



New Brunswick LGBTQ Inclusive Education Resource

INFORMATION & RESOURCES FOR EDUCATORS



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diversity = possibility

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If LGBTQ terminology and concepts are new to you, visit the **Terms and Concepts** section of this resource. You may also review the **GSA Guide** section for additional ideas on topics such as school climate, becoming an ally, and sample policies relating to LGBTQ matters.



For even more ideas and supports, get connected on *MyGSA.ca*! In the *Information and Resources for Educators* section of Egale's national LGBTQ safer schools and inclusive education website, you can find classroom resources and school district policies. You can also share materials and brainstorm about inclusive curriculum and GSA activities in the discussion forums and collaborate with other teachers around the country to help make Canadian schools safer and more welcoming, respectful, and inclusive learning and working environments!



PART I: GENERAL INFORMATION FOR ALL EDUCATORS



Introduction

Did You Know...?

New Brunswick Documentation to Support LGBTQ Inclusive Education

What Can You Do to Help Make New Brunswick Schools Safer and More Inclusive Spaces?

What can I do to Create an Inclusive Classroom?

An Educator's Guide to Surviving Anti-LGBTQ Harassment

Suggested Learning Activities for Classes and Schools

How to Handle Harassment in the Hallways in 3 Minutes or Less!

10 Faith-Based Reasons to Support LGBTQ Inclusive Education

Issues faced by GLBTTQ Families

TDSB Guidelines for the Accommodation of Transgender and Gender Creative Students and Staff

Q&A from Educators about LGBTQ Inclusive Education

Resources



INTRODUCTION

Welcome to the educators section!

All children, youth, and staff have the right to a safe and respectful school environment, and to an inclusive education. There are dedicated teachers in New Brunswick and across the country, who for many years have been working to ensure all students, including LGBTQ students and those with LGBTQ families have felt safe, acknowledged and respected in their classrooms – often without support. Policy 703 now includes sexual orientation and gender identity as aspects of diversity. The policy also requires respect for all listed aspects of diversity, and outlines the need to support groups such as GSAs in schools. This New Brunswick LGBTQ Inclusive Education Resource provides educators, administrators, ESS teams, and parents/guardians with the specific tools needed to create LGBTQ inclusive classrooms and schools.

The momentum for this resource is the result of the research and advocacy of Egale Canada Human Rights Trust (Egale) which released the *First National Climate Study on Homophobia, Biphobia and Transphobia in Canadian Schools* in 2011. Since 2009 when the phase 1 report was released, awareness has grown and Egale has been working to help provinces and territories across the country to make their schools more LGBTQ inclusive.

To access the report, see: www.MyGSA.ca/YouthSpeakUp

Just like other forms of diversity, children and youth who identify as LGBTQ or who have LGBTQ families must see themselves and their lives/realities reflected in the curriculum they are immersed in every day. The written curriculum and day to day experiences within the school must reflect the diversity of the entire student population. How a school chooses to intentionally do this has direct and indirect implications on the integration and well being of members of the school community who are LGBTQ.

Policy 322 – *Inclusive Education* states that:

5.1 Inclusive public education:

- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.

For the complete policy: <http://www.gnb.ca/0000/pole/322A.pdf>

In this case we are talking specifically about LGBTQ inclusion. Here are a few examples of what LGBTQ inclusion can look like when it is infused into the subject matter being taught:

- Seeing picture books with two moms or two dads or with a child who is transgender or gender creative
- Having teachers who challenge gender norms
- Reading a novel with an LGBTQ character
- Learning about same-sex attraction in health class
- Hearing about LGBTQ people in history

In addition, here are a few examples of how the school environment can be LGBTQ inclusive:

- Exposure to LGBTQ inclusive language
- Having a GSA that actively promotes safe spaces for LGBTQ people
- Access to LGBTQ role models
- Hearing teachers and other students address homophobic, biphobic and transphobic bullying and harassment

LGBTQ inclusion helps students of all ages, as well as staff and families who identify as LGBTQ, or who come from LGBTQ families know that they and the people they love exist, and matter. Knowing that school policy supports LGBTQ inclusion addresses homophobia, biphobia, transphobia, and heteronormativity and cisnormativity further affirms that all students have human rights and are worthy of dignity and respect. LGBTQ inclusive education must be immediate (i.e. responding to bullying) and proactive (infusing LGBTQ issues and themes into the curriculum) in order to create and maintain safe and inclusive schools where students can excel.



Heteronormativity:

A cultural/societal bias, often implicit, that assumes all people are straight and so privileges heterosexuality and ignores or underrepresents same-gender relationships.

Cisnormativity: A cultural/societal bias, often implicit, that assumes all people are cisgender and so privileges cisgender identities and ignores or underrepresents gender creativity.

Cisgender (adj): Refers to someone whose gender identity corresponds with their birth-assigned sex (e.g., a cisgender male is someone whose gender identity is man and was assigned male sex at birth).

The foundation of LGBTQ inclusive education is policy. The New Brunswick Department of Education and Early Childhood Development’s Policy 703 is about positive learning and working environments and specifically includes sexual orientation and gender identity as prohibited grounds for discrimination and harassment.

In December 2013, the Department of Education and Early Childhood Development updated Policy 703 – *Positive Learning and Working Environment*. This policy provides a framework for the department, school districts and schools to create such environments by “*establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.*”

The complete policy can be found in the *New Brunswick Policies and LGBTQ Resources* section or at: <http://www.gnb.ca/0000/pol/e/703A.pdf>

The New Brunswick Teachers Association (NBTA) also has an Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism policy. They advocate “for educational systems that are safe, welcoming, inclusive, and affirming for all sexual orientations and gender identities/expressions.” It states that state that “(6c) curriculum must contain positive images and accurate information about history and culture, which reflects the accomplishments and contributions of LGBTQ people.”

The NBTA believes:

- (3a) that the role of educators is critical in creating positive societal change to address the realities of BGLTT issues for students, parents and teachers;
- (3b) that an assumption of heterosexuality as being the only sexual orientation throughout the school system denies BGLTT students and same-gender parented families affirmation and accommodation;
- (3c) that BGLTT students, staff and same-gender parented families have the right to:
 - be free from harassment, discrimination and violence;
 - be treated fairly, equitably and with dignity;
 - self identification and freedom of expression;
 - be included and to be represented and affirmed in a positive and respectful manner;
 - have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence;
 - have their cultures and communities valued and affirmed;
 - have flexible, gender-neutral school dress codes.

(3d) that efforts must be made to ensure that education prepares young people to develop open, pluralistic and democratic societies, free of discrimination or aggression based on sexual orientation and gender identity

As educators, it is our responsibility to create environments where all students have a sense of belonging, feel safe and can succeed. LGBTQ inclusive education benefits not only students, families (and staff) who identify as LGBTQ, but also straight and cisgender students, families and staff – since people who are perceived to be LGBTQ are also victims of homophobic, biphobic and transphobic harassment and bullying and are negatively impacted by rigid gender norms. As suggested in the NBTA policy above, LGBTQ inclusion helps to foster respect for others and creates the possibility for safer schools and communities.

The challenge with LGBTQ inclusive education is that societies tend to be hetero and cis-normative, and behaviours, pedagogical choices, and language can often reflect this. Students learn what has value not only by what they are taught but by what is left out or how something is (or is not) explained. With this in mind, educators have a responsibility to examine their own bias and ignorance around heteronormativity and cisnormativity as well as LGBTQ realities in order to purposefully create LGBTQ inclusive classrooms and schools. There are cisnormative and heteronormative bias questionnaires in the *GSA Guide* section to help raise awareness.

Further, the The New Brunswick Teachers Association's (NBTA) Policy 598-3 (*Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism*) clearly sets out the role of educators:

- (6a) educators must accept their responsibility to educate themselves and to reflect upon their own attitudes and behaviours in modeling respect, understanding and affirmation of diversity;
- (6b) educators have a responsibility for the elimination of homophobia, transphobia and heterosexism in the working and learning environment;

(6c) curriculum must contain positive images and accurate information about history and culture, which reflects the accomplishments and contributions of LGBTQ people

(6d) educators must take actions to make schools safe for LGBTQ staff, students and parents, and those who are perceived to be so, by:

- treating everyone with respect and acceptance;
- using language that affirms all sexual orientation and/or gender identity/expression and not using disparaging remarks or language that implies one sexual orientation is superior to another;
- challenging staff, students and parents who continue to display prejudice on the basis of sexual orientation and/or gender identity/expression;
- developing an action plan to use in the event of an incident of discrimination or harassment and/or violence;
- never making assumptions in the matter of sexual orientation and/or gender identity/expression;
- making a commitment to confidentiality in the event of a disclosure of sexual orientation and/or gender identity/expression;
- not assuming the superiority of heterosexuality.

You can find the complete policy in the *New Brunswick Policies and LGBTQ Resources* section.



The key to LGBTQ inclusive education across grade levels is age appropriateness. While LGBTQ inclusive education is a K-12 initiative, it looks different in each grade.

LGBTQ Inclusive Education Starts in Elementary School

Even before Kindergarten children are exposed to the rigid rules of gender norms and what happens when you live outside them. Research indicates that harassment and bullying start in elementary school, and that homophobic, biphobic and transphobic remarks are part of the elementary students' vocabulary. Whether or not they know what the words mean, they know that it is a put-down to be called gay, lesbian, a sissy, queer or a fag, or for a boy to be called a girl. They also feel the impact of such disparaging remarks toward their families. Hurtful comments that are directed toward a student's identity or the identity of someone they love, send a clear message that being gay, lesbian, bisexual, trans, Two Spirit or gender creative is a bad thing.

“Namecalling and bullying in elementary schools reinforce gender stereotypes and negative attitudes towards people based on their gender expression, sexual orientation, disability, race, religion or family composition. Elementary school students and teachers report frequent use of disparaging remarks like “retard” and “that’s so gay,” and half of the teachers surveyed report bullying as a “serious problem” among their students. Students who do not conform to traditional gender norms are at higher risk for bullying, and are less likely than their peers to feel safe at school. Our research also shows the connection between elementary-school experiences of bullying and a lower quality of life.” (GLSEN Playgrounds & Prejudice: <http://glsen.org/press/glsen-releases-elementaryschool-research-toolkit>).

Although students may not identify as lesbian, gay or bisexual in early grades, studies suggest the age of awareness is younger than in previous generations. Among contemporary youth, researchers from the Family Acceptance Project found that adolescents self-identified as LGB, on average, at age

13.4. And increasingly, parents/guardians and families report children identifying as gay at earlier ages – between ages 7 and 12. Similarly, gender creative students are visible as early as preschool. (Ryan, 2009)

In elementary classrooms, LGBTQ inclusion teaching children about respect for everyone, celebrating difference, talking about homophobic, biphobic and transphobic bullying, challenging gender norms and stereotypes, and reading picture and chapter books with LGBTQ families and children who are trans / gender creative. For a list of age appropriate books, see part 2 of this section, or visit the Educators page at MyGSA.ca. For schools that start discussions about puberty in the elementary grades, LGBTQ inclusive education means including same sex attraction and information about intersex people. LGBTQ inclusive education normalizes LGBTQ realities and includes part of the diverse human experience.



TEACHER TIP:

LGBTQ inclusive education helps to create safer spaces for LGBTQ and gender creative children and youth (as well as those discovering their LGBTQ and gender creative identities), by including their lives and realities into classroom discussion and learning. In addition, students of all grades and ages can have LGBTQ families and also need to see their reality reflected in the books they read, the images they see, valued on school documentation, and welcomed and acknowledged in their classrooms.

LGBTQ Inclusive Education in Middle and High School

The manner in which LGBTQ issues and realities are infused into the curriculum and the school environment in elementary school applies in middle and high school as well. The need for the age-appropriate acknowledgement of same sex attraction is an additional element. Health curriculum (puberty, safer sex), the rules about who one may bring to a school dance, the love interest of the main character in a novel, a discussion of LGBTQ persecution in Nazi Germany or a lesson on when same sex marriage became legal in Canada. There are many avenues and openings in which a teacher can infuse the issues and realities of LGBTQ communities.

One of the main pushbacks for LGBTQ inclusive education is the argument that talking about same sex attraction is “not appropriate.” But consider that we talk and read about opposite sex attraction often in school (in novels, when we advertise school dances, staff photos of their spouses on their desk, etc.) and specifically when we educate about safer sex. Imagine if you were sitting in a grade 5 or 6 health class as a student experiencing same-sex attraction or as an intersex student, and neither of these were part of the discussion. You might be wondering why your reality wasn’t included, and conclude that maybe this meant there was no one else like you, that there was something wrong with you, or that it was somehow wrong to be who you are which warranted the exclusion. The same questions apply beyond health class when every other characteristic is acknowledged but LGBTQ identities are conspicuously absent. When we leave LGBTQ realities out of the curriculum, and out of discussions, we not only do the students who identify as LGBTQ a disservice by making them invisible, but we deny their cisgender and heterosexual peers the opportunity to learn more about the world, and about compassion. For LGBTQ inclusive curriculum ideas, see Curriculum Links on page 161 (Elementary) and page 290 (Middle and Secondary) and Rainbow Classroom on page 293 (Secondary).

In addition to formal curriculum, LGBTQ inclusive or Anti-homophobia, biphobia & transphobia policies help students to feel safer at school. Egale’s *Every Class in Every School* (2011)

states that:

Generic safe school policies that do not include specific measures on homophobia are not effective in improving the school climate for LGBTQ students. LGBTQ students from schools with anti-homophobia policies reported significantly fewer incidents of physical and verbal harassment due to their sexual orientation:

- 80% of LGBTQ students from schools with anti-homophobia policies reported never having been physically harassed versus only 67% of LGBTQ students from schools without anti-homophobia policies;
- 46% of LGBTQ students from schools with anti-homophobia policies reported never having been verbally harassed due to their sexual orientation versus 40% of LGBTQ students from schools without anti-homophobia policies.

