

DISCRIMINATION
IDENTITIES
WORK
RESEARCH
EDUCATION
HEALTH
EMPOWER
GENDER
RESOURCES
CONSULTATION
YOUNG RIGHTS
TRAINING
YOUTH
IDENTITY
HATE CRIME
BULLYING
INFORM
CYMRU
EQUALITY
CHALLENGE
PEOPLE
ROLE
SET
BINARY
VISION
AWARENESS
ATTITUDES
CHALLENGE
IDENTITIES
WORK
RESEARCH
EDUCATION
HEALTH
EMPOWER
GENDER
RESOURCES
PROFESSIONALS
YOUNG YOUTH
TRAINING
IDENTITY
RIGHTS
HATE CRIME
BULLYING
INFORM
CYMRU
EQUALITY

**TRANS*FORM
CYMRU TOOLKIT**



CONTENTS

■ INTRODUCTION	2
■ TRANS*FORM STEERING GROUP	4
■ GLOSSARY	12
■ TIPS ON BEING A TRANS* ALLY	15
■ WHAT THE LAW SAYS	18
■ TRANSITION	20
■ THE KEY ISSUES	23
■ EDUCATION AND YOUTH WORK	23
■ HEALTH	29
■ MEDIA	35
■ SPORT AND LEISURE	37
■ HATE CRIME AND SAFETY	38
■ SUPPORT AND SOCIAL GROUPS	41

■ GUIDANCE FOR YOUTH ORGANISATIONS: CREATING AN INCLUSIVE SPACE FOR TRANS* YOUNG PEOPLE	
■ LANGUAGE AND PRONOUNS	43
■ COMING OUT	45
■ GENDER FACILITIES – TOILETS AND CHANGING ROOMS	50
■ SWIMMING AND SPORT	51
■ RESIDENTIAL ACTIVITIES AND OVERNIGHT STAYS	52
■ CHALLENGING TRANSPHOBIC LANGUAGE AND BEHAVIOUR	54
■ CELEBRATING DIVERSITY	55
TRANSGENER AWARENESS – ACCREDITATION	57
EXAMPLE MONITORING FORM	72
ORGANISATIONS	75

ACKNOWLEDGEMENTS

WE WOULD LIKE TO THANK THE WELSH GOVERNMENT, MESS UP THE MESS, SHERMAN CYMRU AND THE WALES MILLENNIUM CENTRE FOR THEIR SUPPORT, AS WELL AS THE ORGANISATIONS AND INDIVIDUALS WHO PARTICIPATED IN CONSULTATION AND FOCUS GROUPS AND CONTRIBUTED TO THE DEVELOPMENT OF THE TOOLKIT.

**@YouthCymru | www.youthcymru.org.uk
@TransFormCymru**

INTRODUCTION

TRANS*FORM CYMRU IS A THREE YEAR PROJECT FUNDED BY THE WELSH GOVERNMENT TO EMPOWER AND SUPPORT TRANS* YOUNG PEOPLE TO ACCESS THEIR RIGHTS AND TO PROVIDE SUPPORT TO YOUTH-FACING ORGANISATIONS TO ADDRESS DISCRIMINATION AND EXCLUSION OFTEN EXPERIENCED BY TRANS* YOUNG PEOPLE.

Trans*Form Cymru is led by a Steering Group of young people who all identify on the trans* spectrum. Youth Cymru support the Steering Group to develop resources and plan events to raise awareness of trans* issues among professionals and young people.

INTRODUCTION TO YOUTH CYMRU

Youth Cymru is a national voluntary organisation with over eighty years' experience of supporting youth work and young people in Wales. We support a network of 184 youth facing organisations across Wales, voluntary and statutory. Together our member organisations worked with 212,556 young people aged between 11 and 25 in 2013/14.

INTRODUCTION TO THE TOOLKIT

This toolkit contains information on key points from our consultation with trans* young people, guidance for youth work organisations and a selection of resources to use with young people to promote awareness of equality and diversity in your organisation.

Professionals working with young people may not feel confident discussing transgender issues, or may not feel that the subject is relevant or appropriate to their practice or to the young people they work with. However, current research estimates that 1% of UK population is trans*.¹ Therefore, based on 2011 population figures, it is estimated that there are over 30,000 trans* people in Wales.

Many trans* people are now coming out at a younger age, increasing the likelihood that schools and youth organisations will encounter trans* young people, or a young person who has a parent, sibling or other family member who is transgender.

We believe that open discussion around gender and a clear commitment to challenging transphobic language and behaviour will contribute to trans* young people feeling comfortable accessing youth work, as well as leading to a reduction in bullying and developing empathy in other young people.

A NOTE ON LANGUAGE

We use trans*, trans and transgender as umbrella terms to describe people whose gender identity and sense of self does not wholly match the gender they were assigned at birth. A glossary of relevant language can be found on page 12.

September 2015

1 Gender Identity Research and Education Society <http://www.gires.org.uk/whatwedo>

“It is very important [...] that organisations are aware of how trans young people need to be supported, the correct methods of supporting them and attempt to normalise their gender. It has been witnessed on many an occasion that an LGBT young person immediately feels safer when they meet another person with the same feelings, showing that if it is normalised it can save lives.”*

(North Wales Regional Equality Network)

“I worked with young people whose family life have been disrupted; transphobic hate crime and bullying is still hugely under-reported and agencies need to recognise the specific challenges these young people face. And that’s even without counting the hard times some have to go through in trying to get ahead on the medical pathway.”

(A Brighter Future Altogether Benefitting Bridgend)



TRANS*FORM STEERING GROUP

TRANS*FORM CYMRU IS LED BY A STEERING GROUP OF TRANS* YOUNG PEOPLE AGED 11-25. THEY MEET REGULARLY AND DEVELOP PROJECTS TO RAISE AWARENESS OF GENDER VARIANCE AMONG YOUNG PEOPLE AND PROFESSIONALS. SINCE THE START OF THE PROJECT, THE GROUP HAS CREATED A PERFORMANCE AND SHORT FILM BASED ON THEIR EXPERIENCES. THEY HAVE ALSO RESPONDED TO CONSULTATIONS, MET WITH THE MINISTER FOR COMMUNITIES AND TACKLING POVERTY AND ADVISED RESEARCHERS FROM THE BBC ON THE INTRODUCTION OF A TRANS* CHARACTER AND STORYLINE. THE GROUP HAS ENABLED TRANS* YOUNG PEOPLE TO MEET AND SOCIALISE WITH THEIR PEERS, DEVELOP SKILLS AND CONFIDENCE AND MAKE A REAL DIFFERENCE TO THE LIVES OF OTHERS.

IMPACT ON YOUNG PEOPLE:

“This project has been an incredible experience so far. It was my first opportunity to really get to know other trans identified individuals, all of whom I now consider to be close friends. The project itself has provided us all with the opportunity to voice our concerns and hopes for young trans people in Wales, and has enabled us to develop the skills to bring about change in our communities and beyond. I myself have grown in confidence and done things I never thought I was capable of before.”

“Before I joined the group I was very alone and now I can’t say that.”

“I’m more confident and I’ve got more friends than I’ve ever had in my life. I’m now involved in something whereas before I was just sat at home.”

GENDER
YOUNG YOUTH
TRAINING
IDENTITY
BULLYING INFORM
EQUALITY

DISCRIMINATION
IDENTITIES
WORK RESEARCH
EDUCATION HEALTH EMPOWER
GENDER RESOURCES
YOUNG RIGHTS CONSULTATION
TRAINING YOUTH

STEERING GROUP GOALS AND MOTIVATION

Reasons for wanting to make a change:

- Being dragged from public toilets
- Feeling comfortable about toilets
- Inform young people's it's ok
- Stop discrimination against young trans people
- Proper representation in the media
- Distinction between gender and sexuality
- So people can feel they can explore their gender identity
- Change the future!
- Decrease trans* suicide / hate crime

VISION FOR TRANS* YOUNG PEOPLE:

“To be allowed to express themselves at a young age, to be taken more seriously and not be squashed into boxes that people think they should be in and be allowed to explore their identity and be taken seriously. To not feel so separated and alone with it and to be able to use the facilities they’re comfortable with because people can achieve a lot more when they’re comfortable in themselves”



“Don’t want another generation to go through the same as us”

EMPOWER
RESOURCES
PROFESSIONALS
RIGHTS
HATE CRIME
EQUALITY

Reasons why Trans*Form Steering Group Members want to make a change

WHY?

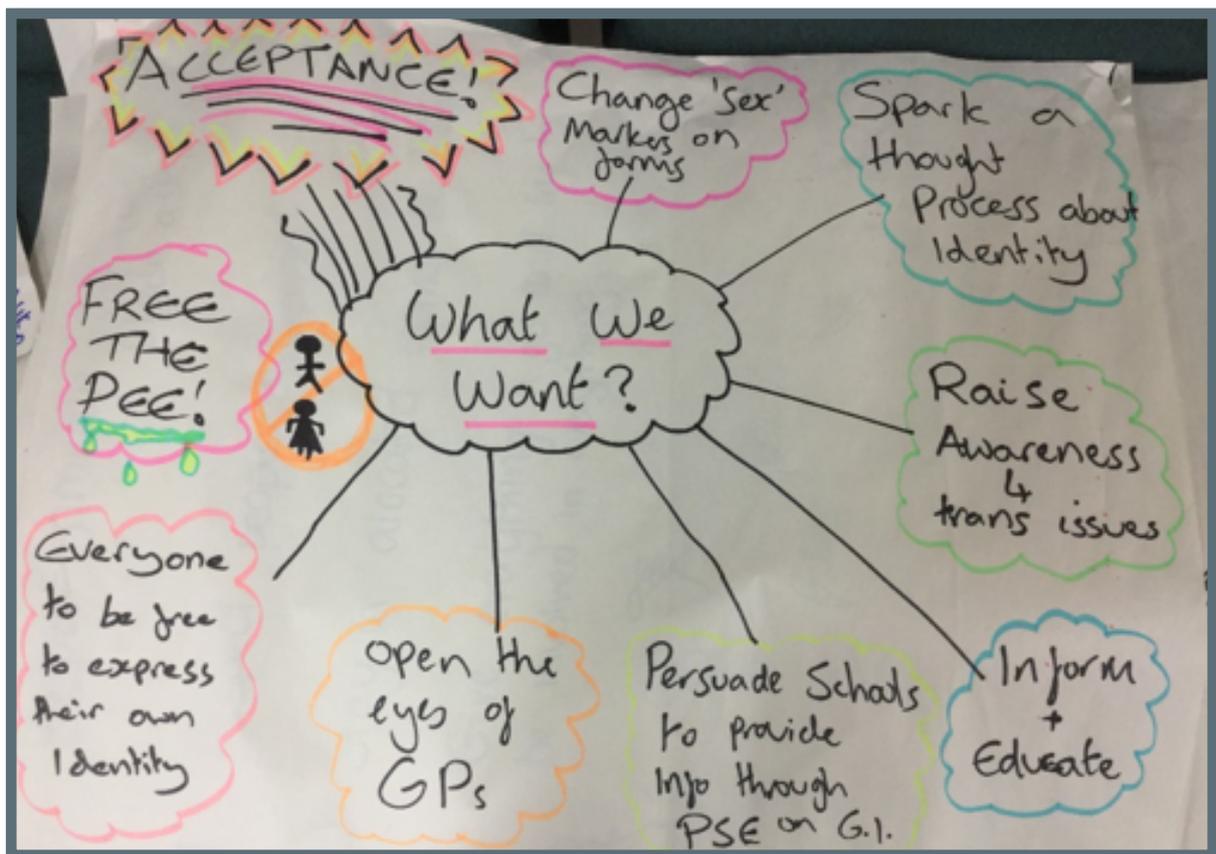
- Dragged from public toilets
- Being assumed to be 1 gender
- Feeling comfortable using toilets
- ★ Doctors take it seriously
- Inform young people that it's OK!
- "Don't want another Generation to go through the same as us"
- Stop discrimination against young Trans* Kids.
- Proper representation in Media - Distinction between Gender + Sexuality
- So people feel they can explore their gender Identity.

CHANGE THE FUTURE!
Decrease Trans* suicide/hate crime

What?

- * Raise Awareness of Trans* Issues.
- * Normalise Gender Variance.
- * Not Just a Label
- * Stop Kids being pushed into Gender Rolls.
- Information More accesable for young people.
- @ Not a MENTAL ILLNESS. 😞
- Clear language + Stereotypes
- Not ONLY Binary Genders
- Gender Not sex or written forms
- More Gender Options ↑

Trans*Form Steering Group aims.



BEING TRANS MEANS

Poem by young people from Trans*Form

Being human

Doesn't mean being an object or animal

Means being individual

Does not mean pink or blue

Means peeing without fear

Doesn't mean you're a predator

Means real friends respect you

Doesn't mean 'but I'll always see you as..'

Means loving yourself regardless

Means being unapologetic about your identity

Being trans isn't all you are

Doesn't mean a selfish mistake or phase

Means being unapologetic about your identity

Means eating, sleeping, laughing, crying, working, learning, teaching, breathing, living and loving

I am not brave for being trans

I am brave for being

Message to trans* young people:

"Try to accept yourself and try and find someone who you can trust to tell as well because it's so relieving when someone you know finds out and is ok with it and is really supportive"

DISCRIMINATION
 IDENTITIES
 EDUCATION
 GENDER
 YOUNG RIGHTS
 TRAINING

Gender exists on a spectrum. You express your gender through; clothing, make-up, hair, posture and actions
 Gender DOES NOT equal sex!

TRANS*FORM CYMRU HAS USED ART AND CREATIVE METHODS TO ENGAGE AND EMPOWER YOUNG PEOPLE AND TO BEGIN A CONVERSATION ABOUT GENDER AND IDENTITY.

'Binary' was commissioned in response to a poem written by Angharad Lee, who facilitated a discussion over two days in July 2014, with young people from the project. Angharad used free-writing workshops to allow the young people to express various feelings and emotions through words. This led to a much deeper discussion about the use of words in identity. This project was a collaboration between Sherman Cymru, the Big Lottery and Youth Cymru. 'Binary' was created by Becky Davies, a visual artist and freelance theatre designer.

The title 'Binary' refers to the gender binary and the idea that we often view gender as being about opposites (for example, male/female, masculine/feminine, either/or) rather than recognising gender as being diverse.

'Binary' was displayed at the Wales Millennium Centre during March 2015. The exhibition and conversation event asked people to consider the following questions:

- What is gender?
- How do we define masculine and feminine?
- What does the gender binary mean?
- How do we 'read' someone's gender?

Listen to them
Respect their selected pronouns (and use them!?)
Treat them equally!?



IDENTITY
 BULLYING INFORM
 EQUALITY



'HUMANEQUIN' WAS A THEATRICAL PIECE THAT INFORMED, EDUCATED AND CELEBRATED THE LIVES OF TRANS* YOUNG PEOPLE IN WALES. IT COMBINED A FILM, PERFORMANCE AND Q&A THAT EXPLORED REAL LIFE STORIES, REFLECTING UPON PERSONAL JOURNEYS AND EXPERIENCES, THE JOYS, LAUGHTER AND LOW POINTS, DISCRIMINATION AND FEARS THAT YOUNG TRANS* PEOPLE IN WALES FACE ON A DAILY BASIS.

The project was a collaboration between Youth Cymru and Mess Up The Mess.

The piece was created and informed by 23 trans* young people across Wales supported by a team of professional artists including Wales Drama Award 2015 winner Kelly Jones and designer Georgina Miles, film maker Carolina Vasquez and Arts Council Wales Creative Wales Award Winner 2012, Jain Boon.

In July 2015, 8 young people took to the stage and bravely performed and shared their stories. Humanequin was shown in Bridgend College during the Pivotal Conversation Mental Health Conference to youth workers, teachers and other professionals, then toured to Radyr Comprehensive School in Cardiff when it was seen by 120 Year 10 pupils.

In an event supported by Wales Millennium Centre, Humanequin was seen by a further 125 people and was covered by BBC Radio Wales and Newyddion 9 BBC Cymru: <http://www.bbc.co.uk/cymrufyw/33578010>

The project received an amazing response from young people and professionals, with many pledging changes they would make within their workplace or personal life as a result of seeing the performance.

