

KS3 Workshop

Sexual Orientation & Gender Identity: Smashing Stereotypes & Feeling Proud

Length: 1 ½ hours

Group: 20-30 students, years 7-9

Learning Objectives

- To clarify the issues around gender identity and sexual orientation discrimination.
- To learn about the history of the LGBT+ movement and reflect on its relevance today.
- To explore ways to challenge HBT bullying and recommend sources of help.

Learning Outcomes:

I can...

... explain the impact of gender identity and sexual orientation stereotypes and how the law protects people from discrimination.

... describe what happened at the Stonewall Riots and how they have impacted LGBT+ people's lives today

... explain how The Equality Act (2010) protects people from discrimination.

... suggest ways we can help stop people being bullied for being different and ways to get support.

SEND

-To ensure understanding for students with SEND, the definitions for key terms can be provided on cards to be matched up.

Students needing additional challenge

-Those students requiring additional challenge, can investigate other LGBT+ individuals who have campaigned for change. This could be followed up with a school-wide campaign or project on the LGBT+ rights movement.

Additional Information


-In order for this lesson to be most effective, students should already be aware of different genders and sexual identities and have had some prior learning on challenging bullying.


-Throughout the session, there may be a lot of questions, to manage this, you can inform students about the chance to ask questions later on in the session, as some of the content may answer it for them (slide 20).

- It is important that this session is not just a 'one-off'. Tackling homophobia, biphobia and transphobia effectively requires consistent positive representation of LGBT+ role models across the curriculum, and this lesson is best accompanied by a range of initiatives to ensure your schools is an inclusive environment. For more support doing this or further useful information, contact METRO Charity.

Session Plan Summary

5 mins	Introductions and group agreement
5 mins	Learning outcomes
10 mins	LGBTQQIAP Acronym/Gender Unicorn
5 mins	Stereotype/Stereotype threat
5 mins	Stereotype Threat Experiment
5 mins	The Equality Act 2010 & School values
10 mins	Smashing stereotypes
10 mins	Marsha P Johnson, Sylvia Rivera and the Legacy of Stonewall
10 mins	What can you do? (Assessment & Plenary)
10 mins	Question time (Assessment & Plenary)
5 mins	Feedback and wrap up (Assessment & Plenary)

Time	Activity	Info	Resources
5 mins	Intro/learning agreement	 <p>Sexual Orientation & Gender Identity: Smashing Stereotypes & Feeling Proud</p> <p>METRO Charity</p> <p>Explain that the first part of the session will be focusing on Sexual Orientation and Gender Identity, and the second part of the session will be focusing on stereotypes and how we can stand up against discrimination.</p> <p>Who we are</p> <p>METRO Charity is a leading equality & diversity charity, providing health, community & youth services.</p> <p>We work with anyone experiencing issues related to gender, sexuality, diversity or identity and promote health, wellbeing, equality & participation through five domains:</p> <ul style="list-style-type: none"> • METRO HIV • METRO Sexual & Reproductive Health • METRO Mental Health & Wellbeing • METRO Community • METRO Youth 	Computer Projector Slides Flipchart Pens Flipchart

