



The Sci:identity Project Evaluation Report: Phases 3 and 4.

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1. Introduction to Phases 3 and 4

Sci:denity is an inter-disciplinary arts project funded by the Wellcome Trust which engages young transsexual and transgendered people in a series of creative workshops exploring the science of sex and gender through creativity. The project is organised into 4 distinct phases: (1) lead-in, (2) creative arts workshops and exhibition, (3) reflection and development, and (4) a community outreach programme. This report is a summary of the main findings of the community outreach phase of the project. In phase one and two, between March and June 2006, the Sci:denity project engaged 18 young trans people in a series of weekend workshops which sought to explore the science of sex and gender through creativity. Phase three was a period of reflection and development, whereby a film communicating the lessons and findings of the project was developed in consultation with Sci:denity participants and stakeholders. Following this, the project's outreach phase took place between September 2006 and February 2007. Workshops and screenings took place at schools, colleges and lesbian, gay, bisexual and trans (LGBT) youth groups and as part of LGBT community events across the UK. ***The evaluation of the Sci:denity project has been carried out in two phases and we recommend that this report is read in conjunction with the report which evaluates phases one and two of the Sci:denity project. This can be found at <http://www.goldsmiths.ac.uk/cucr/html/res29.html>.***

2. Acknowledgements

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3. The Sci:identity Community Outreach Programme

The Sci:identity community outreach programme consisted of participatory workshops which used the Sci:identity documentary film as a stimulus to discuss sex, gender and trans identities with schools, colleges and youth groups in the UK. (Appendix 1 is an example of an outreach session). The outreach phase addressed the following project objectives:

- To develop young people's awareness and understandings of biomedical knowledge of and issues around sexed identities and the ways in which they affect trans youth.
- To facilitate dialogue and debate with a range of audiences
- To engage young people in participatory evaluation
- To use the film with a regional audience of school groups
- To develop inter-institutional/ collaborative working practices, overseen by a project co-ordinator, to manage the project

The outreach workshops took educational workshops and post-screening discussions to a range of audiences. Workshops were run in ten community groups and two schools. Two sessions were run at Central School of Speech and Drama. The first of these was with PGCE trainee drama teachers and another with postgraduate students from a range of Masters programmes, for example, the MA Drama and Movement Therapy and the MA Applied Theatre. The outreach phase also included attending four community events. These were:

- The launch of the London LGBT youth council, run by the Consortium of LGBT voluntary and community organisation through its Freestyle London project which sought to hear young LGBT people's voices on matters of policy and community inclusion
- A screening at FTM London (a community support group for Female to Male trans people)
- The 'Schools Out' conference (as part of LGBT History Month)
- A film screening organised by the London Borough of Camden in conjunction with Club Wotever as part of LGBT history month

Within these sessions the Sci:identity documentary film was used as a pedagogical tool within workshop spaces and at public screenings in order to prompt discussion and debate around the science of sex and gender and to increase awareness and understanding of trans identities. The outreach workshops reached a variety of audiences including: school children, students, the families and friends of young trans people, trainee drama teachers, young people, including lesbian, gay, bisexual and trans (here after LGBT) youths, teachers, LGBT youth workers, arts practitioners, educationalists, activists and those working in the area of equalities and diversity policy development and delivery. These sessions provided a valuable opportunity to disseminate the lessons and learning from the project to wider audiences.

4. Evaluating Phases Three and Four of Sci:identity

Following on from phases one and two of the Sci:identity project, the process of evaluating the project was participative and embedded within the delivery of the project. The participative evaluation was developed specifically to capture the learning and good practice of such an innovative project. At the heart of the participatory evaluation of Sci:identity was an understanding that ongoing evaluation and reflective practice should be a part of the project delivery and development. In this way the evaluation provided an opportunity to reflect together on the process, learn from that reflection and take that learning into the next phase of the process in the recognition that the knowledge and experience of the staff and Sci:identity participants was crucial for developing models of good practice for working with trans youth, for developing creativity and for understanding the science of sex and gender. This phase of the project was evaluated by a range of methods. These were

- Monitoring of workshop and audience attendance
- Attendees completing a questionnaire at the end of outreach sessions
- Recording outreach sessions (visual and/or audio) and subsequent reflection
- Reflection-in-action (being adaptive to the range of audiences and situations that were encountered in the outreach phase)
- Reflection-on-action (facilitators having group reflection on how each session went, lessons emerging, identifying themes then and writing up reflection notes at the end of each session)
- An evaluation workshop with Sci:identity participants

4.1. The Sci:identity Film.

One of the main outputs of phase one and two of the project was the development and production of the documentary entitled: "Sci:identity: What's the Science of Sex and Gender?" This documentary has a series of ambitions and was screened to various audiences in order to further our debate and continue to ask the question central to the Sci:identity project: What's the science of sex and gender? The filmmaking has been integral to the project process and has been underpinned by recognition of the broader significance of the project as, Jay Stewart the project's film maker discusses here:

This was the first time such a large group of trans youth had gathered in the UK. We knew we were doing something special and that had to be captured. The workshops and the performances would end, but the documentary would stand the test of time. It was through the documentary that we could tell the story of these amazing and inspiring young people.

The documentary aimed to bridge the gap between a trans and non-trans perspective. Having provided a safe space where young trans people could explore their ideas productively and creatively, the documentary allowed these thoughts to be captured and represented again. In this way the young trans people who had participated in the project were free to speak to a potential audience without having to deal with the possible discomfort of being 'out' as trans in front of a live audience who might have little awareness of associated issues. The documentary worked to extend the safe space the Sci:identity team had worked to create during Phase 2 (creative engagement) into Phase 4 (community outreach) to a wide range of people who were most often coming across the notion and the lived reality of transgender for the first time. The documentary communicated the key messages of the engagement phase of the project, *and* provided an accessible learning resource for a range of practitioners and audiences beyond the project. In its structure the film provides a visual diary of the project development over four weekends, culminating in the final exhibition. It also includes the Sci:identity participants' own research and art work including several short films and recordings of the live performances in rehearsal as well as the three presentations/ interviews with "experts" in the scientific and medical field.

The film and the evaluation reports present the learning and lessons of the project in complementary forms. The evaluation reports discuss the lessons in a written form while the documentary provides a visual record of the project. The visual language of the documentary works to undo stereotypes. It shows all 18 young trans people, in

all of their diversity to a range of audiences, some of whom had not met trans people before. This worked against familiar, albeit sensational, representations of trans people which tend to focus on limited experiences and life narratives such as those often found in TV documentaries. This worked to engage audiences in the human complexity of trans lives. One Sci:identity participant pointed out:

As soon as you put a face to something you are given instantly the human angle on things, and people become much more empathetic and understanding. (Participant N)

The film also demonstrated, how by using applied arts practice, it is possible to engage in dialogue and produce knowledge in a way that is distinct from some of the more traditional teaching and learning methodologies. As the facilitators point out in the documentary, the ways in which the project was facilitated allowed the young trans people participating in the project an opportunity to do their own research on sex and gender. The project offered a space for their own perspectives to be foregrounded, explored, questioned and developed in dialogue. The project recognised that young trans people brought their considerable knowledge, experience and expertise to the project, thereby informing the question ‘What’s the Science of Sex and Gender?’:

[W]e place participant A next to participant B so that their knowledges and understandings mutually enhance one another. Rather than [saying that] “we have the knowledge, listen to us whilst we give it to you”, which is not at all the way that we work (Catherine McNamara, Project Co-ordinator)

The practice at the heart of the project worked to offer the perspective of several “experts” (endocrinologist Andrew Levy, University of Bristol, Laboratories for Integrative Endocrinology and neuroscience; GP and gender specialist Dr. Richard Curtis, London Gender Clinic; an older trans man and artist, David Musgrove; and an older trans woman, Claire Jenkins). More importantly it offered the responses of the young people, whether through post-science lesson discussions, in the art works, or showing the ways that that new knowledge gained through participation was explored in discussion with the next “expert” they encountered. The filmmaking process captured the ethos of the project, which was to valorise the experiences and identities of those young trans people; to place their thoughts, opinions and ideas at the centre of the investigation, rather than outside the ‘norm’ and therefore outside existing frameworks of credible knowledge and ways of being.

4.2. Working through Consent, Consultation and Distribution

Due to the sensitive nature of its subject matter the Sci:identity film was developed, edited and screened in careful consultation and with the informed consent of all Sci:identity participants. Filmmaking began early on in the project as Jay Stewart the filmmaker describes here.

The approach to the film making in the first instance was quite literally sticking a camera in the corner of the room. I wanted to make sure that the young people felt free to talk and weren’t intimidated by the presence of the camera. In fact we didn’t introduce the camera until day 2 of weekend 1. Before this we engaged in quite a serious discussion around what rights the young people had over their image, how they were going to be represented and more importantly to most - who was likely to see the film.

In the first instance all Sci:identity participants, including young trans people, staff and interviewees were asked to fill in a consent form (see Appendix 4). This offered a series of choices and a starting point for a consultation process. Later in the project all Sci:identity participants had opportunities to watch and comment on ‘rough cuts’ in order to ensure that they felt it was accurately and appropriately representing both the individuals featured *and* the larger narrative of the project’s message and lessons. This was done through a dialogical process.

Once all the footage was gathered and watched by myself, I collated all of the shots that I was interested in and had potential to be in the documentary and we screened that to the young people. Anyone who couldn’t make it back to London, I sent a copy on DVD. I was careful

about making loads of copies. We didn't want loads floating around, due to the sensitivity of the young people's uncertainties on the film.
(Jay Stewart - Filmmaker)

At this screening however, it emerged that the young people had a lot more to say than simply whether they were happy with their representation. They engaged in a lively discussion around the creativity and the message of the film, even how music might feature and highlighting potent moments and statements such as "When you get out of bed, you do gender". In this way,

The piecing together of the film became a balancing act between what the young people wanted to show, engaging in the science of sex and gender, capturing the project as a whole, and what I believed the multiple audiences would benefit from. Plus there was an added ethical dilemma around not wanting to take the work away from the young people and tell *my* version of things. It wasn't easy. (Jay Stewart – Filmmaker)

In this process of consultation it emerged that the Sci:identity participants were generally less concerned about featuring in a documentary *per se* or how the documentary would represent them as individuals, but rather *where and how* the documentary would be distributed. The main concern voiced by Sci:identity participants was around being "outed", particularly in their local neighbourhood. So, for instance, it was recognised that if the film was screened in a school that was local to one of the participants this potentially could impact negatively on that person, exposing them to potential prejudice and harm. In discussions it emerged that the general consensus amongst the group was that they felt that it was acceptable to screen the work in an LGBT settings, but were less happy about screenings in mainstream schools. While this was recognised as an understandable fear it showed also the young trans people's own prejudice around the limited capacity of mainstream school students to demonstrate empathy and understanding on the subject of trans. It is worth noting that this was not entirely the outcome of Phase 4, as this report discusses.