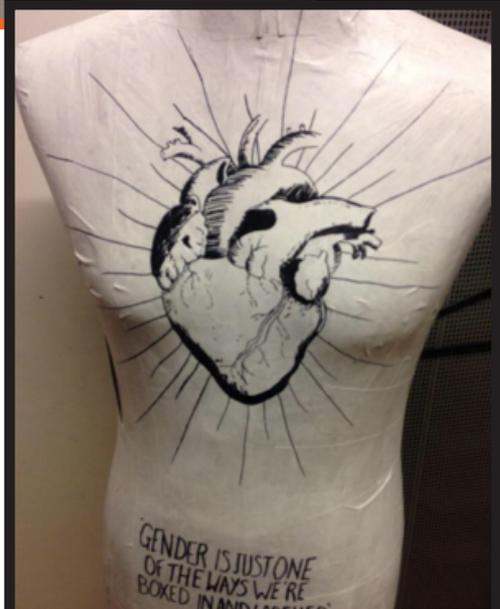
The documentary is available on Youtube and can be used with young people and professionals to begin a conversation about gender and identity: <https://youtu.be/17JVkv-NU6k>







Really well done! From one trans person to the 8 on the stage - incredible to see an all-trans cast telling critical stories. Thank you so much!
♡



I have learnt that all people have the right to be happy with themselves. Gender is how you feel as a person, not what you identify as birth! Use the preferred pronouns! ☺

Love the humor & sense of friendship. This project has totally changed our organisational understanding of trans!

Comment from a young person at Radyr Comprehensive School

GLOSSARY OF TERMS

Agender – Having no gender identity, or a neutral gender identity.

Bi-gender – Having two gender identities, either at the same time, at different times or in different situations. These two genders could be male and female but can also include non-binary identities.

Cis / cisgender – A term used to describe a person whose gender identity matches the gender they were assigned at birth (ie. someone who is not trans).

Coming out – Acknowledging to yourself and others that you are transgender. The term is also used in relation to sexual orientation.

FTM – An abbreviation for Female-to-Male sometimes used by trans* men.

Gender binary – The concept that there are only two genders (male and female).

Gender dysphoria – Gender dysphoria describes a variety of negative feelings that are related or connected to someone's gender or sex. Trans individuals require a diagnosis of gender dysphoria before beginning gender reassignment treatment.

Gender expression – The external presentation of gender identity, for example someone's clothes, hair, voice and mannerisms.

Gender identity – A person's sense of self, which may not wholly match the gender they were assigned at birth.

Gender fluid – Moving between gender identities or expressions.

Gender neutral – Having a neutral gender identity, or identifying with a preference for gender neutral language / pronouns.

Gender stereotyping – Gender stereotypes are generalisations about the characteristics, behaviour, interests of an entire group based on gender.

Hate Crime – A criminal offence which is perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a person's actual or perceived disability, race, religion and belief, sexual orientation and gender identity.

Intersex – A term used to describe people born with variations of internal and/or external sex anatomy resulting in bodies that cannot be classified as typically male or female. Gendered Intelligence estimates that 1 in 200 people are born physically different from the typical male / female pattern.²

LGBT – An acronym for Lesbian, Gay, Bisexual and Transgender. You may also see the acronyms LGBTQ, LGBTQI, LGBT+ (where Q refers to 'Queer' or 'Questioning', I refers to 'Intersex' and '+' is used to indicate the wide spectrum of sexual orientations and gender identities).

Misgendering – Referring to someone using a word, often a pronoun, which does not correctly reflect the gender with which they identify.

2 For more information about the experiences of intersex young people, please visit <http://interactyouth.org/>

MTF – An abbreviation for Male-to-Female sometimes used by trans* women

Non-binary – An umbrella term used to describe identities which lie outside of male and female.³

Out – Being open about your trans* identity.

Outing – Someone else disclosing your transgender identity, usually without your consent

Sexual orientation – Used to describe a person based on who they are emotionally and physically attracted to.

Stealth – A term used to describe someone whose trans* status is not known by others

Trans* / Trans – An umbrella term to describe people whose gender identity and sense of self does not wholly match the gender they were assigned at birth.

Transition – Transition is a term used to describe changing gender presentation so it aligns with gender identity. Transitioning has two main forms, social transition and medical transition.

Transphobia – The dislike, fear or hatred of transgender people.

Transsexual – A term sometimes used interchangeably with transgender, however can be used to refer to someone who has undergone or is intending to undergo medical transition, rather than being an umbrella term. It is always best to ask which term someone prefers to describe themselves.

WHAT DOES TRANS* MEAN?

“When we’re born, we all get that box ticked ‘girl’ or ‘boy in hospital straight away and I think [trans] is identifying as anything other than that one single thing on its own.”

“We seem to live in an ‘assume cis until proven trans’ culture, where, if someone comes out as trans*, it’s a massive thing to some people and seems to become the central point of their identity to some people. I think assuming can be dangerous, and you never know who’s cis, who’s trans*, who’s unsure, who doesn’t label that, or whatever else. That assumptions are made about people’s gender/s and gender identity from the day they are born is terrible.”*

“Being authentic, being my true self and just expressing myself and not being ashamed of it”

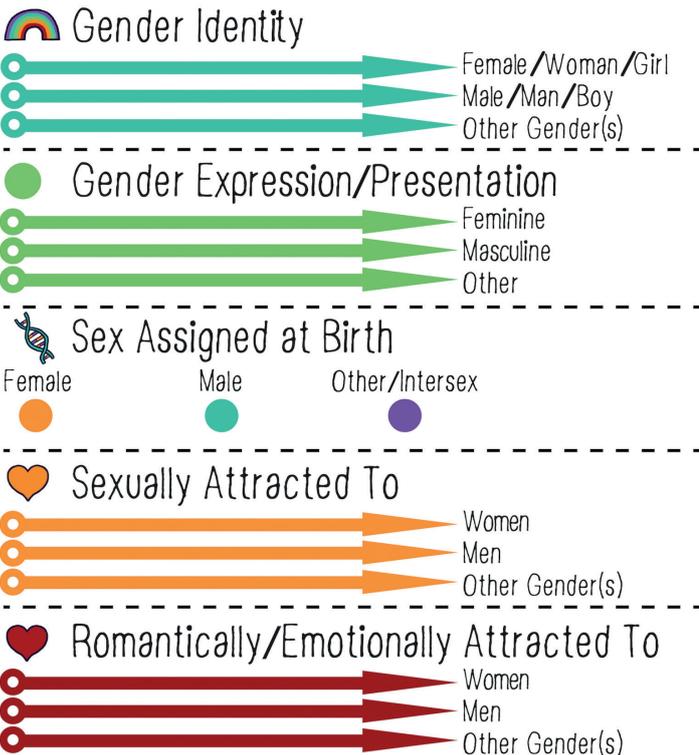
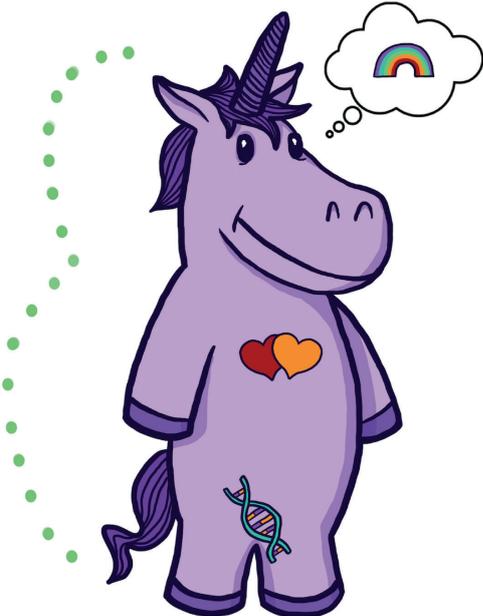
3 Gendered Intelligence resource on Non-binary Gender Identities:
<http://cdn0.genderedintelligence.co.uk/2013/02/12/12-35-49-nonbinary0213.pdf>

The Gender Unicorn is a resource often used to show the distinctions between gender identity, gender expression / presentation, sex assigned at birth, sexual and romantic attraction.

<http://www.transstudent.org/gender>

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan

TIPS ON HOW TO BE A TRANS ALLY – WRITTEN BY TRANS*FORM GROUP

■ RESPECT PEOPLE'S PRONOUNS!

If someone tells you their pronouns, use them, even if you knew them before they changed their pronouns! If you mess up someone's pronouns, correct yourself and continue the conversation. Don't make a big deal out of it as this can be embarrassing and make the individual uncomfortable. The same applies to names.

■ DON'T ASK INVASIVE QUESTIONS!

Questions like 'what gender were you born as?' 'have you had surgery?' 'are you on hormones?' 'what genitals do you have?' are all questions you shouldn't ask a trans individual. Another question to avoid is 'what is your birth name?' Although you may be curious as to what someone's name was before they changed it, do not ask them.

■ DON'T OUT ANYONE!

If someone has told you in confidence that they are trans, but are not ready to come out publicly or to certain people, make sure you do not tell anyone. They will come out in their own time when they feel ready to do so. This may mean misgendering them or calling them a different name in front of certain people, make sure to ask when and where it is appropriate to use certain names or pronouns.

■ DON'T ASSUME!

If you're not sure what pronouns to use for someone, just ask. They would much rather you ask than just assume (and possibly end up using the wrong ones). If you're not comfortable with outright asking, maybe introduce yourself by saying your name and pronouns and then asking theirs in return, or even just listen to what pronouns other people use for that person, and then once you're sure, use them.

■ GENDER DOES NOT EQUAL SEXUAL ORIENTATION!

Don't assume a trans person's sexual orientation. Trans people can have many different sexualities, just the same as cisgender people can.

■ BE PATIENT AND SUPPORTIVE!

Many people spend time exploring or unsure of their gender identity, whilst they are still figuring things out. They may change name and pronouns multiple times, this is perfectly okay, not everyone knows right away. Make sure to always use the name and pronouns that fit them at the time, and don't get irritated if they do change their name and pronouns a lot.

■ ALWAYS ASK!

If you know someone who's gender changes regularly, for example, one day they are male, and the next they are non-binary, and another they're female, make sure to ask them what pronouns to use for them that day so that you don't offend or misgender them.

■ STAND UP FOR US!

If you hear someone using transphobic language or slurs, call them out, explain to them why what they have said is wrong, and tell them the correct term or way of saying something. This also goes for misgendering, if someone you know is being misgendered, correct the person who is doing so. Some trans people struggle to correct people themselves, so they will probably appreciate the help and support, this also shows them that you respect their identity.

■ MAKE PRONOUNS A 'NORMAL' THING TO ASK SOMEONE!

At the beginning of meetings or other events where everyone may not know each other, suggest starting the session with everyone introducing themselves and stating their name and pronouns, that way everyone in that space knows how to refer to one another.

■ RESPECT PRIVACY!

Make sure that the trans people you know are aware that they can talk to you in confidence, although there are many things you shouldn't ask, some trans individuals may want to talk to someone about these things, make sure you're always there to listen, and make sure the conversation stays between the two of you.

“just listen to the individual and just realise that you can have all the qualifications in the world and you can mean really well and you can be trying to help, but denying what a person is telling you right to your face isn't going to help them. Listen to them and realise that the person who knows an individual best is themselves.”

“I think a lot of people are scared to ask questions about trans issues because they worry they'll offend someone but from what I've seen, the almost universal thing from trans people is – please ask questions, please ask us which pronouns we use. Because if you ask questions, you learn and become more understanding.”

THOUGHTS OF TRANS* YOUNG PEOPLE

MIND

Transition, safety, parents, judgement, passing, transphobia, society, community, dysphoria, relationships

EARS AND MOUTH

Vocalising self, bullying, self-censorship

HEART

Self- acceptance, dysphoria. “Hard to believe that someone can love you”

SKIN

Not feeling comfortable

BODY

Stigma, access issue, anxiety, education, depression, consent, addiction, sexual wellbeing, relationships, swimming, depression, no bodily autonomy



WHAT THE LAW SAYS

TRANS* PEOPLE ARE PROTECTED BY A NUMBER OF PIECES OF EQUALITY LEGISLATION, KEY AMONG THEM THE GENDER RECOGNITION ACT (2004) AND THE EQUALITY ACT (2010).

THE GENDER RECOGNITION ACT (2004) (GRA)

The GRA enables trans people aged over 18 to gain legal recognition, allows them to acquire a Gender Recognition Certificate and a new birth certificate. The Act also includes measures to protect trans people's right to privacy about their birth status and identity.

Many trans people do not apply for a GRC. All trans people should be respected and treated as the gender in which they live, regardless of whether they possess a Gender Recognition Certificate. The Gender Recognition Act has at times been misunderstood, with cases where trans people have been asked to produce a Gender Recognition Certificate when none is required. For example, it is illegal for a service or employer to ask if you have a GRC, because they should treat everyone the same regardless of their gender history.

The Gender Research and Education Society (GIREs) provides detailed information about the Gender Recognition Act and the current legal situation: <http://www.gires.org.uk/GRA.php>

EQUALITY ACT (2010)

The Equality Act brings together over 100 pieces of equality legislation into one single Act. Under the Act, people are not allowed to discriminate, harass or victimise another person because they have (or are perceived to have) a protected characteristic: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. The Equality Act protects from discrimination by employers, healthcare providers, schools and education providers, transport services and public bodies like government departments and local authorities.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex. The Act therefore covers social and medical transition.

The Equality and Human Rights Commission provides detailed information and guidance for organisations about the Equality Act: <http://www.equalityhumanrights.com/about-us/about-commission/our-vision-and-mission/our-business-plan/transgender-equality>

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (1989) (UNCRC)

The UNCRC protects the rights of young people up to the ages of 18. The UNCRC has 54 articles, 42 of which are rights belonging to children and young people up to 18 years of age. In 2011, Wales became the first country in the UK to make the UNCRC part of its domestic law in the Rights of Children and Young Persons (Wales) Measure (2011).

The following UNCRC articles are particularly relevant when supporting trans young people:

- **Article 12** – Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account
- **Article 13** – Children have the right to get and to share information as long as the information is not damaging to them or to others
- **Article 16** – Right to privacy – Children have the right to privacy. The law should protect them from attacks against their way of life.
- **Article 24** – Right to health – Children have the right to good quality health care
- **Articles 28 and 29** – Children have the right to an education. Education should develop each child's personality and talents to the full.

More information about the UNCRC can be found at:

<http://www.uncrcletsgetitright.co.uk/>

<http://www.childcomwales.org.uk/>

TRANSITION

TRANSITION IS A TERM USED TO DESCRIBE CHANGING GENDER PRESENTATION SO IT ALIGNS WITH GENDER IDENTITY.

TRANSITIONING HAS TWO MAIN FORMS, SOCIAL TRANSITION AND MEDICAL TRANSITION.

Social transition can happen at any time without any medical intervention or other approval. Social transition is the process of changing the way that a person is referred to in social and family circles. This may involve changing name and pronouns informally initially but may lead to formally changing names and titles via deed poll and on official documentation. In many cases it also involves dressing and presenting as the gender that the individual feels comfortable as in order to be read as that gender in public. This may be done with or without medical transition. Some individuals may not be able to medically transition for varying reasons or may not wish to do so.

Medical transition is the process of taking steps to involve health professionals and receive treatment to help the individual to be more comfortable with their body and appearance. This may involve taking hormone blockers, taking hormone replacement therapy and/or surgery.

Trans individuals require a diagnosis of gender dysphoria before gender reassignment treatment.

‘Dysphoria [...] describes a variety of negative feelings that are related or connected to someone’s gender or sex. Trans people who experience dysphoria may be profoundly uncomfortable with certain aspects of their bodies, particularly sex characteristics. They may also have a strong aversive reaction – perhaps sadness, or anger, or disgust – upon being called by the (inappropriate) pronouns of their birth-assigned genders, or the inappropriate-gender names that were used for them before they came out.’⁴

- Hormone blockers (sometimes known as puberty blockers) may be used to block unwanted physical changes occurring during puberty to prevent an individual from developing the hormone-related characteristics of their birth sex. Hormone blockers are prescribed by the young person’s stage of development, rather than by age.
- From the age of 16, hormones such as oestrogen and testosterone may be taken in order to develop the physical characteristics of a specific gender such as a deepened voice, facial hair and breast tissue growth.
- Voice training and hair removal may be pursued to change appearance and presentation
- Surgeries may include chest reconstruction, breast implants, facial sculpting, shaving of the adams apple, hysterectomy and genital surgery amongst others. Such procedures are referred to as gender reassignment or gender confirmation surgery. Terminology such as ‘sex swap’ and ‘sex change’ is outdated, inaccurate and should be avoided.

