“Name Calling”

SESSION PLAN

Preparation needed

- **Projector/PC if needed**
- **Flipchart/whiteboard and marker pens if needed**

Reflection

- Consider the last session and spend a short period of time covering any learning points and observations since last session.
- **Ask** – has anyone done anything that was influenced by this session?
- Reference any relevant news/information to update on previous session.
- Re-do/remind the group the GROUP AGREEMENT

Setting the Scene

Learning Intentions:

- To understand the impact of transphobic bullying and how this can contribute to other types of abuse.
- To recognise the role of bystanders and ways in which bystanders could intervene.

Introduce the session – Welcome the group and inform them that this session will explore and discuss consent in sexual relationships and consider the impact of alcohol in these situations.

The Scene

Have a volunteer read aloud the scenario? Thereafter read the scenario yourself.

A friend of yours calls one of your classmates 'tranny' and other names. Your classmate was born male and now identifies as female. You were at primary school with her and you remember her when she looked like a boy. Since she began to identify as female some of her friends no longer talk to her and you can tell that the name-calling is upsetting her.

Ask - could this happen?

Ask individuals/groups to discuss and identify any red flags in the scenario. Clarify you are looking for the words/phrases that appear wrong or unhealthy.

After few minutes get the red flags from the group.

Ask the group to raise their hands if they feel there is something wrong/hurtful in this scenario. Have group look around room at the responses from their peers.

My Challenges

Ask the group to discuss with a partner or within their group what they are thinking when they read this scenario?

Give the group few minutes to discuss responses and feedback. Thereafter read aloud or show the following **train of thought.**

I wish my friend would stop calling her names … but I don't want my friend to fall out with me … No one else is doing anything ... Maybe they think it's ok, but I feel bad watching this ... At least I'm not joining in. But how will she know that I don't agree with what's being said if I don't say anything? ... Why don't her friends talk to her or stick up for her? ... It's just words … but then again I know how hurt I would feel if that was me ... What should I do?

Ask – what reasons might someone give for not getting involved?

Discussion Time

Agree/Disagree/Unsure (ADU) Activity & Discussion

<u>Statement 1</u> - ***I should be able to wear clothes in which I am comfortable in school.***

Give a short amount of time for group to make their choice then ask 2-3 people in each group: **Why did you agree/disagree/why are you unsure?**

Try not to be drawn into a wider debate on school uniform. This is designed to get young people talking about the right to wear clothing, which may be the uniform, which matches how they see themselves.

Young people often wear things which connect to their identity which can be very important to them. This is particularly true for transgender young people being allowed to wear clothing which matches their gender identity.

<u>Statement 2</u> – ***Being transgender isn't well understood so trans people should expect some negative comments.***

Give a short amount of time for group to make their choice then ask 2-3 people in each group: **Why did you agree/disagree/why are you unsure?**

Ask – How would you feel if someone made a negative comment about you?

What would the impact be on you?

End discussion saying - no one should expect negative comments, these can be very hurtful. Everyone has the right to attend school in safety.

<u>Ask the group</u>:

What do you understand by the term transgender?
The term transgender can be used to describe anyone whose gender identity and/or gender expression vary in some way from how society makes assumptions relating to the sex assigned to them at birth.

Note -

Gender Identity: an individual's internal self-perception of their own gender.
Gender Expression: an individual's external gender-related physical appearance and behaviour.

DISCUSSION STARTERS:

Ask the group:

1. How might this language hurt someone?

Suggestions might include:
When it's used to bully someone i.e. using a derogatory term to describe them, in this case 'tranny'. Often people feel less valued or accepted as an individual when addressed in this way.
Someone who overhears the name calling may be questioning their gender identity or have a family member or friend who is transgender - it could make them feel angry, ashamed, or unable to talk about their transgender friends/family.

2. How do you think your friend might be feeling in this situation?
Angry – no-one likes to be made fun of
Not bothered – it's not something your friend is affected by
Isolated, alone – not able to talk to anyone and feel like people don't care about them.
Embarrassed –they don't like being called names or having attention drawn to them
Upset – this could have really upset them but they may not show it
Scared –your classmate could be feeling attacked by the constant harassment and name calling
Shame – being ridiculed for who they are could cause feelings of shame

All of this can have an impact on an individual's mental health, for example, anxiety and depression.

3. In the train of thought it asks '*Why don't her friends talk to her or stick up for her?' … Why might this be?*
It is a common misunderstanding that those who are friends with transgender people are also transgender or are lesbian, gay or bisexual. This can lead to friends of LGBT people not wanting to be seen with them after they come out in case they get bullied, harassed, discriminated against or lose popularity.

4. Why do you think the person is behaving this way towards the girl in the scenario
Suggestions might include: trying to be funny, they don't understand how hurtful that is, they might be uncomfortable around transgender people and they are lashing out.

6. Why might this type of behaviour make it difficult for a transgender person to be open about their gender identity?
Suggestions might include: because it can make them think that it's bad or wrong to be transgender, they might think they'll be bullied etc.
Explain to the class that the use of the word 'tranny' to describe someone who is transgender is very negative as negative. Being called names, or hearing someone who is transgender being called names, and no one intervening can prevent other people from being able to be honest about who they are. This can ultimately prevent people from being happy in their lives.