The film making process was one of careful negotiation, respecting Sci:identity participants' wishes. It is testament to this process that several participants moved from being reluctant or unsure, to realising the importance and potential of the work that this documentary could do. By being "brave" and allowing their identity to be exposed, they knew that they were involved themselves in challenging transphobia, especially in young people's settings. This shift was supported and encouraged throughout the entirety of the project, whilst allowing for any young person to request that the film not be shown, or that their identity not be shown. There were several occasions when one participant would request that we not show the film in an outreach session, in which case either parts of the documentary or more often the film "Trans Journeys", (which was produced by the young people themselves during the creative engagement phase of the project) were screened instead.

4.3. Distribution

The distribution of the Sci:identity film has been done with careful consideration of the Sci:identity participants' concerns as well as specific legal limitations. The original project bid stated that a copy of the documentary would be left with every outreach session, and that the project would distribute copies widely. However, due to participants' concerns about distribution only those people who were involved in Phase 2 received a copy of the documentary on DVD, together with a clear message that it would be for home use only. It was agreed amongst the staff that they would be happy to continue screening the documentary in a workshop setting, however, despite the huge demand, would not send DVDs on their own to the various organisations and agencies, due to both restrictions around music rights¹, and respect for the concerns from the participants.

¹ Complications around the distribution of the documentary were added to with gaining music rights. The project secured the rights to screen to a non-paying audience, which meant it was not going to be possible to put it forward to a film festival, unless the musical tracks were changed. This is something still being considered.

5. An Overview of the Planning & Delivery of the Community Outreach Workshops

Over a four-month period from October 2006 to February 2007, the project team formed facilitation teams to deliver the outreach workshops. The sessions were delivered across the UK (including Yorkshire, Durham, Brighton, Manchester, Portsmouth and various boroughs in London such as Lambeth, Lewisham and Harrow). The Workshops took place in a range of community and educational settings such as secondary schools, FE Colleges, LGBT youth groups and organisations. Each workshop had core elements and activities as well as a range of additional specific components that were structured into the session depending on the context entered. The core elements were closely connected to the central question asked throughout the Sci:identity Project – ‘What’s the science of sex and gender?’ The sessions continuously came back to questions of birth-assigned sex, gender roles and gendered expression as socially conditioned modes of being, and the relationship of these things to science and the medical world. This framework gave the sessions a very clear focus, whether the workshop participants were young people of school age, trainee teachers or youth workers. They explored questions and ideas such as the idea that the sex one is assigned at birth sets us on a course for life. The biological shifts that take place during adolescence in relation to sex and gender are critical and the session opened up discussion of this aspect of biomedical science asking: how young people understand biochemistry when the context is their own and others’ bodies, what role hormones really play in terms of behaviour and in an age of re-defined roles, can we re-define sex?

These participatory workshops used a range of exercises together with the documentary film, a 12-minute short film “Trans Journeys” (produced during the creative engagement phase of the project), and a 2 minute edit of the documentary film as stimuli. The planning sessions explored the possibility of developing a multi-purpose workshop which could suit a range of different contexts. Prior to the outreach phase, building on the lessons and themes emerging from the creative engagement, the delivery team clarified the intentions behind the workshops as being

- To talk about gendered identity appearing everywhere in the world
- To gather experiences of gender among these groups
- To explore the notion of the ‘binary’ as a term which comes up in multiple ways
- To use original Sci:identity participants’ work as a stimulus

Planning for the outreach sessions started in mid-September 2006 with two meetings (14th Sept & 12th Oct) which began considering the triple focus of the outreach activities in terms of the intended contexts the project would be operating within. These were: LGBT youth groups, the Citizenship and the Biology curricula in schools. The team initially began planning a set of 10 activities from which 4 or 5 could be selected according to the context of a particular workshop. During the planning phase, one strategy to stimulate ideas about the content of outreach sessions was to open up a conversation about the documentary film. At this point, the rushes had been screened once to the Sci:identity participants (with a second screening scheduled for 19th Sept), so the outreach team were able to discuss the participants’ comments, and the ways they seemed to be engaging with the various stages of the production of the film as well as its content and potential impact on an audience. Building on this, during the second planning meeting, workshop plans were developed for the first three sessions. From then on, each session was planned using these sessions as a basic template. Time, any specific requests from youth workers/ teachers, and the team’s own perceptions of the needs of the groups were factors in that planning. Experience also led to shifts and changes, so for example, the outreach team tried some of the exercises out and in this process, honed the instructions, the guiding questions and the framework for analysis. In this way the outreach team got closer to the level of reflection and consideration of the social construction of ‘man’, ‘woman’, ‘male’ and ‘female’ that they wanted to see in the sessions. The outreach sessions included a series of exercises which were used to explore and deepen understandings of sex, gender, science and trans identities. The main components of the outreach sessions are described here:

5.1. The Venn Diagram

Workshop participants are asked to brainstorm their understandings of sex, gender and science in order to unpick individual understandings of the differences between sex and gender, the relationship of science to these and areas where these three categories overlap. The Venn diagram exercise was developed and became a key feature of every workshop, regardless of the setting. This exercise served as a benchmarking activity for the outreach team, as it provided way of gauging the range of

existing knowledge and understanding of the three key terms of the project. The diagrams, sometimes completed in small groups and discussed as a whole group, sometimes completed as a whole group (with one of the team scribing), provided a written record of this starter activity. The outreach team also used this exercise to expand people's knowledge and level of awareness within this first exercise in the understanding that it is logical to question, challenge and extend individual contributions at every opportunity within a one-off session.

5.2. Personalising Gender

An exercise was used to begin to develop a collection of ideas around what makes men, men and what makes women, women. This exercise provides an opportunity for initial contemplation of experiences and perceptions of gender as they appear in the world. Workshop participants are asked to identify what indicators, or features lead us to believe a person is male or female, while a list is drawn up. Most often, a profile of a 'man' was built up, with indicators such as "depth of voice, musculature, Adams apple, hairy face, hairy body, tall, big hands" appearing on the list, with "penis" invariably being the first signifier of maleness offered by each group. In this way workshop participants begin to talk about stereotypes and social expectations around gender, and deepen their understanding of the relationship between sex, sex characteristics and gender identity and expression. This was then developed into the Gender Matrix game (see below). The original idea of this exercise within the early section of the workshops was that by building up a fictitious character rather than an abstract 'man' or 'woman', the team would have been providing a layer of distance between notions of gender expression and some of the tensions and challenges that can arise for people when discussing this in a group situation. The outreach team talked through several scenarios where the separation from direct personalisation would be beneficial – so for example, in a mainstream school classroom where one young person is already the victim of low-level phobic behaviour and attitudes.

However, the team decided this exercise in looking at the workshop participants' own relationships to and experiences of gender should be direct and should ask them to consider themselves rather than an abstract 'character'. This group discussion exercise which scaffolded workshop participants towards an individual activity (the Gender Matrix) provided the opportunity to bring those personal experiences into a group discussion and/or the follow-up activity where there could be greater or lesser public sharing.

5.3. The Gender Matrix

This exercise is a teen-magazine style quiz, designed to further encourage discussions of gender stereotypes and issues of policing gender. (See appendix 2 for copy of the matrix) This was an individual exercise that could be shared voluntarily with the group afterwards. The idea was to circle the statements that the workshop participant thought applied to themselves. These were classed as either 'male' or 'female', or 'masculine' or 'feminine' characteristics. The statements were then added up to create a 'score' or *amount* male or female, masculine or feminine attributes the workshop participant possesses. The gender matrix might then find that they were very much female but had more masculine qualities, or vice versa. Or that they were half female, half male in terms of sexed characteristics, but that their personalities and interests were very masculine, or feminine. That is to say that their bodies might be androgynous but their gendered identity was more fully developed as very much a 'boy' or 'girl'.

The questions were met with mixed responses. Some of the workshop participants, including the workers, liked the quiz because it gave them an opportunity to reflect on their own identity and experiences. In discussion workshop participants might volunteer their findings with "I agree with what this quiz says about me", or "I don't think I am like this at all". The general response was that the quiz was fun, but that they did not think it was accurate in describing or allocating their gender, i.e. that it was not scientific in its approach or findings.

The statements were built up as a mixture of biological, psychological and cultural signifiers of sex and gender. The idea was to demonstrate that sex and gender cannot be defined through one single measure, but rather through a matrix of signifiers and codes, including anatomical ones, which produces us as sexed and gendered beings. It was important to begin to muddy the boundaries between sex and gender. For instance, locating the sex of someone does not mean that that is their gender, or that by understanding the importance of gender and gender expressions, or wanting to be read as a particular gendered being, we might begin to understand the power of sexed signifiers, for example: facial hair, deep voice, muscle mass, and why these might be required or desired in order to be read as 'male'.

Others did not like the quiz. They saw it as an attempt to pin their gender down, or felt that it reinforced gender binaries or was over simplistic. Responses discussed then were both specific individual's findings and various critiques around the system of questions itself. The quiz stimulated debate as it asked the question: where and how do you locate sex and gender? Although it was agreed these statements were simplistic, it was also stipulated that these 'locations' come out of a general set of experiences and are devices we all use in our everyday life.

Interestingly the quiz played out differently in each workshop. There were no consistent ideals, but there was a general agreement that having 50- 50 on the scoring card was something to aspire to. LGBT Youth settings were different to the mainstream school settings. LGBT youth talked a lot about their identities being caught up in masculinities and femininities and the workshop participants displayed pride and articulated an importance that these qualities were carried out on both male and female bodies, irrespectively. In both settings though, it was clear that though there was some flexibility in *being* masculine and feminine, if a workshop participant was found not to be the sex that they understood themselves to be there was overt irritation. For example although a 'boy' might admit not to mind having feminine qualities, if he also scored higher in the female section he was visibly upset. Others, however, did not even identify the difference between maleness and masculinity, femaleness and femininity and this distinction was not apparent to them.