4 <http://transwhat.org/glossary/>

Some people may choose only to take hormones, only to have specific surgeries, or a combination of both. **The common assumption of an individual requiring ‘the surgery’ in order to confirm their gender identity is a myth and individuals may not choose to have surgery at all.** Using a trans* person’s name and pronouns is not dependent on whether they are or intend to medically transition.

“Some people are happy with hormones, some people don’t want any hormones they just want to live in their acquired gender, other people want all of the surgeries [...] it really varies between other people.”

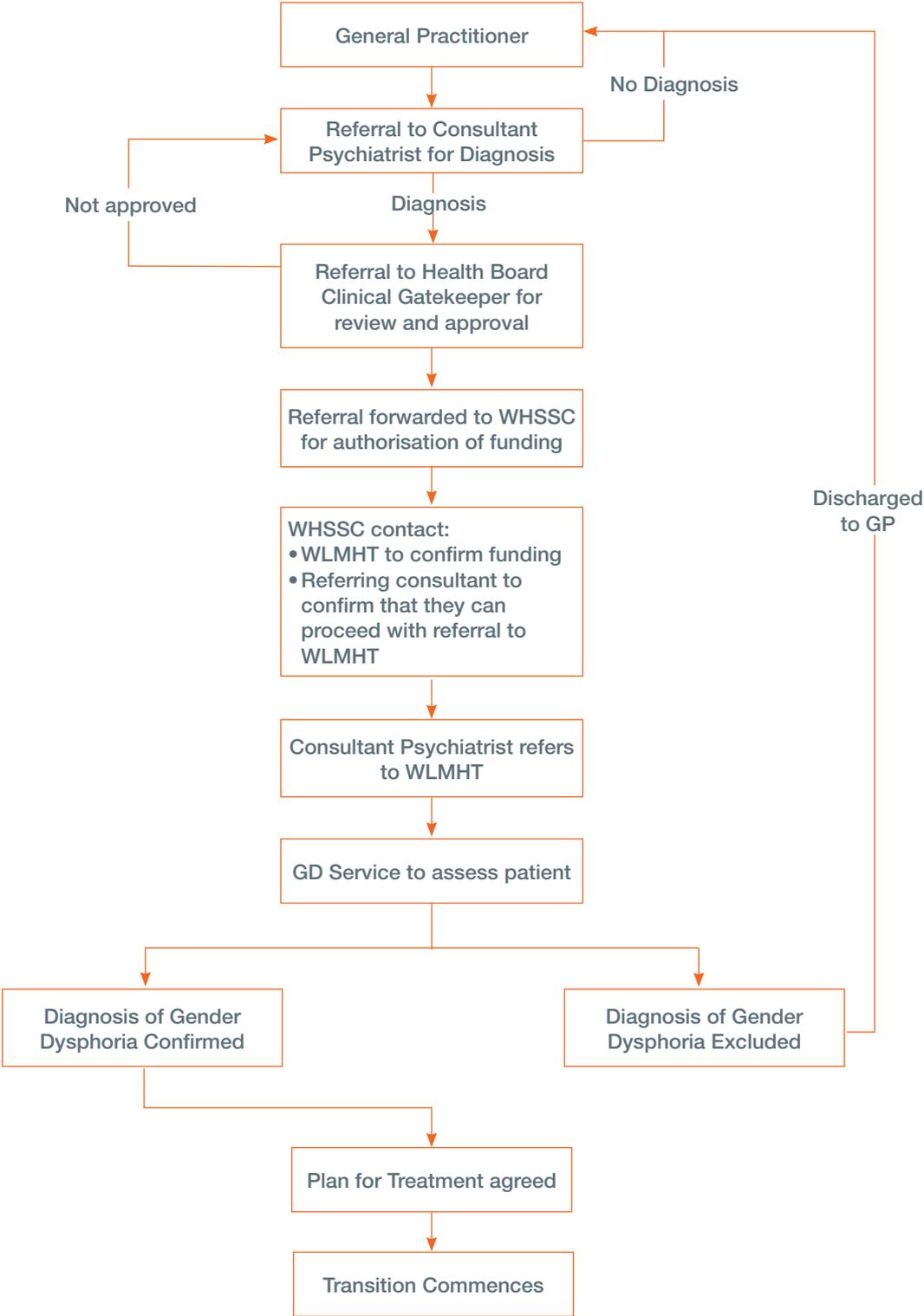
In order to access Gender Identity Services on the NHS, a certain pathway must be followed. Patients accessing NHS England services can now be referred to a gender identity clinic directly by their GP. Welsh patients seeking medical transition services are still required to go through their General Practitioners to access Community Mental Health services for assessment before being referred on to the Gender Identity Clinic at Charing Cross Hospital in London. This makes for a long and difficult process.

IDENTITIES WORK RESEARCH
HEALTH EMPOWER
RESOURCES
RIGHTS CONSULTATION
YOUTH
HATE CRIME
CYMRU
CHALLENGE
BINARY
VISION
CHALLENGE
RESEARCH
EMPOWER
RESOURCES
PROFESSIONALS
RIGHTS
HATE CRIME
INFORM

NHS WALES WELSH HEALTH SPECIALISED SERVICES COMMITTEE (WHSSC)

SPECIALISED SERVICES POLICY: CP21 SPECIALISED ADULT GENDER IDENTITY SERVICES (2012)

ADULT REFERRAL PATHWAY – REFERRAL TO GENDER IDENTITY CLINIC



THE KEY ISSUES

THIS SECTION PROVIDES A SUMMARY OF OUR CONVERSATIONS WITH TRANS* YOUNG PEOPLE, THE ISSUES CONCERNING THEM AND THEIR PRIORITIES FOR CHANGE.

In addition, we facilitated focus groups with professionals and parents of trans* young people. Focus groups heard the views of youth workers (including those working in a specific

LGBT context), the housing sector, NHS, Police, Ambulance Service and transgender support organisations. The focus groups were accompanied by an online consultation reaching professionals and trans young people.

All quotations within the toolkit are from trans* young people who took part in the consultation unless otherwise stated.

EDUCATION AND YOUTH WORK

"My confidence was rock bottom and I didn't know how to stand up for myself at all because they're professionals, they're like these authority figures looming over you and it's kinda terrifying."

1.1 AWARENESS

- A sample of Youth Cymru member organisations found that 30% said they had either a 'very good' or 'good' knowledge of trans identities.
- There is currently a lack of specific training on trans* awareness for professionals working with young people. Current approaches are reactive rather than proactive, with organisations often seeking training only once they working with a trans* young person.
- LGBT awareness training can focus on sexual orientation and neglect gender identity and the experiences of trans* people.

1.2 CONFIDENCE AND ENGAGEMENT

Trans young people are at risk of disengaging from education and may be less likely to engage with higher education because of concerns about how being trans will affect their career prospects:

"I think a lot of people, are very concerned about how being trans will affect their job prospects and whether they're going to be able to do what they want to do so they don't bother going through higher education because what's the point in paying lots of money if you're not able to do what you want to do at the end of it."

Fear of discrimination can prevent trans people from applying for jobs. The Trans Mental Health Study (2012) found that 18% of respondents believed that they had been unfairly turned down for a job, while 16% had not applied for one

5 http://www.gires.org.uk/assets/Medpro-Assets/trans_mh_study.pdf

6 UNISON, Transgender Workers Rights (May 2013) <https://www.unison.org.uk/content/uploads/2013/06/Best-Practice-and-ProceduresTransgender-workers-rights2.doc>

7 UK Trans Info has a factsheet on changing names - <http://uktrans.info/attachments/article/292/transqualcerts.pdf>

due to fears of harassment and discrimination.⁵ Research by UNISON in 2013 found that 60% of trans respondents had experienced transphobic comments from colleagues and managers.⁶

A young person's qualifications may be in a previous name and difficulties in amending examination certificates can present a further barrier to young people engaging in further education or applying for jobs.⁷

LANGUAGE AND PRONOUNS

The bedrock of a safe and inclusive environment for trans* young people is the respect and use of their chosen pronouns and names. A trans person's chosen name and pronoun should be used regardless of whether they have had or are planning to have surgery and regardless of the 'stage' in which they are at with regard to medical professionals.

Misgendering refers to someone using a word to address someone which does not correctly reflect the gender with which they identify. This can be a pronoun (he, she, they etc.) or the use of their birth name.

Guidance on language and pronouns can be found on page 43.

- Misgendering can have a devastating impact on young people's self-esteem and confidence, as it implies that their identity is not seen as a 'real' or authentic by other people and they are not respected or valued as themselves. It can increase feelings of isolation and have a significant effect on young people's participation and engagement if they do not feel safe or respected.

"Pronouns can completely make your day or break you"

"[Misgendering] brings with it all the negative connotations that you had before and it's just a constant reminder that you're not 'normal' compared to other people you identify with"

"When [misgendering] happens, it's shattering because trans people are really on the edge of society and for a child to step outside of that box and be true to who they are, that takes a lot of guts. For a trans person's identity to be invalidated by a word [...] it's a very powerful word. It smashes everything."

- **There is a particular lack of knowledge of non-binary identities and gender neutral pronouns**

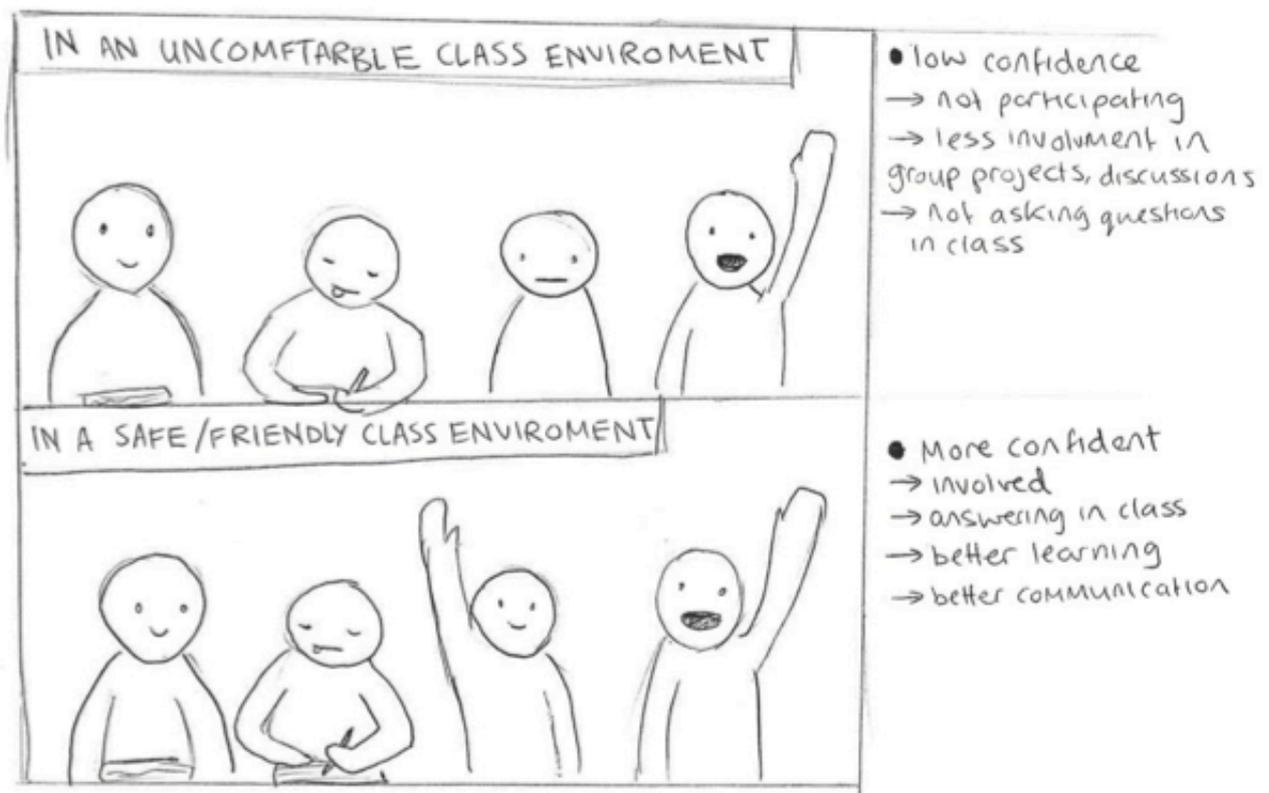
"You know what I hate the most [...] I've had people call me an 'it' because of me being gender fluid"

- **While misgendering can occur due to someone making a mistake or assumption (which is quickly corrected), in some cases young people spoke about being deliberately and repeatedly misgendered:**

"With so many different professionals, I could be telling them right to their face "this is how I identify, these are the pronouns I want to use" and they still wouldn't and it's so frustrating."

"I understand that people make mistakes but when they just blatantly do it and don't recognise what they've done, it's like they're just ignoring you."

"Staff / teachers can sabotage a young trans person's emerging identity by wilfully mis-using pronouns" – practitioner, north Wales.*



Drawing by a trans* young person showing the impact on learning and engagement when their gender identity is respected. Using correct pronouns is crucial to creating this safe and comfortable environment.

WHAT DOES IT FEEL LIKE WHEN SOMEONE QUESTIONS YOUR GENDER IDENTITY?

DISHEARTENING ANXIETY
INVISIBLE BELITTLED
DIFFERENCED

1.3 BULLYING

The Welsh Government 'Respecting Others: Sexist, sexual and transphobic bullying' guidance (2011) defines transphobic bullying as being motivated by 'a hatred or fear of people who are transgender [...].'⁸

However, use of transphobic language is often caused by a lack of awareness and education. Young people and staff may be unsure of the appropriate language to use and be unaware that certain questions are intrusive or disrespectful (for example, asking a trans person's birth name or questions about surgery).

"There's the LGBT thing, but everyone's focused on the LGB, no one knows about the T. And because people don't know about the T, they don't know that what they're saying is transphobic."

"Most people don't really know what transgender means and barely anybody has even heard of non-binary. People also say things which are offensive without even realising. Attitudes and views need to change."

Bullying may be perpetrated by other young people or members of staff and may be directed at trans young people, young people whose parent, sibling or relative is trans, transgender members of staff or trans people in the wider community.

Young people who may not be trans but are perceived by others to be gender non conforming may also be the target of bullying.

Children learn unspoken rules of male and female behaviour from a young age and young people whose gender expression or behaviour does not conform to the 'norm' can experience bullying.

"I think more education about trans issues would help young people stereotype less and not bully others they see as 'different'"

Currently, schools do not always recognise the seriousness of transphobic bullying. Young people report experiencing transphobic bullying which was not challenged or taken seriously. Even more concerning, is a perception that trans young people are to blame for experiencing bullying due to their identity being seen as a 'choice':

"Once I was bullied right in front of a teacher and they didn't do anything. I told them to stop it and the teacher told me to calm down and go to class"

"I once told a teacher that I was being bullied about my gender identity and she told me that I'd made a "choice" and so I would have to just deal with the consequences."

"I've been bullied in school, and when it's been reported I've had no response. I have had a male grope me and threaten to rape me multiple times yet it was never taken seriously. I've also had pictures taken of me in the toilets over the top of the toilet walls, and be told to expect it."

7 UK Trans Info has a factsheet on changing names - <http://uktrans.info/attachments/article/292/transqualcerts.pdf>

For further information about transphobic bullying:

Gender Identity Research and Education Society (GIRES): <http://www.gires.org.uk/assets/Schools/TransphobicBullying-print.pdf>

NASUWT The Teachers' Union: Prejudice related bullying: <http://www.nasuwt.org.uk/MemberSupport/NASUWTPublications/PrejudiceRelatedBullying/index.htm>

CYBERBULLYING

- Online spaces can provide vital support and information to trans young people, which they may not be able to access from their family, school or local community. These online spaces can allow young people to explore and express their gender identity (often before coming out to family and friends), for example, through a video game avatar or character.
- However, trans young people can be the target of cyber bullying, with many experiencing online abuse or threats of physical violence. Other young people reported experiencing being sent sexual comments.

“Cyber bullying happens often with messages from strangers ranging from responses such as death threats to people who wish to have sexual relations with you because you are trans.

