

# PRISM

Toolkit for Safe and Caring  
Discussions About Sexual  
and Gender Minorities

**FOR SECONDARY SCHOOLS**



The Alberta Teachers' Association



## The Alberta Teachers' Association

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Toolkit for Safe and Caring Discussions  
About Sexual and Gender Minorities

**FOR SECONDARY SCHOOLS**

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with funding support from the Government of Alberta. It is  
freely available to use in support of creating welcoming, caring,  
respectful and safe learning environments for children and youth.*

*Download this resource and more at [www.teachers.ab.ca](http://www.teachers.ab.ca).*

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the development and review of this resource

## Overview

The PRISM toolkit was created to help teachers promote safe and supportive classroom discussions about sexual and gender minorities. PRISM is an acronym for **P**rofessionals **R**especting and supporting **I**ndividual **S**exual and Gender **M**inorities. Like the brilliant and varying colours of the rainbow refracted through a prism, Alberta's students are a vibrant kaleidoscope of diversity. A diverse classroom environment is rich in possibilities for teaching and learning for both students and teachers. A welcoming, caring, respectful, safe and inclusive school environment allows all students to feel safe and to thrive.

Teachers are sometimes at a loss without ready materials to answer questions when the need arises. The benefit of the PRISM toolkit to individual students, small groups, classes and whole schools, is that resources are available to destigmatize sensitive aspects related to sexual orientation, gender identity and gender expression. In the 1990s the age of youth “coming out” (stating they are lesbian, gay, bisexual or trans-identified) was approximately 18–20 years; however, now there are more students coming out in their early teens and younger. Due to the gradual societal shift towards acceptance and equity, teachers are recognizing their responsibilities to engage appropriately with these topics in their classrooms. Opening young minds to these topics in school will promote a lifelong understanding and respect for diversity.

The PRISM toolkits provide opportunities for teachers to explore content related to sexual orientation, gender identity and gender expression. The toolkit is organized into the following chapters:

Background information, terminology and relevant statistics

Legal frameworks relevant to Alberta teachers

Possible questions arising from parents, school leaders and students

Creating safer spaces in our schools and classrooms

Lesson plans for a variety of courses in Grades 7–12 including core subjects

Supplemental lesson plan leads and ideas

Literature and support resources

## Students are counting on you!

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Addressing homophobia and transphobia in our schools and classrooms makes a difference in students' lives. This work matters! When asked how the resources like the PRISM Toolkit for Secondary would impact their lives, this is how youth responded:

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*“ Raise awareness and respect for those that identify with the LGBTQ2SIAP+ community. ”*

*–Grade 8, Alberta*

*“ It would educate children in the LGBTQ+ world and make people more sensitive to queer issues and understand people more. ”*

*–Grade 10, Alberta*

*“ I feel like it would make queer students feel safer. ”*

*–Grade 11, Alberta*

*“ Removes alienation and some fear to come out. It also spreads knowledge and reduces ignorance. ”*

*–Grade 9, Alberta*

*“ It would allow students to feel more comfortable in their environments and make them feel accepted. ”*

*–Grade 10, Alberta*

*“ It would minimize discrimination due to ignorance, and it would help LGBT students themselves feel included and safe in discussions. ”*

*–Grade 11, Alberta*

*“ It would make queer students more comfortable and reduce bullying by increasing mutual understanding between students. ”*

*–Grade 12, Alberta*

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## A Note On Acronyms

Many acronyms are used, but the most recognizable and common is LGBTQ. While this acronym is useful and has important historical roots, it has been criticized for not being inclusive of all marginalized identities. A more inclusive version of that acronym is LGBTTTTPQQAI+ (Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Pansexual, Queer, Questioning, Asexual, Aromantic, Ally, Intersex, etc....); however, this acronym can make conversations about this topic cumbersome. The Alberta Teachers' Association uses Sexual and Gender Minority (SGM) to be inclusive of all identities and ways of being. You will find this acronym throughout ATA materials. Materials adapted from outside sources may still use the LGBTQ acronyms or variations thereof.

Outside of this resource, you may encounter other acronyms such as MOGAI (Marginalized Orientations, Gender Identities and Intersex) or QUILTBAG (Queer/Questioning, Undecided, Intersex, Lesbian, Trans (Transgender/Transsexual), Bisexual, Asexual, and/or Gay).



# Background Information for Professionals

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**RED**—The need to address topics of sexual orientation, gender identity and gender expression in schools is critical to the safety and health of students and teachers. Through research articles and striking statistics, the **RED** section provides a rationale to inform school communities of the need to address sexual orientation, gender identity and gender expression in classrooms. Additionally, a glossary is included to provide the common and appropriate language for discussing these topics. **The RED section was created for teacher information. It should only be shared with students at the teacher’s discretion.**

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## Building Welcoming, Caring, Respectful and Safe Learning Environments

Several important factors can help teachers build resilient school-based communities and, in turn, reduce the health and safety concerns of sexual and gender minority (SGM) youth. These proactive strategies include

- positive relationships among teachers, parents and other caregivers;
- school environments that value and embrace diversity;
- clear policies and guidelines that protect students from discrimination on the basis of sexual orientation, gender identity and gender expression;
- visible allies and SGM role models; and
- establishment and support of school-based GSAs or QSAs (Griffin et al 2004; Lee 2002).

These factors strongly correlate with increased academic achievement, improved health and wellness and positive social development. Supportive school environments make a tremendous difference in the health and achievement of all students. When schools fail to address homophobia, transphobia and heterosexism, it can lead to substantial ramifications for SGM students, their families and the larger society. Schools must be places where SGM youth and SGM families are accepted and supported, not threatened and isolated. Canadian courts have found that schools that fail to address homophobia and heterosexism can be in serious breach of their professional responsibilities and considered to be engaging in educational malpractice.

Supportive school environments make a tremendous difference in the health and achievement of all students.

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Advocates for Youth, Washington, DC. [www.advocatesforyouth.org](http://www.advocatesforyouth.org). Reprinted with permission.

As expressed in the testimonial below, teachers are in a critical position to make a positive and significant impact on the well-being of students of sexual minority.

## A Student's Story

My experience as a queer identified student wouldn't be anything like what it had been if it weren't for incredibly supportive staff and safe spaces during my high school experience.

I first began to discover and come to terms with my sexuality in junior high school--something that proved to be difficult when having absolutely no exposure to anything queer-related before; I didn't even know what being gay meant until I did enough research to help me validate my feelings. Towards the end of junior high school, I came out to my closest friends who were, luckily, all very supportive. I quickly discovered how profound it was to be open, accepted and feel safe with my peers. My junior high experience wasn't typical; my

***“ My teacher and the GSA catalyzed my self-acceptance journey in an unparalleled way, helping make me realize that just like everyone else, I possess some value too. ”***

dad had taught at the school since before I was born, and continued to do so when I was there. Consequentially, I had known most of the teachers since I was a young child. There was no GSA and I didn't feel like I could be open to staff as I was worried it would get back to my dad, something I wasn't ready to have happen.

I came out to my parents in the summer between junior high and high school. At least I attempted to. They quickly said that I was too young to know

about my sexuality, not to label myself, and not to tell anyone about this aspect of my identity. I had worked up the courage to come out to them for months before actually telling them. For them to not listen to me made me feel hopeless, insecure and frustrated. But things didn't stay like that for long.

Going to my high school changed everything. Initially I was too scared to attend a GSA meeting as I worried it would “out” me to everyone at school. However, after meeting my friend Grace during band camp, they told me this was not something to worry about and suggested that we could go to a GSA meeting together. Going to that first meeting was one of the best decisions of my life. Getting involved with the GSA helped me to socialize with more queer people, which in turn helped me achieve an even better standing with my own identity. The teacher support for our GSA helped me get more involved with not only the leadership of our group, but with many areas of the school. By the end of grade 12, I was fortunate enough to hold the title of GSA president, be trained in facilitation skills, have travelled to Finland through an education partnership between this country and Alberta, be on the executive teams of three other student groups, and be a general member of three more clubs.

My teacher and the GSA catalyzed my self-acceptance journey in an unparalleled way, helping make me realize that just like everyone else, I possess some value too. I wouldn't have been nearly as successful if it weren't for my supportive teacher, the GSA, and all of the connections that I made through them.

*-Recently Graduated Student, Alberta*

*To protect the privacy of certain individuals the names and identifying details have been changed.*

# Statistics about the LGBTQ Community in Canada

## How Many People in Canada are LGBTQ?

We don't know. The answers seem to vary wildly. The first year that Statistics Canada did a survey on the number of LGB Canadians was 2003. **One per cent** answered that they were lesbian or gay and **0.7 per cent** answered that they were bisexual.<sup>1</sup>

*Note: Participants were selected by Statistics Canada and were contacted in person at their homes or over the phone—this methodology of data collection might have skewed results.*

In the largest study to date on the gender identity and sexual orientation of Canadian students, researchers in 2007 reported that of 30,000 participants in Grades 7 to 12 at randomly selected schools in BC, **11 per cent of male participants and 18 per cent of female participants identified as not exclusively heterosexual.**<sup>2</sup>

## Hate Crimes against LGBTQ People in Canada

In 2006 and 2007, Canadian police reported that **10 per cent** of all hate crimes were motivated by the victim's perceived orientation.<sup>3</sup> In 2013, police reported that this number had increased and that 16 per cent of all hate crimes were motivated by the victim's *perceived orientation*.<sup>4</sup> The victims of these crimes were not necessarily part of the LGBTQ community, but they were attacked because someone thought they *might be* gay or transgender. These hate crimes against the LGBTQ population were more likely to be violent than hate crimes targeting other groups: 67 per cent of hate crimes motivated by perceived gender identity or sexual orientation were violent and 83 per cent of victims were male.<sup>4</sup>

## How Canadian Students Feel

A 2011 study by Egale of 3,700 Canadian students found that

- **14 per cent of students** in the study self-identified as LGBTQ;
- **70 per cent of all participating students**, LGBTQ and non-LGBTQ, reported hearing expressions such as “that’s so gay” **every day** in school and almost half (48 per cent) reported hearing remarks such as “faggot,” “lezbo” and “dyke” every day in school; **90 per cent of trans youth** hear transphobic comments daily or weekly;
- **58 per cent of straight cisgender students find it upsetting to hear homophobic comments.** This surprising result led to follow up questions to find out why and many reasons emerged: some are the target of these comments; others have LGBTQ family members or friends; some felt empathy for the victims of the comments; and others felt ashamed for participating in the comments or being silent when such things were said;

<sup>1</sup> Statistics Canada. 2003. “Canadian Community Health Survey.” Statistics Canada website. <http://www.statcan.gc.ca/daily-quotidien/040615/dq040615b-eng.htm> (accessed August 9, 2016).

<sup>2</sup> Saewyc E, C Poon, N Wang, Y Homma, A Smith and the McCreary Centre Society. 2007. *Not Yet Equal: The Health of Lesbian, Gay, & Bisexual Youth in BC*. Vancouver: McCreary Centre Society. [http://www.mcs.bc.ca/pdf/not\\_yet\\_equal\\_web.pdf](http://www.mcs.bc.ca/pdf/not_yet_equal_web.pdf) (accessed August 9, 2016).

<sup>3</sup> Statistics Canada. 2007. “Police-Reported Hate Crime.” Statistics Canada website. <http://www.statcan.gc.ca/daily-quotidien/090513/dq090513c-eng.htm> (accessed August 9, 2016).

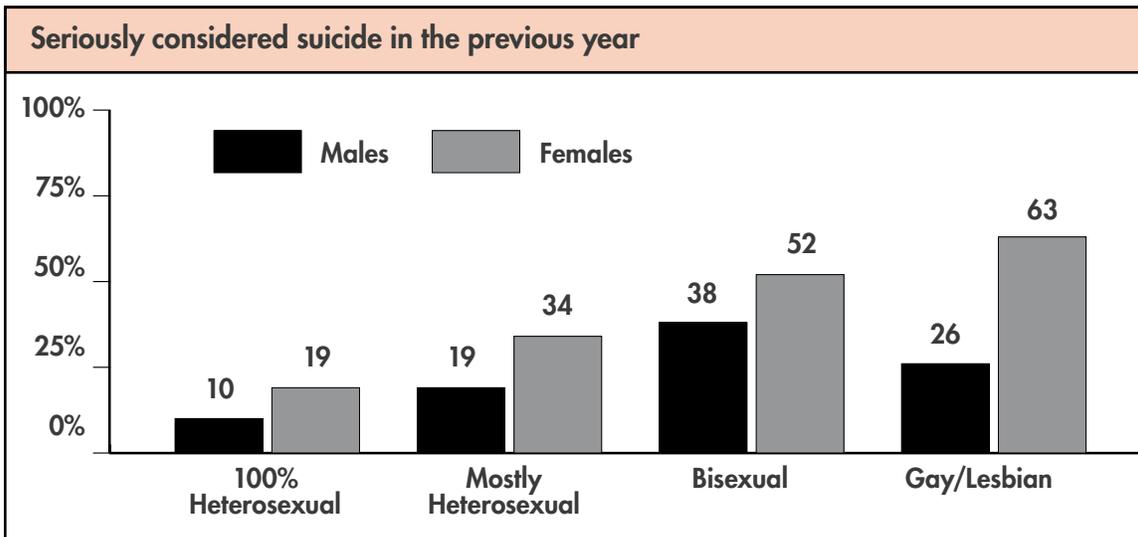
<sup>4</sup> Allen, M. 2013. *Police-Reported Hate Crime in Canada*. Ottawa: Statistics Canada. <http://www.statcan.gc.ca/pub/85-002-x/2015001/article/14191-eng.pdf> (accessed August 9, 2016).

- almost 10 per cent of LGBTQ students reported having heard homophobic comments *from teachers* daily or weekly;
- 74 per cent of trans students, 55 per cent of sexual minority students and 26 per cent of non-LGBTQ students reported having been verbally harassed about their gender expression;
- 20 per cent of LGBTQ students and almost 10 per cent of non-LGBTQ students reported being physically harassed or assaulted about their *perceived sexual orientation or gender identity*;
- almost two-thirds (64 per cent) of LGBTQ students and 61 per cent of students with LGBTQ parents reported that they feel **unsafe at school**;
- youth with LGBTQ parents are more than three times more likely than other students to have skipped school because of feeling unsafe either at school (40 per cent versus 13 per cent) or on the way to school (32 per cent versus 10 per cent).<sup>5</sup>

### Suicide Risk for LGBTQ Youth

In 2009, suicide was found to be the second leading cause of death in Canadians between the ages of 15 and 34 as more than 20 per cent of deaths for this age group are due to suicide.<sup>6</sup> That year, 202 young people between the ages 15 and 19 committed suicide.

According to the McCreary study, LGBTQ students are far more likely to have thought seriously of killing themselves in the previous year than their heterosexual, cisgender peers.<sup>2</sup>

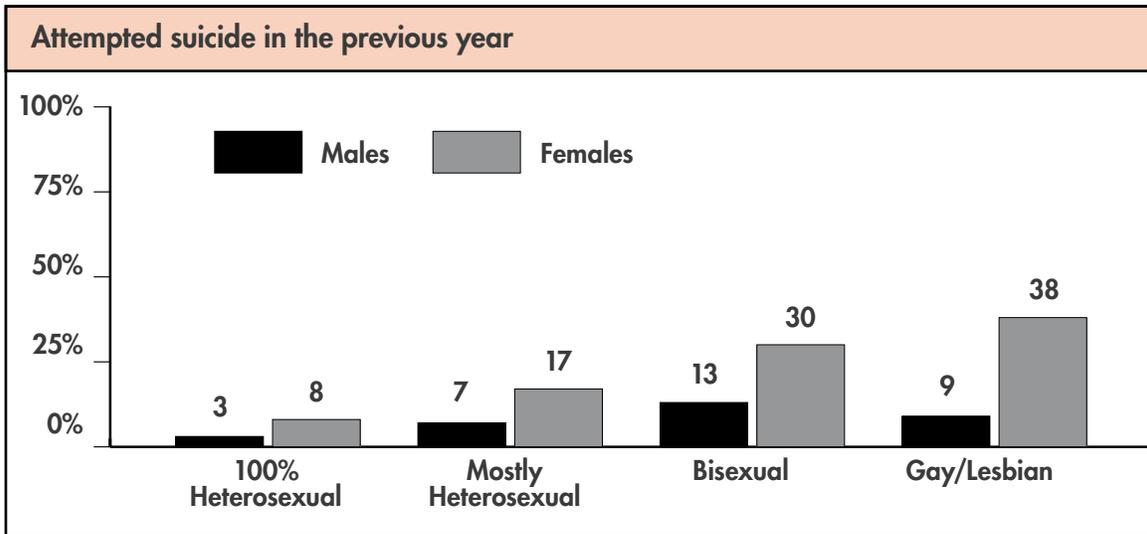


<sup>5</sup>Taylor, C and T Peter. 2011. *Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools*. Toronto: Egale Canada. <http://egale.ca/wp-content/uploads/2011/05/EgaleFinalReport-web.pdf> (accessed Aug 9, 2016).

<sup>6</sup>Navaneelan, T. 2015. "Suicide Rates: An Overview." Statistics Canada website. <http://www.statcan.gc.ca/pub/82-624-x/2012001/article/11696-eng.htm> (accessed Aug 9, 2016).



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A 2009 study found that LGB youth who have been rejected by their families attempt suicide at a much higher rate than those from supportive families (56.8 per cent versus 30.9 per cent).<sup>7</sup> A study from 2010 that surveyed 433 trans youth in Ontario found that 47 per cent of trans youth had considered suicide and 19 per cent had attempted suicide *within the last year*.<sup>8</sup>

<sup>7</sup>Ryan, C, D Huebner, R M Diaz and J Sanchez. 2009. “Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults.” *Pediatrics* 123, no 1: 346–352. <http://pediatrics.aappublications.org/content/123/1/346> (accessed August 9, 2016).

<sup>8</sup>Scanlon, K, R Travers, T Coleman, G Bauer and M Boyce. 2010. “Ontario’s Trans Communities and Suicide: Transphobia Is Bad for Our Health”. *Trans PULSE E-Bulletin* 1, no 2. <http://transpulseproject.ca/wp-content/uploads/2010/11/E2English.pdf> (accessed August 9, 2016).

# Sexual and Gender Minority Terms and Definitions

## What does LGBTQ mean?

LGBTQ is the acronym for lesbian, gay, bisexual, trans\* and two-spirit, queer, and questioning. This collective term represents people of diverse sexual orientations, gender identities and gender expressions.

Who do you love?

Who do you care for?

Who are you attracted to?

How do you see and define yourself?

These are some of the questions that form the basis of LGBTQ identities. The definitions used in this book are continuing to evolve to reflect the complex nature of all members of the LGBTQ and other communities and the challenges they face as they navigate the world around them. The definitions on the following pages provide a starting point for what each term can mean.

## Terms

*Please note: This is by no means an exhaustive list but is intended to provide general awareness. Terms in the literature and in the queer community continue to evolve.*

**AFAB/AMAB**—Assigned Female at Birth/Male at Birth. Assignment of gender refers to the way that we assume others' genders based on their bodies. When a child is born, our culture slots it into one of two groups, male or female, avoiding all overlap. We “determine” the child’s “correct” identity based on a quick visual assessment of the appearance of its sexual organs, and we do so by following a specific dichotomy: a vulva-bearing child is typically assigned female at birth, or AFAB, for short. A penis-bearing child is typically assigned male at birth, or AMAB. Gender assignment mostly tends to work out for those involved; however, many trans people are not in alignment with their assigned gender.

**Ally, gay positive, queer positive, straight supporter**—a person, regardless of his or her sexual orientation, who supports and honours the human, civil and sexual rights of sexual and gender minorities, and who actively explores and understands his or her own biases.

*For more information about Allies, please see pages 47-63.*

**Agender/genderless/gender-free/gender neutral/non-gender/ungender**—terms describing those who identify as having no gender or being without any gender identity.

**Androgyny**—an individual’s gender expression that is simultaneously masculine and feminine.

**Asexual**—having no interest in or no desire for sexual activity, either within or outside of a relationship. An individual who does not experience sexual attraction to any gender or sex.

**Being out**—a gay, lesbian, bisexual or transgender person who has come out about his/her orientation or gender identity and is open about this aspect of their life.

**Bigender**—a person who has two separate genders.

**Bisexual**—someone who is attracted physically and emotionally to people of both the same and opposite sexes.

**Body dysphoria**—the emotional discomfort an individual experiences due to internalized conflicts arising from the incongruity between one’s natal (birth) sex and one’s sense of gender identity (a personal sense or feeling of maleness or femaleness).

**Cisgender**—a nontranssexual person whose gender identity, gender expression and natal (birth) sex align with conventional expectations of male or female.

**Closet**—hiding one’s sexual orientation from others in the workplace, at school, at home and with friends.

**Coming out**—(1) the process through which a person recognizes their sexual preferences and differences and integrates this knowledge into their personal and social lives; and (2) the act of disclosing these things to others. Often refers to “coming out of the closet.”

*For more information about what to do if a student comes out to you, refer to page 57.*

**Cross-dresser**—historically often referred to as transvestites, cross-dressers are men or women who enjoy dressing as the opposite sex. Most cross-dressers do not identify as transsexuals, nor do they wish to use hormones or have sex reassignment surgery. Cross-dressing also occurs in the gay and lesbian culture, where gay men dress and perform as drag queens and lesbians dress and perform as drag kings to deliberately exaggerate or parody gender stereotypes.

**FTM or F2M**—a person who is transitioning or has transitioned from female to male.

**Gay**—someone who is physically and emotionally attracted to people of the same sex. Gay can include both males and females, but is commonly used to identify a masculine person who is attracted to other masculine people.

**Gay bashing**—physical violence by homophobic people against people thought to be lesbian, gay, bisexual, transgender, two-spirited or queer.

**Gender expression**—the manner in which individuals express their gender identity to others. A person’s gender expression is often based on the binary model of gender, which is either stereotypically male or female. However, some individuals choose to express themselves in terms of a multiple model of gender, mixing both male and female expressions since they do not see themselves as being either stereotypically male or female, but possibly some combination of both or neither genders. Some individuals may receive aggressive reactions or violent responses from members of society who feel a woman is acting too masculine or a man is acting too feminine. The majority of homophobic and transphobic bullying is often based upon the enforcement of rigid sex-role stereotypes rather than a person’s actual sexual orientation or gender identity.

*For more information about Gender Expression and Gender Identity, please see pages 19-21.*

**Gender identity**—a person’s internal sense or feeling of being male or female, which may or may not be the same as one’s biological sex.

**Gender fluid**—gender identity that refers to a gender which varies over time. A gender fluid person may at any time identify as male, female, neutrois, or any other nonbinary identity, or some combination of identities. Their gender can also vary at random or vary in response to different circumstances.

**Gender queer and nonbinary**—a catch-all category for gender identities that are not exclusively masculine or feminine—identities that are thus outside the gender binary and cisnormativity; an umbrella term referring to gender identities other than male and female. Many youth prefer the fluidity of the term gender queer and reject the labels of transgender or transsexual as too limiting. For example, gender queer individuals may think of themselves as having both male and female gender identities, or as having neither male nor female gender identities, or many other possible gender identities not restricted to the traditional gender binary model.

**Gender reassignment surgery (GRS)**—sometimes used instead of “sex affirmation surgery.” Please see that entry for a definition.

**Gender roles**—the set of behaviours a person chooses or is expected to express as a man or a woman. These are the behaviours that Western society most often calls “masculine” or “feminine”. Gender roles can change with time and may be different from one culture to another. For example, many Indigenous communities have rich histories of multiple gender traditions. These roles are not static and evolve over time.

*For a greater discussion of gender roles, please see the lesson plan on page 93.*

**Harassment**—a form of discrimination that refers to single or ongoing communication or expression engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known as unwelcome.

**Heterosexism**—the assumption that everyone is heterosexual and that this sexual orientation is superior.

**Heterosexual**—someone who is physically and emotionally attracted to people of the opposite sex. Also referred to as straight.

**Heteronormative**—the belief that people fall into distinct and complementary genders (man and woman) with natural roles in life. It asserts that heterosexuality is the only sexual orientation and norm, marginalizing everything outside of the ideals of heterosexuality, monogamy and gender conformity. When other sexualities are acknowledged in this world view, they are seen as inferior or intrinsically wrong.

**Homophobia**—fear and/or hatred of homosexuality in others, often exhibited by prejudice, discrimination, intimidation, bullying or acts of violence.

**Homophobic behaviour**—a behaviour that constitutes discrimination or harassment based on sexual-orientation. It can manifest itself in such behaviours as derogatory comments, “outing” or threats of outing, or LGBTQ bashing (see Gay bashing).

**Homosexual**—someone who is physically and emotionally attracted to people of the same sex. Because the term is associated historically with a medical model of homosexuality and can have a negative connotation, most people prefer other terms, such as lesbian, gay and bisexual.

**Inclusive language**—language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people. For example, the gender-specific word mankind might be considered to exclude women. Another example is assuming that a married woman must have a husband rather than a wife; that is, assuming that a married woman is straight and not gay. The gender-neutral term “spouse” is preferable. *For more information about inclusive language, please see page 23 and the **GREEN** section of this resource.*

**Internalized homophobia**—a person’s experience of shame, guilt or self-hatred in reaction to his or her own feelings of emotional and/or sexual attraction for a person of the same gender.

**Intersex**— a general umbrella term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. Also used to describe a person born with such anatomy. Historically, the medical community labeled intersex persons as hermaphrodites and often surgically assigned them a sex in early infancy. Contemporary perspectives have sought to question and challenge the arbitrary practice of sex assignment surgery as a form of compulsory identity and/

or genital mutilation. Recently, some individuals have moved to eliminate the term “intersex” from medical usage, replacing it with “disorders of sex development” (DSD) in an effort to avoid conflating anatomy with gender identity. Others have suggested that “intersex” be changed to “variations of sex development” as a way to avoid pathologizing this condition. These decisions and suggestions are controversial and are not accepted by all intersex people or medical professionals. *For a greater discussion on Intersex conditions, please see the lesson plan on page 81.*

**Lesbian**—a woman who is attracted physically and emotionally to other women.

**MTF or M2F**—male to female; a person who is transitioning or has transitioned from male to female

**Natal sex**—the sex a person is assigned at birth, which is often equated to one’s biological sex.

**Outing**—the public disclosure of another person’s sexual orientation without that person’s permission or knowledge. This can be very disrespectful and is potentially dangerous to the outed person.

**Pangender**—individuals who consider themselves to be other than male or female, a combination of the two, or a third gender. Gender queer is a similar term.

**Pansexual**—sexual, emotional and/or romantic attraction toward people of any sex or gender identity or expression.

**Pink triangle**—pink (for gay men) and black (for lesbian women) triangle symbols were used by Nazis to identify gay and lesbian prisoners; now reclaimed as symbols of gay and lesbian pride.

**Polysexuality**—sexual, emotional and/or romantic attraction toward multiple genders, but not necessarily all genders; a person who experiences sexual and/or romantic attraction to multiple genders and sexes. Polysexual is sometimes viewed as an umbrella term for both bisexual and pansexual, as both fit the definition.

**Pronoun usage**—it is important to be courteous to others about their pronoun choice to avoid misgendering them. In English, the following are considered gender-neutral pronouns: they/them, ey/em, ze/zim, zir, hir, xe/xim. Feminine pronouns are she/her and masculine pronouns are he/him. *For more information on pronouns, please see page 22.*

**Queer**—historically, a negative term for homosexuality, but more recently reclaimed by the sexual minority movement to refer to itself.

**Questioning**—a person who is unsure of his or her sexual orientation, gender or sexual identity.

**Reclaimed language**—taking terms or symbols that have been used in a derogatory fashion and using them in a positive way to name one's self or one's experience. Queer is an example of a term that has been reclaimed by the SGM community.

**Romantic orientation**—an individual's pattern of romantic attraction based on a person's gender(s) regardless of one's sexual orientation. Aromantic refers to individuals who do not experience romantic attraction toward individuals of any gender(s). Biromantic refers to individuals who experience romantic attraction toward both males and females.

**Sexual orientation**—a person's affection and sexual attraction to other persons; feelings of attraction, behaviour, intimacy or identification that direct people towards intimacy with others. Like gender, sexual orientation can be expressed along a continuum.

**Sex Affirming Surgery (SAS)**—also referred to as sex reassignment surgery, gender reassignment surgery (GRS), sex change operation, sex reconstruction surgery, genital reconstruction surgery or gender confirmation surgery. It is the surgical procedure (or procedures) by which a transgender person's physical appearance and the function of their existing sexual characteristics are altered to resemble that of their identified gender.

**Transgender, trans-identified or trans\***—a term encompassing many gender identities of those who do not identify or exclusively identify with their sex assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy or how one is perceived in daily life. In this publication, the term transgender will be used as an expansive and inclusive term to represent a wide range of gender identities and expressions.

**Transition**—the process of changing from one's natal (birth) sex to that of the opposite sex. In many cases, this process is begun with hormone therapy, and often, though not always, followed by gender confirmation surgery.

**Transphobia**—fear, discrimination or hatred against transgender people specifically, or gender-nonconforming people more generally.

**Transsexual**—an individual whose gender identity is not congruent with his or her natal sex. Many transsexual individuals frequently experience discomfort with the disparity between their physical body and sense of self (gender dysphoria) and, as a result, often begin transitioning with hormone therapy and may follow with surgery to make the body more closely align with their gender identity. All transsexual people are transgender, but not all transgender people are transsexual.

**Transman or Transboy**—a person who is transitioning or has transitioned from female to male (FTM).

**Transwoman or Transgirl**—a person who is transitioning or has transitioned from male to female (MTF).

**Two-spirit**—some Aboriginal people identify themselves as two-spirit rather than as lesbian, gay, bisexual or transgender. Historically, in many Aboriginal cultures, two-spirit persons were respected leaders and medicine people. Before colonization, two-spirit persons were often accorded special status based on their unique abilities to understand both male and female perspectives.

*For a more detailed description, please see the lesson plan on page 69.*

## What is Gender?

At the centre of understanding gender identity is the need to understand what gender is, in and of itself. Quite often, the terms sex and gender are used interchangeably when, in fact, they are very separate concepts.

*In many ways, gender is a performance we do daily, demonstrated through our clothing choices, how we refer to ourselves, how we speak and perhaps the activities in which we choose to engage.*

Sex is a term that refers specifically to our bodies and includes things such as chromosomes, genitals, physiology and hormones. Sex is usually defined by primary sex characteristics, such as the reproductive organs required for procreation and the secondary sex characteristics that develop during puberty. Sex is strictly about anatomy; however, we often begin sending messages to children as soon as they are born based on their sexual organs with pink or blue coding, and through girl toys or boy toys. This social coding is based more on gender expectations than on any sort of biological imperative.

Gender, on the other hand, is the manner in which we express our identities to others and it is informed by our thoughts, feelings and choices regarding how we move through the world around us. Gender is shaped by cultural and social influences and our sense of self, and is a deeply personal and complex experience. In many ways, gender is a performance we do daily, demonstrated through our clothing choices, how we refer to ourselves, how we speak and perhaps the activities in which we choose to engage. Often, aspects of our “performance” are based on stereotypical divisions of gender and are artificially associated with either “male” or “female” identities. According to Menvielle (Grace 2015), “a person’s gender is no more and no less than a creative individual achievement, and yet it can only develop through social exchange. It is informed by biology, culture, society, and the times in which we live” (p 45).

Like other social constructs, gender is closely monitored and reinforced by society. Practically everything in society is assigned a gender, whether that assignment makes sense or not—toys, colors, clothes and behaviours are just some of the more obvious examples. Pink for girls and blue for boys; dolls for girls and trucks for boys; gentle play for girls and rough play for boys; many aspects of life are assigned a gender. Because of the pervasive nature of accepted gender roles, expectations have become so deeply entrenched that most people cannot imagine life any other way. As a result, those who fit neatly into these expectations rarely if ever question what gender really means.

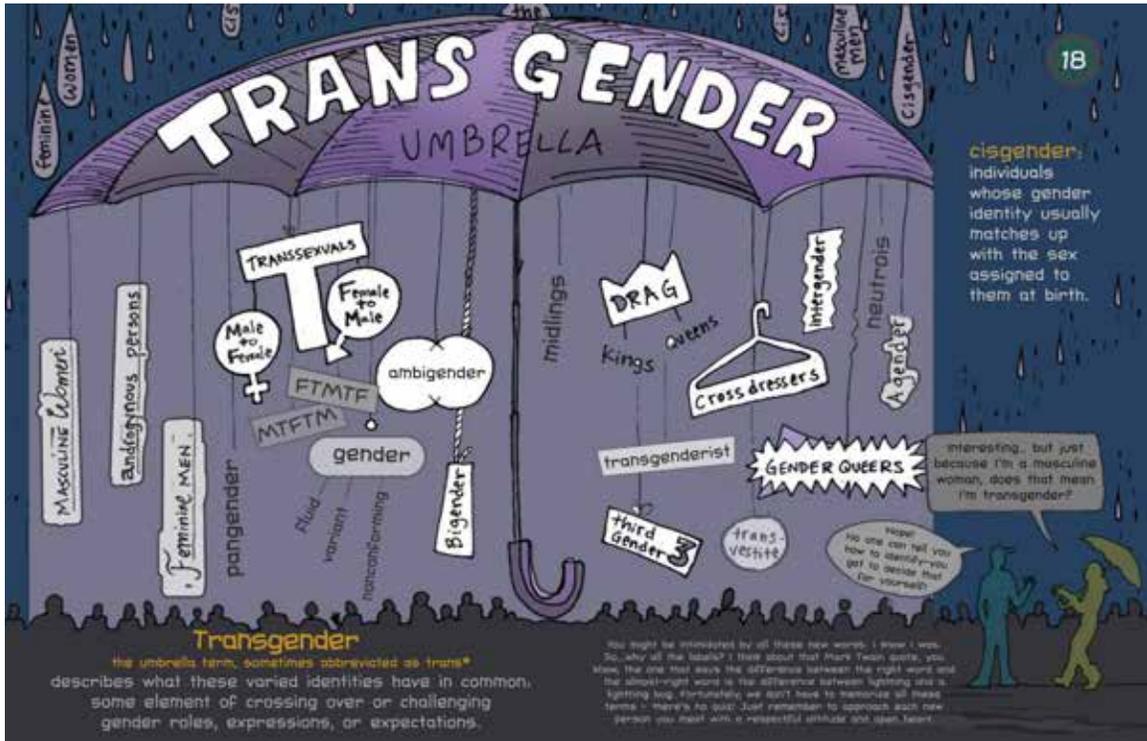
Figure 1



ISTOCK.COM/DORSTEFFEN

Above Conchita Wurst sings at the Gay Pride parade on August 1, 2015 in Amsterdam, Netherlands. Wurst was the winner of the 2014 Eurovision Song Contest. Their appearance was controversial because traditional notions of masculinity and femininity were eschewed in their stage performances.