5.4. Using the Documentary as a Stimulus for Discussion

Showing excerpts from the Sci:dentity film was intended to demonstrate how the science of sex produces binaries of male and female and the exceptions to categories of male and female. Showing the Sci:dentity participants' 'Trans Journeys' short film was a way of exploring young trans people's experiences of gender and sexed identities. Facilitating responses to the film to explore the science of sex and gender led to discussions of the ways in which creativity may be useful in developing an understanding of trans. For example, exploring hormones and their effects prompted discussions of about self-understandings of what makes a man or woman. This included showing an interview with an endocrinologist who discusses this specific issue, leading to a deeper discussion of the hormonal and/or surgical interventions available for trans people.

5.5. Key Concepts: The Binary Spectrum/ Truth

The outreach team made decisions about which terms and concepts should be introduced to workshop participants. Careful use of language and ways of thinking were key strategies here. The outreach team wanted to encourage workshop participants to experiment with new words. The team had talked about the age/ stage when they had first become aware of the complexity of gender, and first came to understand and use terms to help to communicate how we learnt about our sexed and gendered selves and the world around us. The outreach team felt if these workshops could provide a way for young people to explore these matters, this would be a successful outcome. In fact, many of the end-of-session evaluation cards demonstrate that the terms 'gender binary' and 'gender spectrum' were enjoyed and retained. The evaluation form asked participants to describe their gender identity and sexual identity. It is indicative of the effectiveness of these sessions in disaggregating the meanings of sex and gender, the language surrounding these issues and the ways that gender identities are enmeshed in sexual identity that workshop participants described their gender in inventive ways such as: 'fucking confused', 'butch femme looking female', and their sexual identities as 'boi' 'lesbian', 'asexual', 'who knows', 'me!!!! just me!!!!', 'genderqueer bi dude'.

5.6. Thinking Through Art & Representation

The link to art-making as a medium of expression varied according to the workshop context. In both drama workshops and where the sessions were longer, this was a feature. These sessions explicitly explored the question of the relationship between the arts and people's sense of self in relation to gender. Individual workshop participants commented upon artistry and when the outreach team used the 12 minute film group's short film, the three different forms/ styles was a focus of discussion. This included developing short performance pieces exploring workshop participants' experiences of gender binaries.

5.7. Information Packs

During the outreach sessions, further information on the issues central to the project as discussed and described by the original Sci:dentity participants was made available. The outreach team also took copies of the zine and the draft Executive Summary Report of Phases 1 & 2 of the Sci:dentity Project which provided contact

information should anyone want it. Interest for resources and information varied from workers calling for further training around trans issues, to young people wanting to get involved in future arts programming.

6. Adaptive Delivery and Reflexive Practice

In Phase 4's Outreach Programme, the outreach team intended to take workshops into approximately 15 community groups, working with an average of 20 trans and non-trans youth on each occasion. Although the nature of the work necessitated a relatively low facilitator/ participant ratio, the outreach team planned to bring the work of the project to approximately 300 individuals. The outreach team actually worked with 16 groups (one more than planned) but the nature of the groups was more varied than anticipated. The sessions with professionals who work with young people highlighted the extent to which many workers are keen to develop their awareness of the issues at the heart of the Sci:identity Project. These participants discussed the extent to which they wanted to become better informed and better able to actively promote a respectful attitude to gender diversity. These workshops included a session with a group of 38 trainee drama teachers and a workshop for the London LGBT Youth Council where the workshop participants were a combination of young people, youth workers and police liaison officers.

As discussed above, the workshops were somewhat experimental in their delivery. In this spirit the session plans were adapted each time, following post-session evaluation. In this process the delivery team drew on lessons emerging from each session, as well as feedback from the Sci:identity participants who were now working as youth facilitators, evaluation officers and the responses of the various session participants. All of this was done with consideration of the organisational context in which the workshops were delivered (for example, with student drama teachers, school children, LGBT youth). This generated a complex set of issues that demanded balancing the desire to be experimental and spontaneous with the need for structure and control of the trajectory of each session. The delivery team agreed that the sessions would be facilitated by the delivery team and Sci:identity participants (see also section 7.6 which discusses the impact of this participation) in order to draw on a range of perspectives and skills. This process enhanced both the Sci:identity participants' perspectives and the perspectives of those attending the workshops as each entered into dialogue with several individuals' points of view and the variety of lived experiences drawn upon in the workshop discussion. The delivery team decided to include Sci:identity participants as co-facilitators in order to enhance this range of perspectives and skills. In practice this meant working closely with Sci:identity participants to assist them in structuring the points they wished to make and ensuring that they got the most out of their contribution. The sessions developed with consideration of the need of the outreach team to grow into their various facilitating roles and working relationships. In this process the earlier functional distinction between the delivery team and the Sci:identity participants changed as some of the participants became part of the delivery team as co-facilitators.

6.1. Planning the School-based Outreach Workshops

The original intention at the outset of the project was that the workshops would be tied into the school curriculum or a specific organisation's focus in one of several ways. In order to make the offer of this free workshop clear to prospective groups, a 'menu' of options was provided such that an institution/ group could select the most appropriate for their needs (see Appendix 6: the two outreach workshop flyers). Debate and dialogue around the themes and issues of sexed and gendered identities and its relationship to biomedical science were to be generated through participation in a range of pedagogic activities, indicatively, in the following areas:

- Edexcel A Level Biology and Biology (Human) Modules 5B & 5H: *Genetics, evolution and biodiversity*, where students look at gene expression and sex determination in humans, understand and interpret karyotypes, discussing social, ethical and legal implications of such genetic testing.
- Edexcel AS Social Science: Citizenship, Module 3: *The Citizen, Society and the Community*, which requires that students study *The Impact of Socialisation in creating differently empowered individuals, Life Chances and Inequality (gender)*, with a focus on anti-discrimination legislation and *The Citizen in the Community* where forms of local action are explored, such as the notion of self-support groups who seek to enhance social inclusion.

7. The Impact of the Sci:dentity Outreach Workshops

The outreach phase of Sci:dentity has had a wide range of impacts. Central to the ethos of the project has been a commitment to using art and creativity to challenge and unpick scientific understandings of transgendered and transsexual identities. Trans people live in relation to representation such as those relating to trans lives on television (sex reassignment being a favourite topic of the reality television, life improvement and chat show genre (see Gamson 1998)). The Sci:dentity project sought to open up a space of representation which countered these popular uses of medical science as entertainment and in this, communicate some of the complexity and 'human-ness' of being trans and the ubiquitous everyday challenges of being a young trans person. Clearly the Sci:dentity documentary has successfully communicated this experience with pathos, creativity and dignity. The outreach programme has had an impact on the project participants, their friends and families and a range of audiences. Several of the Sci:dentity participants discussed the way in which the film screening that their families had attended had made a difference to their personal and family life:

'Well my Mam is a lot more accepting now, she has seen the film, she has met other trans youth people and she is a lot more alright with it, the idea of it. So she has met people and she knows it doesn't ruin their lives and they are not all depressed, and stuff. So at home, it's alright now, we don't have to talk about it so much, it doesn't matter. And it's a lot easier to talk about other things 'cos she understands me better now.' (Participant P)

In the above quote this participant discusses the ways in which the film, combined with meeting trans people had undone some of the stereotypes of trans people perpetuated in the popular media. Crucially it has led to increased understanding at home and has opened up channels of communication in general. Below, another participant discusses how his mother increased her understanding of the worldview of her child. She was clearly moved by the experience of encountering the exhibition and the performances. In addition the participant also realised how much his mother understood what he had been going through in terms of his gender transition:

My mum coming to the exhibition was a view on my world about my transness. It gave my mum a bridge into my world without me having to verbalise everything in detail for her. It helped her understand me and trans issues in a unique and creative way. The film and the toilet thing² gave her a real insight. It was really powerful and she could spot mine in the whole wall, she pointed out all of my things, that makes me realise she realised more of what was going on for me than I realised she did. She recognised my experience. And watching the performances, she properly came down crying from that, she said it is amazing to see what people had gone through and she knew I was part of that in some way or other. The exhibition, it was a direct result. Also with my friends coming to the exhibition it meant my friends could see me in my trans world in a place they wouldn't normally exist in. (Participant N)

7.1. Providing a Space of Representation

The artwork, which is at the centre of the project, has opened up a space of representation for young trans people. The documentary opens up a space where their experience can be articulated in non-verbal ways (for example through cartoons and by trans people being present in the film doing creative as well as ordinary things). The outreach programme took this representation out into a range of contexts. Here Participant N expresses something of the pedagogical work that the film does:

Doing it with a film does so much more than a text book or any document on trans stuff, like professional documents. We have seen this so much in the outreach, young people saying 'Oh look! These are just regular people, nice people, getting on with their lives, having great fun. Oh and that looks like great fun. Just doing stuff, so doing it creatively'. In the LGBT situations I have been in it gives them a way of identifying with people in the film who happen to be trans. So therefore you can enter into the trans discussion. (Participant N)

² Referring to an installation at the Sci:dentity exhibition evening which was the culmination of phase two. This was a construction of a toilet booth papered with Sci:dentity participants' accounts of the difficulties they encountered when using public toilets marked male and female

As participant N states, it is the ordinariness of the trans people in the film that opens up a space of identification *with*, rather than *of*, trans people. It is this space of representation provided by the project and the related activities and outputs, such as the film that opens up a productive and innovative space of dialogue and understanding in the outreach workshops. The team were continually surprised by the differences in each group's responses, and the extent to which they wanted to dwell upon certain points and the level at which they engaged with both the simple and the complex concepts with the session.

7.2. Lessons emerging from Schools Outreach

The outreach phase opened up debate about sex, gender and science in creative and engaging ways. The sessions were adaptive to a wide range of situations, different sized groups and a range of audiences.

7.3. Accessing Schools

One member of the team is a tutor on a teacher education program (PGCE Drama) and leads a community theatre/ drama education Masters program (MA Applied Theatre), both at Central School of Speech and Drama, University of London and as such, works with approximately 100 secondary schools and Further Education colleges in and around London. This database of education institutions was one of the mechanisms for offering the outreach work to school and college groups. Approximately 20 teachers of Citizenship, Biology and Drama (which often delivers the Citizenship and/ or Personal, Social and Health Education curricula) were approached in the first instance, and it became immediately apparent that response was very weak from all subject teachers. One Biology teacher responded and engaged in initial email discussion about the workshop but this was not sustained. No Citizenship teachers responded. Three drama teachers responded, with two booking workshops and one agreeing to host a session, with a date to be confirmed. This date was never confirmed despite repeated attempts by the project team. This session would have been run with a group of prefects as part of their own development and awareness of issues that affect students. In her session evaluations, Catherine McNamara said:

Access to schools, and finding a place where this workshop connects was straightforward at the planning stage but seems to be one of the things that has been very difficult to put into practice. Drama teachers have been most receptive, but we would have related to Citizenship & Biology curricula more obviously.