“Yes, I did report a form of cyber bullying once and the police did nothing about it.”

For further information on cyberbullying:

http://www.thinkuknow.co.uk/14_plus/need-advice/LGBT/

<http://www.nhs.uk/Livewell/Bullying/Pages/Cyberbullying.aspx>

<http://www.stoponlineabuse.org.uk/?u=1>

1.2 CLEAR AND VISIBLE COMMITMENT TO LGBT ISSUES:

See page 55 for opportunities to discuss gender and identity with young people

- While issues relating to sexual orientation and homophobic bullying are discussed more openly in schools and youth work organisations than in the past, it is still rare for gender identity to be addressed in PSHE lessons or in the wider curriculum. Without representation, trans* young people do not have a point of reference.
- This lack of positive trans* role models in educational settings extends to teaching staff. Research showed that 33% felt that a trans* person would be unsuitable as a primary school teacher.⁹
- By learning about trans* issues (including positive role models and the achievements of members of the trans* community) trans* young people felt less isolated and alone. Education on gender identities allows young people to explore their identity without judgement, as well as developing empathy in young people and giving them an

9 http://www.equalityhumanrights.com/sites/default/files/documents/Wales/download_everyday_encounters_final.pdf

awareness of appropriate language, leading to a reduction in transphobic language and bullying and trans* young people feeling safer.

"It could literally save people's lives because people get so messed up because they think "I'm the only one, I'm a freak, what's wrong with me" because they don't realise there are other people out there [...] even just a little mention [in school or youth club] of "this can happen and it's ok" would be so useful for people and not only for trans people, but for other people to help them understand."

- Young people are often aware of slurs and derogatory terms before being aware of inclusive and respectful language. This includes trans young people themselves, with many reporting they were unaware of the word 'transgender' until their mid or later teenage years, as it was not discussed within school. Not having the words to describe their identity or feelings can increase young people's feelings of isolation and impact on their self-esteem.

"I knew a few slurs that are chucked around but I didn't really know transgender was a real thing, a real identity and it was possible to actually change gender and live how you wanted to live"

1.3 ACCESS TO FACILITIES:

Gendered facilities such as toilets and changing rooms are often unsafe spaces for trans* young people and can be a barrier to young people participating in education or accessing services.

Trans* young people should be supported to access the facilities in which they feel comfortable. There is too often an emphasis on

the perceived impact of a trans* person using the toilets of their choice on cisgender young people, rather than on the rights, dignity and safety of trans* young people.

- Having to use the toilets of their birth sex can cause trans young people to experience anxiety, distress and dysphoria:

"It's horrible because it's a difficult feeling to describe but it like dread and anxiety and almost guilt towards yourself and just all these horrible feelings, really extreme horrible feelings over this one thing you have to do and to walk into the wrong toilets."

- Young people spoke about avoiding eating or drinking during the school day to avoid using the toilets because of fear of transphobic bullying:

"in school I wouldn't eat or drink all through the day so that I didn't have to use the toilets just to avoid the issue because people genuinely get scared that if they go into that toilet people are going to be commenting some pretty horrible transphobic stuff and people get beaten up"

"It's a bit awkward [using the girls' toilets] as you do get situations where girls come in and then stop and look at you. I'll avoid going to the toilet in school if I can."

- Young people reported fearing not just transphobic bullying from young people, but discrimination from staff. One young person reported an incident of being forcibly removed from the toilets at their student union:

"I use the men's toilets. I was actually dragged out of the women's toilets"

HEALTH

- There is often a lack of gender neutral facilities, with disabled toilets often being the only gender neutral option. While some trans young people may choose to use the disabled facilities (and this should be accommodated wherever possible), an expectation that trans* young people should use disabled facilities isolates and singles out that young person:

“At high school they told me to use the disabled toilet, but I started using the male ones. It was so much effort [to use the disabled toilet], it was locked, there was only one teacher with the key.”

“There is a gender neutral disabled toilet in the staff corridor but that would be really awkward to go to a staff corridor.”

Recommendations

- Organisations working with young people need to commit time and resources to train staff effectively on transgender awareness, ensuring an organisation wide understanding and consistent approach.
- Youth-facing organisations need a robust and organisation-wide response to transphobic language and behaviour
- A dialogue should be set up with trans individuals to establish which facilities they feel most comfortable using and this should be supported.

Trans* people in Wales seeking medical transition can experience a number of barriers:

- There is currently no Gender Identity Clinic (GIC) in Wales. Trans* people only have the option of being referred to the most over-subscribed Gender Identity Clinic in the UK (Charing Cross, London), leading to long waiting times and delays in treatment. The requirement to travel to England also means that Welsh speaking young people are often unable to access support and treatment in their language of choice. Those referred by Welsh NHS services have no choice of clinic or surgeons unlike those referred by NHS England.

The Trans Mental Health report (2012), which surveyed trans* people across the UK, found that 32% of respondents waited 1-3 years for an initial appointment at a Gender Identity Clinic.

“the Welsh journey is you need to get referred by a GP and you don’t get a choice of who you go to, you’re going to Charing Cross whether you like it or not”

“I think a major issue is that we’re often fobbed off to England”

“I have contemplated moving to England to live to get better NHS care.” (older trans person)

- For trans* young people under the age of 18, there is only one specialised service for gender variant young people in UK at the Tavistock and Portman NHS Foundation Trust in London. The number of referrals to the Tavistock and Portman have been doubling every 5 years. While less than 100 young people were assessed at the

Tavistock and Portman in 2009/10, that figure had risen to 441 in 2013/14.

- Young people face financial implications of having to travel to attend the London clinic for multiple appointments, despite there being other Gender Identity Clinics which are closer.

“all Welsh patients have to be referred to the one clinic in London, rather than ones with shorter waiting times and ones that are closer such as the Laurels in Exeter”

“If a GIC was in Wales that would really help. Failing that, if Welsh people can choose which clinic they go to as London isn’t even always the closest.”

- Waiting times can be exacerbated by GPs who are unaware of the process and a long wait to access Mental Health Services for an assessment, before a young person can be referred to a GIC. Young people also face long waiting times for their referral to a GIC to be approved for funding
- Long waiting times, often of years, have a serious impact on the mental health and wellbeing of trans* young people. Treatment can be regarded as cosmetic rather than life saving, with the high mortality rates for trans* people not being recognised. Waiting times increase the risk of self-medication (purchasing hormones from the internet) and self-mutilation.

“It almost feels like they don’t see you as a person they like see you as a client and they don’t actually see that you’re a person that actually needs this or it’s end in disaster”

“I know so many people who’ve been so close to buying stuff online which can be dangerous, you don’t exactly know if that testosterone is safe but it’s just like you need it. You can’t wait.”

TRAINING AND AWARENESS

- When young people do see health professionals, they are often faced with a lack of knowledge and understanding. GPs can be unaware of transition pathways and, in some cases, unwilling to refer. The Trans Mental Health Study (2012) found that 54% of trans* people had heard from a health practitioner that they didn’t know enough about a particular trans related care to provide it.¹³

“I am a year behind in the process due to my GPs lack of knowledge and my psychiatrist’s prejudice. My Psychiatrist had said to me that if it were up to him he would not deal with people like me, and made the assumption I was closer to my mother than my father hence why I was trans.”

“Often young people in general are not taken seriously and disenfranchised – so add trans concerns to that and the impact is multiplied” – practitioner working with trans young people*

- For young people who do have a positive experience when seeing their GP, this can be based on ‘pot luck’ as to whether the GP has had previous experience of a trans patient:

“My GP only knew because there was another trans person in my village. A lot of the time they only know anything in detail when they have been faced with someone who’s trans before”

- Young people reported feeling disenfranchised and being treated with a lack of respect. Many young people spoke about medical professionals regarding their gender identity as a ‘phase’ and not recognising that making an initial appointment to see their GP could follow months or years of questioning their identity or building the courage to seek help.

“doctors don’t seem to get the picture that you haven’t just woken up one day and gone...’oh I’m going to go to my doctor and tell him this’. You know it’s probably taken you years to get to that point”

“As a youth, my therapist believes my gender is a “phase”. I am told I am female and that is it. It makes my experience in trying to become healthy impossible and deepens my depression further.”

- **Real Life Experience (RLE) refers to a period of time in which trans individuals live full time in their acquired gender in order to progress on the medical transition pathway. RLE can be a source of anxiety, with trans people having to ‘prove’ their gender identity to (mostly cisgender) professionals in order to be referred.**

“The system is the biggest issue especially with funding and RLE (real life experience). Trans people should not have to prove to anyone except themselves. A test if someone is the gender they say they are is demoralizing and it makes self medication so much more attractive than the NHS.”

“when I went to my appointment up in Charing Cross, I was basically shrugged off by the woman [who said] ‘you need to start living as your acquired gender’ I was like I bloody would if I could but I literally have panic attacks every time I leave my house and she told me ‘you have to grow up.’”

- There was a concern that RLE places an expectation on trans people to conform to certain societal expectations of gender based on a widespread binary view of gender among health professionals, with a lack of awareness of non-binary identities. Young people feel pressure to conform to stereotypes and expectations in order for their gender to be seen as genuine and to be referred.

“I am afraid that if I don’t conform to traditionally male roles then I risk being denied service.”

“even though I’m trans and I use male pronouns, I like colourful clothes and paint my nails and that’s just how I express myself. It’s sometimes doubly difficult for trans people because you have to find your own identity – the gender you identify as – and then if you don’t conform to the stereotypes of that gender, people then don’t believe you.”

“I sit differently, I talk differently, I’m very conscious of changing how I’m perceived because with [mental health professionals] you need them to see you a certain way”

“some trans people just don’t see the point in trying to get to a gender identity clinic, even if they want to, as they don’t feel they will ever match up to the standards set by society.”*

- **Young people reported health professionals making assumptions about their sexual orientation based on their gender identity, or considering the two to be connected.**

“My psychiatrist was like so of course if you identify as male you must find women attractive, you must only be in a relationship with women.”

MENTAL HEALTH AND WELL-BEING

It is important to note that being trans is not a mental health problem.

However, gender dysphoria can contribute to mental health problems, made worse by discrimination and barriers in accessing support and treatment. The Trans Mental Health Study (2012) found that 53% of respondents had self-harmed at some point and 84% had thought about ending their lives.¹⁴ Recent research indicated that nearly 50% of trans young people have attempted suicide.¹⁵

Young people spoke about encountering health professionals who viewed gender identity as a symptom of mental health rather than as a genuine identity and, as a result, were unwilling to make a referral to a Gender Identity Clinic.

There are currently long waiting times for psychiatric assessments which determine whether a young person is referred to the GIC in London. There is therefore a great need for pre-CAHMS emotional support, for example counselling services which are low cost and easily accessible.

“The referral process is quite a roll of the dice issue at the moment. I spent the greatest time during the early bits of my transition waiting to talk to someone.”

“There appears to often be limited understanding, misperceptions and a lack of specialised expertise specifically available to help young people and families make sense of the their concerns/ experiences” (CAHMS nurse)

AUTONOMY AND PRIVACY

A young person’s trans* status should be treated confidentially in medical settings, only being disclosed in emergency situations. They should be addressed using their correct name, title and pronouns.

- Trans* young people can encounter a lack of empathy and understanding in doctors surgery when changing their name and title, with incorrect names and titles can be displayed on a flashing screen and read out in surgery full of people.
- In some cases, medical professionals appear to value the feelings of family, colleagues and society over the dignity and autonomy of trans* young people:

“And then my therapist said to me ‘surely it would be easier for you if you just gave up on this and lived as female, because you’re obviously making your work colleagues uncomfortable.’”

- While some trans people experience or express feelings of gender variance from a very young age, others do not. Medical professionals can place emphasis on trans* people needing to know from a young age for their gender identity to be seen as valid:

“the mental health people [...] they didn’t believe me, they thought I should have known [I was trans] from when I was tiny. They actually said when I was out of the room but I heard, they said to my parents that it was just for attention.”

14 http://www.gires.org.uk/assets/Medpro-Assets/trans_mh_study.pdf

15 <http://www.theguardian.com/society/2014/nov/19/young-transgender-suicide-attempts-survey>

BINDING

Binding refers to flattening chest using a variety of materials and methods. It is common for trans men to bind to create a male-appearing chest and can also be done by those who identify as non-binary or gender fluid. It is important to respect a young person's decision to bind, while making them aware of risk and promoting good practice.

- Good quality binders are expensive and only available online which can make it difficult for young people to access them, especially if their parents are not supportive of their gender identity.
- This can lead young people to use improvised binding methods such as duct tape, cohesive bandages or cheap or badly designed 'binders'. These methods are dangerous and can cause serious medical problems such as muscle strain, broken ribs, punctured lungs and permanent tissue damage.

If a young person is binding, this should be taken into account when planning sporting or physical activities, or those which involve an overnight stay. For guidance on this, see page 51.

SEXUAL HEALTH

There are specific barriers facing trans young people when accessing sexual health services. Trans young people should be able to access appropriate sexual health advice in a confidential environment which does not require them to out themselves when accessing gendered clinic rooms. Trans young people should have access to contraceptives in an environment which does not make assumptions about their sexual orientation based on their gender identity.

"In terms of gender neutral services, in Cardiff the Department of Sexual Health no longer have male and female only testing facilities. They now have genderless clinic rooms that can be accessed by any gender identity." (Cardiff YMCA)

FURTHER INFORMATION

THE TERRANCE HIGGINS TRUST HAS PRODUCED SEXUAL HEALTH, HIV AND WELLBEING GUIDES FOR TRANS MEN AND TRANS WOMEN: [HTTP://WWW.THT.ORG.UK/SEXUAL-HEALTH/SEX,-REPRODUCTION-AND-GENDER](http://www.tht.org.uk/sexual-health/sex,-reproduction-and-gender).

Gendered Intelligence has produced a Trans Youth Sexual Health booklet written by young trans people for trans young people: <http://cdn0.genderedintelligence.co.uk/2012/11/17/17-14-04-GI-sexual-health-booklet.pdf>

RECOMMENDATIONS

- GPs should receive appropriate training on gender variance and be aware of referral processes.
- Young people identified the lack of a Gender Identity Clinic in Wales as one of the main barriers they experienced. In the short term, trans* young people should be able to have a say in which GIC they are referred to, thereby reducing travel time and expense.
- Trans* young people's right to confidentiality and privacy should be respected when accessing healthcare. Correct names and pronouns should be used and someone's trans* status should not be disclosed unless medically necessary.
- Trans* young people should have access to appropriate sexual health advice.

FURTHER READING:

- The NHS Centre for Equality and Human Rights (CEHR) has published a new guide for all staff in NHS Wales: http://www.equalityhumanrights.wales.nhs.uk/sitesplus/documents/1120/GiresGuide_English_ebook3.pdf
- NHS Wales has recently launched new resources on Gender Dysphoria <http://www.genderdysphoria.wales.nhs.uk/home>
- GIRES have a wide variety of resources on trans healthcare and have also created a series of films to help health practitioners understand more about trans issues

<http://www.gires.org.uk/index.php/health>

<https://vimeo.com/136860448>

- The National LGBT Partnership have produced a series of Trans Health Factsheets
- <http://nationallgbtpartnership.org/publications/trans-health-factsheets/>
- Public Health Wales has produced guidance on screening for trans individuals, covering breast, cervical, AAA and bowel screening: <http://www.screeningforlife.wales.nhs.uk/transgender-information>

MEDIA

THERE IS CURRENTLY A LACK OF REPRESENTATION AND VISIBILITY OF TRANS* PEOPLE IN THE MEDIA, PARTICULARLY OF NON-BINARY IDENTITIES. WHERE TRANS* PEOPLE ARE VISIBLE IN THE MEDIA, REPORTING IS OFTEN INACCURATE, DISRESPECTFUL AND FOCUSES ON SENSATIONAL STORIES AND DEPICTIONS. THE USE OF OUTDATED AND INACCURATE LANGUAGE (FOR EXAMPLE, 'SEX CHANGE' OR 'SEX SWAP') IS STILL COMMON. STORIES WHICH MISGENDER TRANS* PEOPLE, USE THEIR BIRTH NAMES OR IMPLY THAT AN INDIVIDUAL'S TRANS IDENTITY IS A 'PERSONA' ARE DAMAGING TO THE SELF ESTEEM AND WELLBEING OF TRANS PEOPLE AND CAN MAKE COMING OUT A MORE DIFFICULT PROCESS.