Figure 2



TRANSGENDER UMBRELLA WWW.THEGENDERBOOK.COM/THE-BOOK/4553374748

Sex and gender are often described in terms of a binary. But what happens if people do not identify with this two-part system? Some people feel that they are neither male nor female, while others may feel that they are both male and female. Regardless of how a person identifies, teachers must “protect and support the child’s self-esteem, saying it is ok for the child to be who he or she is, and that it is ok to be different. Sometimes it is even wonderful to be different” (Samons 2009a).

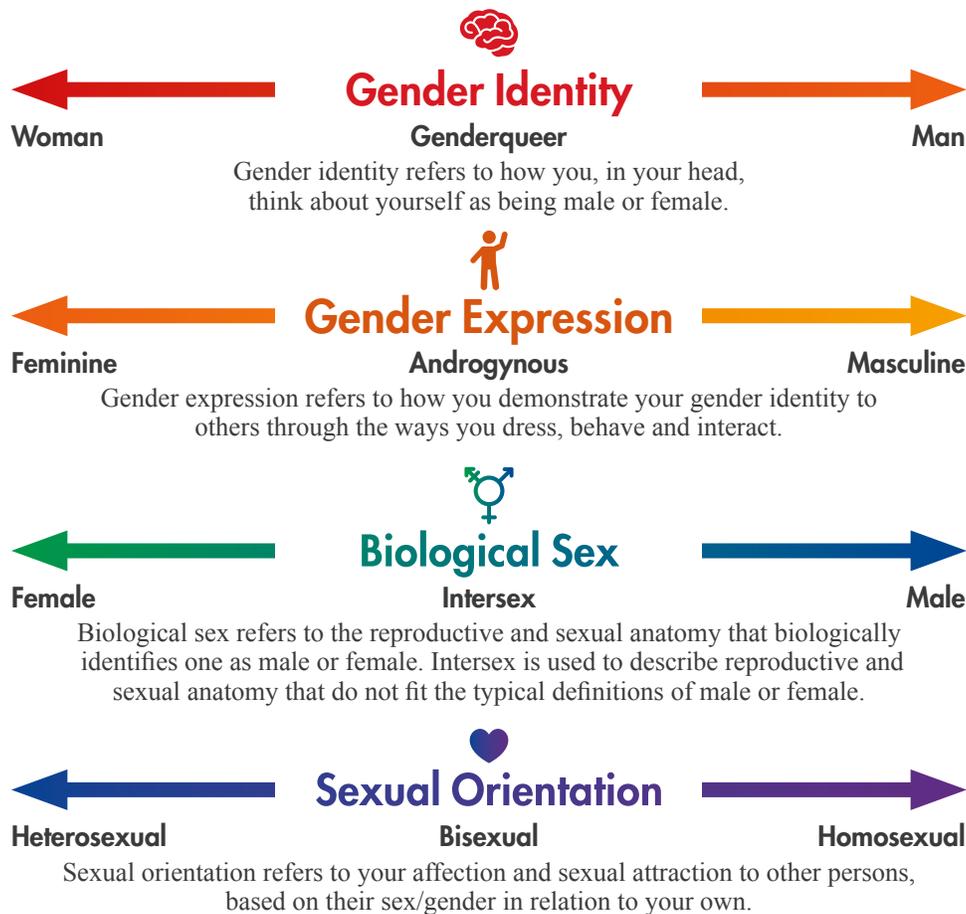
## Break the Gender Binary/Beyond Pink and Blue

Our society is structured around binaries, systems of duality where one piece is mirrored by an opposite: good vs evil, black vs white, etc. These binaries can be useful in attempting to understand the world around us. They are, however, overly simplistic and often wrong. Gender is a fine example of how binaries can not only be misleading, but exclusionary and harmful. Expressions of gender come in far greater iterations than merely male or female, boy or girl, man or woman. Gender, in its many forms, is complex, varied and highly individual. It is a piece of our identity that extends far beyond colour preference.

A more authentic way of understanding gender is looking at it as a spectrum, with all people expressing maleness, femaleness, otherness, and both to varying degrees. These people choose identities that can be called gender-expansive, gender-creative, nonbinary, gender fluid and other terms. Check out the glossary of terms for a more in-depth look at some of these terms to help deepen your understanding and expand traditional notions of gender expression and identity.

## THE GENDER SPECTRUM

Figure 3 – Where do you fall on these spectrums?



For another representation of the gender spectrum, see "The Gender Unicorn" at [www.transstudent.org/gender](http://www.transstudent.org/gender).

## Gender Inclusive Language

Because of the rigid structures that gender tends to fall within, those who do not conform to the binary constructs are often excluded from social dialogue (see previous section for a more in-depth discussion). In our schools and classrooms, where inclusion is key, it is essential to recognize how our language and practices need to be refined to ensure that we are truly inclusive of all manifestations of gender and identity.

One way to build inclusive language in our classrooms is to address the binaries with which we refer to students. Quite often we, as teachers, refer to students using restrictive binary language, such as “boys and girls” or “ladies and gentlemen”. In fact, quite often we skip the binary itself and simply refer to groups of people as “guys” giving primacy to the male identity. When we do this to students, we exclude any of those who do not identify as either category.

One simple way to practice allyship and build safe spaces for students is to break that linguistic binary. Here are some ways to do so:

Instead of.....	Try:	
Boys and girls Ladies and gentlemen Guys	Folks Friends Students	Class People
Boyfriend/Girlfriend Husband/Wife	Crush Partner Significant Other	Date Sweetheart Datemate
Do you have a boyfriend/girlfriend? Are you married?	Are you seeing someone? Do you have a partner? Are you involved with someone?	
Mother/Father Mom/Dad	Parents Guardians Responsible adults	Caretakers Family members

## Dates of Significance

There are many dates of significance for those in the SGM community. This is a selection of dates that can be acknowledged in your school.

**January 27**  
Holocaust  
Remembrance Day

**February (varies)**  
Pink Shirt Day

**March 31**  
International Transgender  
Day of Visibility

**April (varies)**  
Day of Silence

**May 17**  
International Day Against  
Homophobia, Transphobia  
and Biphobia

**June**  
Pride Month

**June 28**  
Stonewall Riots  
Anniversary

**October**  
LGBT History Month

**November 20**  
Transgender Day  
of Remembrance

**December 10**  
Human Rights Day

## Appropriate Pronouns

So what does it mean if people do not fit within the binary as we have always understood it? You can't judge a book by its cover, and you cannot always guess a gender by how someone presents. One way to honour the identity of nonbinary people is to use the pronouns that they have chosen for themselves. This is as easy as asking what they prefer, when you find a private moment with them. Simply ask "What pronouns do you prefer?"

Sometimes, for a variety of reasons, people choose to use gender neutral pronouns. These function exactly like he/him and she/her in a sentence. Most common neutral pronouns include the singular they/them. There are also newly created words (neologisms) such as ze/zir, which are pronounced "zee" and "zeer".

Some reasons that people choose to use gender-neutral pronouns include

- to demonstrate a nonbinary, trans, genderqueer, agender, gender fluid, creative and/or gender questioning identity;
- to indicate that gender is not relevant in many contexts, or to make a political statement about gender;
- to act in solidarity with a friend or loved one who uses gender neutral pronouns.

Check out this handy pronoun reference sheet! Consider posting this in your classroom as a reminder to yourself and students that there are many inclusive ways to refer to each other. If you teach ELA, consider having students use different pronouns in their writing as a way to become more familiar with the variations.

Figure 4

### Pronoun Reference Sheet

She	Her	Her	Hers	Herself
He	Him	His	His	Himself
They	Them	Their	Theirs	Themselves
Ze	Zir	Zir	Zirs	Zirself
Xe	Xem	Xyr	Xyrself	Xemself
Ze	Hir	Hir	Hirs	Hirself
Per	Per	Per	Pers	Perself

[WWW.SU.UALBERTA.CA/SERVICES/THELANDING/LEARN/PRONOUNS](http://WWW.SU.UALBERTA.CA/SERVICES/THELANDING/LEARN/PRONOUNS)

#### THINK ABOUT THESE QUESTIONS:

*How do you believe that students with diverse gender identities or gender expressions feel in your school and classrooms?*

*How can you be more inclusive of the gender spectrum in your teaching practice?*

# Generation Queer

## Sexual and Gender Minority Youth in Canadian Schools

**Kristopher Wells, PhD**  
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Marc Hall just wanted to be “treated like a normal human being.”<sup>1</sup> In 2002, he launched a groundbreaking lawsuit against his Roman Catholic school board in an attempt to win the right to take his boyfriend to his high school graduation prom. When asked why he took the school board to court, he answered, “Don’t you see that I’m not fighting for this just because it’s my prom? It’s my whole life and the lives of other gay people. I’m fighting for what so many people don’t understand. I’m trying to speed up the process of equality because I am sick of being treated like someone absent of feeling and emotion.”<sup>2</sup>

On May 10, 2002—the day of Marc’s prom—Justice MacKinnon ruled in Marc’s favour, upholding the equality provisions in Section 15 of the Canadian *Charter of Rights and Freedoms* and granted Marc an interlocutory injunction allowing him to attend the prom with his boyfriend. This became a watershed moment for the rights of lesbian, gay, bisexual, trans\* and queer (LGBTQ) students in Canadian schools.

Almost 15 years later, Marc Hall, and the national conversation surrounding his case, have brought a newfound voice and visibility to sexual and

gender minority youth issues in Canadian schools. Marc’s courageous stand served to galvanize an entire generation of LGBTQ youth who are no longer willing to remain silent and invisible in their schools. Marc’s prom fight represents a significant “tipping point” in Canadian education. Buoyed by Marc’s courage and determination to say no to the forces of oppression, other LGBTQ youth have become “visible” in record numbers and have started to file human rights complaints against their schools for failing to protect, respect and fully include them in all aspects of their school community. Often with the full support of their families, these youth are challenging the ongoing pedagogy of negation they continue to experience in their K–12 schools. Silent no more, these students represent a new generation of queer youth who have the knowledge, support,

and confidence to speak out against homophobia and transphobia and demand that their human and civil rights are not only protected, but also fully respected. No longer will they remain hidden away in the classroom closet.

Unlike previous generations of LGBTQ youth, this new generation of queer youth is challenging and changing their schools from the inside out. The rise of gay-straight alliances (GSAs)

*The rise of gay-straight alliances (GSAs) is one powerful example of how students are creating spaces of refuge and resistance against heteronormativity and are developing the tools to fight back against the forces of oppression in their schools.*

<sup>1</sup> Grace, A, and K Wells. 2005. “The Marc Hall Prom Predicament: Queer Individual Rights V. Institutional Church Rights in Canadian Public Education,” *Canadian Journal of Education* 28, no 3: 237–270.

<sup>2</sup> Ibid, 246.

is one powerful example of how students are creating spaces of refuge and resistance against heteronormativity and are developing the tools to fight back against the forces of oppression in their schools. GSAs have quickly become one of the fastest growing social movements in schools today. In Alberta, Manitoba and Ontario students now have the legal right to create GSAs with the full support of their teachers and school leaders.

In order to understand this growing trend towards resilience and the emergence of “Generation Queer” in Canadian schools, we need to become aware of and examine the research that has shaped our traditional understandings of the health, safety and educational needs and experiences of these vulnerable youth. Correspondingly, we should also examine the opinions and experiences of Canadian sexual and gender minority youth themselves. These understandings are necessary if we are to fulfill our legal, ethical and professional responsibilities as public educators and help sexual and gender minority youth move from feeling at risk to becoming resilient leaders for positive social change in their schools, families and communities.

## Research Trends

In his typology of the emergence of LGBTQ youth-related research, Ritch Savin-Williams<sup>3</sup> identifies four stages in the evolution of our understanding of the needs and experiences of sexual and gender minority youth.

- **First stage response: 1970s & 80s.** During this stage, the experiences of LGBTQ youth were positioned as “a distinct category from ‘normal’ adolescence.”<sup>4</sup> LGBTQ youth were constructed as deviant, pathological, and in need of specialized medical intervention. For example, before 1973 homosexuality was considered a mental illness. After the American Psychological Association declassified homosexuality as a pathology, research and clinical interventions began to

move beyond attempts to “cure,” “fix,” or “repair” adolescents of homosexuality to a new focus on helping these youth to learn how to cope with stigmatization. Homosexuality was no longer seen as the problem; rather it was the discriminatory environments, policies, and educational practices that needed to be reformed. In Canada, we witnessed homosexuality begin the process of becoming decriminalized when then Justice Minister Pierre Elliott Trudeau famously stated, “The State has no business in the bedrooms of the nation.” For the first time in our history, a whole new generation of LGBTQ youth would no longer be born as criminals, but as free persons who deserved the same rights and protections as any other member of Canadian society.

- **Second stage response: 1980s & 90s.** In this period, distinctive LGBTQ youth realities were recognized, although primarily through a clinical lens, as being at risk for increased school-related problems, drug and alcohol abuse, homelessness, violence, bullying, and suicide. The research literature from this time period is dense with narratives of victimization, or what Rofes identifies as the “martyr-target-victim” paradigm.<sup>5</sup> The key outcomes of this early research led to the widespread recognition of formal schooling as an exclusionary heteronormative site with tremendous consequences for the health, safety, and well-being of sexual and gender minority and questioning youth. Quantitative research studies on the risk factors associated with being or being perceived as a sexual or gender minority youth became critical catalysts in advocating for educational interventions and political responses to the health and safety needs of LGBTQ students. Anti-LGBTQ violence and abuse in symbolic and physical forms became a serious source of concern. Hatred in school hallways was rife and LGBTQ students and their parents started to demand that teachers take action to protect them.

<sup>3</sup> Savin-Williams, R C. 2005. *The New Gay Teenager*. Cambridge, MA: Harvard, University Press.

<sup>4</sup> Ibid, 49.

<sup>5</sup> Rofes, E. 2004. “Martyr-Target-Victim: Interrogating Narratives of Persecution and Suffering Among Queer Youth,” in *Youth and Sexualities: Pleasure, Subversion, and Insubordination In and Out of Schools*, eds M L Rasmussen, E Rofes and S Talburt. New York: Palgrave MacMillan, 41–62.

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*Many researchers argue that our society will reach a post-gay world at the same time we emerge into a post-racist world, which requires continued dedication on behalf of all sectors of society.*

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- **Third stage response: late 1990s and early 2000s.** This progressive stage is characterized by education for social change to ameliorate the social, cultural, and political marginalization of LGBTQ youth. Educational interventions focus on the creation of safe spaces, LGBTQ-inclusive curriculum, and anti-harassment policy development. Advocacy is primarily based in identity politics and liberal human-rights discourses that call for tolerance, compassion, and increased societal understanding. Rapid and significant gains are made in law and legislation at the federal and provincial levels. For example, in 1998, the Supreme Court of Canada read sexual orientation into Alberta’s human rights statute, and in 2005 same-sex marriage was legalized in Canada. However, these gains were largely assimilationist in nature and the (hetero) normalizing structures of schooling remained largely intact. During this time period, research on LGBTQ youth begun to shift its emphasis and concentrate on a resiliency or developmental assets-based approach. The protective factors that enable LGBTQ youth to overcome discrimination and thrive as leading change agents in their schools became an increasingly key focus area for educational interventions and new research investigations. Key questions included: what can we learn from those youth who seem to thrive in hostile environments to help support those who slide towards risk and erasure?
- **Fourth stage: future response.** With increasing gains in the legal recognition and protection of LGBTQ individuals, Savin-Williams argues that “banality” may be the next wave of the future. He posits that youth are increasingly adopting a “post-gay” identity where sexuality is no longer

considered the defining characteristic of their personhood. Savin-Williams maintains that the everyday ordinariness of same-sex attractions, as increasingly witnessed on television, film, and other media, may well become the defining feature for the future of LGBTQ youth.

Because of these controversial claims, this fourth stage, banality, is currently one of the most contested issues in the field of LGBTQ educational studies. Many researchers argue that our society will reach a post-gay world at the same time we emerge into a post-racist world, which requires continued dedication on behalf of all sectors of society. While conditions are getting better, positive social change does not happen on its own.

How can we actively work to “make it better now” for sexual and gender minority youth in our schools? No youth should have to go to school and simply try to hide or survive.

## Canadian Queer Youth Trends

Evidence from several large-scale Canadian surveys has re-affirmed earlier research, finding that sexual and gender minority youth continue to report more emotional and behavioural difficulties; higher symptoms of depression and externalizing behaviours; more hostile school environments and victimization; greater rates of bullying and sexual harassment; and less social support in both their family and peer group contexts than their heterosexual peers. On the other hand, they also point to a slow, yet growing sense of LGBTQ acceptance amongst Canadian youth.

In 2011, Egale Canada published results from the first national climate survey on homophobia, biphobia and transphobia in Canadian schools<sup>6</sup>.

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<sup>6</sup> Taylor, C, and T Peter with T L McMinn, K Schachter, S Beldom, A Ferry, Z Gross and S Paquin. 2011. *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools*. Final report. Toronto, ON: Egale Canada Human Rights Trust.

The survey, which involved more than 3700 youth from all provinces (with the exception of Quebec) and territories, revealed that

- over 70% of youth surveyed reported hearing comments like “that’s so gay” every day at school;
- almost 10% of youth reported hearing these comments coming from teachers;
- one in five of the LGBTQ youth surveyed reported being physically harassed or assaulted;
- 40% of gay males, 33% of lesbians and 49% of transgender students reported being sexually harassed within the past year;
- over 50% of LGBTQ youth reported feeling unsafe at school, compared with only 3.4% of the heterosexual youth surveyed; and
- over 60% of LGBTQ youth reported that their teachers were largely ineffective in addressing homophobic harassment.

To date this survey represents the largest and most comprehensive national quantitative baseline data on the experiences of LGBTQ youth in Canada. Survey results show that schools are still dangerous and risky spaces for youth who are or are perceived to be nonheterosexual.

In 2015, the first ever national survey on the experiences of transgender youth in Canada was published. The *Being Safe, Being Me: Canadian Trans Youth Survey*<sup>7</sup>, which included responses from 923 trans youth participants, ages 14 to 25, found that safety, violence and discrimination were all major concerns.

Two-thirds of trans youth respondents reported experiences of discrimination because of their gender identity.

- More than 70% reported sexual harassment.
- Nearly two-thirds reported self-harming behaviours in the past year.
- More than one in three had attempted suicide.
- 70% reported their families did not understand them.

Importantly, the survey also found that “trans youth who had supportive adults both inside and outside their family were four times more likely to report good or excellent mental health, and were far less likely to have considered suicide” (p 2).

Generally, trans youth reported a low sense of connectedness to school, however, those who reported higher school connectedness were twice as likely to report good mental health. A sense of belonging, acceptance and connectedness to school are all key factors in promoting the resiliency and good mental health of LGBTQ youth.

Increasingly, young people are becoming more comfortable with LGBTQ issues than their parents and teachers, and they view their sexual orientation and gender identity as much more fluid, situational and relational than previous generations. Perhaps, this is why so many youth prefer descriptions like “queer,” “pansexual,” and “gender fluid” as identity markers, rather than older terms like lesbian, gay, bisexual or homosexual.

The word “queer” comes from the Latin *torquere*, which means to twist or traverse. Today’s youth are not only challenging, but also twisting and redeploying traditional understandings of sex, sexuality and gender. Members of “Generation Queer” are increasingly reluctant to have their identities categorized into neat boxes, binaries or traditional sex roles. Many youth are actively embracing postmodern identities, which address the messiness and complexity of an increasingly diverse, multicultural and pluralistic world. As one elementary youth put it so succinctly, “I’m attracted to hearts, not parts.”

Contemporary research also points to an emerging trend: sexual and gender minority youth are coming out at younger and younger ages. Whereas the average “coming out” age for sexual orientation (publicly identifying as gay, lesbian or bisexual) used to be in the early to mid-20s, research indicates that sexual minority youth are now coming out at age 15 or 16, which squarely

<sup>7</sup> Veale, J, E Saewyc, H Frohard-Dourlent, S Dobson, B Clark and the Canadian Trans Youth Health Survey Research Group. 2015. *Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey*. Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia.



STOCK

*As one elementary youth  
put it so succinctly,  
“I’m attracted to hearts, not parts.”*

places LGBTQ issues in today’s classrooms.<sup>8</sup> For trans\* youth, awareness appears to start much earlier with children as young as five or six years old undertaking a “social transition” process (ie, change in appearance, dress, name and pronouns) at home and school to support and express their true gender identity<sup>9</sup>.

Despite this new trend towards increased visibility, many LGBTQ youth perilously find themselves caught in a double bind: they often need to “come out” to access inclusive supports and services (particularly in rural communities), yet by coming out they also become more likely targets of violence and victimization. However, despite this risk, it is far more harmful for a youth to have to conceal or hide their sexual orientation or gender identity than it is to live an open and authentic life<sup>10</sup>. The impacts of internalized homophobia and transphobia can have far reaching and lifelong impacts such as post-traumatic stress disorder and intense experiences of stigmatization and shame.

<sup>8</sup> Ryan, C, and D Futterman. 1998. *Lesbian and Gay Youth: Care and Counseling*. New York: Columbia University Press.

<sup>9</sup> Wells, K, G Roberts and C Allan. 2012. *Supporting transgender and transsexual students in K-12 schools: A guide for educators*. Ottawa: ON: Canadian Teachers’ Federation.

<sup>10</sup> Russell, S T, R B Toomey, C Ryan and R M Diaz. 2014. “Being out at school: The implications for school victimization and young adult adjustment.” *American Journal of Orthopsychiatry* 84, no 6: 635–643.

<sup>11</sup> Goldstein, S, and R B Brooks. 2005. “Why We Study Resilience?” in *Handbook of Resilience in Children*, eds S Goldstein and R B Brooks. New York, NY: Kluwer: 3–15.

<sup>12</sup> See my co-authored book for suggestions on how to build an inclusive library collection: A M Schrader and K. Wells. 2007. *Challenging Silence, Challenging Censorship: Inclusive Resources, Strategies and Policy Directives for Addressing BGLTT Realities in School and Public Libraries*. Ottawa, ON: Canadian Teachers’ Federation. Also available in French. For recommendations see: Alberta Education, Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions (Edmonton, AB: Government of Alberta, 2016).

## Moving from Risk to Resilience

Given what we know about the health, safety and educational experiences of sexual and gender minorities, how can we, as inclusive educators, help these youth move from risk to resilience in their schools? Perhaps more pointedly, what conditions enable some youth to overcome tremendous obstacles and still thrive? How can we learn from these examples to help other youth develop a “resilient mindset”?<sup>11</sup>

Contemporary researchers have identified the following protective factors as critical elements in helping to build the resiliency of sexual and gender minority youth.

- **Positive representations:** Affirming representations that move beyond stereotypical portrayals of LGBTQ persons in the classroom curriculum, and larger social media, can serve to help build the self- and social-esteem of sexual and gender minority youth. Visibility is often critical in helping students come to voice. Ask yourself, are the images on the walls of my classroom and in the books in my school library inclusive and affirming of LGBTQ individuals?<sup>12</sup> What messages are the halls and walls of your school saying about the value of diversity and difference in your school?
- **Family acceptance:** Welcoming and supportive familial relationships are arguably the most important resiliency factors in the lives of all youth, especially sexual and gender minority youth who may need support in buffering the adverse effects of discrimination and prejudice. Helping youth to develop a positive sense of self and reducing the stresses associated with coming out and coming to terms with a non-heterosexual identity are critical aspects in fostering the development

of a resilient mindset. Sadly, family rejection remains the number one cause of LGBTQ youth homelessness. It's often been said that when kids come out of the closet, their parents go in. As we work to support LGBTQ youth in our schools, we should also remember to support their families as well. This is critically important for many trans\* youth, whose families may need extra supports to accept their children as they transition genders. Ask yourself, is my school a welcoming, inclusive and supportive place for LGBTQ students and same-gender parented families? Are the realities of these families included in our school communications and welcoming messages? Are the forms we use and records we keep inclusive of more than just male and female gender options?<sup>13</sup>

- **School and peer support:** Teacher training on LGBTQ issues is strongly associated with the development of positive school outcomes, such as successful high school completion and increased academic achievement, and can also help to buffer or decrease the stress associated with homophobic and transphobic bullying and harassment. Gay-straight student alliances (GSAs) and queer-straight alliances (QSAs) are powerful examples of school-based supports that can help build school connectedness and foster a sense of acceptance and belonging to a community<sup>14</sup>. For example, research indicates that schools with GSAs have a “significantly less hostile, more supportive psychosocial climate for LGB [lesbian, gay, bisexual] students” than those without.<sup>15</sup> Ask yourself, does my school have a GSA, QSA or similar support group for LGBTQ and allied students? If not, will you be the teacher or school leader ally who helps to create one?

- **School-based policies:** Schools with policies that explicitly prohibit discrimination on the grounds of sexual orientation, gender identity and gender expression are also considered a significant resiliency factor in the lives of LGBTQ and questioning youth. Research demonstrates that policies, which specifically include sexual orientation, gender identity and gender expression are the most effective way to protect students from harassment, discrimination and gender-based violence.<sup>16</sup> Furthermore, a comprehensive policy that is appropriately implemented clarifies for staff that homophobic, transphobic and heterosexist behaviours and practices are not acceptable and must be responded to in a timely and professional manner. Without a specific policy and directives in place, many staff members may not be aware of their legal, ethical, and professional obligations to appropriately respond to these concerns. Moreover, standalone comprehensive policies and administrative regulations provide staff with the clear understanding, and district-level support needed, to feel confident about immediately responding to harassment or student and staff safety concerns. As Goodenow, Szalacha and Westheimer state  
Threats, harassment, and intimidation at school may be especially critical for sexual minority youth.... Anti-gay victimization has been found to occur often in the presence of others, and is sometimes even encouraged and applauded by peers.... [As a result,] LGB adolescents may be reluctant to report even the most severe victimization if they perceive school authorities as unsympathetic, unapproachable and unwilling to intervene on their behalf.<sup>17</sup>

<sup>13</sup> For recommendations see Alberta Education. 2016. *Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions*. Edmonton, Alta: Government of Alberta.

<sup>14</sup> Wells, K et al. 2015. *GSAs and QSA in Alberta Schools: A Guide for Teachers*. Edmonton, Alta: Alberta Teachers' Association.

<sup>15</sup> Goodenow, C, L Szalacha and K Westheimer. 2006. “School Support Groups, Other Factors, and the Safety of Sexual Minority Adolescents.” *Psychology in Schools* 43, no 5: 576.

<sup>16</sup> Russell, S T, J Kosciw, S Horn and E Saewyc. 2010. “Safe schools policy for LGBTQ students,” in *Social Policy Report*, 24[4]. Ann Arbor, MI: Society for Research in Child Development.

<sup>17</sup> Goodenow, C, L Szalacha and K Westheimer. 2006. “School Support Groups, Other Factors, and the Safety of Sexual Minority Adolescents.” *Psychology in Schools* 43, no 5: 585.

Ask yourself, does our school have comprehensive LGBTQ policies in place? Are these policies clear, specific and publicly articulated to staff, students and parents at the beginning of the school year/term? What are the consequences for students and staff who violate these policies? In 2011, Edmonton Public Schools became the first school board in the prairie provinces to pass a standalone sexual orientation and gender identity policy to support and protect LGBTQ students, staff and families. In spring 2016, Alberta's minister of Education requested all school authorities to submit policies that specifically address the board's responsibility as it relates to LGBTQ students and staff.

- **Support networks:** Sexual and gender minority youth are often the most important sources of support for one another. The shared experience of coming out in a heteronormative world can help to foster a sense of connection, which, in turn, reduces feelings of isolation, alienation and despair. For example, community-based support groups offer a critical source of resilience by providing a place where LGBTQ youth can openly discuss their feelings without fear of stigmatization or violence. These groups provide an opportunity for peer-to-peer and intergenerational mentoring, where “everyday” role models can help youth develop real-life strategies for overcoming adversity within their local communities. Ask yourself, do I know where to refer LGBTQ youth for support in our community? Consider becoming that “trusted adult” who can make the difference between a youth who slides towards risk or is supported to grow into resilience.
- **Sexual health education:** Fears and inaccurate information related to sexually transmitted infections and HIV/AIDS can lead to increased risk-taking behaviours and suicidal thoughts for many sexual and gender minority youth. It is important for educators to challenge stereotypes and misinformation

that conflate sexual practices with specific identities. HIV/AIDS does not discriminate based on sexual orientation or gender identity. Correspondingly, age-appropriate, evidence-informed and comprehensive sexual health education, provided in a nonjudgmental manner, is strongly correlated with a reduction in sexual risk-taking and other health compromising behaviours. Unfortunately, many LGBTQ and questioning youth continue to be denied access to comprehensive sexual health information in their schools, placing them at increased risk for physical, emotional and mental health problems. Ask yourself, are the units taught on sexual health and healthy relationships in our school inclusive of the mental and sexual health needs of LGBTQ and questioning youth? Does our school understand how sexual rights are also fundamental human rights?

Collectively, these protective factors can help sexual and gender minority and questioning youth to develop a resilient mindset. However, we should be mindful “that resilience is not absolute. Virtually every youth has a breaking point.”<sup>18</sup> With a variety of supports in place, youth can be encouraged to develop a “resiliency toolbox” from which they can select the right tool or strategy to help them address a particular problem or challenge in their lives. By having the right tool for the right challenge, youth are better able to cope with adversity and the complex challenges of personal growth and development in a heteronormalizing world. Ultimately, we need to ask ourselves if our classrooms and schools will be humanizing or dehumanizing spaces for all the sexual and gender minority youth, staff and families who enter our schoolhouse doors.

For more information about programs like Camp fYrefly and fYrefly in Schools and professional development resources and supports, please visit [www.iSMSS.ualberta.ca](http://www.iSMSS.ualberta.ca).

<sup>18</sup> Gabarino, J. 2005. “Foreword,” in *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*, ed M Ungar. Thousand Oaks, CA: Sage Publications: xi-xiii.



Kristopher Wells

*Dr Kristopher Wells is one of Canada’s leading experts on sexual and gender minority youth. His work has received over 60 awards, including an Alberta Centennial Medal, the Alberta Teachers’ Association’s*

*Public Education Award, and most recently the University of Alberta’s Alumni Horizon Award for early career accomplishments.*

*In 2004, he helped to create Camp fYrefly, which is Canada’s only national leadership retreat for sexual and gender minority youth.*

*Dr Wells was also the driving force behind the development of Pride Tape and the award-winning NoHomophobes.com project, which went viral all over the world, including feature coverage in the Economist, Atlantic, Independent, Guardian and on the BBC.*

*He has also led the development of many ground-breaking resources on gay-straight alliances, homophobic and transphobic bullying, and LGBTQ-inclusive policies and legislation for school boards and governments across Canada.*

Figure 5

## Symbols



### Rainbow Flag

The rainbow flag, or pride flag, is a highly recognizable symbol of sexual and gender minority communities, and represents both pride and diversity. It was designed by artist Gilbert Baker and was first flown in 1978. Below is a small collection of other common symbols for various identities.



### Bisexual Pride



### Genderqueer



### Lambda



### Pink Triangle



### Transgender Flag



### Transgender Symbol

**You can learn more by visiting:**

[www.glaad.org/blog/mashable-publishes-date-compilation-lgbt-flags-and-symbols](http://www.glaad.org/blog/mashable-publishes-date-compilation-lgbt-flags-and-symbols) (1)

**Not Reviewed:** The link has not been reviewed and teachers are advised to use caution when using it. The link may have changing content or multiple links to outside sites.



# Alberta Perspective

**ORANGE**—The frameworks within which Alberta teachers practice provide the expectations and protection to address topics of sexual orientation, gender identity and gender expression in the classroom. The **ORANGE** section provides a sampling of Association policies, government legislation and district regulations related to sexual orientation, gender identity and gender expression.

<b>Guiding Legislation, Policies and Regulations in Alberta</b> .....	<b>34</b>
<b>Canadian Charter of Rights and Freedoms</b> .....	<b>34</b>
<b>Alberta Bill of Rights</b> .....	<b>34</b>
<i>Alberta Human Rights Act</i> .....	<b>35</b>
<i>The School Act</i> .....	<b>35</b>
<i>Alberta Education Guide to Education</i> .....	<b>37</b>
<b>The ATA Code of Professional Conduct</b> .....	<b>38</b>
<b>The Declaration of Rights and Responsibilities for Teachers</b> .....	<b>38</b>

## Guiding Legislation, Policies and Regulations in Alberta

Schools must promote and support environments that contribute positively to students' physical, psychological, social and emotional development. This responsibility extends to all students regardless of race, ethnicity, ability, class, gender, religion, sexual orientation, gender identity and gender expression. The following legal and legislative policies provide a framework that supports the establishment of student organizations that promote equity and oppose discrimination, including GSAs/QSAs.

### Canadian Charter of Rights and Freedoms

<http://laws-lois.justice.gc.ca/eng/const/page-15.html>

**Section 15(1)** Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Although section 15(1) of the Charter does not explicitly make reference to sexual orientation in its equality provisions, the courts have regarded sexual orientation as analogous to the other personal characteristics listed. The inclusion and the accommodation of difference are the spirit of section 15.

### Alberta Bill of Rights

[www.qp.alberta.ca/documents/Acts/A14.pdf](http://www.qp.alberta.ca/documents/Acts/A14.pdf)

#### Recognition and declaration of rights and freedoms

**1.** It is hereby recognized and declared that in Alberta there exist without discrimination by reason of race, national origin, colour, religion, sexual orientation, sex, gender identity or gender expression the following human rights and fundamental freedoms, namely:

- (a) the right of the individual to liberty, security of the person and enjoyment of property, and the right not to be deprived thereof except by due process of law;
- (b) the right of the individual to equality before the law and the protection of the law;
- (c) freedom of religion;
- (d) freedom of speech;
- (e) freedom of assembly and association;
- (f) freedom of the press;
- (g) the right of parents to make informed decisions respecting the education of their children.

## Alberta Human Rights Act

[www.qp.alberta.ca/documents/Acts/A25P5.pdf](http://www.qp.alberta.ca/documents/Acts/A25P5.pdf)

### Preamble

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation ...

Of particular interest to educational professionals is that, under the act, discrimination based on sexual orientation is prohibited in all of the following areas:

- Public statements, publications, notices, signs, symbols, emblems or other representations that indicate discrimination or the intent to discriminate or expose individuals or groups to hatred or contempt
- Goods, services, tenancy or facilities that are customarily available to the public
- Employment practices (refusing to hire, promote or provide equal treatment to someone because of his or her sexual orientation. Employees have the right to work in an environment free of harassment based on their sexual orientation.)
- Employment applications or advertisements
- Membership in trade unions, employers' organizations or occupational organizations

## The School Act

[www.qp.gov.ab.ca](http://www.qp.gov.ab.ca)

### Preamble

WHEREAS students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self ...

