

Overview of ‘The Legacy of Wolfenden’ sessions

Aim

To develop a range of sessions/activities that could be adapted and developed by confident teachers.

Objectives

To increase awareness of Wolfenden, the role he had in partial decriminalisation of homosexuality and the legacy of the Wolfenden report.

How this change in legislation laid a foundation stone for the more inclusive society in which we now live (in the UK)

Notes

The order is in two sections or groups of sessions: Sessions A, B, C have a ‘history’ focus and Sessions D, E, F have a ‘PSHE/identity’ focus.

Activity

We provide optional and flexible activities for each session.

We intend to introduce teachers to the key topics during training and offer the opportunity for teachers to explore their own knowledge and any misconceptions.

Ground rules should be set for all classes. Personal stories can be very powerful; classes can be introduced to the idea that they could tell a story about ‘someone they know’ or ‘they heard about someone who...’ to retain confidentiality and encourage the sharing of stories. Teachers can do the same.

Resources

We also offer some resources with advice on where to find additional resources.

There is a wide range of resources included and they should be previewed before a session as pupils will have good, perhaps challenging questions. That is a successful outcome of the sessions for pupils but some teachers may feel out of their comfort zone so it is important to preview any videos etc that will be used with classes.

Suggested ground rules:

Confidentiality “What is said in the room, stays in the room.”

Listening “We show respect by listening”

Participation “We encourage everyone to contribute”

Questions like “I wonder if...”, “how might it be...”, “it is

	OK to ask questions, but there might not be answers”.
Plenary	
We have included questions for reflection in this section to allow a range of pupil voices to be heard or articulated.	

SESSION E: Gender identity

Aim
To gain a greater awareness of who we are and who we can be
Objectives
To increase awareness of gender identity, gender expression and the importance of living as your authentic self.

Notes
<p>Start the lesson by prefacing that some people find labels empowering and helpful. The next two sessions will look at various identities through their labels.</p> <p>The topic of gender identity and expression is too large to cover entirely in a 1 hour session. The following topics are not explored at length during the session, so you may wish to spend further time on them: ‘Two-spirit’ and cultural variations of gender, transphobia and transphobic bullying, and harmful stereotypes about gender variance.</p> <p>For two-spirit and cultural variations of gender we recommend: “The two-spirit people of indigenous North Americans” by The Guardian (available online) and “These Third Genders From Cultures Around the World Prove It’s Not as Black and White As People Think” by Ranker (a available online).</p> <p>For transphobia and transphobic bullying we recommend resources from Stonewall, Brook and Beyond Bullying by Leicestershire County Council (all available online).</p> <p>For harmful gender stereotypes we recommend the PSHE lesson plans on Gender Stereotypes created by the Institute of Physics (IOP) (available online).</p>

Activity	Resources
<p>STARTER ACTIVITY (5 minutes)</p> <p>In pairs, ask students to write down everything they know about gender.</p> <p>Hand out ‘The Genderbread Person v.3’.</p> <p>Give the students several minutes to read and then ask students to add any information they have discovered.</p> <p>Ask the following questions:</p> <p>How is ‘gender identity’ different to ‘gender expression’?</p> <p>Has any of this information surprised you?</p>	<p>Paper and writing materials</p> <p>Copies of ‘The Genderbread Person’ from the training pack, one copy per student. Students are to keep their copy for future reference.</p>
<p>ACTIVITY 1: Gender identities- Cis, Trans* and Intersex (20 minutes)</p> <p>Quick discussion -(3 minutes)-</p> <ul style="list-style-type: none"> • Why do we ask someone who is expecting a baby, are you having a boy or girl? • How is it decided what gender a baby has? <p><i>By the genitalia at a scan or at birth but also from DNA chromosomes and from hormones. BUT can we really know what gender somebody is when they are born? The brain plays a huge part in telling us what gender, if any, we are, and the brain is not fully developed at birth. Sometimes a person's gender matches their assigned gender at birth. Does anybody know what this is called? This is referred to as cisgender or ‘cis’.</i></p> <p><i>Sometimes a person's gender does not match the gender they were assigned at birth. Does anybody know what this is called? This is referred to as transgender or ‘trans’. A person who is transgender may transition, socially and medically, to live as their gender. Social transition means living socially as the gender they are. This can involve changing names to a more gender specific or gender neutral name, wearing gendered or specifically gender neutral clothing, pursuing particular hobbies and acting in particular ways. Medical transition can include hormone therapy and possibly surgery.</i></p> <p>Video- transgender</p> <p>“ PRE-T to ONE YEAR ON TESTOSTERONE COMPARISON // FtM TRANSGENDER RyanJacobs ” STOP 4:30</p> <p>https://www.youtube.com/watch?v=RA5t215ljkw</p> <p>Why did Ryan transition?</p> <p>Why does Ryan’s voice change in the video?</p> <p>How does Ryan’s emotions change as the video goes on?</p>	<p>“What does it mean to be genderqueer?” by Ashley Wylde PLAY 1:46 STOP 5:20</p>

Ryan mentions feeling dysphoric . Does anybody know what gender dysphoria means?