The Trans Mental Health Study (2012) found that 51% of respondents felt that the way trans* people were represented in the media had a negative effect on their emotional wellbeing.¹⁶ The tragic consequences of media reporting can be seen in the case of Lucy Meadows, a primary school teacher who took her own life in 2013 after being outed by the press.

Media stories will often focus on an individual's trans* identity, even if this is irrelevant to the story being reported. This was recently highlighted by the Kate Stone case, an academic who suffered life threatening injuries after being attacked by a stag.

After subsequent media reporting focused on her trans status (despite this being irrelevant to the story), the Press Complaints Commission ruled that Kate Stone's trans status should be removed from online articles.¹⁷

"The fact that someone is trans often seems to become the central point of their existence to the media, and they put aside the rest of who that person is in favour of one aspect of them that makes a better story for them. In my opinion, they should be portrayed not as TRANS* (in capitals, with neon lights all around) people, but as PEOPLE who just happen to be trans*"*

In recent years, organisations such as Trans Media Watch and All About Trans have worked to improve visibility and representation of trans people in the media.

<http://www.transmediawatch.org/>

<http://www.allabouttrans.org.uk/>

¹⁶ http://www.gires.org.uk/assets/Medpro-Assets/trans_mh_study.pdf

¹⁷ <http://www.theguardian.com/society/2014/may/11/transgender-kate-stone-press-complaints-commission-ruling>

TV AND FILM

Without visible and positive depictions in film and television, young people do not have a point of reference and may not have the words to express their identity. Positive and mainstream media stories are therefore important in allowing trans young people to have the language to articulate their identity:

“It was just this huge revelation because I knew, the feelings were sort of there already but I didn’t have any words to put to them”

However, young people told us that often TV programmes do not properly explore the issue and that representation of trans* characters can feel tokenistic. For example, trans* characters on TV are often short-lived and may only appear in a handful of episodes. Trans characters are still often portrayed by cisgender actors.

Furthermore, TV programmes often depict trans* characters in dangerous or violent situations. A lack of research means that trans* characters can be shown engaging in dangerous behaviours (for example, binding with cohesive bandages) rather than promoting safe practice.

“I think that there are a few trans role models, and there are slowly becoming more and more, but there needs to be a lot more, especially for younger trans people. There needs to be more trans people in the media who aren’t put in violent situations or things like Orange Is The New Black to be able to be taken seriously. Transgender people, especially transgender youth, need to be able to have things that don’t revolve around prisons, that have trans people in a normal light.”

RECOMMENDATIONS

- The media should consult and work closely with trans* people to ensure accurate and respectful representation and the use of inclusive language.
- The media should seek to highlight positive stories and representations which ‘normalise’ gender variance and give young trans* people positive role models.

SPORT AND LEISURE

Trans* young people can experience a number of barriers which may prevent them participating in sports:

- Gendered or communal changing rooms present an immediate barrier to trans* young people
- Issues with swimwear due to revealing nature of this type of clothing can prevent young people participating in swimming or other water sports. Swimming pools often do not permit swimmers to wear t-shirts or other types of clothing.
- Non-binary young people excluded from sports which use gendered categories
- If sports governing bodies do not have a specific policy in place, there can be a lack of clarity about competitive sport, with concerns about fairness of competition and potential physical risks to participants.
- If a young person is binding, this presents an additional barrier to physical exercise
- Fear of harassment or discrimination if accessing public gym or leisure centre

"I don't feel able to go to a gym or classes, mainly because of issues with using public changing rooms and struggling to do exercise in a chest binder. I love swimming, but there are issues there too, again to do with changing rooms, but also to do with what to wear. Even just going for a run doesn't work, again because of the chest binder."

"I don't want to join a girls team. Occasionally I've been told I can go on the guys team but it's been heavily not recommended. I also really miss swimming but it's harder to present as male in a pool"

"[At school] I have to change with males, am restricted to male sports, and must wear the male uniform."

"I'm scared that people will judge me."

RECOMMENDATIONS

- Trans* young people should be encouraged to live an active lifestyle and be supported where at all possible to access the changing rooms and wear the clothing of their choice.
- Gyms, leisure centres and sports clubs should proactively and visibly welcome trans* people and challenge gendered and transphobic language and discrimination
- Organisations should look to promote mixed gender and gender neutral spaces and sports

See page 51 for guidance on organising sports and swimming activities.

HATE CRIME AND SAFETY

The Association of Chief Police Officers (ACPO) and the Crown Prosecution Service (CPS) defines hate crime and incidents as follows:

Hate Crime: “A criminal offence which is perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a person’s actual or perceived disability, race, religion and belief, sexual orientation and transgender”

Hate Incident: “Any non-crime incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on actual or perceived disability, race, religion, and belief, sexual orientation and transgender”.¹⁸

Hate crimes and incidents can take a variety of forms including physical attacks or the threat of attack (such as physical assault, damage to property, arson), verbal abuse, sexual abuse or harassment.

The All Wales Hate Crime Research Project found that nearly half (46%) of transphobic hate crime/incident victims disclosed thoughts of suicide. Of all the protected characteristic groups, trans respondents were the most likely to fear hate crime. Police forces reported a rise in transphobic hate crimes in 2014.²⁰

- Trans young people reported feeling unsafe in their local communities, many having experienced hate crime, including physical attacks:

“I have been a victim of continuous hate crime and violent attacks.”

“I work at a retail store on a high street and get mis-gendered daily, and get stared at often but in rare occasions I have people coming to other members of staff wishing to inform them that I am transgender or telling them that it’s immoral that I am working there and that they should fire me. On rare occasions someone will speak up and tell me what they are thinking personally. I have only ever been hit once due to being transgender and that was at a club, where a group of lads were laughing one approached me and kicked me”

- Concerns about safety in their community and fears about being outed can impact on young people’s engagement and participation in events and opportunities, putting them at risk of becoming NEET (not in education, employment or training) and becoming socially isolated, particularly in rural communities.

“The sad thing is, it’s a horrible thing actually, you have to take into consideration the fact that if you go out, you might get beaten up on street corner somewhere and just left there [...] It’s not a constant worry but if someone finds out [I’m trans] who didn’t know beforehand, or if I go to an event which isn’t trans specific, then there is the worry of is there going to be a really bad reaction.”*

18 <http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

19 <http://www.cardiff.ac.uk/socsi/research/publications/Time%20for%20Justice-All%20Wales%20Hate%20Crime%20Project.pdf>

20 <http://www.theguardian.com/world/2014/dec/26/transphobic-transgender-hate-crime-rise-uk-police-figures>

“there could still be people with negative attitudes towards trans people, and the knowledge that some people might act on those negative attitudes, even if it’s just a snide comment or a look, is a constant fear.”*

“I live in a small welsh village in north Wales [...] If I leave the door of my home and decide to walk around the village I know I will have comments said to me. For that reason I tend to stay indoors. I don’t think there is any way to change enough people’s perceptions and make the place safer. At the moment in trying to run my own business and if that works out I will be moving to England where I will feel safer.”

“I haven’t come out to anybody yet because I’m too scared to. Maybe if people were more educated/ accepting, I would feel safe to come out.”

“I feel that probably the majority of people in my village are unwelcoming to trans people and other minority groups.”*

A lack of cohesion and trust can mean that trans young people fear the response of older members of the community:

“I do not trust the more elderly people to respect”

REPORTING

Youth Cymru’s own consultation with member organisations asked practitioners whether they would feel confident in knowing how to support a trans* young person to report a hate crime or incident. 42% answered they would be ‘very confident’ and 42% answered they would be ‘fairly confident’.

However, there remain barriers to young people reporting hate crime:

- Young people are often unsure who to report hate crime to
- Young people can be reluctant to report to the police because of a fear of repercussions:

“It can be obvious you have reported because of police presence.”

- They may also be unwilling to report because they consider the hate crime or incident to be ‘low level’ or a ‘normal’ part of life if they are frequently a victim.

When incidents are reported to police, gender identity is not always taken in account or recognised as a protected characteristic. This not only impacts on the recording and monitoring of hate crimes and incidents, but on the support and information provided to victims.

“I do not believe officer viewed it as a hate crime or took presenting gender into account – [it was] viewed as domestic abuse instead. As result, guidance and support not as targeted as could have been”

RECOMMENDATIONS

- Professionals working with young people should receive training to ensure they are aware of what constitutes a hate crime or incident and can effectively support young people to report
- Low level bullying and gender stereotyping should be challenged to prevent escalation
- Local support groups to prevent young trans young feeling isolated and unsafe in their local communities.

FURTHER INFORMATION:

- The Welsh Government's Tackling Hate Crimes and Incidents: A Framework for Action <http://gov.wales/topics/people-and-communities/equality-diversity/rightsequality/hate-crime/?lang=en>
- Unity Group: <http://www.unityproject.org.uk/hate-crime/>
- Victim Support: <http://www.reporthathe.victimsupport.org.uk/hate-crime/>



SUPPORT AND SOCIAL GROUPS

“when you first come out you think, oh my god, I’m the only trans person in the world”*

“It’s hard to believe that someone can love you”

“When I was about 14 I met someone who was transgender. It was like a lightbulb moment”

THERE IS CURRENTLY A LACK OF SOCIAL AND SUPPORT GROUPS FOR TRANS* YOUNG PEOPLE, WITH MANY EXPERIENCING SOCIAL ISOLATION ESPECIALLY IF LIVING IN A SMALL OR RURAL COMMUNITY. THERE IS A CLEAR NEED FOR SUPPORT FOR TRANS* PEOPLE AND FOR SAFE SPACES FOR YOUNG PEOPLE TO SOCIALISE AND MEET NEW FRIENDS WHO’VE HAD SIMILAR EXPERIENCES, ALLOWING THEM TO BUILD CONFIDENCE, EXPLORE THEIR IDENTITY AND BE THEIR TRUE SELF.

This experience can be life changing and even life saving, providing peer support where that support does not exist there at home

“I’m homeless and living in B&B through council. I get comments all the time.

Having my own place and more support, other than my support worker would make me feel safer.”

“I’m not out yet to people, but having a group where I could hang out and meet people going

through the same stuff, where I can be called by my name and preferred pronouns, would be really good.”

“there needs to be more spaces for young trans people to feel happy safe and accepted”

- Groups and support for trans* people need to exist from an earlier age. LGBT societies at universities can come too late in young people’s lives.
- Services need to be sustainable. When projects end suddenly, trans* young people may lose their peer support network and access to specialist advice, advocacy and support services.
- Welsh speaking trans young people can experience barriers to accessing services in Welsh, including the requirement to access a Gender Identity Clinic in England. Some young people were unaware of Welsh terms to describe their identity, or only knew of words which were outdated or had derogatory connotations and did not truly reflect their identity. As well as having implications for young people attempting to access information and support in their language of choice, being unaware of language also has an impact of a young person’s self-esteem.

“[I’ve] never heard of any trans term in Welsh - just use English ones instead”

- LGBT youth projects need to recognise and be inclusive of trans* young people. Young people reported being part of LGBT youth groups which felt like an LGB project, with often only one or two trans members.

“Even in LGBT+ things, for example LGBT+ youth groups, sometimes there might only be one trans person, and they might feel quite left out and unheard, and trans* issues might not be focused upon because it’s just them. Even when there are quite a few trans* people in a group, sexuality seems to generally be focused on more.”*

- There is also a need for support for families to help to understand the issues and discuss their own feelings. A lack of understanding and support from parents can prevent trans* young people being themselves. There is a need for more positive reporting and stories about successful trans people; ‘horror stories’ can lead to parents being unsupportive out of fear.

Mermaids provides support for families of children and young people: <http://www.mermaidsuk.org.uk/>

RECOMMENDATIONS

- Trans young people should be enabled to access services and support in their language of choice
- There is a need for local and sustainable support groups where young people can access support, information and socialise with other young people

WORK RESEARCH
HEALTH EMPOWER
RESOURCES
CONSULTATION
YOUTH
HATE CRIME
CYMRU
CHALLENGE
HEALTH BINARY
ATTITUDES VISION
WORK CHALLENGE
RESEARCH
EMPOWER
RESOURCES
PROFESSIONALS
RIGHTS
HATE CRIME
DISCRIMINATION

GUIDANCE FOR YOUTH ORGANISATIONS: CREATING AN INCLUSIVE SPACE FOR TRANS* YOUNG PEOPLE

THE SECTION INCLUDES GUIDANCE, EXAMPLE OF GOOD PRACTICE AND SCENARIOS WHICH YOU MIGHT ENCOUNTER. TAKING INTO ACCOUNT THE GUIDANCE BELOW, REGARDLESS OF WHETHER YOU CURRENTLY WORK WITH TRANS* YOUNG PEOPLE OR NOT, WILL SUPPORT THE DEVELOPMENT OF AN ENVIRONMENT WHICH VALUES AND RESPECTS DIVERSITY AND IN WHICH TRANS* YOUNG PEOPLE ARE MORE LIKELY TO FEEL SAFE AND INCLUDED.

LANGUAGE AND PRONOUNS

We often use language which is based on assumptions of people's gender identity. This can result in misgendering and can also reinforce stereotypes and which can exclude or single out trans* young people.

It is good practice to avoid activities which divide people by gender, for example boys vs. girls. Such divisions not only exclude non-binary young people but can create an uncomfortable situation for a trans* young person who is not yet out.

Be aware of gendered language and avoid language which reinforces the idea there are only two genders. Wherever possible use gender neutral terms, for example, "good morning everyone" rather than addressing "ladies and gentlemen". Refer to "all genders" not "both genders" or "all young people" rather than "all boys and girls". While it may initially take some time to get used to, a small change can make a real difference to trans* young people feeling comfortable.

Scenario

Until recently, the group you have been working with was a group of young females. However, one of the young people recently disclosed that they are transgender and identify as male, how would you now address the group?

- Don't single out that person
- Avoid gendered addresses like 'ladies' or 'girls'
- Consider using gender neutral terms such as 'people' 'team' etc.

PRONOUNS

A pronoun is a word that takes the place of a noun in a sentence. Often pronouns are used to indicate someone's gender, for example: he, she, her, his etc.

We often use pronouns in relation to someone's gender, based on someone's appearance, clothing or voice. However, our use of pronouns can be based on assumptions, which may or may not be true.

It is important to use correct pronouns (ie. the pronouns which reflect someone's gender identity). For example, a trans* male will typically use 'he' / 'him' and a trans* female 'she' / 'her'.

People who identify as non-binary or gender fluid will typically use gender neutral pronouns, often 'they' or pronouns including 'hir' 'ze', 'zir', 'per' etc.

- Someone’s chosen name and pronouns should be used regardless of whether someone has had or is planning to have gender reassignment surgery.
- Correct pronouns should be used consistently, regardless of whether the young person is present or not.

Remember: the person who knows their gender identity best is themselves.

Scenario

A young person arrives at youth club for the first time. Their appearance is androgynous and you aren’t sure how to address the young person. What pronouns should you use?

- When introducing yourself to the young person, politely ask: “What pronouns do you use?”.
- Introduce yourself using your own name and pronoun

Think about opportunities in work to allow people to share their pronouns:

- Icebreakers with young people; an icebreaker which allows young people to say their name can easily be adapted to include pronouns, for example “My name is Sam and my pronoun is they”.

By everyone in the group sharing their pronouns, it reduces the chance of people being misgendered, does not single trans* young people out and means everyone feels more comfortable.



- Be aware that young people’s pronouns may change, either as they are exploring their identity, or on an ongoing basis (for example, if they identify as bigender). It is therefore helpful to make sharing pronouns a regular part of each event or meeting.
- Allow people to add a pronoun to their name badge at a conference or event

“It should be normal to ask for pronouns”

Scenario

A young person has recently come out to you as transgender. They identify as agender and use them/they pronouns. You just accidentally misgendered them in a group, how do you handle this?

- Avoid making a big scene
- Apologise, correct yourself and move on

By introducing opportunities for people to share their pronouns, instances of misgendering will hopefully reduce. If you do make a mistake, apologise, correct yourself and move on.

“Listen to other people, when someone gets it wrong or doesn’t get it, try not to react badly, be calm and educate them and help them understand [...] then you could be helping a fellow trans person. Be open”*

THE IMPACT OF USING THE RIGHT PRONOUNS?