### Support for student organizations

**Section 16.1(1)** If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
  - (b) designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- (2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and nondiscrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

## The School Act continued

(3) The students may select a respectful and inclusive name for the organization, including the name “gay–straight alliance” or “queer–straight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),

- (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
- (b) that staff member shall be deemed to be available to serve as the staff liaison.

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### Notice to parent

**Section 50.1(1)** A board shall provide notice to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

(2) Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty,

- (a) to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter referred to in subsection (1), or
- (b) to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.\*

\*This section of the School Act was formerly included in the *Alberta Human Rights Act*. Teachers have expressed concern that this regulation has caused a chilling effect on all classroom conversations related to sexual orientation and gender identity.

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### Board Responsibilities

**Section 45.1 (1)** ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

(2) A board shall establish, implement and maintain a policy respecting the board’s obligation under subsection (1) (d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour.

(3) The code of conduct established under subsection (2) must

(d) contain the following elements:

- (i) a statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments;
- (ii) one or more statements that address the prohibited ground of discrimination set out in the Alberta Human Rights Act;
- (iii) one or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means;
- (iv) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and individual circumstances, and which must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour,

## Alberta Education Guide to Education 2015–2016

[http://education.alberta.ca/media/15225880/guide\\_to\\_ed\\_2015.pdf](http://education.alberta.ca/media/15225880/guide_to_ed_2015.pdf)

### Controversial Issues

Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of student learning in Alberta.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Teachers, students and others participating in studies or discussions of controversial issues need to exercise sensitivity to ensure that students and others are not ridiculed, embarrassed or intimidated for positions that they hold on controversial issues.

Discussing or studying controversial issues provides opportunities to:

- represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law
- reflect the maturity, capabilities and educational needs of the students
- meet the requirements of provincially prescribed and approved courses and programs of study and education programs
- reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills.

The school plays a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

## The ATA Code of Professional Conduct

Go to [www.teachers.ab.ca](http://www.teachers.ab.ca) > About the ATA > Upholding Professional Standards > Professional Conduct

### In relation to pupils

**#1** The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background.

**#4** The teacher treats pupils with dignity and respect and is considerate of their circumstances.

## The Declaration of Rights and Responsibilities for Teachers

Go to [www.teachers.ab.ca](http://www.teachers.ab.ca) > Teaching in Alberta > Becoming a Teacher

**Article 9** Teachers have the right to be protected against discrimination on the basis of prejudice as to race, religious beliefs, colour, gender, sexual orientation, gender identity, physical characteristics, disability, marital status, family status, age, ancestry, place of origin, place of residence, socioeconomic background or linguistic background and have the responsibility to refrain from practising these forms of discrimination in their professional duties.





# Questions

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**YELLOW**—Teachers may be cautious about approaching topics of sexual orientation, gender identity and gender expression in the classroom because they are apprehensive of questions they may be asked by colleagues, school leaders, parents or students. The **YELLOW** section provides teachers with possible questions and answers and invites teachers to reflect on their own feelings about the topics.

- Working with sexual minorities in school: what teachers need to know.....42**
- Why is it important to discuss sexual and gender minorities in schools?.....42**
- Common questions and concerns.....43**
- How can we work with parents?.....45**
- Questions that might arise from secondary students.....45**



STOCK

## Working with Sexual Minorities in School: What Teachers Need to Know

*“ We are the community of tomorrow. How we are treated now, our experiences now, who we are able to become, will affect the world of tomorrow. Even though we’re young and gay, we’re people just like you. ”*

—Chris, age 17 (Ryan and Futterman 1998, xi)

### Why is it important to discuss sexual and gender minorities in schools?

- Representation is important and vital to create a sense of belonging.
- Students are in a crucial stage in the development of their identities and need safe spaces for this process.
- In order to address bullying, students need to have a deeper understanding of their peers, including those of sexual and gender minorities (SGM).
- Promotion of equity and equality is a foundational goal of public education.
- Teachers have a moral, ethical, professional and legal responsibility to ensure classrooms are welcoming and inclusive.
- Sexuality and genders are facets of diversity, which should be celebrated and promoted in our schools for the good of all students.
- Heteronormativity is a barrier to challenge homophobia and transphobia of which students are not even aware.

## Common Questions and Concerns

### What do I do if school leaders, colleagues or parents feel strongly that we should not be discussing this information?

Remind them about the professional, ethical and legal responsibilities of Alberta teachers to ensure that *all* classrooms and schools are welcoming, caring, respectful and safe environments for *all* students regardless of differences. All school leaders and teachers have a professional obligation to become knowledgeable and informed about SGM educational issues.

### What if teachers tell me that there are no sexual minority students in the school?

It has been commonly accepted that 1 in 10 people is nonheterosexual (Jennings 1994; Lipkin 1999; Ryan and Futterman 1998). This means that in a classroom of 30 students, three might be lesbian, gay, bisexual or transgender. In a staff of 40 teachers, four teachers might be nonheterosexual. Many of these SGM students and teachers will feel free to make public their identities to the degree that they perceive their school environment to be safe and inclusive.

### As a sexual minority or gender variant teacher should I be afraid of losing my job?

All teachers who are (or are perceived as) SGM persons are protected by the ATA's Declaration of Rights and Responsibilities for Alberta Teachers, the Canadian Charter of Rights and Freedoms, the *Canadian Human Rights Act* and the *Alberta Human Rights Act*. Teachers with questions or concerns are advised to call Member Services at the Alberta Teachers' Association for a confidential consultation (1-800-232-7208 or 780-447-9400).

### Will people think I am a lesbian, gay, bisexual or transgender person if I teach on this topic?

Some people might think that only sexual minority persons will promote equal rights for people of sexual minorities. This is a common fallacy. Were African-Americans and African-Canadians the only persons involved in the civil rights movement? Did women work for equality without the support of men? Sexual minority issues and concerns are first and foremost a civil and human rights issue and, as such, need to be addressed and supported by *all* teachers and school leaders.

### What if people say that I am advocating a homosexual agenda by discussing these issues?

School leaders and teachers who address SGM educational issues are not advocating or promoting a homosexual agenda. They are creating a welcoming, caring, respectful and safe environment in which all students, their families and staff can expect to be treated with dignity and respect.

### I teach in a religious-based school. Can we discuss this information in our school?

These topics are *not* about religious or moral beliefs. They are about the safety issues and health concerns of SGM students in schools. They are also about human rights. These are important issues that the whole school community ought to address.

Many religious-based teachers, school leaders and counselling staff support this work. The cornerstone of many faith-based schools as expressed in the CCSSA's LIFE (Lived Inclusion for Everyone) Framework is a shared foundational belief in the sacredness of the individual and that all children are loved by God and are individually unique, and that the school has a responsibility to create a safe, caring community in which each student is welcomed, respected and supported in all aspects of their academic, psychological, physical, moral and spiritual development.

Catholic teachers may wish to consult the following documents for guidance: Alberta Catholic School Trustees' Association (ACSTA) *Safe and Caring Learning Environments for Students*, the Council of Catholic School Superintendents of Alberta (CCSSA) *Commitment to Inclusive Communities*, and Calgary Catholic School District's (CCSD) *Supporting Inclusive Communities*. Please note that although the materials referenced will provide a useful guide for Catholic teachers, the organizations that authored them have not reviewed or endorsed the *PRISM* documents themselves.

### What if other teachers think that these issues are too controversial?

In some communities these topics may indeed be viewed as controversial. Helping students deal with controversial issues is a critical aspect of education. When teachers model a willingness to address controversy in a thoughtful manner, they are demonstrating the importance of being open and willing to become knowledgeable prior to making judgments or taking action. It is important that controversies be handled in ways that reduce polarization of opinion and focus on

critique. An educational environment that is free from prejudice, discrimination, homophobia and heterosexism can only be achieved when students and staff are given an opportunity to engage in reflection and dialogue.

**What do I do if parents complain about the inclusion of sexual minority educational issues in our school?**

School leaders should consider holding an information session for parents to explain the nature and purpose of these sexual minority educational initiatives. This information is designed as a part of ongoing teacher professional development initiatives that emphasize the importance of creating welcoming, caring, respectful, safe, and inclusive learning environments for all students. As professionals, teachers have an obligation to meet the needs of their students. These needs include the concerns of sexual minority students and their families.

**I want to be a supportive ally. How can I help to build welcoming, caring, respectful, safe and inclusive schools for sexual minority students, teachers and families?**

As a teacher you can help students and colleagues establish gay-straight or queer-straight alliances. Resources are available on the ATA website at [www.teachers.ab.ca/For Members/Professional Development/Diversity and Human Rights/Sexual Orientation/Gay-Straight Student Alliances](http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Sexual%20Orientation/Gay-Straight%20Student%20Alliances).

Carefully select teacher and student resources that positively highlight topics related to sexual minorities.

Consider requesting an ATA workshop to help all staff understand the issues and plan actions. Building welcoming, caring, respectful, safe and inclusive schools that include SGM students, staff and families takes courage. As the poet Audre Lorde (1997, 13) reminds us, “When I dare to be powerful/to use my strength in the service of my vision/then it becomes less and less important whether I am afraid.” All human rights movements have needed allies to achieve equality. Next to the family, teachers play perhaps the most critical role in the lives of students. Ask yourself, how can I be there for *every* student in my school?

Please see the **GREEN** section of this resource for a more in-depth exploration of good allyship.

**What do I do if a student discloses to me that he or she is gay, lesbian, bisexual or transgender?**

Listen respectfully with no judgment. Thank them for trusting you and sharing a piece of themselves with you. Ask them if they want or need any support or resources, and provide as necessary.

**At what age do youth know if they are a sexual or gender minority?**

According to research, many youth experience their first same-sex attractions around the ages of 8 to 10 years, some even younger. The research suggests that transgender individuals, meanwhile, may be likely to sense a disconnect between their gender identity and their body when they are young, because, among other reasons, gender is salient for children. This research further suggests that the average age for “coming out” or sharing their identities is 18 years of age; however, recent trends have youth coming out at younger ages, with some sources citing the average age at 16 years. Keeping in mind that this is an average, there are youth much younger who do come out.

**At what age should SGM youth “come out”?**

There is no simple or absolute answer to this question. The risks and benefits of coming out are different for youths in different circumstances. Some youth live in families where support for their identity is clear and stable; these youths may encounter less risk in coming out, even at a young age. Youth who live in less supportive families may face more risks in coming out. All youth who come out may experience bias, discrimination, or even violence in their schools, social groups, workplaces and faith communities. Supportive families, friends and schools are important buffers against the negative impacts of these experiences.

## How can we work with parents?

It goes without saying that parents are integral partners in their children’s school experiences. It is because of this that teachers need to feel prepared to deal with questions and concerns that may arise from parents.

The best approach in working with parents is that of teamwork. In establishing welcoming, caring, respectful and safe learning environments, openness and transparency are key. Parents are curious about what their children are learning in school, and may or may not be supportive of lessons and discussions about sexual and gender minorities. Please refer to the ORANGE section of this resource to view the various legal and professional frameworks that guide the work of teachers.

That being said, if a student asks questions, comes out to you, or is involved with the school GSA/QSA, you are not obligated to share that information, unless student safety is at risk. You may consider referring the students to the school guidance counselor for additional support.

This section of the PRISM: Secondary Edition Toolkit answers many common questions that parents and teachers might have. It is important for teachers to educate themselves in order to have productive conversations with parents. You can share this section with parents and have it inform your conversations with them. Encourage parents to educate themselves on these issues.

It is responsibility of teachers to protect the health and safety of all students. At the heart of the matter is doing what is best for students. Welcoming, caring, respectful and safe learning environments where students can fully express themselves and be accepted are crucial to student success.

## Questions that might arise from secondary students

Begin considering how you might respond to the following questions that could arise from secondary students:

- How do I come out to my family?
- How do I come out to friends?
- I am fearful for my safety if I come out at home/school. What should I do?
- Does God love me anyway and every way?
- I think I’m experiencing gender/body dysphoria. Who can I talk to?
- Where can I get safe(r) sex items like condoms and dental dams?
- Where can I go if home isn’t safe for me?
- What can I do if I hear a teacher using homophobic/transphobic language?
- I think I witnessed a hate crime. Who do I report it to?
- How can I teach my peers to be less homophobic?
- I’m really bothered by homophobic/transphobic slurs. Can you help me address this?
- I see a lot of homophobic/transphobic stuff online. What can I do about it?
- Someone is harassing me online. What do I do?
- Someone is making unwanted sexual advances towards me. How do I say no?
- Someone of the same gender asked me out. I’m not gay, but I don’t want to hurt their feelings or seem homophobic. How do I say no without hurting them?
- How do I ask people to use my preferred pronouns?
- Where can I meet and talk to other sexual and gender minority people?

### References

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- Lipkin, A. 1999. *Understanding Homosexuality, Changing Schools: A Text for Teachers, Counselors, and Administrators*. Boulder, Colo: Westview.
- Lorde, A. 1997. *The Cancer Journals*. San Francisco, Calif: Aunt Lute Books. (Originally published in 1980.)
- Ryan, C and D Futterman. 1988. *Lesbian and Gay Youth: Care and Counseling*. New York: Columbia University Press.



# Creating Safer Spaces

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**GREEN**—This section provides teachers with the opportunity for critical self-reflection in their journey to develop safer spaces in their schools and classrooms. The **GREEN** focuses on the analysis of the physical space of schools and classrooms, how to become an effective ally, and the understanding of privilege. The **GREEN** section has tools for teachers to use in their goal of creating safer and more inclusive spaces for all students. The activities and tools in the **GREEN** section can be used with students at the discretion of the teacher.

Setting the Stage: Creating the Safer Space.....	48
On Being an Ally.....	50
Understanding Privilege.....	51
Surveying the School Environment.....	54
What Can I Do to Create an Inclusive Classroom?.....	56
What to Do When a Student Comes Out to You.....	57
Creating Safe Spaces—Addressing Homophobic and Transphobic Language.....	58
That’s So Gay — A Mini-Lesson in Changing Crabby Language.....	61
Let’s Rephrase That.....	63

## Setting the Stage: Creating the Safer Space

The topics of gender identity, gender expression and sexual orientation can be sensitive issues in schools. It is important that teachers understand and pay attention to the policies of their school boards, while at the same time ensuring that the school is a welcoming, caring, respectful and safe space for all students and staff.

Many teachers already have safe-space stickers or posters in their rooms. Typically, notices that a class is a safer space are used to indicate that a teacher maintains that everyone is welcome, and students can expect rules that support everyone's self-respect and dignity, especially with regard to sexual orientation, gender identity and gender expression.

Understanding issues of sexual orientation, gender identity and gender expression lends itself to subjects such as health, career and life management, and the humanities—English, social studies and the fine arts, such as drama and art. School programs that develop the social skills and values of students also offer opportunity for discussing these topics.

Creating a safer space for discussions of sensitive topics demands a routine and established ground rules that students trust. If you have not done so, consider working through the suggestions below. If you have already created ground rules, it is always recommended that you review them before approaching a new topic. Feel free to create your own version appropriate for the grade level with which you are working. Students first have to be secure in low-risk situations or activities before approaching deeper discussions.

Teachers are also advised to do a personal inventory of their values on sensitive topics in order to be nonjudgmental or nondirective about sensitive issues. You might want to check your own stereotypes and language about diversity. Educate yourself further through the material provided in this kit. It is also important to let the students know that if you are unsure of an answer, you, too, can pass, or find an answer at a later date. Although the topic is serious, a desire to help students feel safe will go a long way in creating safer spaces for your school.

### Procedure for Creating Ground Rules for Discussions

Explain to the students that, because they will be discussing sensitive issues, the group should agree on some ground rules. Ask them to come up with their own ground rules that they will all agree to observe. List those ground rules on chart paper. Ask the students for clarification, when needed, to be sure that everyone understands all the ideas. Suggest any of the recommended ground rules (below) that the youth didn't offer, because they are important for establishing a safe space.

Keep your list of ground rules posted prominently throughout all the activity sessions dealing with safer space. Refer to the ground rules if someone is not adhering to them and remind everyone of their agreement to follow the rules. Eventually, the students will begin to remind one another of the rules if behaviour occurs that is disrespectful or disruptive.

Figure 6



This Safe Space sticker is available through Safe and Caring Schools, [www.safeandcaring.org](http://www.safeandcaring.org).

## Recommended Ground Rules

**Respect**—Give undivided attention to the person who has the floor (permission to speak).

**Confidentiality**—What we share in this group will remain in this group, unless clear and explicit permission is given – especially about identity and family.

**Openness**—We will be as open and honest as possible without disclosing others' (family, neighbours' or friends') personal or private issues. It is okay to discuss situations, but we won't use names or other identifiers. For example, we won't say, "My older brother ...". Instead, we will say, "I know someone who ...".

**Right to pass**—It is always okay to pass (meaning "I'd rather not" or "I don't want to answer").

**Nonjudgmental approach**—We can disagree with another person's point of view without putting that person down.

**Taking care to claim our opinions**—We will speak our opinions using the first person and avoid using "you." For example, "I think that kindness is important." Not, "You are just mean."

**Sensitivity to diversity**—We will remember that people in the group may differ in cultural background, sexual orientation and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

**Anonymity**—It is okay to ask any question by using the suggestion box.

**Acceptance**—It is okay to feel uncomfortable; adults feel uncomfortable, too, when they talk about sensitive and personal topics, such as sexuality.

**Have a good time**—It is okay to have a good time. Creating a safe space is about coming together as a community, being mutually supportive and enjoying each other's qualities.

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Advocates for Youth. 2002. Adapted from *Guide to Implementing TAP: A Peer Education Program to Prevent HIV and STI*, 2nd edition. Washington, DC. [www.advocatesforyouth.org](http://www.advocatesforyouth.org). Reprinted with permission.

## On Being an Ally

In its simplest form, ally means to join (yourself) with another person, group, etc., in order to get or give support. Washington and Evans (1991) introduced the term “ally” to refer to “a person who is a member of the ‘dominant’ or ‘majority’ group who works to end oppression in his or her personal and professional life through support of, and as an advocate for, the oppressed population” (Goldstein and Davis 2010, 479). In essence, they fight for social justice.

So what does that mean to us as teachers working with sexual and gender minority (SGM) youth in our schools and classrooms? Essentially, it means that we are actively engaged in supporting them in all aspects of their lives while under our care.

Who can be an ally to SGM youth? Any person who values the presence and contributions of SGM people in their school; welcomes dialogue and interaction with all people; is able to discuss issues that impact SGM people in a nonjudgemental way; is willing to assist students in finding support, information, and resources; and is able to maintain confidentiality when a person makes a disclosure is able to be an ally. Therefore, anyone can be an ally!

### How to be an ally to sexual and gender minority youth in your school and classroom:

1. Be a good listener.
2. Be open-minded.
3. Be willing to talk, no matter who comes to you.
4. Don't make assumptions about your friends, colleagues and students. Whether it be gender or sexual orientation, assumptions lead to misunderstandings.
5. Challenge hate speak and anti-SGM language. Let your friends, family and co-workers know that you find them offensive and that it is unacceptable.
6. Confront your own prejudices and biases, even if it is uncomfortable to do so. Recognize that this is an ongoing process. Challenge your own conceptions about gender-appropriate roles and behaviours. Do not expect people to conform to society's beliefs about “women” and “men.”
7. Defend your SGM friends, colleagues and students against discrimination.
8. Believe that all people, regardless of gender identity, gender expression and sexual orientation, should be treated with dignity and respect.
9. Validate people's gender expression. For example, if a person assigned male at birth identifies as female, refer to that person as “she” and use her chosen name. If you are unsure how to refer to a person's gender, simply ask that person.
10. Do not assume that a gay, lesbian or bisexual person is attracted to you just because they have disclosed their sexual identity. If any interest is shown, be flattered, not flustered. Treat any interest that someone might show just as you would if it came from someone who is heterosexual.
11. Educate yourself about LGBT histories, cultures and concerns. Read LGBT-themed books and publications and attend LGBT events.
12. Support and involve yourself in SGM organizations and causes. Donate money or volunteer time to LGBT organizations, such as your local Pride Center. Write letters to your political representatives asking them to support legislation that positively affects SGM people.
13. Understand the difference between sexual orientation, gender identity and gender expression. Inform yourself about gender identity issues.

<http://www.glaad.org/resources/ally/2>

<http://www.umass.edu/stonewall/uploads/listWidget/12992/How%20to%20Be%20an%20Ally%20to%20LGBT%20People.pdf>

## “Stop Thinking of ‘Ally’ as a Noun”

Being an ally isn’t a status. It is a constant process through which we support others with the end goal of respecting diversity and ensuring inclusion. As teachers, we need to recognize the ongoing development that is required in our allyship.

Allyship is ever-active and does not stop with the implementation of single lesson plans or the placement of colourful posters in our classrooms. True allyship hinges on the constant reflection we do and the consistent action we take in support of others, with those needing our support being at the centre of our thoughts and actions. Therefore, as teachers working with SGM youth, we need to be ever mindful of the fact that allies don’t take breaks, they don’t need to be in the spotlight, they focus their energy on educating those who share their identity and their privilege, and that they actively listen to those who they seek to support.



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**In essence – think of your allyship clock resetting every day at midnight. What will you do tomorrow to be an active ally?**

Utt, J. 2013. “So You Call Yourself an Ally: 10 Things All ‘Allies’ Need to Know.” *Everyday Feminism*, November 8. <http://everydayfeminism.com/2013/11/things-allies-need-to-know/> (accessed October 5, 2016).

Inspired by an article on faux allies by Mia McKenzie, creator of Black Girl Dangerous, a multimedia platform amplifying the voices of LGBTQ people of colour.

**Ask yourself:** how does your teaching and leadership practice reflect the action portion of allyship? When supporting students, how do you ensure that you are encouraging your co-workers to be active in their allyship?

## Understanding Privilege

Our society is built on complex power dynamics which grant certain privileges to those who fit specific profiles of power. Those with the most privilege wield the most power and influence in our society. This power and privilege manifests in multiple ways, but we see it most clearly in avenues of political agency, social influence and public perception. Privilege can be defined as unearned benefits given to people who fit into a specific social group. These benefits are considered unearned because they come automatically with membership in this group, and these aspects often include race, gender, class, sexual orientation, language, ability, etc.

Privilege can most easily be understood as the opposite of oppression. As explored in earlier chapters, SGM individuals experience oppression through homophobia, transphobia and heterosexism. School spaces are largely heteronormative, which can make it difficult to discuss the spectrum of sexual expression (Kearns, Mitton-Kukner and Thompson 2014, 20). Part of being a good ally is understanding our own sources of privilege and how we can work, with empathy, with those who face oppression in our schools, communities and society.



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Checklists are a great way to help build an understanding of the challenges that SGM people face in their daily lives. Use the items in this list to reflect on your life and to encourage conversation with your staff.

**Ask yourself:** How can I encourage students to understand their privilege in order to combat homophobia, transphobia and heterosexism in our school?

**Ask yourself:** How can I support students in overcoming this discrimination?

## Straight Privilege: A Partial Listing of Benefits for Educators to Consider

This list is based on an excerpt from a working paper written by Peggy McIntosh in 1988 on the subject of white privilege entitled, “White Privilege: Unpacking the Invisible Knapsack.” The following is an adaptation of the original placed in the context of straight privilege. It lists only a few examples of the privilege that straight people have. Lesbian, gay, bisexual and queer-identified folk have a range of different experiences, but cannot count on most of these conditions in their lives.

On a daily basis as a straight person...

- I can be pretty sure that my colleagues, students and the parent community will be comfortable with my sexual orientation.
- If I pick up a magazine, watch TV, or play music, I can be certain my sexual orientation will be represented.
- When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
- I do not have to fear that if my family or friends find out about my sexual orientation that there will be economic, emotional, physical or psychological consequences.
- I did not grow up with games that attack my sexual orientation (ie, fag tag or smear the queer).
- I am not accused of being abused, warped or psychologically confused because of my sexual orientation.
- I can go home from more meetings, classes and conversations without feeling excluded, fearful, attacked, isolated, outnumbered, unheard, held at a distance, stereotyped or feared because of my sexual orientation.
- I am never asked to speak for everyone who is heterosexual.
- I can be sure that my classes will require curricular materials that testify to the existence of people with my sexual orientation.
- People don't ask why I made my choice of sexual orientation.
- People don't ask why I made my choice to be public about my sexual orientation.
- I do not have to fear revealing my sexual orientation to friends or family. It's assumed.
- My sexual orientation was never associated with a closet.
- People of my gender do not try to convince me to change my sexual orientation.
- I don't have to defend my heterosexuality.
- I can easily find a religious community that will not exclude me for being heterosexual.
- I can count on finding a therapist or doctor willing and able to talk about my sexuality.

- I am guaranteed to find sex education literature for couples with my sexual orientation.
- Because of my sexual orientation, I do not need to worry that people will harass me.
- I have no need to qualify my straight identity.
- My masculinity/femininity is not challenged because of my sexual orientation.
- I am not identified by my sexual orientation. I can be sure that if I need legal or medical help, my sexual orientation will not work against me.
- If my day, week or year is going badly, I need not ask of each negative episode or situation whether it has sexual orientation overtones.
- Whether I go to a theatre, see a movie, watch Netflix or watch TV, I can be sure I will not have trouble finding my sexual orientation represented.
- I am guaranteed to find people of my sexual orientation represented in the Alberta curriculum, textbooks, teachers and school leadership.
- I can walk in public with my significant other and not have people double-take or stare.
- I can choose not to think politically about my sexual orientation.
- I do not have to worry about telling my classmates about my sexuality. It is assumed I am a heterosexual.
- I can remain oblivious of the language and culture of LGBTQ folk without feeling in my culture any penalty for such obliviousness.
- I can go months without being called straight.
- I'm not grouped because of my sexual orientation.
- My individual behaviour does not reflect on people who identify as heterosexual.
- In everyday conversation, the language my friends and I use generally assumes my sexual orientation. For example, sex inappropriately referring to only heterosexual sex or family meaning heterosexual relationships with kids.
- People do not assume I am experienced in sex (or that I even have it!) merely because of my sexual orientation.
- I can kiss a person of the opposite gender on the street or in the cafeteria without being watched and stared at.
- Nobody calls me straight with maliciousness.
- People can use terms that describe my sexual orientation and mean positive things (ie, "straight as an arrow", "standing up straight" or "straightened out") instead of demeaning terms (ie, "ewww, that's gay" or being "queer").
- I am not asked to think about why I am straight.
- I can be open about my sexual orientation without worrying about my job.

The above list was inspired by and adapted from similar lists in the following references:

Kaia Tollefson. 2010. *Straight Privilege: Unpacking the (Still) Invisible Knapsack*. page 14. <http://files.eric.ed.gov/fulltext/ED509465.pdf>.

Gender and Sexuality Centre. *nd*. "Daily Effects of Cisgender Privilege. Daily Effects of Heterosexual Privilege." University of Texas at Austin. <http://diversity.utexas.edu/genderandsexuality/wp-content/uploads/2016/03/Handout-Cisgender-and-Heterosexual-Privilege-2016.pdf>.

### Questions for Reflection (for those with Straight Privilege)

- How does my privilege impact my teaching?
- Does my privilege influence how I choose support materials in my teaching?
- How can I make sure that my privilege doesn't interfere with my allyship?
- How do the experiences of students without straight privilege differ from those with straight privilege in their classrooms?
- How can I signal to students that I am an ally, despite my privilege?
- What can I do to learn about how my privilege impacts my life?

# Surveying The School Environment

Place an X on each continuum that reflects your perception of each of the following statements.

Sexual and gender minority (SGM) students and staff are visible in my school.

1 2 3 4 5

Rarely Somewhat Frequently

SGM students, staff and/or those who are perceived to be nonheterosexual are bullied or harassed in my school.

1 2 3 4 5

Rarely Somewhat Frequently

My school/school district has policies in place that explicitly include and protect SGM students and staff.

1 2 3 4 5

Rarely Somewhat Frequently

My school is a safe and supportive place for SGM students and staff.

1 2 3 4 5

Rarely Somewhat Frequently

I address homophobic/transphobic slurs.

1 2 3 4 5

Rarely Somewhat Frequently

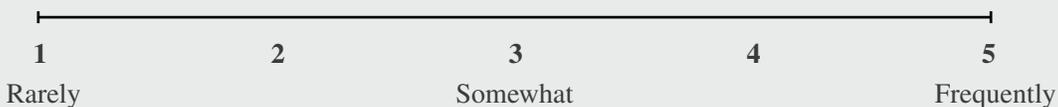
SGM people are represented in learning materials and visuals in my classroom.



I use inclusive language when addressing students and talking about the world at large.



I understand the legislation and policies that protect SGM people in schools and my community.



Teacher and staff allies are obvious in my school.



If I am unable to answer student questions, I know who or where to direct them to.



### Questions for Reflection

- Given that approximately one in ten students identifies as a SGM, why do these students remain relatively invisible?
- What generalizations can be made about our school’s context regarding sexual orientation, gender identity and gender expression?
- What are some of the reasons why we have not been able to be inclusive of all aspects of diversity in our school community?
- Who can I work with to make changes as necessary?
- How can I use my role as an ally to affect positive change in our school?

# What Can I Do to Create an Inclusive Classroom?

## Six Easy Steps Towards Gender Inclusive Practice

1	Avoid asking kids to line up as boys or girls or separating them by gender. Instead, use things like "odd and even birth date," or "Which would you choose: skateboards or bikes, milk or juice, dogs or cats, summer or winter, talking or listening?" Invite students to come up with choices themselves.
2	Don't use phrases such as "boys and girls," "you guys," "ladies and gentlemen," and similarly gendered expressions to get kids' attention. Instead, use words that are not gendered, such as "good morning folks," "hey everybody," or "y'all." Or you can try "calling all readers," or "hey campers" or "could all of the athletes come here."
3	Provide opportunities for individuals to identify a preferred name or pronoun. As groups form or new people join, use this to reinforce your commitment to being gender inclusive.
4	Have visual images reinforcing gender inclusion: "All Genders Welcome" door hangers or pictures of people who don't fit gender norms. You could also include signs that "strike out" sayings like "All Boys..." or "All Girls..." Encourage students to come up with similar messages or to create their own versions.
5	Be intolerant of openly hostile attitudes or references towards others EVERY TIME you hear or observe them, but also use these as teachable moments. Take the opportunity to push the individual on their statements about gender. Being punitive may stop the behaviour at the moment, but being instructive may stop it entirely.
6	Share personal anecdotes from your own life that reflect a growing understanding of gender inclusiveness. This could be a time when you were not gender inclusive in your thinking, words or behaviours, what you learned as a result and what you will do differently next time.

### Think Outside the Boxes.





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## What to do When a Student Comes Out to You

Be discreet. Privacy and confidentiality are imperative. Whom and when the student decides to tell are up to them. If a student decides to come out, it is essential that you support that decision. Recognize that informing others can expose the student to harm. Maintaining confidentiality is important; however, there can be exceptional circumstances. For example, if you suspect that a student may be suicidal, or they are in danger in any way, use your best judgment to seek help and support for that student

Follow the steps of support.

- Listen to the student's immediate concern.
- Validate the student's feelings.
- Thank the student for trusting you.
- Reassure the student of complete confidentiality.
- Ask the student what she or he needs from you.
- Suggest safe sources of support if the student appears interested.
- If the student wants to tell someone else, offer support.

---

*Imagine walking down the hallways of your school, not quite knowing who you are as a person, not quite fitting into any social group, not quite being able to express yourself as an individual; an individual with talents and dreams. That is pretty much every child growing up and passing through our education system. Now, add to that, one of the biggest and scariest secrets an individual might have—and you're not quite sure what it means or how to acknowledge it. That secret being, "I'm gay."*

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<http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Lesbian-and-Gay-Youth.pdf>



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## Creating Safe Spaces—Addressing Homophobic and Transphobic Language

Addressing homophobic and transphobic language are essential parts of creating safer spaces for all students. One of the most pervasive forms of homophobia is in the language used in daily interactions between adults and students alike. Simply stating that hate speech is not allowed in your presence is not enough. We, as teachers, need to be diligent in addressing the use and abuse of language, and to model appropriate behaviours for students and other members of our school communities.

Teachers often express hesitation in addressing inappropriate language use by students and others in their school community. As previously discussed, allyship is a constant process. In our commitment to creating safer spaces for all of our students, we need to extend our high expectations outside of classrooms and into the school culture at large. The best way to do so is to be prepared.

Here is a collection of information and strategies for you to use in the advancement of safe spaces, because “the ability to interrupt overt incidents of homophobia and transphobia in classrooms and hallways is a key starting point in anti-oppressive pedagogy” (Kearns, Mitton-Kukner and Thompson, 2014).

### Important Note

When confronted about their language, particularly with phrases such as “That’s so gay,” many students will respond with some version of “we didn’t mean anything by it” or they were “just joking.” They try to dismiss corrections because they did not intend harm with their words. This is the perfect opportunity to discuss intent versus impact. Sometimes, despite what our intentions are, our impact is still negative.

For example, I may not have intended to run over your foot with my car; however, your foot is still broken. My intent was never to hurt you; regardless, the impact is still a painful injury.

With homophobic and transphobic language, even phrases that seem innocuous to students can have deep impact. Regardless of how it is intended, using gay to describe something negative reflects a long history of prejudice against SGM people, with links readily made between homophobic slurs and other forms of discrimination. When discussing this with students, use analogies between racism, sexism, ableism, ethnocentrism, etc.

## Zero Indifference: Ending Name-Calling in Schools

The following resource for teachers is an excerpt from “Zero Indifference: A How-to Guide for Ending Name-Calling in Schools” from *ThinkB4YouSpeak: An Educator’s Guide*, a publication of the Gay, Lesbian and Straight Education Network (GLSEN®). The full resource is available at [www.glsen.org/sites/default/files/Guide%20to%20ThinkB4YouSpeak.pdf](http://www.glsen.org/sites/default/files/Guide%20to%20ThinkB4YouSpeak.pdf).

A “zero-indifference” response to name-calling means that members of the school community take collective action to stop name-calling and bullying. Although there is no one right way to intervene, consistent intervention is key to establishing a school environment where all students and school community members feel safe and respected.

*Consistent intervention is key to establishing a school environment where all students and school community members feel safe and respected.*

**Three things that you should avoid:**

1. Ignoring the incident
2. Excusing it
3. Allowing yourself to become immobilized by fear or uncertainty

**Effective interventions consist of two steps:**

1. Stopping the behaviour (immediately)
2. Educating those involved (publicly, on the spot, or later, in private)

What determines whether you educate on the spot or privately, immediately or later, are the needs of the targeted student or other school community members.

It’s important to acknowledge that incidents of name-calling and bullying can be complex and require a teacher’s thoughtful, critical judgement. To effectively respond, keep in mind that what “feels right” to adults may have negative consequences for target students, who may cringe at the attention public intervention draws, and may feel increased concern for their safety on the way home, when no one will be there to protect them.

