Trans People
facts &
information
This resource provides information to support whakawāhine, tangata ira tane, fa’afafine, fakaleiti, akava’ine, trans, gender queer and other gender diverse and gender questioning people. The umbrella term ‘trans’ has been used in this resource to describe this very wide range of people. It may not be the term individuals use to describe their gender identity.

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Photography by Rebecca Swan
A. FAQ:
Supporting trans students

Terminology
This resource provides schools with information to support whakawāhine, tangata ira tane, fa’aafafine, fakaleiti, akava’ine, trans, gender queer and other gender diverse and gender questioning students. The umbrella terms ‘trans’ has been used throughout this resource to describe this very wide range of people. It may not be the term individual students use to describe their gender identity.

Other useful factsheets in this series
• FAQ: Transitioning at school
• LINKS: Trans youth
• RESOURCES: Trans children, youth and their families
• RESOURCES: Terminology
• WORKSHOP: Young and trans

What name and pronoun should be put on a trans student’s school documentation?
Ask a trans student what is their preferred name and pronoun. Then consistently use those terms, regardless of the details on the student’s birth certificate. All school rolls should use a student’s preferred name.

Some, but not all, trans students will have changed the name details on their birth certificate. It is very unlikely trans students will have been able to change the sex details on their birth certificate while still at school. In limited situations where the details on a student’s birth certificate need to be sighted or recorded, this information should be kept as confidential as possible.

Who needs to know that a trans student is enrolled at the school?
The school principal, school counsellor and a trans student’s teachers should be aware of the student’s gender identity. This enables staff to address any specific gender identity issues that may arise at school. In some schools it may be appropriate for more staff to know that a student is trans. However, any such decisions should recognise the student’s right to privacy.

It is not appropriate for a school to disclose a trans student’s gender identity to other students and their families, except with the trans student’s permission.
Should trans students tell other students they are trans?
It is for trans students to decide if, and when, they want to share this information. Some, particularly those who are not easily identifiable as trans, may simply want to blend in. For example, a female-to-male (FtM) trans boy will often want to be treated the same as other male students.

What will be the impact of a trans student on other classmates?
Having an openly trans student may encourage others in the class to talk about gender diversity. Positive discussions may make it safer for other students to question their gender or identify as trans. Such discussions also strengthen the wider school culture by demonstrating that diversity is celebrated and human rights are respected.

What about sex-segregated activities at school?
If males and females are separated for school classes or activities, trans students should be allowed to participate in the group that matches their gender identity. Also consider holding a mixed session open to any students. This is likely to be the easiest option for those trans students who do not identify and/or pass as solely male or female.

What toilets should trans students use?
Trans students should have the choice of using a toilet that matches their gender identity. This can be an important way to support a trans student’s sense of identity and wellbeing. For example, fa’afafine, whakawāhine or male-to-female (MtF) trans girls identifying as female should be able to use the female toilets, if that is their preference.

A unisex or disability toilet can be a good alternative for a trans student. Other options include using toilets in a sick bay/health centre or the staff toilets.

Some other students may initially be uncomfortable sharing toilets with a trans person. It can help to explain that privacy and safety are important for all students when using bathroom facilities, and that any form of harassment will not be tolerated. If these students are still uncomfortable about using the same toilet blocks as trans students, they could also be offered the use of a unisex or disability toilet.
What changing area should trans students use?
Trans students should have the choice of using the changing area that matches their gender identity.
Many trans students will feel vulnerable having to change clothes in front of other students. Creating a private area in the changing rooms can be very useful for trans students. This might involve adding a curtain or a cubicle door. Other options include allowing trans students to use a unisex, disability or staff toilet as a changing area.

What uniform or dress code applies to trans students?
If your school has a uniform, trans students should be allowed to wear the uniform that matches their gender identity. Ideally schools will also have a gender-neutral uniform option as this may be the most appropriate uniform and preferred option for some trans students.

What about sports uniforms or swimming costumes?
Many trans students will use clothes, bindings and other aids to make their body more closely match their gender identity. These aids are hard to conceal if a trans student is required to wear a close fitting sports uniform or swimming costume. Loose fitting unisex options can be a better alternative. For swimming, this includes rash suits, rash shirts and longer swimming shorts.

Body discomfort is common for trans students and should be acknowledged. Some trans students may be very distressed about swimming because a wet swimming costume is too revealing. In these instances, the possibility of being excused from swimming should be discussed with the student and the student’s parents/guardian.

If trans students want to play sport which team should they play for?
Where possible, a trans girl should be able to play in a girls’ team and a trans boy in a boys’ team, wearing the appropriate uniform. This applies for any sport before a child turns 12; non-competitive events; and those sports where strength, stamina or physique do not give someone a competitive advantage.