7.4. Engaging through Drama

The two Drama departments who did host a session were at Deptford Green School, South East London and Haydon School in Pinner. In both instances, the subject teachers were interested in the issue of gender identity and were keen that their students experience the subject matter. In these sessions, core elements such as the Venn-diagram exercise which unpicks the three terms 'sex', 'gender' and 'science', and the Gender Matrix quiz game, which leads into an examination of the ways that stereotypes are formed, perpetuated and challenged were used, and 'Trans Journeys' was screened to provide stimulus for debate. The documentary was not screened due to requests from some of the young trans people as these schools were situated in their local neighbourhood.

The facilitators connected the session with AS Theatre Studies students at Haydon School to their prior learning in Drama, so this meant the team took the style of the film-group workshop participants' short film and linked narrative structure and the telling of personal stories to the theatre practitioner Bertolt Brecht. Here, the session explored the devices that workshop participants used within their pieces of performance work (such as non-linear, non-chronological sequencing, narration, titling, music etc) and looked at the ways these techniques communicated meaning and engaged the viewer. The students were then asked to work in two small groups to select an instance where gender was significant for one of them, and to tell that story using a range of non-naturalistic strategies. With the Year 11 Drama students at Deptford Green, the session began by re-capping the main themes, characters and plot of a play text studied the previous term. The group had worked on Olwyn Wymark's play *Find Me*, which concentrates on mental health issues. The main protagonist is a young girl who feels increasingly alienated from her family and friends and becomes drawn in to the psychiatric care system. Connections here with the challenges young people can face when dealing with their emergent identity, particularly where that identity is variant in some way, were clear. We focused on the ways that the character in the play was treated by the medical profession and the care system that she

entered. The parallel was drawn with treatment for gender identity disorder, its position within psychiatry and the options available to young people who identify as transgendered or transsexual.

The Sci:identity outreach session offered an opportunity for young people to deepen their understanding of trans and to banish some of the more negative stereotypes of trans. The workshops offered an opportunity for young people to examine their own experiences of living in a society which has normative and binaried attitudes about gender. A range of exercises explored and pulled apart 'common sense' understandings of sex and gender by offering some of the science of what makes sex (for example the effects of hormones, chromosomal variation, intersex conditions). Workshop participants, when asked 'what makes a man' often went from an essentially biological understanding of sex and gender i.e. 'it is the possession of a penis that makes a man' to a more nuanced understanding. Exploring workshop participants' own experiences of sex and gender was central to these sessions.

Deptford Green School

Contact with the Head of Drama was made at a Central School of Speech and Drama PGCE Drama Partnership in Practice day, where school-based mentors come for training. This training session was run in part by the project co-ordinator of the Sci:identity Project and another colleague.

Brief description of school: The school has over 1200 pupils. Students come from very diverse backgrounds, socially, economically and ethnically. The school is genuinely comprehensive in terms of students' abilities from those with special educational needs to those who are gifted and talented. The school has been oversubscribed for some years. Deptford Green is a specialist Humanities school with English, Drama and Citizenship as their lead subjects. They claim to have gained a national reputation for their work in Citizenship, though it was the Drama department who booked the Sci:identity session. There was no connection made to the Citizenship department. 56% of pupils are boys. Over half the pupils are eligible for free school meals (well above the national average). About one-third (a very high percentage) speak English as an additional language but very few of them are at an early stage of learning English. Well over half the pupils are from minority ethnic backgrounds that include Black African, Black Caribbean and Chinese. Just less than one-third is on the register of special educational needs, 60 of which have statements – both above average percentages. The majority of pupils come from the local area, which is a deprived area of Lewisham. Standards on entry are below average but they have been lower in previous years. Pupil turnover is higher than in many schools. The school is involved in many initiatives which include a mini Education Action Zone, Excellence in Cities, a high focus on citizenship and several others related to mentoring and supporting young people to prepare for adult life. One of the School Aims is to 'to provide students with an ability to understand and interpret the complex world in which they live, to confront honestly the moral choices that will face them, and to enjoy throughout their life creative, aesthetic and sporting activities' (website).

Culture of the space and adapting accordingly: The Head of Drama (identified in the evaluation forms as age 40, white African gay man) expressed an interest in the Sci:identity Project, and in arranging the workshop he spoke about the fact that the school and his department do a lot of work around confronting homophobic bullying. Therefore he felt that a workshop on gender would be well received. He seemed heavily (and predictably) invested in learning, and in maintaining a culture of order within his drama studio. The culture of the space here, as opposed to the LGBT Youth Group sessions, was well managed in terms of behaviour and attentiveness of the students. Techniques used by the teacher and by the main facilitator from the Sci:identity Project were counting them down to being quiet and listening, or grouping the students into pairs and moving to a space in the room. In her session evaluation Catherine McNamara says:

We changed the plan half way through this session. Our instinct was to allow plenty of time for discussion, as the group were genuinely interested and enquiring. We chose to dwell upon the clip of Richard Curtis and two of the Sci:identity participants' part of the Trans Journey film rather than move into the devising exercise, which would usually move the thinking closer to the students' own experiences, and of course, be 'drama'. However, they were so full of questions and curiosity and on the whole were generally very well engaged. A bit of tiredness and a tangent or two at the end isn't too bad. Their feedback sheets tell us they got the point and their willingness to think was great. This does mean though, that we connected to the curriculum in a somewhat tenuous way.

In his session evaluation Jay Stewart says:

What made this session unique is that there was a specific moment where (Participant N) and myself “outed” ourselves as trans, which had a huge impact on the rest of the session. The opportunity to do this has not always arisen and I would argue sometimes inappropriate in other sessions. We recognised the work that it could do, in planning sessions and the very beginning of the phase. I would say that it was this session where it worked, as it engaged people all the more and gave them a very tangible experience of what it means to be trans, and then relating that back to the workshop and ideas of the science of sex and gender. The original part of this session was also to talk about the psychiatric route of trans and relating that back to their studied play text. They had already learnt empathy with regards to what it means to be part of the psychiatric system and I felt then that this furthered their thinking and related it to experiences of gender and the normalizing mechanics of the mental health system.

There was a specific moment when (Participant N) said, “obviously Jay and I are here because we are happy to answer questions and we want to talk about ourselves being Trans. We are not ashamed of being Trans”. It was nice for me to reflect upon this space of predominantly non-trans people in relation to the workshops for young trans people last summer. Certainly the trans youth were not ashamed of being trans but there was a tangible idea that being trans in a non-trans space is hard. It was nice that being trans in this specific non-trans space was indeed not hard at all. I believe Participant N (and myself) benefited from the careful lead-up to allow for our trans-ness to be in the room in a safe and creative way, given that the lesson started with an overwhelming consensus in the comment that “you can’t be a man if you haven’t got a penis”. This comment was troubled productively for the next hour and half and opinions were changed (see comments on Student 1).

Catherine McNamara also reflected on this moment:

At one point, there was a round of applause for Jay & Participant N. The group vocalised their awareness that the two facilitators were being open and honest and talking about their personal experiences in a candid way, in an effort to give the group an understanding of the complexities of gender. The moment when Jay explicitly said he was assigned female at birth was interesting. The processing of that statement was tangible, and 2 or 3 students repeated it for clarification. This was a critical moment that shifted into looking at the question of how a person moves from being a girl, to being a man.

As well as gathering evaluation forms, each facilitator was asked to monitor and reflect on a few of the students through ‘reflection-on-action.’ In her session evaluation Catherine McNamara says of Student 1 (self-identified as 15yrs old, mixed-race British male, heterosexual from Lewisham).

This student was closely monitored and ‘policed’ by the teacher, with specific targeted encouragement to listen well, engage etc, and though he showed some signs of having a limited attention-span (being intrigued by the screen-saver on the laptop, rather than the conversation at times!), he was excellent in terms of his questions and comments throughout, his evaluation form and his apparent shift in opinion in terms of sexed & gendered identity categories. He wanted to shake Jay’s hand to demonstrate his appreciation of the session and Jay’s honesty with the group. He commented that he had learned how to accept people, and that ‘you don’t need a penis to be a man’ (monitoring form)

Students 2 (aged 16) and 3 (aged 15) identified in their evaluation form as white females, heterosexual from Lewisham. In her session evaluation Catherine McNamara says:

They were very quiet and not contributing vocally unless targeted. For example, I asked one of them to give me one signifier of maleness, letting her know I'd come to her in one minute, thus giving her time to think. I wasn't sure if she/ they were unengaged, disinterested or just quiet. She was able to give me an answer (which was 'deep voice'). The monitoring form says Student 2 enjoyed 'learning about views and experiences and opinion from other people' and she learned 'about how the process of becoming a trans gender person happens'. Student 2's sheet is almost identical, though she says she learnt why transgender people change sex (rather than how). These two didn't ask any questions at all in the whole 2 hours but they were certainly listening.

Haydon School, Pinner.

This session was delivered with eleven Year 12 Theatre Studies students in a workshop that ran from 8.40am to 10.20am. Jay Stewart, Catherine McNamara and Participant N facilitated. Ben Gooch, evaluation assistant was also present. Catherine McNamara says this of the session:

Once again within a school setting there is a readiness to work and think. This session ran to time and achieved that which was intended. The depth and range of conversation was broad, and each workshop participant engaged in more than one task/ discussion. This session engaged drama students in selecting one or two moments where they had experienced the power or significance of gender expression, and then asking them to present that 'story' using techniques such as those used in the Sci:identity Trans Journeys film. As a result one group worked to put together a sequence of three incidents: a young child asking a girl if she was a boy, because her voice was low; a daughter being encouraged to take up two different pastimes by her father (coming to a football match with him) and her mother (going to ballet classes) and feeling pulled and pressured in opposite directions; a young man, thinking to himself as he sat alone, about his own sexed identity, having wondered if he'd rather have been born, and lived a girl. The students presented work which began with a still image of the whole group, all looking at the audience, asking in unison 'who am I?' and ended again in the whole-group composition, saying in canon/ overlapping speech, 'I'm me'. They wanted to use multiple characters to communicate their understanding of the individuality of lived experience of sexed and gendered identity, but start and end as a group to try and portray a sense of shared experiences of the ways that gender is policed and constructed in the world. Individuals in this group talked in the closing ten minutes, about their sense of never having thought about sexed and gendered identities before, in this much depth (session evaluation form).