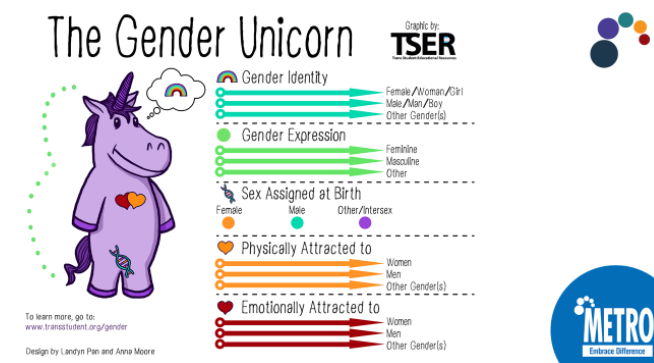
		<p>Briefly talk about METRO and the specific domains METRO operates through. The relevance of this is that many people face stigma as a result of identity and perception of identity.</p> <p><i>Optional: Ask what is stigma?</i></p> <div data-bbox="491 488 1241 922">  <p>Learning agreement:</p> <ul style="list-style-type: none"> • Have respect for all those present in the session • Actively listen to everyone's ideas • <u>Maintain confidentiality</u> and do not pass on other peoples' stories without their consent • Work together • Be open minded • <u>Understand this is a safe space to make "mistakes"</u> <p><u>Please feel free to ask questions</u></p> </div> <p>Talk through the rules and make sure everyone understands and agrees. Some clarifying questions could include:</p> <p><i>How do we show respect for others?</i> <i>Why is it important to maintain confidentiality?</i> <i>What does it mean to 'actively' listen?</i> <i>How should you respond if you disagree with something someone has said?</i></p> <p>Ensure that the limits of confidentiality are clear – i.e. if anyone says anything in the session which makes us think you or someone else might not be safe, we will have to pass that on to the safeguarding lead in the school. Make clear that they will know that this is happening and will be spoken to about it. Highlight that, in addition to their tutors, heads of year and school counsellors, there are designated safeguarding leads at the school to go to if they are worried about anything.</p> <p><i>For the facilitator:</i> <i>It is important that you know the safeguarding and child protection policies in place for your organisation or school. If a student does disclose anything that worries you in or after this session, you will need to follow the safeguarding procedure.</i></p>	
5 mins	Learning outcomes and baseline assessment	<p>Share the broader learning objectives:</p> <ul style="list-style-type: none"> - To clarify the issues around gender identity and sexual orientation discrimination. 	

		<p>- To learn about the history of the LGBT+ movement and reflect on its relevance today. - To explore ways to challenge HBT bullying and recommend sources of help.</p> <p>Now focus on the learning outcomes for students.</p> <div> <p>I can...</p> <ul style="list-style-type: none"> ... explain the impact of gender identity and sexual orientation stereotypes. ... describe how the law protects people from discrimination. ... describe what happened at the Stonewall Riots and how they have impacted LGBT+ people's lives today. ... suggest ways we can help stop people being bullied for being different and ways to get support. </div> <p>Talk through the learning outcomes and ask students to think about if they can do these right now. There may be some things they are unsure of at the moment, which is fine. We'll revisit these at the end of the session.</p> <p>First, ask students to put their heads down and close their eyes. Read out the learning outcomes and ask them to 'raise one hand' showing on their fingers how confident they feel in relation to the learning outcomes at this point, where 1 is low and 5 is high.</p> <p>Now ask each participant to rate their confidence out of 5 for each of them on the feedback form.</p>	
10 mins	LGBTQQIAP/The Gender Unicorn	<div> <p>With your partner, write down what each of the letters stand for:</p> <p>LGBTQQIAP</p> </div> <p>Before showing the letters, explain that you are going to have a race. Each pair will need to work out what each letter</p>	Glossary handout

stands for. If necessary, give them the first one as a clue. (Students with SEND can be given the match-up cards to match the term to the definition.)


Go through the answers once this is done, and check that everyone understands. Especially spend time on trans onwards, to make sure this is clear to everyone. Hand out the glossary print-out, for students to refer back to.