There are videos available that address the topic of inclusive language available on the ATA Library website [www.teachers.ab.ca](http://www.teachers.ab.ca) Alberta Teachers’ Association > For Members > Programs and Services > ATA Library > Web Resources > Sexual-Minorities and Gender Variance.

## What to do about “that’s so gay” and a person’s reluctance to admit that it (and other homophobic or transphobic slurs) actually mean something.

The chart below suggests strategies for dealing with one of the often-used expressions in schools, and also with any instance when your intervention is responded to by saying, “We don’t mean anything by that,” “It’s just a word we use,” or “Everyone says it.” The responses listed below include the benefits and challenges of each question.

Responses	Benefits	Challenges
“What do you mean by that?”	Doesn’t dismiss it	Students might not be forthcoming.
“How do you think a gay person might feel?”	Puts responsibility on students to come up with a solution	Student may not say anything.
“Do you say that as a compliment?”	Asking this rhetorical question in a nonaccusatory tone may lighten things up enough for your students to shake their heads and admit, “No.”	Students may just laugh off your question, or reiterate that they’re “just joking.”
“So the connotations are negative?” or “So maybe it’s not a good thing?”	Not accusatory. Could open up the floor for discussion.	There’s always the chance that students will still be reluctant to speak up.
How would you feel if who you are was used as an insult?	Asks the student to reflect on the impact of their word choice.	Student may insist that this wouldn’t bother them.
“Everyone” doesn’t say “that’s so gay.” I don’t say it and if you care about others’ feelings, you won’t say it either.	Models more appropriate word choice and emphasizes empathy	There is chance that the student may claim not to care about the feelings of others. This is an opportunity to talk about empathy and the importance of community.
“This is a homophobia-free zone. Homophobic slurs like that are not tolerated here.”	Shows firm expectations for language and behaviour Stops the oppressive language immediately	Does not educate the student on more appropriate language choices. They may still use it in other areas of their lives.
It’s not fair to use clichés about “political correctness” as an excuse for disrespecting others. Why say “that’s so gay” if you are aware that it is offensive to many people?	Puts the responsibility back on the student while reminding them of the offensive nature of their words.	There is chance that the student may claim not to care about the feelings of others. This is an opportunity to talk about empathy and the importance of community.

Use a strategy that reflects your personal teaching style and appropriate to the situation at hand.

This chart is adapted from the following resources: *ThinkB4YouSpeak*, a publication of the Gay, Lesbian and Straight Education Network (GLSEN®) and available at <http://www.glsen.org/sites/default/files/Guide%20to%20ThinkB4YouSpeak.pdf>; and

“Dealing with Name Calling,” a resource produced by the Pride Education Network and the British Columbia Teachers’ Federation, and available at <http://pridenet.ca/wp-content/uploads/dealing-with-name-calling.pdf>.

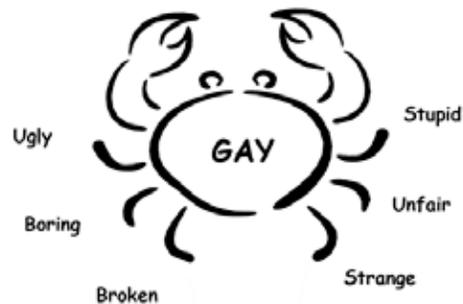
## That's So Gay – A Mini-Lesson in Changing Crabby Language

In the event that you hear homophobic or transphobic language, it is important to address it immediately. This simple activity can demonstrate how hurtful language can be. This simple but effective word association activity is best used immediately upon hearing the slur and can prompt good further discussion.

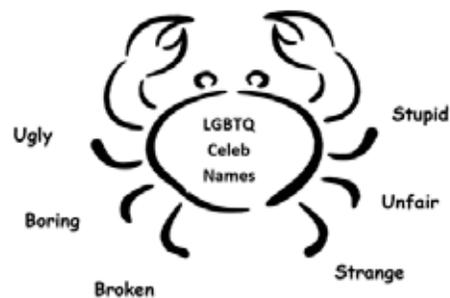
If a teacher could take five minutes to really look at the phrase once, it might have a lasting effect on the individual or, hopefully, whatever group has heard the exchange. Most commonly, when the phrase "that's so gay" is challenged, a student will reply that they did not mean "gay" as in "homosexual." Using this as a teachable moment, draw a crab (or bug, or any other animal you are capable of drawing), ideally on a white board, although any writing surface available will do:



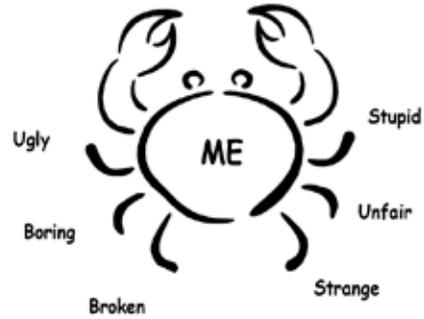
In the middle of the crab, write the word "gay". Have students think of words that students actually mean when using the phrase, and write them at the end of each leg to create a word web. It might be necessary to prompt them by saying "if I said that your shirt/assignment/book/detention was gay, what word would also work in that context?" Your crab will likely start to look something like this:



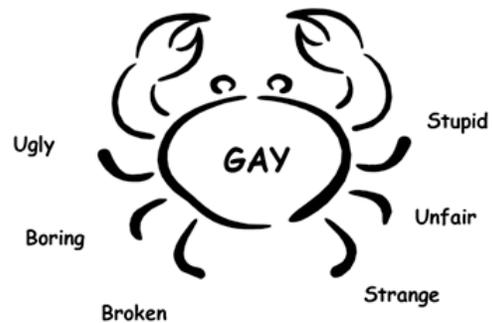
Next, erase the word "gay" from the middle of the crab, but keep the adjectives on the outside of the crab. Now ask students to brainstorm celebrities they know who have publicly acknowledged that they are sexual and/or gender minorities (discourage names which are speculative or assumed). Fill in the center of the crab with these names. Examples can be found online but more popular names might include: Ellen DeGeneres, Anderson Cooper, Neil Patrick Harris, Zachary Quinto, Jim Parsons, Jane Lynch, Freddie Mercury, Elton John, and Chaz Bono. Ask students if the word web still makes sense now with lesbian, gay, bisexual, transgender, and/or queer celebrity names in the middle. Can this group of highly talented and successful individuals accurately be described as ugly, boring, broken, stupid, unfair, strange, etc.? The answer is obviously no.



Next, erase the celebrity names out of the middle of the crab but keep the adjectives on the outside of the crab. Replace the names with the word "me." Ask the students if the words on the outside are what people should call the person on the inside. Emphasize that no one would want to be called the words around the crab because they are hurtful and demeaning. If someone associated you, as the teacher, or them, as the students, with all of those words we all might feel sad, angry, offended and/or worthless.



Finally, erase the word "me" and put the word "gay" back into the middle of the crab. Explain to students that when you say "that's so gay," you are telling someone who is gay, and by extension, all sexual or gender minority individuals, that their identity is associated with this list of negative words, and more. If students have volunteered other words associated with gay like "lame," "dumb," or "retarded," this is a good opportunity to provide support for other minorities whose differences are used against them in harmful language. If students have volunteered other words associated with gay like "girly" or "feminine," this is also a good opportunity to discuss sexism and the harmful assumption that to have female qualities is to somehow be less acceptable than the male standard.



Lesson adapted by Anna Burn from the fYrefly in Schools program, which is a university-community project operated by the Institute for Sexual Minority Studies and Services, Faculty of Education, University of Alberta. To learn more, check out [www.ismss.ualberta.ca](http://www.ismss.ualberta.ca).

## Let's Rephrase That/Say Something Original

Instead of "that's so gay," try...

ludicrous	feeble	curious
ridiculous	mindless	peculiar
foolish	tedious	unusual
silly	dull	outlandish
goofy	boring	way out
laughable	monotonous	eccentric
childish	unfashionable	quirky
senseless	outdated	unconventional
pointless	behind the times	wild
useless	outmoded	original
meaningless	passé	annoying
tired	weird	maddening
weak	wacky	irritating
pathetic	odd	grating
sad	bizarre	bothersome
wretched	strange	frustrating

Adapted from *ThinkB4YouSpeak*, a publication of the Gay, Lesbian and Straight Education Network (GLSEN®) and available at <http://www.glsen.org/sites/default/files/Guide%20to%20ThinkB4YouSpeak.pdf>.



# Lesson Plans

In the **BLUE** section, you will find lesson plans for a variety of courses, including core courses for Grades 7–12. Each lesson in the **BLUE** section is designed for both junior and senior high students, with appropriate links to curricular outcomes in the program of studies.

<b>Lesson #1 — Gender Swap — English Language Arts 7–12.....</b>	<b>67</b>
<b>Lesson #2 — First Nations Perspectives of Gender — Social Studies 7 and 10 .....</b>	<b>69</b>
<b>Lesson #3 — World views in Conflict — Social Studies 8 and 30.....</b>	<b>75</b>
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<b>Lesson #6 — Gender Roles and Relationships — Health 7–12.....</b>	<b>93</b>
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<b>Lesson #9 — Colours of the Rainbow — Art 7–12.....</b>	<b>107</b>

## A note on linked content

Throughout the following chapter, you will find links to supporting materials in the lesson plans. Every effort has been made to ensure that the content is suitable for use in Alberta classrooms. Some of the content deals with sensitive subject matter that may present difficulties for some students. With that in mind, teachers are cautioned to use their professional discretion when using the links and to be mindful of the needs of the students in their teaching context.

At the bottom of each page containing links, you will find a brief note. The following is an expanded explanation of each of these notes.

**Reviewed Link:** The link has been reviewed and is acceptable for use in Grades 7–12 classrooms in Alberta schools.

**Video Caution:** Teachers should preview for potential disturbing content and prepare students accordingly if the content will be used.

**Donation Caution/Promotional Material Caution:** The link contains a plea for donations or other promotional material. Neither the Alberta Teachers' Association nor Alberta Education endorse the organization. Encourage students to think critically about the inclusion of promotional materials in resources and refrain from opening the donation links.

**Not Reviewed:** The link has not been reviewed and teachers are advised to use caution when using it. The link may have changing content or multiple links to outside sites.

**Only Selected Content Reviewed:** The content selected has been reviewed, but the review process did not extend beyond the selected content, ie a PDF reviewed but not the hosting site.

**Sensitive Content:** The site has been reviewed but contains content of a sensitive nature that may be disturbing to some students. Use your professional judgement when using this material and prepare your students accordingly. Offer follow-up opportunities for further discussion.

# ENGLISH LANGUAGE ARTS 7–12

## Gender Swap

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**Lesson time:** Flexible (could be 20–80 minutes depending)

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### Goal

- Have students consider how gender affects their perceptions of characters within a text.
  - Have students challenge the gender norms, roles and stereotypes they bring to a text.
  - Have students think outside typical gender binaries.
- 

### Curricular Links

#### ELA 7–9

- 1.1: Discover and explore
- 1.2: Clarify and extend
- 5.1: Respect others and strengthen community
- 5.2: Work within a group

#### ELA 10–12

- 2.1.1 (c): Discern and analyze content
  - 2.2.1 (b): Relate form, structure and medium to purpose, audience and content
  - 4.4.1 (c): Assess text creation context
  - 5.1.1 (d): Use language to show respect and consideration
  - 5.2: Work within a group
- 

### Materials

Chart paper if desired

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### Lesson Plan

#### Introduction

As a teacher, to prepare for this lesson, consider the types of texts you are using over the course of your semester/year. Do you discuss the genders of the characters you study? How might a character's gender influence the way students approach a text? How might changing the gender alter the character?

As a student, to prepare for this lesson, consider the gender(s) of the character(s) in the text you are currently studying. Does knowing the gender of the character(s) affect how you understand or anticipate a character's actions/emotions? If so, how? Why?

## Learning Activities

### Example - William Golding's *Lord of the Flies* (English 20–1)

Discuss the lack of gender diversity in William Golding's novel *Lord of the Flies*. As we only ever see how boys react to being lost on an island, how does that affect our reading of the novel? How would things change if the characters were different?

Divide class into groups. If possible, have students sketch out their main ideas on chart paper:

- Two groups will discuss how the novel would change if the novel only had girls on the island.
- Two groups will discuss how the novel would change if the novel had equal numbers of boys and girls on the island.
- Two groups will discuss how the novel would change if the novel had more girls than boys on the island.
- Two groups will discuss how the novel would change if the novel had more boys than girls on the island.

Have groups share their findings.

- How much of the groups' conjecture is based on gender stereotypes?
- Where and when do students break stereotype?
- Consider the original characters. Did they always behave according to dominant gender roles and norms? Support with evidence from the text.

## Wrapping It Up

To tie the lesson together pose the following questions:

- When does gender matter?
- Why does gender matter?
- How does gender affect us all?

After allowing students time to consider these questions, lead a discussion around assumptions and stereotypes:

When have gender stereotypes been helpful in your life?

When have gender stereotypes been hurtful in your life?

Why might it be important to abandon stereotyping when meeting a new person, or character?

## Extension

Have students write a gender swap page, scene or chapter where they alter a character's gender or remove gender tells (ie, use ambiguous names and gender-neutral pronouns). This is common in fan fiction narratives and examples can be found online. Encourage students to challenge gender stereotypes instead of reinforcing them.

# SOCIAL STUDIES 7 AND 10

## First Nations' Perspectives of Gender

### Goal

- To develop an understanding of and respect for two spirit identities
- To compare indigenous and Western beliefs about gender
- To assess the impact of contact with Europeans on First Nations' beliefs about gender

---

### Curricular Links

#### SOCIAL STUDIES 7

7.1.3 — compare and contrast diverse social and economic structures within the societies of Aboriginal, French and British peoples in pre-Confederation Canada by exploring and reflecting upon the following questions and issues:

- What were the different ways in which Aboriginal societies were structured (ie, Iroquois Confederacy, Ojibwa, Mi'kmaq)?
- How did the structures of Aboriginal societies affect decision making in each society (ie, role and status of women, consensus building)?
- In what ways did European imperialism impact the social and economic structures of Aboriginal societies?

7.2.2 — recognize the positive and negative consequences of political decisions

#### SOCIAL STUDIES 10

1.4 — explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling)

1.8 — analyze challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)

---

### Materials

- Project Figure 7 — *Valboa throws some Indians, who had committed the terrible sin of sodomy, to the dogs to be torn apart.* Etched by Theodor de Bry in the 16th century.  
**\*\*Please be advised that this image could be disturbing or offensive to some students. Be prepared for possible discussion about the content. Use your professional discretion in deciding to use this activity within your teaching context.\*\***
- Photocopy Student Hand-Out 1 “Two Spirit: Past, Present & Future” and Student Hand-Out 2 on “First Nations Perspectives of Gender.”

## Lesson Plan

### Introduction

The goal of this lesson is to provide students with an introduction to how some First Nations groups in North America traditionally viewed gender roles prior to European influences.

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### Learning Activities

1. Show students the picture (below). Look for evidence and specific details in the picture that cause them to interpret the picture that way. Ask them to interpret what they see in pairs and then discuss as a class. Be prepared to address the concerns of students who find this image troubling.
  2. Hand out the article, “Two Spirit: Past, Present & Future.” Read through as a class.
  3. Have students complete the worksheet (page 74).
  4. Discuss students’ responses as a class.
  5. Ask students to imagine they work at the museum where the picture from the beginning of class is housed. Ask them to write a script of what they would tell visitors of the museum about the picture. Good practice would be to allow students to conduct research about the picture before writing.
- 

### Wrapping It Up

Collect students’ scripts for evaluation. Do students apply critical thinking skills (questioning, comparing, summarizing, making judgments)? Do students demonstrate an understanding of two-spirit identities, both precontact and postcontact? Do students demonstrate open-mindedness and respect for diversity?

Figure 7



SPECIAL COLLECTIONS, UNIVERSITY OF HOUSTON LIBRARIES. UNIVERSITY OF HOUSTON DIGITAL LIBRARY. WEB. OCTOBER 3, 2016.  
[HTTP://DIGITAL.LIB.UH.EDU/COLLECTION/P15195COLL39/ITEM/87](http://digital.lib.uh.edu/collection/P15195COLL39/ITEM/87).

Bry, Theodor de, 1528–1598, engraver. *Valboa throws some Indians, who had committed the terrible sin of sodomy, to the dogs to be torn apart.* 1594.

## First Nations' Perspectives of Gender

### Student Hand-Out 1

#### Two Spirit: Past, Present & Future

By Harlan Pruden<sup>1</sup>

On the land we know as North America, also known as Turtle Island, there were approximately 400 distinct Indigenous Nations. Of that number, 155 have documented multiple gender traditions. Two-spirit is a contemporary term that refers to those traditions where some individuals' spirits are a blending of male and female spirit.



This photo dates back to the late 1800s. It is a portrait of a Two-Spirit man named Mewa. *Braun Research Library, Autry National Center of the American West, Los Angeles L. 5430*

The existence of two-spirit people challenges the rigid binary world view of the North American colonizers and missionaries, not just of the binary gender system, but of a binary system of this or that, all together. The two-spirits' mere existence threatened the colonizers' core beliefs; the backlash was violent. Historical sketches, housed at the New York City public library, depict two-spirit people being attacked by colonizers' dogs. Word of this brutal treatment spread quickly from nation to nation. Many nations decided to take action to protect their honored and valued two-spirit people. Some nations hid them by asking them to replace their dress, a mixture of men and women's clothing, with the attire of their biological sex. After years of colonization, some of those very same nations denied ever having a tradition that celebrated and honored their two-spirit people.

The two-spirit tradition is primarily a question of gender, not sexual orientation. Sexual orientation describes the relationship a person of one gender has with an other-gendered person. Gender describes an individual's expected role within a community.

Within traditional Indigenous communities, there was an expectation that women farmed/gathered food and cooked while men hunted big game. Although there was division of labour along gender lines, there was no gender-role hierarchy. Within the Native social construct of gender, a community could not survive without both of the equal halves of a whole. The Native commitment to gender equality opened the door for the possibility of multiple genders, without the idea that a man was taking on a lesser gender by placing himself in a woman's role or vice versa for women assuming men's roles.

#### Gender Roles of Two-Spirit People

People of two-spirit gender functioned as craftspeople, shamans, medicine-givers, mediators, and/or social workers. In many Native communities, men's and women's styles of speech were distinct; sometimes even different dialects were spoken. The two-spirit people knew how to speak both in the men's and women's ways. They were the only ones allowed to go between the men's and the women's camps. They brokered marriages, divorces, settled arguments, and fostered open lines of communication between the sexes.

<sup>1</sup>Harlan Pruden is a member of the Saddle Lake Cree Nation in Alberta, a scholar and a long-time activist. Among his accomplishments, he cofounded the NorthEast Two-Spirit Society in New York and is managing editor of [TwoSpiritJournal.com](http://TwoSpiritJournal.com).



This photograph by John Anderson dates back to 1890. It shows two Sioux, Two-Spirit women, both ninety years old, who lived together their whole life. *Nebraska State Historical Society, photo A547:2-149.*

Their proficiency in mediation often included their work as communicators between the seen (physical) and unseen (spiritual) worlds. Many of the great visionaries, dreamers, shamans, or medicine givers were two-spirit people. In some traditions, a war party could not be dispatched until their two-spirit person consulted the spirits of the unseen world and then gave their blessings.

When a family was not properly raising their children, it has been documented that two-spirit people would intervene and assume responsibility as the primary caretaker. Sometimes, families would ask a two-spirit person for assistance in rearing their children. In this respect, two-spirit people were similar to modern day social workers.

It is traditional to present gifts at gatherings to those who exemplify the “spirit” of the community or who have done the most for the community. Two-spirit people were respected and honoured with gifts when they attended gatherings. They did not keep the gifts, but passed them on to spread the wealth.

### **Remembering Our Traditions**

Since the time of colonization many Natives have forgotten the “old” way. Many converted to non-Native religions, which did not accept traditional spirituality and community structures. However, there are groups of Elders and activists that have quietly kept the two-spirit tradition alive. In some nations that have revived this tradition, or brought it once again into the light, two-spirit people are again fulfilling some of the roles and regaining the honour and respect of their communities.

The two-spirit tradition is a very rich one that deserves a closer examination. The LGBT activists engaged in achieving equality for all should remember that there was a time when people with a blend of male and female spirits were accepted and honored for their special qualities. Two-spirit people are a part of the fabric of this land and stand here today as a testament of their collective strength and fortitude.

## First Nations' Perspectives of Gender

### Student Hand-Out 2

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1. After reading the article about two-spirit identities, compare and contrast the beliefs about gender traditionally held by some First Nations groups with those traditionally held in Western cultures.

First Nations perspectives

Western perspectives

2. Summarize the difference between gender identity and sexual orientation as it's presented in the article.
3. The author writes, "The existence of two-spirit people challenges the rigid binary world view of the North American colonizers and missionaries, not just of the binary gender system, but of a binary system of this or that, all together." What do you think this means?

# GRADE 8 AND 12 SOCIAL STUDIES

## World views in Conflict

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Time: three to five 60-minute blocks, plus presentation times.

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### Goal

- Students will learn that the collision of various world views can either enhance or halt change from occurring.
  - Students will be able to apply their understanding of world view to current issues and social trends, and identify and critically evaluate the various perspectives
  - Students will gain understanding into the struggles that others face in their work for recognition and equal treatment.
- 

### Curricular Links

#### SOCIAL STUDIES 8

Students will

8.3.1 appreciate how a society's world view influences the society's choices, decisions and interactions with other societies (C, I);

8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC);

8.S.1 develop skills of critical thinking and creative thinking:

- analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue;
- evaluate ideas, information and positions from multiple perspectives;
- demonstrate the ability to analyze local and current affairs;
- re-evaluate personal opinions to broaden understanding of a topic or an issue;
- generate creative ideas and strategies in individual and group activities;
- access diverse viewpoints on particular topics by using appropriate technologies.

8.S.2 develop skills of historical thinking:

- distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations;
- analyze the historical contexts of key events of a given time period.

## SOCIAL STUDIES 30–1, 30–2

Students will

- 4.1 appreciate the relationship between citizenship and leadership (C, I);
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC);
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC);
- 4.4 explore the relationship between personal and collective world views and ideology (C, I, GC);
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC);
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER);
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC);
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC);
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC);
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC).

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## Materials

- Computer / projector to show links for discussion
- Technology for research

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## Lesson Plan

### Introduction

It is important for students to be familiar with the concepts of world view and perspective. This project uses the concepts of world view and conflict to examine contemporary conflicts.

1. Teachers may wish to do preparatory work to guide students in creating inquiry questions that are suitable for any conflict. Alternately, a list of student-friendly inquiry questions is provided, based on Costa's Levels of Questioning, <https://www.sps186.org/downloads/basic/274780/Costa%20and%20Blooms.pdf> (1).

Students and teachers can use the following questions to guide them:

1. How do we as individuals and groups promote, shape or resist change?
2. What are the motivations for people to take action or choose to sit out?
3. What responsibility do we have to use the lessons of the past in our decision making today?

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(1) Reviewed Link

## Learning Activities

1. Together as a class, discuss types of conflict that students are familiar with. Brainstorm a list of relevant historical or contemporary conflicts, focusing on some of the recent conflicts regarding same-sex marriage rights, media representation of sexual and gender minority (SGM) rights persons, or legal rights recognitions. Students or teachers may wish to refer to the Timeline of Sexual and Gender Minority Rights Around the World included in the supporting resources on page 139. Students can look at these issues at a provincial, federal or international level. A starting point for conversation and ideas about cultural conflicts can be found in the book *Clash: 8 Cultural Conflicts that Make Us Who We Are* by Hazel Markus and Alana Conner, or an overview of the types of conflicts is available in a slideshow at [http://www.huffingtonpost.com/hazel-markus/8-cultural-conflicts-that\\_b\\_3422643.html?slideshow=true#gallery/302412/0](http://www.huffingtonpost.com/hazel-markus/8-cultural-conflicts-that_b_3422643.html?slideshow=true#gallery/302412/0) (2).
2. Students pick one cultural conflict to research. This can be done as a larger timeline of events (for instance, the history and progression of same-sex marriage rights across North America) or as an in-depth study of one particular event that had significance.
3. Using the organizer provided on page 79, students complete their research on their conflict, including information on the significant figures or groups, where/when, key episodes or events, and the resolution/outcome of the conflict. Students should be mindful of including all perspectives of the conflict in their research in order to help them develop the overall significance later on. As students are researching, they may have greater difficulty finding information to support their Level 3 questions. Encourage students to provide evidence that could lead them to infer responses for these questions.
4. Students should now be analyzing the conflict, looking at the consequences of the action and answering the question “Now what?” In doing this evaluation, students will be answering some of their Level 3 questions.
5. Students can create a timeline or presentation to share their research or findings, using websites such as [www.timetoast.com](http://www.timetoast.com) or other suitable sites.

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## Wrapping It Up

Students can be assessed based on their research skills and critical thinking using a rubric similar to the example on page 80.

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(2) Link Not Reviewed

## World Views in Conflict

### Sample Questions to Guide Research

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**When possible, work with students to generate their own guiding questions using the frameworks provided in the resource listed in the introduction on page 76.**

#### **Level 1**

- What led to the conflict? Why did this conflict happen? Clash in beliefs, an event and/or a person?
- What are the significant events that happened in the conflict (dates as well as explanations)?
- Where did the conflict happen? Who were the key players (groups and individuals)?
- What was the triggering event in this conflict?

#### **Level 2**

- What were others' (countries, world views, etc....) thoughts / perspectives on the conflict?
- What were the beliefs and values which were conflicting?
- Was everyone involved or were there people who sat out and did not participate? If so, why?
- Was it "civil"? Did it respect human rights?

#### **Level 3**

- What were the perspectives / points of view at the time, and how did they impact the conflict?
- What were the stereotypes that affected the conflict?
- How did it force change? Positive or negative?
- What group / perspective / side left more of an impact?
- How did it contribute to advancements? (human rights, education, etc.)
- How did it reverse advancements? (human rights, education, etc.)
- What are the lessons we should learn, as citizens of the world, from this conflict?
- How do we continue to educate people about this event? Why do we?

## World Views in Conflict

### Student Handout: Research Organizer

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**Problem / Conflict:**

**Groups / Individuals Involved:**

**Perspectives / World views:**

**Events / Timeline of the conflict:**

**Outcome / Resolution:**

## ASSESSMENT RUBRIC

### Research and Critical Inquiry—Name of Event, Problem, Key Episodes / Facts, Participants, Resolution / Outcomes

EXEMPLARY	PROFICIENT	APPROACHING	BEGINNING
Abundant notes have been gathered into all areas of the graphic organizer.	Many notes have been gathered.	Sufficient notes have been gathered.	Minimal notes have been gathered.
Notes are clearly in the student's words and not plagiarized.	Notes are in the student's words and not plagiarized.	It is questionable whether all notes are in the student's words.	Notes are clearly not in the student's own words (plagiarism).
All topics have been addressed with depth.	All topics have been addressed.	Most topics have been addressed (might be missing one).	More than two topics have not been addressed.
All key facts and supporting details have been included.	Most key facts and some supporting details have been included.	Many key facts and a few supporting details have been included.	Key facts are missing. Supporting detail is not included.
All information has been recorded in the correct section of the organizer.	Most of the information has been recorded in the correct section of the organizer.	Some of the information has been recorded in wrong section of the organizer.	Most of the information is not recorded in the correct section of the organizer.
Sources are referenced. Includes a variety – print, media, etc. Sources are extremely reliable.	Sources are referenced. Includes more than three sources. Sources are not the same type (print, video, etc.). Sources are reliable.	Sources are referenced. Only a few sources have been used; reliability of sources is questionable.	Sources are referenced. Only one source has been used; reliability may be questionable.

### Thinking and Problem Solving—Relevance to today? Now What?

EXEMPLARY	PROFICIENT	APPROACHING	BEGINNING
Student is able to clearly and effectively draw conclusions on what the importance of this event / impact this event has on our world today.	Student is able to draw conclusions on the importance of the event and the impact it has on our world today.	Student has demonstrated a basic understanding of the importance of the event and the impact it has had on our world today.	Student does not demonstrate an understanding of the importance of this event and the impact it has had on our world today.
Evidence from the research is used to support the ideas.	Some evidence is used to support the ideas.	Evidence from research is minimally used if not at all.	There is no evidence from research.

# SCIENCE 9 AND BIOLOGY 30

## Intersex Conditions

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Lesson Time: 45–60 minutes/ 1 class

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### Goal

- Provide students with an understanding of gender diversity related to genetic and hormonal variability.
- Help students distinguish between sexual identity and gender identity.
- Demonstrate ways that students can be more gender inclusive.

### Curricular Links

#### SCIENCE 9

1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival.
  - Observe variation in living things and describe examples of variation among species and within species (eg, observe and describe characteristics that distinguish two closely related species).
2. Investigate the nature of reproductive processes and their role in transmitting species characteristics.
  - Describe examples of variation of characteristics within a species, and identify examples of both discrete and continuous variation (eg, hand clasping preference is an example of a discrete variation, the length of human hands varies on a continuum).
  - Investigate the transmission of characteristics from parents to offspring, and identify examples of characteristics in offspring that are
    - the same as the characteristics of both parents,
    - the same as the characteristics of one parent,
    - intermediate between parent characteristics and
    - different from both parents.
  - Distinguish those characteristics that are heritable from those that are not heritable, and identify characteristics for which heredity and environment may both play a role (eg, recognize that eye colour is heritable but that scars are not; recognize that a person's height and weight may be largely determined by heredity but that diet may also play a role).
  - Identify examples of dominant and recessive characteristics and recognize that dominance and recessiveness provide only a partial explanation for the variation of characteristics in offspring.
3. Describe, in general terms, the role of genetic materials in the continuity and variation of species characteristics, and investigate and interpret related technologies.

- Describe, in general terms, the role and relationship of chromosomes, genes and DNA.
- Distinguish between cell division that leads to identical daughter cells, as in binary fission and mitosis, and cell division that leads to formation of sex cells, as in meiosis; and describe, in general terms, the synthesis of genetic materials that takes place during fertilization. [Note: At this level, students should understand that the formation of sex cells involves the halving of the parent cell's genetic materials and that this process leads to zygote formation. Opportunity for further study of the specific stages of cell division will be provided in senior high school courses (eg, prophase, metaphase, anaphase, telophase).]

## BIOLOGY 30

### Unit A: Unit B: Reproduction and Development

**Overview:** This unit investigates the human reproductive system as a representative mammalian system responsible for propagating the organism and perpetuating the species. The processes associated with human reproduction and development, as well as the regulation of these processes by hormones, are reviewed. The influence of environmental factors on embryonic and fetal development is examined, as are various reproductive technologies.

Students will explain how human reproduction is regulated by chemical control systems.

#### Specific Outcomes for Knowledge, students will

- 30–B2.1k describe the role of hormones, ie, gonadotropic-releasing hormone (GnRH), follicle stimulating hormone (FSH), luteinizing hormone (LH), estrogen, progesterone, testosterone, in the regulation of primary and secondary sex characteristics in females and males;
- 30–B2.2k identify the principal reproductive hormones in the female and explain their interactions in the maintenance of the menstrual cycle, ie, estrogen, progesterone, FSH, LH;
- 30–B2.3k identify the principal reproductive hormones in the male and explain their interactions in the maintenance and functioning of the male reproductive system, ie, testosterone, FSH, LH.

### Unit C: Cell Division, Genetics and Molecular Biology

**Overview:** This unit examines the two types of cell division, mitosis and meiosis. Students learn about chromosomal behaviour during cell division and expand their knowledge of chromosomes by studying classical genetics. Classical genetics is further extended to a molecular level by exploring the basic structure of deoxyribonucleic acid (DNA), its role in protein synthesis and the impact of mutation.

#### Specific Outcomes for Knowledge, students will

- 30–C1.1k define and explain the significance of chromosome number in somatic and sex cells, ie, haploidy, diploidy and polyploidy;
- 30–C1.2k explain, in general terms, the events of the cell cycle; ie, interphase, mitosis and cytokinesis;
- 30–C1.3k describe the process of meiosis (spermatogenesis and oogenesis) and the necessity for the reduction of chromosome number;
- 30–C1.4k compare the processes of mitosis and meiosis;
- 30–C1.5k describe the processes of crossing over and nondisjunction and evaluate their significance to organism inheritance and development;
- 30–C1.6k compare the formation of fraternal and identical offspring in a single birthing event;
- 30–C1.7k describe the diversity of reproductive strategies by comparing the alternation of generations in a range of organisms, eg, *Daphnia*, sea anemone, moss, pine.

## Materials

- Photocopy the handout provided.
- Have demographic information about school population and town population.

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## Lesson Plan

1. Prepare the class by describing the lesson content and how it relates to the current class content.
2. Set expectations for mature and sensitive behaviour. Review all materials to ensure appropriateness for students. Since the topic is of a personal nature, be sure to establish Safer Space rules. See page 49 for a suggestion as to how.
3. Handout the information sheet on intersex conditions, page 85.
4. Read through with the class, answering any questions they may have. Encourage discussion using the discussion questions included below.
5. Students complete the chart phenotype vs genotype, either as a class or individually (see below). Be sure to answer questions as they arise from students.
6. Review the difference between sex and gender. Use the information found in this document to prepare yourself for the conversation. A handout with this information can be created using the information provided
7. Have students complete the assessment questions (see handout) that accompany the information sheet on intersex conditions. These can be completed individually, as a small group, or as an entire class. Answers for all questions are provided in the answer key.
8. Extension: If time permits, show students other documentaries about being intersex. There are a number linked on the Web Resources page of the ATA Library website under Sexual Minorities and Gender Diversity, [www.teachers.ab.ca](http://www.teachers.ab.ca) Alberta Teachers' Association > For Members > Programs and Services > ATA Library > Web Resources > Sexual-Minorities.

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## Discussion Questions

1. Considering the ratios given for some of these conditions, how many people in your school might have intersex conditions? How many people in your community might have intersex conditions? How can our school/community be more responsive and inclusive to those born with intersex conditions?
2. Many people believe there are two clear-cut categories for gender: male and female. Others believe it's a fluid line between two end points. Still others believe there are many gender categories. How are beliefs about gender formed? How can our school be welcoming, caring, respectful and safe for all beliefs about gender?

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## Wrapping It Up

Once students have completed the questions provided, be sure to allow opportunities for questions and discussion. This may be the first time students are considering the differences between sex and gender, and there may be confusion combined with curiosity. Encourage students to use the various resources provided to learn more while offering them opportunities to come to you with further questions.

## Intersex Conditions

### Genetics (Phenotype and Genotype)

Draw a table on board or have students draw table in their workbooks:  
 Ask students to list what makes people biologically male or female.

MALE	FEMALE
XY testes penis beard smaller hips	XX ovaries vagina clitoris large hips breasts

Once students make a list you can cross off the items that aren't binary (all) and discuss how the items listed aren't always indicators of gender or secondary sexual characteristics. This spurs a discussion around the fact that biology isn't even binary and there are variations in phenotype and genotype in each species when it comes to primary and secondary sex characteristics.