LGBTQ students in schools with anti-homophobia policies did not report significantly higher levels of feeling safe at school with regard to gender identity and gender expression: this indicates a need to explicitly address gender identity, gender expression, and anti-transphobia in school and school board safer schools and equity and inclusive education policies. (To download the full report, see: <http://www.mygsa.ca/youthspeakup>)

GSAs are crucial in middle and high schools since students are beginning to explore their sexuality. Through these student-led groups, LGBTQ students have the opportunity to share stories, be supported, and educate others about LGBTQ inclusion. Straight and cisgender allies have a place to share, learn and support each other and their LGBTQ peers. GSAs also offer LGBTQ youth the opportunity to see that LGBTQ youth exist and know that they are not alone, and (if they are part of the GSA) hang out with other youth “like them.” For information on how to establish and sustain a GSA, please see the *GSA Guide* section of this resource or visit the GSA page at MyGSA.ca.



This section offers tips and insights into LGBTQ inclusive education to help educators feel more comfortable, to provide support and ideas, and to help increase awareness about why this is so important. Because LGBTQ inclusive education is done in age-appropriate ways, we have divided the section into 3 parts:

- Part 1: General Information for all Educators
- Part 2: Elementary Educators
- Part 3: Middle and High School Educators

Further information can be found in the Educators page of Egale's www.MyGSA.ca as well as in the various webpages cited throughout the section.

References:

Ryan, C. (2009). *Helping Families Support Their Lesbian, Gay, Bisexual, and Transgender (LGBT) Children*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development.

Egale is Canada's only national charity promoting lesbian, gay, bisexual and trans human rights through research, education and community engagement. Through our *Safer and Accepting Schools* program, we are committed to supporting LGBTQ youth, those perceived as LGBTQ, as well as students with LGBTQ families and friends. Additionally, this program seeks to assist educators as they work to make Canadian schools safer, more inclusive learning and working environments for all members of the learning community. *Safer and Accepting Schools* resources include the national LGBTQ safer schools and inclusive education website, MyGSA.ca; Provincial LGBTQ Inclusive Education Resource kits; and workshops. The statistics below clearly demonstrate that these resources are essential.

According to Egale's *Every Class in Every School : Final Report on the First National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools* (2011):

- Three-quarters of LGBTQ students and 95% of trans students feel unsafe at school.
- Over a quarter of LGBTQ students and almost half of trans students have skipped school because of feeling unsafe.
- Many LGBTQ students would not be comfortable talking to their teachers (four in ten), their principal (six in ten), or their coach (seven in ten) about LGBTQ matters.
- Only one in five LGBTQ students can talk to a parent very comfortably about LGBTQ matters.
- Over half of LGBTQ students do not feel accepted at school, and almost half feel they cannot be themselves at school. School attachment—the feeling that one belongs in the

school community—is a crucial issue because of its connection to lower suicidality rates (suicide attempts and suicidal thinking) in the general school population and among LGBTQ students.



The *Executive Summary* of Egale's report can be found at the end of the *Information and Resources for Administrators* section. To read the full report, go to: www.MyGSA.ca/YouthSpeakUp

According to GLSEN's *Playgrounds and Prejudice* (2012) report:

Biased Remarks at School

- About half of students (45%) report that they hear comments like “that’s so gay” or “you’re so gay” from other kids at school sometimes, often or all the time.
- Half of teachers (49%) say they hear students in their school use the word “gay” in a negative way sometimes, often or very often.
- Four in ten students (39%) say they hear other kids at their school say there are things that boys should not do or should not wear because they are boys at least sometimes.
- One third of students (33%) say they hear other kids at their school say there are things that girls should not do or should not wear because they are girls at least sometimes.
- Half of teachers (48%) report that they hear students make sexist remarks at least sometimes at their school.
- One quarter of students (26%) and teachers (26%) report hearing other students make comments like “fag” or “lesbo” at least sometimes.

Bullying and School Safety

- Three quarters (75%) of elementary school students report that students at their school are called names, made fun of or bullied with at least some regularity (i.e., all the time, often or sometimes).
- Slightly more than half (59%) of elementary school students say they feel very safe at school.
- Over one third (36%) of elementary school students say they have been called names, made fun of or bullied at least sometimes this year at school.

The most common reason for being bullied or called names, as well as feeling unsafe at school, is physical appearance.

- 23% of students attribute the bullying and name-calling that they witness at school to being a boy who acts or looks “too much like a girl” or a girl who acts or looks “too much like a boy”.
- Seven in ten teachers say that students in their school are very often, often or sometimes bullied, called names or harassed because they are a boy who acts or looks “too much like a girl” (37%)

Gender Norms

Students who do not conform to traditional gender norms are more likely than other students to experience incidents of bullying or name-calling school and to feel less safe at school.

- Almost one in ten of elementary school students (8%) report that they do not conform to traditional gender norms – i.e., boys who others sometimes think act or look like a girl, or they are girls who others sometimes think act or look like a boy.
- Students who do not conform to traditional gender norms are more likely than others to say they are called names, made fun of or bullied at least sometimes at school (56% vs. 33%).
- Students who do not conform to traditional gender norms are twice as likely as other students to say that other kids at school have spread mean rumors or lies about them (43% vs. 20%) and three times as likely to report that another kid at school has used the internet to call them names, make fun of them or post mean things about them (7% vs. 2%).

- Students who do not conform to traditional gender norms are less likely than other students to feel very safe at school (42% vs. 61%) and are more likely than others to agree that they sometimes do not want to go to school because they feel unsafe or afraid there (35% vs. 15%).



Excerpts from: *Playgrounds & Prejudice*, GLSEN <http://glsen.org/learn/research/national/playgrounds-and-prejudice>

More statistics are available in the respective Elementary and Middle/High School parts of this section under the heading *Did You Know?*



NEW BRUNSWICK DOCUMENTATION TO SUPPORT LGBTQ INCLUSIVE EDUCATION

New Brunswick has been committed to inclusion for over 25 years. Over time, the definition of inclusion has broadened to include more than students with exceptionalities. This change has paved the way for this LGBTQ Inclusive Education Resource and for making schools in New Brunswick safer for all students, staff, and families.

In New Brunswick there are policies that support inclusion and safer schools. Understanding these documents will help you create LGBTQ inclusive classrooms and schools. The best way for students to respect human rights is to learn about diversity as part of their everyday curriculum. This is why LGBTQ inclusive education begins in elementary schools, where the fundamentals of social responsibility are taught.

New Brunswick Human Rights Act

The New Brunswick *Human Rights Act* lists sexual orientation as a prohibited ground for discrimination. It has been included since 1992. Currently, gender identity and intersex have been explicitly covered under the prohibited ground of sex since 2010. Gender identity, gender expression and intersex will be considered when the *Human Rights Act* is next reviewed.

This means that beyond the Department of Education and Early Childhood Development's commitment (as outlined below), LGBTQ students, families and educators are legally entitled to safe and respectful school environments in the province of New Brunswick.

Strengthening Inclusion, Strengthening Schools

Strengthening Inclusion, Strengthening Schools – the Review of Inclusive Education Programs and Practices in New Brunswick Schools was released in 2012 by the New Brunswick Department of Education and Early Childhood Development. This document

makes reference to sexual orientation and gender identity in its recommendations:

- 6.1.3 The department, through the work provincial curriculum advisory committee, should strengthen and promote diversity as an asset in all schools. This should be expressed in curriculum as well as by providing resources including books and other materials in the library and classrooms that portray a wide array of cultures, family / sexual orientations and people with physical and intellectual disabilities. Strengthening partnerships with families, cultural associations and community organizations should be a priority. “
- 6.2 Gay, lesbian, bisexual, and transgendered students represent a segment of the student population that has traditionally been impacted by equity issues, including harassment, bullying, mental intimidation and on occasion, physical assault. The Department of Education and Early Childhood Development, districts and schools should ensure policies and practices are in place that enhance understanding and acceptance of these students and should provide these students with equitable proactive support and fair treatment in schools.

Policy 703 – Positive Learning and Working Environment

In December 2013, the Department of Education and Early Childhood Development updated Policy 703 – *Positive Learning and Working Environment*. This policy requires schools and districts to create such environments by “establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.”

Policy 703 outlines the following 5 (of 6) goals:

- 5.1 Good citizenship and civility are modeled and reinforced throughout the school community. Every person is valued and treated with respect.
- 5.2 School personnel and students in the public school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.
- 5.4 Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.
- 5.5 Parents, school personnel, district staff and the school community understand that social skills, self-discipline, respect, empathy, compassion and ethics are learned throughout life. Each partner in education through instruction and continued education supports the formation of school-based groups that promote diversity when interest is expressed by a student or staff member (examples include First Nations groups, multicultural groups, religious groups, and sexual minority groups).
- 5.6 All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism and all other forms of discrimination that could lead to bullying and harassment. Appropriate procedures and strategies are in place to ensure respect for human rights, support diversity, and foster a learning environment that is safe, welcoming, inclusive and affirming for all individuals.

These are strong goals that support LGBTQ inclusive education and safer and respectful schools for everyone.

Part II of Policy 703 is Inappropriate Behaviours and Misconduct. Serious misconduct includes bullying, cyberbullying, violence, hate propaganda, harassment and uttering threats. Behaviours not tolerated include (among others):

- discrimination on the basis of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity;
- using disrespectful or inappropriate language or gestures;

“Real or perceived” is important because homophobic, biphobic and transphobic bullying happens to people who are perceived to be LGBTQ as well. Policy 703 explains that these behaviours represent “a challenge to the positive learning and working environment”.

Policy 703 requires school districts and schools to develop plans for positive learning and working environments. The school’s plan is to include:

- a school statement on respecting human rights and supporting diversity
- expectations, roles and responsibilities for staff, students, parents and volunteers;
- a School Student Code of Conduct that is not inconsistent with the *Provincial Student Code of Conduct*.

Because this plan is to be a community vision, the voices of parents and guardians will be an integral part of its creation.

For the complete policy: <http://www.gnb.ca/0000/pol/e/703A.pdf>

Policy 322 - Inclusive Education

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5.1 Inclusive public education:

- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.

For the complete policy: <http://www.gnb.ca/0000/pol/e/322A.pdf>

In addition to Department of Education and Early Childhood Development policies, there are also School Improvement Indicators that are used when conducting School Improvement Reviews (SIR). Many of these indicators relate directly to LGBTQ inclusive education. To read more about these, please visit the *New Brunswick Policies and LGBTQ Resources* section.

New Brunswick Education Act

The New Brunswick *Education Act*, states:

14(1)

Duty of a pupil to:

[...]

- (e) contribute to a safe and positive learning environment,
- (g) respect the rights of others, and
- (h) comply with all school policies.

27 (1)

Duty of a teacher:

- (a) Implementing the prescribed curriculum

[...]

- (d) Exemplifying and encouraging in each pupil the values of truth, justice compassion and respect for all persons

(e) Attending to the health and wellbeing of each pupil

28(2)

[...]

Duties of a principal:

[...]

(c) Ensure that reasonable steps are taken to create and maintain a safe, positive and effective learning environment

[...]

(e) Encouraging and facilitating the professional development of teachers and other school personnel employed at the school

To read the complete Act: <http://laws.gnb.ca/en/showfulldoc/cs/E-1.12/20140410>

Policy 598-3 – New Brunswick Teachers Association

The New Brunswick Teachers Association (NBTA) policy 598-3 (*Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism*) states that the “NBTA advocates for educational systems that are safe, welcoming, inclusive, and affirming for all sexual orientations and gender identities/expressions.”

The NBTA believes:

(3c) that LGBTQ students, staff and same-gender parented families have the right to:

1. be free from harassment, discrimination and violence;
2. be treated fairly, equitably and with dignity;
3. self identification and freedom of expression;
4. be included and to be represented and affirmed in a positive and respectful manner;
5. have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence;

6. have their cultures and communities valued and affirmed;

7. have flexible, gender-neutral school dress codes.

(3d) that efforts must be made to ensure that education prepares young people to develop open, pluralistic and democratic societies, free of discrimination or aggression based on sexual orientation and/or gender identity/ expression.

(4) Anti-homophobia, anti-transphobia and anti-heterosexism education seeks to promote equity through practicing the principles of inclusion, affirming the identity of individuals and groups, seeking the elimination of homophobia, transphobia and heterosexism in all its forms, and initiating comprehensive school programs supporting equity. All students regardless of real or perceived, sexual orientation, gender identity/gender expression, culture, socio-economic status, residence, strengths and challenges have the right to an appropriate education.

(5) Anti-homophobia, anti-transphobia and anti-heterosexism education is an integral goal of education permeating curriculum, materials, pedagogy, policies, practices and programs.

The complete policy can be found in the *New Brunswick Policies and LGBTQ Resources* section of this resource or online at: <http://www.nbta.ca/resources/documents/policy-598.3.pdf>

Did you know that former School District 10 was the first to create and adopt a comprehensive LGBTQ-inclusive education policy? This document, *Policy E-9*, was unanimously adopted by the district education council in November of 2011. The complete policy can be found in the *New Brunswick Policies and LGBTQ Resources* section.

Did you know that in 2008 a group of concerned teachers founded New Brunswick's provincial LGBTQ-inclusive education organization, Pride in Education (PIE) New Brunswick? PIE is a provincial organization of educators dedicated to creating inclusive schools for LGBTQ youth, staff, families, and their allies.

In 2010, PIE hosted the first annual provincial Gay-Straight Alliance conference: *Building Bridges, Changing Lives - Making it Better*. The conference continues to be a successful and affirming annual event for New Brunswick students. PIE has provided invaluable consultation and expertise in the amendments to Policy 703, the development of the School Improvement Service's inclusion indicators, and the creation of the New Brunswick LGBTQ Inclusive Education Resource.

See www.pienb.com for more information about PIE and the GSA conference.