Young people told us that hearing the right pronouns made them feel:

HAPPY **RELIEVED**
CELEBRATORY
RESPECTED
HUMAN

- ‘Why Pronouns Matter For Trans People’ video: http://youtu.be/N_yBGQqg7kM

COMING OUT

“when you first come out you think, oh my god, I’m the only trans person in the world”*

Coming out means acknowledging to yourself and to other people that you are transgender. Coming out is an ongoing process (with young people coming out to friends, family, school, colleagues etc.) and is unique to each young person.

It is important to remember that while a young person may be out to people at their youth club, this does not mean they are out at school. Equally, they may not be out to parents or other family members and so may be referred to at home or school with a different name or pronouns.

A young person’s right to privacy (UNCRC Article 16) is crucial to their coming out. You should never disclose someone’s trans* status without their consent.

Scenario

You run a youth work project – one of the young people identifies as trans and requires a day off school to participate in an activity. How should you refer to them when you contact the school to seek permission?

- Speak to the young people to establish which name and pronouns they use in school. The young person may ask you to use their birth name when speaking to their school.
- If this is the case, you should ensure that you do not disclose this name to anyone else without the young person’s consent.

If a young person comes out to you, they may ask for support to come out to other people. It is crucial that decision making is led by the young person and that they are supported to decide on a process which makes them feel safe and comfortable. This may include:

- Telling other people, including other young people or staff members
- Changing records to reflect their gender identity, name and pronoun
- Working out which facilities to use (for example, toilets and changing rooms)
- Changing the uniform or clothing they wear
- Removing photos at young person's request.

If a trans* young person decides to come out in your organisation and approaches you for support, it may be helpful to create a timetable with the young person. This may include when and how they want to tell staff and other young people. If they decide they are happy to answer questions from other young people, it might be helpful to practice answers to these beforehand.

GIRES has produced guidance of transition of a pupil in school (including relevant legislation, name and gender marker change, use of facilities), which is applicable to other settings working with young people: <http://www.gires.org.uk/assets/Schools/Memorandum%20of%20understanding%20transition%20of%20pupil.pdf>

GIRES has also produced an example conversation between a trans girl and a teacher:²¹

- **Offer reassurance:**

"It is very brave of you to come and talk to me, and I am really pleased that you felt able to do that"
"Now that you have, I want you to know that you can always talk to me"

- **Make it clear that you will respect the privacy of the young person:**

"I promise that I won't tell anyone unless you tell me that I can".

- **Allow the young person to express the pain and isolation she must be feeling:**

"It's not easy to live with a secret. You must have been very unhappy and, perhaps, lonely for quite a long time."

- **Reassure her that she's not the only one:**

"You know, although it's unusual, there are other young people who feel the same way as you do, so we can make contact with them. You are not alone".

- **You need to know if the young person has any other support: a parent, sibling or friend:**

"Have you told anyone else about your feelings?" (if yes) "How did that go was your Mum (or whoever) okay with it?" (if no) "Would you like to tell your family?" "Do your friends know?" "Are you scared to tell your family/school friends etc?"

- **Offer to support the young person if she wants to tell others:**

"I would be happy to support you when you do tell them—if you want me to. Or I could tell them for you, and we can work out together what you want me to say"

21 <http://www.gires.org.uk/assets/Schools/TransphobicBullying-print.pdf>

- Allow the young person to express her hopes and fears:

“Do you want to change the way you are living your life?” “How would you like things to be different?”

- If the young person reveals having considered suicide you will obviously need to explore this very sensitively and share the responsibility with those professionals who are skilled in dealing with this issue, despite what you have promised about privacy.

“I won’t pass on anything you have told me unless I have to in order to make sure you are safe. I will tell you if I need to do this, I will tell you who I am going to speak to and what information I am going to share with them”

- Before your first encounter with the young person ends, you should ask: “Are any of the other schoolchildren being nasty to you because they think you’re ‘different’? Are you being bullied or frightened on the way home?”
- And indicate that: “It’s okay to be different. You’re just an extra special person. We can work through this together. You’re not alone.”

Don’t push for too much information on the first occasion unless the young person wants to offload all the bottled up feelings. Sometimes, it’s like a dam bursting and all the anguish spills out in one go.

Source: <http://www.gires.org.uk/assets/Schools/TransphobicBullying-print.pdf>

PRIVACY

- Just because a trans* young person is out to you as trans*, do not assume everyone else is aware of their trans* status. Never share someone’s trans* identity, or use or disclose a trans* young person’s birth name, without their consent.
- Being trans* is not a safeguarding or child protection issue – do not assume other people have the right to know a young person is trans.
- Ensure that your organisation changes records to ensure they accurately reflect an individual’s chosen name and title. If the individual obtains a Gender Recognition Certificate, updating records becomes mandatory.
- Forms which disclose someone’s trans* identity should be securely stored. If they have obtained a Gender Recognition Certificate, it is a criminal offence (with a fine of £5000) if this information is disclosed to a third party without the trans* person’s consent.²² However, regardless of whether the person holds a GRC, their trans* status should never be shared without their consent.

²² <http://www.galop.org.uk/wp-content/uploads/2014/05/Trans-Privacy-A4.pdf>.

FORMS

THINK ABOUT THE FORMS YOUR ORGANISATION CURRENTLY USES. THESE MAY INCLUDE APPLICATION FORMS, EVALUATION FORMS, MONITORING FORMS AND ONLINE SURVEYS.

What questions do they ask about gender? Do your forms include a question like this?

1. Gender:

- Male
- Female

Or perhaps like this?

1. Sex:

- Male
- Female

Forms may be one of an organisation's first points of contact with a young person, for example an application for a volunteer role or training course. Forms can present an immediate barrier to trans* young people if they require information about gender. Forms which require people to identify as either 'male' or 'female' may prevent young people accessing your provision or services. Similarly, the question may prevent trans* young people from participating in consultation, therefore impacting on the validity of your results.

- Consider whether it is relevant to ask someone's gender.
- Do not ask for a young person to give their legal sex, unless this information is necessary (for example, on a medical form). Ask for gender instead.

- Include questions which allow people to self-identify (rather than limiting responses to 'male' or 'female') and give people the opportunity to specify which pronouns they use.
- Ensure any question regarding gender identity is separate from sexual orientation.

Example questions:

What is your gender identity?

- Male
- Female
- Other _____
- Prefer not to say

Is your gender identity the same as the gender you were assigned at birth? / Do you identify as transgender?

- Yes
- No
- Prefer not to say

Depending on how you need to record or categorise the data from your forms, you may be able to use open questions like:

How do you describe your gender?

What are your preferred pronouns?

- Ensure young people know why data relating to gender identity and other protected characteristics is being collected and that they understand that it will be securely stored.

The parents / guardians of a trans* young person may not be aware of their trans identity. Therefore, the young person's emergency contact form may indicate that a different name should be used if their parent or guardian needs to be contacted. This information should be securely stored and treated with discretion.

Scenario

You run a small youth group for transgender young people. You're taking some of your young people on a trip to the cinema and require parental consent forms. Some of your young people are not out as trans to their parents/carers who are under the impression that their young person is just attending a non-specific youth group. How might you word the consent form to avoid outing them? What steps would you take to ensure that the young people's birth names and details are confidential, whilst making sure that the correct information is available in the case of an emergency?*

- Where possible avoid identifying the group as trans* specific (for example, using the name of the umbrella organisation rather than specific project name).
- Forms may be completed using a young peoples' birth names. Keep this information confidential and still address the young people by the names and pronouns that they ask you to.

- Once it has been established that the essential parts of the form are completed, consider putting the forms in sealed envelopes with the young peoples' preferred names so that the other information is only accessed in case of emergency.
- Ensure that you discuss with the young people separately how they would like to be referred to if their parents needed to be contacted.

See Appendix for Example monitoring form

GENDERED FACILITIES – TOILETS AND CHANGING ROOMS

GENDERED FACILITIES, INCLUDING TOILETS AND CHANGING ROOMS, CAN BE A SOURCE OF ANXIETY AND DISTRESS FOR TRANS* YOUNG PEOPLE AND A BARRIER TO THEIR PARTICIPATION IN ACTIVITIES. TRANS* YOUNG PEOPLE MAY EVEN AVOID EATING OR DRINKING TO AVOID USING THE TOILET.

Too often the emphasis is on the perceived impact a trans young person using their toilets of choice will have on other young people, rather than on the rights and safety of the trans young person.

Scenario

Your youth centre has separate male and female toilets upstairs, with an accessible toilet on the ground floor. A young person has come out to you as a trans female and has approached you to say that they are uncomfortable as they do not know which toilet to use. They want to use the female toilets but they aren't sure how the other girls will respond. How would you advise them and what might you consider?

- If they wish to use the female toilets, then this should be accommodated where possible.
- If needed you may have to speak to the other girls, but only if the trans young person wants you to.

- If they wish to, then the accessible toilet may be an option or a 'stepping stone' if they would feel more comfortable, but this shouldn't be forced as it may single out that young person.
- Ask the young person what she would like to do.

Always be led by the trans* young person and do not make assumptions about what facilities they feel most comfortable using. Disabled toilets can be used as a 'stepping stone' if a young person requests to use them (but this should not be assumed).

SWIMMING AND SPORT

IT IS IMPORTANT TO ACKNOWLEDGE THE SPECIFIC EXPERIENCES AND NEEDS OF TRANS* YOUNG PEOPLE, INCLUDING WITHIN LGBT YOUNG PROJECTS. FOR EXAMPLE, WHILE A SWIMMING TRIP MAY BE A FUN ACTIVITY FOR A GROUP OF LGBT YOUNG PEOPLE, FOR TRANS* YOUNG PEOPLE IT CAN BE PROBLEMATIC GIVEN THE GENDERED CHANGING ROOMS AND ISSUES SURROUNDING SWIMWEAR.

When planning sporting and outdoor activities, be aware of young people who may be binding. Binding refers to flattening chest using a variety of materials and methods. Young people who bind can experience difficulties taking part in sports or outdoor activities, breathing exercises (for example, in a drama workshop) or activities taking place in hot temperatures.

It is important to respect people's decision to bind, while being aware of how it might affect their participation.

Scenario

Your youth group are participating in a 5-a-side football tournament with other local clubs, the tournament is unisex and you have a mixture of young people playing. One of your players is a transgender male and has recently started binding his chest, he wishes to bind during the tournament. What might you have to consider regarding changing, first aid and his health and comfort?

- Consider changing spaces; gendered changing rooms without cubicles may cause anxiety. Enquire as to what facilities are available.
- Allow him to bind, but discuss safe binding beforehand (for example, using a binder rather than bandages, trying to avoid a really tight binder for sports)
- Don't push him too hard in warm ups etc.
- Ensure that he is able to come off the pitch and swap if he is uncomfortable or struggling

FOR FURTHER INFORMATION:

- LGB&T Sport Cymru network: <https://lgbtsportcymru.wordpress.com/>
- Pride Sports: <http://www.pridesports.org.uk/>
- Child Protection in Sport Unit: <https://thecpsu.org.uk/help-advice/topics/lgbt-young-people-in-sport/>

RESIDENTIAL ACTIVITIES AND OVERNIGHT STAYS

STAYING AWAY FROM HOME CAN PRESENT BARRIERS AND CAUSE ANXIETY FOR TRANS* YOUNG PEOPLE. SHARED DORMITORIES WHICH ARE GENDERED (FOR EXAMPLE, GIRLS AND BOYS ON SEPARATE CORRIDORS) NOT ONLY EXCLUDE NON BINARY YOUNG PEOPLE, BUT THE LACK OF PRIVACY CAN ALSO CAUSE ANXIETY FOR ALL TRANS* YOUNG PEOPLE.

For trans* males who may be binding during the residential stay, it is good practice not to bind for more than 8-12 hours at a time. This can have implications for an overnight stay, when young people might be staying in shared dormitories, using shared bathrooms, there are activities planning throughout the day and evening and privacy is limited.

“I’ve avoided staying overnight anywhere which isn’t my home”

Scenario

You’re planning a residential for your youth group at an activity centre, you have a few young people who identify as transgender. When choosing a venue, what might you consider?

- Sleeping facilities - dormitories or single rooms?
- Are sleeping facilities gendered?
- What toilet and shower facilities are available? Gender neutral facilities with cubicles would be ideal.
- Are the activities safe for someone who may be binding?

- Are there spaces for people to change privately?

Discuss with trans* young people well in advance of the residential activity and be led by them. They may prefer to sleep in their own room or to use disabled facilities, however it is important not to make assumptions about their preferences.

Mess Up the Mess is a youth theatre company based in Ammanford. A number of trans* young people took part in a recent weekend residential, working with other groups of young people and taking part in a range of workshops and activities.

“It was important to us that the trans young people felt comfortable, safe and included in every aspect of the residential. Prior to the residential we:*

- *Firstly we went to go see the venue to see if it was suitable for the residential and all the young people’s needs. We were lucky to have a location that had unisex/inclusive bathrooms with enclosed cubicles. We found out how many rooms available and reserved some singles rooms for young people that have any issues with sharing. We made a decision we wouldn’t have a male and female separate quarters and everyone on the same floor, so the space could be monitored.*
- *We then had a conversation with the trans* young people’s youth worker about advice on the young people’s needs and wants during the residential from their point of view. This was an excellent place to get*

advice and guidance as they knew the young people very well.

- *We then talked to the trans* young people themselves, and gave them clear information about what was going on in the residential. We also spoke to them about sharing rooms and did not want to assume that they might not want to share a room, and left it up to the young person. We found this eased the group with going on a residential as they had past negative experiences on residential stays. Some decided to share and some wanted individual rooms.*

Inclusion and getting to know each other

On the first day we did a lot of icebreakers, ensuring everyone felt comfortable and included. During the name introduction, we asked the young people to go around and say their name and pronoun and an interesting fact. This meant it would reduce the group from misgendering each other and a relaxed way of getting to know each other.

Activities during the residential

There was only one small modification we made to activities during the residential. There was one activity which included breathing techniques. This was modified to ensure it was inclusive of members of the group who were binding.

When planning any residential with any trans* young people remember the only expert of that young person is themselves. Don't feel scared to ask them questions, as they would rather you ask that assume their thoughts."

If the overnight stay is part of a trip abroad, you will need to take into account specific issues which might include:

- Consider any border crossing checks, for example airport security screening
- Be aware that a young person's passport and other documentation may be in a different name to their preferred name.
- Be aware of legal or cultural issues which may impact of trans* young people.

CHALLENGING TRANSPHOBIC LANGUAGE AND BEHAVIOUR

THERE SHOULD BE A SHARED AWARENESS OF WHAT CONSTITUTES TRANSPHOBIC BULLYING IN ANY ORGANISATION WORKING WITH YOUNG PEOPLE AND A CONSISTENT APPROACH TO CHALLENGING DISCRIMINATORY LANGUAGE AND BEHAVIOUR. TRANSPHOBIC LANGUAGE SHOULD NOT BE TOLERATED, JUST AS RACIST OR HOMOPHOBIC LANGUAGE SHOULD NOT BE TOLERATED, AND APPROPRIATE RESPONSES AND SANCTIONS SHOULD BE IN PLACE.

- Ensure your organisation has a clear anti-bullying policy in place. If possible, this should be informed and led by young people; what makes them feel safe and included? What language is acceptable? You may also want to develop a young people's equality forum or group.
- Be proactive in challenging gender stereotypes eg. "that's so girly". Challenging stereotypes and derogatory language or bullying which is perceived to be 'low level' can prevent escalation.
- Be vigilant and challenge intrusive questions asked to trans* young people, for example their 'old' name or when they are going to have surgery.
- Take incidents of outing (disclosing someone's trans* status) seriously. Outing can be prevented by ensuring all records are changed and that young people's trans status is only disclosed to relevant individuals.

- Schools and youth organisations should ensure instances of transphobic bullying are being monitored and recorded. Schools and youth organisations should ensure that incidents of transphobic bullying are specifically recorded and not categorised as homophobic bullying.