Can trans girls still play competitively in girls’ teams after puberty?
Once a trans girl reaches puberty her body’s natural hormones will give her an unfair competitive advantage over other girls. This advantage would disappear if she is on hormone blockers or female hormones, enabling her to play as a female. If a trans girl is not on female hormones or hormone blockers, one option would be playing mixed competitive sport as a female, but being counted as one of the ‘male’ team members.
Increasingly some sports bodies are aware of the needs of trans students and are finding ways to encourage their participation. In some cases this has included allowing trans girls to play competitive sport as females, whether or not they are on female hormones or hormone blockers. At higher level competitive sports events, sport bodies may be bound by regulations set by their sporting code.

**Can a trans boy play in competitive boys’ teams?**

A trans boy is able to play competitively against other boys (though he may have a competitive disadvantage, especially if he is not on male hormones). If a trans boy has been on full dose male hormones for over a year it is likely he would have a competitive advantage against girls.

**Who should trans students share a room with on school camp?**

If they wish, trans girls should be able to share a room with other girls, and trans boys share with other male students. It can be helpful if the trans student is able to share a room with friend/s, particularly with the consent of each child’s parent/s. If there are concerns about safety for any of the students, consider having a staff member in the room. If you have smaller or private rooms available for students with specific needs, consider also making these available for trans students.

**How do we deal with bullying of trans students?**

A school has the responsibility to create a safe physical and emotional environment for all its students. This includes ensuring trans students are able to express their gender identity at school without facing discrimination or harassment.

Bullies will tend to pick on anybody who is different if they think they can get away with it. Trans students can be targets for bullies. There is no reason to think that the school’s usual ways of dealing with bullying will be less effective for trans people. Including material about gender diversity within the curriculum will help foster a supportive environment for trans youth and benefit other students too.

**How can schools support parents of trans students?**

Often a parent may be fearful about how their child will be treated at school. Reassure them that the school respects diversity and every student’s right to a safe school environment. There is specific information designed for parents listed in **RESOURCES: Trans children, youth and their families.**
Terminology
This resource provides schools with information to support whakawāhine, tangata ira tane, fa’afafine, fakaleiti, akava’ine, trans, gender queer and other gender diverse and gender questioning students. The umbrella term ‘trans’ has been used in this resource to describe this wide range of people. It may not be the term individual students use to describe their gender identity.

Other useful factsheets in this series
- FAQ: Supporting trans students
- LINKS: Trans youth
- RESOURCES: Trans children, youth and their families
- RESOURCES: Terminology
- WORKSHOP: Young and trans

What does transitioning mean?
The steps trans people take to live in their appropriate gender identity are called ‘transitioning’. Some steps are medical, such as hormone therapy or a range of surgeries. There is no single way of transitioning and some students may delay any ‘medical transition’ until they leave school. However, they may still ‘socially transition’ by dressing and living in their preferred gender.

Is it appropriate for students to transition at school?
It is unlawful for a school to discriminate against students because of their sex or gender identity. Trans students should be able to socially and/or medically transition at school. Choosing if, and when, to transist is a decision a trans young person makes, with support from family and health professionals. It is the school’s role to enable trans students to have the same right to education as other students.

Will trans students need time off school for medical appointments?
Trans youth often see a counsellor or psychotherapist, particularly if they are considering medical transition. These appointments may be during school time. If a trans student medically transitions they may have appointments with a hospital specialist and/or a doctor.
Will trans students be on hormones?
Some trans youth may be taking hormones that have been prescribed by a medical specialist. These include hormone blockers that halt puberty, female hormones for trans girls and male hormones for trans boys.

Will trans students need time off school for surgery?
Surgery to create a male chest is often a relatively early step for trans boys, so may occur while a trans boy is still attending school. Breast augmentation for trans girls does not usually take place until at least 18 months after they have started hormones. Therefore a female trans student is less likely to have this surgery while at school. Typically other gender reassignment surgeries are not performed on someone under the age of 18.

Will trans students need special treatment and/or support?
Most of the support trans students require is addressed by developing a trans-inclusive policy spelling out a consistent approach to the issues raised here and in the *FAQ: Supporting Trans Students*. An inclusive policy reassures trans students and their families that the school is safe and supportive. Organisations listed in *LINKS: Trans youth* can provide further advice to individual schools, Boards of Trustees and parents.

Some trans students may need more support from the school counsellor, particularly if they do not have much support from family and friends.

Schools can use existing policies and practices to support trans students. When trans students transition, they require the same support as other students who need time off school for medical appointments or who are adjusting to new medication.

If trans students are bullied because of their gender identity or expression, they require they same support as other students who have been bullied.

How will transitioning at school impact on a student’s school work?
If handled well, there should be no real impact on trans students’ school work. Transitioning may even help to make trans students more focused and determined. Acceptance will allow trans students to concentrate on their studies instead of dealing with rejection and prejudice.