#### Examples of when listed items do not indicate sex and/or gender

MALE	FEMALE
XY (androgen insensitivity, gonadal dysgenesis) testes (internal testes, ovotestes) penis (enlarged clitoris) beard (some women have beards) smaller hips (sizes vary)	XX ovaries (can also have penis or body may not respond to hormones produced by ovaries) vagina (some females are not born with a vagina) clitoris (can also have enlarged clitoris more resembling a penis) large hips (sizes vary) breasts (sizes vary)

## Intersex Conditions

### Handout 1: Types of Intersex Conditions (Not a complete list)

#### **Androgen Insensitivity Syndrome (AIS) (1 in 13 000)**

This is an inherited genetic condition where a child will have an XY karyotype but the body's cells are not able to respond to androgen. This results in a baby with genitals of a typical female appearance. There are also undescended or partially descended testes, but no uterus, cervix, fallopian tubes or upper part of the vagina. At puberty, the testes begin producing testosterone, and because testosterone is chemically very similar to estrogen, this results in breast development. Women with AIS will not menstruate or be fertile, and they may choose surgery to lengthen the vagina so that vaginal intercourse is possible. Partial androgen insensitivity syndrome (1 in 130 000) occurs when the body's cells respond only partially to androgen, often resulting in ambiguous genitalia where the baby is considered to have either a large clitoris or a small penis (two ways of describing the same structure). In the past, corrective surgery was often performed to normalize the genital appearance, but more commonly now, the recommendation is to offer but not impose the surgery until the person is older and can decide for themselves.

#### **Klinefelter Syndrome (1 or 2 in 1000)**

Men with Klinefelter Syndrome inherit an X chromosome from their mother, a Y chromosome from their father and an extra X chromosome from either parent, resulting in an XXY karyotype. Infants usually appear to have normal male genitals, though the testes may be small and firm. At puberty, boys with Klinefelter might not develop much body hair and they may develop breasts. Testosterone injections can help men with Klinefelter syndrome virilize more strongly.

#### **Congenital Adrenal Hyperplasia (CAH) (1 in 15 000)**

This condition impacts people with either XX or XY karyotypes, but it only results in an intersex condition for people with an XX karyotype. Adrenal hyperplasia happens when the adrenal

glands have an incorrect genetic “recipe” for making the hormone cortisone. While trying to make the cortisone, the adrenal glands also make virilising hormones, causing the XX embryo to have a large clitoris to the extent that it may look like a penis, or labia that may look like a scrotum. After birth, the CAH hormones can have a masculinising effect, causing body hair, a deep voice or prominent muscles. These effects can be counteracted by administering cortisone. In XY births, the genitals will have a normal male appearance, but untreated CAH can cause boys to enter puberty early, causing social and behavioural challenges as well as causing them to stop growing earlier, resulting in short stature.

#### **Vaginal Agenesis/ MKRS (1 in 5000)**

This condition impacts girls with an XX karyotype, and it occurs when the foetal development of sex organs does not complete, resulting in an absent or incomplete vagina. Ovaries are present but the uterus is absent, misshapen or small. Genitals will have a normal appearance, so vaginal agenesis is not usually diagnosed until the late teens when menstruation has not started. Secondary sex characteristics (breasts, pubic hair, etc.) usually develop normally.

#### **Ovotestes (1 in 83 000)**

Formerly known as “true hermaphroditism,” ovotestes is a condition where gonads contain both ovarian and testicular tissue and can be present in the ovaries and/or testes. Some people at birth will look typically female, some typically male and some will have ambiguous genitalia.

#### **5 Alpha Reductase Deficiency (no estimate)**

This condition affects only people with an XY karyotype. It results from an autosomal anomaly (on a chromosome other than the X and/or Y chromosome) and requires the altered gene from both the mother and the father. The enzyme 5-alpha reductase converts the weaker testosterone into the more potent hormone, DHT. The lack of this enzyme means the foetus will develop as

a girl with internal testes. Although the baby at birth will be identified as female, at puberty the testosterone production is generally sufficient to produce masculinisation. Sometimes, the child will migrate into a male role.

### **Gonadal Dysgenesis (1 in 150 000)**

This condition can affect people of either XX or XY karyotypes, and it occurs when there is an absence of both Mullerian inhibiting factor and testosterone. The lack of testosterone results in the regression of the Wolffian ducts, prohibiting the development of male internal reproductive organs, while the lack of Mullerian inhibiting factor results in the creation of oviducts and uterus. The result is a baby who appears to have a normal female appearance and reproductive system, but who may have an XY karyotype. Secondary sex characteristics will not develop.

### **Hypospadias (1 in 770)**

This relatively common condition occurs when the urethral meatus (pee hole) is located along the underside, rather than at the tip, of the penis. In some cases, the urethra may be open mid-shaft out to the glands or may even be entirely absent, with urine exiting behind the penis.

## Intersex Conditions

### Handout 2: Assessment Questions

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Using the information provided and class discussions, answer the following questions on a separate piece of paper:

- A: How has your understanding of intersex conditions changed as a result of this lesson?
  - B: Has your attitude about people with intersex conditions changed?
  - C: Work to develop a scientific definition of male and of female, bearing in mind what you have learned about the many gender variations that exist in humans.
- 
1. What does intersex mean?
  2. Are intersex and hermaphrodite the same thing?
  3. Are people diagnosed as having intersex conditions at birth?
  4. How many people count as having intersex conditions?
  5. What is the difference between an individual's sexual identity and their gender identity?
  6. With our new information, can we broaden our understanding of gender and sexual identity and respect different ways of being?
  7. Why is it important to ask people what pronoun or name they prefer?

Resources for students wanting, or needing support, and/or advocating for intersex people:

<http://interactyouth.org/> blog

<http://interactadvocates.org/> website with resources and support

[http://www.isna.org/faq/frequency stats on occurrence of intersex conditions](http://www.isna.org/faq/frequency%20stats%20on%20occurrence%20of%20intersex%20conditions)

## Intersex Conditions

### Handout 2: Assessment Questions Answer Key

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1. Someone who has an intersex condition has sexual or reproductive anatomy that someone has decided does not fit the standard definitions of male or female.
2. Hermaphrodite is an older term generally intended to refer to the idea of someone who has full male and full female sexual organs, a biological impossibility. The term hermaphrodite is now considered to be out of date and offensive to intersex people.
3. Sometimes conditions are diagnosed at birth, but other times people don't know they have intersex conditions until later in life. Their condition can be discovered at puberty, in adulthood when fertility difficulties are examined, or during an autopsy after they have died. People may live their whole lives never knowing they have an intersex condition.
4. That's hard to answer, since there's a lot of grey area in what counts as an intersex condition. For instance, how small does a penis have to be before it meets the criteria of an intersex condition? This is a social decision and may change from culture to culture. However, the rate of people whose bodies differ from the standard male or female is 1 in 100 births, while the number of people receiving surgery to "normalize" genital appearance is 1 or 2 in 1000 births. The number of people born without an XX or XY chromosome pairing is 1 in 1666 births.
5. An individual's sexual identity is considered to be a biological construct whereas an individual's gender is considered to be a social construct.  
Also check out the Gender Spectrum (page 21).
6. Show any of the following TEDx talks. Be sure to preview the videos and use your professional judgement to show only what is appropriate for your teaching context.

**Gender is not a straight line** (10:32)

 <https://www.youtube.com/watch?v=NI0yARyFoIM> (2)

**Hey Doc, Some Boys Are Born Girls** (17:02)

<https://www.youtube.com/watch?v=nOmstbKVeBm> (3)

**Understanding the Complexities of Gender** (16:29)

<https://www.youtube.com/watch?v=NRcPXtdKjE> (4)

7. It is considered to be more respectful to ask what pronouns or name a person uses than to ask how they identify. There are many reasons gender neutral pronouns are used (see Pronoun Reference Sheet on page 23 of this document). Some examples include
  - to demonstrate a nonbinary, trans\*, gender queer, agender, gender fluid, creative and/or gender questioning identity;
  - to indicate that gender is not relevant in many contexts, or to make a political statement about gender;
  - to act in solidarity with a friend or loved one who uses gender-neutral pronouns.

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(2) (3) (4) Reviewed Link, Video Caution

# CHRISTIAN RELIGIOUS STUDIES

## (Junior and Senior High School Grades)

### Why Homophobia Leads Us to Sin

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Lesson Time: 60-minute block

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#### Goal

Students will develop an understanding of how homophobia damages the community of Christ that we are called to create.

#### Introduction:

This lesson plan is intended illustrate how acceptance and respect for sexual and gender minorities can be introduced in Christian religious education contexts including, but not limited to, Christian faith-based schools and Catholic schools. It also provides a model for teachers in developing similar themes in other faith traditions. For information relating to teaching about sexual and gender minorities in faith-based schools, please see Common Questions and Concerns, page 43.

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#### Curricular Links

For the convenience of teachers in Catholic Schools, theme references derived from the Catholic program of studies for Religious Studies 7, 8, 9, 15, 25, 35 are included.

#### CHRISTIAN RELIGIOUS STUDIES, GRADE 7

##### Religious Studies 7, Theme 4.3

Students will

- be able to define human dignity and recognize the things that support it and undermine it;
- know that to accept other people we must accept their sexuality, their maleness or their femaleness, their physical gifts and limitations; and
- identify ways Jesus reached out to those who were excluded.

#### CHRISTIAN RELIGIOUS STUDIES, GRADE 8

##### Religious Studies 8, Theme 1.4

Students will

- define solidarity and explain how the nature of God as Trinity calls us to live in solidarity with each other and
- evaluate their own willingness to be present to others and to live in community.

**Religious Studies 8, Theme 5.2**

Students will

- explain the role of conscience in answering the questions “What’s right?” and “What’s wrong?”,
- define sin and describe the conditions that make something a serious sin,
- evaluate “real-life” situations on the basis of a definition of sin and the conditions for sin,
- demonstrate an understanding of social sin and individual participation and
- identify ways of developing their conscience.

**CHRISTIAN RELIGIOUS STUDIES, GRADE 9****Religious Studies 9, Theme 2.3**

Students will

- understand that there are morally acceptable and morally unacceptable ways to express my emotion.

**Religious Studies 9, Theme 2.4**

Students will

- explain how they are social beings responsible for the care of one another in accordance with God’s plan;
- summarize stories where Jesus models how to live in and challenge society;
- interpret the model of table fellowship, as used by Jesus Christ, for their own lives; and
- explain how the Christian concept of society is radically inclusive.

**Religious Studies 9, Theme 6.1**

Students will

- identify and analyze examples of prejudice,
- suggest ways that they could respond with compassion to situations of injustice and
- demonstrate an understanding of how responding with compassion leads to peace.

**Religious Studies 9, Theme 8.1**

Students will

- examine and evaluate their attitudes towards other people,
- express the meaning of “pure of heart”,
- identify ways they can be more generous in their attitudes,
- understand how Jesus models a generous attitude towards others and
- outline strategies for readjusting their attitudes when necessary.

**CHRISTIAN RELIGIOUS STUDIES, GRADE 10–12****Religious Studies 15**

Students will

- B. examine the principles that guide Catholics in understanding their role in shaping culture,
- C. understand that belonging to the Christian community involves witness and service,
- D. understand how the work of Jesus continues in the world through the Catholic church and
- E. explore relationships with self, others and God from a Catholic perspective.

**Religious Studies 25**

Students will

- B. investigate the role of truth, goodness, the spiritual and religious community in the search to believe and
- E. understand the message of Jesus.

**Religious Studies 35**

Students will

- B. examine some philosophical building blocks for ethics and morality,
- C. understand the impact of revelation and sacred scripture upon ethics and morality,
- D. understand themselves as moral persons and
- E. acknowledge the spiritual dimension of relationships.

**Materials**

Whiteboard, markers, bibles, poster paper, art supplies, smart board, Internet access.

**Lesson Plan****Introduction**

Students often have to listen to homophobic and transphobic phrases and comments throughout the regular school day. During this lesson, students will explore how homophobia affects community and is in opposition to the community of the kingdom that Jesus calls us to create.

**Learning Activities**

Begin by asking students about their remembering of the story of the adulterous woman.

(John 8: 2–11) Students will probably remember something about “being without sin” and “throwing the first stone.” They might remember that it was a test from the Pharisees or that Jesus drew a line in the sand. Read the Gospel together and allow a moment to reflect. Students might also benefit from the following YouTube video clip.

**YouTube** **Person Caught in Adultery** <https://www.youtube.com/watch?v=0y1FgewaFcM> (1)

1. With the story of Jesus’ response to sin in mind, brainstorm on the board the sins that people and Christians condemn others for. Examples might include murder, theft, unbelieving, etc. When a list has been created, add homophobia to the list.
2. Explain how all of these activities are ones that are detrimental the community of believers. How theft, murder etc. are ways that we break God’s community. Ask students if homophobia then deserves to be on the list.
3. Next have students brainstorm the ways that homophobia affects the community. At this point you might want to guide students to <http://www.tolerance.org/supplement/ten-ways-homophobia-affects-straight-people> (2) to help understand the ways homophobia also impacts the whole community.
4. Extend the conversation to understand the impact that homophobia has on classroom, school, and church community. Ideas might include breaking down true communication of God’s love and mercy, resistance to the inclusive nature of God’s call to be ourselves, restricting the pastoral approach to community.

5. Have students read Matthew 18:12–13, the Good Shepherd. Discuss our work in community to bring people together, and into the fold, like the shepherd. Connect the idea of homophobia as a way that pushes people out and our role as Catholics to bring people together. You might cite the works of saints (John Bosco, Vincent de Paul and countless others) and Catholic organizations that work to bring people together.
6. As a final piece, students will create a poster campaign on the topic of inclusion and the destruction that homophobia causes. Posters may include ideas for how we can bridge the gap that homophobia creates in our schools. This may incorporate ideas like Alison Rowan’s Buy A Dictionary <http://alisonrowan.bigcartel.com/product/11x17-buy-a-dictionary-poster> (3) poster or similar. **See the GREEN section of this resource for an in-depth exploration of inclusive language.**

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(1) (3) Reviewed Link

(2) Link Not Reviewed

## Wrapping It Up

As students complete their poster they may choose to have a gallery walk where they leave posters on their desks or mount them around the room. Classmates then get a chance to walk the room to view everyone’s work. Students may also present their posters to the class and discuss their topic and work.

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## Extension

Students may post their work up around the school or create a Love like a Shepherd day for their school. Students should be encouraged to build relationships with their peers in order to combat homophobia and transphobia in their school community,

# Grade 7–12 Health

## Gender Roles and Relationships

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Time: 40 to 80 minutes

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### Goal

- To examine how gender roles affect relationships
  - To allow students to question traditional gender roles
  - To encourage students to question notions of masculinity and femininity
  - To build empathy with those who do not conform to traditional ideals of gender
  - To promote interpersonal communication skills
- 

### Outcome Links

#### HEALTH 7–9

R–7.4 analyze and practise constructive feedback, eg, giving and receiving

R–8.4 analyze the effects of self-concept on personal communication

R–9.4 analyze, evaluate and refine personal communication patterns

R–7.5 examine the characteristics of healthy relationships, and develop strategies to build and enhance them, eg, peer, opposite sex

R–8.5 develop strategies for maintaining healthy relationships

R–9.5 describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships

R–7.7 evaluate and personalize the effectiveness of various styles of conflict resolution, eg, win/win, win/lose, lose/lose

R–8.7 develop and demonstrate strategies for promoting peaceful relationships, eg, find common ground in conflicts

R–9.7 refine personal conflict management skills, eg, negotiation, mediation strategies

#### CAREER AND LIFE MANAGEMENT 20

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

P11. examine the relationship between commitment and intimacy in all its levels

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### Materials

- Gender role case studies
- Chart paper and markers

## Instructions

- Prepare copies of the case studies for the students. Give one case study to each small group. Choose scenarios that are appropriate for the grade you are teaching.
  - Review any vocabulary that may need to be addressed.
  - Prior to teaching this lesson, be sure that you have a good understanding of what gender roles are (see Glossary of Terms on page 15).
- 

## Procedures

1. Brainstorm, either individually or as a group, definitions of masculinity, femininity, traditional and gender roles. Do this without revealing what will be happening in the rest of the activity. Have students record their thoughts on the paper provided either in the large group or in smaller groups.
  2. Take a few moments to collect the ideas from the groups. Discuss how their concepts of genders are stereotypes.
  3. Explain to the students that stereotypes about gender roles can affect our relationships. Explain that this activity will explore situations where gender roles and stereotypes might affect teens' goals, decisions and relationships.
  4. Divide participants into small groups and go over instructions for the activity. Each small group will receive a case study involving issues of gender roles. Work to resolve your case study, then prepare to present your solution. You will have 10 minutes. When you present your solution, others can challenge it while you defend it. Be sure to have convincing reasons to back up your solution.
  5. When time is up, ask for a volunteer to present the case study and its solution. Then invite any challenges. Arguments are okay as long as the group sticks to the ground rules. Allow debate to go on for two or three minutes, assisting either side as appropriate, before moving on to another small group. Repeat the process until the entire group discusses and debates all case studies.
  6. Conclude the activity using the discussion points below.
- 

## Discussion Points

1. Is it easy or hard to look at male and female roles in a new and nontraditional way? Why or why not?
2. What are some of the ways changing gender roles have affected relationships between men and women in a) social settings, b) families and c) the workplace?
3. Would your parents or other family members reach the same or different solutions?
4. Which case study was the most difficult? Why?
5. If you could make one change in men's gender roles, what would it be? In women's roles, what would it be?
6. What happens when people do not conform to traditional expectations of gender?
7. Can you describe a time when you acted in a way that was not expected of your gender? What was the reaction? Why do you think that is?
8. Are gender roles always positive? Why or why not?
9. Some people reject gender roles completely. Why do you think that is? What are the benefits and drawbacks to this?
10. "Gender roles are artificial." What does this phrase mean? What does it mean for traditional notions of gender?

## Gender Roles and Relationships Case Studies

1. Travis is about to ask Michelle out for the first time when she walks over to him and says, “Travis, there’s a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?” Travis has no plans, and he was hoping to take Michelle to the movie, but he wants to do the asking. He thinks he’ll say he’s busy. What can Travis say or do?
2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She’s excited, and she rushes to tell John. They’ve been planning to get married in the fall, and this way, she’ll be able to start earning good money. John is very quiet after Charlene tells him. Finally, he says, “I don’t think I can marry a plumber, Charlene. You’re going to have to make a choice—me or being a plumber.” What might Charlene do?
3. Sam wants to buy a doll for his nephew’s birthday, but his friend, José, says, “No way!” Sam explains that dolls help teach little boys to take care of someone and be loving, but José argues that they just teach boys to be sissies. Sam knows he is right, but he’s concerned about what José might say to their friends. What might Sam do?
4. Serena and Fernando have been going out for months, and things have been good between them. Her parents approve of him, and the word is out around school that she is his girl. However, lately Fernando has been putting a lot of pressure on Serena for more than she is ready for. When she says, “No,” he says that it’s her place as a woman to please him. What can Serena say to him?
5. Parminder and Rebecca have been best friends since elementary school. Rebecca has been dating Aaron for a few months now, and really likes him. Parminder wants to have a girl’s night and sleepover with her bestie, so she and Rebecca begin to make plans for a fun night together. Before Rebecca commits to the plans, she says she has to ask Aaron if it is ok. Parminder doesn’t understand why Rebecca needs permission from her boyfriend. What can Parminder say to Rebecca?
6. Keisha has decided to have sexual intercourse with her boyfriend, Tony. She says they really love each other. She stops at the drugstore to buy condoms, and her friend, Tanya, says, “Girls can’t buy condoms! That’s a guy’s business to do.” What might Keisha say and do?
7. Susan and Michael have been dating for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Susan’s health class, they talked about girls paying for dates and having some say about a couple’s plans. Both Susan and Michael have part-time jobs and earn very little money, so pooling their funds seems to make sense to Susan; but Michael is furious at the idea. He says she doesn’t think he is man enough to pay for her. What might Susan say to Michael?
8. Aidan is nonbinary and doesn’t feel bound by traditional gender roles, and has chosen the pronouns they/them. They are hoping to educate their classmates on different ways to think about gender and the stereotypes that accompany traditional roles. Their classmates find it difficult to understand these new concepts and wish that Aidan would just pick a gender and stick with it. Aidan is frustrated that their classmates seem unwilling to change how they view the world and feels resentment towards the other students. What would you say to Aidan?
9. Tyler and Byron have been secretly dating for several months. They are both talented athletes and play on school and club teams. Tyler would like to make their relationship public, but Byron is hesitant because they have try-outs coming and he is concerned that the coach and other players will think he is weak if they know that he is gay. Tyler doesn’t understand why Byron cares what other people think and it is taking a toll on their relationship. What can Tyler say to Byron?
10. Daphne brings Miki, her girlfriend of 18 months, home for Thanksgiving. Daphne’s parents know and like Miki, but this is the first time that Miki is meeting the rest of the family. During dinner, Daphne’s uncle Barry loudly asks “Which one of you is the man in the relationship?” Both Daphne and Miki are mortified, but they need to respond to the question. What should Daphne say to her uncle?

## Wrapping It Up

Provide students with the opportunity to discuss, if they feel comfortable, situations where they were questioned about their choices because of traditional gender roles.

Have students develop strategic action plans for when they encounter situations where they feel people are being limited in their opportunities because of traditional understandings of gender. Brainstorm key phrases or conversations starters to address gendered stereotypes and homophobia. Encourage students to find ways to educate their peers on the importance of gender neutral and gender inclusive language.

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Adapted from *Life Planning Education, A Comprehensive Sex Education Curriculum*. Advocates for Youth, Washington, DC. [www.advocatesforyouth.org](http://www.advocatesforyouth.org). Reprinted with permission.

# MATH 9 AND 10–3

## Inclusive Word Problems

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Time: 45 minutes

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### Goals

- To demonstrate how easy it is to integrate inclusive language into math lessons
  - To have students practice solving words problems
  - To build empathy and acceptance by normalizing content with same-sex and gender neutral names
- 

### Curricular Links

#### MATH 9

##### General Outcome

- Use direct and indirect measurement to solve problems

##### General Outcome:

- Represent algebraic expressions in multiple ways
  1. Model and solve problems, using linear equations
  2. Explain and illustrate strategies to solve single variable linear inequalities with rational coefficients within a problem-solving context
  3. Demonstrate an understanding of polynomials (limited to polynomials of degree less than or equal to 2).

#### MATH 10C

##### Relations and Functions

##### General Outcome

- Develop algebraic and graphical reasoning through the study of relations

##### Specific Outcomes

1. Factor polynomial expressions where  $a$ ,  $b$  and  $c$  are rational numbers
2. Graph and analyze absolute value functions (limited to linear and quadratic functions) to solve problems
3. Analyze quadratic functions of the form  $y = ax^2 + bx + c$  to identify characteristics of the corresponding graph and to solve problems

##### General Outcome

- Develop spatial sense and proportional reasoning

##### Specific Outcome

1. Solve problems that involve linear measurement, using SI and imperial units of measure

2. Apply proportional reasoning to problems that involve conversions between SI and imperial units of measure
3. Develop and apply the primary trigonometric ratios to solve problems that involve right triangles

### General Outcome

- Develop algebraic reasoning and number sense

### Specific Outcome

1. Demonstrate an understanding of factors of whole numbers by determining the prime factors, greatest common factor, least common multiple, square root, cube root

## Materials

- handouts with math questions
- calculators (if appropriate)

## Lesson Plan

### Introduction

1. This lesson plan is not specifically about any content related to sexual and gender minorities. As such, there is no background information that needs to be studied, and students do not need to be prepared in any way
2. The content of this lesson plan is such that can be found in any lesson for this subject and at this grade level. What is different, however, is that the names in the word problems reflect same-sex couples and gender-neutral names. This is to normalize the experience for students.
3. Students may be confused about the names found in the lesson plan. They may even find it funny. This is your opportunity to discuss diversity and emphasize your expectations for zero-tolerance for homophobic and transphobic language. See page 58 of this resource for more information on addressing harmful language.

### Learning Activities

1. Assign the math worksheets to the students as per your usual routine, to be completed either individually or in pairs, and either during class or for homework.
2. Allow students adequate time to complete the task as assigned.

## Wrapping It Up

There is an answer key provided. Have students either self-correct or collect the completed work to be assessed.

## Extension

Ask students to reflect on the names used in the word problems. Ask the following questions and allow for discussion or written reflection.

1. What assumptions did you make about the people mentioned in the questions based on their names?
2. Is it fair to make assumptions about people based on their names alone?
3. Why is it important to see diversity reflected in the materials we use in schools?
4. What can you do to address homophobia and transphobia in our classroom and school?

## Inclusive Word Problems

### Student Hand-out — Math 9

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**Instructions: Please complete the following questions on a separate piece of paper. Show all your work.**

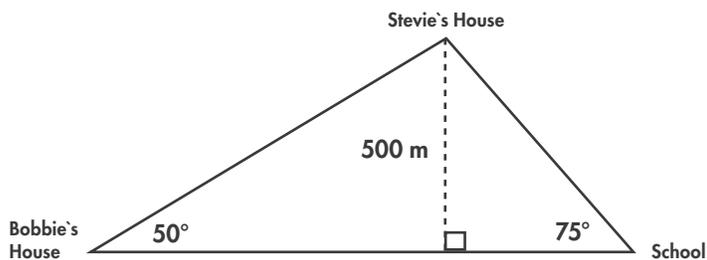
1. Charlie is laying a foundation for a garage with dimensions 10 m by 6 m. To check that the foundation is square, Charlie measures a diagonal. How long should the diagonal be?  
Give your answer to one decimal place.
2. Phoenix is building a frame for their window. The frame is 88 cm wide and 105 cm tall. Phoenix measures the diagonal of their frame and finds that it is 137 cm.  
Is the frame a rectangle? Justify your answer.
3. Casey has \$227.36 in their bank account. They must maintain a minimum balance of \$550 in their account to avoid paying a monthly service fee.  
How much money can Casey deposit into their account to avoid paying this fee?
4. Rowan bought 12 bottles of water and 9 bottles of juice. The volume of liquid in a bottle of water is 0.5 L. The total volume of water and juice in the bottles Rowan bought is 12.3L.  
What is the volume of liquid in a bottle of juice?
5. The Pride Centre is selling books for \$7 and magazines for \$5. Amari has \$50 to spend on books and magazines.
  - a) Write an inequality to represent the number of books and magazines Amari can buy.
  - b) Determine the maximum number of books they can buy if they buy 3 magazines.
  - c) Determine the maximum number of magazines they can buy if they buy 3 books.

## Inclusive Word Problems

### Student Hand-Out – Math 10C

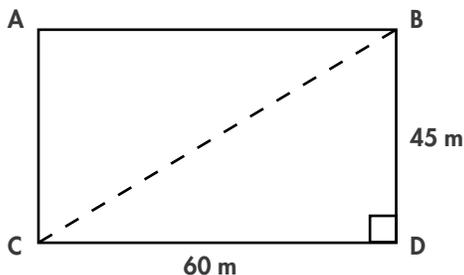
**Instructions:** Please complete the following questions on a separate piece of paper.

- Lisa and Katy are planning their wedding and they need to print the wedding invitations. Quick and Clear charges \$900 for set up and \$2.50 per copy. Miles Ahead charges a flat fee of \$1500 and \$1.75 per copy.
  - If  $C$  represents the cost in dollars to print  $n$  copies of the invitations, state two equations that would calculate the total cost for each company to print the invites.
    - Quick and Clear:
    - Miles Ahead:
  - Solve the system from the above bullet graphically.
  - State the number of invites that must be printed for the cost to be the same for both companies. State the cost.
  - Explain when it is more economical to choose Quick and Clear.
  - They are planning on having a very large wedding with 600 guests. Which company should they choose?
- Farmers Joseph and Sven need to build a sheep pen for their lovely, fluffy sheep. They plan to walk around the perimeter to be enclosed to get an estimate of the amount of fencing they will need. If the perimeter is 120 paces, what unit of measurement in both SI and Imperial would be appropriate for the estimation? Why?
- Bobbie lives down the street from the school. The angle from Bobbie's house to Stevie's house measures  $50^\circ$  and the angle from the school to Stevie's house measures  $75^\circ$ . Stevie's house is 500 m from the street on which Bobbie lives. Bobbie walks directly to Stevie's house, picks up their friend Stevie and then walks directly to school.



- What is the total distance that Bobbie walks to school?

4. Kent walked diagonally across a rectangular playground with dimensions 60 m by 45 m to meet his boyfriend Morgan. He started at point C. Determine the angle, to the nearest degree, between his path and the longest side of the playground.



5. Janet is preparing a snack for a large gathering of people at the Pride Centre and decided to make some sugar cookies. She found the following recipe on the Internet.

**100 DOZEN Sugar Cookies**

- 12 lb shortening
- 11 qt sugar
- 72 eggs, well beaten
- 32 fl oz milk
- 96 c flour
- 2 c plus 1 tbsp baking powder
- 1 c salt
- 1 c vanilla

**Instructions:** Cream shortening and sugar together until light, using medium speed. Add eggs and milk. Add flour sifted with baking powder and salt and vanilla. Keep mixture in refrigerator, rolling a small amount at a time. Cut with a 2 1/2-inch cutter. Sprinkle with sugar. Bake on a greased baking sheet at 360°F for 10 minutes.

Complete the following conversions for the recipe.

- (a) 11 qt (quarts) sugar = \_\_\_\_\_ c (cups)
- (b) 32 fl oz (US) of milk = \_\_\_\_\_ c (cups)
- (c) 96 c of flour = \_\_\_\_\_ pt (pints)
- (d) 2 c plus 1 tbsp baking powder = \_\_\_\_\_ tbsp (tablespoons)
- (e) 12 lb shortening = \_\_\_\_\_ oz (ounces)
- (f) 360°F = \_\_\_\_\_ ° C (Celsius, answer correct to the nearest tenth of a degree)

6. Shaylene and Erica are taking a trip from Edmonton to Lethbridge, Alberta and back. The total distance for the round trip is 1018 km and will take two days. They have two options for a car rental.
- Option 1: \$85.96/day with unlimited mileage
  - Option 2: \$31.96/day plus 0.11/km
- (a) Which option is best for their situation?
- (b) If they could do the trip in one day, which option would be best?

## Inclusive Word Problems Student Hand-out — Math 9 Answer Key

1. **Solution**

$$a^2 + b^2 = c^2$$

$$102 + 62 = c^2$$

$$100 + 36 = c^2$$

$$136 = c^2$$

$$11.7 \text{ m}$$

2. **Solution**

$$882 + 1052 = 1372$$

$$7744 + 11025 = 18769$$

$$18769 = 18769$$

Yes the frame is a rectangle since it satisfies the Pythagorean theorem.

3. **Solution**

$$227.36 + x \geq 550.00$$

$$x \geq 550 - 227.36$$

$$x \geq \$322.64$$

4.  $12w + 9j = 12.3$   
 $12(0.5) + 9j = 12.3$   
 $6 + 9j = 12.3$   
 $9j = 12.3 - 6$   
 $9j = 6.3$   
 $j = 6.3/9$   
 $j = 0.7$

Each bottle of juice has a volume of 0.7 L.

5.  $7b + 5m \leq 50$   
 $7b + 5(3) \leq 50$   
 $7b + 15 \leq 50$   
 $7b \leq 35$   
 $b \leq 5$

Amari can buy 5 books if 3 magazines are bought.

$$7(3) + 5m \leq 50$$

$$21 + 5m \leq 50$$

$$5m \leq 29$$

$$m \leq 5.8$$

Amari could buy 5 magazines if 3 books were bought.

## Inclusive Word Problems Student Hand-out — Math 10C Answer Key

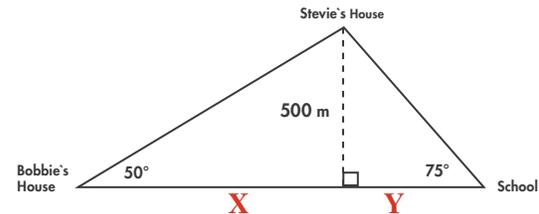
1. Quick and Clear:  $C = 900 + 2.5n$   
 Miles Ahead:  $C = 1500 + n$

- $900 + 2.5n = 1500 + 1.75n$   
 $0.75n = 600$   
 $n = 800$

- under 800 copies
- Quick and Clear

2. S.I. 120 m, Imperial 120 yds

3.



$$\tan 50 = 500/X$$

$$X = 500/\tan 50$$

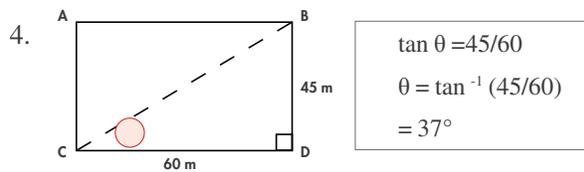
$$X = 4.19.55\text{m}$$

$$\tan 75 = 500/Y$$

$$Y = 500/\tan 75$$

$$Y = 133.97\text{m}$$

$$\text{Total} = X + Y = 553.5\text{m}$$



5. a) 44 b) 4 c) 48 d) 33 e) 192 f) 182.2

6. a) Option 1: 2 days x \$85.96/day = \$171.92  
 Option 2: 2 days x \$31.96/day + \$0.11/km x 1018 km = \$175.90  
 Option 1 is the cheapest.

b) 1: \$85.96  
 2: \$31.96 + \$0.11/km x 1018 = \$143.94  
 Option 1 is still cheaper.

# GRADE 7–12 PHYSICAL EDUCATION

## Sports Place is a Safe Space

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Time: 40 to 80 minutes

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### Goals

- To establish expectations and ground rules for the class in terms of behaviours and attitudes
  - To make sports areas safer for all students, particularly sexual and gender minority (SGM) youth
  - To address homophobia and transphobia in sports areas and change areas
  - To encourage leadership among students
- 

### Curricular Links

#### PHYSICAL EDUCATION K–12

**GENERAL OUTCOME C: Students will interact positively with others.**

C7–1, 8–1, 9–1, 10–1, 20–1, 30–1: communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

C7–6, 8–6, 9–6, 10–6, 20–6, 30–6: identify and demonstrate positive behaviours that show respect for self and others

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### Materials

- whiteboard or chart paper
  - markers
  - others for extension activities — see below
- 

### Lesson Plan

#### Introduction

This activity is best done on the first day of classes of a new school year or semester when establishing rules and expectations for the class. Physical education classes and athletic teams are often identified as specific sites of SGM harassment and discrimination from fans, classmates, opponents, coaches or teachers in which name-calling or other acts of homophobic and transphobic prejudice are tolerated or ignored. Athletics and physical education are integral components of K–12 schools. They should reflect overall school values of respect, safety and equal access for all students by providing a sound educational climate in which all students can participate successfully. Consider completing the Climate Checklist with the PE department at your school: <http://www.glsen.org/content/climate-checklist-school-athletic>. (1)

---

(1) Link Not Reviewed

1. Reflect on the following questions: Would a SGM student feel comfortable being honest about their sexual orientation or gender identity/expression in PE or when participating in an after school sports program? Do you know if your school's physical education classes and sports programs are safe and fun for everyone regardless of their sexual orientation and/or gender identity/expression?
2. Decide how you would like to lead your class in establishing clear expectations and ground rules. Will you be leading a group discussion or be presenting an already established list of rules?