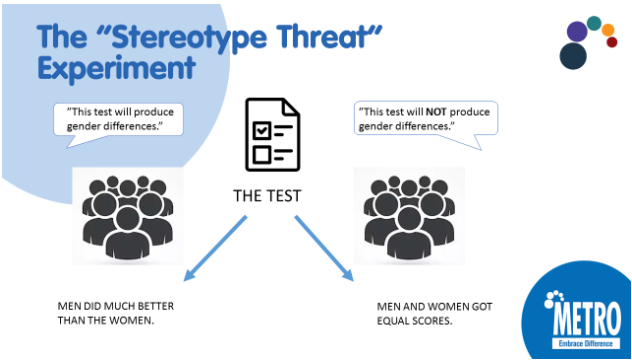
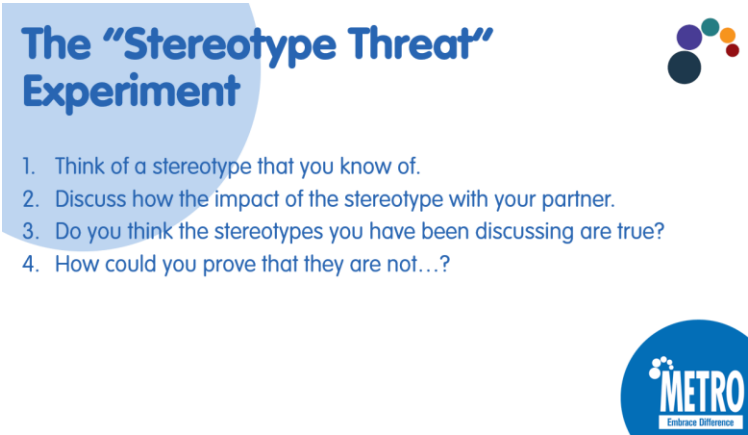
Lesbian	A woman who is attracted to other women
Gay	A man or woman who is attracted to someone of the same gender
Bisexual	Someone who is attracted to more than one gender
Transgender	Someone who does not identify with the gender they were assigned at birth
Questioning	Someone who is questioning their sexual orientation or gender identity
Queer	A term that has changed a great deal through history and means different things to different people. While it used to be a derogatory term for gay men, more recently it has been reclaimed by some to act as an umbrella term for anyone who does not identify as heterosexual and cisgender.
Intersex	Someone whose biological sex does not fit into society's defined binary of male or female
Asexual attraction	Someone who does not experience sexual attraction
Pansexual	Someone who is attracted to a person of any sex or gender



Explain that the Gender Unicorn is a great way of getting your head round the different identities, orientations and forms of expression there are.

		<p>Go through the different aspects of the Gender Unicorn, tell students that one is not restricted to this; one can identify with more than one arrow in each section and be at certain points along the arrows, or not on the arrows at all.</p> <ul style="list-style-type: none"> • Sexual orientation: who and what you are attracted to • Gender Identity: How you see yourself, what aspects of gender one personally resonates with • Sex assigned at birth: the physical anatomy that you are born with <p>Activity: Pin the person on the unicorn</p> <p>Use cards that have people with a range of sexual orientations and gender identities (SOGI), and get students to discuss in pairs for a few minutes. Model one first, to show how this will work and how they should record it on their print-outs. Reconvene and ask students to place the celebrity, where they think they fit best.</p> <p>In terms of the range of SOGI, you might want to explore, for example, that two cards might have the same SOGI, but have differing 'gender expressions' (and vice versa). This allows students to explore the nuances of identity in more depth.</p> <p>Possible questions include:</p> <ul style="list-style-type: none"> - <i>Compare and contrast the differences between celebrity A and celebrity B.</i> - <i>Celebrity A is [sexual orientation], does this tell us anything about their gender identity?</i> - <i>Can we ever know for sure?</i> - <i>Have any of the celebrities changed over time? Do you think any of them will in the future?</i> 	<p>Cards of Celebrities</p> <p>Print outs of Gender Unicorn</p>
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<p>5 mins</p>	<p>Stereotypes and stereotype threat</p>	<div data-bbox="512 295 914 347"> <h2>What is a stereotype?</h2> </div> <div data-bbox="518 387 708 430"> <h3>stereotype</h3> </div> <div data-bbox="518 427 829 456"> <p>/ˈstɛrɪə(ʊ)tʌɪp, ˈstɛrɪə(ʊ)tʌɪp/ </p> </div> <div data-bbox="518 465 564 486"> <p>noun</p> </div> <div data-bbox="544 495 1224 555"> <p>1. a widely held but fixed and oversimplified image or idea of a particular type of person or thing. "the stereotype of the woman as the carer" synonyms: standard/conventional image, received idea, cliché, hackneyed idea, formula</p> </div> <div data-bbox="1101 580 1233 696" data-label="Image"> </div> <p data-bbox="483 728 1246 978">Ask for a definition of 'stereotype'. They can discuss this in pairs briefly first. When feeding back, ask for some examples of stereotypes of teenagers, then discuss whether these are true all of the time. Then move on to stereotypes of gay men/lesbians/trans people etc., and explain that whilst stereotypes can sometimes be true, very often they constrict the way we see others.</p> <p data-bbox="483 1014 1214 1120"><i>Additional question: What happens because of stereotypes? How does it affect people?</i></p> <div data-bbox="502 1173 941 1263"> <h2>The "Stereotype Threat" Experiment</h2> </div> <div data-bbox="502 1276 1078 1328"> <p>Psychologists wanted to explore the stereotype that women are worse than men at maths.</p> </div> <div data-bbox="539 1359 691 1402" data-label="Text"> <p>"This test will produce gender differences."</p> </div> <div data-bbox="762 1352 834 1447" data-label="Image"> </div> <div data-bbox="756 1456 850 1482" data-label="Text"> <p>THE TEST</p> </div> <div data-bbox="896 1359 1074 1402" data-label="Text"> <p>"This test will NOT produce gender differences."</p> </div> <div data-bbox="552 1440 691 1559" data-label="Image"> </div> <div data-bbox="896 1440 1034 1559" data-label="Image"> </div> <div data-bbox="1098 1467 1233 1583" data-label="Image"> </div> <p data-bbox="483 1617 1201 1760">Explain that the stereotype threat is shown in social experiments, where participants who are made aware of aspects of their identity perform in line with common stereotypes made about that identity.</p> <p data-bbox="483 1794 1241 1971">Explain that one such test was done on the stereotype that women are worse than men at maths. One group were told that "this test will produce gender differences", and the other group were told "this test will not produce gender differences"</p>	
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		<p>Ask the class if anyone can guess/knows what happened to the two groups.</p>  <p>The test showed differences when commonly stereotyped characteristics were mentioned as having an impact.</p> <p>Facilitate a discussion around why they think this happened. Guide the discussion to think about how a person who is treated differently due to stereotypes can become more aware and resistant to the effects of stereotyping. Share that the test above was carried out with women who identified as feminists. Their results came out as equal with men in the same experiment. Use this example to discuss how powerful it can be to be an activist or recognise stereotypes and how they work.</p>	
10 mins	Stereotype threat experiment exercise	 <ol style="list-style-type: none"> 1. Think of a stereotype that you know of. 2. Discuss how the impact of the stereotype with your partner. 3. Do you think the stereotypes you have been discussing are true? 4. How could you prove that they are not...? <p>Tell class that they can work alone or in pairs. They need to think of a time that they saw a stereotype, how did the stereotype play out, was the stereotype true, how they might prove otherwise. Give them some time to discuss, then feedback.</p>	

