



Title: Gender: More about Gender (V4)

Level: THIRD

Code: 3.6.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a 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	<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.

We can also identify these additional CfE Experiences and Outcomes as being relevant to these activities; they sit within **Mental, Emotional, Social and Physical Wellbeing** group within Health and Wellbeing. As the responsibility of all they do not have associated Benchmarks.

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 3-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 3-10a

Learning Intentions

- Young people learn about themselves, what makes them unique and the idea of diversity.
- Young people learn about gender and consider stereotypes and gender-biased expectations.
- Young people reflect on the experience of being transgender.

Success Criteria

- I understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I can give examples of, and can challenge, stereotypes.
- I show respect for others and I understand and accept diversity amongst my peers.

Resources to support this activity

- PowerPoint slides
- My friend is transgender (4 minutes 25) an animation by K. Kypers for amaze.org <https://youtu.be/9DO7wSU1tCA>
- My name is Leo (28 minutes) https://www.youtube.com/watch?v=0x_u2cs8Dpl&feature=youtu.be
Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Start with a reminder that in the previous session young people were talking about being a girl/woman and boy/man and how they look, how they behave, or their aspirations should not be limited by stereotypes, by their sex or by expectations of what boys and girls should do.
2. Explain that in this session young people will be talking more about the idea of gender and how this differs from our biological sex which we are told at birth. Use the series of slides, chatting and checking understanding as you go, draw on discussions from the previous session where helpful. Some guide questions are offered in italics.

- **People use the words *sex* and *gender*.** Sometimes people use them as if they mean the same thing. This can be confusing. So, what's the difference?
- **Sex is assigned to us at birth,** when a baby is born it is said to be male or female.
- **Gender is an expression of who we are.** For example, we can dress or behave in ways that we think represent how feminine or masculine we feel.

Question: Do you think you dress or behave in ways that give clues as to your biological sex? Are you free to express who you are? Or are your expressions limited by stereotypes of how masculine or feminine someone should be?

- **Gender is also about how we experience life.** For example, if someone thinks we are a woman they might treat us one way, if they think we are a man they might treat us a different way.

Question: Can you think of examples of how people are treated differently when they are thought to be a woman or a man? Does this happen to young people your age – have you been treated one way because you are a girl? Or in a particular way because you are a boy?

- Most people would say their sex and gender match. They might say: I am male/a man and other people see me as male/a man. Or: I am female/a woman and other people see me as female/a woman. There's a word that can be used for this: **cisgender**.
- Some people say their gender is not fixed, they don't want to be defined by being either man or woman. They might choose a different way to describe their gender, this might or might not match their sex, they might use the term **gender fluid** or **gender non-binary**.
- If a person describes themselves as **transgender** (sometimes people just say **trans**) they feel that the sex that they were given at birth doesn't match how they feel inside or how they want to express their gender to others.
- So, a **transgender woman** lives as a female/woman today, but was thought to be male when she was born. A **transgender man** lives as a male/man today, but was thought to be female when he was born.

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

- 4. My friend is transgender.** By way of further information and discussion about transgender identities watch the animation: *My friend is transgender* (duration 4 minutes 25) <https://youtu.be/9DO7wSU1tCA>
Ask young people to share any thoughts. How would they react to and support a friend or peer who was coming to terms with being trans?
- 5. The experience of being transgender.** Having had some discussion about the language and different views people have about how gender works for people, 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
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.
- What reactions has Leo come across in his experiences of being transgender? The discussion can provide an opportunity to acknowledge that for people who are transgender things can be difficult, sometimes because people can be cruel.
 - 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. How was this discussed in the film? Why was this important to Leo? How might it impact on him?

The film and reflection on Leo's experiences provides an opportunity to remind young people that when they 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.

- 6. End** with the 'help' information about ChildLine, explaining that ChildLine get calls and online contact from young people who have questions about gender, and the service is confidential.

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. At school, we understand that people can have strong views about gender, our intention is to help our young people be critical, aware and kind when it comes to how they discuss the issues and also how they are toward others. As part of our learning we consider the experience of transgender young people, we are sharing this animation and short film.

My friend is transgender (duration 4 minutes 25) <https://youtu.be/9DO7wSU1tCA>

A film made by CBBC *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

Additional activities/resources

- *Expressing myself my way* (3 minutes 36) a film by Dee Boyd by amaze.org - An animated song about gender identity <https://youtu.be/ITRdvGnplLU>

Practitioner Notes