Staff should receive appropriate training to ensure everyone understands what constitutes transphobic language and intrusive questions. Training might include thinking of responses to derogatory language, ensuring a consistent approach. Brighton and Hove City Council have developed a guide on challenging homophobic language, which gives examples of a number of responses which can be used to challenge derogatory or discriminatory language.²³

- Institutional response – "This youth club does not accept that kind of language"

An organisational response can be most effective if young people have been involved in its development – eg. "We have a group agreement in this youth club that says we respect one another"

- Question – "What did you mean by that?"
- Confront – "Language like that is not acceptable"
- Personal response – "What you've said really upsets me" "I'm not happy with what you've said. I don't want to hear it again"

FOR MORE INFORMATION:

Gender Identity Research and Education Society (GIRES): <http://www.gires.org.uk/assets/Schools/TransphobicBullying-print.pdf>

23 <https://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=891984&ResourceId=3600704>

CELEBRATING DIVERSITY

AS ORGANISATIONS WORKING WITH YOUNG PEOPLE, WE NEED TO BE POSITIVELY PROMOTING DIVERSITY AND MAKING TRANS* IDENTITIES VISIBLE. THIS SHOULD BE THE CASE REGARDLESS OF WHETHER OR NOT AN ORGANISATION IS CURRENTLY WORKING WITH TRANS* YOUNG PEOPLE. POSITIVE ROLE MODELS CAN GIVE TRANS* YOUNG PEOPLE THE COURAGE TO COME OUT AND ENSURES THEY KNOW THEY ARE NOT ALONE. CELEBRATING DIVERSITY CAN ALSO ENCOURAGE EMPATHY AND CREATES AN ENVIRONMENT IN WHICH ALL YOUNG PEOPLE FEEL SAFE AND CAN THRIVE.

Young people spoke about the ‘reputation’ that came with being trans* within a school or youth club environment. Educational providers should attempt to de-sensationalise the nature of transition so that it creates a safe environment in which all respect the privacy of trans people and gender variance becomes the ‘norm’.

GENDER STEREOTYPES

Think about the resources you use with young people (for example, videos, books, posters etc.). Do they represent a diverse range of identities and relationships? The following websites provide information on gender stereotypes and their impact on young people:

- **Let Toys Be Toys:** A campaign asking the toy and publishing industries to stop limiting children’s interests by promoting some toys and books as only suitable for girls, and others only for boys. <http://www.lettoysbetoys.org.uk/why-it-matters/>
- **Chwarae Teg:** The Agile Nation Project

looked at boys’ and girls’ perceptions of job and career choices <http://www.agilenation.co.uk/gendered-horizons/>

- Cornwall Schools Transgender Guide provides suggestions of books and films which explore gender and identity to use with young people: http://www.intercomtrust.org.uk/resources/cornwall_schools_transgender_guidance.pdf

OPPORTUNITIES TO DISCUSS TRANS* ISSUES

Nationally and internationally recognised events can provide opportunities throughout the year to discuss gender and trans* identities with young people. It may be that your organisation already organises activities to take place during Anti-Bullying Week (November). You could use the opportunity to highlight that people can experience bullying because of their gender identity or presentation.

Here are some examples of national (and international) events:

- **LGBT History Month (February);** a celebration of the lives and achievements of lesbian, gay, bisexual and transgender people. Further information and resources to use with young people are available at: <http://lgbthistorymonth.org.uk/>
- **Anti-Bullying Week ;** takes place during the third week of November and aims to raise awareness of bullying among children and young people and highlight ways of preventing bullying.
- **International Day Against Homophobia, Transphobic and Biphobia (17th May)** <http://dayagainsthomophobia.org/>

- Transgender Day of Remembrance (20th November); A day, recognised internationally, to remember those who have been lost as a result of transphobic violence. TDOR was started to honour the memory of Rita Hester, a transgender woman who was killed in 1998.

FAMOUS TRANS* PEOPLE

Lili Elbe (1882 - 1931) was a Danish artist and one of the first known recipients of gender reassignment surgery

April Ashley, MBE (born 1935) is an English model and restaurant hostess. She was one of the earliest British people known to have had gender reassignment surgery.

Rita Hester (1963 -1998) was a transgender African American woman who was murdered in the USA in 1998. In response to her murder, the Transgender Day of Remembrance in 1999 was founded and is now internationally recognised.

Paris Lees is a British journalist, presenter and transgender rights activist. She topped the Independent on Sunday's 2013 Pink List.

Jan Morris (born 1926) is a Welsh historian, author and travel writer.

Laverne Cox is an American actress, television producer and LGBT advocate. She became the first openly transgender person to be nominated for a Primetime Emmy Award in the acting category for her role in Orange Is the New Black.

Lewis Hancox & Raphael Fox are the creators of My Genderation, an ongoing documentary series created by and featuring trans people. They both took part in My Transsexual Summer (Channel 4) which was a prime-time series which started a dialogue with the nation about gender.

Hannah Winterbourne is the first transgender officer in the British Army and in 2015 became an Ambassador for the LGB&T Sport Cymru Network.

TRANSGENDER AWARENESS

YOUTH CYMRU HAS DEVELOPED TWO TRANSGENDER AWARENESS ACCREDITED UNITS WITH AGORED CYMRU. THE LEVEL 1 UNIT IS AIMED AT YOUNG PEOPLE, INTRODUCES THE SUBJECT OF TRANS* IDENTITIES AND FOCUSES ON GENDER STEREOTYPES AND TRANSPHOBIC BULLYING. LEVEL 2 IS AIMED AT PRACTITIONERS AND REQUIRES LEARNERS TO DEVELOP A KNOWLEDGE OF RIGHTS, EQUALITY DUTIES AND IDENTIFY RELEVANT SUPPORT AND INFORMATION SERVICES.

Unit Code: **PK81CY003**

Level: **One**

Credit Value: **1**

Unit ID: **CDJ399**

LDCS: **PK86**

Sector: **2.1 Science**

Last registration date: **31/07/2020**

Purpose and Aim:

To increase understanding about people's gender identity. This unit supports the aims of the Tackling Hate Crimes and Incidents: A Framework for Action.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by transgender	1.1 Define the term transgender.
2. Know how gender stereotypes impact on transgender people.	2.1 Define the term gender stereotype. 2.2 Outline the impact of gender stereotypes. 2.3 Outline the impact of gender stereotypes for transgender people. 2.4 Identify a range of people who have challenged gender stereotypes.
3. Know about the impact of transphobic bullying.	3.1 Define transphobic bullying. 3.2 Give examples of transphobic bullying. 3.3 Outline the potential impact of transphobic bullying. 3.4 Outline how transphobic bullying can be challenged.

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria. Further assessment guidance is available [here](#).

Assessment Information:

AC 2.4 At least three people.

AC 3.2 At least three examples of transphobic bullying.

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

SESSION PLAN – TRANSGENDER AWARENESS (PK81CY003)

LEVEL 1, CREDIT 1

Assessment Criteria	Task	Assessment Method
1.1	<ul style="list-style-type: none"> • Today’s session will look at identity – how people might be judged or stereotyped because of their identity, how this can be harmful and ways we can ensure that everyone feels happy and included. • Ask everyone to record on a post it note what they think transgender means. Explain that it’s ok to put “I don’t know” or “not sure” • Watch Trans*Form video, created by trans young people in Wales: https://youtu.be/17JVkv-NU6k • Having watched the video, ask if anyone would like to change what they wrote. Was anyone surprised by the video? What did they learn? • Record definition (You can pause the video at 9:29 to display the definition on screen) <p><i>Depending on time available, the activity could lead to a much wider conversation about gender and identity</i></p>	Group discussion Written response
2.1	<p>Group discussion: Ask participants to define what they think a stereotype is. In what ways can someone be stereotyped?</p> <p>Explain that people can be stereotyped based on their age, gender, ethnicity, religion, the way they dress etc.</p> <p>Activity: Create a mindmap / collage of stereotypes associated with being male / female (think about appearance, hobbies, jobs, characteristics etc.)</p> <ul style="list-style-type: none"> • Compare: are any of the words / images the same? Are they different? • Where did these stereotypes come from? • Do you think stereotypes are true or accurate? • What happens if someone don’t conform to or fit with a stereotype? <p><i>Explain that some stereotypes used to be the exact opposite. For example, until about 80 years ago, boys wore pink and girls blue.</i></p> <ul style="list-style-type: none"> • Can you find examples of other stereotypes which have changed? • Do you think any other gender stereotypes will change in the future? <p><i>Explain that gender stereotypes are different around the world. In Belgium, blue is still associated with girls and pink with boys.</i></p>	Group discussion Witness statement Written response

<p>2.2 2.3</p>	<p>Ask learners to anonymously write on a post it note a time when they feel they have been stereotyped or judged because of their gender.</p> <p>Ask if anyone would like to share what they've written with the group.</p> <p><i>Stereotypes shape the way we see other people see us (and how we see others) – but they also shape the way we behave.</i></p> <p>Gender stereotypes might impact on:</p> <ul style="list-style-type: none"> • What sports we play, or what hobbies we have • What clothes we wear • What subjects we choose to study in school or what job we do • Stereotypes can also lead to people being bullied (if people do not conform to gender stereotypes) • Transphobic bullying is when people are bullied because they are (or other people think they are) trans, or because they are gender non-conforming 	<p>Group discussion Witness statement</p>
<p>2.4</p>	<p>Ask participants to find examples of at least three people who have defied gender stereotypes – this could be to do with their career, their hobbies, appearance etc.</p> <p>An example might be Amelia Earhart – The first female aviator to fly solo across the Atlantic Ocean in 1932.</p> <p>Show the My Generation video of Captain Hannah Winterbourne: https://www.youtube.com/watch?v=PoIM56XlhxM</p>	<p>Written response</p>
<p>3.1</p>	<p>Watch LGBT Youth Scotland video - https://www.youtube.com/watch?v=R9QO9jwwDgc</p> <p>After watching the video, ask learners to write down a definition of transphobic bullying.</p> <p><i>Bullying is any behaviour that might make people feel afraid, excluded, hurt or humiliated. Transphobic bullying is when people are bullied specifically because they are (or other people think they are) transgender. People can also be bullied because they do not fit with stereotypes of their gender.</i></p> <p><i>Ensure that young people know who to speak to if they experience bullying.</i></p>	<p>Written response</p>

3.2	<p>Identify at least 3 examples of transphobic bullying.</p> <p><i>You might want to refer back to the Trans*Form and LGBT Youth Scotland videos at this point.</i></p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Name calling /verbal bullying • Physical bullying • Cyber bullying • Outing: telling someone that someone else is transgender without their permission • Asking questions which trans people might find upsetting or hurtful (for example, about surgery) • Inappropriate language 	Written response
3.3	<p>Working in small groups, learners record on flipchart</p> <ul style="list-style-type: none"> • How might bullying make you feel? (eg. upset, scared, alone, powerless) • What is the impact of these feelings? (eg. becoming isolated, not attending school, not seeing friends, exam grades, mental health) 	Witness statement Photo evidence
3.4	<p>Learners work together to create an anti-bullying pledge or group agreement for your youth group. How can you make sure people feel comfortable and included?</p> <p><i>Depending on the size of the group, learners might first work in small groups to come up with their pledges before coming together as a whole group to create a joint agreement. The task may therefore involve an element of negotiation and compromise.</i></p> <p>Pledges or group ‘rules’ might include:</p> <ul style="list-style-type: none"> • Listening to people • Not using hurtful language • Ask people’s names and pronouns – and use them! • Don’t judge people based on their gender • Don’t ask intrusive or personal questions <p><i>See Top Tips in the Trans*Form toolkit (page 15) for ideas learners might want to include in their pledges or group agreement.</i></p>	Group discussion Written response / photo evidence Witness statement

FURTHER ACTIVITIES AND RESOURCES CAN BE FOUND AT:

- Gender Identity Research and Education Society; lesson plans from ages 3-14 exploring gender and identity.
<http://www.gires.org.uk/education/classroom-lesson-plans>
 - Amnesty International – Time to End Hate activity
http://www.amnesty.org.uk/sites/default/files/lgbti_rights_activity_pack_february_2015_0.pdf
- Case studies exploring the effects of hate crime and hate incidents on trans people

ACTIVITY: RACE TO EQUALITY

Give each participant one of the roles below. Everyone starts on one side of the room.

White Male Professional Status	Black Female Refugee Status Doesn't Speak English
White Female Professional Status	White Female Uses a wheelchair
Young Male Unemployed	Young Trans* Woman
Elderly Widow On state pension	Black Male Ex-prisoner
Young Person Deaf	Young Male Traveller
White Young Woman Has learning disability	White Female Ex-prison
Young Gay Man	Young Male Has Down's Syndrome
Young Male Muslim	Single Mother

READ EACH STATEMENT OUT

Ask participants to take a step forward if they agree with the following statements:

1. I am likely to go to college or university
2. I am in the majority
3. I feel safe walking alone at night
4. I am not likely to be a victim of harassment
5. I am not likely to be ridiculed
6. I am generally accepted wherever I go
7. I am unlikely to be physically or verbally assaulted
8. I am likely to be believed if I am victimised
9. I am likely to be treated fairly by the criminal justice system
10. I am unlikely to be singled out in a crowd
11. I am always perceived as British without question
12. People are likely to listen to my opinion
13. I am not treated as a second class citizen
14. The colour of my skin is not viewed negatively by others
15. I regularly see role models I can relate to in the media (in films, newspapers, TV etc.)
16. I regularly go to my local swimming pool or gym
17. It is easy for me to use public transport

DISCUSSION POINTS

- 1) Who 'wins' the race to equality?
Why do you think this is?
- 2) Who finishes 'last'? Is this fair?
- 3) Revisit some of the statements – what are the impact of some of these situations?
(for example, social isolation, low attendance at school, low self-esteem etc).
- 4) What different types of discrimination are there? *(Direct discrimination, harassment, someone being left out or excluded etc.)*
- 5) Remember that we are all individuals – we do not always fit neatly into one category, for example someone may identify with several of the roles in 'Race to Equality'

TRANSGENDER AWARENESS

Unit Code: **FB22CY008**

Level: **Ywo**

Credit Value: **2**

Unit ID: **CDJ394**

LDCS: **FB2**

Sector: **2.1 Science**

Last registration date: **31/07/2020**

Purpose and Aim:

To increase understanding about gender identity. This unit supports the aims of the Tackling Hate Crimes and Incidents: A Framework for Action.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand terminology that relates to transgender people.	1.1 Define the terms: <ul style="list-style-type: none">• Transgender• Cisgender• Transphobia• Intersex• Hate Crime Describe what is meant by gender dysphoria
2. Understand the importance of using pronouns for transgender people	2.1 Describe the importance of using pronouns specified by individuals. 2.2 Describe the impact of using incorrect pronouns for transgender people. 2.3 Describe how you could create opportunities for people to share their pronouns. 2.4 Give examples of gender neutral language and pronouns.
3. Understand equality duties in the provision of services to transgender people.	3.1 Describe duties under the Equality Act 2010 when supporting transgender people.

4. Understand issues faced by transgender people.	4.1 Describe the potential impact of transphobic behaviour and language. 4.2 Describe the potential barriers to accessing services for transgender people.
5. Understand the rights of transgender people.	5.1 Outline a range of rights. 5.2 Describe how a transgender person can be supported to access their rights.
6. Understand how transgender people are represented in the media.	6.1 Give examples of positive and negative representations of transgender people in the media. 6.2 Describe how media representations of the transgender community can impact on transgender people. 6.3 Describe why transgender role models are important for transgender people. 6.4 Describe the importance of transgender role models for an organisation.
7. Know about services to support transgender people	7.1 Identify a range of sources of information, advice and support about transgender equality and inclusion.

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Further assessment guidance is available here.

Assessment Information:

AC 2.4: At least three examples of gender neutral language

AC 3.1: At least three duties

AC 4.2: At least three barriers eg education, health, leisure.

AC 5.1: At least five rights using rights from the United Nations Convention on the Rights of the Child (UNCRC) and/or the Universal Declaration of Human Rights (UDHR).

AC 6.1: At least three examples of positive role models.

AC 7.1: At least three sources of information.