WHAT CAN YOU DO TO HELP MAKE NEW BRUNSWICK SCHOOLS SAFER AND MORE INCLUSIVE SPACES?

As individuals, we must recognize that our own attitudes and conduct either threaten or promote the dignity and rights of others. It is therefore necessary to make a conscious effort to examine our behaviour. We can begin with a willingness to look within ourselves and our families, organizations, institutions and other groups and consider our behaviour in relationship to the principles of human rights.

In order for schools to become safer and more welcoming spaces, the entire school community should be involved with making the necessary changes. Confronting heteronormativity and cisnormativity, homophobia, biphobia, and transphobia is not only the responsibility of Gay-Straight Alliances (GSAs), especially since not all schools have inclusive student groups pertaining to LGBTQ matters. Change takes time and it can be difficult to know where to begin when so much work needs to be done.



The entire school community should be involved in confronting heterosexism, homophobia, biphobia, and transphobia.

Here are some initial steps that you can take in order to help make your school a safer and more inclusive and welcoming space for the entire school community:

1. Set up your classroom as a safe space on day one: have a discussion about what this means and hang up reminders, such as Rainbow Pride Flags and posters illustrating a variety of types of individuals and families. Work toward making your entire school a safe place. (page 33)
2. Reflect on your own biases and remember that these affect how you teach and what you are teaching. (page 36)
3. Use gender-neutral and inclusive language as much as possible. (page 46)
4. Check curriculum/assignments/activities/forms for inclusivity and any assumptions that are being made. This information can be found in part 2 (for Elementary) and part 3 (for Secondary).
5. Incorporate books with lesbian, gay, bisexual, trans, Two Spirit, queer, and/or questioning (LGBTQ and gender creative) characters and books written by LGBTQ authors and have them available on bookshelves in your classroom. (page 168 - Elementary, and page 301 - Middle and Secondary)
6. Show respect for students as critical thinkers and agents of social change by using lesson plans that deal with human rights and social justice. (page 310)
7. Contact local organizations for help or to bring in speakers. (page 61)
8. Explore Policy 703 and see how your school is creating a positive learning and working environment. Would you change anything? (page 62)
9. Help your school set up gender-neutral washrooms. (page 65)
10. Remember that heterosexism, homophobia, biphobia, and transphobia affect everyone in your school community, and affect everyone differently, including LGBTQ students and staff members (whether or not they are out), youth and staff members with LGBTQ parents/guardians or other family members or friends, youth and staff members perceived as LGBTQ, allies, parents/guardians, and administrators. When working towards making your school a safer and more welcoming space, all parts of it should be taken into consideration, including hallways, classrooms, washrooms, change rooms, school grounds, and the staff room. (page 72)

★ 4.1. SET UP YOUR CLASSROOM AS A SAFE SPACE ON DAY ONE: HAVE A DISCUSSION ABOUT WHAT THIS MEANS AND HANG UP REMINDERS, SUCH AS RAINBOW PRIDE FLAGS AND POSTERS ILLUSTRATING A VARIETY OF TYPES OF INDIVIDUALS AND FAMILIES.

Elementary teachers can ask students what a safe space looks like and develop norms for a positive learning environment.

Middle and high school teachers may want to use the sample Safe Space Protocols provided here as a guide and ask yourself what “safe space” means to you: What do you want your classroom environment to be like?

Sample Safe Space Protocol:

What do we mean by a safe space? A safe space is free of any type of discrimination for queer, trans, and questioning youth. Everyone has the right to feel safe and included. A safe space is an environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule, or denial of experience.

From Supporting Our Youth (SOY)

What do you want your classroom environment to be like?

What does “respect” look like? What actions, behaviours, and language are appropriate and inappropriate in a safe space?

Safe Spaces Rules - Moncton

- Meetings and discussions are confidential. Names of the attendees and anything said at Safe Spaces are to remain in the confines of our space.
- Do not post personal information online about other Safe Spaces members without their permission (example: tagging someone on Facebook, saying they were at Safe Spaces, etc).
- Be open-minded and respectful.
- Respect others' opinions and listen when others speak.
- Try to use gender neutral pronouns.
- Do not use derogatory remarks.
- Members are in no way obligated to declare or define their sexual orientation or gender identity, nor are assumptions to be made regarding members' sexual orientation or gender identity.

– provided by AIDS Moncton

Some things to consider...

Policy 703 – *Positive Learning and Working Environment* provides a framework for the department, school districts and schools to create such environments by “establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.”

For the complete policy: <http://www.gnb.ca/0000/pole/703A.pdf>

What makes you feel safe and respected? Or unsafe and not respected? Use your own instincts as guiding principles for the conversation.

If you choose to have an open discussion with your class about safe space protocol or making a community agreement for your classroom, e.g., asking your class what a “safe space” is or what being “respectful” means, be prepared with your own back-up responses in case your class does not engage in the conversation. It is possible that they are not very familiar with the concepts or haven't thought much about them or, conversely, that they think that it is so obvious that their responses will be too banal to merit mentioning.

Use the materials provided in this resource (poster, stickers, etc.) or on MyGSA.ca, the national LGBTQ safer schools and inclusive education website, to reinforce the safe space/community agreement discussion.



Try incorporating an art project as an accompanying activity. You could ask your class to develop images in response to the question “What does a safe space look like?” Elementary students can draw their responses to the question “How do friends help each other?” or “How do words hurt?” and submit their pictures to appear on MyGSA.ca.



★ **4.2. REFLECT ON YOUR OWN BIASES AND REMEMBER THAT THESE AFFECT HOW YOU TEACH AND WHAT YOU ARE TEACHING.**

Consider trying the following exercises and answering the following questions:

EXERCISE 1

- Make a list of values that you consider important in your life. These may include family, friends, teaching, diversity, certain freedoms, religious values, social justice, and many others. They do not have to be ranked in a particular order.
- Make a list of different types of diversity. Examples may include race, socio-economic status, culture(s), etc. You can be specific. Next to each type, state whether you feel comfortable, somewhat comfortable, or uncomfortable working with others who fit into this category. Write next to each briefly why you think you would feel this way.
- Do you feel comfortable, somewhat comfortable, or uncomfortable working with people who are...

	Comfortable	Somewhat Comfortable	Uncomfortable	Why?
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesbian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bisexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Two Spirit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Queer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

If any of these words are unfamiliar to you, check out the *Terms & Concepts* section in this resource or on MyGSA.ca.

EXERCISE 2

- Does it appear to you that all of your students are not LGBTQ? What about their parents or guardians?
- What concerns might you have about anti-heterosexism, anti-homophobia, anti-biphobia, and anti-transphobia education at your school? (Examples may include parental or principal disapproval and religious affiliation(s) of the student body.)
- What do you need to learn about anti-heterosexism, anti-homophobia, anti-biphobia, and anti-transphobia education? What do you want to learn to prevent and address heterosexism, homophobia, biphobia, and transphobia at your school?

Does it appear to you that all of your students and parents/guardians are *not* LGBTQ?



EXERCISE 3 (ELEMENTARY SCHOOL)

Read the following statistics and gauge your response. What is your reaction?

Excerpts from: Playgrounds & Prejudice, GLSEN <http://glsen.org/learn/research/national/playgrounds-and-prejudice>

Biased Remarks at School

- About half of students (45%) report that they hear comments like “that’s so gay” or “you’re so gay” from other kids at school sometimes, often or all the time.
- Half of teachers (49%) say they hear students in their school use the word “gay” in a negative way sometimes, often or very often.
- Four in ten students (39%) say they hear other kids at their school say there are things that boys should not do or should not wear because they are boys at least sometimes.
- One third of students (33%) say they hear other kids at their school say there are things that girls should not do or should not wear because they are girls at least sometimes.
- Half of teachers (48%) report that they hear students make sexist remarks at least sometimes at their school.
- One quarter of students (26%) and teachers (26%) report hearing other students make comments like “fag” or “lesbo” at least sometimes.

Your reaction to these statistics:

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Bullying and School Safety

- Three quarters (75%) of elementary school students report that students at their school are called names, made fun of or bullied with at least some regularity (i.e., all the time, often or sometimes).
- Slightly more than half (59%) of elementary school students say they feel very safe at school.
- Over one third (36%) of elementary school students say they have been called names, made fun of or bullied at least sometimes this year at school.

The most common reason for being bullied or called names, as well as feeling unsafe at school, is physical appearance.

- 23% of students attribute the bullying and name-calling that they witness at school to being a boy who acts or looks “too much like a girl” or a girl who acts or looks “too much like a boy”.
- 37% of teachers say that students in their school are very often, often or sometimes bullied, called names or harassed because they are a boy who acts or looks “too much like a girl”.

Your reaction to these statistics:

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Gender Norms

Students who do not conform to traditional gender norms are more likely than other students to experience incidents of bullying or name-calling at school and to feel less safe at school.

- Almost one in ten of elementary school students (8%) report that they do not conform to traditional gender norms – i.e., boys who others sometimes think act or look like a girl, or they are girls who others sometimes think act or look like a boy.
- Students who do not conform to traditional gender norms are more likely than others to say they are called names, made fun of or bullied at least sometimes at school (56% vs. 33%).
- Students who do not conform to traditional gender norms are twice as likely as other students to say that other kids at school have spread mean rumors or lies about them (43% vs. 20%) and three times as likely to report that another kid at school has used the internet to call them names, make fun of them or post mean things about them (7% vs. 2%).
- Students who do not conform to traditional gender norms are less likely than other students to feel very safe at school (42% vs. 61%) and are more likely than others to agree that they sometimes do not want to go to school because they feel unsafe or afraid there (35% vs. 15%).

Your reaction to these statistics:

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EXERCISE 3 (MIDDLE SCHOOL AND HIGH SCHOOL)

Read the following statistics and gauge your response. What is your reaction?

From Egale’s Report on the First National School Climate Survey—
“Every Class in Every School” (2011):

Unsafe Spaces & Homophobic Comments

- Over two-thirds (70.4%) of students hear homophobic expressions such as “that’s so gay” every day in school and almost half (47%) hear remarks like “lezbo,” “faggot,” and “dyke” daily.
- Current students are more likely than past students to hear homophobic comments every day in school.
- Nearly three-quarters (70.6%) of LGBTQ students feel unsafe in at least one place at school. Almost half (46.5%) of heterosexual students agree that at least one school space is unsafe for LGBTQ students. Trans students are especially likely to see at least one place at school as unsafe (79.1%).

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Your reaction to these statistics:

Victimization

➡ Physical Harassment

- One in five sexual minority students has been physically harassed about their sexual orientation.
- Almost two in five trans students, and one in five sexual minority students, have been physically harassed due to their gender expression.

➡ Verbal Harassment

- Over half of LGBTQ students have been verbally harassed about their sexual orientation.
- Three quarters of trans youth have been verbally harassed about their gender expression.

➡ Bullying

- Almost half of LGBTQ students have had rumours or lies spread about their sexual orientation at school.
- Over a quarter of LGBTQ participants have been harassed through text messaging or on the internet.
- Over half of LGBTQ students have seen homophobic graffiti at school. One in seven of them has been named in the graffiti.

Your reaction to these statistics:

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Policies

LGBTQ students who believe their schools have anti-homophobia policies are much less likely than other LGBTQ students...

- to have had lies and rumours spread about them at school or on the internet,
- to have had property stolen or damaged,
- to feel unsafe at school, and
- to have been verbally or physically harassed.

LGBTQ students who believe their schools have anti-homophobia policies are much more likely than other LGBTQ students...

- to feel their school community was supportive (over half compared to one quarter),
- to feel comfortable talking to a counsellor or classmates (over 70% compared to 58%),
- to believe their school is becoming less homophobic (76% compared to 59%),
- to hear fewer homophobic comments and to say staff intervene more often,
- to report homophobic incidents to staff and to their parents/guardians, and
- to feel attached to their school.

“Studies have suggested that there is a link between bullying and suicide, and that there is a correspondingly high rate of (suicide attempts and suicidal thinking) among LGBTQ students...[and] there is some suggestion that school attachment—the feeling that one belongs in the school community—is a crucial issue in this regard because of its connection to lower suicidality rates in the general school population and among LGBTQ students.” (93)

Your reaction to these statistics and this information:

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Changes over Time—Better and Worse

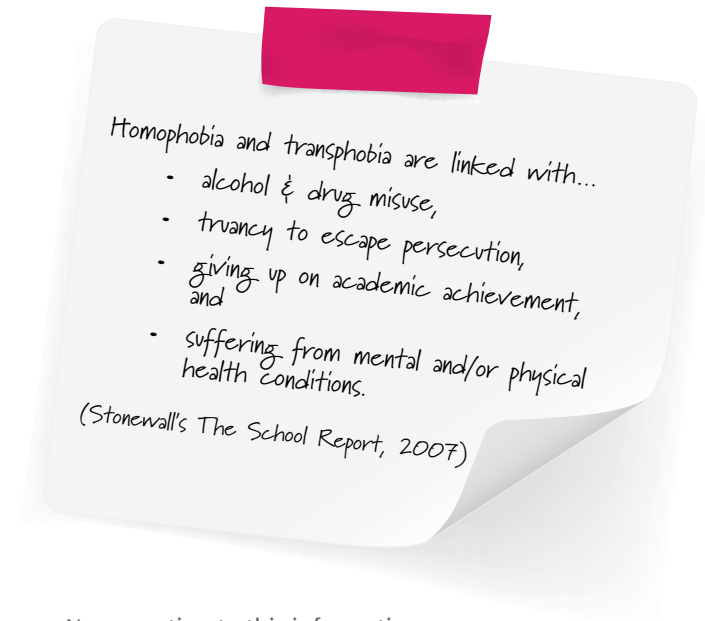
- Current students are significantly less likely than past students to report that school staff members never intervene in issues of homophobic harassment (30.6% versus 42.1%).