Gender dysphoria- (5 minutes) *When your physical body does not match your gender, you can suffer discomfort and distress, this is known as gender dysphoria. Gender dysphoria is not a mental illness but can cause a person to be deeply unhappy. Young people will sometimes have hormone blockers or take injections of certain hormones to go through puberty which is consistent with their gender. Sometimes people have surgery as part of their transition, this is to align their outward appearance with their gender.*

“If we remember, the brain has everything to do with gender. Our brains tell us which gender, if any, we are. For some people the binary genders of male and female just don’t fit. They know that living as one gender all the time would not be a reflection of who they are. Either genders themselves don’t fit, sometimes known as gender nonconforming or agender, or a person feels that their gender is fluid and moves between the two poles of femininity and masculinity, sometimes known as genderfluid or genderqueer ”

Watch video

Quick paired discussion:

- How is transgender different from genderqueer /gender fluid and gender non conforming ?

Students to read trans* stories in pairs (two stories per pair) and consider the following questions:

What is similar about the two stories?

What is different about the two stories?

How did the individuals know they were transgender or trans*?

Consider the following poems. Ask students to think about how the poems make them feel and whether the poems have challenging any of their thoughts.

Intersex- *what if a baby is born whose genitalia, chromosomes and hormones do not clearly match the structure for a male or a female? What if some elements match female and some elements match male? Does anybody know what this is called? Well this is known as ‘intersex’. One in 100 people born have bodies which differ from the standard male and female. Let’s hear from some people who were born Intersex.*

In the past, babies were operated on shortly after birth, with doctors choosing the child’s sex and then parents were told to raise their child as a boy or a girl. What could be an issue with this? Do you think doctors should decide the gender of a child?

<https://www.youtube.com/watch?v=9L9ULiqj-1o>

Give out copies of ‘ Stories of trans experiences ’ (1 per pair).

Hand out copies of Poetry

Self Portrait (I Am Not Doing This For You) written by Tara Bernadette Egan and

The Girl in the Looking Glass written by Jessica Stevens-Taylor

“ What It's Like To Be Intersex” by Boldly

<https://www.youtube.com/watch?v=cAUDKEI4QKI>

ACTIVITY 2: Gender expression (15 minutes)

Reminder, gender expression is external (whereas gender identity is internal). Gender expression is how you show your gender through clothing, actions, behaviours and interactions.

Can anybody think of any terms for gender expression? Write the following words on the board and ask students to share any definitions they know e.g 'girly', 'manly/boyish', 'butch', 'femme', 'androgynous', 'gender neutral'

'butch or masculine' = *masculine attributes.*

'femme or feminine' = *a person who conforms to traditional standards of femininity.*

'androgynous' = *a combination of feminine and masculine characteristics which challenge gender conventions.*

'gender neutral' = *may express themselves in a way which is not identifiable as traditionally male or female.*

Activity: Ask students to draw their gender identity/expression on blank body outlines. Stress that this is personal and private and students need to be respectful.

Find and display pictures from Ru Paul's Drag Race and other depictions of drag on IWB.

What about 'drag', how does this relate to gender expression?

"Drag is a form of cross-dressing. Cross dressing is the act of wearing items of clothing and other accessories commonly associated with the opposite sex within a particular society. Another term for cross-dressing is transvestism and some people who cross-dress refer to themselves as transvestite. Drag is a special form of performance art based on the act of cross-dressing. A drag queen is usually a male-assigned person who performs as an exaggeratedly feminine character, in heightened costuming sometimes consisting of a showy dress, high-heeled shoes, obvious make-up, and wig. A drag king is a counterpart of the drag queen but usually for much different audiences, and is defined as a female-assigned person who adopts a masculine persona in performance or imitates a male film or pop-music star."

<https://en.wikipedia.org/wiki/Cross-dressing>

Discuss: How is drag different from being transgender?

Being transgender is the feeling and knowledge that you are a particular gender. Drag and cross dressing is dressing up as a particular gender for a period of time.

The Politics of Passing

Discuss: Why is it seen to be important for men to look like men and women to look like women? What do you think the term 'passing' means?

'Passing' means being seen and accepted as a woman or man based on

Hand out copies of the 'Identity and Me' body outlines, one per student

Find and display pictures from Ru Paul's Drag Race and other depictions of drag on IWB.

"Passing|Trans|One word" by Cut
https://www.youtube.com/watch?v=kNXX_CzfNvg