**Consider the following aspects of a Safe Sports Space:**

**What is a Safe Sports Space?**

- A sports space where all athletes, coaches, physical education students and teachers, and spectators and families are safe and treated with respect, regardless of sexual orientation or gender identity/expression
- A place such as a gym, pool, track, playing field, locker room, weight room, training room, coach's or teacher's office, or any other sports space in a school
- A place where name-calling, bullying or harassment of any kind is not tolerated
- A place where everyone can enjoy sports and physical education activities

<http://sports.glsen.org/student-initiatives/safe-sports-space-campaign/> (1)

3. Decide what rules need to be in place to ensure that your school's sport space is a safe space.
4. Work with the students, make sure they understand the attributes of each of the rules that have been established. For example, if you have established a rule that there will be no name calling, bullying or harassment in the sports space, discuss all the ways this matters. Include gendered slurs that insinuate weakness and phrases like "throwing like a girl." Emphasize that trash talk is harmful, especially if includes homophobic and transphobic slurs. Underscore for the students that this extends to change rooms, washrooms and any other spaces associated with the sports space.
5. In your own practice, look at ways to make changes to ensure that all students feel safe and respected. For example, avoid grouping students by perceived gender (boys vs girls) and consider alternate ways to divide groups in your classes. See more examples of what is out of bounds here: [http://www.glsen.org/sports/pe-teachers.](http://www.glsen.org/sports/pe-teachers/) (2)
6. Display the rules somewhere prominent to serve as a constant reminder of the expectations for your space.

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## Wrapping It Up

1. Discuss meaningful ways for students to call out transgressions and work together to maintain the safe space for all students, teachers, coaches, parents and athletes.
2. Make sure that there is consistency amongst all staff who use the sport spaces in your school.

---

(1) Link Not Reviewed

(2) Selected Content Reviewed (PDF Document)

## Extension

1. Have students create posters for the sports spaces and around the school to demonstrate their commitment to safe spaces.
2. Have students create a series of announcements that address homophobia and transphobia in sports.
3. Encourage students to get to know famous SGM athletes by displaying news clippings or pictures. This is a good place to start: <http://www.outsports.com/> (1).
4. Share information with your students about initiatives that address homophobia and transphobia in sports such as Pride Tape and the You Can Play project
5. Check out more fantastic student initiatives here! <http://sports.glsen.org/student-initiatives> (2)

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Adapted from *Changing the Game: The GLSEN Sports Project*, a set of resources created by the Gay, Lesbian and Straight Education Network (GLSEN®). The full resource is available at <http://sports.glsen.org/>. (3)

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(1) (2) (3) Links Not Reviewed

# ART 7–12

## The Colours of the Rainbow

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Time: Two to five class periods

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### Goal

- Provide students with the opportunity to discuss the concepts of basic human rights and basic human needs; what they are and how they are protected.
  - Students will gain historical perspective on the sexual and gender minority (SGM) community through an investigation of the adversity and discrimination that this minority group has faced in the past and present.
  - Students will investigate the advancement of rights and recognition for SGM communities.
  - Research the rainbow flag as a symbol of the SGM community and what the colours that comprise the flag stand for.
  - Encourage students to use the creative process—drawing, painting or collage—to reflect upon their own identities, including gender.
  - Create an artwork that reflects the similarities and differences within us all.
- 

### Curricular Links

#### ART 7–12

- Sources of Images—students will investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.
  - Art 20—recognize that while the sources of images are universal, the formation of an image is influenced by the artist’s choice of medium, the time and the culture.
- Transformations Through Time—Students will understand that the role and form of art differs through time and across cultures.
  - Art 7—recognize the significance of the visual symbols which identify the selected cultural groups.
- Impact of Images—students will understand that art reflects and affects cultural character.
  - Art 30—question sources of images that are personally relevant or significant to them in contemporary culture.
- Art 9—students will become aware of the importance society places upon various works of art.

## Materials

- Computers for research of the SGM community and the rainbow flag, followed by a sharing session of what the students have learned. (This can also be done in groups, with each group responsible for a specific issue/concern of the community, which they share with the whole group.)
- pencil crayons, charcoal pencils and other varieties of colouring tools
- watercolour paints, acrylic paints
- an assortment of magazines with lots of pictures
- glue
- scissors
- paper/canvas suitable for medium student chooses to use for artwork

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## Lesson Plan

### Introduction

1. Introduce the students to the concept that it's important to protect the rights of all minorities and that everyone has a right to basic human needs. Give the students an opportunity to brainstorm what basic human rights/needs might be. Discuss the difference between a need and a right.

#### Resources

- <http://www.amnesty.ca/our-work/issues/lgbti-rights> (1)
- [https://en.wikipedia.org/wiki/Maslow%27s\\_hierarchy\\_of\\_needs](https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs) (2)

2. Have students propose ways that human rights are protected and how basic needs are provided in Canada.

#### Resources

- <http://www.chrc-ccdp.ca/eng/content/how-are-human-rights-protected-canada> (3)
- [http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy2/\\$file/Hum-needs.pdf](http://www.acdi-cida.gc.ca/inet/images.nsf/vLUIImages/Policy2/$file/Hum-needs.pdf) (4)
- <http://www.justice.gc.ca/eng/csj-sjc/just/06.html> (5)

3. Provide students the opportunity to research the history, significance, and meaning of the Rainbow Pride Flag.

#### Resources:

- [http://pflagdetroit.org/story\\_of\\_the\\_rainbow\\_flag.htm](http://pflagdetroit.org/story_of_the_rainbow_flag.htm) (6)
- [https://en.wikipedia.org/wiki/Rainbow\\_flag\\_\(LGBT\\_movement\)](https://en.wikipedia.org/wiki/Rainbow_flag_(LGBT_movement)) (7)
- [http://www.crwflags.com/fotw/flags/qq-rb\\_h.html](http://www.crwflags.com/fotw/flags/qq-rb_h.html) (8)

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(1) (2) (7) (8) Links Not Reviewed

(3) (4) (5) (6) Reviewed Links

## Learning Activities

1. Have students work in groups of two or three or on their own to research an issue or concern of the SGM community. For example, discrimination by the medical system, marriage and relationship rights, separate change/washrooms, bullying, suicide rates etc.
  2. The teacher can provide the students with a history of the rainbow flag using the links provided or their own sources. Discuss the significance of each colour of the rainbow and how the significance fits for all humans.
  3. Encourage the students to use their research findings, the history of the rainbow flag and their own personal reflections on the theme of gender and sexual identity to create a drawing, painting or collage. Encourage students to use all the colours of the rainbow flag in their work.
  4. Give the students a choice of resources to create their artwork. Provide them with a timeline outlining when work must be completed.
- 

## Wrapping It Up

1. Once the students have completed their art piece, give them the opportunity to share their work with the class, or in an art journal, and to discuss how it reflects the components of their own gender/sexual identity along with the historical perspective of the SGM community within the greater context of basic human needs and rights.



# Supplemental Lesson Plan Leads and Ideas

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In the **VIOLET** section of this resource, you will find supplemental lesson plan leads and ideas for almost all courses offered in Grades 7–12. The **VIOLET** section contains cross-curricular lesson plans and ideas. Teachers are encouraged to use the ideas in the **VIOLET** section to make antihomophobic/transphobic principles a part of their daily practice. Use the **VIOLET** section to promote allyship and confront prejudice in your school and classroom.

**Lesson Plans Leads and Ideas**.....112

## Lesson Plan Leads and Ideas

In this section, you will find numerous ideas for how to incorporate content in your classrooms that builds relationships while fighting homophobia and transphobia in a broad cross-section of courses offered in Grades 7–12.

Use these ideas as a starting point for lessons and activities.

### A note on linked content:

Throughout the following chapter, you will find links to supporting materials in the lesson plans. Every effort has been made to ensure that the content is suitable for use in Alberta classrooms. Some of the content deals with sensitive subject matter that may present difficulties for some students. With that in mind, teachers are cautioned to use their professional discretion when using the links and to be mindful of the needs of the students in their teaching context.

At the bottom of each page containing links, you will find a brief note. The following is an expanded explanation of each of these notes.

**Reviewed Link:** The link has been reviewed and is acceptable for use in Grades 7–12 classrooms in Alberta schools.

**Video Caution:** Teachers should preview for potential disturbing content and prepare students accordingly if the content will be used.

**Donation Caution/Promotional Material Caution:** The link contains a plea for donations or other promotional material. Neither the Alberta Teachers' Association nor Alberta Education endorses the organization. Encourage students to think critically about the inclusion of promotional materials in resources and refrain from opening the donation links.

**Not Reviewed:** The link has not been reviewed and teachers are advised to use caution when using it. The link may have changing content or multiple links to outside sites.

**Only Selected Content Reviewed:** The content selected has been reviewed, but the review process did not extend beyond the selected content, ie a PDF reviewed but not the hosting site.

**Sensitive Content:** The site has been reviewed but contains content of a sensitive nature that may be disturbing to some students. Use your professional judgement when using this material and prepare your students accordingly. Offer follow-up opportunities for further discussion.

## ACTIVITY: COMING OUT STARS

Subject tie-in: 7–12 Health,  
7–12 ELA, 7–12 Leadership,  
7–12 Drama

### Description

In this activity, students are given paper stars in an assortment of colours that correspond to various identities, which they personalize with information provided by the leader. The activity leader reads a collection of scenarios and students are asked to alter their stars accordingly. Students are then led through a discussion of the impact of oppression and privilege. The following questions are a great starting point for leading a dialogue immediately following the activity:

How did it feel to take part in this activity?  
What may be short- and long-term impacts of events such as these in a person's life? What insights does this give you into the experiences of those who are a sexual or gender minority?  
What actions could each of us take to create a more welcoming, caring, respectful and safe community, school and society?

Students can be encouraged to journal about their experiences or make an action plan for how to make their school more accepting and supportive.

### Keywords

coming out, LGBTQ, experiential learning, empathy building, family, friends, relationships

### Link

<https://lgbtrc.usc.edu/files/2015/05/Coming-Out-Stars.pdf> (1)

(1) Reviewed Link, Sensitive Content

(2) Reviewed Link, Promotional Materials Caution

(3) (4) Links Not Reviewed

## ACTIVITY: POP CULTURE INVENTORY

Subject tie-in: 7–12 ELA,  
7–12 Social Studies, Pop Culture,  
Media Studies, Psychology

### Description

In this activity, students are asked to look at popular culture and identify books, movies, television shows and music in which sexual and gender minority characters are portrayed. Students can evaluate how many characters are portrayed, how characters are portrayed and discuss the impact that these portrayals have. Encourage students to think about the power of representation in diverse media in our world, and to be critical of stereotypes. Students can be asked to write about their observations, rewrite stories for better representation, research writers and characters, and write letters to production companies, for example.

### Keywords

popular culture, multimedia, LGBTQ characters, stereotypes, representation, digital and media literacy

### Links:

<http://mediasmarts.ca/diversity-media/queer-representation/queer-representation-media> (2)

<http://www.glaad.org/mediaawards/> (3)

[https://en.wikipedia.org/wiki/Lists\\_of\\_television\\_programs\\_with\\_LGBT\\_characters](https://en.wikipedia.org/wiki/Lists_of_television_programs_with_LGBT_characters) (4)

## ACTIVITY: MAP OF LGBTQ RIGHTS

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Subject tie-in: 7–12 Social Studies, 7–12 ELA, Media Studies, 7–12 Math, 15–25–35, Religious Studies

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### Description

Sexual and gender minority (SGM) people throughout the world continue to struggle under oppression, and continue to fight for recognition and protection under the law. In this activity, students are asked to view a variety of maps that detail the current situation for SGM peoples around the world. Students can be asked to do comparisons between nations, examine timelines of human rights achievements for specific regions, join letter-writing campaigns, and study the historical, social and political contexts of nations where human rights are still under threat. Teachers can also look at statistical analysis arising from the maps as presented. Students can also explore social movements taking place and dig into the concept of solidarity. This is an excellent opportunity for students to practice skills of allyship across international boundaries.

### Keywords

geography, allyship, activism, oppression, discrimination, cross-cultural, statistics, social movements, solidarity

### Links

<http://www.hrc.org/explore/topic/international> (1)

[http://old.ilga.org/Statehomophobia/ILGA\\_WorldMap\\_2015\\_ENG.pdf](http://old.ilga.org/Statehomophobia/ILGA_WorldMap_2015_ENG.pdf) (2)

<https://commons.wikimedia.org/w/index.php?curid=2357110>

## ACTIVITY: EXAMINING HOMOPHOBIA IN SPORT

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Subject tie-in: 7–12 Physical Education, 7–12 Health, Psychology, Leadership

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### Description

In this activity, teachers and students are encouraged to examine gender stereotyping in sports through an analysis of assumptions, bias and language. Students can be asked to research great athletes who break stereotypes about sport and push the limits of expectations. Students can also examine great trans\* athletes. The overall goal of this activity should be to break down barriers to participation in sport and encourage the development of positive self-image. Emphasis should be placed on inclusion and respect for a diversity of talent. Teachers should preview any skits that are created to screen for inappropriate content.

### Keywords

sports, athletics, athletes, gender, stereotypes, inclusion, bias, discrimination, language

### Links

<http://youcanplayproject.org/> (3)

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Homophobicsports.pdf> (4)

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(1) (3) Link Not Reviewed

(2) (4) Reviewed Link

## ACTIVITY: BROKEBACK MOUNTAIN FILM/BOOK ANALYSIS

(Author: Annie Proulx)

Subject tie-in: 10–12 Social Studies, 10–12 ELA, Pop Culture, Media Studies

### Description

Using this award-winning book or movie as a prompt (either in its entirety or relevant clips), analyze how this work reflects current attitudes towards sexual and gender minority people compared to those of 50 years ago. The film is ideal for prompting discussion about concepts of masculinity. Students will be asked to reflect on how homophobia impacts the daily lives of the people around them, and to encourage students to think of ways to make the world more accepting of LGBTQ people. The book can be used as a novel study or as a “read aloud” for the class.

Teacher caution: this film contains depictions of sexuality and scenes of graphic, homophobic violence. Exercise caution when previewing the film to ensure it aligns with the policies of your school or school jurisdiction.

### Keywords

Brokeback Mountain, film studies, homophobia, history, impact of prejudice, masculinity, relationships, attitudes and perceptions

### Links

<http://bctf.ca/SocialJustice.aspx?id=6114> (1)

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/BrokebackMtn.pdf> (2)

<http://www.sparknotes.com/short-stories/brokeback-mountain/themes.html> (3)

(1) (2) (3) Reviewed Link

(4) Link Not Reviewed

## ACTIVITY: TEXT ANALYSIS

Subject tie-in: 7–12 ELA, 7–12 Social Studies

### Description

Students are given clippings from newspapers and online articles with various LGBTQ content from the current news cycle (marriage announcements, Pride Tape, Pride Centre news, trans athletes, etc) and are asked to code to whatever language conventions are being worked on in class at that time. For example, highlight transition words, circle the 5 Ws, underline metaphors, etc. Activities such as this normalize content in our classrooms and serve to destigmatize difference. Normalizing content can be more helpful than the token “gay” lesson as it is embedded in our regular practice. Be prepared to have a discussion of any issues or questions that may arise.

### Keywords

newspapers, articles, reading, current events, coding information, LGBTQ news

### Links

<http://www.huffingtonpost.ca/news/canada-lgbt/> (4)

## ACTIVITY: FAMOUS QUEER ARTISTS

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Subject tie-in: 7–12 Art, 7–12 ELA, Drama, Media Studies

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### Description

Provide students with an opportunity to explore famous queer artists. As with the introduction of any artist's work, discuss the social context of their work, their influences and who they influenced (eg, Keith Haring). Encourage students to research the artists and the impact they had on society. Students can make reproductions or interpretations of the art that was created by those artists. Hold a gallery walk to display the works created. Be prepared to discuss any of the controversies that surrounded the work of the artists, and the obstacles that artists have to overcome, especially when they face social stigma and discrimination.

**EXTENSION:** Research local and international artists who have faced political and legal backlash for their work. Discuss the importance of art for breaking down social barriers and for questioning the status quo. Encourage students to examine how art is a political act and look for ways to support local artists.

### Keywords

art, activism, politics, social change

### Links

<http://www.haring.com/> (1)

[http://www.huffingtonpost.com/2012/06/28/29-lgbt-artists\\_n\\_1627938.html](http://www.huffingtonpost.com/2012/06/28/29-lgbt-artists_n_1627938.html) (2)

<http://www.biography.com/people/frida-kahlo-9359496> (3)

<http://www.warhol.org/> (4)

## ACTIVITY: WORK AND CAREERS

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Subject tie-in: 7–12 ELA, 7–12 Social Studies, CALM, 7–12 Health

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### Description

Organize students to conduct research on homophobic barriers in Canadian history, and on how and when these barriers were finally overcome; for example, who was the first sexual and gender minority (SGM) actor/actress, artist, athlete, doctor, judge, politician, or union organizer to disclose their sexual orientation? What struggles did they face? When were same-sex rights established in the workplace? Which companies or organizations provide same-sex rights? What barriers do SGM people still face in Canada today?

Students can be asked to complete research projects to be communicated in a multitude of ways, such as reports, posters, blog posts, visual art, plays, etc. This work can be done in conjunction with the Timeline of Sexual and Gender Minority Rights found on page 139 of this toolkit.

### Keywords

work, overcoming barriers, Canadian history, timeline, discrimination

### Links

[http://www.huffingtonpost.ca/2015/06/17/gay-canadians-2015\\_n\\_7498026.html](http://www.huffingtonpost.ca/2015/06/17/gay-canadians-2015_n_7498026.html) (5)

[https://en.wikipedia.org/wiki/LGBT\\_history\\_in\\_Canada](https://en.wikipedia.org/wiki/LGBT_history_in_Canada) (6)

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(1) (2) (3) (4) (5) (6) Links Not Reviewed

## ACTIVITY: OUT IN SCHOOLS

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Subject tie-in: 7–12 ELA,  
7–12 Social Studies, Pop Culture,  
Media Studies, 7–12 Health,  
7–12 Religion

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### Description

Out in Schools curates films that compel youth to step into the challenges and the triumphs of LGBTQ youth. The films debunk stereotypes, humanize LGBTQ youth and envision the next generation of LGBTQ youth and allies. Students view films through critical lenses and use the ideas to address homophobia and transphobia in their schools. These films can be used alongside multiple curricular outcomes, or staff and students can organize a film fest for their school community. This is an excellent opportunity to examine cross-cultural issues while promoting active allyship.

### Keywords

stereotypes, humanization, LGBTQ, youth, film studies, movies, documentaries, empathy, allyship

### Links

<http://outinschools.com/> (1)

## ACTIVITY: UNDERSTANDING STATS

---

Subject tie-ins: 7–12 Math,  
7–12 ELA

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### Description

At the outset of this resource guide, several statistics were shared that related to the sexual and gender minority (SGM) community. In this activity, students use these statistics to extrapolate representation for their classrooms, schools and communities. Having students interact with these real and current numbers in ways that are local to them encourages them to build empathy for their fellow students while understanding that people close to them are impacted by the issues in question. Provide students with the statistical data and have them calculate how many people that they might interact with on a daily basis would fall under those stats. For example, it is commonly accepted that 10 per cent of the population identifies as a SGM. In a class of 30 students, three people would identify as an SGM. In a school of 450 students, 45 would identify as SGM. Stress the importance of addressing homophobia and transphobia in light of these findings.

### Keywords

statistics, LGBTQ, communities, homophobia, transphobia, math

### Links

[http://www.mcs.bc.ca/pdf/not\\_yet\\_equal\\_web.pdf](http://www.mcs.bc.ca/pdf/not_yet_equal_web.pdf) (2)

<http://egale.ca/background-1gbtq-youth-suicide/> (3)

<http://mygsa.ca/setting-gsa/homophobia-transphobia-statistics> (4)

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(1) Link Not Reviewed

(2) Reviewed Link

(3) (4) Reviewed Link, Donation Caution

## ACTIVITY: GENDER SWAP

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Subject tie-in: ELA 7–12,  
Drama 7–12

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### Description

Students are asked to select a piece of writing that is typically strongly associated with a particular gender, but one that is not the gender they identify with. Students are asked to perform their selected piece and complete an analysis. The piece can be from a dramatic work, a poetic verse, a song or other recognized work. Students should be able to recognize that the typical depiction of that piece is heavily influenced by the perceived gender of the character in question. Switching the gender, or making the gender neutral impacts how the piece is received and understood. For example, if the students, working as a pair, select the balcony scene from *Romeo and Juliet* and perform it as a gender swap or as same-sex, how will the scene be understood differently? Originally, Romeo's yearnings are seen as beautiful and romantic. Is it the same coming from a teenage girl? What if Romeo is watching another male character, or one whose gender is ambiguous? What if Fantine's "I Dreamed a Dream" from *Les Miserables* is performed by a male singer? How do their dreams differ? Why?

The options are wide for students to choose from for this activity and students are asked to think deeply about how gender is performed.

This activity is inspired by MCC Theater's MisCast Gala, wherein once a year, actors perform roles they would otherwise never have the chance to play, including gender-swapped roles.

### Keywords

gender, performance, swap, interpretation, character, audience reception

### Links

<http://www.mcctheater.org/galamiscast.html> (1)

<http://www.themarysue.com/kids-gender-swap-hamilton/> (2)

<http://www.backstage.com/monologues/> (3)

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(1) (2) (3) (4) Links Not Reviewed

## ACTIVITY: GENDER ON STAGE

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Subject tie-in: Cosmetology,  
Drama

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### Description

Drama provides a good example of a course in which a discussion relating to sexual and gender identity might naturally arise. Since Shakespeare's time, gender identity has been a common theme in English language theatre (eg, *Twelfth Night*, *Merchant of Venice*, *As You Like It*). Today, gender-related themes are featured in the latest hits on Broadway (eg, *Kinky Boots*, *Hair Spray* and *Fun Home*) and in the works of several of Alberta's most notable contemporary dramatists including Brad Fraser and Darrin Hagen.

In this activity, students put their hair and make-up skills to the test while learning about the art form of drag culture in society and in theatre. Students are encouraged to examine the performance of gender, specifically the exaggerated feminine aspects of dressing and acting in drag. Students will gain a deeper understanding of sexual and gender diversity while exploring perceptions of gender, masculinity, and femininity. Students may want to invite local drag queens to come to the school to teach make-up and hair techniques. Students may also want to organize a drama performance for the school while dress in drag.

### Keywords

gender, performance, cosmetology, drag, hair, make-up

### Links

<http://www.refinery29.com/2015/03/84609/miss-fame-drag-race-youtube-tutorials> (4)

## ACTIVITY: QUEER MUSIC

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Subject tie-in: Music 7–12,  
Band 7–12

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Activity: Teachers are intentional in their selection of music for their classes and choose music by artists who are sexual or gender minorities (SGM). Students can also be asked to select pieces for themselves. The pieces can be classical, instrumental or modern, and students can be asked to perform solo or as a group. The music could also be shared for enjoyment in the music room and not be performed at all. Alternately, music teachers could choose to make a display in their classroom that highlights the contributions of SGM musicians.

### Keywords

music, band, art, LGBTQ, musicians, composers

### Links

<http://blogs.indiewire.com/bent/readers-poll-the-25-most-important-lgbt-musicians-20140618> (1)

<http://www.limelightmagazine.com.au/Article/334391,the-10-greatest-gay-composers-mardi-gras-special.aspx> (2)

## ACTIVITY: GENDER-BENDING FASHION

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Subject tie-in: Fashion Studies,  
Cosmetology

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Description: Taking inspiration from fashion designers such as SP Badu, students are challenged to create fashion that transcends gender and fully incorporates the masculine and feminine in all their pieces. Students are encouraged to question the typical markers of masculine or feminine fashion and design pieces that are unisex while still being fashion forward.

### Keywords

gender, fashion, design, unisex, trends

### Links

<http://www.themetropolist.com/?s=gender+neutral+brands> (3)

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(1) (2) (3) Links Not Reviewed



# Literature and Supporting Resources

**MAGENTA**—The following teacher-reviewed literature list provides age-appropriate and thought-provoking choices for secondary school teachers to address topics of sexual orientation, gender identity and gender expression. Additionally, the **MAGENTA** section provides samples of the literature that can be integrated into the lessons provided in the **BLUE** and **VIOLET** sections. Teacher resources and classroom videos that can be borrowed from the Alberta Teachers’ Association library free of charge to Association members are also provided in the literature list. The **MAGENTA** section contains supporting information that teachers may find useful in their classroom as well as a list of organizations to support your work in confronting homophobia, transphobia and heterosexism.

*Most materials can be ordered or downloaded at low or no cost from their distributors. The Alberta Teachers’ Association provides additional online support and resources at [www.teachers.ab.ca](http://www.teachers.ab.ca). Click on Teaching in Alberta, then Diversity, Equity and Human Rights.*

## Recommended Reading for Grade 7–12 Readers

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# Prism Project Recommended Resources

## Recommended Reading for Grade 7–12 Readers

### Fiction Books

*A Note to Teachers: check with your school/ community libraries for books with sexual and gender minority content. Encourage libraries to carry more titles for diverse readers. Feel free to provide this list as inspiration.*

- ***Girl from Mars.*** Bach, T. 2008. Toronto: Groundwood Books.  
Miriam dreams of escaping from her boring small-town life and going to the big city to start her own life, especially when she develops romantic feelings for a girl named Laura and forms a new outlook after a weekend in the city.
- ***Am I Blue? Coming Out from the Silence.*** 1995. Bauer, M D, ed. New York: HarperCollins.  
A collection of stories featuring a variety of gay characters and dealing with the range of issues faced by lesbian and gay youth.
- ***The Vast Fields of Ordinary.*** 2009. Burd, N. New York: Dial Books.  
This is the story of Dade during his last summer at home before going to college. He’s feeling more lonely and pathetic than usual—he doesn’t seem to have any friends he can trust, and his relationship with his boyfriend Pablo seems to be souring. But when Dade meets Lucy and Alex, the direction of Dade’s summer begins to change.
- ***How Beautiful the Ordinary: Twelve Stories of Identity.*** 2009. Cart, M, ed. New York: HarperTeen.  
An anthology of LGBTQ stories written by acclaimed lesbian and gay authors. The theme of the anthology is an exploration of what it might mean to be gay, lesbian or transgender.
- ***The Skull of Truth.*** Coville, B. 1997. New York: Harcourt, Brace & Company.  
In this novel, Charlie, a sixth-grader with a compulsion to tell lies, acquires a mysterious skull that forces its owner to tell only the truth. Young readers will be attracted to the magical elements, the humour, the focus on the responsibilities of friendship, and the ways in which Charlie confronts and overcomes his personal demons. They may also be gently informed and enlightened by Charlie’s candid struggle to accept the news that his uncle, Bennie, is gay, and that Bennie and his “roommate,” Dave, are a loving couple. A small, but significant, thread in the tapestry of relationships, comprised of family, friends and community, is the gay-positive theme that is frankly and honestly portrayed in an age-appropriate manner.
- ***Stuck Rubber Baby.*** Cruse, H. 1995. New York: Paradox Press.  
This story emphasizes the similarities of struggles that the black community, the gay community and women of all races have experienced.
- ***My Side of the Story.*** 2007. Davis, W. London, UK: Bloomsbury.  
The story of Jaz, a young man coming to terms with his sexuality. Witty, sardonic and incredibly funny, *My Side of the Story* is the perfectly rendered portrait of a precocious, troubled teenager faced with the awkward process of growing up and coming out.
- ***Oliver Button Is a Sissy.*** 1979. dePaola, T. New York: Voyager Books.  
Oliver Button doesn’t like to do things boys “are supposed to do.” He likes to play with dolls, read, draw, dress up in costumes and dance. His father tells him not to be “such a sissy,” and to “go out and play baseball or football or basketball.” But Oliver doesn’t want to play any kind of ball. He just wants dancing classes. Although the ending is positive and the book is a good way to get students talking about this issue, there is no real solution to the bullying of kids who don’t fit into “the frame.”

- **Out.** Diersch, S. 2009. Toronto: J Lorimer. This book follows Alex’s struggles with faith, particularly when he witnesses a church member cheating on his wife and learns that his brother is gay. When his brother is brutally attacked, Alex must decide where his loyalties lie and what he really believes in.
- **When Heroes Die.** 1992. Durant, P R. New York: Macmillan Publishing. In this novel for late junior or early intermediate students, 12-year old Gary Boyden’s hero is his Uncle Rob. Gary’s world turns upside down when he discovers, first, that his uncle has AIDS and, subsequently, that he is gay. With continuing research into the source and nature of the virus and the swift and often unexpected advances in AIDS treatment, fictionalized accounts of AIDS victims become quickly dated. Nevertheless, although this novel belongs to the “AIDS equals death” period, the novel remains affecting and true to life. It is especially insightful when dealing with the uncertain world of adolescents.
- **Manstealing for Fat Girls.** 2005. Embree, M. Brooklyn: Soft Skull Press. This book explodes the locus where patriarchal and class violence intersect, while embracing all that is magical—and dangerous—about adolescence. Set in a working-class suburb of St Louis in the 1980s, the book is replete with music and pop culture references of the era, but the bullying, lunch table treachery, and desperate desire to fit in ring true for every generation.
- **Eight Seconds.** 2000. Ferris, J. San Diego: Harcourt. Despite a childhood heart operation that has left him feeling different from others, 18-year old cowboy John Ritchie goes to rodeo camp with high aspirations for success. Although he and his buddies do well, their skills pale in comparison to those of handsome, mature Kit. But after John discovers his new rodeo friend is gay, his old perceptions are challenged in a way that changes him forever. Ferris compassionately shares the challenges of gay teens, both those comfortable with who they are, and those discovering their true feelings.
- **The James Tiptree Award Anthology 2.** 2004. Fowler, K J, ed. San Francisco: Tachyon Publications. Following the successful debut of the series, this second serving of innovative storytelling continues to celebrate thought-provoking and provocative speculative fiction. Touching on the most fundamental of human desires—sex, love and the need for acceptance—Tiptree award-winning authors continually challenge and redefine social identities, simultaneously exploring and expanding gender.
- **Holly’s Secret.** 2000. Garden, N. New York: Farrar, Straus & Giroux. When seventh-grader Holly and her family move from New York City to the country, Holly hatches a plan to become sophisticated “Yvette” and to hide the fact that she has two lesbian mothers. Holly finds that her plan is a lot more difficult in practice than in theory and that it hurts the people who matter the most to her.
- **Hello, Groin.** 2006. Goobie, B. Victoria, BC: Orca Book Publishers. Wanting to be “normal,” 16-year-old Dylan Kowolski tries to hide her same-sex feelings and to have sexual feelings for her boyfriend, Cam. All her fears and feelings reach the boiling point when she kisses a girl from another school at a dance. When the teen finally tells her family members that she is gay, they show unconditional love and acceptance. Teens who are experiencing emotional upheaval themselves and who don’t have supportive families will gain from the personal validation that the author provides.
- **Will Grayson, Will Grayson.** 2010. Green, J and Levithan, D. New York: Dutton. This novel follows two boys who both go by the name Will Grayson. One tries to live his life without being noticed, while the other goes through life without anything good to hold onto except an online friendship with someone who goes by the name of Isaac—the only person who knows Will is gay and with whom Will thinks he just might have fallen in love.
- **The Last Exit to Normal.** 2009. Harmon, M B. New York: Laurel-Leaf Books. The story of Ben Campbell, whose world seems to be falling apart at age 14. His dad comes out of the closet and his mom is gone. Over three years, and much trouble, he finds an eleven-year-old boy who has bigger problems than he ever dreamed of.

- ***Watching July.*** 2008. Hart, C. Toronto: Sumach Press.  
Sixteen-year-old July MacKenzie's birth mom was killed in a hit and run accident, and before she knew it Marie, her other parent, had sold the house, packed up and moved them out into the interior of British Columbia. Just when July saw no possibility of happiness, she meets and begins to fall in love with the boy down the road. But mysterious events soon make it clear that her new world is still very connected to her past. When it is revealed that her mother's death was not what it seemed, July must face some shocking discoveries that quickly gain a momentum that spirals out of control.
- ***Geography Club.*** 2003. Hartinger, B. New York: HarperTempest.  
High school student Russel Middlebrook is convinced he's the only gay kid at Goodkind High School. Then his online gay chat buddy turns out to be none other than Kevin, the popular, but closeted, star of the school's baseball team. Soon Russel meets other gay students, too. There's his best friend, Min, who reveals that she's bisexual, and her soccer playing girlfriend, Terese. There's also Terese's politically active friend, Ike. But how can kids this diverse get together without drawing attention to themselves?
- ***The Order of the Poison Oak.*** 2005. Hartinger, B. New York: Harper Collins.  
The main characters from *Geography Club* go to work as camp counsellors. They start another club, Order of the Poison Oak, which focuses on helping people see life's hidden beauty.
- ***All Sleek and Skimming: Stories.*** 2006. Heggum, L, ed. Victoria, BC: Orca Book Publishers.  
This book contains 22 short stories by Canadian authors that are invariably tender, true to life, and told using a variety of approaches (some graphic novel style) to discuss the tough issues of the teenage years. In both Tim Wynne-Jones's "Dawn" and Joe Ollmann's graphic story "Giant Strawberry Funland," two boys with dysfunctional families find solace from their troubles with girls who introduce them to music as escape and comfort. These stories create a well-rounded portrait of teenage life told through authentic voices.
- ***Two Teenagers in Twenty: Writings by Gay and Lesbian Youth.*** 1994. Heron, A, ed. Boston: Alyson Books.  
An updated version of Heron's 1983 *One Teenager in Ten*, this consistently absorbing and frequently moving collection of autobiographical narratives by young gays and lesbians across the country soberingly documents the damaging consequences of the homophobia that pervades even purportedly enlightened families and schools. Many of the authors were kicked out of their homes, were sent to ministers or psychiatrists to be "cured," or attempted suicide. But some found their families and friends supportive and caring. On balance, these stories are overwhelmingly affirmative, buoyed by the authors' new self-awareness and the determination to find a place for themselves in an often hostile country.
- ***Out of the Shadows.*** 2000. Hines, S. New York: HarperTempest.  
Set at a high school in contemporary Australia, this young adult novel is a love triangle with several twists. Nearly 16 years old, Rowanna is a nice kid with a tough (and secret) background. She's still coming to terms with several facts: that her mother was gay, that her mother was killed by a drunk driver, and that she now lives with her mother's partner—a woman it's taken her years to stop hating. At school, she's best buddies with Mark, the school hunk (whose secret is that he gets beaten up by his father). Mark falls for the new kid, gorgeous Jodie, who could have any guy in the school. Jodie seems to like Mark well enough; but her secret is ... well, she has fallen in love with Rowanna.
- ***Stitches.*** 2003. Huser, G. Toronto: Groundwood Books. Travis lives in a trailer park outside a small prairie town with his aunt, uncle and a pack of rowdy little cousins. When things get crazy at his place, he can always go visit his best friend, Chantelle, a smart disabled girl. Travis knows he's different from his junior high classmates. He loves to sew and play with puppets. He wants to become a professional puppeteer. These interests make Travis a ripe target for Shon and his friends, the school thugs. As Grade 9 graduation approaches and Travis creates a puppet production of *A Midsummer Night's Dream*, the taunts and schoolyard ambushes escalate until Shon's anger, jealousy, and prejudice erupt in violence.