		<p>Create your own “Stereotype Threat” experiment.</p> <p>Using the stereotype you have been discussing, design an experiment with your partner that proves whether the stereotype is true or not.</p> <p><i>Our experiment is to test if it's true that ...</i> <i>To test this, we are going to ...</i> <i>We predict that ...</i></p> <p>Think about the maths test example – you could do something similar, if you're stuck.</p> <p>Activity: Create your own stereotype experiment Using the stereotype, you have discussed/thought about, design an experiment that tests how people perform differently when being made aware of existing stereotypes.</p> <p>Give class 5 minutes to design experiment and then reconvene and share ideas with each other. Emphasise that they will not be testing this experiment, and that anyone doing these kinds of experiments in the real world has to think carefully about how to carry them out without causing any harm to the participants.</p>	
5 mins	The Equality Act 2010 & School values	<p>The Equality Act (2010)</p> <p>It is illegal to discriminate against an individual on the basis of protected characteristics, which are: Age, disability, race, gender reassignment, religion or belief, sex and sexual orientation</p> <p>We are all a complex combination of protected characteristics.</p> <p>One characteristic does not predict the other i.e. our race, religion, age and disability <u>does not predict</u> our sex, sexual orientation or gender/gender reassignment.</p> <p>Introduce this piece of legislation to the class and inform them that there are specific characteristics that are protected by law, and that it is the school's duty to uphold equal rights and opportunities on the basis of these.</p> <p>Talk about how we can have several of these different characteristics (e.g. black and trans, Muslim and lesbian) and these intersections will affect the way someone experiences discrimination (intersectionality).</p>	

10 mins

Smashing stereotypes

How does society tell us how to be?



Discussion: How have stereotypes told people how to behave?

Explain that so far, we have looked at the different stereotypes that exist, and the effect that they can have on us. Ask the students in pairs to briefly discuss where we get taught the stereotypes that exist. What influences us? It is worth mentioning here that things are changing, and stereotypes are becoming less and less powerful.

