



LEARNING INTENTIONS

- » Define the terms 'transgender', 'gender diverse', and 'transphobia'.
- » Analyse societal expectations of gender and the stereotypical or limiting nature of these.
- » List ways to be more inclusive of people who are transgender or gender diverse.

OUTLINE

This lesson provides students with the opportunity to explore the topic of gender and gender diversity. Up until this point, many students may believe that gender can only be either male or female, and that they have specifically related behaviours and characteristics. By completing this exercise, students will be able to explore the concept that gender exists outside this binary and that societal expectations of gender are shaped by the world in which they live.

SUGGESTED PROCEDURE

1. Interactive Exercise: Aliens!
2. Activity: Nevo's Video
3. Writing Exercise: Questions About Nevo's Video
4. Discussion: What is Transphobia?
5. Discussion: Building Blocks of Identity - Gender

students will need to make a list of characteristics, hobbies, clothing and traits that we associate with being either male or female.

Indicate to your students that you are talking about gender and not sex by asking them to consider what makes them female or male. Most students will mention their genitals. Extend the discussion by asking students what it would mean in terms of their gender if they were to lose that part of themselves.

Explain that sex is about the body you are born with (male, female or intersex [see lesson 6]), while gender is about your identity, or how you feel inside.

Gender refers to the way that you feel on the inside. It might be expressed by how you dress or how you behave and for some people these things may change over time. For about 4% of people their gender may not align with the sex they were assigned at birth and that's OK.⁴

Divide your board into two columns, with one headed 'male' and the other 'female'. Model some example responses from the list shown on the next page.

Distribute butchers paper to groups of 3 or 4 students and instruct these groups to divide their page in the same manner as shown on your board.

What genitals does Nevo have?

It's important to consider how you would feel if someone asked you what your genitals were like. You might feel uncomfortable. No one needs to know what your genitals look like, just as you don't need to know what Nevo's look like, or anyone else's. It isn't polite to ask. What's important is the person that Nevo is.

Nevo talks about wanting children, how can he have them?

There are lots of different ways of having a child which Nevo could choose from depending on his body, his partner's body, and what he wants. These include things like IVF, fostering and adoption.

WRITING EXERCISE: QUESTIONS ABOUT NEVO'S VIDEO

Provide the attached exercise questions to your students in class or as a take home activity.

GROUP DISCUSSION: WHAT IS TRANSPHOBIA?

Ask your class if anyone can define in their own words what 'homophobia' is. Next explain that, like what homophobia is for gay, bisexual or lesbian people, 'transphobia' is used to describe a whole range of negative behaviours towards anyone because they are transgender or gender diverse. You may have heard transphobic language like

wellbeing through policies that address uniform and toilets.⁵

GROUP DISCUSSION: BUILDING IDENTITY - GENDER

Provide students with a digital or print the attached 'Building Blocks of Identity' handout. This handout provides student visual reference of the content you have and suggestions on how they can be more inclusive of transgender people. Go through this and answer any questions they might have (page 10 for further instructions)

HOMEWORK: WRITING TASK

Ask students to write a short summary (100 words) about Nevo's video and how gender expectations may have affected

Teacher note: Nevo discusses the use of pronouns, such as 'he', 'she', 'him' and 'her'. Use of the correct pronoun is very important for many transgender people, but it is not always apparent from the way someone appears. Whether by accident or deliberately, using the wrong pronoun does not match a person's gender and is called misgendering. You may want to encourage students not to freak out too much if they misgender someone the first few times. It can be hard to get used to, but it's really important to get it right.

Only one transgender experience is discussed in this lesson. The serious medical ramifications of transitioning are not covered in this lesson nor are the long term consequences.

Introducing adult concepts pertaining to gender and sexuality when the student is too young to cope with such information only increases confusion during the sensitive period of puberty.