The best help the school can offer is to accept trans students just as they are, and provide enough flexibility so that students have room to sort things out for themselves.
C. LINKS:

Some trans groups and networks

Agender NZ
www.agender.org.nz
A national support group for transgender people, their partners and families with regional contacts in Northland, Auckland, Waikato, Manawatu, Wellington, Christchurch and Dunedin

Forge
forge.south@gmail.com
A network for trans and gender diverse youth in Christchurch and Dunedin that meets in Christchurch

FtM Aotearoa / Tapatoru
www.tapatoru.org.nz
Wellington-based support for Māori trans whānau including mentoring for FtMs

GenderBridge
www.genderbridge.org
An Auckland-based transgender organisation providing support to transgender people, their family and friends across New Zealand that holds a monthly Auckland social meeting

G-IQ (Gender Identity Quest)
www.rainbowyouth.org.nz/our-groups/g-i-q
An Auckland-based social support group for youth questioning their gender identity

NZtransguys
groups.yahoo.com/group/nztransguys
A New Zealand email network that provides online resources for FtMs, trans men, and those considering this as an option

TransAdvocates
www.transadvocates.co.nz/
A trans advocacy and lobbying group that organises a monthly social meeting in Auckland
TransCare
www.transhelp.net.nz/transcare_trust.html
A charitable trust set up in Auckland by a group of transsexuals to provide information to transsexuals before, during and after transition

Transgender.co.nz
www.transgender.co.nz/index.php
A New Zealand members-only website for transgender people

TRANZform
www.brooklynnemichelle.com/tranzform
A Wellington group for young people identifying as transgender, genderqueer, non-gendered or questioning, and their allies
D. LINKS:

Trans Youth

Forge
forge.south@gmail.com
A network for trans and gender diverse youth in Christchurch and Dunedin, that meets in Christchurch

G-IQ (Gender Identity Quest)
www.rainbowyouth.org.nz/our-groups/g-i-q
An Auckland-based social support group for youth questioning their gender identity

TRANZform
www.brooklynnemichelle.com/tranzform
A Wellington group for young people who identify as transgender, genderqueer, non-gendered or questioning, and their allies

Some inclusive queer youth groups and networks

Curious
www.curious.org.nz
A national queer youth development initiative for young people to discuss sexuality and gender identity

Rainbow Youth
www.rainbowyouth.org.nz
Auckland-based support and drop-in-centre for trans and queer young people and their families plus contact details for trans-inclusive youth groups in other parts of the country

Same Difference
youthlinecommunity@youthline.co.nz
A Dunedin queer social support group for people aged 20 and under

Qtopia
www.qtopia.rainbow.net.nz
A social support network for queer youth in Canterbury NZ

Schools Out
www.gaywellington.org/schoolsout.htm
A hang out / support group for queer school students and young people in the Wellington region that is inclusive of trans, gender queer, takataapui, fa’afafine, androgynous and questioning youth
E. LINKS:

Some trans-inclusive groups and networks

Family Planning Association NZ
www.familyplanning.org.nz
Have developed Affirming Diversity – a practical guide for teachers and others to aid discussions about gender identity and sexual orientation

Intersex Awareness NZ
www.ianz.org.nz
Information, education and training for organisations and professionals who provide services to intersex people and their families

Mangere East Family Service Centre
www.mefsc.org.nz/
Provides links to support available for takataapui youth in South Auckland

New Zealand AIDS Foundation
www.nzaf.org.nz
HIV prevention projects - working alongside Pacific peoples (including mahu, vakaasalewalewa, palopa, fa’afafine, akava’ine, fakaleiti, and fakafifine) in New Zealand and an international development programme in the Pacific

NZ Prostitutes Collective
www.nzpc.org.nz/
Support and information for trans sex workers around New Zealand

Rainbow Youth
www.rainbowyouth.org.nz
Auckland-based support and drop-in centre for trans and queer young people and their families plus contact details for trans-inclusive youth groups in other parts of the country

Same Difference
youthlinecommunity@youthline.co.nz
Dunedin queer social support group for people aged 20 and under
F. RESOURCES:

Trans people and employment

Resources for employers

Transgender people at work

www.dol.govt.nz/er/minimumrights/transgender/
Transgenderpeople.pdf

Developed by the Department of Labour in 2011, this NZ guide provides information about both legal and employment rights including best practice advice for employers if an employee wishes to transition at work.

Gender reassignment – a guide for employers

www.equalities.gov.uk/PDF/Gender%20reassignment%20-%20a%20guide%20for%20employers%202005.pdf

Employers can use this 2005 guide to help understand how relevant laws apply and how to deal with issues which may arise when a job applicant or a member of their staff is a transsexual person.