Possible points include:

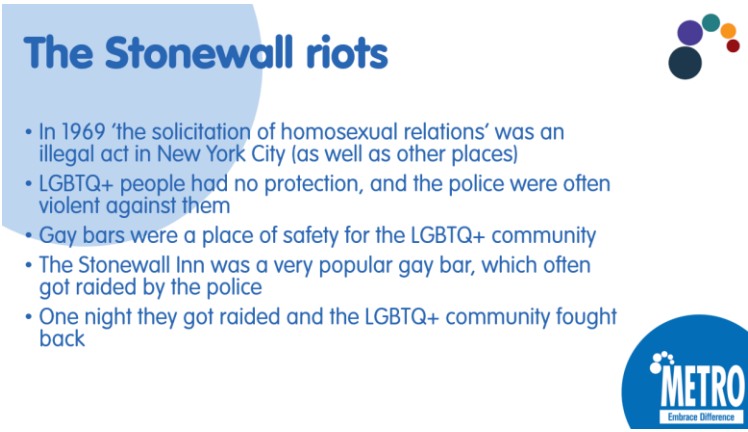
- The internet
- Social media
- The phrases and language we hear our peers say
- Magazines
- Our parents/older generations

Say that we are going to think about phrases and language for the next discussion.



Discussion: How would you respond?

The photo shows a 12-year-old boy who stood up to a crowd of 11,000 anti-gay protesters in Mexico. Sometimes it can seem like we are small, and we can't make much change in the world, but we can. The power of a single voice is huge. Ask the students to look at the different phrases on the previous slide and discuss how they could respond to them if they heard someone in their school saying them.

		<p>Feedback: Hear some of their responses, and encourage them to stand up against stereotypes or discriminatory language if they feel like they can.</p> <p>Further questions: Q: What are the limits of challenging Homophobic, Biphobic & Transphobic bullying? Q: How can you keep yourselves safe, whilst also maintaining equality and mindful of stereotypes?</p> <p><i>Use these questions to ensure students understand that there are times where it might not be safe to challenge discriminatory language (e.g. if someone is behaving aggressively). Alternatives to direct confrontation could be <u>gathering evidence</u> or <u>escalating it</u> by telling a teacher or member of staff. Young people should know that sometimes things get heated in the moment, and it might sometimes be better to walk away, than to engage with someone who is being aggressive.</i></p>	
10 mins	Marsh P Johnson, Sylvia Rivera and the Legacy of Stonewall	<p>Introduce the next section by saying that we will be learning about some people from the LGBTQ+ community who stood up to discrimination and were themselves, despite who they were going against the stereotypes that told them how they should act and who they should be.</p> <div data-bbox="491 1196 1241 1626">  <p>The Stonewall riots</p> <ul style="list-style-type: none"> • In 1969 'the solicitation of homosexual relations' was an illegal act in New York City (as well as other places) • LGBTQ+ people had no protection, and the police were often violent against them • Gay bars were a place of safety for the LGBTQ+ community • The Stonewall Inn was a very popular gay bar, which often got raided by the police • One night they got raided and the LGBTQ+ community fought back </div> <p>Picture the scene: it is 1969 in New York, America. At that time gay relationships between men were illegal, and there were no laws to protect LGBTQ+ people from discrimination.</p> <p><i>Was it ever illegal to be gay in the UK?</i> <i>(Answer – yes, homosexual relations between men were illegal until 1967, when acts in private between two men over 21 were decriminalised. In 2018 there are 73 countries where homosexuality is illegal.)</i></p>	