Your reaction to these statistics:

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Your reaction to this information:

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To access the
Final Report on the First National School
Climate Survey on Homophobia, Biphobia, and Transphobia,
go to the Stats & Maps section under Resources on Egale’s national
LGBTQ safer schools and inclusive education website: MyGSA.ca.



★ **4.3. USE GENDER-NEUTRAL AND INCLUSIVE LANGUAGE AS MUCH AS POSSIBLE.**

Some common words contain assumptions about gender or sexuality that detract from the creation of safer school spaces.

Here are some examples of language that excludes people:

- Man
- Mankind
- Ladies & Gentlemen
- Guys
- Girlfriend & Boyfriend
- Husband & Wife
- Mom & Dad
- Girls & Boys
- Chairman
- Fireman
- Waiter/Waitress
- Actress

Here are some examples of inclusive expressions:

- Folks
- People
- Everybody
- Crushes
- Couples
- Partner
- Spouse
- Parents and Guardians
- Chairperson or Chair
- Firefighter
- Server
- Actor

★ **4.4. CHECK CURRICULUM/ASSIGNMENTS/ACTIVITIES/FORMS FOR INCLUSIVITY AND ASSUMPTIONS THAT ARE BEING MADE.**

What kind of language is being used?

Provide alternative ways of doing assignments:

Try giving students the option of approaching assignments from LGBTQ perspectives. Even if there are no out LGBTQ students in your classroom, perhaps they simply haven't come out yet or there are students who are questioning or have LGBTQ family members or friends and these students might appreciate the opportunity to do research on these matters.



Check out the lists of words and expressions that exclude or include people in Point 4.3 for examples.



Even if there are no out LGBTQ students in your classroom, perhaps they simply haven't come out yet.

CHECK OUT THE RAINBOW CLASSROOM provided here and go to the Educators' Section on MyOSA.ca for additional ideas and supports.

Adapted from the former Equity Department of the legacy Toronto Board of Education

DRAMA

- Read, perform and create plays that have LGBTQ characters and themes, or written by LGBTQ playwrights.

ENGLISH

- Include books written from LGBTQ perspectives, with LGBTQ characters and matters, and written by LGBTQ authors.



For a list of suggested LGBTQ books for young adults, check out Point 3.5 in this section of this resource.

The national LGBTQ safer schools and inclusive education website, *MyGSA.ca*, has an extensive booklist.



FAMILY STUDIES

- Address sexual orientation and gender identity.
- Have discussions about parent child relationships that explore positive and difficult experiences.
- Broaden the definition of “family” to include LGBTQ parents/guardians.
- Consider various ways to create a family. “What Makes a Baby” by Cory Silverberg is a book that may be useful. It comes with a reader’s guide that can be downloaded at <http://www.what-makes-a-baby.com/readers-guide/>

HISTORY/CURRENT EVENTS

- Include the same-sex marriage as part of Canadian political history.
- Review the seizure of books from Little Sister’s Book & Art Emporium in British Columbia as part of the discussion of censorship.
- Review the dishonourable discharge of LGBTQ individuals from the military.
- Include the persecution of LGBTQ individuals in concentration camps as part of the WWII retrospective.
- Discuss Montreal’s “Sex Garage” Raid, Toronto’s Bathhouse Raids, and Stonewall in New York as part of 20th century civil rights movements.
- Explore the current state of anti-LGBTQ discrimination on a global level.
- Discuss and analyze social/political movements for LGBTQ equality around the world.
- Provide project-based learning opportunities for students to make a difference with regard to LGBTQ equality in their school, community, or even on a global level.

MATH & SCIENCE

- Mention LGBTQ scientists and mathematicians, such as Rachel Carson, Magnus Hirschfeld, and Alan Turing.
- Use social justice as a means of presenting questions: e.g., incorporate the matters listed under History/Current Events.
- Explore genetics and sexual orientation.
- Provide a balanced look at the nature vs. nurture theory of sexual orientation.
- Talk about Central Park Zoo’s famous gay penguin couple, Roy and Silo (and the accompanying children’s book based on their lives, *And Tango Makes Three* by Peter Parnell

and Justin Richardson and illustrated by Henry Cole), and lesbian albatross couples rearing chicks in both New Zealand and Hawaii.

- Discuss the fact that clownfish in Papua New Guinea reefs can change their sex at will for social reasons.

MEDIA STUDIES

- Consider media articles that promote heterosexism, homophobia, biphobia, and transphobia.
- Explore gender role stereotyping in the lyrics of popular music.
- Explore homophobic, biphobic, and transphobic lyrics and images in music videos.
- Evaluate advertisements that target LGBTQ consumers and discuss “the pink dollar.”
- Ask students to create their own ads—by either acting them out or drawing them—that express values such as respect, diversity, citizenship, ethicalness, inclusivity, equity, and/or fairness.
- View and have critical discussions about ads that enforce heterosexism and/or cisnormativity. (Cisnormativity is the assumption that everyone is cisgendered: a cisgendered person is someone whose gender identity basically matches up with her or his medically-designated sex. An example of this is a person who identifies as a “man” (gender identity) who is also medically-designated “male” (sex). Cisnormativity further assumes that trans identities or bodies are less authentic or “normal.”)

For terms and concepts pertaining to LGBTQ matters that are useful across all subject areas, check out [MyGSA.ca/content/terms-concepts](https://mygsa.ca/content/terms-concepts)



- Watch and discuss some of the following films:



Films, videos, and other multimedia educational and commercial resources may be very effective tools for exploring issues related to diversity of sexuality, gender identity/expression, and inclusion within a GSA or the classroom. However, it is critical that teachers or other facilitators working with learners in GSA groups or other settings carefully preview, select, and plan for the use of these resources to ensure that they are used effectively and that learners benefit from viewing and discussing the film, video or other multimedia resource.

The films that follow have been found by some teachers and LGBTQ facilitators to be potentially useful resources. However, they have not been reviewed through the New Brunswick Department of Education and Early Childhood Development formal resource review process, nor are they endorsed by the Department, and they do not carry a New Brunswick recommended designation. Teachers should ensure that the complexity of the material is within the guidelines defined in the grade-level standard, located in the Learning Resources section of the NBED Portal. Please note that the films on this list have been chosen for various reasons: the storyline, the opportunity to discuss stereotypes, the portrayals of LGBTQ people, historical value, and artistic value. With this in mind, not all of these movies are positive portrayals of LGBTQ identities and experiences, and some have violent content. However, problematic elements could be the subject of rich discussions, and could facilitate a historical reflection of LGBTQ realities and experiences, a critical engagement with concepts of sex and gender, and/or an awareness of what has changed with regards to LGBTQ rights and communities – if teachers are prepared to discuss these elements in order to further understanding and awareness of topics like homophobia, biphobia, transphobia, cisnormativity and heteronormativity. Teachers may also want to consider showing just excerpts of certain films for this purpose.

Shared professional judgment and planning is necessary if there are any doubts about choosing and instructing with material for an audience. Small group instruction provides a good alternative and safe environment for discussions.

Film and multimedia resources, as with all other literature or educational resource selections should be reviewed by school staff before they are used by students. In this way, learner sensitivities and the perspectives of the student population, as well as the appropriateness of the resource for the intended learning objectives are taken into account. In addition, the effectiveness of a particular resource will depend greatly on what the teacher or facilitator does in terms of preparing the audience before viewing, as well as the needs and interaction of students during and post viewing.

A Jihad for Love	14A (not recommended for children)
Albert Knobbs	PG
Apples and Oranges	
Beautiful Thing	14A (language may offend)
Big Eden	
Billy Elliot	14A (coarse language)
Boys Don't Cry	R
Breakfast with Scot	PG (language may offend)
But I'm a Cheerleader	14A (language may offend)
C.R.A.Z.Y.	14A (substance abuse)
Chasing Amy	
Cure for Love	
D.E.B.S.	PG
Deb-we-win Ge-kend-am-aan, Our Place in the Circle	ONF
From Criminality to Equality	Canadian Documentary
Georgie Girl	Documentary
Get Real	14A (mature theme)
Girl Inside	Canadian Documentary
Gray Matters	PG (mature theme)
Hedwig and the Angry Inch	14A (coarse language/mature theme)
I Can't Think Straight	
If These Walls Could Talk 2	14A (mature theme)
Il était une fois dans l'est (Once Upon a Time in the East)	
Imagine Me and You	PG (mature theme)
In Other Words	
The Incredibly True Adventure of 2 Girls in Love	
It's Elementary	Documentary

J'ai tué ma mère (I Killed My Mother)	14A (mature theme)
Johnny Greyeyes	
Just Call Me Kade	
Kissing Jessica Stein	14A (mature theme)
Les amours imaginaires (Heartbeats)	14A (language may offend/mature theme)
Lilies	R
Living with Pride: The Ruth Ellis Story	Documentary
M Butterfly	
Ma vie en rose (My Life in Pink)	14A
Mambo Italiano	14A (language may offend)
Milk	14A (violence/sexual content/coarse language)
Naissance des pieuvres (Water Lilies)	14A (nudity/sexual content)
Nina's Heavenly Delights	14A
One of Them	
Pariah	
Paris is Burning	
Philadelphia	
Quand l'amour est gai (When Love is Gay)	
Saving Face	14A
School's Out	
Secrets de polichinelle (Open Secrets)	
Serving in Silence: The Margarethe Cammermeyer Story	14A
Shaking the Tree	14A
Show Me Love	14A
Single Man	14A
Sticks and Stones	

Taking Charge	
Talk to Me	14A (language may offend/mature theme)
That's a Family!	Documentary
The Brandon Teena Story	Documentary
The Business of Fancydancing	
The Hanging Garden	
The Normal Heart	
Tomboy	PG (mature theme)
TransAmerica	14A
TransGeneration Documentary	14A
Trevor	18A (sexual content/coarse language)
Two Spirits	
We Were Here	

Maritime Film Classification is responsible for the classification of films and videos in the Maritime provinces. For more information about how films are classified, or to view film ratings, please visit <http://novascotia.ca/snsmr/access/alcohol-gaming/theatres-amusements.asp>

Some movies have not been rated. Regardless, it is recommended that your teacher-advisors preview any films before they are viewed, so that they are familiar with the content.

For more information about and resources for integrating LGBTQ themes, role models, and subject matter across the curriculum, consult the Educators' section of MyGSA.ca. If you're having difficulty finding what you're looking for—or if you've got more ideas that you'd like to share—either post a thread on the Educators' Discussion Forum on the website or contact Egale Canada at mygsa@egale.ca or 1.888.204.7777 (toll-free).



★ 4.5. INCORPORATE BOOKS WITH LESBIAN, GAY, BISEXUAL, TRANS, TWO SPIRIT, QUEER, AND/OR QUESTIONING (LGBTQ) CHARACTERS AND BOOKS WRITTEN BY LGBTQ AUTHORS AND HAVE THEM AVAILABLE ON BOOKSHELVES IN YOUR CLASSROOM.

Here are 13 Egale-recommended LGBTQ books for young adults:



Literature can be effective resources for exploring issues related to diversity of sexuality, gender identity/expression, and inclusion, within a GSA or the classroom. However, it is critical that teachers or other facilitators working with learners carefully preview, select, and plan for the use of these resources to ensure that learners benefit from reading and discussing the resource.

The list of books that follow may be useful resources. However, they have not been reviewed through the New Brunswick Department of Education and Early Childhood Development formal resource review process, nor are they endorsed by the Department, and they do not carry a New Brunswick recommended designation. Teachers should ensure that the complexity of the text is within the guidelines defined in the grade-level standard, located in the Learning Resources section of the NBED Portal. Also, teachers will find two additional resources helpful: p. 54-55 of the Atlantic Canada English Language Arts Foundations Document <https://portal.nbed.nb.ca/tr/cd/Documents/Foundation%20Document%20for%20Atlantic%20Canada%20English%20Language%20Arts.pdf> and the teacher created module about building classroom libraries, found in the Professional Growth section of the NBED Portal. (Atlantic Canada English Language Arts Foundations Document: Understanding Text Complexity and Building Classroom Collections Grades 6 – 12: <https://portal.nbed.nb.ca/pd/Reading/Pages/default.aspx>)

Shared professional judgment and planning is necessary if there are any doubts about choosing and instructing with a text for an audience. Small group instruction provides a good alternative and safe environment for discussions.

All literature or other educational resource selections should be reviewed by school staff before they are used by students. In this way, learner sensitivities and the perspectives of the student population, as well as the appropriateness of the resource for the intended learning objectives are taken into account. In addition, the effectiveness of a particular resource will depend greatly on what the teacher or facilitator does in terms of preparing the audience before reading, as well as the needs and interaction of students during and post reading.

Absolutely, Positively Not (2005) by David LaRochelle. In a touching, sometimes hilarious coming-out story, Steven DeNarski, 16, tries to deny he is gay. . . . The wry, first-person narrative is wonderful as it goes from personal angst to outright farce (Steven takes a pet golden retriever to the school dance). The characters are drawn with surprising depth, and Steven finds quiet support, as well as betrayal, in unexpected places. Many readers, gay and straight, will recognize Steven's need to talk to someone.

Am I Blue? Coming Out from the Silence (1994), edited by Marion Dane Bauer, is a collection of short stories for young adults which addresses issues of homosexuality. Some of the protagonists have gay friends or family members, like Willie in "Holding." Some of these young adults are discovering that they feel attracted to people of the same sex and are questioning their sexual orientation, as in the title story. Others, like the young people in "Parents' Night," have determined that they are homosexual and now must confront society, family, and friends. Awards include ALA Best Books for Young Adults; ALA Recommended Book for Reluctant Young Adult Readers; 1995 ALA Gay-Lesbian-Bisexual Book Award for Literature; 1995 Lambda Literary Award for Children and Young Adults; and 1995 Minnesota Book Award for older children.