- ***Becoming Chloe***. 2006. Hyde, C R. New York: Alfred A. Knopf.  
 Jordy is homeless, gay and abused, and finds a kindred spirit when he rescues fragile, childlike Chloe from a brutal rape near the abandoned building where they both live. Thus begins their intensely codependent friendship. While Hyde's jerky, streamlined style reinforces the teens' pain, the results feel rushed and uneven, almost as if two separate narratives were merged to create this single slim volume.
- ***Tips on Having a Gay (Ex) Boyfriend***. 2007. Jones, C. Woodbury, MN: Flux.  
 This beautifully written debut explores what happens when you are suddenly forced to see someone in a new light, and what that can teach you about yourself.
- ***Ice Song***. 2009. Kasai, K I. New York: Del Rey/Ballantine Books.  
 This fantasy novel follows the story of Sorykah Minuit, a scholar, an engineer and the sole woman aboard an ice-drilling submarine in the frozen land of the Sigue. What no one knows is that she is also a Trader, one who can switch genders suddenly, a rare corporeal deviance universally met with fascination and superstition, and all too often punished by harassment or death.
- ***Almost Perfect***. 2009. Katcher, B. New York: Delacorte Press.  
 When Logan Witherspoon befriends the new student, Sage Hendricks, at a time when he no longer trusts or believes in people, Logan's school year takes a turn for the better. Sage has been homeschooled for a number of years and her parents have forbidden her to date anyone, but she won't tell Logan why. One day, Logan acts on his growing feelings for Sage. Moments later, he wishes he never had. Sage finally discloses her big secret: she's actually a boy. Enraged, frightened and feeling betrayed, Logan lashes out at Sage and disowns her. But once Logan comes to terms with what happened, he reaches out to Sage in an attempt to understand her situation. But Logan has no idea how rocky the road back to friendship will be.
- ***Real Heroes***. 1993. Kaye, M. New York: Avon Books.  
 When it becomes known that the popular physical education teacher at West Greendale Elementary School is infected with HIV, the small Georgia town is bitterly divided. In the middle of the homophobic hysteria whipped up by the adults he knows, 11-year-old Kevin finds his whole world turning upside down. Told from Kevin's perspective, the story rings true throughout, and easy and simplistic answers are avoided.
- ***My Most Excellent Year: A Novel of Love, Mary Poppins and Fenway Park***. 2009. Kluger, S. New York: Speak.  
 Boston teens T C and Augie are such close friends that their families acknowledge them as brothers. Alejandra has recently arrived from Washington, DC, where her father served as a Mexican ambassador to the US. Written in multiple voices and nontraditional formats, including instant messages and school assignments, Kluger's crowded, exuberant novel follows the three high-school freshman through an earth-shaking year in which musical-theater-obsessed Augie realizes that he is gay, Alejandra reveals her theatrical talents to disapproving parents, and T C tries to make a deaf child's greatest wish come true. At the center are heart-pulling romances (even a few among adults) and a broadening sense of what family means.
- ***The Arizona Kid***. Koertge, R. 1988. Cambridge, MA: Candlewick Press.  
 A 16-year-old boy discovers a new world in Arizona when he spends his summer holiday at his cool gay uncle's home while working at a racetrack.
- ***Absolute Brightness***. 2008. Lecesne, J. New York: HarperTeen.  
 Deirdre, Phoebe and their mom live isolated lives while living together. When their cousin Leonard moves in, he doesn't try to hide his flamboyant differences, and this makes Deirdre and Phoebe uncomfortable at first. They quickly recognize that Leonard is a light for their family—he has the courage to be himself, despite what the rest of the world tries to dictate.

- ***How They Met, and Other Stories.*** 2008. Levithan, D. New York: Alfred A. Knopf. A collection of stories about all kinds of love.
- ***Gravity.*** 2008. Lieberman, L. Victoria, BC: Orca Book Publishers. Ellie Gold is an orthodox Jewish teenager living in Toronto in the late eighties. She has no doubts about her strict religious upbringing until she falls in love with another girl at her grandmother's cottage. Ellie is afraid there is no way to be both gay and Jewish, but her mother and sister offer alternative concepts of God that help Ellie find a place for herself as a queer Jew.
- ***Boy Meets Boy.*** 2003. Levithan, D. New York: Random House Children's Books. This story's theme is about acceptance of human differences.
- ***Raiders Night.*** 2007. Lipsyte, R. New York: HarperTeen. This book looks at the difficult world of athletes and the male violence which exists within it. At the surface, the novel uncovers the destructive nature of some of the deep-seeded institutions of American sports. Gay themes abound throughout the book, largely as negative reinforcements of how the issue is used as a club to beat people down. Lipsyte can tell a story in a voice that Generation X calls their own. Inside Matt's head, his thoughts are often choppy, like a series of music videos cut together in a way only youth could make complete sense of. The conversations are short and to the point, as though they are texted with smiley faces. Sensitive material. Previewing recommended.
- ***Dramarama.*** 2007. Lockhart, E. New York: Hyperion. Two theater-mad, self-invented fabulositon Ohio teenagers. One boy, one girl. One gay, one straight. One black, one white. And SUMMER DRAMA CAMP. It's a season of hormones, gold lame, hissy fits, jazz hands, song and dance, true love and unitards that will determine their future—and test their friendship.
- ***Ash.*** 2009. Lo, M. New York: Little, Brown. This is a fantasy novel about an abused teenage girl named Ash who longs for fairies to take her away from her horrible life. One night, the mysterious and sinister fairy prince Sidhean finds Ash and begins to prepare her to enter fairyland. But shortly thereafter, Ash meets Kaisa—a noblewoman and the King's Huntress. Ash and Kaisa not only form an immediate and deep friendship, but Ash begins to fall in love with the beautiful, strong woman.
- ***Crush.*** 2006. Mac, C. Victoria, BC: Orca Book Publishers. Seventeen-year-old Hope lives on a West Coast commune in British Columbia. When her aging hippie parents decide to spend the summer in Thailand, Hope gets sent to Brooklyn to stay with her "spacey older sister". While in New York things begin to look up when Hope finds a lost dog and the owner is 19-year-old Nat; to her confusion, Hope finds herself increasingly attracted to an older girl. Both Hope's attraction to Nat and her questioning of her own sexuality ring true for readers. *Crush* is a fairly strong story of love and sexual identity with well-drawn characters and well-imagined situations.
- ***Cycler.*** McLaughlin, L. New York: Random House, 2008. Except for Jill's mom and dad, no one knows that for the four days Jill is out of school each month, she is not Jill at all. She is Jack, a genuine boy—complete with all the parts.
- ***Clay's Way.*** 2004. Mastbaum, B. Los Angeles: Alyson Books. Set in Hawaii, this story is about a teenage boy's first gay love.
- ***Sprout.*** 2009. Peck, D. New York: Bloomsbury Children's Books. Sprout Bradford will tell you he's gay. He'll tell you about his dad's drinking and his mother's death. The green fingerprints everywhere tell you when he last dyed his hair. But Sprout is not prepared for what happens when he suddenly finds he's had a more profound effect on the lives around him than he ever thought possible.
- ***Keeping You a Secret.*** 2003. Peters, J A. New York: Little, Brown and Company. A girl in high school is dating a boy, but realizes that she is falling in love with one of her female classmates. She experiences discrimination, loses friends, and gets kicked out of her house by her mother. Her female partner provides comfort to her to seek her ambitions and continue her education at a local college.

- ***Between Mom and Jo.*** 2008. Peters, J A. New York, NY: Little, Brown.  
 Nick has a three-legged dog named Lucky, some pet fish and two moms who think he's the greatest kid ever. And he happens to think he has the greatest Moms ever, but everything changes when his birth mom and her wife, Jo, start to have marital problems. Suddenly, Nick is in the middle, and instead of having two Moms to turn to for advice, he has no one.
- ***Luna.*** 2004. Peters, J A. New York: Little, Brown and Company.  
 A transgender teenager is the main character of this story. She confronts the issues surrounding her situation with her family. The story provides insights into the life of a transgender individual and also provides support that others can give transgender persons.
- ***Grl2grl: Short Fictions.*** 2007. Peters, J A. New York: Little, Brown.  
*Grl2grl* shows the rawness of teenage emotion as young girls become women and begin to discover the intricacies of love, dating and sexuality.
- ***Brokeback Mountain.*** 1997. Proulx, A. New York: Scribner.  
 Two cowboys first meet while tending sheep on an isolated mountain. They surprisingly fall in love, but conclude that it was just a phase. When they meet up four years later, they realize that they have genuine feelings for each other.
- ***Losers.*** 2008. Roth, M. New York: PUSH.  
 Jupiter Glaze has been the target of bullies ever since he moved to Philadelphia. But, a bully named Bates befriends him and trusts Jupiter enough to reveal his sexual confusion.
- ***Empress of the World.*** 2003. Ryan, S. New York: Penguin.  
 Nicola goes away to a summer program for gifted students, expecting to explore her interest in archaeology while also continuing her artwork. On the very first day, she is attracted to another girl, but she refuses to be labelled as a lesbian because she thinks she's also attracted to boys.
- ***Living In Secret.*** 1993. Salat, C. New York: Skylark Books.  
 Amelia's parents are divorced, and the court has awarded custody to Amelia's father. Finally, Amelia's wish comes true and she and her mother steal away to start a new life together with her mother's partner, Janey. Amelia must change her name and be careful about what she tells her new friends as she tries to live in secret and put her old life behind her.
- ***Rainbow Boys.*** 2001. Sanchez, A. New York: Simon Pulse.  
 In a secondary school setting, this story portrays gay characters who are all different in their outward behaviours. One character is very effeminate, one is questioning his sexuality, and one is a jock who is keeping his true feelings hidden from his peers.
- ***Rainbow High.*** 2005. Sanchez, A. New York: Simon Pulse.  
 This is a sequel to *Rainbow Boys*. This story deals with living, loving, coming out and decision making.
- ***Rainbow Road.*** 2005. Sanchez, A. New York: Simon Pulse. While travelling, the three main characters experience gay bashing, gay couples and a man who lives as a woman.
- ***Trying Hard to Hear You.*** 1974. Scoppettone, S. Los Angeles: Alyson Books.  
 This book deals with prejudice that others have toward two gay characters.
- ***The Hookup Artist.*** 2007. Shaw, T. New York, NY: HarperCollins Children's Books.  
 When his best friend, Cate, gets dumped, Cupid wannabe Lucas seizes the matchmaking opportunity to pair her with Derek, the hot new guy in town. At first, Cate is dubious of their match, and rightfully so, since Derek can't seem to keep his eyes off Lucas. Shaw's sly twist on the old best-friends-fall-for-the-same-guy conundrum is fresh, funny, frolicsome and not without genuine tension. The author's keen ability to reproduce current, realistic dialogue enhances the teen appeal.
- ***Freak Show.*** 2008. St. James, J. New York, NY: Speak.  
 Meet Billy Bloom, new student at the ultra-white, ultra-rich, ultra-conservative Dwight D. Eisenhower Academy, and drag queen extraordinaire. Thanks to the help and support of one good friend, Billy is able to take a stand for outcasts and underdogs everywhere in his own outrageous, over-the-top, sad, funny, brilliant and unique way.

- **Big Guy.** 2008. Stevenson, R H. Victoria, BC: Orca Book Publishers. A story about Derek, a gay, 17-year-old overweight teenager who has dropped out of school, works in a nursing home, and maintains an online relationship with Ethan. Derek is challenged by his new friend Aaliyah to consider the importance of honesty and trust.
- **Now Is the Hour.** 2006. Spanbauer, T. Boston: Houghton Mifflin. At once a tale of sexual awakening, racial enlightenment and personal epiphany, *Now Is the Hour* is the disarming and sweetly winning story of one unforgettable teenager who dares to hope for a different life.
- **Not the Only One: Lesbian and Gay Fiction for Teens.** 2004. Summer, J, ed. Boston: Alyson Books.  
This is a collection of gay and lesbian fiction.
- **7 Days at the Hot Corner.** 2007. Trueman, T. New York: HarperTempest.  
In baseball, fielding your position at third base is tricky—that’s why third is called “the hot corner.” You have to be aware that anything can happen at any time. It’s time to find out whether he has what it takes to play the hot corner—on the baseball diamond and off it.
- **Tommy Stands Alone.** 1995. Velasquez, G. Houston: Piñata Books.  
This is the third novel in author’s Roosevelt High School series, which features a group of students who must individually face troubling personal and social worries that are inescapable for many young adults today. A high school student and a member of a Mexican-American family, Tom struggles with his sexual identity and finally learns that he will not have to stand alone anymore.
- **Peter.** 2001. Walker, K. Boston: Houghton Mifflin Co.  
When readers first meet Peter Dawson, 15, his ambitions are simple: finish school, get a road licence for his dirt bike and find a job with cameras. But then he meets his older brother’s friend, David, and suddenly nothing is simple any longer. For David is gay and Peter gradually realizes that his strong attraction to the college student means that he himself might be gay.
- **Pedro and Me.** 2000. Winick, J. New York: Henry Holt & Company.  
In this graphic novel, Winick, a professional cartoonist and cast member of MTV’s *The Real World 3: San Francisco*, pays tribute to his Real World housemate and friend, Pedro Zamora, an AIDS activist and educator, who died of the disease in 1994.
- **Box Girl.** 2001. Withrow, S. Toronto: Groundwood Books.  
Eighth-grader Gwen Bainbridge’s mother ran away five years ago. Now Gwen is receiving postcards from her that promise a reunion. Until that happens, she plans to be a loner. After all, why make friends when she might be leaving any minute? Or so she thinks, until she meets Clara, the new girl in her class. Clara sings to herself, moves her head like a chicken, and is determined to befriend Gwen. Despite herself, Gwen is drawn to this free spirit. But there’s a problem: how can Gwen invite Clara home for dinner with her dad and Leon, her dad’s boyfriend?
- **Parrotfish.** 2007. Wittlinger, E. New York: Simon & Schuster Books for Young Readers.  
Angela McNair is a boy! Oh, to the rest of the world she’s obviously a girl. But the transgendered high-school junior knows that she’s a boy. And so, bravely, Angela cuts her hair short, buys boys’ clothing and announces that his name is now Grady and that he is beginning his true new life as a boy. Wittlinger manages to create a story sufficiently nonthreatening to appeal to and enlighten a broad range of readers. She has also done a superb job of untangling the complexities of gender identity and showing the person behind labels like “gender dysphoria.” Grady turns out to be a very normal boy who, like every teen, must deal with vexing issues of self-identity.
- **From the Notebooks of Melanin Sun.** 1995. New York: Scholastic. Melanin Sun lives with his mother and they have always been close. When he finds out she is gay, and having a relationship with a white woman, he has some trouble coping. This easy-to-read novel illustrates a young man’s struggle with the complexities of mother–son, same-sex, and interracial relationships.

- ***After Tupac and D Foster***. 2008. Woodson, J. New York: G P Putnam's Sons. The summer of 1995 brings D Foster away from her foster home to the block where 12-year-olds Neeka and the unnamed narrator reside. The three girls find themselves bonding over parental restrictions and Tupac Shakur, and their developing friendship encourages the girls to embark on a forbidden bus ride off the block. While there is a subplot about Neeka's older brother, a gay man serving prison time after being framed for a hate crime, Woodson balances the plotlines with subtle details, authentic language and rich development while weaving a tale of burgeoning friendship among three New York girls.
- ***Orpheus Proud***. 2006. Wyeth, S D. New York: Laurel Leaf.  
This story invites the reader to become Orpheus's audience as she discovers her sexuality as a lesbian, shares her story, powerful questions of family, prejudice and identity. In one long onstage monologue with a smattering of recited poems, 17-year-old Orpheus tells lyrically yet directly of the love and pain her life has held. Her beloved mother's early death leaves Orpheus seeing everything in gray until fellow ten-year-old Lissa brings colour and warmth back into the world. The two intertwine their lives until, at age 16, they acknowledge having fallen in love. The unusual format, along with young-adult literature's dearth of gay African-American characters, make this piece notable, but it's Orpheus's passionate and poetic voice that makes it special.
- ***Pedro Almodóvar***. 2006. D'Lugo, M. Urbana, IL: University of Illinois Press.  
When Almodóvar surfaced in the early 1980s with a series of provocative films inspired by punk culture and evincing a gay sensibility, few foresaw him becoming Spain's most prominent and commercially successful filmmaker. D'Lugo traces the director's career from the 1970s and credits him for kick-starting the careers of Penelope Cruz and Antonio Banderas, while perfecting his own brand of melodrama. His appeal is traced to what D'Lugo calls his "geocultural positioning" and an ability to transform his marginal status as a gay director from the provinces into a worldwide visual language.
- ***The James Tiptree Award Anthology 3***. 2007. Fowler, K J, ed. San Francisco: Tachyon Publications.  
A dozen writers pay tribute to Alice Sheldon (1915–1987), who as science fiction author adopted the pseudonym James Tiptree Jr. This eclectic mix of fiction and nonfiction, examines gender identity and is the third in an anthology series.
- ***Falling Hard: Teenagers on Love***. 2008. Franco, B, ed. Cambridge, MA: Candlewick Press.  
Love poems written by teens for teens.
- ***Love Makes a Family***. 1999. Gillespie, P, and G Kaeser. Amherst, MA: University of Massachusetts Press.  
This volume combines interviews and photographs to document the experiences of lesbian, gay, bisexual and transgendered parents and their children. It allows all of the family members to speak candidly about their lives, their relationships and the ways in which they have dealt with the pressures of homophobia.
- ***Discrimination***. 2008. Langwith, J ed. Detroit: Greenhaven Press.  
Clearly written, well researched, by journalists with relevant experience, *Discrimination* explores many forms of social justice issues. Individual chapters examine

## Nonfiction Books (for students)

- ***Being Different: Lambda Youths Speak Out (The Lesbian and Gay Experience)***. 2000. Brimmer, L D. London: Franklin Watt.  
Personal narratives by 15 young people complement convincing commentary at the beginning of each chapter on what it is like to be young and gay.
- ***Lesbian and Gay Voices: An Annotated Bibliography and Guide to Literature for Children and Young Adults***. 2000. Day, F A. Westport, CT: Greenwood Press. Written to support librarians and educators in their efforts to provide young people with positive

whether discrimination is based on gender, race, sexual orientation and religion and whether it exists in the US. Other chapters explore the current state of affairs, efforts to curb abuses and the steps the US government should take. This is a well-debated volume and contains an extensive bibliography and contact information for organizations.

- ***The Full Spectrum: A New Generation of Writing about Gay, Lesbian, Bisexual, Transgender, Questioning, and Other Identities.*** 2006. Levithan, D and B Merrell, eds. New York: A.A. Knopf.  
Using works submitted anonymously through the website the authors created in conjunction with the Gay, Lesbian, and Straight Education Network (GLSEN), Levithan and Merrell have selected 40 essays, mini-autobiographies, poems and photographs that chronicle the lives of 21st-century young people, ages 13 to 23. While many of the stories recall memories of isolation, others delve into a young person's awareness and involvement in a queer community. As a whole, the collection is comprehensive, complex and the perfect title to put into the hands of teens who approach the information desk asking for real stories about coming out and coming to terms with anything remotely LGBTQ.
- ***What If Someone I Know Is Gay?: Answers to Questions About Gay and Lesbian People (Plugged In).*** 2000. Marcus, E, and J O'Connor, eds. New York: Penguin Putnam.  
The author offers no-nonsense answers for young people who have questions about LGBT people, whether those questions concern a friend, a beloved aunt or uncle or themselves. The book covers a full range of questions, including: "Does a person just decide to become gay?" and "Does God love gay people?" Marcus also explores the whole new world opened up for LGBT teenagers through the advent of the Internet.
- ***The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay, and Bisexual Young People.*** 2001. Mastoon, A. New York: HarperCollins Juvenile Books.  
A collection of photographs and personal narratives of 40 lesbian, gay and bisexual young people. They share their thoughts and experiences about family, friends, culture and coming out.
- ***GLBT Teens and Society. Teens: Being Gay, Lesbian, Bisexual, or Transgender.*** 2010. Nagle, J M. New York: Rosen.  
The authors preface each title with the notion that sexual orientation is a process involving questions that may not be answered for years, and explore gender identities, societal reactions and misconceptions about being gay, lesbian, bisexual or transgender. Strategies for coming out to parents and friends suggest taking gradual steps that focus on mutual respect and understanding.
- ***Home and Family Relationships. Teens: Being Gay, Lesbian, Bisexual, or Transgender.*** 2010. Orr, T B. New York: Rosen  
This guide offers support to GLBT teens on how to maintain healthy familial relationships. Strategies for coming out to parents and siblings, and how to communicate with others, as well as how to understand and react to the emotions of others are also explored.
- ***Doing it Right.*** 2007. Pardes, B. New York: Simon Pulse.  
As a sexuality educator at middle schools, high schools and colleges, Pardes has had her share of the experience in the trenches, and shares some of the most commonly requested information. She is up-front and honest with her audience, not shying away from topics such as anal sex, masturbation and readiness for a sexual relationship. She strives to give teens the information they need, and the openness of this book will be a boon to teens looking for frank discussions of sexuality and making choices. Sensitive material. Previewing recommended.
- ***Friendship, Dating, and Relationships. Teens: Being Gay, Lesbian, Bisexual, or Transgender.*** 2010. Payment, S. New York: Rosen.  
This book explores GLBT teens' relationships with themselves, their friends and the people they date. Issues such as getting over a breakup, dating and online safety, safe sex and coming out to one's friends are presented in a comprehensive, engaging manner.
- ***Hear Me Out: True Stories of Teens Educating and Confronting Homophobia.*** 2006. Planned Parenthood of Toronto. Toronto: Second Story Press.  
These heartfelt memoirs, which were

originally presented orally in schools, speak poignantly about the lives of young people today. This collection of stories from Teens Educating And Confronting Homophobia (T.E.A.C.H.) capture the essence of what it means to be gay, lesbian, bisexual, transgender, transsexual and young.

- ***Girl2Girl***. 2001. Rashid, N, J Hoyt, and J Hoyt. London: Millivres Books.

This book is written for girls who have ever questioned their sexuality or fancied other girls. The contributors' voices resonate through poems, autobiographies, jokes, messages and advice to each other. Young women from 14 to 21 tell it like it is as they struggle to discover themselves and find a way to live openly in a homophobic world.

- ***Gay Characters in Theatre, Movies, and Television: New Roles, New Attitudes. The Gallup's Guide to Modern Gay, Lesbian and Transgender Lifestyle***. 2011. Seba, J A Philadelphia: Mason Crest Publishers.

This book uses numerous examples, past and present, to show how the depiction of gay, lesbian, bisexual and transgender (GLBT) characters in the entertainment industry affects popular culture and has helped push growing acceptance into the mainstream.

- ***How It Feels to Have a Gay or Lesbian Parent: A Book by Kids for Kids of All Ages***. 2004. Snow, J E. San Francisco: Harrington Park Press.

This book gives voice to the thoughts, feelings and experiences of children, adolescents and young adults who have a gay or lesbian parent.

- ***Revolutionary Voices: A Multicultural Queer Youth Anthology***. 2000. Sonnie, A, ed. Boston: Alyson Books.

Story collection of young, queer multicultural voices, intended for young adults. Invisible. Unheard. Alone. Chilling words, but apt to describe the isolation and alienation of queer youth. In silence and fear they move from childhood memories of repression or violence to the unknown, unmentored landscape of queer adulthood, their voices stilled or ignored. No longer. *Revolutionary Voices* celebrates the hues and harmonies of the future of gay and lesbian society, presenting not a collection of stories, but a collection of experiences, ideas, dreams, and fantasies expressed through prose, poetry, artwork, letters, diaries and performance pieces.

- ***Life at School and in the Community. Teens: Being Gay, Lesbian, Bisexual or Transgender***. 2010. Worth, R. New York: Rosen.

This book attempts to offer strategies for coming out to one's friends, interacting with school personnel and dealing with bullies. Advice is also given on how to organize groups such as gay-straight alliances.

## Nonfiction Books (for teachers)

*Note: All the nonfiction titles listed below are available in the ATA library. To reserve go to [www.teachers.ab.ca](http://www.teachers.ab.ca), click on Publications, then ATA Library.*

- ***2013 The National Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools***. 2013. Gay, Lesbian and Straight Education Network. Washington, DC: GLSEN (pdf)
- ***Acting Out: Combating Homophobia Through Teacher Activism***. 2010. Blackburn, M V. New York: Teachers College Press.
- ***Apercevoir l'arc-en-ciel : Les enseignantes et enseignants réfléchissent sur les questions relatives à la bisexualité, à la bispiritualité, à l'homosexualité et au transgendrérisme***. 2002. Fédération canadienne des enseignantes et des enseignants. Ottawa, Ont : Fédération canadienne des enseignantes et des enseignants.
- ***Beyond Progress and Marginalization: LGBTQ Youth in Educational Contexts***. 2010. Bertram, C. New York: Peter Lang.
- ***Breaking the Silence: Gay and Lesbian Issues in Education***. 2001. Saskatoon, Sask: Gay & Lesbian Health Services.
- ***Building Safe and Caring Classrooms, Schools, and Communities for Lesbian, Gay, Bisexual, and Transgendered Students: Professional Development Workshops for Alberta Teachers***. 2002. Wells, K. Edmonton, Alta: ATA Educational Trust Project.
- ***Challenging Homophobia: Teaching About Sexual Diversity***. 2007. van Dijk, L, and B van Driel. Oakville, Va: Trentham.

- ***Coming Out, Coming Home: Helping Families Adjust to a Gay or Lesbian Child.*** 2010. LaSala, M C. New York: Columbia University Press.
- ***Contester le silence, contester la censure : Ressources, stratégies et directives d'orientation intégratrices pour aborder les réalités bisexuelles, bispirituelles, gaies, lesbiennes et transidentifiées dans les bibliothèques scolaires et publiques.*** 2007. Schrader, A M. Ottawa, Ont: Fédération canadienne des enseignantes et des enseignants.
- ***Creating and Supporting a Gay/Straight Alliance.*** 2004. Gay and Lesbian Educators of BC. Vancouver, BC: Gay and Lesbian Educators of BC.
- ***Creating safe environments for LGBT students: a Catholic schools perspective.*** 2012. Bayly, M. London, UK: Routledge (pdf)
- ***A Culturally Proficient Response to LGBT Communities: A Guide for Educators.*** 2013. Lindsey, R. Thousand Oaks, CA: Corwin Sage (pdf)
- ***The Declining Significance of Homophobia: How Teenage Boys are Redefining Masculinity and Heterosexuality.*** 2012. McCormack, M. Oxford, UK: Oxford University Press (pdf)
- ***“Don’t be so gay!”: Queers, Bullying, and Making Schools Safe.*** 2013. Short, D. Vancouver, BC: UBC Press (pdf)
- ***Fit to Teach: Same-Sex Desire, Gender, and School Work in the Twentieth Century.*** 2005. Blount, J M. Albany, NY: New York Press.
- ***From Teasing to Torment: School Climate In America: A Survey of Students and Teachers.*** 2005. Gay, Lesbian and Straight Education Network. New York: Gay, Lesbian and Straight Education Network.
- ***The Gay, Lesbian and Bisexual Factor in the Youth Suicide Problem.*** 1994. Tremblay, P J. Calgary, Alta: Pierre Tremblay.
- ***Gay, Lesbian and Transgender Issues in Education Programs, Policies, and Practices.*** 2005. Sears, J T. New York: Harrington Park Press.
- ***Gay–Straight Alliance: A Handbook for Students, Educators, and Parents.*** 2007. MacGillivray, I K. New York: Routledge.
- ***Gay–Straight Student Alliance Handbook: A Comprehensive Resource for Canadian K–12 Teachers, Administrators and School Counsellors.*** 2006. Ottawa, Ont: Canadian Teachers’ Federation.
- ***Gay–Straight Student Alliances in Alberta Schools: A Guide for Teachers.*** 2005. Wells, K. Edmonton, Alta: The Alberta Teachers’ Association.
- ***Gender and Sexual Diversity in Schools.*** 2010. Meyer, E. New York, NY: Springer.
- ***Gender Nonconforming Youth: Discipline Disparities, School Push-out, and the School-to-Prison Pipeline. 2014. Burdge, H, Z T Hyemingway and A C Licon.*** San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Crossroads Collaborative at the University of Arizona. (pdf)
- ***Get That Freak: Homophobia and Transphobia in High Schools.*** 2010. Haskell, R. Blackpoint, NS: Fernwood.
- ***Guide des alliances d’élèves gais et hétérosexuels : Une ressource exhaustive pour le personnel enseignant, les gestionnaires et les conseillers et conseillères scolaires du Canada, de la maternelle à la 12e année.*** 2006. Wells, K. Ottawa, Ont: Fédération canadienne des enseignantes et des enseignants.
- ***Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools.*** 2001. Bochenek, M. New York: Human Rights Watch.
- ***Helping Families to Support their LGBT Children: A Practitioner’s Resource Guide.*** 2014. Substance Abuse and Mental Health Services Administration. Washington, DC: Substance Abuse and Mental Health Services Administration. (pdf)
- ***Homophobic Bullying: Research and Theoretical Perspectives.*** 2011. Rivers, Ian. New York: Oxford University Press.
- ***I Could Not Speak My Heart: Education and Social Justice for Gay and Lesbian Youth.*** 2004. McNinch, J, and Mary Cronin. Regina, Sask: University of Regina Press.

- ***Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-being, and Achievement.*** 2013. Burdge, H, S Snapp, C Laub., S T Russell and R Moody. San Francisco, CA: Gay-Straight Alliance Network and Tucson, AZ: Frances McClelland Institute for Children, Youth, and Families at the University of Arizona. (pdf)
- ***Improving Emotional and Behavioural Outcomes for LGBT Youth: A Guide for Professionals.*** 2012. Fisher, S K., J M Poirier and G M Blau, eds. Baltimore, MD: Paul H. Brookes Publishing Co.
- ***Interrogating Heteronormativity in Primary Schools: The Work of the No Outsiders Project.*** 2009. DePalma, R, and E Atkinson. Trent, UK: Trentham.
- ***Interrupting Heteronormativity: Lesbian, Gay, Bisexual, and Transgender Pedagogy and Responsible Teaching at Syracuse University.*** 2005. Farrell, K, N Gupta and M Queen, eds. Syracuse, NY: Syracuse University Press.
- ***Leçons apprises : Un recueil d'histoires et d'articles sur des questions bisexuelles, gaies, lesbiennes et transgénéristes.*** 2005. Fédération canadienne des enseignantes et des enseignants. Ottawa, Ont : Fédération canadienne des enseignantes et des enseignants.
- ***LGBT History Month: Educational Activities.*** 2013. Amnesty International. 2013. London, UK: Amnesty International. (pdf)
- ***Leading the Way: Working with LGBT Athletes and Coaches.*** 2014. Birch-Jones, J. 2014. Toronto, ON: CAAWS. (pdf)
- ***Lessons Learned: A Collection of Stories and Articles About Bisexual, Gay, Lesbian and Transgender Issues.*** 2005. Canadian Teachers' Federation. Ottawa, Ont: Canadian Teachers' Federation.
- ***Moving Beyond Silence: Addressing Homophobia in Elementary Schools.*** 2000. Surrey Teachers' Association. Surrey, BC: Surrey Teachers' Association.
- ***Not Yet Equal: The Health of Lesbian, Gay and Bisexual Youth in B.C.*** 2007. McCreary Centre Society. Vancouver, BC: McCreary Centre Society. Also available at [www.mcs.bc.ca/pdf/not\\_yet\\_equal\\_web.pdf](http://www.mcs.bc.ca/pdf/not_yet_equal_web.pdf).
- ***One Teacher in 10: LGBT Educators Share Their Stories.*** 2005. Jennings, K. Los Angeles, Calif: Alyson Books.
- ***One Teacher in Ten in the New Millennium: LGBT Educators Speak Out About What's Gotten Better and What Hasn't.*** 2015. Jennings, K. Boston, MA: Beacon Press. (pdf)
- ***Our Worlds in Our Words: Exploring Race, Class, Gender, and Sexual Orientation in Multicultural Classrooms.*** 2010. Dilg, M. New York: Teachers College Press.
- ***Out Online: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth on the Internet.*** 2013. Gay Lesbian and Straight Education Network. Washington, DC: Gay Lesbian and Straight Education Network. (pdf)
- ***Prejudice, Acceptance, Triumph: The Experiences of Gay and Lesbian Teachers in Secondary Education.*** 2009. Wardle, M. London, UK: Athena.
- ***Queer Kids: The Challenges and Promise for Lesbian, Gay, and Bisexual Youth.*** 1998. Owens, R E. New York: Harrington Park.
- ***Queer Youth in the Province of the "Severely Normal."*** 2006. Filax, G. Vancouver, BC: UBC Press.
- ***Rainbow Family Collections: Selecting and Using Children's Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content.*** 2012. Naidoo, J C. Santa Barbara, CA: Libraries Unlimited. (pdf)
- ***Report and Recommendations on Gay-Straight Alliances in Alberta Schools: Findings from Public Consultation on Legislation Regarding Gay-Straight Alliances in Alberta Schools.*** 2015. Rocky Mountain Civil Liberties Association. Calgary, AB: Rocky Mountain Civil Liberties Association.
- ***Safe Schools: Breaking the Silence on Sexual Difference.*** 2001. Erlandson, C. Saskatoon, Sask: Saskatchewan Teachers' Federation.