FAQs about transitioning in the workplace

www.ftmaustralia.org/transition-info/transitioning-in-the-workplace

Specifically produced for employers by FtM Australia, Transitioning in the workplace is about best practice when an employee transitions from female to male.

Managing transsexual transition in the workplace

www.gendersanity.com/shrm.html

This 2003 US paper for HR professionals discusses what to expect when an employee changes gender and how to handle the various issues that may arise in the workplace.
Resources for employees and unions

Transgender people at work

www.dol.govt.nz/er/minimumrights/transgender/
Transgenderpeople.pdf

This 2011 NZ guide discusses legal and employment rights along with issues trans people may encounter at work.

Transgender and work – your rights in employment and vocational training

www.equalityhumanrights.com/uploaded_files/publications/
rights_transgender_work.pdf

Revised in 2008, this UK leaflet offers advice to employees undergoing gender reassignment. It is also useful information for people unfamiliar with transgender issues.

LGBT Equality at Work – advice for trade union negotiators

www.tuc.org.uk/equality/tuc-19413-f0.cfm

This advice from the UK Trades Union Congress, particularly Section 4, deals with workplace issues and good practice.
Recent research


The final report of the NZ Human Rights Commission’s Transgender Inquiry with employment findings in Chapter 4 and recommendations in Chapter 9.


This report summarises findings from studies into workplace discrimination faced by lesbian, gay, bisexual and transgender people.


www.thetaskforce.org/downloads/reports/reports/ntds_full.pdf

The full report from the National Transgender Discrimination Survey with employment findings and recommendations on pages 50–70.


www.thetaskforce.org/downloads/reports/fact_sheets/transsurvey_prelim_findings.pdf

A four-page summary of the preliminary findings on employment and economic insecurity from this first comprehensive US national survey.


A 2006 UK research project undertaken for the Equalities Review on transgender and transsexual people’s experiences of inequality and discrimination, with material on workplace discrimination in Chapter 5.
G. RESOURCES:

Health

New Zealand

Gender reassignment health services for trans people within NZ

www.moh.govt.nz/moh.nsf/indexmh/gender-reassignment-health-services-for-trans-people-nz

The first good practice guide for NZ health professionals, developed in 2011 by Counties Manukau DHB after consultation with trans people, that is likely to be reviewed in 2013

Special high cost treatment pool funding

www.moh.govt.nz/moh.nsf/indexmh/special-high-cost-treatment-pool

Information for District Health Board specialists about applying to the Ministry of Health, on a patient’s behalf, for funding for gender reassignment surgery

International

The World Professional Association for Transgender Health’s (WPATH) Standards of Care

wpath.org/publications_standards.cfm

WPATH’s professional consensus about criteria for providing health services to trans people who wish to medically transition

Canada

Trans Care Project, British Columbia

transhealth.vch.ca/resources/careguidelines.html

This page has a large number of consumer guides developed jointly by the Vancouver Coastal Health, Transcend and the Canadian Rainbow Health Coalition. It also has seven sets of detailed practice protocols for clinicians, created in partnership with transgender community members, about:

• transgender primary medical care
• counselling and mental health care of transgender adults and loved ones
• social and medical advocacy with transgender adults and loved ones
• caring for transgender adolescents
• endocrine therapy
• transgender speech feminisation/masculinisation
• care of the patient undergoing sex reassignment surgery.
Canada cont’d
The Ontario Public Health Association’s Trans Health Project
A position paper and resolution adopted by the Ontario Public Health Association

United Kingdom
Guidance for GPs, other clinicians and health professionals on the care of gender variant people
A 2008 overview of care, including hormone therapy, for trans people that is particularly applicable to GPs

Transgender experiences – information and support
This 2009 leaflet gives trans people and their families information about their rights and the choices available to them and helps healthcare staff understand their role when caring for trans people

Medical care for gender variant children and young people – answering families’ questions
A 2008 FAQ resource that answers typical questions from parents of gender variant children and young people

A guide for young trans people in the UK
A 2007 booklet written by young trans people for trans and gender questioning youth

A guide to hormone therapy for trans people
A 2007 booklet giving trans people clear information about the benefits of hormone therapy balanced with the risks and side effects

An introduction to working with transgender people – information for health and social care staff
A 2007 Department of Health leaflet detailing how staff can ensure transgender people do not experience discrimination and prejudice in service delivery
**Sex:** A person’s biological make-up (their body and chromosomes), defined usually as either ‘male’ or ‘female’ and including indeterminate sex.

**Gender:** The social and cultural construction of what it means to be a man or a woman, including roles, expectations and behaviour.

**Gender identity:** A person’s internal, deeply felt sense of being male or female (or something other or in between). A person’s gender identity may or may not correspond with their sex.