Between Mom and Jo (2006) by Julie Anne Peters has been named an Honor Book for the first ever James Cook Teen Book Award given by the Ohio Library Council. The award recognizes books that promote and celebrate cultural, ethnic, and social diversity; demonstrate excellence in writing; and have a wide appeal to a teen audience. It has also been chosen as Rainbow Reads by the Gay, Lesbian, Bisexual, and Transgendered Round Table of the American Library Association.

"Jo promised Nick they'd always be together. So did Mom. When you're a stupid little kid you believe what your parents tell you. You want to believe that your life will be good and nothing will change and everything—everyone—goes on forever. It's not until later you find out people are liars, forever is a myth, and a kid with two moms should never be put in the position of having to choose between them."

From the Notebooks of Melanin Sun (1995) by Jacqueline Woodson: Thirteen-year-old Melanin Sun has always had a close relationship with his mother, a single parent. He is surprised when she tells him that she has fallen in love with a white woman. Worried that this relationship means that she doesn't love him, an African-American male, Melanin shuts his mother out of his life. After a confrontation, he agrees to spend the day with his mother and her partner, Kristen. It is through meeting Kristen that Melanin learns how important family is, and rejoices in the fact that his mother will always have a place for him in her life.

Funny Boy is Shyam Selvadurai's first novel; it won the Lambda Literary Award for Best Gay Men's Novel as well as the Smithbooks/Books in Canada First Novel Award in 1994. In this remarkable debut novel, a boy's bittersweet passage to maturity and sexual awakening is set against escalating political tensions in Sri Lanka during the seven years leading up to the 1983 riots. Arjie Chelvaratnam is a Tamil boy growing up in an extended family in Colombo. It is through his eyes that the story unfolds and we meet a delightful, sometimes eccentric, cast of characters. Arjie's journey from the luminous simplicity of childhood days into the more intricately shaded world of adults—with its secrets, its injustices, and its capacity for violence—is a memorable one, as time and time again the true longings of the human heart are held against the way things are.

Hear Me Out: In 2004, Teens Educating and Confronting Homophobia (T.E.A.C.H.) published a book of stories written by peer facilitators about their coming out experiences. These stories are based upon the stories the peer facilitators use to engage participants during T.E.A.C.H. workshops. Critically acclaimed, the book received attention across Canada upon its publication.

Koolaid's (1998) by Rabih Alameddine: An extraordinary literary debut, this book is about the AIDS epidemic, the civil war in Beirut, death, sex, and the meaning of life. Daring in form as well as content, *Koolaid's* turns the traditional novel inside out and hangs it on the clothesline to air.

The Little Black Book for Girlz: A Book on Healthy Sexuality (2006) and *The Little Black Book for Guys: Guys Talk about Sex* (2008) by youth for youth: St. Stephen's Community House, a community-based social service agency in Toronto, engaged a diverse group of teens looking for the real deal about sexuality. To find answers, they collected stories, poetry, and artwork from other youth. They also interviewed health experts to get the facts about issues young people face. The result? An honest and powerful mix of real-life examples and life-saving info.

Luna (2004) by Julie Anne Peters has been chosen by the American Library Association for their 2009 Great Stories CLUB. The Great Stories CLUB (Connecting Libraries, Under-served teens, and Books) is a reading and discussion program designed to reach under-served and at-risk youth through books that are relevant to their lives.

"From as early as she can remember, Regan O'Neill has known that her brother Liam was different. That he was, in fact, a girl. Transgender. Having a transgender brother has never been a problem for Regan—until now. Liam (or Luna, as she prefers to be called by her chosen name) is about to transition. What does it mean, transitioning? Dressing like a girl? In public? Does Liam expect Regan to embrace this decision, to welcome his sex change? She's always kept her brother's secret, always been his confidante, but now Regan's acceptance and love will be put to the test."

She Walks for Days Inside a Thousand Eyes: A Two Spirit Story (2008) by Sharron Proulx-Turner. Sharron Proulx-Turner combines poetry and history to delve into the little-known lives of Two Spirit women. Regarded with both wonder and fear when first encountered by the West, First Nations women living with masculine and feminine principles in the same body had important roles to play in society, as healers and visionaries, before they were suppressed during the colonial invasion. She walks for days inside a thousand eye (a Two Spirit story) creatively juxtaposes first-person narratives and traditional stories with the voices of contemporary Two Spirit women, voices taken from nature, and the teachings of Water, Air, Fire and Mother Earth.

So Hard to Say (2004) by Alex Sanchez. Frederick is the shy new boy and Xio is the bubbly chica who lends him a pen on the first day of class. They become fast friends-but when Xio decides she wants to be more than friends, Frederick isn't so sure. He loves hanging out with Xio and her crew, but he doesn't like her that way. Instead, he finds himself thinking more and more about Victor, the captain of the soccer team. Does that mean Frederick's gay?

Stealing Nasreen (2007) by Farzana Doctor: Nasreen Bastawala is an Indo-Canadian lesbian and burnt-out psychologist who meets and becomes enmeshed in the lives of Shaffiq and Salma Paperwala, new immigrants from Mumbai. Both Shaffiq and Salma develop confusing attractions to Nasreen. For Shaffiq this causes him to bring home and hide things he "finds" in her office. Salma's crush on Nasreen harkens back memories and regrets about a lesbian affair that ended badly years ago.

Zami: A New Spelling of My Name (1982) by Audre Lorde: This biomythography traces Audre Lorde's life from her childhood in Harlem through her discovery and acceptance of her self as a black, lesbian woman in the late 1950s. Masterfully crafted by the profound and artistic Lorde, *Zami* reads like musical poetry. Through her life experiences, Lorde carefully forges a path to locate her position in the world. Ultimately, naming and accepting difference are the tools necessary for Lorde's ability to stay alive and stay human.

For additional suggestions, see MyGSA.ca/Educators/Books.



★ **4.6. SHOW RESPECT FOR STUDENTS AS CRITICAL THINKERS AND AGENTS OF SOCIAL CHANGE BY USING LESSON PLANS THAT DEAL WITH HUMAN RIGHTS AND SOCIAL JUSTICE.**

Try using the lessons provided in this resource, such as *Ma vie en rose* (My Life in Pink) or *Pyramid of Hate*, or consulting David Stocker's book *Math that Matters: A Teacher Resource Linking Math and Social Justice* (2006), winner of the Elementary Teachers' Federation of Ontario's Anti-Bias Curriculum Development Award in 2008, or *World History of Racism In Minutes* (1986) by Tim McCaskell, published by the Toronto Board of Education.

Other resources include:

- Imagine a World Free from Fear (ETFO)
- Social Justice Begins with Me (ETFO) - Primary, Junior and Intermediate lesson plans linked to books.

Also, the Ontario Human Rights Commission has produced an Educational Package for schools entitled "Teaching Human Rights in Ontario" (2001), some of which is included at the end of this section of this resource, and more recently, "Teaching human rights in Ontario: A guide for Ontario schools" (2013). Both are available for download in their entirety at <http://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools>.

If you have concerns about teaching matters that incorporate social justice, try reading "How to Teach Controversial Content and Not Get Fired" by Kelley Dawson Salas in *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom* (2004), which is available online, or the "Handling Sensitive and Controversial Issues" section in Greta Hofmann Nemiroff and Gillda Leitenberg's *Gender Issues Teacher's Guide* (1994). The TDSB website also has a downloadable version of its *A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms* (2003).

★ **4.7. CONTACT LOCAL ORGANIZATIONS FOR HELP OR TO BRING IN SPEAKERS.**

Consult the *New Brunswick Policies and LGBTQ Resources* section in this resource to find local LGBTQ or LGBTQ-friendly organizations or check out the Resource Directory on MyGSA.ca.

If you can't find what you're looking for in your area, either contact mygsa@egale.ca for help locating someone to speak to your class or school or try posting a topic on the Educators' Discussion Forum on the MyGSA website!




★ 4.8. EXPLORE POLICY 703 AND SEE HOW YOUR SCHOOL IS CREATING A POSITIVE LEARNING AND WORKING ENVIRONMENT. WOULD YOU CHANGE ANYTHING?

Policy 703 – *Positive Learning and Working Environment* provides a framework for the department, school districts and schools to create such environments by “establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.”

Policy 703 - *Positive Learning and Working Environment* – has 6 goals which include:

- 5.1 Good citizenship and civility are modeled and reinforced throughout the school community. Every person is valued and treated with respect.
- 5.2 School personnel and students in the public school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.
- 5.4 Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.
- 5.5 Parents, school personnel, district staff and the school community understand that social skills, self-discipline, respect, empathy, compassion and ethics are learned throughout life. Each partner in education through instruction and continued education supports the formation of school-based groups that promote diversity when interest is expressed by a student or staff member (examples include First Nations groups, multicultural groups, religious groups, and sexual minority groups).
- 5.6 All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism and all other forms of discrimination that could lead to bullying and harassment. Appropriate

procedures and strategies are in place to ensure respect for human rights, support diversity, and foster a learning environment that is safe, welcoming, inclusive and affirming for all individuals.



Does your school have a Gay-Straight Alliance? Check out the GSA Guide in this resource.

As part of this policy, districts and schools are required to create Positive Learning and Working Environment Plans. The school's plan is required to “reflect the school community's vision for the safe and inclusive learning and working environment it wishes to achieve.”

For the complete policy: <http://www.gnb.ca/0000/pol/e/703A.pdf>

Discuss Policy 703 with students. Find out what they think about it. Does it go far enough? What do they think is missing and what would they include - and why are these things important to them?

Find out what things they would like to see at the school (and in the Plan) that reflect a commitment to Policy 703.

Does your school have a Gay-Straight Alliance (GSA)? Working towards implementing Policy 703 regarding LGBTQ matters is an excellent activity for such a group. If your school does not have this type of group yet, why not? Check out the *GSA Guide* section of this resource or on *MyGSA.ca* for more information.

Egale Human Rights Trust, the national LGBTQ human rights organization, recommends that “schools strongly support the efforts of students to start Gay-Straight Alliances (GSAs)” and that “in schools where students have not come forward, administration should ask teachers to offer to work with students to start a GSA. It is not safe to assume that LGBTQ students would prefer to go through high school isolated from their peers and teachers” (7-8)

in its report on the First National School Climate Survey, “Youth Speak Up about Homophobia and Transphobia” (2009) which can be found at www.MyGSA.ca/YouthSpeakUp

Egale’s *Every Class in Every School* report (2011) explains GSAs in the following way:

Gay-Straight Alliances (GSAs) are official student clubs with LGBTQ and heterosexual student membership and typically two teachers who serve as faculty advisors. Students in a school with a GSA know that they have at least one or two adults they can talk to about LGBTQ matters. The purpose of GSAs is to provide a much-needed safe space in which LGBTQ students and allies can work together on making their schools more welcoming of sexual and gender minority students. Some GSAs go by other names such as Human Rights Clubs or Social Justice Clubs in order to

signal an openness to non-LGBTQ membership (though of course, some of these are not GSAs and might not address homophobia, biphobia, and transphobia), and sometimes because “Gay-Straight Alliance” seems problematic in that “gay” does not necessarily refer to lesbians or bisexuals and trans identities are not explicitly encompassed by the expression. Such groups also function as safe havens and supports for students with LGBTQ parents/guardians, other family members, and friends.

IF A STUDENT HAS NOT YET COME FORWARD, talk to your school’s administration about becoming a GSA school staff advisor!

Be sure *MyGSA.ca* isn’t blocked at your school!

Some schools use filtering software to block access to websites that include keywords pertaining to certain matters, such as sex, and rely on the companies that develop the software to maintain the list of unacceptable sites. Although this might be done in the interests of blocking pornographic content, for example, an unfortunate consequence of such protocols is that many useful websites regarding important matters such as health and sexual orientation are also blocked.

★ **4.9. HELP YOUR SCHOOL SET UP GENDER-NEUTRAL OR GENDER-INCLUSIVE WASHROOMS.**

Single-stall washrooms that are gender and wheelchair accessible are now designated as Universal Toilet Rooms (UTRs).

There are a number of benefits of having UTRs, such as providing a safe, private, and accessible environment and accommodating a variety of needs for those who are trans, androgynous, genderqueer, or queer, who use alternative hygiene products, who are shy or require privacy, who have medical conditions, or who are parents/guardians, for example.

Gender-neutral washrooms provide safe, private, and accessible environments and accommodate a variety of needs.



It is not recommended that students who are being harassed or bullied because of gender creativity be expected to use staff washrooms as this can exacerbate the situation.

It is recommended that UTRs be located in well-lit and in/near medium traffic areas (not immediately next to gender-specific washrooms) for safety and visibility.

Another possibility that is much more inclusive are gender-inclusive washrooms. Unlike a UTR, these are regular multi-stall washrooms that are designated gender-inclusive so that anyone can use them. Below is an article about one school’s journey to create a gender-inclusive washroom.

It's the Small Things that Matter Most

By David Stocker

This article originally appeared in the Fall 2013 issue of ETFO Voice.

On June 14 2013, City View Alternative Senior School in Toronto's West End became the first grade 7 and 8 school in North America to proactively establish a multi stall all-gender washroom. This is the story of our six month journey.

Early rumblings

There is a student mailbox in my classroom. It's locked, oddly shaped and multi-coloured, and it has an opening where anyone can drop in a note. Sometimes I get a letter of appreciation, other times a call for help. And on the last day of school in June of this year there was a tiny purple strip of unsigned paper that simply read "Sometimes it's the small things that matter the most." Perhaps coincidentally, we had just celebrated the opening of an all-gender multi-stall washroom, the culmination of a six-month journey that began in December of 2012.

I work at City View Alternative Senior School in Toronto's west end, a grade 7 and 8 school where the provincial curriculum is taught through the lens of social justice. Race, class, gender, sexuality, ability, power, and oppression are all integrated as the content material in many of the classes, along with an emphasis on activism and the need to do something to change the world rather than simply discuss it.

