



Llywodraeth Cymru
Welsh Government

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What can we do about gender and transgender-based bullying?

Lesson plan 5



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Introduction

This is the fifth lesson plan in a series of five on gender and transgender-based bullying.

1. Understanding gender stereotyping.
2. Social norms relating to gender.
3. Understanding gender variance and transgender.
4. What does gender and transgender-based bullying look like and what protections are there?
5. **What can we do about gender and transgender-based bullying?**

Overview

This is the last lesson plan in a series of five. Through one long and one short group activity this lesson will explore issues relating to preventing gender and transgender-based bullying. At appropriate points, links should be made back to the learning from Lessons plans 1 to 4 in the series. It is important to explore and understand all of the pre-reading before delivering this lesson, or any of the lessons in the series, as it sets the context and some baseline knowledge and understanding, as well as providing ideas for how to facilitate discussion of these potentially sensitive topics.

Key stage

This lesson plan is suitable for use at either Key Stage 3 or 4. The depth and complexity of the discussion is likely to be greater if used at Key Stage 4.

Links to the curriculum for Key Stages 3 and 4

- Personal and social education (PSE) contributes to thinking and communication skills as well as to the content for Active citizenship; Health and emotional well-being; and Moral and spiritual development.
- Education for Sustainable Development and Global Citizenship contributes to the content for Identity and culture; and Choices and decisions.

Preparation

Time

60 minutes (if you have less time you can choose to leave out part 2 of Activity 1).

Learning objectives

By the end of the lesson learners will:

- understand that there are two main elements to anti-bullying work – preventative work and responsive work
- have explored what their school is doing already and what it could do better to reduce gender and transgender-based bullying and support those who may have been bullied as well as those who bully
- have considered what they can do as individuals to reduce gender and transgender-based bullying and support those who may have been bullied as well as those who bully.

Background and pre-reading

Respecting others: anti-bullying guidance

Before delivering any of the lessons in this series, teachers should access and become familiar with the Welsh Government guidance document, *Respecting others: Sexist, sexual and transphobic bullying* (Welsh Government, 2011).

This can be accessed from:

learning.wales.gov.uk/docs/learningwales/publications/121128absexisten.pdf

Before delivering this lesson teachers should also refer back to the pre-reading provided with Lesson plan 1 in this series.

Pre-reading

Research illustrates how any individual characteristic that distinguishes a child from the rest of their peer group can increase the risk of bullying. Whatever the root of the bullying, the effects of being bullied are the same, causing psychological, social or academic problems in both the short- and long-term.

Studies repeatedly highlight that real or perceived differences between children are a cause of bullying, which suggests a poor understanding of diversity among children. For all forms of identity-based bullying, preventative strategies that raise awareness

and understanding of why people differ, accompanied with an environment which promotes diversity and inclusion, are seen as being of prime importance in tackling prejudiced behaviours. Identity-based bullying needs to be addressed at all levels of the school community, through the use of equality and anti-bullying policies, assemblies, awareness-raising activities and as part of the curriculum.

In addition to preventative approaches, studies show that responsive strategies are also required to prevent the perpetrator from repeating their behaviour and to help the victim cope with their experience. Many victims of identity-based bullying are reluctant to report incidents, either because of perceived prejudiced beliefs among teachers, fear of being judged, or uncertainty over whether their complaint will be believed or acted upon. In addition, some studies suggest that teachers lack confidence in dealing with equality issues, particularly in relation to sexual orientation, gender identity and sexual bullying, and are in need of better and more targeted training.

(From:

Prevention and response to identity-based bullying among local authorities in England, Scotland and Wales

Unit for School and Family Studies, Goldsmiths, University of London, 2010)

Resources

- A copy of the words that the class came up with during Activity 1 of Lesson plan 4. The words relate to how young people might feel being on the receiving end of gender or transgender-based bullying.