**Gender expression:** How someone expresses their sense of masculinity and/or femininity externally.

**Gender reassignment services:** The full range of medical services that trans people may require in order to medically transition, including counselling, psychotherapy, hormone treatment, electrolysis, initial surgeries such as a mastectomy, hysterectomy or orchidectomy, and a range of genital reconstruction surgeries.

**Transitioning:** Steps taken by trans people to live in their gender identity. These often involve medical treatment to change one’s sex through hormone therapy and may involve gender reassignment surgeries (sometimes referred to as gender realignment surgeries by trans people).

Gender identity and its expression vary greatly. There is no universally accepted umbrella term that adequately conveys the rich diversity of gender identities. Where it is necessary to use a generic term, the Human Rights Commission uses the term ‘trans’ or ‘trans people/person’. Many trans people who have transitioned prefer to be known simply as a man or a woman.

People are free to define their own gender identity and not all trans people fit neatly into one of the definitions below. The Human Rights Commission collated this list to describe the range of terms used by people who made submissions to the Transgender Inquiry.

**Whakawahine, Hinehi, Hinehua:** Some Māori terms describing someone born with a male body who has a female gender identity.
**Tangata ira tane:** A Māori term describing someone born with a female body who has a male gender identity.

**Transgender:** A person whose gender identity is different from their physical sex at birth.

**Transsexual:** A person who has changed, or is in the process of changing, their physical sex to conform to their gender identity.

**Takatāpui:** An intimate companion of the same sex. Today used to describe Māori gay, lesbian, bisexual and trans people.

**MtF / trans woman:** Male-to-female / someone born with a male body who has a female gender identity.

**Genderqueer:** People who do not conform to traditional gender norms and express a non-standard gender identity. Some may not change their physical sex or cross dress, but identify as genderqueer, gender neutral or androgynous.

**FtM / trans man:** Female-to-male / someone born with a female body who has a male gender identity.

**Fa’afafine (Samoa, America Samoa and Tokelau), Fakaleiti or Leiti (Tonga), Fakafifine (Niue), Akava’ine (Cook Islands), Mahu (Tahiti and Hawaii), Vakasalewalewa (Fiji), Palopa (Papua New Guinea):** Terms Pasifika trans women and ‘third sex’ people use to describe themselves, which have wider meanings that are best understood within their cultural context.

**Queen:** Another term for someone born with a male body who has a female gender identity.

**Cross-dresser:** A person who wears the clothing and/or accessories considered by society to correspond to the opposite gender.
Related Terms:

**Intersex:** A general term used for a variety of conditions in which a person is born with reproductive or sexual anatomy that does not seem to fit the typical biological definitions of female or male. Some people now call themselves ‘intersex’.

Most people who are intersex or have an intersex medical condition identify simply as male or female, and are not trans. Most trans people are not born with intersex medical conditions.

**Sexual orientation:** The direction of a person’s sexuality relative to their own sex. Sexual orientation is usually categorised as; homosexual (directed at the same sex), heterosexual (directed at the opposite sex), or bisexual (directed at both sexes).

Gender identity is about someone’s personal sense of maleness and/or femaleness. It is different from sexual orientation which is who someone is attracted to or chooses as a sexual or romantic partner. Trans people may be heterosexual/straight, lesbian, gay or bisexual – just like non-trans people.

**Gay:** Can refer to homosexual/same-sex attracted women and men, but is more often used in relation to males.

**Lesbian:** Used exclusively in relation to homosexual/same-sex attracted women.

**Queer:** Has been used as a derogatory term for gay and lesbian people but is increasingly reclaimed as a positive term, particularly by young people. It is sometimes used as a broader term to also include trans people.
I. RESOURCES:

Trans children, youth and their families

The Transgender Child: A handbook for families and professionals
www.genderspectrum.org/store
A comprehensive 2008 US book published by Gender Spectrum Education and Training that can also be borrowed from the Human Rights Commission’s library by emailing library@hrc.co.nz

Families in TRANSition
www.ctys.org/about_CTYS/FamiliesInTransition.htm
A comprehensive June 2008 Canadian resource for parents and families on supporting trans children (PDF 28 MB)

Transgender Children: Resources
abcnews.go.com/2020/story?id=3089992&page=1
Overseas resources collated by ABC News in conjunction with a 20/20 documentary about trans children and their families

I Think I Might Be Transgender, Now What Do I Do?
www.changelingaspects.com/PDF/I%20think%20I%20might%20be%20transgender.pdf
A 2004 brochure by and for transgender youth, produced by Advocates for Youth

Let’s Talk Trans: A resource for trans and questioning youth
www.vch.ca/transhealth/resources/library/tcpdocs/consumer/youth.pdf
A 2006 resource produced by Vancouver Coastal Health, Transcend (Transgender Support and Education Society) and the Canadian Rainbow Health Coalition