7.5. Working with LGBT groups

I want to know more about how to talk to young trans people about the issues without offence (Worker at LGBT Youth Project)

I would you like to know more about why trans people don't always feel an accepted part of the LGBT umbrella (Young LGBT workshop participant)

The exploration of the consequences of living in a binaried world worked in different ways with different audiences. Ten of the sessions were delivered to LGBT groups and these sessions raised challenges and highlighted benefits of working with young LGBT people, and those professionals supporting them, to engage with trans issues. For example, the workshop delivered at the launch of the London LGBT Youth Council was attended by many youth workers working in LGBT settings. Here the Sci:identity team encountered lots of workers who were very keen to engage with trans. Other LGBT group outreach sessions also highlighted the extent to which youth workers were keen to gain better understandings around trans identities and to find ways of being more inclusive of trans young people in their work.

In the evaluation session at Allsorts, Brighton Jay Stewart says:

The workers seemed to be very interested and had expressed a desire to learn more about engaging with trans in and of itself, but also how to service trans young people attending their drop in and other services. Two of the workers took notes in order to feedback to workers meetings and another took photos so that the workshop could feature in their 'zine that they are currently producing. This worker also wanted to put one of the Sci:identity 'zines in the Women's Library in London where she was about to go on placement. This demonstrated a keen interest in engaging and distributing information and allowing for their learning to flow through and beyond their organization. I felt the workers demonstrated that this was not tokenistic and they were taking the "adding the T" quite seriously. At one point (Participant N) said "some people say T is for Token" and she expressed a keen desire for that to not be the case at All Sorts. It felt like there were taking a long term view. They are currently changing their constitution to become LGBT.

Two of the sessions were run by NRG. One was in Vauxhall and the other in Croydon. NRG is a youth provider for south London LGBT young people, which is part of the Terence Higgins Trust. It was one of the more well-resourced of the LGBT groups visited in terms of space, pool tables (three), computers (more than 20) etc. They also offered closer support for the young people with one-to-one sessions as well as drop-ins. The session in Vauxhall had obviously been heavily advertised to professionals that liaise with NRG as it was arranged that some professionals, including an educational psychiatrist and a key worker for Children In Need, based in Islington, were keen to attend. The group numbers were 7 young people and 5 workers. Although the facilitation team knew there would be some professionals present they felt that this impacted negatively on the young people who participated. It was decided by the Sci:identity team however, that all would take part in the workshop, rather than observe. In his evaluation session, Jay Stewart says:

It seemed to me that they (the professionals) were very keen to "get on top" of trans issues and it was generally felt that we did some of that for them in this session. However I would imagine they would have wanted to go further and to engage in a workshop that was more geared to them as professionals. It would definitely be a good idea to contact some of these people and to have a bit more of a conversation regarding this. I think them seeing young trans people in the film had an impact and they expressed a wish to see the whole of the film. (We only showed clips due to time restrictions)

The short workshop was insufficient to engage with all of the workers' questions and in this session, as well as others it became apparent that there was a general feeling of insecurity regarding how to deal with trans members in their own youth groups. Conversations between workers and the Sci:identity team during other sessions within the outreach phase revealed that workers were not aware that some of the young people that they worked with may identify as trans and may not be 'out' as trans in a youth group setting. This led to workers thinking about their lack of awareness about trans identities and how transphobia operates in a group setting to the point that a young person may not feel safe to come out as trans. Some of the outreach sessions were delivered at youth groups where the workers believed that they did not have trans people attending their group. However the Sci:identity team attended that particular group precisely because they knew that there were trans members attending who had decided against coming out as trans because they felt unsupported in terms of their gender identity. Sci:identity participants involved in the outreach phase noticed the difference in culture in some LGBT youth groups compared to the sessions delivered in schools and colleges:

I would say though that facilitating LGBT Youth spaces is not easy at all. It's not like school and there are no structures in place for unruliness. It's difficult to manage attention spans and to meet the group at their level of expectation – i.e. that it's not a lesson for them and that it has to be fun/interesting. These group has been the hardest in these terms and there was lots of unruliness and no real management by the youth workers themselves. (Participant N)

Clearly this atmosphere is quite different to the safe facilitated space provided by the project for Trans youth. This raises the question as to how young trans people can be successfully included in LGB youth settings considering the measures required to create the safe space.

It is also worth noting some of the tensions experienced by trans youth, who are working to find a comfortable way to express their gender in the sometimes sexualised space of LGBT youth groups. This is something that young trans people may not be particularly comfortable with. Participant P describes his experience of going to a group for the first time here:

Participant P: I went to an LGB group nearby. It was a bit crap, the people were a bit crap but at least I went, I probably wouldn't have done that before. I would have been too scared to meet all those people but I did. It was awful but I might meet some better people when I go to the youth group at college. They might be less awful there.

AR: What was awful?

Participant P: There were all these sex-obsessed gay guys just talking about sex constantly, I mean it was about STIs but they didn't seem to understand the concept of just having sex because they cared about each other, so it just freaked me out slightly. I was like Ok, Fine, I am going now. But I tried, it was boring and awful but I tried.

Exploring similar experiences and finding common ground within LGBT settings

In the outreach sessions with LGBT youth groups, facilitators often encountered young LGB people who were also profoundly uncomfortable with living in a binary gendered world and they recounted the ways in which this affected their identities. Several young lesbian, gay and bisexual people in the outreach sessions were struggling with the cultural norms of having to identify as either male or female and in trying to understand the relationship between their sexual and gendered expressions. In his evaluation session at Allsorts, Jay Stewart says:

It emerged as we then went on to ask 'what makes a man?' etc and the Gender Matrix quiz that there was a clear reluctance to engage with binaries. H, a female-bodied workshop participant, expressed clear frustration at the quiz and did not want to engage. This led very easily into a discussion around problematics of the binary gendered system and how for some people (including LGB as well as T) life can be difficult. So this discussion was slightly different as it was not just about gender presentation but how people self-identified. For H here

who struggled with the idea of having to be male or female, which is different to masculine or feminine, I responded to this making links with trans narratives which generally struggle with not feeling comfortable with being female when they feel themselves to be male etc.

These experiences were drawn on to link with to some trans people's experiences of not feeling comfortable as either male or female and the overlapping struggles of lesbian, gay bisexual and trans people. In these sessions the Sci:identity team productively discussed these matters drawing out parallels between societal attitudes to sexualities, transgendered and transsexual subjectivities. The LGBT youth sessions offered the opportunity to explore the broad range of understandings of sex, sexuality and gender. Often the celebration of lesbian and gay gender expressions, whereby it is acceptable to be a more feminine man or masculine woman and engage in practices such as cross-dressing, were explored productively to open up an understanding of gender as a continuum of expressions, all of which are subjected to some of the social norms of a binary gendered world. So for example, in one session the workshop participants had a general discussion around gender specific spaces. Then a very feminine young gay man and a MtF transgender person talked about the problems they encounter trying corsets and other feminine clothes on in the retail outlet, Primark. Here, they shared experiences of being challenged at the dressing room by the assistant, and them building courage and saying "actually yes I do want to try this on" but then feeling that they have to explain that they're going to a Moulin Rouge themed prom. This moment was one example of an opportunity to explore some of the social embarrassment and shame at not fitting into gender norms. Moments like this opened up opportunities for the Sci:identity participants to compare their stories (for example of a transman being told to go the men's changing room and feeling proud of passing as a guy). Such dialogues offer an opportunity for understanding across identity categories and in this process the workshop spaces offered up a valuable forum for young LGBT people to explore the relationship between their own gender identities and sexual identities in order to gain some clarity. The following is a description of another moment taken from Jay Stewart's session notes:

There was a really interesting moment when G a transgendered-presenting person – identifying as "he" said that he didn't feel like a transsexual, that he didn't want 'the op', but that he really liked his feminine side and dressing in female clothes etc. Someone suggested that he was a transvestite but he didn't like that word. [Participant B] said perhaps "cross dresser" would be a better term. G agreed. G said he didn't know why he liked it, he just did. [Participant B] said, "Maybe it allows you to express a different side of you that your masculine self cannot". G agreed that that was the case. It was an interesting moment where language, albeit new, was quite helpful. [Participant B] later spoke openly to the group about how the trans group workshops consisted of many different trans types – including gender queer (and he explained what that was) to transsexuals who would want surgical intervention, to cross dressers. The interaction by Participant B was really "on a level" somehow. G was definitely introduced to new words and exposed to my trans status as was Participant B, and Participant I who already attends the group. Thus getting a diverse representation of trans identities.

As well as unpacking and challenging presumptions about sex, gender and sexuality in these sessions the workshops offered an opportunity to draw parallels between young lesbian, gay bisexual and trans people's experiences. So for example after showing a two minute piece of film which collates some of the 'science' and looks at the moment of birth, when the sex of a baby is declared, one workshop participant picked up on the point made in this short, that transsexuality is a psychiatric disorder, and related this to the history of homosexuality as a mental disorder. This led on to a discussion of the history of trans, and in particular picking up on comments by endocrinologist Andrew Levy when he states that there has only been information and research around transsexuality since the 1960s. In his evaluation session on NRG, Croydon Jay Stewart says:

On the topic of "what is gender" one boy said "I've just had to write an essay about this at school". On feeding back to the group he said, "gender is performative" and went on to explain what that means. I think this was the first mention of such a word throughout the whole 12 months project. To me this highlights an academic interest in gender related ideas. Likewise, a young boyish girl, was very knowledgeable around trans and a more trans/ gender queer idea. She also understood a distinction between a transsexual and a transgendered person, although expressed uncertainty when she spoke about this. We had a great conversation about hating the word "lesbian", associating it with negative connotations and chose the word gay. I project onto this the association of a lesbian intrinsically being a girl or a woman first,

and so can be problematic to someone not wanting to identify strongly as being a girl or a woman. There is obviously a keen interest and relevance for young LGB people to engage in gender discourse.

In his evaluation session on Young People's Centre in Durham, Jay Stewart says:

Maria Lawson, the worker who liaised with me regarding setting up the workshop, really engaged in this session. During the Venn Diagram exercise, we spoke of compulsory heterosexuality and we complicated ideas of nurture being not just parental but influences and stimulation from many other people. There was a general suspicion of science and we had a good discussion around power and politics involved in sex and gender. As a group of both workers and young LGBT workshop participants we had an interesting discussion around designer babies and gay couples having babies where both parents (e.g. two males or two females) produce a baby that has both their parents' DNA. Some gay workshop participants were against this saying that it was "messing with nature" and some were keen on progress and that it allowed for equality. Another nice moment was when on watching 'Trans Journeys' one of the young people gave a really interesting reading of the Sci:identity Participant's piece about evolving with the aid of scientific progress – the changes in travel as a metaphor of this. i.e. going from train to airplane to rocket. I thought that this was really nice.