		<p><i>What is the name of the law that protects LGBTQ+ people from discrimination in the UK?</i> <i>(Answer – The Equality Act 2010)</i></p> <p>Because there were no laws to protect them, people were often violent towards LGBTQ+ people with no consequences. This included the police, who would often beat up LGBTQ+ people.</p> <p>Gay bars were (and still are) a place of safety – where LGBTQ+ people could go and be themselves without fear.</p> <p><i>What was Stonewall? Can anyone guess?</i> <i>What do you think the gay bars in the 1960s would have been like?</i></p> <p>The Stonewall Inn was a gay bar in New York, and the police knew it was a gay bar. They would often raid the bar, arresting people and often being violent.</p> <p>One night the police came to raid the Stonewall Inn, and the LGBT people inside had had enough... They fought back, and a riot began. Soon there were thousands of people on the streets, fighting back against the police. This was the beginning of change.</p> <div data-bbox="491 1196 1066 1518" data-label="Image"> </div> <p>Two people who led the riots at Stonewall were Marsha P Johnson and Sylvia Rivera. They were two trans women of colour, who had been protesting for rights for gay people for a long time.</p> <p>Introduce the video, and explain that we are going to discuss Marsha and Sylvia afterwards.</p> <p>It is important to prepare students that certain aspects of the video might be upsetting. The video will discuss the death of Marsha P. Johnson, which was an alleged suicide but more widely believed to have been a murder. As facilitator you should ensure that you have watched</p>	
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the video ahead of the lesson and you have made yourself aware of any students who may have experienced recent bereavement or who may be affected by this aspect of the video and considered whether to allow them to leave the room at this point, or discuss the content ahead of the lesson. METRO Charity recommends that you pause the video at 2:55 to explain yourself to the class that Marsha P.'s body was found and the police didn't carry out an investigation. You can then replay the video at 3:36.

Marsha P. Johnson, Sylvia Rivera and the Legacy of the Stonewall riots



Show the video, pausing at 2:55 and replaying at 3:36.

Discussion

- What were Marsha P Johnson and Sylvia Rivera fighting for?
- Who stood in their way?
- Why did they face discrimination?
- What do you think happened to Marsha P Johnson?
- How do you think things are different today?



Discussion: How has Stonewall affected us today?


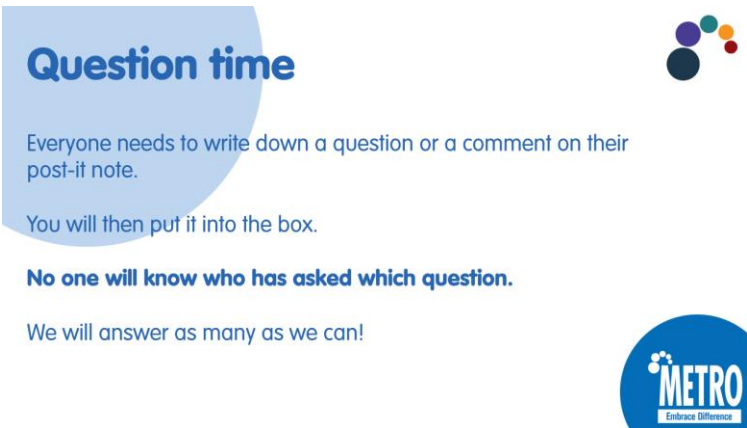
Ask the students to discuss the questions. The first few are to check for understanding, while the last are to discuss the impact of Stonewall.

Circulate the room to answer questions and ensure students are on track/have understood.

Feedback: Bring the class together to discuss the impact of Stonewall on us in the UK today.

Possible points include:

		<ul style="list-style-type: none"> - The first Pride parade came out of the Stonewall Riots, and now Pride is a huge celebration and protest that happens across the world. - Before Stonewall, the LGBT community was very hidden, which made it difficult to organise or protest because no one knew how many people were in the community. After Stonewall, people from the LGBT community started to realise how many people were ready to fight for their rights. - Once these first riots had happened, the LGBT community started to come together more and started the 'Gay Liberation Movement'. - People from the LGBT community started to see that they could fight back and demand that they were treated equally, more and more people started to believe that there could be a future where they had equality. - The influential LGBT charity in the UK, Stonewall, takes its name from the Stonewall Riots. <p>Possible further discussion points include:</p> <ul style="list-style-type: none"> - <i>Why do you think no one had heard of Marsha and Sylvia before?</i> - <i>Why didn't people want Sylvia to talk at the Gay Liberation event in the video?</i> - <i>Is it important to remember Stonewall? Why?</i> - <i>How do you think things would be different for LGBT people today if Stonewall had never happened?</i> - <i>Is rioting the best form of political protest?</i> - <i>What other forms of political protest are there, and when have they been successful?</i> - <i>Was the riot necessary in this case and, if so, why?</i> 	
10mins	What can you do?	<p>Explain that as young people they are in the most powerful position to effect change. Get the class to think of one thing they will do to support students who may be seen as different or be experiencing bullying because of who they are, or to help make the world a more accepting place.</p> <p>On their second post-it note they will think about the school as a whole and what they think the school could do to challenge stereotypes and stand against discrimination.</p> <p>Before setting them off to do this independently, gather some ideas from around the room. Encourage some momentum and positivity about ways that the students can support others in their school and the change that they can help happen.</p>	Post-its

