

# Mapping the Journeys: Trans Awareness Workshop

## Background

For every student or staff member, there are a wide variety of factors that interact with their 'journey' through study or work. This guided activity asks participants to consider the journeys of trans students or staff, to assist them to identify the areas in their college or university that may present additional barriers or difficulties.

We have used this exercise both as an internal reflective activity with our Human Resources department, for example, and as part of wider training sessions with external organisations and other colleges and universities. It has always led to insightful engagement by participants.

## Learning outcomes

By the end of the session, participants will:

- Be familiar with terms relating to gender identity and gender diversity;
- Consider the learner or staff journey for different types of people and their full range of worlds / identities;
- Identify barriers or potentially difficult experiences for gender diverse or transgender people along that journey;
- Consider what effective support could be put in place for such students or staff within their own institutional setting



## Practical details

Requirements:

- Slides
- Flipchart paper and pens

The session is designed for small groups of between three and six people, to be used in workshops and training for a wide variety of audiences. This activity can also be usefully employed to explore specific areas to address in policy formation and consultation (see [www.trans.ac.uk/supportingstaff/developingatranspolicy/](http://www.trans.ac.uk/supportingstaff/developingatranspolicy/) for more information on developing a Trans Policy).

It can take anywhere from 45 to 90 minutes, depending on how long you spend on the main activities. Suggested timings are detailed below but these can obviously be adjusted to suit your needs.

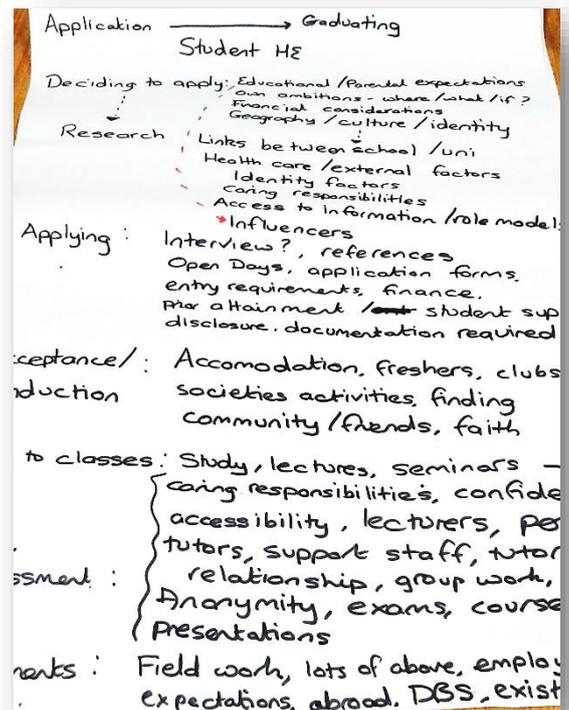
It may be useful to also include the [Trans 101 slides](#) if you have the time and wish to ensure your participants are familiar with the basics. This should be introduced after the icebreaker and before the main activities.

10 minutes	Lingo Bingo – Icebreaker and introduction to gender diversity. Give each group an envelope with the prepared definitions and terms cut out. Ask them to match the terms to their correct definition. Go through the answers and clarify any issues. This is a useful exercise to quickly and informally get people using language and discussing gender expression and identity in a way that they may not be used to. <a href="#">See TransEDU website for downloadable Lingo Bingo activity resource.</a>
5 minutes	Introduction to the learner or staff journey using example of the applicant’s journey and world
20 minutes	Mapping the journey – in small groups, ask participants to consider the typical student / staff journey – from beginning study to achieving qualifications and going on to their next destination (employment, further study...), from beginning work to retirement. Each group should map this student or staff journey, illustrated with an annotated mind-map or ‘road’ on flipchart paper (examples below). Allow each group to choose whether they focus on students or staff, depending upon their role or specialism.
5 minutes	Introduction to the journey through a trans lens using example of the applicant
20 minutes	Ask the groups to return to their map and identify key points/areas where a trans, non-binary or gender diverse student or staff member may face barriers. These should be added to the map alongside any possible support systems or activities that may mitigate these issues.
10 minutes	Each group feedback on their discussions
5 minutes	Decide upon next steps as individuals, teams and organisations in terms of implementing support for trans and gender diverse people

You can provide participants with the following lists, to guide them on the main points to consider. For more ideas on aspects of the journey, see the [‘Developing a Trans Policy’](#) guidance document at [www.trans.ac.uk](http://www.trans.ac.uk).

## Aspects of the Learner Journey:

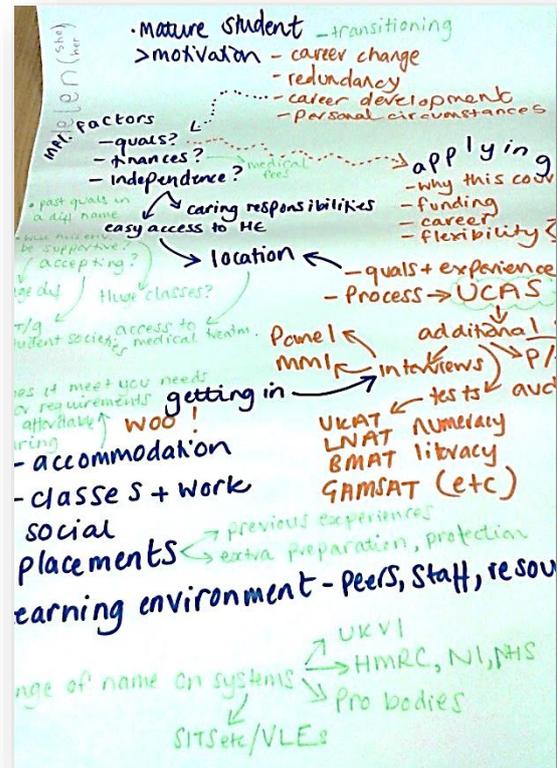
- Teaching and learning environments
- Health and medical services
- Sports and leisure services
- Qualifications and certification
- Student Union and clubs / societies
- Careers and Internships
- Accommodation and housing
- Support services
- Application process
- Peer relationships
- Professional and industrial placements
- EU / International exchange opportunities
- Intersectional experiences, e.g. disability, mental health, mature students, estrangement.



## Aspects of the Staff journey

- Application forms, processes, interviews and references
- Induction
- Identification documents
- Qualifications and certification
- Occupational responsibilities, e.g. teaching, external engagement, physical tasks.
- Leave entitlements and ‘taking time off’ for gender-affirming healthcare
- Peer relationships and networking
- Health, wellbeing and support services, and Occupational Health
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- EU / International opportunities and secondments
- Pensions and Retirement
- Intersectional experiences, e.g. disability, mental health, caring responsibilities.

These are further examples of roadmaps produced by participants during TransEDU workshops:



## To reference this document

Mckendry, S. and Lawrence, M. (2017) *Mapping the Journeys: Trans Awareness Workshop*. TransEDU Online resource. Available from: [www.trans.ac.uk/supportingstaff/training](http://www.trans.ac.uk/supportingstaff/training)