We noted that science's interest is to maintain procreative norms in some ways (assigning sex at birth) but in others is really pushing boundaries. Drawing on similarities and differences between young lesbian, gay and bisexual people with trans people was established, but difficult to pin down. However some of the exercises, (see Gender Matrix) did allow for fruitful discussion. At NRG, Vauxhall, there was one boy who later on described himself as a "big ass girl" when we discussed his female and feminine qualities. He said he didn't mind these. He is who he is. In his evaluations session Jay Stewart says:

It struck me as difficult to engage this kind of "liberal" outlook which, on the one hand embraces gender diversity, yet doesn't look to "understand" trans gender journeys, that is to say, understanding why someone might look towards changing the body in order to align with their sense of self.

8.The Longitudinal Impact of the Project on Sci:identity Participants

As discussed in the evaluation of phase 1 and 2, the Sci:identity project has impacted on the original Sci:identity participants in several ways. These impacts can be understood as: creative impacts, educational impacts, personal impacts and social impacts. Although the creative engagement and outreach phase of the project has ended, the Sci:identity project continues to have an impact on the lives of the Sci:identity participants and their friends and families, in their communities and beyond. In an evaluation session which examined these impacts, Sci:identity participants discussed the ways in which their lives had changed since the creative engagement phase.

8.1. The Impact of Participants' Involvement in Outreach

As part of a process that has been committed to the principles of participation and engagement, some of the young people who participated in the creative engagement phase of the project also had an opportunity to participate in the outreach sessions, whether through having the DVD of their creative work shown in the outreach sessions, or as co-facilitators. Six of the original Sci:identity participants took part in the outreach sessions, with some attending just one session, while others attended several, going on to do facilitation alone after this project. This has offered some participants an opportunity to build on the creative engagement phase. Clearly taking part in a workshop as an 'out' trans person and listening to discussions, and often negative comments about trans, was a formidable task for the participants. Their willingness to take part in the outreach is, in itself, indicative of their increased self-esteem, self-confidence and commitment to the lessons of the project being disseminated. Sci:identity participants and staff discussed the way the young people found initial sessions very difficult, but then relaxed and took bigger roles in subsequent sessions:

We are starting to see a pattern emerging where the first one renders the Sci:identity participants a bit shtum (sic). They are uncertain and get a bit stuck in the first one (I also was). The second one they are a bit more in the picture and may have been allocated various tasks in the planning which they may need help with as it gets played out in the workshop. By the third one they seem much more competent. (Jay Stewart – filmmaker and Outreach Facilitator)

But ... it was quite hard. It was my group anyway but it helped my friends cos it was like 'she or sorry he', but now they just get on, they have got it now. Before I used to challenge them and they were like yeah whatever, but now they absolutely get it (Participant P)

First couple I was really nervous, and... just nervous. Answered some questions towards the end but with the last one I was taking notes and joining in, so it got a lot easier. If I went to more I think I would have managed them a lot better (Participant D)

Learnt a lot, positive experience going through it and feeling horrible at the beginning but I had to go through that, to get to managing it, it was good. (Participant C)

Through taking part in the outreach phase, Sci:identity participants grew in confidence, increased their social capital, increased their interest in gender politics and became further involved in representational spaces open to trans people. Several Sci:identity participants have gone on to be trans representatives on several community fora, whilst others have been involved in producing advice and information material for the Department of Health's Sexual Orientation and Gender Identity Advisory Group (SOGIAG) and the Department of Education and Skills in association with the Anti-Bullying Alliance.

One of the main issues that was identified in the previous Sci:identity Evaluation Report was the way in which the project had led to a significant increase in Sci:identity participants' confidence. The longitudinal impact of that raised confidence is evidenced in the ways in which they have continued to be involved in gender politics, whether on a micro- intersubjective level, through creative activities, or formal learning, and in the range of activities that participants have gone on to become involved in.

8.2. Impact on Family and Friends

Several Sci:identity participants reflected on the extent to which their families and friends are more understanding, supportive and accepting of their trans identities since their participation in the project and particularly since families and friends have attended Sci:identity film screenings and other subsequent public events:

So I am more interested in gender politics. I read about it more and I am more interested and I actually make contributions. Like I talk to friends about it at school, I tell people, I kind of educate people about it cos people at my school are a bit ignorant about it and I explain a lot and they understand things a lot better. So my friends are interested in stuff, issues... about the Gender Recognition Bill. (Participant P).

This is also reflected in the following letter received from one participant's parent,

I would like to pass on my most sincere thanks and appreciation for all the time and effort you and all of your team went to facilitate the Sci:identity project. It has made such an effort to [X] in terms of increased confidence and self esteem, a degree of self-awareness and a feeling of fitting in somewhere at last. It has also brought me some peace of mind regarding his future. (Letter from Parent of Sci:identity Participant Nov 2006)

8.3. Social Capital

The phase 1 and 2 evaluation report discussed the extent to which participation in the project had led to an increase in social capital amongst Sci:identity participants. This has continued to build since the end of the project as some Sci:identity participants have stayed in touch with each other. This has been through communication technologies such as text messaging or on-line chatting and discussions. It has also led to Sci:identity participants visiting each others' towns and cities as the following quote illustrates:

Before [Sci:identity] it was like a secret, a hidden crowd of people, who may or may not really exist, cos I hadn't met them, they may or may not exist. So it was hard to believe 'til I met them. Cos you meet people on-line but it is hard to know, they might be a robot, just pretending, it's like, I have more friends who understand my situation, different to my friends at home. N and E came down to visit me for my birthday, so I am in contact with them. It has made me a lot more confident, these new people, because I didn't really feel like I was very, I didn't have much self esteem, I thought I was a bit of a git, before I came here, but people seem to like me and I feel like I am less crap than I thought I was before, (Participant P).

However, this is not the case for all Sci:identity participants. While some Sci:identity participants have benefited from taking part in the project, meeting other trans youth and keeping in touch with each other some Sci:identity participants (in particular those outside of London) have returned to difficult home situations and hostile familial attitudes and talk about an intensified feeling of isolation, as this quote by participant I exemplifies:

I felt really good doing the project but it has like been a massive downhill slope since it ended. I had nothing to look forward to and I was just left with my mum's ignorance and hatred of it and my friends just being ...I am texting my Sci:identity friends. I have only been to a couple of screenings cos it is hard for me to get down to London. I am in touch with the Leeds (FTM) group, but they are all really old compared to me. I knew about it, but it isn't the same as being with youth. (Participant I)

8.4. Creative Impacts

The Phase 1 and 2 report discussed the extent to which the project had had a considerable impact on the creativity of the young people involved. One of the key features of the Sci:identity project was the ways in which the Sci:identity participants engaged in 'scientific creativity', that is, that they were not passive recipients of scientific information, but rather science and art were *things that they did and things they made use of* in the workshop space, and beyond. One of the distinct features of the project was the way in which the Sci:identity participants developed a critique of science and medicine through individual and collective creative practice. The young peoples' creative work communicated complex understandings of the science of sex and gender. Some of the themes that emerged in the Sci:identity participants' work were: a critique of a science and medicine which produces the coherence of sex and gender, communicating the far reaching consequences and difficulties of living as a young trans person in a gender binaried social world. This creative impact has continued in the life of Sci:identity participants as two young people discuss here:

I've done more performance stuff, I have written other songs, and I recorded the song I did for Sci:identity and it is now my GCSE music course work. I have made music for Myspace and I am going to put it on there. (Participant I).

I have developed a passion to investigate gender through art. I have designed a new leaflet for my local LGBT group and I have been helping with the [SOGIAG] leaflet here as well, doing bits and pieces, to put in it, and I have erm, spread to doing it on the computer, making computer images. This was stuff that I was experimenting with doing the original project, so after Sci:identity I wanted to go on and learn Photoshop. [] And at College. I made a website about Tran stuff, I am doing an IT course and some of it is about software development so I have a folder with that. (Participant I).

Sci:identity got me having passion about something, got me caring about something, for me and for others, cos generally I have been a bit generally, I don't care, whatever, so it actually got me thinking in an intellectual way cos I was writing my dissertation at the time and it was a pile of wank compared to what came out of Sci:identity, so I wish Sci:identity had come before cos it was far more interesting so it has given me passion literary wise and also like finding about different scientific and social view points are...the different discourses of transness. I started reading stuff years ago and became a stoner and I drifted away from being a gender outlaw, to use Bornstein's terms but it has come back and I think yeah it is nothing to be ashamed of. (Participant A).

8.5. Making Changes to Trans Youths Everyday Lives

Sci:identity participants have gone on to make changes in their everyday lives, dealing with the small moments whereby they encounter prejudice, confusion and disrespect as trans people. The project has left many of its participants with increased confidence and self esteem, tools such as language and scientific knowledge and support networks which have enabled them to deal with some difficult situations that they encounter, with skill and sensitivity. This has taken place in a range of environments such as work, college and school. After attending the film screening and exhibition at the end of Phase 2 Participant C's mother went to the school and requested that they use the correct pronoun for her child:

Participant P: The school are using the correct pronouns for me now, the teachers are less confused (or maybe more confused)

AR: how did that come about?

Participant P. I am not sure, I asked them to, and my Mum wrote a letter asking them to use the right pronouns and they responded.