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

SESSION PLAN – TRANSGENDER AWARENESS (FB22CY008)

LEVEL 2, CREDIT 2

Assessment Criteria	Task	Assessment Method
	<p>Divide learners into small groups and explain icebreaker activity to introduce a discussion about gender and identity.</p> <p>Icebreaker – Waking Up To Gender</p> <ol style="list-style-type: none"> 1) Think of the time you were first aware of your gender. 2) What sort of things contributed to your awareness and understanding? 3) Were you included or excluded in certain activities? 4) Was it connected with expectations of dress, behaviour, appearance etc.? <p>Ask for volunteers to feedback</p> <p>Further discussion points might include:</p> <ul style="list-style-type: none"> • What is gender? • How do we define masculine? • How do we define feminine? • How do you know that you are the gender you are? 	n/a
1.1	<p>Everyone records on a post it note what they think transgender means. Explain that it's ok to put 'don't know' or 'not sure'</p> <p>Watch Trans*Form video, created by trans young people in Wales:</p> <p>https://youtu.be/17JVkv-NU6k</p> <p>Having watched the video, does anyone want to change what they wrote. Was anyone surprised by the video?</p> <p>Match the terms to the definition</p> <ul style="list-style-type: none"> • Transgender • Cisgender • Transphobia • Intersex • Hate Crime • Gender dysphoria <p>Ask learners to record definitions</p>	Written response

<p>2.1 2.2</p>	<p>Pronouns & Misgendering</p> <p>How often do we make assumptions about someone's gender?</p> <p>Misgendering definition:</p> <p>Consider quotations from trans young people</p> <p><i>"Pronouns can completely make your day or break you"</i></p> <p><i>"[Misgendering] brings with it all the negative connotations that you had before and it's just a constant reminder that you're not 'normal' compared to other people you identify with"</i></p> <p><i>"When [misgendering] happens, it's shattering because trans people are really on the edge of society and for a child to step outside of that box and be true to who they are, that takes a lot of guts. For a trans person's identity to be invalidated by a word [...]it's a very powerful word. It smashes everything."</i></p> <p>Ask learners to describe the impact of misgendering</p>	<p>Group discussion (Witness statement) Written response</p>
<p>2.3</p>	<p>Divide learners into small group. Each group discusses one of the following scenarios. How could you ensure everyone is comfortable and everyone's identity is respected?</p> <ul style="list-style-type: none"> • Scenario <i>Until recently, the youth group you have been working with was a group of young females. However, one of the young people recently disclosed that they are transgender and identify as male, how would you now address the group?</i> • Scenario <i>A young person arrives at youth club for the first time. Their appearance is androgynous and you aren't sure how to address the young person. What pronouns should you use?</i> • Scenario <i>You are organising a conference with a variety of workshops taking place. How will you ensure everyone has opportunity to share what pronouns they use?</i> <p>Each group feeds back on their scenario.</p>	<p>Group discussion (Witness statement)</p>
<p>2.4</p>	<p>Ask learners to identify at least three examples of gender neutral language:</p> <ul style="list-style-type: none"> • Examples of gender neutral pronouns (for example, 'they', 'zi', 'per' etc) • Addressing a group of young people – 'team', 'everyone' rather than 'boys and girls' 	<p>Written response</p>
<p>3.1</p>	<p>Equality Act Duties</p> <p>If possible, prior to the course, ask each learner to review their organisation's Equality policy and identify at least three duties relevant to their job role. These might include updating recording, use of facilities, data protection etc.</p>	

<p>4.1 4.2</p>	<p>Watch Transphobic Hate Crime case study video: https://www.youtube.com/watch?v=hljQuElcyH0</p> <p>Consider quotes from young people:</p> <p><i>“I have been a victim of continuous hate crime and violent attacks”</i></p> <p><i>“I work at a retail store on a high street and get misgendered daily and get stared at often but in rare occasions I have people coming to other members of staff wishing to inform them that I am transgender or them that its immoral that I am working there and that they should fire me”</i></p> <p><i>“I live in a small village in north Wales [...] If I leave the door of my home and decide to walk around the village I know I will have comments said to me. For that reason I tend to stay indoors”</i></p> <ul style="list-style-type: none"> • Ask learners to describe the potential impact of transphobic behaviour or language. <p>Create a mindmap using the headings health, education, public services (you may want to add others depending on learners) and ask learners to identify barriers trans people may experience when accessing these services.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Access to gendered facilities eg. toilets, changing rooms • Participation in sport, exercise • Waiting times in accessing health services 	<p>Written response Group discussion (Witness statement)</p>
<p>5.1</p>	<p>Using http://www.uncrcletsgetitright.co.uk/ or http://www.childcomwales.org.uk , ask learners to identify at least 5 rights from the United Nations Convention on the Rights of the Child (UNCRC).</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Right to education (Article 28) • Right to health (Article 24) • Right to information (Article 13) • Right to privacy (Article 16) • Right to have a say (Article 12) 	<p>Written response</p>

5.2	<p>Revisit the mindmap of barriers which trans people can experience. Learners discuss in small groups how these barriers can be removed or alleviated?</p> <p>Learners work in small groups to consider the following scenarios in line with the UNCRC rights they have just identified. How can trans young people be supported to access their rights?</p> <ul style="list-style-type: none"> • Scenario <i>You run a youth work project – one of the young people identifies as trans and requires a day off school to participate in an activity. How should you refer to them when you contact the school to seek permission?</i> • Scenario <i>The school where you work has separate male and female toilets, with an accessible toilet located in the staff corridor. A young person has come out to you as a trans female and has approached you to say that they are uncomfortable as they do not know which toilet to use. They want to use the female toilets but they aren't sure how the other girls will respond. How would you advise them and what might you consider?</i> • Scenario <i>Your youth group are participating in a 5-a-side football tournament with other local clubs, the tournament is unisex and you have a mixture of young people playing. One of your players is a transgender male and has recently started binding his chest, he wishes to bind during the tournament. What might you have to consider regarding changing, first aid and his health and comfort?</i> • Scenario <i>You're planning a residential for your youth group at an activity centre, you have a few young people who identify as transgender. When choosing a venue, what might you consider?</i> 	<p>Group discussion (Witness statement)</p> <p>Written response</p>
6.1	<p>Ask learners to identify examples of positive trans role models they have seen in the media. Examples might include Paris Lees, Laverne Cox, Janet Mock, Fox Fisher, Lewis Hancox and Rebecca Root.</p> <p>Refer to Trans*Form toolkit (page 56) for a list of famous trans people.</p>	<p>Written response</p>

<p>6.2 6.3</p>	<p>Considering the following quotations and their own research, ask learners to describe why role models and positive media representations are important for trans people. What is the impact of a young person not having role models?</p> <p>The Trans Mental Health Study (2012) found that 51% of respondents felt that the way trans people were represented in the media had a negative effect on their emotional wellbeing. (http://www.gires.org.uk/assets/Medpro-Assets/trans_mh_study.pdf)</p> <p><i>“The fact that someone is trans often seems to become the central point of their existence to the media and they put aside the rest of who that person is in favour of one aspect of them [...] In my opinion, they should be portrayed not as TRANS (in capitals, with neon lights all around) people, but as PEOPLE who just happen to be trans”</i></p> <p>On seeing a trans character on television: <i>“It was just this huge revelation because I knew the feelings were sort of there already but I didn’t have any words to put to them”</i></p>	<p>Written response</p>
<p>6.4</p>	<p>Ask learner to create a pledge on how they (personally and professionally) can celebrate trans role models and make gender diversity visible within their organisation.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Recognise an annual event - for example, LGBT History Month, Hate Crime Awareness Week, Transgender Day of Remembrance • Consider the books / films / resources you use with young people • Display posters or resources in your workplace 	<p>Written response</p>
<p>7.1</p>	<p>Research task. Ask learners to identify as least 3 sources of information, advice and support about transgender equality and inclusion, ideally including at least one local service.</p> <p><i>See appendix of Trans*Form toolkit for organisations (UK and Wales specific) which provide advice, support and information to trans people, their family and organisations.</i></p> <p>Learners to consider how they will use the information they have found? For example, sharing it with colleagues and / or young people, displaying posters or resources in youth organisation etc.</p>	<p>Written response</p>

1.1 MATCH TERM WITH DEFINITION

TRANSGENDER

An umbrella term to describe people whose gender identity and sense of self does not wholly match the gender they were assigned at birth.

CISGENDER

A term used to describe a person whose gender identity matches the gender they were assigned at birth (not trans)

INTERSEX

A term used to describe people born with variations of internal and/or external sex anatomy resulting in bodies that cannot be classified as typically male or female.

TRANSPHOBIA

The dislike, fear or hatred of transgender people.

GENDER DYSPHORIA

A term describing a variety of negative feelings that are related or connected to someone's gender or sex.

HATE CRIME

A criminal offence which is perceived, by the victim or any other person to be motivated by a hostility or prejudice based on a person's actual or perceived disability, race, religion and belief, sexual orientation and gender identity

EXAMPLE MONITORING FORM

THIS INFORMATION IS COLLECTED ANONYMOUSLY, IS ALWAYS PROTECTED AND SECURELY STORED AND WILL NOT BE SHARED WITH OTHER ORGANISATIONS. YOU DON'T NEED TO COMPLETE THE FORM IF YOU DON'T FEEL COMFORTABLE DOING SO, OR YOU CAN JUST CHOOSE TO ANSWER SOME OF THE QUESTIONS.

AGE

Please indicate your age group:

- 0-15
- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75+
- Prefer not to say

GENDER

What is your gender identity?

- Male
- Female
- Other (please specify)

- Prefer not to say

Is your gender identity the same as the gender you were assigned at birth?

- Yes
- No
- Prefer not to say

SEXUAL ORIENTATION

Which of the following options best describes how you think of yourself?

- Heterosexual or Straight
- Gay or Lesbian
- Bisexual
- Other (please specify)
- Prefer not to say

DISABILITY

Do you identify yourself as a disabled person?

- Yes
- No
- Prefer not to say

Disability Wales' definition of 'disabled person' is a person who, on account of having a physical and/or sensory impairment, learning difficulty or mental health issue, faces barriers due to attitudinal, societal and/or environmental factors.

RELIGION

What is your religion?

- Christian (all denominations)
- No religion
- Muslim
- Hindu
- Buddhist
- Sikh
- Jewish
- Any other religion
- Prefer not to say

Please describe:

ETHNICITY

White

- Welsh/English/Scottish/Northern Irish/British
- Irish
- Gypsy or Irish Traveller
- Any other white background.
- Please describe:

Mixed/multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed/multiple ethnic background.

Please describe:

Asian / Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background.

Please describe:

Black/African/Caribbean/Black British

- Welsh/English/Scottish/Northern Irish/British
- Irish
- African
- Caribbean
- Any other Black/African/Caribbean background.

Please describe:

Other ethnic group

- Arab
- Any other ethnic group

Please describe:

Prefer not to say

LANGUAGE

What is your language of choice?

- Welsh
- English
- Other

MODEL TRANSGENDER POLICY

PROTECTING AND PROMOTING THE RIGHTS OF TRANS PEOPLE SHOULD BE EMBEDDED WITHIN RELEVANT ORGANISATIONAL POLICIES INCLUDING EQUAL OPPORTUNITIES, DATA PROTECTION AND ANTI-BULLYING. POLICIES SHOULD BE REGULARLY REVIEWED AND STAFF INDUCTION AND TRAINING SHOULD ENSURE THAT ALL STAFF UNDERSTAND THEIR RESPONSIBILITIES RELATING TO THE EQUALITY AND INCLUSION OF TRANS COLLEAGUES AND SERVICE USERS.

For advice on developing a specific Transgender Policy, **please contact transform@youthcymru.org.uk**

GIRES has developed an example of good practice, based on the work of the Association of Teachers and Lecturers:
<http://www.gires.org.uk/assets/Schools/TransphobicBullying-print.pdf>

(pages 70-1)

ORGANISATIONS

Gender Identity Research and Education Society (GIRES):

UK charity that sponsors research and education on gender identity. Their website includes e-learning and training resources

<http://www.gires.org.uk/>

Gendered Intelligence: Gendered Intelligence's mission is to increase understandings of gender diversity through creative ways. They work predominantly with the trans community and those who impact on trans lives and particularly specialise in supporting young trans people aged 11-25.

<http://genderedintelligence.co.uk/>

Mermaids: Mermaids provides family and individual support to young people with gender identity issues

<http://www.mermaidsuk.org.uk/>

All About Trans: Works to encourage greater understanding between the media and trans people in the UK. Projects include digital storytelling and interactions with the media led by trans people.

<http://www.allabouttrans.org.uk/>

Trans Media Watch: A charity dedicated to improving media coverage of trans and intersex issues. Trans Media Watch helps people in the media to understand these issues and produce clear, accurate, respectful material.

<http://www.transmediawatch.org/>

Press For Change: Press For Change campaigns to achieve equality for all transgender people in the United Kingdom, through legislation and social change.

<http://www.pfc.org.uk/>

My Generation: My Generation is an on-going documentary project exploring gender variance. Our films are unique, intimate, and insightful -- created by trans people, featuring other trans people, for a much wider audience.

<http://www.mygeneration.com/>

UK Trans Info: UK Trans Info is a national organisation focused on improving the lives of trans and non-binary people in the UK.

<http://uktrans.info/>

ORGANISATIONS BASED IN WALES

Unity Group Wales: Based in Swansea, The Unity LGBT Centre assists LGBT people, service providers, employers and equality organisations to engage together to improve sexual orientation, gender identity and gender reassignment equality, rights and inclusion throughout Wales.

<http://www.unityproject.org.uk/>

Tawe Butterflies: Tawe Butterflies is a Swansea based non profit organisation run by the transgender community for the transgender community offering advice and guidance.

<http://www.tawebutterflies.co.uk/>

Unique: UNIQUE Transgender Network is a voluntary group supporting Trans* (transgender) people in North Wales & West Cheshire. Unique's prime aim is to help Trans* people accept themselves and find acceptance from others.

<http://www.uniquetg.org.uk/>

Swansea YMCA – Good Vibes LGBT Youth Group runs every Thursday at Swansea YMCA 18:00 - 20:30pm for 13-25 year olds.

<http://www.swanseaymca.org.uk/>

Umbrella Gwent: Umbrella Gwent is a charitable organisation which provides a range of key services to advance sexual orientation and gender identity equality and inclusion across Gwent.

<http://umbrellagwent.co.uk/>

LGBT Cymru Helpline & Counselling

Service: The LGBT Cymru Helpline is a free and professional caring service for Lesbian, Gay, Bisexual & Transgender people in Wales aiming to offer support and information to the LGBT community. They offer a free telephone helpline, and low cost Counselling service.

<http://www.lgbtcymruhelpline.org.uk/>

Viva LGBT: Based in Rhyl, Viva has been delivering support and youth groups to LGBT young people since 1997. Viva also support families, friends and carers of LGBT people and provides schools education workshops and curriculum support programmes.

<http://vivalgbt.co.uk/>

Out and Proud Cardiff: Out and Proud provides a safe and comfortable space where young people aged 13-21 in Cardiff who identify as Lesbian, Gay, Bi, Trans or Questioning (LGBTQ) their sexuality or gender identity can get to know other young people like themselves.

<http://outandproudcardiff.co.uk/>

LGBT Sport Cymru: LGBT Sport Cymru highlights, promotes and supports sport and physical activity opportunities for the LGB&T community, in Wales.

<https://lgbtsportcymru.wordpress.com/>

Pride Cymru: Pride Cymru aims is to work for the promotion of the elimination of discrimination on the grounds of sexual orientation, gender, race or religion. They organise Wales' largest annual celebration of equality and diversity every August, as well as events throughout the year and coordinate a Young Champions programme.

<http://www.pridecymru.co.uk/>

Wipe Out Transphobia: Wipe out Transphobia (WOT), is an international volunteer led project, with the sole aim of reducing and wiping out if possible the transphobia in society that regularly affects anyone who strays away from the traditional binary idea of gender as assigned at birth.

<http://www.wipeouttransphobia.com/>

Stonewall Cymru: Stonewall Cymru's mission is to achieve legal equality and social justice for lesbian, gay bisexual and trans people in Wales.

<http://www.stonewallcymru.org.uk/>

Visible Merthyr: The Visible Project aims to provide support, bring together, develop the capacity and promote the voice of lesbian, gay, bi-sexual and transgender (LGBT) communities within Merthyr Tydfil.

<http://www.smt.org.uk/projects/visible-project/>

LGBT Youth Pembrokeshire: LGBT+ Youth Pembrokeshire intends to become the platform for LGBT+ youth in the county, creating safe and inclusive social opportunities for young people identifying as LGBT+ in Pembrokeshire.

<https://sites.google.com/site/lgbtyouthpembrokeshire/>