



Title: Gender: More about Gender/What is Transgender?

Level: THIRD

Code: 3.6.2

Links to Curriculum for Excellence

| Experiences and outcomes | Benchmarks |
|---|---|
| <p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3-45b</p> | <ul style="list-style-type: none"> • Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making. |

Learning Intentions

- Young people learn about gender.
- Young people consider gender stereotyping.
- Young people view themselves as unique individuals.

Success Criteria

- Young people describe themselves positively and can talk about their unique attributes and interests.
- Young people can describe how gender stereotypes impact on individuals and populations within society.
- Young people understand and accept diversity amongst peers.

Resources to support this activity

- PowerPoint slides
- My name is Leo (duration 28 minutes) is a CBBC documentary about Leo a 13 year old who is transitioning from female to male.
https://www.youtube.com/watch?v=0x_u2cs8Dpl&feature=youtu.be

Activity

1. This activity explores some of the language or terms that young people might be hearing or finding out about, in conversation with others or through social media. To start, ask what young people remember about the last session. Then ask, what do young people hear or see on social media or TV or films about gender – from stereotypes, to a person being treated badly because of their gender, to people who describe their gender with words that are new to young people.
2. Introduce the series of slides and in conversation look for different views and questions.
 - Some people say gender is a **binary**. Binary means one thing or the other. So, when it comes to gender there is male and female.
 - Some people say gender is not so fixed, so that people can choose many ways to describe their gender. Have you heard the terms **gender fluid** or **gender non-conforming**?

Acknowledge that young people might hear the next two terms, this is what they mean:

- **Cisgender** means that you express your gender in a way that matches how you were identified when you were born. So, you were a girl at birth and you live as a girl/woman now. Or you were identified as a boy at birth and you live as a boy/man now. So, the majority of people would be described as cisgender.
- **Transgender (sometimes people just say Trans)** describes people who feel that the sex they were given at birth doesn't match how they feel inside or how they want to express their gender to others. For example, someone who was born as a girl but has always felt like a boy. Or someone born as a boy but has always felt like a girl. Sometimes a trans person will want to change their bodies. Sometimes a trans person will decide to keep their body as they were born but live as the gender they want to be seen as, so they might change their name or their clothes or hair.

Acknowledge that this might seem confusing some of the time – and that online and when you talk about gender, people can have strong opinions. **The basic thing is there are no rules about how to be a girl or a boy - be who you want to be.**

3. The experience of being transgender

Having had some discussion about the language and different views people have about how gender works for people, return to the term transgender and the definition, clarify understanding and introduce and watch the CBBC documentary.

My name is Leo (duration 28 minutes) is a CBBC documentary about Leo a 13 year old who is transitioning from female to male.

https://www.youtube.com/watch?v=0x_u2cs8Dpl&feature=youtu.be

Notes to support discussion: Viewing the programme can be followed by some discussion about Leo's experiences, with a focus on both the challenges he has faced and how he has been supported. Leo has also made the decision to use a drug that will delay sexual maturity, so he will not develop an adult female body and have periods. The discussion can provide an opportunity to

acknowledge that for people who are transgender things can be difficult, sometimes because people can be cruel to them. The most important thing to remember when you hear about people who are transgender, or meet a person who is transgender, is that they are just like everyone else except for one thing, how their gender works. Remember too that everyone of us is born unique and special, this is what makes us all so interesting.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

Young people hear a lot through different media about gender. Our activity at school explains some of the words used and shares a film made by CBBC about a 13 year old who is transgender. *My name is Leo* (duration 28 minutes) https://www.youtube.com/watch?v=0x_u2cs8Dpl&feature=youtu.be

Further learning activities are available that connect to this RSHP curriculum content

- 3.6.1 Gender: Boys, Girls and Stereotypes

Practitioner Notes