sexual minority youth and depressive symptoms or depressive disorder: A systematic review and meta-analysis of population-based studies. Australian & New Zealand Journal of Psychiatry, 51(8), 774-787.

McIntyre, E. (2009). Teacher discourse on lesbian, gay and bisexual pupils in Scottish schools. Educational Psychology in Practice, 25(4), 301–314.

Meyer I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. Psychological bulletin, 129(5), 674–697. https://doi.org/10.1037/0033-2909.129.5.674

Meyer, E. J. (2008). Gendered harassment in secondary schools: Understanding teachers' (non) interventions. Gender and Education, 20(6), 555–570.

Myers, W., Turanovic, J. J., Lloyd, K. M., & Pratt, T. C. (2020). The victimization of LGBTQ students at school: A meta-analysis. Journal of school violence, 19(4), 421-432.

Nappa, M. R., Palladino, B. E., Menesini, E., & Baiocco, R. (2018). Teachers' reaction in homophobic bullying incidents: The role of self-efficacy and homophobic attitudes. Sexuality research and social policy, 15(2), 208-218.

Mind & MindOut (2016). Lesbian, gay, bisexual, trans and queer good practice guide. Dostupné online: https://mindout.org.uk/wp-content/uploads/2016/11/Mind-LGBTQguide-2016-webres.pdf

NUDZ (2024). Praktický průvodce pro odbornice a odborníky v péči o transgender a genderově rozmanité osoby. Dostupné online: https://www.nudz.cz/pro-media/ke-stazeni/prakticky-pruvodce-pro-odbornice-a-odborniky-v-peci-o-transgender-a-genderove-rozmanite-osoby

Ogilvie, S., Shaw, J., Katz, R., & Woodhead, L. (2021). Fine-Grained Identity. In Gen Z, Explained (pp. 39-68). University of Chicago Press. https://doi.org/10.7208/chicago/9780226814988-003

Pavlica et al. (2020). Specifika sociální práce respektující genderovou, sexuální a vztahovou rozmanitost. Prague Pride.

Pitoňák, M. (2023). Vývojové milníky neheterosexuální orientace a identit v Česku: revize tradičního modelu comingoutu. Psychiatrie Pro Praxi, 24(3).

Pitoňák, M. & Macháčková, M. (2023). Být LGBT+ v Česku. Výzkumná zpráva. Národní ústav duševního zdraví. Dostupné online: https://lgbt-zdravi.cz/WEB/wp-content/uploads/2023/02/BytLGBTQvCesku2022_report.pdf

Russell, S. T., Pollitt, A. M., Li, G., & Grossman, A. H. (2018). Chosen name use is linked to reduced depressive symptoms, suicidal ideation, and suicidal behavior among transgender youth. Journal of adolescent Health, 63(4), 503-505.

Sell, R. L. (1997). Defining and measuring sexual orientation: A review. Archives of Sexual Behavior, 26(6), 643–658. DOI: 10.1023/A:1024528427013

Shane, K. (2020). The educator's guide to LGBT+ inclusion: A practical resource for K-12 teachers, administrators, and school support staff. Jessica Kingsley Publishers.

Smetáčková, I. & Macháčková, M. (2023). Gay, transgender, nebinarita, pansexualita... – jak se vyznat v genderu a sexualitě. Školní poradenství v praxi 2/2023. 2-5. Dostupné online: https://www.rizeniskoly.cz/casopisy/skolni-poradenstvi-v-praxi/gay-transgender-nebinarita-pansexualita-jak-se-vyznat-v-genderu-a-sexualite.m-10485.html

Smetáčková, I. & Macháčková, M. (2023). Říkejte mi Sylvo. Studující s menšinovou genderovou identitou ve školách. Školní poradenství v praxi, 3/2023. 7-10. Dostupné online: https://www.rizeniskoly.cz/casopisy/skolni-poradenstvi-v-praxi/rikejte-mi-sylvo-studujici-s-mensinovou-genderovou-identitou-ve-skolach.m-10785.html

Smetáčková, I. & Machovcová, K. (2023). Sexuální orientace a genderová identita ve školách. Školní poradenství v praxi, 1, 2-4.

Smetáčková, I. & Machovcová, K. (2022). LGBT+ studující a témata ve školách. Výzkumná zpráva z projektu OUT. Pedagogická fakulta Univerzity Karlovy.
Dostupné online: https://kps.pedf.cuni.cz/wp-content/uploads/2022/08/Vyzkumna_zprava_OUT_2022.pdf

Stone, N., Ingham, R., & Gibbins, K. (2013). "Where do babies come from?" Barriers to early sexuality communication between parents and young children. Sex Education, 13(2), 228–240.

Time for Inclusive Education (2023). Codebreaking Maths . Dostupné online: https://lgbteducation.scot/wp-content/uploads/2023/01/Alan-Turing-Codebreaking-Mathematics-Third-Level.zip

Time for Inclusive Education (2023). Numeracy and Mathematics Worksheets. Dostupné online: https://www.glsen.org/sites/default/files/2019-11/GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0.pdf

Vega, S., Crawford, H. G., & Van Pelt, J. L. (2012). Safe schools for LGBTQI students: How do teachers view their role in promoting safe schools? Equity & Excellence in Education, 45(2), 250-260.