A Guide for Young Trans People in the UK
A 2007 UK Department of Health resource
**Transgender Student Information**


Brochure for trans students at Otago University about changing name and sex details on many of the university’s administrative records, that may be useful for people at other tertiary institutions

**Bending the Mould: An action kit for transgender students**

data.lambdalegal.org/publications/downloads/btm_bending-the-mold.pdf

A US action kit developed by Lambda Legal and the National Youth Advocacy Coalition and updated in 2008

**21 Ways to be an Ally to Trans Youth**


Workshop and discussion resource adapted from a USA document

**Affirming Diversity**

www.familyplanning.org.nz/resource_shop

Family Planning NZ’s practical guide for teachers and others discussing gender identity and sexual orientation issues with young people

**Safety in our Schools Action Kit**


Out There’s 2004 NZ action kit for schools on addressing sexual orientation prejudice that includes some gender identity material
J. PANEL WORKSHOP:

Trans 101
an introduction to the diversity of trans communities including terminology

Objectives
By the end of this workshop we hope participants will have greater understanding of:

• the diversity of trans people
• the range of terms trans people may use to describe their gender identity, including culturally appropriate terms
• the experiences, including challenges, faced by trans people throughout their lives (through listening to the panellist’s personal stories)
• human rights issues for trans people.

Approximate time: 90 – 120 minutes depending on size of the panel and number of questions asked.

Resources needed during workshop:
• a copy of the attached quiz (without answers) for each participant
• blank strips of paper
• pens

Resources to distribute at the end:
It would be useful to have copies of these online resources, available from the Human Rights Commission (infoline@hrc.co.nz):

• Links: Some trans groups and networks
• Links: Trans youth
• Links: Some trans-inclusive groups and networks
• Resources: Terminology

If you are not holding a separate Young and Trans workshop, you may wish to have copies of these additional online resources available from the Commission:

• Resources: Trans children, youth and their families
• FAQ: Supporting trans students
• FAQ: Transitioning at school

The Commission can also provide hard copies of:

• To Be Who I Am fliers advertising the Commission’s Transgender Inquiry website (www.hrc.co.nz/transgenderinquiry) and email newsletter
• the Transgender Inquiry’s final report

Another useful workshop resource is:

• Trans Respect/Etiquette/Support 101: http://ganimede.transboys.info/trans101.html
Finding a panel:

Approach trans groups in your area asking for volunteers. Contacts can be found on the HRC resources Links: Some trans groups and networks Links: Some trans-inclusive groups and networks. A panel of five or six people is a good size for this 90 minute workshop.

Try to have a panel that includes people with a variety of gender identities – for example a trans man (FtM), a trans woman (MtF), a whakawahine and someone who is genderqueer. It’s good to have ethnic and age diversity where possible, including people who transitioned a long time ago and those who have only recently started to explore their gender identity. If you have few local contacts and a travel budget for this workshop, consider approaching trans groups from outside your region to increase the diversity of presenters. Their participation could also strengthen networks between trans groups.

When approaching people it is useful to show them the workshop outline beforehand. Encourage people to mention the celebratory aspects of being trans as well as any barriers they face. Stress there are no right answers and a diversity of views is welcome. It can help if panellists give examples of things workshop participants can do in the community or at work that make a positive difference for trans people.
Workshop Structure: Facilitator notes

5 mins  **Welcome**  
(Facilitator explains any ground rules and housekeeping notices)

15 mins  **Brief introductions from the panel**  
Panelists give their name and where they are from  
(If there is time, the facilitator asks workshop participants what they want from the workshop and writes these up on a whiteboard)

30 mins  **Trans 101 panel**  
(Give questions to the panellists well in advance and explain each question is optional.)

- What are 4 or 5 words that describe who you are including at least one that is about your gender identity (e.g. I’m a lawyer, grandparent, cyclist, singer and fa’afafine)
- When did you first feel like your gender identity was different from your body?
- When did you first have words to understand what that meant?
- What is something you like about being ‘trans’?
- What is something you find hard about being ‘trans’?  
(Facilitator writes up terms people use to describe their gender identity. An experienced facilitator may wish to cluster the terms under headings such as ‘trans men’, ‘trans women’, ‘third sex’ and ‘umbrella terms’.)

15 mins  **Questions from the participants**  
(Before the session, identify questions panellists do not want to answer. For example, often trans people do not want to discuss what surgeries they have or have not undergone. During the workshop, intervene if questions are too personal. If there is time, allow several panellists to answer the same question to show diverse views. Facilitator only adds to the answers at the end if some points are unclear. If necessary, explain any terms people have used to describe their gender identity or ask panellists to do this.)