		 <p>What can <i>you</i> do to challenge stereotypes and discrimination?</p> <p>Once they are done collect the post-it notes, which can be displayed somewhere as part of an action plan on change around the school.</p>	
10mins	Question time	 <p>Question time</p> <p>Everyone needs to write down a question or a comment on their post-it note.</p> <p>You will then put it into the box.</p> <p>No one will know who has asked which question.</p> <p>We will answer as many as we can!</p> <p>Explain that now there will be time for everyone to ask questions about anything we have discussed today. They could be about gender, sexuality, about being trans, being bullied, etc. Emphasise that they will be completely anonymous and ensure the process is understood.</p> <p>Give out post-it notes and encourage all to write a question, to allow those who have questions to ask them without feeling self-conscious. If they do not have a question, they should write a comment on what they thought about the session. Collect up these questions in the box, and then answer them one by one from the box. Any unanswered questions can be answered in a follow-up lesson, or later on in the scheme of work.</p>	Post-its Question box
5mins	Feedback and wrap up (Assessment & Plenary)		Feedback forms

I can...

... explain the impact of gender identity and sexual orientation stereotypes.

... describe how the law protects people from discrimination.

... describe what happened at the Stonewall Riots and how they have impacted LGBT+ people's lives today.

... suggest ways we can help stop people being bullied for being different and ways to get support.



Look back over the objectives for the session and go through checking if they have been covered.

The feedback form will list each of the outcomes. Ask each participant to rate their confidence out of 5 for each of the outcomes at the end of the session. They should then fill out the rest of the feedback form.

*After today, who can tell me a new term they learned?
What are some ways you could support a student who is LGBT+?*

Thanks!

Please take a few minutes to give us some feedback.



Where you can get support

www.metrocharity.org.uk – 020 8305 5000

METRO BRIDGE Two weekly groups every Monday for young people in Croydon: 6:00pm-8:00pm for young people aged 11 to 16 and 8:00pm to 9:30pm for young people aged 17 to 25.

METRO STAR Weekly group every Friday 5:00pm-7:00pm for young people aged 13-19 in Lambeth.

METRO SHINE Weekly group every Tuesday 6:30pm-8:30pm for young people aged 16-25 in Greenwich and Bexley, meeting in Greenwich.

METRO SNAP Weekly group every Thursday 7:30pm-9:30pm for young people aged 16-25 in Bromley.

METRO LIVE Weekly group every Wednesday 7:00pm-9:00pm for young people aged 16-25 in Lewisham.

METRO SPARK Weekly group every Wednesday 6:00pm-8:00pm for young people aged 16-25 in Southwark.

METRO STAND OUT Weekly group every other Tuesday 6:00pm-8:00pm for young people aged 16-25 across Medway, meeting in Rochester.

METRO ZEST Weekly group every Friday 4:30pm-6:30pm for young people under 16 across Greenwich, Lewisham, Bexley and Bromley, meeting in Greenwich.

You can also talk to someone anonymously at Switchboard or find more support about being trans at Gendered Intelligence or Mermaids.



		<p>Finish up by thanking the class for the workshop, and reminding them that if they want to talk about anything at all that has come up in the workshop then they can either talk to METRO Charity (if we will be around for more time during the day), or their teachers. Their teachers are all happy to talk to them about any of these things. Also remind them of the safeguarding lead in their school and highlight them as someone they can talk to.</p> <p>If applicable, highlight the METRO Charity youth groups that may cover their area, and let them know how they can access these groups.</p>	
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For more information about how METRO Charity can support your school contact us at www.metrocharity.org.uk, by phoning 020 8305 5000 or emailing schools@metrocharity.org.uk.