So it's probably not surprising that one or more of our students began mucking with the signs on our washroom doors. A sketch of a pair of pants was taped on top of the skirt. A slip of paper that read "Not all girls wear dresses" appeared. And on the boys' door: "Some boys wear skirts."

We had been discussing the difference between sex and gender in some of our health classes through the fall term. In a written reflection, grade 8 student Celeste wrote: "I used to think that they were the same thing, but I quickly learned that they are

two very different things." And Misha commented, "I have always known that sex is what you are physically and gender is what you feel you are on the inside, but I always thought that there were just two or three 'set in stone' sexes and genders – I learned that there is a large spectrum, and different people can fall anywhere on that spectrum."

The idea that gender is a social construct, that it's society's arbitrary "rule book" for what your body means, is not beyond the average 12-year-old. But people of all ages do need ample time to discuss and differentiate between sex, gender, and sexuality. One resource that was helpful for our students was *The Genderbread Person* (itspronouncedme-trosexual.com/2012/03/the-genderbread-person-v2-0/), a model by Sam Killermann that leads people away from a binary either/or notion of sex, gender, and sexuality, and presents a more complex series of continuums.

Legal Precedents

We also began looking at Bill 33 and Bill 13, known as *Toby's Act* and the *Accepting Schools Act* respectively. Both pieces of legislation passed in 2012, altering the political landscape in significant ways. *Toby's Act* formally places gender identity and gender expression into the Ontario Human Rights Code. And the *Accepting Schools Act*, while broad in scope around issues of bullying, explicitly mentions the LGBTTIQ community (Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersex, Questioning), and the need to create a positive school climate in order to prevent gender-based violence, homophobia, transphobia, and biphobia.

In my mind, the most important aspect of the *Accepting Schools Act* is that it legally mandates educators to take steps proactively to modify the school space to be inclusive, rather than wait and react to human rights complaints from students or staff. In essence, it removes the onus from students to self-identify, a crucial element with respect to the safety of marginalized groups.

The politics of language

I began wearing a bright pink button that read “All-gender washrooms: think differently,” which inevitably sparked a conversation wherever I went. At a party during the winter, the button landed me in the middle of an important discussion. “Why not just slap a sign on the door that says *Washroom* and be done with it?” said someone, innocently enough. But this misses the point. The language used to describe the space is important in highlighting its political significance.

Although the current trend is to use the term *gender-neutral washroom*, I’d like to make a case against it. *Neutral* is a tricky word, in that it communicates different things to different people, but usually calls to mind a position between extremes—a dispassionate, objective place where nobody is taking sides. But an all-gender washroom is *absolutely* about taking a side, one that passionately affirms the right of all students to be in a school environment that celebrates them as individuals. This is not about creating a washroom for trans students: it is about creating a washroom for all students. And so my vote is for the term *all-gender*.

A word of caution

Here is another danger. Individual schools choose the path of least resistance and create a single-stall, accommodated washroom. Typically it is the washroom already used by staff or students with disabilities. And quite possibly, students who are gender creative or who identify as trans *will not use them*.

This is not rocket science: students who are required to “out” themselves every time they need to go to the washroom face the same targeting that the accommodated space attempts to address. It shines a spotlight on “that kid” and in a culture where homophobia and transphobia are (let’s be honest) endemic, regularly outing yourself simply isn’t safe.

The idea of all-gender multi-stall washrooms is far more radical.

When all students have access to this space and use it regularly, it suddenly becomes impossible to know where any particular individual falls on the gender spectrum. The entire school community is now invited to take responsibility for challenging its assumptions about other people and for thinking about what it means to be a “boy” or a “girl.”

The parent/guardian information session

The smell of gingerbread fills the school hallway. Students have baked gingerbread people to give out to parents/guardians along with the Gingerbread handout. They have put up posters from the Gender-Based Violence Prevention Office of the Toronto District School Board, made about 400 buttons with various slogans related to the washroom, and put out materials about Toby’s Act and the Accepting Schools Act. Three students, Plum, Dia and Jade, have somehow even managed in one hour to write a song with guitar accompaniment to open the event. As the final chorus rings out — “We finally did it/It’s equal now for everyone/Cuz separated washrooms are not fun” — Tatyanna, a grade 7 student, takes the floor to emcee the event. She seamlessly facilitates the evening, introducing guests from the Gender-Based Violence Prevention Office, our superintendent and principal, all the while keeping a steady focus on the student activists in the room who speak eloquently about the need for the all-gender washroom.

There are questions from parents about acts of violence in the washroom, and students and staff alike are able to articulate that there are very clear policies to deal with violence no matter where it happens. They also point out that schools that do not have all-gender washrooms cause a type of violence, by creating enough fear that some students refuse to use the washrooms at all and can end up with urinary tract infections.

Most of all, the confidence of students and staff communicates the groundwork that we have done as a community throughout the past six months.

The Ribbon Cutting

The day of the opening of the washroom arrives. We assemble the entire City View community and listen to music, spoken word, and speeches from students and special guests. Cheri DiNovo, the MPP for Parkdale– High Park who was instrumental in passing *Toby's Act* is on hand to congratulate the students. In true City View form, no fewer than 20 grade 7 and 8 students have asked to simultaneously cut the ribbon that hangs across the doorway, and somehow with ten pairs of scissors, we manage it. Inside, there are two stalls – the former all-girls washroom that (without a cent of money required from the board) is now available for anyone to use. (On our floor there are now three washrooms: an all-girls, an all-boys and an all-gender.)

In our debriefing, students made recommendations for other schools: have patience, make sure to get student input, build a community that trusts each other, involve the parents/guardians, really know what you're talking about so that you can address concerns, and listen carefully to the deeply personal stories that some people will share. Most of all, Dia writes, "You should fight for it, because it will help students and inspire other schools to do it too."

In the weeks that follow, there is a steady flow of grade 7s and 8s into the all-gender washroom. It's without embarrassment or nervous laughter. It just is. The euphoria of the ribbon-cutting event is now ancient history, and the grade 7s have been passed the torch to educate next year's incoming students about the all-gender washroom.

Julian in grade 8 writes, "It is a revolutionary space." Although all we did was put a sign on a door, I couldn't agree more. Perhaps that student who wrote to me on that tiny strip of purple paper got it exactly right. It is the small things that matter the most.

Resources:

Supporting Transgender and Transsexual Students in K-12 Schools: A Guide for Educators (Toronto: Canadian Teachers' Federation, 2012).

Questions and Answers: Gender Identity in Schools (Ottawa: Public Health Agency of Canada, 2010).

RainbowHealthOntario.ca

A fuller list of resources accompanies this article online at etfvoice.ca.

★ **4.10. REMEMBER THAT HETEROSEXISM, HETERONORMATIVITY, CISSEXISM, CISNORMATIVITY, HOMOPHOBIA, BIPHOBIA, AND TRANSPHOBIA AFFECT EVERYONE IN YOUR SCHOOL COMMUNITY, AND AFFECT EVERYONE DIFFERENTLY, INCLUDING LGBTQ STUDENTS AND STAFF MEMBERS (WHETHER OR NOT THEY ARE OUT), YOUTH AND STAFF MEMBERS WITH LGBTQ PARENTS/GUARDIANS OR OTHER FAMILY MEMBERS OR FRIENDS, YOUTH AND STAFF MEMBERS PERCEIVED AS LGBTQ, ALLIES, PARENTS/GUARDIANS, AND ADMINISTRATORS. WHEN WORKING TOWARDS MAKING YOUR SCHOOL A SAFER AND MORE WELCOMING SPACE, ALL PARTS OF IT SHOULD BE TAKEN INTO CONSIDERATION, INCLUDING HALLWAYS, CLASSROOMS, WASHROOMS, CHANGE ROOMS, SCHOOL GROUNDS, AND THE STAFF ROOM.**

Because everyone is different and we all identify ourselves with respect to a number of categories, such as class, ethnicity,

gender, race, religion, sex, and sexual orientation, we all experience forms of discrimination differently. These multiple identifications are referred to as “intersectionality,” which is based on “the lived realities of individuals and the social context of discrimination.”



Look at the accompanying activities from the former Equity Department of the legacy Toronto Board of Education—Similarities and Differences: Racism, Sexism, and Homophobia (page 78) and Power Triangle Activity & Circles of Ourselves (page 80)—and use them in a GSA meeting or in your classroom! Try incorporating additional differences as well, such as gender identity. For an elaboration on these activities, see “Triangles and Icebergs” (page 325) and “Similarities, Differences, and Identity Politics” (pages 248-250) in Tim McCaskell’s book *Race to Equity: Disrupting Educational Inequality* or “Examining the Commonalities of Racism, Sexism, and Homophobia” (pages 62-71) in *Rainbows and Triangles*, produced by the Toronto District School Board and the Elementary Teachers of Toronto.

If you’ve tried anti-oppression activities, how did it go? Consider posting your experience on the *MyGSA.ca* Educators’ Discussion Forum.



✧ **For example:**

- “ Not only is it difficult to be LGBT in high school, but especially as a LGBT youth who is also a visible minority. The positive images and information out there for such a youth is very hard to come by. ”
- “ I think there’s a lot of work to be done in recognizing that lgbttq people come from various cultures and communities and breaking those myths and beliefs to allow all people identifying within those communities to be free of prejudice and oppression. ”

Responses to Egale’s First National School Climate Survey on Homophobia, Biphobia, and Transphobia: for more information, see <http://MyGSA.ca/YouthSpeakUp>.

✧ **For example:**

Perspectives editorial board member Sheila Thomas spoke to Kimberle Crenshaw, a professor of law at the UCLA School of Law and Columbia Law School, who earned a J.D. at Harvard Law School and an LL.M. at the University of Wisconsin Law School, in March 2004 about the intersectionality of race and gender:

Perspectives: Tell me about the origins of your concept of intersectionality.

Crenshaw: It grew out of trying to conceptualize the way the law responded to issues where both race and gender discrimination were involved. What happened was like an accident, a collision. Intersectionality simply came from the idea that if you’re standing in the path of multiple forms of exclusion, you are likely to get hit by both. These women are injured, but when the race ambulance and the gender ambulance arrive at the scene, they see these women of color lying in the intersection and they say, “Well, we can’t figure out if this was just race or just sex discrimination. And unless they can show us which one it was, we can’t help them.”

Perspectives: Have there been times when you were personally discriminated against?

Crenshaw: I have a story I tell a lot. A member of our study group at Harvard was the first African-American member of a previously exclusive white club. He invited the rest of the group—me and another African-American man—to visit him at this club. When we knocked on the door, he opened it, stepped outside, and shut it quickly. He said that he was embarrassed because he had forgotten to tell us something about entering the building. My male friend immediately bristled, saying that if black people couldn't go through the front door, we weren't coming in at all. But our friend said, "No, no, no, that's not it—but women have to go through the back door." And my friend was totally okay with that.

<http://www.abanet.org/women/perspectives/Spring2004CrenshawPSP.pdf>

✳ For example:

"Discrimination on the basis of sexual orientation may be experienced differently by gay men and lesbians as a result of stereotypes around sexuality and relationships. Furthermore, the Commission's Policy on HIV/AIDS-related Discrimination recognizes that the erroneous perception of AIDS as a 'gay disease' may have a disproportionate effect on gay men and may result in discrimination on the basis of both sexual orientation and perceived disability" (Ontario Human Rights Commission).

http://www.ohrc.on.ca/en/resources/discussion_consultation/DissIntersectionalityFhts/pdf

✳ For example:

Although all LGBTQ people experience homophobia and heterosexism, they do not share one common identity. A person's or group's identity and his/her/their relative privilege or disadvantage vary depending upon the intersection or combination of a complex set of factors, such as race, sex, economic class, place/country of residence, physical/mental ability, family status, ethnicity, religion, etc. Even within groups that share a common identity marker (such as race) the experiences of LGBTQ people vary. Here is some of what research participants had to say about their complex and varied lives:

I found it hard to embrace my gayness because so much of my energy was spent trying, in turn, to deny, erase, accept and defend my ethnic identity, which, after all, was the visible one, whereas gayness could be hidden. The double stress of having to deal with external and internalized racism, as well as external and internalized heterosexism, was a major factor in my development as a self-accepting, openly gay man.

Your friend is beaten up on the street—you don't know if it's because the attacker didn't like Indians or Pags.

Regarding same-sex marriage and spousal rights—a large segment of the gay black population are not there yet. They cannot access these benefits. There is a need to deal with systemic issues first.

People go through hell trying to find reflections of themselves in the gay community.

[My father] experienced a tremendous amount of racism when he came to Canada in the late 1960's and I remember him saying that "you have one strike against you, you don't need two."

Being a person of colour makes me an outsider in mainstream queer communities. I haven't been able to find a queer community that is understanding of my experience as a person of colour. I can feel as much alienated at a gay club as at a straight club.

I also believe that my ethnic background makes me less attractive to others of all races in a culture that prizes Whiteness. I sometimes believe it myself.

Self-esteem is definitely the biggest hurdle. I have had a sense of not fitting in my entire life, which, compounded by family rejection on racial and sexual orientation levels, does not provide a great basis for a healthy self-esteem.

At a lesbian bar, a woman leered at me and called me "shiva" years ago.

People of colour in Canada often have to make a choice between participating in their ethnic/racial community or the gay White community. This is a painful choice.

There is no safe place.

From Egale Canada's "The Intersection of Sexual Orientation & Race: Considering the Experiences of Lesbian, Gay, Bisexual, Transgendered People of Colour & Two-Spirited People": For more information, see <http://egale.ca/publications/intersections/>.

From the former Equity Department of the legacy Toronto Board of Education

Sometimes a discussion about different forms of oppression can get lost in a debate about which one is “worse.” This is a very unproductive argument which will pit different oppressed groups against each other and block the unity needed for change.

Objective: To allow students to examine the similarities between racism, sexism, and homophobia without ranking them from “best” to “worst.”