Classroom activities

Introduction and Discussion 1 (5 minutes)

- Start the lesson by displaying a copy of the words that the class came up with during Activity 1 of Lesson plan 4. The words relate to how young people might feel being on the receiving end of gender or transgender-based bullying.
- Review the words and then explain that this lesson is going to explore what can be done in schools to prevent bullying and to stop young people feeling the way things are described in the list.
- Explain that there are two main elements to anti-bullying work:
 - **preventative work** which is ongoing and sustained, providing a consistent ethos and framework for a school's actions.
 - **responsive work** which comes into effect when bullying occurs, and is most effective within a consistent whole-school approach to preventative work.
- Explain that schools should:
 - monitor and record incidents of sexist, sexual and transphobic bullying
 - choose an appropriate response
 - support those who are bullied by:
 - offering immediate support
 - offering structured support following an incident
 - engaging multi-agency and specialist support where necessary
 - challenge and support those who bully.

(From:

Respecting others: Sexist, sexual and transphobic bullying

Welsh Government, 2011)

Activity 1: How are we doing in our school? How could we do better? (45 minutes)

Part 1

- Put learners into groups and give them 'Handout for Activity 1: How are we doing in our school? How could we do better?'. (Note that the list of what schools can do to reduce bullying is based on research from Estyn – see *Action on bullying: A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics* (Estyn, 2014) and *Stop Sexual Bullying* (Womankind Worldwide, 2010).)
- Ask them to discuss and then rate each element as to how well they think the school is doing now.
- Then for each element that they have rated 2, 3 or 4 ask them to say how they think the school could improve in that area.

- For any element that they rate 1, they should provide an example of why they think it is brilliant.
- Bring the groups back together and share and discuss their ideas.
- **Note: The final statement on the list relates to a list of support contacts. A list of these is provided in the resources to use as appropriate.**

Part 2

- Back in small groups, and based on the ideas of the whole group, ask learners to come up with a presentation that they could give to try to put their ideas into practice. Possibly ask different groups to focus on different types of presentation, for example:
 - for a year group assembly
 - for all staff
 - for the headteachers and the governors
 - for parents/carers.
- Provide them with any materials, resources and/or IT support necessary to produce their outline presentations.
- It would be good to end this activity with a discussion of how they might actually go about giving their presentation and to set up the opportunity for it to become real.

Activity 2: What can I do? (5 minutes)

- Ask learners to work individually to come up with one that that they can do themselves to help prevent gender and transgender-based bullying or support those who are bullied or are the bullies.
- Ask for a few volunteers to share their ideas.

Summing up and ending (5 minutes)

- Ask each learner to note down two things they have learnt or two ways in which their thinking has been changed following the discussion and activities – not just from this lesson but from the series of five lessons.
- If there is time, ask a few learners to share one of their points.

Resources

Handout for Activity 1: How are we doing in our school? How could we do better?

What schools can do to reduce bullying	How well is our school doing?	What could we do in our school to improve in this area?
Our school has a strong ethos that promotes equality and diversity.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
Our school has an anti-bullying policy that mentions gender or transgender-based bullying.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
Learners, staff and parents/carers all know about the anti-bullying policy and were consulted about it.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
In our school learners and staff challenge statements that stereotype young men and women.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	

What schools can do to reduce bullying	How well is our school doing?	What could we do in our school to improve in this area?
Our school has effective supervision between lessons, at breaks and lunchtimes, when bullying is more likely to happen, and provides safe places for vulnerable learners during these times.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
Our school provides counselling services to support learners who experience bullying.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
Our school provides opportunities for learners to support each other, for example through buddy systems.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
In our school learners and staff report all incidents of gender or transgender-based bullying and feel safe to do so.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	

What schools can do to reduce bullying	How well is our school doing?	What could we do in our school to improve in this area?
Incidents of gender or transgender-based bullying are taken seriously and acted upon when they are reported.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	
Our school displays details of where help is available, and provides details of local and national helplines.	1 = Brilliantly 2 = OK 3 = Not very well 4 = Badly	

Support contacts

Useful websites

Anti-Bullying Alliance

The Anti-Bullying Alliance brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. They produce resources and tools to help schools and local authorities develop anti-bullying strategies. The Anti-Bullying Alliance's national coordination team is based at National Children's Bureau.