5 mins  **Quiz**  
(Give each participant a copy of the quiz to complete individually. Also distribute blank strips of paper and pens for people to write down any questions that they did not feel comfortable asking directly.)

5 mins  **Quiz Answers**  
(Facilitator reads out the questions, asking participants to volunteer answers, then confirms the correct answers. If this process brings up further questions encourage the panellists to answer them. Collect up any questions that people have written down).

10 mins  **Questions from participants** – including anonymous written questions

5 mins  **Thank panel and participants**  
(Facilitator also directs people to any resources and handouts).
Two minute gender identity quiz

1. These are some Māori terms to describe a trans woman:  
   (tick as many as apply)  
   a) whakawahine  
   b) hinehi  
   c) hinehua  
   d) taniwha  
   e) tangata ira tane

2. Does an FtM person identify as male or female?  
   (circle one)  
   Male    Female

3. The word ‘Queen’ is used by some trans women to describe who they are:  
   a) True  b) False

4. A trans person taking steps to live in their gender identity is ..  
   a) transgendering  
   b) transitioning  
   c) being fabulous  
   d) transliterating

5. Someone who identifies as transsexual, has had all gender reassignment surgeries:  
   a) always true  
   b) sometimes true  
   c) never true

6. What term is often used to describe a fear of, or aversion to, trans people?  
   a) genocide  
   b) transrail  
   c) transphobia  
   d) transistor

7. Are trans people attracted to:  
   a) same-sex  
   b) opposite-sex  
   c) neither sex  
   d) both/all sexes  
   e) any of the above?

8. Cross-dressers wear the clothes of ‘the opposite sex’ but do not want to transition to live in that gender identity:  
   a) always true  
   b) sometimes true  
   c) never true
Two Minute Gender Identity Quiz Answers

The facilitators’ notes below provide some additional information in case there is discussion about the answers.

**Question 1**  
*a, b, and c* (whakawahine, hinehi and hinehua)  
(Tangata ira tane is a term for a trans man)

**Question 2**  
**Male**  
(FtM stands for ‘female – to male’ and describes the direction of a trans person’s journey or transition. MtF stands for ‘male to female’).

**Question 3**  
*a*  
(True)  
(Some gay men also use the word ‘Queen’. The term ‘Drag Queen’ is used to describe people, typically men, who dress in female drag to perform female roles. Most Drag Queens do not identify as trans.)

**Question 4**  
*b*  
(transitioning) – and also c (being fabulous)

**Question 5**  
*b*  
(sometimes true)

**Question 6**  
*c*  
(transphobia)

**Question 7**  
*e*  
(any of the above)

**Question 8**  
*b*  
(sometimes true)
K. WORKSHOP:

Young and Trans
for trans youth, their families and people working with trans youth

Objectives
By the end of this workshop we hope that the participants will have a greater understanding of:
• the diversity of trans people
• the life experiences including challenges faced by young trans or gender questioning people (through listening to panellists’ personal stories)
• ways participants can support gender questioning and trans youth directly
• other things participants could do to make a positive difference for trans youth.

Approximate time: 90 – 120 minutes depending on size of the panel and number of questions asked.

The attached workshop outline is for 120 minutes. A panel of five or six trans youth is good if you have a two hour workshop. If you have less time, you will need to shorten the amount of time each panellist speaks or the number of panellists. If you have already held a Trans 101 workshop, do not repeat the two minute quiz.

Resources needed during workshop:
• copy of the attached quiz (without answers) for each participant
• blank strips of paper
• pens

Resources to distribute at the end:
It would be useful to have copies of these online resources, available from the Human Rights Commission (infoline@hrc.co.nz):
• Links: Trans youth
• FAQ: Supporting trans students
• FAQ: Transitioning at school
• Resources: Trans children, youth and their families
• Resources: Terminology

The Commission can also provide hard copies of:
• 21 Ways to be an Ally to Trans Youth
• To Be Who I Am fliers advertising the Commission’s Transgender Inquiry website (www.hrc.co.nz/transgenderinquiry) and email newsletter
• the Transgender Inquiry’s final report
Finding a panel:
Approach trans youth groups and/or people in your area who work with trans youth, asking for volunteers. Contacts can be found on the HRC resource Links: Trans youth. Try to have a panel that includes people with a variety of gender identities, ages and ethnicities e.g. a young trans man (FTM), a young fa’afafine and a young person who is genderqueer. If you have few local contacts and a travel budget for this workshop, consider inviting trans youth from outside your region to increase the diversity of presenters. Their participation could also strengthen networks between trans youth.

When approaching potential panellists it is useful to show them the workshop outline. Encourage panellists to mention the celebratory aspects of being trans as well as any barriers they face. Stress there are no right answers and a diversity of views is welcome. Ask panellists to suggest things workshop participants can do that would make a positive difference for trans youth. Examples may include ways to make schools, youth groups and health services positive, inclusive and safe for trans youth.