Format: Start by getting students to brainstorm all the similarities between these three forms of oppression. For example, each involves stereotypes, prejudice, and discrimination; each involves a targeted group with less social power; each involves feelings of anger, pain, and frustration; and they may all lead to feelings of self-hatred by oppressed groups.

Ask about differences in the way each group has historically faced oppression. For example, members of some groups can individually hide, while others cannot; some have attempted to assimilate while others have felt it more productive to isolate themselves; and members of some groups have mixed experiences and strategies. Ask how these differences affect the stereotyping, prejudice, and discrimination members of each group might experience.

Ask students to think about how oppression may accumulate over generations for some groups and not for others. For example, women, including lesbians, and gay men are born into all families of all classes. Therefore, they may not start out with the disadvantages that other groups have acquired because of the discrimination faced by their ancestors. For example, much of the African-American population was enslaved and faced generations of discrimination in employment so that many African-Americans today experience less economic privilege than white individuals do.

How does the position of young people in these groups differ in terms of learning how to deal with oppression? For example, young women might have mothers or sisters to help them with regard to handling sexism and most racialized youth can easily identify peers with similar experiences to theirs or can talk to family members about their experiences. They can share strategies or anger. Young lesbians, bisexuals, and gay males as well as trans, queer, and questioning youth, however, often feel completely isolated and are more likely to become depressed or even to engage in suicide-related behaviours.



Where do bisexual, trans, queer, and questioning individuals fit in your discussion? What about intersectionality? For a discussion of this term, see the Introduction in this resource.

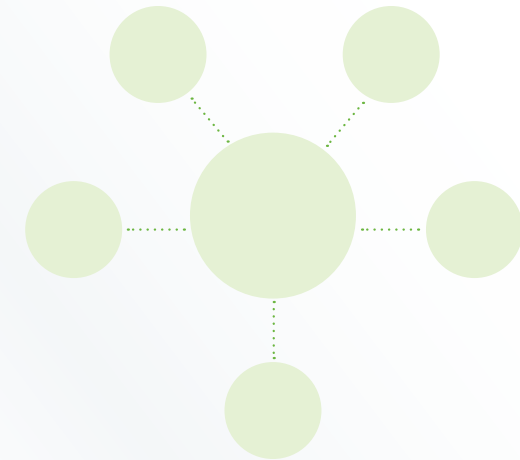
From the former Equity Department of the legacy Toronto Board of Education

POWER TRIANGLE ACTIVITY

When I see it, when I hear it, when I feel it, I know that it's discrimination: e.g., racism, sexism, homophobia, classism, and/or discrimination against people with disabilities. What does discrimination look like, sound like, feel like in school? Think about your classroom, the hallways, the smoke pit, the bathrooms, the office. Think about the curriculum. Think about it all, both big and small. Talk about it with a classmate/friend and come up with a list.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

CIRCLES OF OURSELVES



- a. Write your name in the central circle.
- b. In the smaller circles, write the names of social identities or groups you identify with.
- c. Please feel free to add circles if you wish. You do not need to fill in all the circles.
- d. Think about a time when you felt “included” as a member of a certain group/social identity.
- e. Think about a time when you felt “excluded” as a member of a certain group/social identity.
- f. Think about the feelings associated with your experiences of inclusion and exclusion.
- g. During our group discussion, on the back of this handout, jot down the list of categories and feelings that come up for the group as a whole.



GENDER INCLUSIVE SCHOOLS

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>.

** This document originally used transgender and transsexual. In keeping with our choice of language for this resource, we have replaced these words with trans or gender creative – with the exception of direct quotes.*

Without a doubt, gender has an enormous impact on who we are as a people. Gender identity overlaps with all other aspects of our core identity. Over the past few decades, society's ideas about the equality of women and men have progressed significantly. However, outdated and oppressive views of gender continue to circulate in our everyday understandings of what it means to be human. In order to resist reinforcing these harmful beliefs, it is important to be conscious of the assumptions and values we have about gender.

Consider this list of dominant cultural assumptions about gender:

- Which of these beliefs do you hold to be true?
- How are people pressured to conform to these beliefs?
- Whose identities are marginalized by these beliefs?
- What are the impacts of these beliefs on people who do not conform to them?

Common Beliefs:

1. Gender exists in a binary: everyone is either male or female.
2. Gender identity is realized by age two and does not change.
3. Gender is determined by one's anatomy.
4. Males should have a masculine style of behaviour and females should have a feminine style of behaviour.
5. Feminine males and masculine females are abnormal or disordered.

There are two groups of people who are especially marginalized by these common beliefs about gender: those whose style of behaviour is gender creative and those that are trans.

A child's style of behaviour is considered gender creative when it consistently falls outside of what is considered 'normal' for their assigned biological sex. This may be indicated by choices in games, clothing, and playmates. For example, a boy who wants to take ballet, wear pink, and play primarily with girls is gender creative. Gender creative children may become gender normative over time or their style of behaviour may continue to defy gender expectations as adults. Some of these children grow up to be gay, lesbian, or bisexual and some grow up to be heterosexual. Some of these children are or will become trans.

A trans person is someone whose felt gender identity does not match the gender they were assigned at birth based on their biological anatomy. For example, a trans child self-identifies as a girl but was born with the anatomy of a boy (or vice versa). Some children and adults self-identify as both male and female or neither male or female. These people fit under the term 'trans' as well. Trans people have existed throughout history in cultures all over the globe.

Inclusive Beliefs about Gender

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>.

** This document originally used the terms transgender and gender non-conforming. In keeping with our choice of language for this resource, we have replaced these words with trans or gender creative.*

Common beliefs about gender previously mentioned create a hostile school climate for gender creative and trans students. The following set of beliefs are more inclusive of the trans and gender creative students, staff, and families in our school communities.

Compare the list of common beliefs with this list of inclusive beliefs.

Consider this list of dominant cultural assumptions about gender:

- Which ideas do you hold to be true?
- Which ideas do you have difficulty with? Spend some time reflecting on the ideas you have difficulty with and what the root of this difficulty might be.
- What might you personally stand to lose and gain by holding these beliefs?
- What might others stand to lose and gain by holding these beliefs?
- What might others stand to lose or gain if you held these beliefs?

Inclusive Beliefs

1. Gender is a spectrum; there is a range of gender identities between and outside of the categories of male and female.

2. Gender identity development happens from 0 until death.
3. Gender is a product of the mind. It is influenced by nature, nurture, and context.
4. There is no correct style of expression for males or females. It is healthy for people to express who they feel they are.
5. Being trans or gender creative is normal and healthy. Historically, gender creative children have been given a psychiatric diagnosis. However, the manual used by psychiatrists is under revision and the updated version released in 2012 does not consider trans or gender creative children to have a disorder.

“The Gender Spectrum” refers to the idea that there are many gender identities (female, male, trans, Two-Spirit, etc.). It also acknowledges that there is a range of gender expressions, or ways in which people externally communicate their gender identity to others through behaviour, clothing, haircut, voice, and other forms of presentation. Gender expression may or may not conform to common expectations around one’s gender identity.

The Top Five Reasons to Create Gender Inclusive Schools

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>.

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1. Messages that expand understanding of gender empower students rather than limit them. Stereotypical ideas of what boys and girls should and should not do limit students, while encouraging students to develop the interests and skills that matter to them is self-affirming and motivating.
2. It is important to dispel harmful stereotypes and prejudices about women and men, as well as masculinity and femininity. This helps students understand the impacts of stereotyping and discrimination, enables them to celebrate differences, and encourages them to work towards creating a peaceful pluralistic society.
3. All children, including gender creative and trans students, need to see themselves and their lived realities reflected in the curriculum in order to affirm their identities and to enable them to imagine a satisfying future.
4. School should be a place where all students feel safe and secure. Students who are bullied, excluded, or assaulted because they do not conform to others' beliefs about gender do not have an equal opportunity to success academically or fully participate in school life.

In their in depth 2001 study, Bochenek & Brown found that much of the violence and discrimination in schools “is predicated on the belief that girls and boys must strictly adhere to rigid rules of conduct, dress, and appearances based on their sex. For boys, that means they must be athletic, strong, sexist, and hide their emotions. For girls, that means they must be attentive to and flirtatious with boys and must accept a subordinate status to boys. Regardless of their sexual orientation or gender identity, youth who violate these rules are punished by their peers and too often by adults” (p. 49).

Resources

Bochenek, M., & Brown, A.W. (2001). *Hatred in the hallways: Violence and discrimination against Lesbian, Gay Bisexual and Transgender students in U.S. Schools*. New York: Human Rights Watch.

Gender Inclusive Schools Benefit All Students

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>.

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We are surrounded by overt and covert messages to girls and boys about what they should do and who they should be. It begins at birth, or sooner. Just walk down the aisle of a toy or baby clothing store and you'll see a wide variety of products sold in specific colours, designs or styles that are directly marketed with gender stereotypes in mind.

Gender is a fundamental aspect of identity for all kids. Children are typically aware of gender, their own and others', by about age two. As this awareness forms, they learn what personality traits, behaviours, and attitudes are deemed appropriate for their gender, based on messages from many sources (family, friends, school, media). Pressure to conform to these gender expectations affects all aspects of a child's life, personality, appearance, everyday socializing, career choices and interests.

Sometimes, without even knowing it, teachers impose rigid gender roles and norms upon their students. How? In our verbal and non-verbal comments and reactions to students about how boys or girls “should” be.

Ask yourself some of these questions:

- Do I let boys be more outspoken, rambunctious, and energetic than girls?
- How do I respond to the girl who is loud, impulsive, or non-conforming?
- How do I view the boy who is non-athletic, emotional, or a “performer”?
- How do I treat girls and boys when they challenge the system or my set of rules? Are my boundaries the same for boys and girls?

By expecting girls to behave certain ways (be complacent, academic, etc.) or boys to have certain characteristics (be athletic, outgoing, energetic, etc.) we limit the possibilities for all students and create ideals of the “perfect” man or woman that are impossible to achieve.

We often encourage girls to take courses that are on the university track rather than in specific trades. Likewise, some of us may dissuade boys from being professional dancers or artists. These forms of guidance are useful for some students, but harmful for others. For those who do not conform, it sends the message: “You don’t fit in.” As teachers, we try to encourage and teach our students to develop their critical thinking skills. How often do we, as professionals, reflect upon what we “know” about gender or how we act and react to the students that we teach? Sometimes we “box students in” well before they are able to establish their own identities and figure out where their interests and talents lie.

Student Safety and Acceptance: Everyone’s Shared Responsibility

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride Education Network. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>.

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When students don’t conform to traditional gender expectations they are often subject to exclusion, bullying, harassment, and assault. Ongoing discriminatory treatment impedes academic success and the ability to fully participate in school life. Significantly, the taunts faced by trans and gender creative youth often take the form of homophobic name-calling, regardless of the victim’s actual sexual orientation.

Anti-gay bullying begins in elementary schools and continues through to secondary for many students who do not conform to the rigid gender role expectations of their peers or teachers. Society at large also reinforces those “norms” by the way in which girls and boys are socialized and expected to dress, act, talk, play, behave or simply be.

Schools and teachers have a legal and moral responsibility to keep every child safe. Students who don’t feel safe at (or on the way to and from) school cannot learn to their full academic potential. Educators at every grade level also have an ethical responsibility to create a school culture where diversity is valued and difference is celebrated. This cannot be done by maintaining the status quo and using only teachable moments to educate students when anti-gay bullying occurs.

All educators (at any grade level or subject area) can teach in a gender inclusive manner to reduce the occurrence of homophobia, biphobia, and transphobia. What we say and do every day has a huge impact on the school culture. Individually and collectively, we have the power to shift school cultures to be accepting of every student.

“At school, I keep hearing students say ‘That’s so gay’ or ‘You’re such a girl’ or ‘Stop acting like a girl’ towards males. And I know that they don’t mean it in a homophobic way, but they still shouldn’t say that because it might make others upset.”

“I was teased because I was a very slight, effeminate boy. You know, there was the name calling and that kind of stuff...I dropped out in grade ten [and it was] definitely due to the gender issues.” Jamie-Lee, former student in British Columbia who identifies as transgender.

Supporting Gender Creative Children and Their Families

These sections are taken from Rainbow Health Ontario’s Fact Sheet: *Supporting Gender Independent Children and their Families*. The terms gender independent and gender non-conformity have been changed to gender creative to remain consistent with the language used in this resource. To access the complete RHO Fact Sheet: http://www.rainbowhealthontario.ca/admin/contentEngine/contentDocuments/Gender_Independent_Children_final.pdf

Understanding Gender Creativity in Children

- Gender creative children are very diverse. Some may strongly and consistently identify with a gender role which differs from their natal sex. Others may express a gender identity which blends aspects of multiple genders and is fluid or changing. And others may be comfortable in their assigned sex, but behave in ways which do not conform to social norms, for example preferring clothing and activities typically associated with the other gender.^{3,4}
- Being gender creative is not intended as defiant behaviour on the part of a child nor is it caused by parenting style or experiences of abuse.⁵ Only in very rare circumstances will a child alter their gender expression in response to a traumatic event⁶. In the overwhelmingly majority of situations, gender creative behaviour is simply a natural expression of the diversity of human experience^{2,5,6,7}
- The meaning attached to gender creativity varies across cultural contexts.