7. Why might other bystanders (friends) be slow to say or do something?
Suggestions may include: fear - of being different, of being called a name themselves or of attention turning on them, they think it's just 'banter', they don't see a problem etc.

8. What is transphobia?
Transphobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. This can include deliberately calling trans young people the wrong pronoun (he or she), calling them names or making fun of their gender identity or expression.

Not all transphobic bullying is directed at trans young people. For example, comparing people to transgender people in a derogatory manner would be an example of transphobic bullying. Transgender people can also experience homophobia when in same-sex relationships or for not conforming to gender stereotypes.

10. To what extent do you think transphobia is a problem in schools?
Use recent statistics from LGBT organisations support the fact transphobia remains a problem for young people in the UK.

11. Is transphobia a crime?
When someone is breaking the law i.e. hitting someone/ being violent or making someone constantly scared, this can be reported to the police as a crime and someone could get charged with assault or harassment.

When this behaviour takes place specifically because they are transgender, or perceived to be transgender, then it is classed as a 'hate crime' which is very serious.

My Leadership

- **Ask** the group to discuss with partners/in groups what is their role in this scenario?
- **Ask** them to think who they should be thinking about in this scenario.
- The group should consider all those involved in the scenario including themselves.

My Plan

Option 1: Do nothing. It's none of your business.

<u>Ask the group:</u>

1. Is this an option that some might consider using?
We have already identified some of the reasons people might give for not getting involved.
2. What might happen if you do nothing?
Responses may include: It could get worse, people might feel unable to be open about their gender identity, people can be offended, it can impact on your friend's mental health.
3. What does doing nothing say to your friend?
That you don't think there's anything wrong with what was said.
4. What does doing nothing say to the person using the word 'tranny' as an insult?
That this is ok and that you don't think there's a problem with what they are saying.

Option 2: Quickly change the subject to take the attention off your friend.
Ask the group:
1. How could you change the subject in this situation?
Come up with a couple of your ideas ahead of the session in case you need to prompt the group.
2. What might this say to your friend and classmate?
They might recognise that you don't agree with the use of the word 'tranny' as an insult, or they might just think you didn't hear or weren't interested in what was being said.
3. How likely would this be to stop further use of the word 'tranny' as an insult in the future?
Not really. You haven't challenged the use of the word.

Option 3: Ask your friend if she is ok and let her know you didn't like what happened.
Ask the group:
How might your friend feel if you did this?
Suggestions might include: supported, pleased you recognised there was something wrong, less isolated etc.
NOTE: Acknowledge that they may not want to talk about it. This might be because they don't feel ready or perhaps it didn't affect them.

If you only speak to your friend, what haven't you addressed?
If group have difficulty with this, you may need to prompt them:
Do you think you might still need to speak to the person who used the word 'tranny' as an insult? Why?
Not addressing it with the person who used that word won't stop them from doing so again.

Option 4: Let my classmate know I'm not happy with what they said and that the word 'tranny' should not be used in this way .
Ask the group:
1. How easy would it be to directly confront the behaviour in this way?
Why?
This might be easier for more confident people in the group, but can be daunting for others.
2. What could you do to make this option safer and easier to do?
Suggestions may include: making sure you say it at the right time and in the right way – not judging, but being clear about what is wrong, perhaps taking a friend with you or asking an adult to address it with your classmate rather than doing it on your own.

Option 5: Start a discussion with your friends and see what their views are.
Ask the group:
1. Why might this be a good option?
Remind the group that as most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier), chances are their friends would too.
2. If more people start to challenge the use of this word as an insult when they hear it, what might happen?
Suggestions may include: people would stop using it so much, people who are transgender wouldn't feel there was something wrong with that, people could be themselves, school would be happier etc.

Option 6: Talk about this with a teacher/adult you trust or an MVP mentor, and ask if they can start a class/group discussion on this, and/or invite the local LGBT group in.
Ask the group:
1. What might make this a good option?
Suggestions may include: you don't need to get directly involved or name the people involved but can still address the issue in a wider group, pupils might be more likely to listen to listen to a teacher/adult or MVP mentor, it gives an opportunity to discuss the potential harm as a group etc.
2. What reasons might people give for not choosing this option?
Suggestions might include: It might be obvious who or what it's about - even if you don't name names (let pupils know that they can talk this through with an adult) they might feel they don't want to be targeted (remind pupils that the teacher /mentor won't need to identify them if they choose to have a wider class discussion about this).

Option 7: Personal Option
Ask the group:
1. Is there anything else you could do?
Remember to explore the possible consequences for any additional options.

Thank the group for their answers and ideas.

Final words

Reinforce the key messages

Let the group know that as leaders, they can make sure their school and community are safe places to be.

They have a responsibility to keep themselves and others safe, and can challenge behaviour they identify as harmful, without putting themselves at risk.

Ask the group**: What have you learnt from today's session?** You might want to note responses on flipchart.