Tel: 020 7843 1901

e-mail: aba@ncb.org.uk

www.anti-bullyingalliance.org.uk

FTM Network

Advice and support for female to male transsexual and transgender people, their families and professionals working with them.

Tel: 0161 432 1915 (Wednesday 8pm to 10.30pm)

e-mail: members@ftm.org.uk

FTM.Org.UK, London, WC1N 3XX.

www.ftm.org.uk

Gender Identity Research and Education Society (GIRES)

GIRES provides information for trans people, their families and the professionals who care for them.

www.gires.org.uk

Meic

Meic is the Welsh Government-funded bilingual national advocacy service for children and young people in Wales.

www.meiccymru.org

Mermaids

Mermaids exists to offer family support for children and teenagers with gender-identity issues.

www.mermaidsuk.org.uk

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

www.nasuwt.org.uk

Press for change

Campaigns for civil rights for trans people, providing legal help and advice for individuals, information and training, newsletters and publications.

Tel: 0161 432 1915 (emergencies only)

e-mail: letters@pfc.org.uk

Network, London WC1N 3XX.

www.pfc.org.uk

Schools Out

Schools Out provides both formal and informal support network for people who want to raise the issue of homophobia, transphobia and heterosexism in education, campaigns on these issues and brings them into curriculum development.

Tel: 01582 451424 (male)

Tel: 020 7635 0476 (female)

e-mail: secretary@schools-out.org.uk

www.schools-out.org.uk

Teen Boundaries

Teen Boundaries is a charity devoted to stopping sexual bullying and encouraging positive gender relationships. They provide workshops for schools on sexual bullying and on positive gender relationships.

www.teenboundaries.co.uk

The Gender Identity Development Service (GIDS)

Based within the Tavistock and Portman NHS Trust in London, this is a specialist service that sees children and adolescents (up to the age of 18) and their families, who are experiencing difficulties in the development of gender identity. This includes children who are unhappy about their own biological sex and wish to belong to the other one. Some may be boys who feel or believe they are girls and vice versa. The service accepts referrals from across the UK – the preferred route is through CAMHS services. More information is available at: www.tavi-port.org/node/557

Transkids

This site is primarily for teachers in primary schools. It is not just for teachers in primary schools with transgendered children in their class, it is for all primary school teachers. However there is also material here which may be useful to secondary teachers and parents/carers.

<http://transkids.synthasite.com>

Support services

Childline

Tel: 0800 1111

www.childline.org.uk

Free 24-hour domestic-violence helpline

Tel: 0808 2000 247

National Rape Crisis helpline

Tel: 0808 802 9999

www.rapecrisis.org.uk

Respect helpline for those who inflict domestic violence

Tel: 0845 122 8609

www.respectphoneline.org.uk

Men's Advice Line for male victims of domestic violence

Tel: 0808 801 0327

www.mensadvice.org.uk

Broken Rainbow for lesbian, gay, bisexual and trans people experiencing abuse

Tel: 0300 999 LGBT (5428)

www.broken-rainbow.org.uk

Publications

Guidance on Combating Transphobic Bullying in Schools

Schools are bound by a general duty to protect all their transgender learners and staff from transphobic bullying. This guidance, from the Gender Identity Research and Education Society (GIRES), contains guidance for schools on effective ways to support and protect transgender learners and staff.

www.gires.org.uk/transbullying.php

Provision of goods, facilities and services to trans people

Guidance from the Equality and Human Rights Commission for public authorities on meeting the equality duties and human rights obligations.

www.equalityhumanrights.com

Womankind – ‘Challenging Violence, Changing Lives’

This is a programme for secondary schools in the UK. They have an education resource pack for Key Stage 3 and the 14–19 curriculum, covering gender and bullying, gender and culture, and building respectful relationships. The pack provides resources to create a whole-school environment to stop violence against women and girls, including a specific whole-school sexual bullying section and a short DVD entitled ‘Flirting or Hurting’ on stopping sexual bullying in secondary schools. Womankind have also produced a recent report entitled *Challenging Violence, Changing Lives: Gender on the UK Education Agenda* on implementing education to stop violence against women in UK secondary schools.

www.womankind.org.uk