This workshop includes a second panel about supporting trans youth. Ideally trans youth should be joined by one or two people who have provided support to trans youth. Possible examples include a teacher, school guidance counsellor, youth group leader or health professional. Ask trans groups and the panellists themselves to suggest possible support people to invite – see Links: Trans youth and Links: Trans groups and networks. When approaching trans people and others for this second panel, give them a copy of the 21 Ways to be an Ally to Trans Youth resource.
Workshop Structure: Facilitator notes

5 mins  Welcome
(Facilitator explains any ground rules and housekeeping notices)

15 mins  Brief introductions from the panel
Panellists give their name and where they are from
(If there is time, the facilitator asks workshop participants what they want from the workshop and writes these up on a whiteboard)

30 mins  Being Young and Trans panel
(Facilitator gives questions to the panellists well in advance, explaining each question is optional. Decide whether each person will answer all four questions and then pass on to the next person – or whether you get answers to the first two questions from everyone and then do another round on the last two questions.)

• What are 4 or 5 words that describe who you are, including at least one that is about your gender identity (e.g. I am a student, dancer, squash player, dog lover and gender queer)
• What it is like knowing you are akava’ine, fa’afafine, whakawahine, trans, gender queer or gender questioning when you are young?
• Describe a good reaction you’ve had from someone when they’ve realised you are trans.
• Describe another reaction that was hard for you.
(The facilitator writes up terms people use to describe their gender identity. An experienced facilitator may wish to cluster the terms under headings such as ‘trans men’, ‘trans women’, ‘third sex’ and ‘umbrella terms’.)

15 mins  Questions from the participants
(Before the session, identify any questions panellists do not want to answer. For example, often trans people do not want to discuss what surgeries they have or have not undergone. During the workshop, the facilitator intervenes if questions are too personal.

If there is time, allow several panellists to answer the same question to show diverse views. Facilitator only adds to the answers at the end if some points are unclear. If necessary, explain any terms people have used to describe their gender identity or ask panellists to do this.)

5 mins  Quiz
(Facilitator gives each participant a copy of the quiz to complete individually. Also distribute blank strips of paper and pens for people to write down any questions that they do not feel comfortable asking directly.)
5 mins  **Quiz Answers**  
(Facilitator reads out the questions, asking participants to volunteer answers, then confirms the correct answers. If this process brings up further questions encourage the panellists to answer them. Collect up any anonymous questions that people have written down and let people know you will return to these after the next panel. While the panel is taking place, sort through any written questions).

25 mins  **Supporting Trans Youth panel**  
• Trans people each give an example of support they received from someone that really made a difference for them
• Other panellists describe the support they provide to trans youth. (It can help if the examples that panellists give show different types of support. Before the workshop, the facilitator may want to ask people to pick one of the points from the 21 Ways to be an Ally to Trans Youth resource and to give a related example from their own life. Another option is to choose beforehand who will talk about support from different places e.g. their school, a GP, a friend, their family etc.)

15 mins  **Questions**  
To the panel from the audience  
(Facilitator also asks any anonymous written questions).

5 mins  **Thank panel and participants**  
(Facilitator also directs people to any resources and handouts that can be picked up by workshop participants as they leave).
Two minute gender identity quiz

1. These are some Māori terms to describe a trans woman: (tick as many as apply)
   a) whakawahine
   b) hinehi
   c) hinehua
   d) taniwha
   e) tangata ira tane

2. Does an FtM person identify as male or female? (circle one)
   Male   Female

3. The word ‘Queen’ is used by some trans women to describe who they are
   a) True   b) False

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   a) transgendering
   b) transitioning
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5. Someone who identifies as transsexual, has had all gender reassignment surgeries.
   a) always true
   b) sometimes true
   c) never true

6. What term is often used to describe a fear of, or aversion to, trans people?
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7. Are trans people attracted to:
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Two Minute Gender Identity Quiz Answers

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(whakawahine, hinehi and hinehua)  
(Tangata ira tane is a term for a trans man)

Question 2  **Male**  
(FtM stands for ‘female to male’ and describes the direction of a trans person’s journey or transition. MtF stands for ‘male to female’).

Question 3  **a**  
(True)  
(Some gay men also use the word ‘Queen’. The term ‘Drag Queen’ is used to describe people, typically men, who dress in female drag to perform female roles. Most Drag Queens do not identify as trans.)

Question 4  **b**  
(transitioning) – and also c (being fabulous)

Question 5  **b**  
(sometimes true)

Question 6  **c**  
(transphobia)

Question 7  **e**  
(any of the above)

Question 8  **b**  
(sometimes true)