This Sci:identity participant discusses how his increased confidence has enabled him to speak up more confidently in the class room:

It's made a huge difference because before I came to the project I was really quiet ...I would sit at the back of the class and never said a thing, even asked I wouldn't dare say a thing in front of people. Now I'm, like, really gobby, so now if I have an opinion about something I don't really care whether anyone thinks it's right anymore, I just think well, it's my opinion so fuck off. (Participant I)

Participation in the project has allowed Sci:identity participants to be able to challenge negative attitudes to trans identities with skill and sensitivity. As the following illustrates,

One job I am at is quite a macho job, its theatre work with the technician staff. There was a guy being transphobic to a friend of mine, who I live with, who is a pre-hormonal and pre-surgery trans guy. So he was saying, you can't be a guy if you are not born with a cock, or penis, so I was able to argue the trans issue without outing myself as trans. So he took me as biologically male, and had been doing so for a couple of weeks when the discussion about my flat mate came up, and so because I was passing already, and cos I had been working with them a couple of weeks I was able to use my knowledge of trans issues, almost objectively on myself, to defend my flatmate. That was a huge impact, cos before transitioning I would have had to come out myself and done that for myself, so I felt it made more impact me not coming out, cos from his perspective I am a guy saying look it's ok to be a guy if you are born without a penis, whatever, so he was going on... saying 'I am really winding you up with this aren't I?', and I was saying 'well yes you are actually and this is a friend of mine, and you are not respecting him.' So he was saying "she" this and "she" that, and I said 'I would really appreciate it if you could refer to him as "he" ', and this guy eventually said 'alright, alright' and said the name without the pronoun (Participant N)

8.6. Growth of Spaces of Representation

The development and delivery of the Sci:identity project has been timely in that it has contributed to, and in some instances precipitated, productive partnerships and new working relationships. While to some extent this may be coincidental, it is also the case that through the Sci:identity project young trans people have had an opportunity to come together in real space and time when they would not have had otherwise. This has meant that they have been able to identify the issues of concern to them, express themselves creatively, and take part in new spaces of representation. They have benefited from this participation and have, in many cases, been empowered to contribute to current debates and emerging policy agendas regarding trans and specifically trans youth. It is fortuitous that the Sci:identity has occurred at a time when new spaces such as the Transfabulous arts collective, the Trans London forum and the London LGBT Youth Council, have been established and sought out the participation and input of trans youth. The project has to some extent developed capable, informed and skilled trans youth who are, for the most part, willing and able to participate in these spaces. So for example the grassroots support group FTM London now has more Trans youth involvement. Simultaneously representational fora such as the Metropolitan Police LGBT Advisory Group (an independent group of LGBT people who advise and monitor the metropolitan police) are also working with original Sci:identity participants in the development of a trans subgroup. Trans youth who have been involved in Sci:identity are also becoming more involved in contributing to and improving the information available on trans youth. Four Sci:identity youth, together with two of the Sci:identity team and three new young people are involved in the Department of Health's Sexual Orientation and Gender Identity Advisory Group's (SOGIAG) trans work stream. This group has been established as part of the Departments of Health's Equality and Human Rights team, which seeks to make healthcare in the UK more accessible to LGBT people. The Trans work stream brings together trans community advocates, expertise from the public health sphere, commissioning, practitioners and civil servants. As this Sci:identity participant recognised, trans youth matters are on the current policy agenda:

It has become a lot more on the agenda; it is a hot topic now regardless of what I am doing but Sci:identity has come at the most ridiculously perfect time, and it has been a big platform for a lot of people to do a lot of work and activism and meet people. and network and get involved. (Participant N)

It is a legacy of the project that these young people are able to participate in these fora and spaces of representation to the full. Following a screening of the documentary at the LGBT Youth Council Launch, participants at the launch went on to vote on the top ten priorities for the forum's work. Many of the participants who had attended the screening voted and subsequently, trans was one of the three top priorities for the forums work.

Two Sci:identity participants discuss their involvement in community organisations here:

I edit the FTM newsletter; I wouldn't have done that otherwise. It happened after the (Sci:identity) Zine and now I am involved in the other trans youth projects, doing the trans booklet for the Department of Health. And I am involved in other trans youth projects. So they have happened because of Sci:identity and I am involved in them because I am still linked to Sci:identity. The booklet, (SOGIAG) and there are other things coming. It's for questioning people, newly trans people; it's going into LGBT youth groups around the country. (Participant C)

I have also joined Transfabulous organisation, Schools Out, the London LGBT youth council, and the LGBT independent advisory group for the Metropolitan Police. So that has been a result of meeting people, social networking, but also confidence and transitioning, all that. I feel more confident in LGBT settings to discuss trans issues, but not just because I am trans but from a more knowledgeable point of view and I am becoming an active member of the trans community in and out of trans circles in society. It has created professional opportunities and I have applied for jobs because of it. And I am an activist, totally involved in organisations, because I have been involved in the outreach, so I am looking towards a career in this as well now. (Participant N)

Several Sci:identity participants have gone on to become involved in consultations and debates around diversity, with a particular emphasis on trans issues within LGBT community spaces. Participant D attended her local borough's LGBT forum where she was able to speak up and emphasise the importance of trans issues. In an

interview she stated that she would not have done this in that past. Furthermore she may not have been aware that such forum existed. In this process her cultural geographies have expanded as she has moved out from previous isolation and not having any other trans friends, to having lots of friends and being aware of the London trans community. She discusses this here:

I have gained considerably from Sci:identity in terms of socialising skills, I am getting out more. I have become part of the trans community, Sci:identity was a door to this. Now I go to meetings, so I have joined the Trans London Group in Russell Square, I found out about it through (Participant A) I didn't have any social network before Sci:identity. I have benefited a lot from forming friendships through Sci:identity. I was nominated by my housing association, for people who had done well, progressed a lot in the previous year. It was an award for people who have been doing well, I went up to the House of Lords for it. (Participant D)

9. Conclusion: Developing Gender Pedagogy

The only thing that keeps me looking forward is more of these projects. (Participant I)

As far as we are aware, at the time of writing, this is the first project in the UK to work with trans youth from across the UK in real space and time. It has provided a valuable opportunity for a range of stakeholders to reflect on their work and practice and to consider the ways in which gendered binaries work to make the lives of trans people in general, and trans youth in particular, sometimes profoundly difficult. Clearly there is a case for continued work to reduce the isolation and distress experienced by trans youth across the UK. Current research carried out by Stephen Whittle et al. in *Engendered Penalties: Transgendered Peoples Experience of Inequality and Discrimination* shows that young trans people are suffering high levels of violence and abuse. This report, which reviews existing research on trans people's experiences found that 48% of respondents had been victims of assault, including sexual assault and rape, and 78% had experienced verbal harassment. Whittle's research shows that many of those people working with young trans people such as school teachers, school psychologists and social workers have not received training in trans awareness and perpetuate negative attitudes and transphobia.

Clearly, in light of this research the Sci:identity project is one example of a much needed intervention. The project has successfully engaged and worked with young trans people and a range of stakeholders. As this report, and the previous Sci:identity report show, the project has had a positive impact on these young people's lives and the lives of their families and friends, reducing isolation and increasing skills and confidence. Furthermore the project has also successfully raised awareness and opened up debate about the science of sex and gender and trans identities in a range of educational and representational spaces. The project clearly has lessons for both gender pedagogy, creative science communication and future work with trans youth. The Equalities Review (Whittle et al 2007) shows how trans youth have a particularly negative experience in school environments. As the following extract illustrates

The young trans person, who is forming their identity in school, faces bullying and harassment. Some 64% of young trans men and 44% of young trans women will experience harassment or bullying at school, not just from their fellow pupils but also from school staff including teachers. These are higher rates than shown in many studies on young lesbians and gay men at school. The research also counters the commonly held belief that there is less tolerance of 'sissy' boys than tomboys, finding that females who become trans men later in life faced the most harassment and bullying at school. The research shows a major difference in final educational achievement levels in the trans population compared to the UK average. Many trans people leave school after completing Level 2, but 34% obtain a degree or higher degree (later in life), compared to the UK national average of only 27%. (Whittle et al 2007: 17)

The Equalities Review finds that transphobic bullying is rife in schools in the UK and that there is a need for education, not just of children but also school staff and other workers. It also argues that research needs to be done into the experience of trans identified or masculine female adolescents and their need for protection from bullying. Furthermore, there is a need for projects to ensure trans identified young people are supported to stay on at school, rather than leaving and seeking education later as 'second chancers'. Whittle et al 2007: 22). With these matters, while it is significant that the trans youth who participated in the project returned to their schools better equipped to be able to deal with bullying and negative attitudes to their gender identities, and while their school and college lives have improved, it is nevertheless unfortunate that there was less take-up of the Sci:identity outreach package by schools. There is clearly a need for raised awareness and improved equalities practice.

The Sci:identity project, in both its creative engagement phase and its outreach phase, holds clear lessons and points towards models of good practice when working with trans youth. In an awareness of the uniqueness and significance of the project, the Sci:identity participants were asked to reflect on the project and what it was that the Sci:identity Project had done differently, and to think of advice for people wishing to work with trans youth.

The following statements are a summary of their reflections on their experience of groups and schools:

- Schools and youth groups are more judgmental
- People ask inappropriate questions
- Lots of disrespect
- Lots of bitching, and nothing said to your face
- Perceived as 'Not normal'
- Stressful
- Youth groups and schools are not at all informed on trans issues
- Not seen as a traitor in Sci:identity but in LGB world seen as deserting one identity and entering another.

They were then asked what Sci:identity staff did differently to improve the working environment:

- Not being judged/ Identity not questioned; gender not mocked
- Working up a contract, getting pronouns right etc
- The atmosphere was relaxed, calm, fun, safe
- Openness – being able to talk and be proud of our trans status
- Able to talk about our own experiences
- Respect and understanding
- We're normal here
- Not stressful or anxiety provoking
- Uncovering the deep seated threat that trans offers – both LGB and straight (attachment to their gender worlds and fixed identities)

They were then asked to think of recommendations for future practice when working with trans youth:

- Respect and tolerance: for privacy and disclosure, pronouns, how you fit in
- Gender free toilets
- Acknowledge new names and make sure you call people by them
- Research, responsibility (To research trans issues and deal with knowledge and respect)
- Need for Awareness raising: Understand what it is to be trans

- Education/ Trans training: Leaders, teachers, youth
- More Identity videos in schools “T should be included in sex education videos from year 6”
- Don’t make a big deal out of it; Be open and cool
- Leaders to be ‘trans’ friendly. Open up from Homo/ Gay
- Be inclusive
- “acknowledge we exist” – but not apparent if you’re intolerant
- There should be policies on trans related issues
- LGBT stuff in PSE (Personal and Social Education)
- Look at other countries’ approaches for good practice e.g. NCY Gay-straight Alliance in schools and universities

These comments and suggestions, and the existing research on the experience of trans youth point towards the need for some clear good practice guidelines for people who are working with young people generally, working with trans youth specifically and those wishing to be more inclusive of trans youth in their work. Throughout the outreach phase of this project, workers from a range of fields discussed their wish to be inclusive of trans young people. While the project has offered those it has come into contact with, an engaging and informative insight to the micro-politics of gender and the ways that understandings of and preconceptions of gender impact upon trans people, there is clearly a need for accessible tools and resources for those working in these fields if trans young people are to be included in youth work, arts and educational settings and if the factors that contribute to their considerable distress are to be reduced.