- *Safely Out: Activities to Challenge Homophobia in Schools.* 1997. Toronto: Equity Studies Centre.
- *School's Out: Gay and Lesbian Teachers in the Classroom.* 2015. Connell, C. Oakland, CA: University of California Press. (pdf)
- *Seeking Shelter: The Experience and Unmet Needs of LGBT Homeless Youth.* 2013. Cray, A, K Miller and L E Durso. Washington, DC: Centre for American Progress. (pdf)
- *Seeing the Rainbow: Teachers Talk About Bisexual, Gay, Lesbian, Transgender and Two-Spirited Realities.* Canadian Teachers' Federation. Ottawa, Ont: Canadian Teachers' Federation.
- *Sexual Orientation and School Policy: A Practical Guide for Teachers, Administrators and Community Activists.* 2004. MacGillivray, I K. Lanham, Md: Rowman & Littlefield.
- *Supporting Transgender and Gender Creative Youth.* 2014. Meyer, E J. New York, NY: Peter Lang Publishing. (pdf)
- *Supporting Transgender and Transsexual Students in K–12 Schools: A Guide for Educators.* 2012. Wells, K. Ottawa, Ont: Canadian Teachers' Federation. (pdf)
- *Trans Bodies, Trans Selves: A Resource for the Transgender Community.* 2014. Boylan, J F. Oxford, UK: Oxford University Press. (pdf)
- *Transgender Child.* 2008. Brill, S A. San Francisco: Cleis Press.
- *Transgender Explained for Those Who Are Not.* 2009. Herman, J. Bloomington, Ind: AuthorHouse.
- *Under the Rainbow: A Primer on Queer Issues in Canada.* 2013. Auger, J A, and K Krug. Winnipeg, MB: Fernwood Publishing. (pdf)
- *Understanding Gay and Lesbian Youth: Lessons for Straight School Teachers, Counselors, and Administrators.* 2005. Campos, D. Lanham, Md: Rowman & Littlefield.
- *Undoing Homophobia in Primary Schools.* 2010. Sterling, Va: Trentham.
- *Unfolding Lives: Youth, Gender and Change.* 2009. Thomson, R. Bristol, UK: The Policy Press.
- *Unmasking Identities: An Exploration of the Lives of Gay and Lesbian Teachers.* 2007. Jackson, J M. Toronto: Lexington Books.
- *We're All Born "In" = Tous les enfants naissent "inclus": Perspectives on Inclusive Education = l'intégration scolaire en perspective.* 2004. Froese-Germain, B. Ottawa, Ont: Canadian Teachers' Federation.
- *Youth, Education, and Sexualities: An International Encyclopedia.* 2005. Westport, Conn: Greenwood Press.
- *Youth Speak Up About Homophobia and Transphobia: The First National Climate Survey on Homophobia in Canadian Schools: Phase One Report—March 2009.* 2009. Taylor, C. Winnipeg, Man: Egale Canada Human Rights Trust. Also available at [www.egale.ca/index.asp?lang=E&menu=3&item=1401](http://www.egale.ca/index.asp?lang=E&menu=3&item=1401).

The ATA library's collection of titles is constantly growing. Be sure to check the library frequently to see updated content <http://library.teachers.ab.ca>.

The ATA library also has a curated list of digital resources, including websites, organizations, programs and videos that is regularly updated. You can access that listing by visiting [www.teachers.ab.ca](http://www.teachers.ab.ca), click on For Members, Programs and Services, ATA Library, Bibliographies.

## Films

**Titles marked with\* are available in the ATA library.**

- *Apples and Oranges*. 2003. 17 minutes. Designed for Grades 4–8. From the National Film Board of Canada, this film addresses name calling, homophobia and stereotyping. Designed for Grades 4–8, *Apples and Oranges* is an ideal discussion starter to teach children about the negative effects of certain words and of bullying behaviour.
- *\*Becoming Me: The Gender Within*. 2009. 40 minutes. For Grade 9 to postsecondary. In this Telly Award–winning program, five transgender people between the ages of 20 and 50 talk about what it means to them to be transgender. They speak of their first experiences of gender confusion, life after coming out, family responses and more.
- *Being Gay: Coming Out in the 21st Century*. 2003. 25 Minutes. Not rated. Although gays, lesbians, bisexuals and transgender folk are no longer forced to hide their sexual orientation, there is still prejudice and discrimination that can make coming out a difficult decision. This program presents the accounts and stories of people who have recently taken the step of coming out.
- *\*But Words Do Hurt: Stories from GLBTT Youth*. 2005. 30 Minutes. Not rated. From the Alberta Civil Liberties Research Centre. Young people share their personal stories with the hope that their experiences will foster a greater understanding of the issues faced by GLBTT youth. Professionals who work with GLBTT youth, including a psychologist, a human rights lawyer, a teacher and a hate-crimes police officer, also talk about some of the issues faced by these youth.
- *\*It's Elementary: Talking About Gay Issues in Schools*. 1996. 78 minutes. Not rated. *It's Elementary* takes cameras into classrooms across the US to look at one of today's most controversial issues—whether and how gay issues should be discussed in schools. It features elementary and middle schools where (mainly heterosexual) teachers are challenging the prevailing political climate that attempts to censor dialogue in schools about gay people.
- *No Dumb Questions*. 2001. 24 minutes. Not rated. A poignant documentary profiles three sisters, ages 6, 9 and 11, struggling to understand why and how their Uncle Bill is becoming a woman.
- *Southern Comfort*. 2001. 90 minutes. Not Rated. *Southern Comfort* is a 2001 documentary film about the final year in the life of Robert Eads, a female-to-male transsexual. Eads was diagnosed with ovarian cancer but was turned down for treatment by doctors out of fear that treating such a patient would hurt their reputations. By the time Eads received treatment, the cancer was too advanced to save his life.
- *That's a Family!* 2000. 35 minutes. K–8. This film introduces kids to a wide array of family types. The interviewees, who also narrate the film, include children of single-parent homes, gay and lesbian parents, multiracial families, adoptive households and other diverse home experiences. The film is an excellent and important introduction to family structure diversity and acts as a tool for initiating general dialogue on such issues as race, sexual orientation and identity.
- *Toilet Training*. 2003. Run Time: 30 minutes. Undergraduate and graduate. This documentary addresses the persistent discrimination, harassment and violence faced by people who transgress gender norms in gender-segregated bathrooms. Using the stories of people who have been harassed, arrested or beaten for trying to use bathrooms, *Toilet Training* focuses on bathroom access in public spaces, in schools and at work.
- *Transamerica*. 2005. 103 minutes. Rated R (restricted). The film tells the story of Bree, a transsexual woman (played by Felicity Huffman), who goes on a road trip with her long-lost son Toby (played by Kevin Zegers).
- *TransGeneration*. 2005. 272 minutes. Not rated. This eight-episode US documentary series depicts the lives of four transgender college students during a school year as they attempt to balance college, their social lives and their struggle to transition.

## List of Famous Gay, Lesbian, Bisexual or Trans People

The following list includes people who have confirmed their homosexual or bisexual orientation or whose homosexuality or bisexuality is not debated. This list is arranged by subject in order to facilitate teachers' bringing more representation into their classrooms.

### LGBT People

#### Actors

- Alan Cumming
- Angelina Jolie
- Anne Heche
- BD Wong
- Boy George
- Clea DuVall
- Cynthia Nixon
- David Hyde Pierce
- Ellen DeGeneres
- George Takei
- Harvey Fierstein
- Ian McKellen
- Jane Lynch
- Jenny Shimizu
- Jodie Foster
- John Barrowman
- John Waters
- Kelly McGillis
- Kevin Aviance
- Kirsten Vangsness
- Lady Gaga
- Leisha Hailey
- Lily Tomlin
- Lindsay Lohan
- Matthew Bomer
- Nathan Lane
- Neil Patrick Harris
- Portia de Rossi
- Rachel Maddow
- Rosie O'Donnell
- Rupert Everett
- Sara Gilbert
- Scott Thompson
- Stephen Fry
- T.R. Knight
- Tim Gunn
- Wanda Sykes
- Zachary Quinto

#### Artists

- Alison Bechdel
- Andy Warhol
- Annie Leibovitz
- David Hockney
- Frida Kahlo
- Hannah Höch
- Jasper Johns
- Keith Haring
- Leonardo da Vinci
- Michelangelo
- Robert Mapplethorpe

#### Astronauts

- Catherine Coleman
- Sally Ride
- Steven Swanson

#### Athletes

- Anastasia Bucsis
- Billie Jean King
- Brian Orser
- Brian Pockar
- Caitlyn Jenner
- Caster Semenya
- Erik Schinegger
- Ewa Klobukowska
- Gareth Thomas
- Glenn Burke
- Greg Louganis
- Jason Collins
- John Amaechi
- Mark Tewksbury
- Martina Navratilova
- Megan Rapinoe
- Orlando Cruz
- Pinki Pramanik
- Renée Richards
- Sarah Vaillancourt
- Sheryl Swoopes
- Toller Cranston

#### Computer Scientists

- Alan Turing
- Lynn Conway
- Mary Ann Horton
- Sophie Wilson

#### Engineers

- Lynn Conway
- Michelangelo

#### Scientists

- Christa Muth
- David K. Smith
- Leonardo da Vinci
- Margaret Mead
- Neil Divine
- Rachel Carson
- Sir Francis Bacon

#### Mathematicians

- Alan Turing
- Andrey Kolmogorov
- GH Hardy
- J.C.C. McKinsey
- Mark Goresky
- Nate Silver
- Pavel Alexandrov
- Richard Montague
- Robert MacPherson
- Sofia Kovalevskaya

#### Medicine

- Alan L. Hart
- Ben A. Barres
- Bruce Voeller
- Louise Pearce
- Sara Josephine Baker

**Politicians**

(Heads of State)

- Prime Minister  
Xavier Bettel
- Prime Minister  
Elio Di Rupo
- Prime Minister  
Jóhanna Sigurdardóttir
- President Klaus Wowereit

(Canadian Politicians)

- Michael Connolly  
(Alberta NDP)
- Estefania Cortes-Vargas  
(Alberta NDP)
- Richard Hatfield
- Helen Hunley
- Wade MacLauchlan
- Ricardo Miranda  
(Alberta NDP)
- Michael Phair
- Svend Robinson
- Kathleen Wynne

**Musicians/Bands**

- Ani diFranco
- Billy Tipton
- Boy George
- Brandi Carlile
- Carole Pope
- David Bowie
- Dusty Springfield
- Elton John
- Fergie

- Ferron
- Frank Ocean
- Freddy Mercury
- George Michael
- Indigo Girls
- Janice Ian
- Janice Joplin
- Joan Jett
- Kate Pierson
- kd lang
- Lady Gaga
- Laura Jane Grace
- Lewis Walsh
- Linda Perry
- Lou Reed
- Mary Lambert
- Melissa Etheridge
- Michael Stipe
- Michelle Josef
- Miley Cyrus
- Peaches
- Pet Shop Boys
- Pete Townsend
- Rae Spoon
- Ricky Martin
- Rob Halford
- Rufus Wainwright
- Sam Smith
- Sinead O'Connor
- Tegan and Sara
- Tracy Chapman
- Wendy Carlos

**Writers**

- Alice Walker
- Allen Ginsberg
- Ann-Marie MacDonald
- Arthur Rimbaud
- Clive Barker
- David Sedaris
- Douglas Coupland
- Edward Albee
- Gertrude Stein
- Harvey Feirstein
- James Baldwin
- Jane Rule
- Jeanette Winterson
- Langston Hughes
- Leslie Feinberg
- Maurice Sendak
- Noel Coward
- Oscar Wilde
- Radclyffe Hall
- Sappho
- Sarah Waters
- Susan Sontag
- Tanya Huff
- Tennessee Williams
- Terrance McNally
- Thorton Wilder
- Truman Capote
- Virginia Woolf
- Walt Whitman

## A Short List of LGBT Movies

### 2015

- *Carol*
- *The Danish Girl*
- *Freeheld*
- *Grandma*
- *The New Girlfriend*
- *Tangerine*
- *Bessie*
- *I Am Michael*
- *Boy Meets Girl*
- *Girlhood*

### Other Years

- *The Adventures of Priscilla, Queen of the Desert*
- *Beginners*
- *The Birdcage*
- *Blue is the Warmest Colour*
- *Boys Don't Cry*
- *Brokeback Mountain*
- *But I'm a Cheerleader*
- *The Crying Game*
- *Fried Green Tomatoes*
- *Forbidden Love: The Unashamed Stories of Lesbian Lives*
- *The Girl King*

- *Heavenly Creatures*
- *High Art*
- *The Hours*
- *Imagine Me & You*
- *In & Out*
- *Jeffrey*
- *The Kids Are All Right*
- *Kiss of the Spider Woman*
- *Longtime Companion*
- *Love! Valour! Compassion!*
- *Ma vie en rose*
- *Mambo Italiano*
- *Match*
- *Maurice*
- *Milk*
- *My Own Private Idaho*
- *Orlando*
- *Philadelphia*
- *Pride*
- *Rocky Horror Picture Show*
- *Stage Beauty*
- *The Sum of Us*
- *Torch Song Trilogy*
- *Transamerica*
- *When Night is Falling*

## List of LGBT TV Shows

### Currently on Air

- *Anderson Cooper 360*
- *Arrow*
- *Brooklyn 99*
- *Ellen DeGeneres Show*
- *The Flash*
- *Grey's Anatomy*
- *How to Get Away with Murder*
- *Lost Girl*
- *Modern Family*
- *Orange is the New Black*
- *Pretty Little Liars*
- *Rachel Maddow Show*
- *Vicious*

### In Reruns

- *Angels in America*
- *Buffy the Vampire Slayer*
- *Ellen*
- *Glee*
- *The L Word*
- *My So-Called Life*
- *Queer as Folk*
- *Roseanne*
- *Soap*
- *Will & Grace*

# Timeline of Sexual and Gender Minority Rights Around the World (annotated)

This timeline focuses on the progression of rights in the Canadian context. Special emphasis is placed on Alberta. Some significant international dates are included.

## 1648 Canada

An unnamed military drummer is the first person sentenced to death for sodomy in the colony of New France (later Quebec).

## 1838 Canada

George Marland, a member of the Legislative Council of Upper Canada, is forced to resign his seat after facing allegations of making sexual advances towards other men.

## 1842 Canada

Patrick Kelly and Samuel Moor are convicted of sodomy (which is clearly described in the court as consensual sexual activity) and are sentenced to death. Later their sentences are reduced.

## 1918 Canada

Les Mouches Fantastiques is launched in Montreal and is the first LGBT publication in North America.

## 1930s Europe

Thousands of homosexuals are sent to concentration camps when Adolf Hitler takes power. Pink triangles identify gay men and black triangles identify lesbian women. Gay men were not released when the Allies liberated the camps; the Allies made the men complete their sentences for convictions of homosexuality.

## 1947 Canada

John Hebert is arrested for dressing as a woman in public and sentenced to four months in youth detention.

## 1963 Canada

RCMP in Ottawa attempt to map residences and known hangouts of homosexuals with red dots. Map becomes completely red and unusable. A second attempt using larger maps also failed.

## 1964 Canada

Journalist Sydney Katz publishes “The Homosexual Next Door” in Maclean’s magazine; it is one of the first articles in a mainstream Canadian publication ever to portray homosexuality in a relatively positive light.

## 1965 Canada

Everitt Klippert admits to police that he is a sexually active gay man. In 1967, he is last person in Canada to be imprisoned for homosexuality before its legalization in 1969. He is sentenced to indefinite imprisonment as a “dangerous offender”. He is not released from prison until July, 1971.

## 1968 Canada

Justice Minister Pierre Trudeau introduces legislation to decriminalize homosexuality.

## 1969 Canada

Prime Minister Pierre Trudeau’s amendments pass into the Criminal Code, decriminalizing homosexuality in Canada.

## 1969 United States

On June 28, 1969, a private gay club in the Stonewall Inn, on St Christopher Street in Greenwich Village, is raided by New York City police at about midnight. These raids were common, but this time people fought back. This event and the violent protests that occurred during the nights that followed are known as the Stonewall riots, which are widely believed to be the beginning of the gay civil rights movements in the US and a trans milestone.

## 1971 Canada

The Body Politic begins publishing a monthly magazine that plays a prominent role in the development of the LGBT community.

## 1972 Canada

A community channel in Toronto airs the first episode of Coming Out, the first TV series in Canada about LGBT issues.

## 1973 Canada

Toronto City Council creates a policy against discrimination based on sexual orientation in the municipal government employment.

## 1974 Canada

Richard North and Chris Vogel are married by a Unitarian minister in the first known same-sex ceremony in Canada. In 2004, their lawsuit Vogel v Canada leads to the legalization of same-sex marriage in Manitoba.

**1977 Canada**

**Quebec** includes sexual orientation in its human rights code. It is the first province in Canada and the first major jurisdiction in the world to pass a gay civil rights law. By 2001, all provinces and territories take this step except Alberta, Prince Edward Island and the Northwest Territories.

**1978 Canada**

*The Immigration Act* is updated to remove homosexuals from the list of inadmissible classes.

**1979 Canada**

**The Canadian Human Rights Commission** recommends to parliament that sexual orientation be added as prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**1981 Canada**

**More** than 300 men are arrested following police raids at four gay establishments in Toronto, the largest mass arrest since the *War Measures Act* was invoked during the October Crisis of 1970. In protest, about 3000 people march in downtown Toronto the next night. This is considered by many to be Canada's "Stonewall".

**In Alberta** the Pisces Health Spa is raided by Edmonton police. Many of the 56 men charged with being in a "bawdyhouse" pled guilty despite a complete lack of evidence against them. The previously quiet LGBT community was angered by the harassment and began fighting for their rights.

**1982 Canada**

**The** first case of AIDS is reported in Canada

**1983 Canada**

**National** Task Force on AIDS is created.

**1983 France and the United States**

**Two** research groups working independently in Paris and Los Angeles identify the HIV virus as the source of AIDS.

**1985 Canada**

**The** Parliamentary Committee on Equality Rights releases a report documenting high levels of discrimination against homosexuals in Canada.

**Canadian** Red Cross begins testing donated blood for the HIV virus and finds blood with the disease.

**The** first Canadian Conference on AIDS takes place in Montreal.

**1986 Canada**

**Activist** Jim Egan reaches retirement age and applies to the Canada Pension Plan for spousal benefits for his partner Jack Nesbit. Their request for benefits is denied and the couple launches the Egan v Canada court case.

**The** Canadian AIDS Society was established.

**The** Equality for Gays and Lesbians Everywhere (later known as Egale Canada) is founded to advance equality for lesbian and gay Canadians and their families and eventually expanded to include equity for bisexuals and transgender people in their mandate.

**1988 Canada**

**Svend** Robinson of the NDP is the first gay member of parliament to come out publicly about his sexual orientation. He was first elected in 1979.

**The** World Health Organization marks the first World AIDS Day (December 1).

**1989 Canada**

**The** Canadian Interagency Coalition on AIDS and Development is established.

**Alain** Brosseau, a straight man, is attacked and killed while walking home from work in Ottawa by a gang of teenagers who assume he is gay. Outrage by the gay community leads to the formation of the Ottawa Police Service's GLBT Liaison Committee in 1991.

**1989 Denmark**

**Denmark** is the first country to legally recognize same-sex partnerships

**1990 Canada**

**Health** Canada approves the drug AZT for people with AIDS and HIV. (It has been approved for use in the US by the FDA in 1987.)

### 1991 Canada

**Chris** Lea becomes the first openly gay leader of a national political party when he wins leadership of the Green Party of Canada.

**The** first annual AIDS Awareness Week is held in Canada.

**Delwin** Vriend is fired from King's College, a private Christian college in Edmonton, Alberta, for being gay. He is unable to file a human rights complaint because sexual orientation was not protected under the *Individual Rights Protection Act*.

### 1992 Canada

**In** Haig v Birch, the Ontario Court of Appeal rules that failure to include sexual orientation in the *Canadian Human Rights Act* is discriminatory.

**Parliament** removes the prohibition on gays, lesbians and bisexuals serving in Canada's military due to the Douglas v Canada lawsuit.

**Bill C-108** that will amend the *Canadian Human Rights Act* to include sexual orientation as prohibited grounds of discrimination is defeated.

### 1993 Canada

**The** Ontario Human Rights Commission hears the case of Waterman v National Life as Jan Waterman complains that a job offer was rescinded after she came out as a lesbian. The OHRC rules in her favour.

### 1995 Canada

**Ontario** becomes the first province to legalize adoption by same-sex couples. British Columbia, Alberta and Nova Scotia follow suit.

**In** the Egan v Canada decision, the Supreme Court of Canada rules that freedom from discrimination on the basis of sexual orientation is a protected right under the Canadian Charter of Rights and Freedoms. The Court does rule against Egan on the issue of spousal pension benefits.

**Parliament** amended the Criminal Code to provide increased penalties for crimes motivated by hatred on certain grounds, including sexual orientation. As a result, hate crimes such as gay-bashings will now receive more severe penalties.

**AIDS ACT NOW!** successfully lobbied the Ontario government over several years to create Trillium Drug Program in Ontario to provide access to HIV medication when the cost of those drugs exceeded a person's capacity to pay.

### 1996 Canada

**The** federal government passes Bill C-33, which adds "sexual orientation" as a prohibited grounds of discrimination to the *Canadian Human Rights Act*.

**The** Canadian Human Rights Tribunal hears Moore and Ackerstrom v Canada and orders the government to extend many same-sex benefits to federal employees, including health and relocation benefits.

### 1997 Canada

**The** Canadian Aboriginal AIDS Network is established.

### 1998, Canada

**Delwin** Vriend seeks a declaration from the Alberta Court of Queen's Bench that the omission of sexual orientation from the *Individual Rights Protection Act* is a breach of section 15 of the Canadian Charter of Rights and Freedoms. The Court of Queen's Bench ruled in favour of Vriend, but this was overturned on appeal. The case continued on to the Supreme Court of Canada.

**The** Supreme Court of Canada held that the exclusion of sexual orientation as a ground of discrimination in the *Act* created a distinction that resulted in the denial of equal benefit and protection of the law on the basis of sexual orientation. The court held that this was a violation of s 15 of the Charter that could not be saved under s 1, and ordered that sexual orientation be read in to the provincial legislation.

**Alberta** Premier Ralph Klein decides that he will not use the notwithstanding clause in opposition to the Supreme Court decision. He tells his caucus and the Alberta public that it would be morally wrong to do so.

**Glen** Murray is elected the mayor of Winnipeg and is the first openly gay mayor in North America.

### 1999 Canada

**In** the *M v H* case, Canada's Supreme Court rules same-sex couples should have the same benefits and obligations as opposite-sex common-law couples, and equal access to benefits from social programs to which they contribute.

**Despite** having revised many laws to comply with the Supreme Court ruling in *M v H*, the federal government votes overwhelmingly to preserve the definition of marriage being the union of a man and a woman.

### 2000 Canada

**The** *Canadian Human Rights Act* review panel reports to Parliament that gender identity should be an explicitly protected ground in the *Canadian Human Rights Act*.

**Parliament** passes Bill C-23, which grants same-sex couples the same social and tax benefits as heterosexual common-law couples but still defines marriage as being a union between one man and one woman.

### 2001 Canada

**Statistics** Canada's Census asks Canadians for the first time if they are living in a same-sex common law relationship.

**Former** prime minister Joe Clark marches as the grand marshal of Calgary's Pride Parade and is the first former prime minister to do so.

**The** *Immigration and Refugee Protection Act* passes and recognizes same-sex couples as members of the family class for immigration purposes and does away with a one-year cohabitation requirement for same-sex couples because it is not possible for such couples to live together in many countries.

### 2002 Canada

**Ontario** Superior Court Justice Robert McKinnon rules that a gay student, Marc Hall, has the right to take his boyfriend to a prom.

**The** *Adult Interdependent Relationships Act* passes in Alberta and provides heterosexual and gay people living in economically dependent arrangements with many of the benefits of marriage without being married.

A poll commissioned by the CBC finds that 45 per cent of Canadians would vote Yes in a referendum to expand the definition of marriage.

### 2003 Canada

**Bill C-250** passed the House of Commons and amends the Criminal Code to include gays, lesbians and bisexuals among the groups protected from "hate propaganda."

**In** *Halpern v Canada*, the Court of Appeal for Ontario rules that the common law definition of marriage as being between one man and one woman violates section 15 of the Canadian Charter of Rights and Freedoms. The decision immediately legalizes same-sex marriage in Ontario, and sets a legal precedent – over the next two years, similar court decisions legalize same-sex marriage in seven provinces and one territory before the federal *Civil Marriage Act* is passed in 2005

**Ontario** Attorney General Norm Sterling announced that Ontario will follow the court ruling.

**Prime** Minister Jean Chrétien says he will allow members of parliament to free vote on a bill expanding the definition of marriage in Canada to be defined as a union between two people.

**British** Columbia cabinet minister Ted Nebbeling becomes Canada's first serving cabinet minister to legally marry his same-sex partner.

### 2003–2005 Canada

**Same-sex** marriage becomes legal in the following provinces over this two-year period.

Dates legal by province:  
Ontario: July 8, 2003; Quebec: March 19, 2004; Yukon: July 14, 2004; Manitoba: September 16, 2004; Nova Scotia: September 24, 2004; Saskatchewan: November 5, 2004; Newfoundland and Labrador: December 21, 2004; New Brunswick: June 23, 2005.

### 2004 Canada

**The** Ontario Court of Appeal finds that the federal government has discriminated against gay and lesbian widowers in denying them CPP benefits.

**Bill C-250** is given royal assent on April 29, 2004, making it a crime in Canada to advocate genocide, or direct hatred against, persons of any sexual orientation, heterosexuals, homosexuals and/or bisexuals. Sexual orientation joins four other groups protected against hate speech on the basis of their "colour, race, religion or ethnic origin."

## 2005 Canada

**First** submission of an amendment (Bill C-392) to include gender identity as a prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**The** House of Commons passes Bill C-38 “Law on Civil Marriage” that redefines marriage and sends the bill to the Senate

**Bill C-38** was passed by the Senate, officially legalizing same-sex marriage in all of Canada. Canada became the fourth country in the world to legalize same-sex marriage, after the Netherlands, Belgium and Spain.

**Allison** Brewer wins the leadership of the New Brunswick New Democratic Party, becoming the first openly lesbian leader of a political party, and the first openly gay leader of a provincial political party, in Canada.

**Openly** gay politician André Boisclair wins the leadership of the Parti Québécois in Quebec.

## 2006 Canada

Second submission of an amendment (Bill C-326) to include gender identity as a prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**The** minority Conservative government under Stephen Harper tables a motion to reopen the same-sex marriage debate, but it is defeated.

## 2007 Canada

**The** Canadian HIV Vaccine Initiative (CHVI) is established as Canada’s contribution to the global efforts to develop a safe and effective HIV vaccine.

**In** 2007 Egale commissioned a survey of 3700 high school students from across Canada in order to gain data on the situation of LGBT students in Canadian schools, and gain insight into the level of homophobia and transphobia in schools. The final report, entitled *Every Class in Every School*, was released in 2011.

## 2008 Canada

**At** a candidates’ debate at Sudbury Secondary School, candidate David Popescu states that all homosexuals should be executed. On October 1st, all four major party candidates for the Sudbury riding announce in a joint statement that they will not participate in debates where Popescu is included. In March 2009, Popescu is convicted of promoting hatred for his comments at the debate and is given a suspended sentence and placed on probation for 18 months.

## 2008 United States

**The** Supreme Court of California rules that same-sex marriage is legal within the state. Months later, on November 5, California voters pass Proposition 8, which amends the state constitution to ban same-sex marriage.

## 2009 Canada

**Third** submission of an amendment (Bill C-389) to include gender identity and gender expression as prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**Sexual** orientation becomes protected ground under the new *Alberta Human Rights Act*. The definition of marital status is amended to read

“the state of being married, single, widowed, divorced, separated or living with a person in a conjugal relationship outside marriage.” Previously, the word “state” was “status” and the word “person” was followed by “of the opposite sex.”

## 2009 Uganda

**The** Anti-Homosexuality Bill, a private-member’s bill submitted by a Ugandan member of parliament, is tabled. The proposed bill threatens to hang homosexuals.

## 2010 Canada

**The** 2010 Winter Olympics begin in Vancouver and Whistler, British Columbia. The facilities in Whistler include the event’s first-ever Pride House for LGBT athletes

**The** Toronto District School Board, the largest school district in Canada, passes the first gender-based violence policy of any school board in Canada.

## 2009 United States

A California district court judge overturns Proposition 8, thereby making same-sex marriage legal once again within the state.

**US** president Barack Obama signs the repeal of Don’t Ask, Don’t Tell into law. This effectively brings an end to a policy that banned SGM people from serving in the military.

## 2010 Canada and the United States

**September**—October, 2010 Nine teenagers in the United States and two in Canada, who have no contact or awareness of each other, commit suicide in quick

succession because they were facing discrimination from classmates for being perceived as gay (two were straight). The suicides shock the public and start a movement to protect gay students in schools in both countries. In the wake of the suicides, Dan Savage launches the It Gets Better project on YouTube to facilitate communication and messages of hope from LGBT adults to LGBT youth.

### 2011 Canada

**Due** to the response by LGBTQ organizations, human rights groups, and teacher's federations, the Halton Catholic District School Board voted by a margin of 6–2 to overturn a ban on gay-straight alliances that had been in place since the fall of 2010

**Fourth** submission of an amendment (Bill C-276) to include gender identity and gender expression as prohibited grounds for discrimination in the *Canadian Human Rights Act*.

### 2012 Canada

**Following** a legal battle to reverse her disqualification from the Miss Universe pageant for not being a “naturally born female,” Jenna Talackova becomes the first transgender woman to compete in the pageant.

### 2013 Canada

**In Alberta** the Pride flag is flown for the first time on the Canadian forces base in Edmonton during Edmonton Pride.

### 2014 Canada

**In St. John's**, Newfoundland, the city council votes to fly the Pride flag for the duration of the winter Olympics to protest antigay laws in Russia, which is hosting the games. The protest spreads nationally with many Canadian municipalities and provincial legislatures also raising the Pride flag for the length of the games.

**The Canadian Olympic Committee**, in collaboration with Egale Canada and the international You Can Play foundation, announces a new program to combat homophobia in sports by training Canadian athletes to speak on LGBT issues to students and youth groups.

### 2015 Canada

**Kathleen Wynne** becomes the premier of Ontario and is the first woman, the first open lesbian and the first member of the LBGT community to hold a premiership in Canada.

**Bill C-276** reinstated from a previous session to include gender identity and gender expression as prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**Fifth** submission of an amendment (Bill C-204) to include gender identity and gender expression as prohibited grounds for discrimination in the *Canadian Human Rights Act*.

**For** the first time in the history of Toronto's Pride Week, a contingent of federal Conservative Party of Canada MPs march in Toronto's Gay Pride Parade.

**During** a debate in the Legislative Assembly of Alberta on the inclusion of gender identity as protected grounds in the provincial Human Rights Code, MLA Estefania Cortes-Vargas formally comes out as genderqueer, becoming Canada's first transgender-identified holder of political office.

**In Alberta** after great controversy and significant amendment, Bill 10 is passed, allowing gay-straight alliances in all schools, and students are allowed to name them whatever they want. Gender-variant students and staff will be able to use the bathroom that matches their gender identity. School boards are required to set policies that reflect the law.

## Programs and Organizations

- **Alberta Children and Youth Services— Family Violence Prevention, Bullying and Youth Strategies**  
www.b-free.ca  
www.bullyfreealberta.ca
- **Alberta Health Services**  
www.teachingsexualhealth.ca
- **Alberta Teachers’ Association Sexual Orientation and Gender Identity Subcommittee**  
www.teachers.ab.ca/For Members/ Professional Development/Diversity and Human Rights/Sexual Orientation
- **AlbertaTrans**  
www.albertatrans.org
- **American Library Association: Rainbow Books**  
http://glbtrt.ala.org/rainbowbooks
- **British Columbia Teachers’ Federation Social Justice (Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Issues in Schools)**  
www.bctf.ca/SocialJustice.aspx
- **Camp fyrefly**  
www.fyrefly.ualberta.ca
- **Canadian Federation for Sexual Health**  
www.cfsh.ca
- **Canadian Rainbow Health Coalition**  
www.cwhn.ca/en/node/19988  
www.rainbowhealth.ca/
- **Centre for Suicide Prevention**  
www.suicideinfo.ca
- **Comprehensive Health Education Workers**  
www.chewproject.ca
- **Colage: People with a Lesbian, Gay, Bisexual, Transgender or Queer Parent**  
www.colage.org
- **EGALE Canada**  
www.egale.ca
- **Elementary Teachers’ Federation of Ontario Challenging Homophobia and Heterosexism**  
www.etfo.ca/AdvocacyandAction
- **Gender Identity Research and Education Society**  
www.gires.org.uk
- **It Gets Better Project**  
www.youtube.com/user/itgetsbetterproject
- **President Obama**  
www.youtube.com/watch?v=geyAFbSDPVk
- **Canada**  
www.youtube.com/watch?v=5p-AT18d9IU
- **Rick Mercer**  
www.youtube.com/watch?v=t1Y7qpiu2RQ
- **Pixar**  
www.youtube.com/watch?v=4a4MR8oI\_B8
- **Bishop Gene Robinson (Episcopal Church)**  
www.youtube.com/watch?v=mPZ5eUrNF24&feature=related
- **Institute for Sexual Minority Studies and Services**  
www.ismss.ualberta.ca
- **The Landing**  
A student space for gender and sexual diversity at the University of Alberta  
www.su.ualberta.ca/services/thelanding/
- **Mental Health America**  
What Does Gay Mean? How to Talk with Kids About Sexual Orientation and Prejudice.  
www.mentalhealthamerica.net/go/what-does-gay-mean
- **My GSA**  
www.mygsa.ca
- **Native Youth Sexual Health Network**  
www.nativeyouthsexualhealth.com/
- **PFLAG Canada**  
www.pflagcanada.ca
- **Pride Calgary**  
www.pridecalgary.ca
- **Pride Centre of Edmonton**  
http://pridecentreofedmonton.org

- **Public Health Agency of Canada**  
[www.publichealth.gc.ca/sti](http://www.publichealth.gc.ca/sti)
- **Rainbow Health Ontario**  
[www.rainbowhealthontario.ca](http://www.rainbowhealthontario.ca)
- **Rainbow Resource Centre**  
[www.rainbowresourcecentre.org](http://www.rainbowresourcecentre.org)
- **Safe Schools Manitoba**  
[www.safeschoolsmanitoba.ca](http://www.safeschoolsmanitoba.ca)
- **Sexuality and U**  
[www.sexualityandu.ca](http://www.sexualityandu.ca)
- **Sherbourne Health Centre**  
[www.sherbourne.on.ca](http://www.sherbourne.on.ca)
- **Supporting Our Youth**  
[www.soytoronto.org](http://www.soytoronto.org)
- **Trans Equality Society of Alberta**  
[www.tesaonline.org](http://www.tesaonline.org)
- **Vancouver Coastal Health Authority**  
<http://transhealth.vch.ca>
- **World Professional Association for Transgender Health**  
[www.wpath.org](http://www.wpath.org)

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Toolkit for Safe and  
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