Appendix 1: Example of School Workshop: Haydon (AS Drama Students, Year 12) 8.40 - 10.20am

8.40	9.05	9.20	9.35	10.10
<p>Welcome & Opener 5 mins CM</p> <p>Intro me & project</p> <p>Names around the circle & rest of team say who they are.</p> <p>Structure of session & grouping for 1st exercise</p> <p>Start unpicking key terms (WG): JS 15 mins Sex; Gender; Science into Venn diagram</p> <p>What's your understanding of the key terms?</p> <p>Each group sum up</p> <p>Show 2 min clip & talk a bit more in response to it.</p>	<p>Gender Matrix 15 mins CM</p> <p>Male/ Female (sex) Masculine/ Feminine (gender)</p> <p>Group come up with the 'criteria' in initial discussion about what makes men/ women</p> <p>Questionnaire distributed & completed</p> <p>JS: Discuss outcomes aiming to get the group to go deeper with ideas of sexed & gendered identities AND TRANS</p> <p>Aiming to get them to think about trans: - Birth sex - Hormonal &/ or surgical intervention</p> <p>(Fionn to contribute)</p>	<p>Show Trans Journies film FG 20mins</p> <p>Move into:</p> <p>Young trans people's experiences of gender & sexed identities & what 3 participants from the group put together ...</p> <p>FILM</p> <p>And discuss: How did the form(s) or techniques tell the story?</p> <p>List the forms e.g. Still images Repetition Use of music Animation Narration/ voice-over Metaphor (train)</p>	<p>Devising exercise: 35 mins</p> <p>Small group task (4/5s):</p> <p>Back to YOUR experiences/ thoughts around Sex, Gender, Science</p> <p>Decide on a key 'moment' eg. Younger brother's relationship to older brother & how masculinity is produced within family eg. Biology of the body 'happens' quite apart from your psychological readiness eg. Puberty/ menopause</p> <p>USE: some of these (Brechtian) devices</p> <ul style="list-style-type: none"> - still images - direct address - placards - non-linearity <p>9.55am (all to chat) See each group's piece & reflect, sustaining the focus on the significance of sex & gender in the world</p>	<p>Close 10mins CM Complete monitoring forms</p> <p>Plus: 1 thing you most enjoyed 1 thing you understand more about 1 think you'd like to know more about</p> <p>Close Thank the group; Exec Summary Report; Future project ideas; Contact details</p>

Appendix 2: Sci:identity Project Workshop Gender Matrix Exercise

Circle the numbers against the statements you AGREE with:

- 1) I can grow a beard when I want to
- 2) I have a deep voice
- 3) I often listen to other people's problems
- 4) When I'm in a new place, I have a good sense of direction and get my bearings quickly
- 5) I have periods
- 6) I have quite long hair
- 7) I tend to worry that my bum's too big
- 8) I usually keep my hair really short
- 9) I've got quite a few bras, in a variety of colours
- 10) I paint my nails
- 11) I play football
- 12) I am taller than 5' 6"
- 13) I know how to knit
- 14) My body produces semen
- 15) I have more oestrogen in my body than testosterone
- 16) I tend to cry from time to time
- 17) I have a tendency to get into fights with people
- 18) I tend to be open about how I'm feeling
- 19) I see myself as a logical rational person, rather than an emotional one
- 20) I enjoy talking about my personal life to my friends
- 21) I don't mind hurting people's feelings in order to get something done
- 22) People often find me insensitive to their feelings
- 23) I have breasts
- 24) I can beat most girls at arm wrestling
- 25) I believe I have the capacity to become pregnant
- 26) I have small hands
- 27) I never wear skirts
- 28) I buy my clothes from Topman rather than Topshop

Now, circle the numbers you agreed with...

Male	Female	Masculine	Feminine
1	5	4	3
2	7	8	6
12	15	11	9
14	16	17	10
19	23	21	13
22	25	27	18
24	26	28	20

Totals: _____ _____ _____ _____

Appendix 3: Wider Outcomes

The Department of Health's Sexual Orientation and Gender Identity Advisory Group (SOGIAG) and the Department of Education and Skills in association with the Anti-Bullying Alliance.

Performance Studies International 12, June 06 Queen Mary, University of London Panel Presentation 'Queer as Fuck or Living with the enemy: Towards *not* reconciling the state with queers, trannies and children': Catherine McNamara (Project Coordinator) with Dr Stephen Farrier and Selina Busby

Streetsigns, review of project/exhibition: Dr Alison Rooke (Evaluation Officer)

FTM London newsletter Aug 06, review of project/ exhibition: Anon (participant)

Schools Out! Newsletter review of project/ exhibition: Anon (participant)

Theatre and Performance Research Association, Sept 06 Central School of Speech and Drama, University of London, Applied and Social Theatre Working Group contributions: Catherine McNamara (Project Coordinator) and Jay Stewart (Facilitator & Film maker)

London Theatre Seminar, 27th November 2006, paper titled 'Performance and the Constitution of Transgender Identities', Catherine McNamara

Display stall (showing the documentary and other materials) at November 2006 *LGBT Archives Conference*, Metropolitan Archives Centre to promote the Sci:identity Project, and trans youth arts more broadly.

Sci)identity: developing a critique of medical authority within a trans youth project Alison Rooke, Centre for Urban and Community Research, Goldsmiths, University of London Paper presented at *Live Sociology Workshop 5: The Future of Sociological Representation, Friday 8th and Saturday 9th December, 2006 Glamorgan Building, University of Cardiff*

Appendix 4. Consent and Release Form

Photographer: Mike Abrahams
Film maker: Jay Stewart
Client: Central School of Speech and Drama: Sci:identity Project
Participant's Name:

For valuable consideration I hereby grant the *photographer/agency/ client the absolute right to use the photograph(s) and any other reproductions or adaptations, from the above mentioned project, but only for the product or brand name specified above, solely and exclusively:

Media: All rights
Territory: Worldwide
Period of Use: In perpetuity

I understand that the image shall be deemed to represent an imaginary person unless agreed, in writing, by my agent or myself.

I understand that I/We have no interest in the copyright, nor any moral rights, in the photograph/ image.

I am happy for the image to appear in:

- the exhibition of work on June 10th
- a written report to the Wellcome Trust
- a presentation to an interested organization
- a short film, shown, for example, to community groups

I am over the age of eighteen years of age.

Name of *participant: (print)

Signature of *participant:

Date:

* Parent/Guardian or model agency must sign for participants under 18 years of age

Information: Consent and Release form.

Dear participant,

During the Sci:identity Project, photographs and film will be taken, with the potential for them to be used in various ways. We'd like to explain these possibilities, in order to give you as much information as possible before you (or a parent or carer) sign your consent and release form.

As we work, you and various practitioners & tutors will generate images and digital film footage. The prime use for this material will be the exhibition for an invited audience on June 10th. As a group, we will curate that exhibition, making decisions about what we share with the audience and how it is displayed to best effect.

In addition to the exhibition, the photographs and footage generated throughout may be used for:

A report to the funding body (The Wellcome Trust) to account for the project
As part of presentations to interested organizations, to share the work of the project
A short film for use in a series of community outreach workshops from September 2006

It is important that you are aware that the work we all produce will potentially be shared in these different ways.

Your own identity can be protected, should you wish it to be, such that you do not appear in the short film, nor does your photograph appear in any report, presentation or exhibition.

Should you choose for your photograph/ image not to be used in all or some of these ways, you may still be recorded within sessions, but your wishes will be honoured during editing, curating and displaying any images.

In order for us to respond to your wishes in this regard, we need you (or a parent or carer, where you are under 18) to sign the accompanying Consent and Release form, or provide written notice of your objection to your image being used.

Consider whether you are happy for your photo/ footage of you to appear in:

- the exhibition of work on June 10th
- a written report to the Wellcome Trust
- a presentation to an interested organization

a short film, shown, for example, to community groups

Appendix 5. Outreach flyers

SCREENING SCREENING SCREENING SCREENING SCREENING

sci:identity TRANS YOUTH ARTS
what's the science of sex and gender?

SAT 10 JUNE @ 6PM
CENTRAL SCHOOL OF SPEECH & DRAMA
The Embassy Theatre
Eton Avenue
London NW3 3HY

RSVP: TO RESERVE YOUR PLACE, CALL 020 7722 8183

TRAVEL
Underground
Swiss Cottage (Exit 2), or Finchley Rd. 8 mins walk.

Rail
10 mins walk from Finchley Rd. & Frognal Station (Silverlink Metro).

Buses
13, 187, 268, C11, 31, 46, 82, 113.

wellcometrust

centre for URBAN AND COMMUNITY research

Goldsmiths UNIVERSITY OF LONDON

CENTRAL SCHOOL OF SPEECH AND DRAMA UNIVERSITY OF LONDON

I'M TRANS MAN?!

A GENDERED EXPERIENCE THAT WILL JOLT YOU OUT OF YOUR SEAT
You are invited to an exhibition created by young Trans people, with video, art and live performance, debating the social and scientific constructs of sex and gender.

sci:identity TRANS YOUTH ARTS
what's the science of sex and gender?

SAT 11 NOV 06
Screening 4.00pm, then drinks reception

CENTRAL SCHOOL OF SPEECH & DRAMA
The Embassy Theatre
Eton Avenue
London NW3 3HY

To reserve your place, call 020 7722 8183.

TRAVEL
Underground
Swiss Cottage (exit 2), or Finchley Rd. 8 mins walk.

Rail 10 mins walk from Finchley Rd. & Frognal station (Silverlink Metro).

Buses 13, 187, 268, C11, 31, 46, 82, 113 stop nearby.

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Goldsmiths UNIVERSITY OF LONDON

CENTRAL SCHOOL OF SPEECH AND DRAMA UNIVERSITY OF LONDON

I'M TRANS MAN?!

INVITATION
A documentary film which tells the story of the Scidentity Trans Youth Arts project so far, and continues debates around the social and scientific constructs of sex and gender.

10. Bibliography

Gamson, J.(1998) Freaks Talk Back: Tabloid Talk Shows and Sexual Nonconformity. Chicago: University of Chicago Press,

Whittle, S. Turner, L and Al- Alami , M. (2007). Engendered Penalties : Transgendered Peoples Experience of Inequality and Discrimination. Communities and Local Government Publications. Available from <http://www.pfc.org.uk/files/EngenderedPenalties.pdf>

Trans youth group from Sci:Identity, Gendered Intelligence and GALYIC. (2007). A Guide for Young Trans People in the UK Department of Health Available from http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_074258