Historically, the existence of a social role for two-spirit people (those seen to possess both a male and female spirit) was documented within over 130 Indigenous nations in North America⁸ and there is much evidence to suggest that two spirit children were often regarded as blessings to their families.⁹ Diverse expressions of gender have been and continue to be valued in some cultures, including but not limited to Indigenous people in the South Pacific region,^{10,11} Indonesia,¹² and other areas of Southeast Asia.¹³

- Social expectations shape the interpretation of, and response to, gender creative children. Prior to puberty, the range of behaviour considered socially acceptable for girls tends to be broader and feminine behaviour among boys tends to elicit more concern.²

One gender identity clinic reported a referral rate of 6 times higher for feminine boys than masculine girls, even though what was deemed ‘cross-gender behaviour’ was more common among girls.¹⁴

- Of the research which has sought to establish the prevalence of gender creativity in children, results vary widely since what is considered to be masculine or feminine is generally not objective nor quantifiable. One study found that 2-4% of boys and 5-10% of girls behaved as the “opposite sex” from time to time.¹⁵ Another study found that 22.8% of boys and 38.6% of girls exhibited 10 or more different “gender atypical behaviours”.¹⁶
- The societal stigma which accompanies gender creative children may lead some families to require additional services and support. In addition, for some children there are unique medical care considerations. Families often seek support either when the child is first entering school or first entering adolescence.⁷

Social Stressors on Gender Creative Children and Their Families

- Gender creative children can face a high level of social rejection from peers³⁸ and this may increase through their years in school.² Parents/guardians of gender creative children may also face rejection from friends and family members who are intolerant of their decisions regarding their child’s gender expression.^{3,4}

- In a survey of Canadian LGBTQ high-school students, 95% of trans youth reported feeling unsafe at school.⁴⁰ Many parents cite bullying and safety in schools as their biggest concern.⁴
- In some cases, child welfare authorities have attempted to apprehend gender creative children out of a misguided belief that parental support for gender diversity constitutes child abuse.⁴¹
- Some parents are intolerant of gender diversity and may contribute to a child’s stress with negative attitudes.¹ A recent study found children who were gender creative were more likely than gender typical children to be targeted for abuse and violence from their own family members.⁴²
- Despite these concerns, social rejection and abuse is not inevitable and many resources are being developed to support children within their families,^{4,5,26,27,28} schools^{4,43,44} and social service organizations such as child welfare agencies.²⁹

Transition: Social and Medical Options

- Many gender creative children will not want or need to transition to a new gender role. If provided the space to explore a range of activities and gender identities, many will place themselves comfortably on a spectrum between male and female or will grow to feel comfortable in their assigned gender role.
- For others however, their cross gender identification remains certain and consistent and living in their assigned gender role may be too distressing to be consistent with their healthy growth. It is important for parents/guardians and providers to pay close attention to what young people communicate about their needs, in particular, to signs of distress. If a young person is in distress regarding their gender role, the adults in their life may need to consider, together with the young person, options for social and/or medical transition to improve mental health and reduce self-harm risks.^{3,4}

Social Transition

- Social transition consists of a change in social gender role and may include a change of name, clothing, appearance, and gender pronoun. For example, a male-born child wishing to socially transition would likely begin using the pronoun “she”, change her name, begin to present herself as a girl, attend school as a girl and live her daily life as a girl. Families in this situation may make a variety of decisions regarding privacy and how open they wish to be about the child’s history.⁴ For pre-pubertal children, social transition is the only option as medical intervention is not recommended prior to puberty.⁵⁸
- The decision for a child to socially transition is not a simple one and should be made jointly between the child, the parents/guardians, and supportive professionals if available. Some clinicians recommend encouraging parents/guardians of gender creative children to follow their child’s lead and avoid imposing their own preferences.⁷
- Experienced clinicians have reported that in some children, the need for transition presents itself clearly as there is obvious distress in the original gender role and obvious wellbeing in the new role. In contrast, other children are clearly comfortable with their assigned sex and desire only to express themselves in ways which are considered less common for their gender role. These clinicians state that for children who are in between these two experiences, the path is less clear.^{6,7}
- Social transition in young children is a relatively new practice and long-term research in this area is lacking. Parent and clinician reports indicate that children’s comfort and happiness can improve dramatically with this option.^{3,4,6} Clinicians have indicated that there may be children who choose to transition back to their original gender role at the onset of puberty.^{7,53} In one study, young people in this position found it difficult to explain this choice to

their friends and families.⁵³ Thus, children pursuing social transition should be reassured that they can return to their original gender role at any time and parents/guardians are best advised that another transition may be possible.⁷

- Social transition is becoming more common for pre-pubertal children and those families beginning this process can greatly benefit from peer contact with others and a strong support system to assist them in facing social stigma and advocating for their rights within schools and other institutions.⁷

Information about medical transitioning as well as outcomes, gaps in research and implications for health care providers is available on the RHO fact sheet.

Acknowledgements

The complete RHO factsheet was written by Jake Pyne and would not have been possible without the contributions of members of the Gender Creative Children’s Project Advisory Committee and the Sherbourne Health Centre Trans Working Group. Feedback on this document is welcome and comments and questions can be addressed to: Jake Pyne jpyne@rainbowhealthontario.ca

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Professionalism

- **Model respect for gender diversity.** Treat gender creative and trans students, staff, parents/guardians, and community members with dignity and respect. Be wary of the assumptions you make about another person's gender.
- **Parent communication.** Build trust with parents/guardians by informing them of your educational philosophy and curriculum plans. Listen to and respectfully address their concerns in a manner that does not compromise the safety and inclusion of gender creative and transgender students.
- **Professional development.** Reflect on your practice. Be aware of your strengths and areas for improvement as a gender-inclusive teacher. Continue to educate yourself about gender issues. Request workshops on the issue.
- **Be a sponsor teacher for the Gay-Straight Alliance.** Make sure the GSA is trans-friendly and that trans and gender creative students are explicitly welcome as well.
- **Advocate for trans and gender creative students.** Work to have your school board or school adopt a gender inclusive policy (see the Model policy in the *Information and Resources for Administrators* section).

Curriculum

- **Use resources that reflect gender diversity on a regular basis.** Select textbooks, storybooks, novels, worksheets, videos, music and websites that show females and males with non-stereotypical appearances, behaviours and/or interests.
- **Celebrate** national and international days and events that raise awareness about gender issues.



CLASSROOM STRATEGIES

- **Teach students how to be allies** to gender creative and transgender students.
- **Teach students how to protect themselves** from gender-based bullying and harassment. Ensure students know how to identify and respond to sexism, homophobia, biphobia, transphobia, cissexism and heterosexism. Teach students the skills of resiliency.
- **Don't make assumptions** about the gender of students' parents/guardians or the gender that students will be romantically attracted to, particularly in family life education classes.

Classroom Management/Environment

- **At the beginning of the year**, share your commitment to creating a safe, bullying-free environment for all students. Show students they can count on you to follow through on your commitment to them.
- **Address the class in non-gendered ways** (i.e. avoid “boys and girls”).
- **Seating arrangements.** Seat students in non-gendered ways. Question students who seat themselves with only same-gendered people.
- **Line ups.** Line students up randomly, not by gender.
- **Groups and teams.** Create mixed-gender groups and teams.
- **Calling on students.** Encourage girls to be vocal and active participants in the classroom. Track how often you take comments and answers from boys. Make sure girls get equal airtime.
- **Display** signs, posters, safe space stickers, class books, and library books that depict a range of gender presentations.

Adapted from a piece by the same name in the Canadian Teachers' Federation document: Supporting Transgender and Transsexual Students in K-12 Schools (2012).

** This document originally used gender-variant, transgender and transsexual. In keeping with our choice of language for this resource, we have replaced these words with trans or gender creative – with the exception of direct quotes.*

An inclusive classroom and school environment means that all students are made to feel safe, welcomed, and supported. Students need to know that there are adults in their school who will listen to and support them regardless of their actual or perceived differences. Think about the ways in which your understanding of gender may influence your teaching and the corresponding classroom environment (Rands, 2009). Ask yourself, how is gender represented in your classroom? How are these representations related to traditional social and cultural understandings of masculinity and femininity? How is gender represented and reinforced in your school and community? How do different cultural, ethnic, and faith-based contexts influence members of a gendered minority? What are the effects of these representations on youth who do not conform to traditional gender norms and sex role stereotypes?

The suggestions below represent a few important ways in which educators can signal their support for sexual and gender minority youth. While the strategies are not exhaustive, they represent a starting point from which educators can begin to challenge the rigid gender binary and the power of normalization within schools.

1. Signal Your Support

Identify your classroom or office as a safe space to talk about issues related to sexual orientation and gender identity. Place a small rainbow flag on your desk, or post a pink triangle, gender symbol, or rainbow sticker in your office or on your filing cabinet. This will signal that you know and care about sexual and gender minority youth.



What's wrong with dividing students by gender?

- It reinforces the idea that there are only two genders: male and female.
- Trans students may be forced into the wrong group.
- Would you line up or group students based on race, class, or sexual orientation? Then why do we do it based on gender identity?

Other ways to be inclusive include discussing current events involving issues around sexual orientation and gender identity in the media, on television, and in film. Identify a staff person or persons within your school, and at the school district level, who can serve as a safe contact, resource person, and ally for sexual minority, gender creative, and questioning youth.

2. Challenge Transphobic Comments and Jokes

Never laugh at an offending joke. Consider directly challenging all inappropriate comments, thereby, signaling a caring attitude and identifying yourself as a safe person to talk to. Correspondingly, given the context, you may wish to challenge a comment in private, thereby providing opportunity for a more in-depth and nuanced discussion. A good class activity is to ask students to list all of the racist, sexist, homophobic, and transphobic terms they can think of and then discuss and demystify the messages and stereotypes they often convey.

3. Identify Trans and Gender Creative People in Society

- a. Help bring recognition to the lives of trans and gender creative people. Many trans and gender creative individuals have provided important contributions to society through their careers and professions. Trans and gender creative people have existed throughout history and in a wide variety of cultures, occupations, and religions around the world.
- b. An example is Billy Tipton. Billy Tipton lived from 1914 to 1989, but was born as Dorothy Lucille Tipton. Dorothy was not allowed to become a professional musician because of her sex. When Dorothy became

Billy, the musical stage was opened to him, along with the other talented male musicians of the time. Only at the time of Billy's death did his birth sex come to public attention when medical personnel discovered that Billy was physically a woman. Was Billy a transgender or a transsexual individual? We do not know the actual gender identity of Billy Tipton. Most likely, Billy was transgender or transsexual because of his desire and ability to live as a male although being born female. However, it is possible Billy decided to present as a man to achieve what he believed was impossible for him to achieve as a woman.

- c. One of the earliest accounts of a transsexual person in the modern era was Christine Jorgensen. Born George William Jorgensen, Jr., her sex reassignment was the first to be widely published in the United States media. Another example was Jan Morris (1974) who wrote a famous autobiography detailing her experiences entitled "Conundrum". How many transgender or transsexual role models can you think of?
- d. More recently, Chaz Bono publicly transitioned from female to male and is featured in the documentary film "Becoming Chaz". Chaz is a noted transgender advocate and is the son of celebrity couple Cher and Sonny Bono.

As gender creative individuals become increasingly more visible and positively represented in society, there are fewer stigmas attached to being a transgender or transsexual person. However, it remains true that transsexual individuals often face less public scrutiny and/or ridicule if they appear to be normative females or males. In contrast, individuals who openly cross gender lines may face harsh criticism as well as psychological and/or physical abuse or assault.

Ideas for Thinking Outside the Gender Binary!

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride Education Network. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

** This document originally used the terms transgender and gender non-conforming. In keeping with our choice of language for this resource, we have replaced these words with trans or gender creative.*

Check your baggage. Reflect on your preconceived attitudes and fears regarding gender norms, gender conformity and trans and gender creative people.

Educate yourself. Stay on top of current social, political and cultural events related to gender issues – are gender roles being reinforced or deconstructed?

Challenge yourself. Challenge your own stereotypes, beliefs and expectations around gender. Challenge your judgments about people who don't conform to rigid gender stereotypes either by their clothes, hair, mannerisms, interests or sexual attractions/sexual orientation.

Challenge others. Confront sexist/ cissexist/ homophobic/ biphobic/ transphobic attitudes and actions of others. Share what you have learned and encourage others to take a stand.

Make no assumptions. Don't assume that all boys or all girls will have the same interests or learn the same way, or that there is only one right way to be male or female or trans. Consider the idea that gender is not a binary but rather exists along a continuum.

Practice, practice, practice! Seize opportunities to use non-gender specific language (i.e. Not "boys and girls"), and practice challenging the gender stereotypes that children are taught.

Show your support. Continue to attend events, workshops and training related to trans, gender and LGBTQ issues.

Don't worry about making mistakes. We all make mistakes sometimes! Learn from them and keep on growing.

Be brave. It takes courage to create change, but we owe it to our students.

Language Dos and Don'ts

Adapted from a piece by the same name in: *The Gender Spectrum: What Educators Need to Know* developed by Pride Education Network. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

** This document originally used the terms transgender and gender non-conforming. In keeping with our choice of language for this resource, we have replaced these words with trans or gender creative.*

A crucial part of modeling respect for all gender identities and expressions is using respectful language. The following tips are intended to assist educators with that ongoing task as you engage with students:

Recognize that not everyone identifies as either male or female.

- Don't refer to students as "boys and girls" or "ladies and gentlemen," as not everyone fits into this binary view of gender.
- Do address your class in gender-neutral ways. You might say Division 6, folks, gang, friends, class, everyone, people, etc.
- Don't force people to declare their gender on forms, but if it is necessary...
- Do provide a blank line for people to fill in - and make the question optional.

Use sex and gender-related terminology accurately.

- Don't reinforce the wall of silence that hides the reality of gender diversity.
- Do use "gender identity" to refer to one's internal sense of themselves as female, male, both, neither, two spirit, or possibly some other terms.
- Don't say 'transvestite' or 'tranny.' These are offensive terms.
- Do use the same language the person you are speaking about uses to describe themselves. (Some people who are trans have reclaimed the word 'tranny.' Because of the sensitive nature of this term, it is still advisable for non-trans people to use 'trans' instead).

- Don't use the word 'hermaphrodite' for a person born with genitals that do not seem to fit typical definitions of male or female. This is an offensive term.
- Do say 'person with an intersex condition' and model respect and sensitivity.

Honour the expressed gender identity of others.

- Don't put quotation marks on another person's name or gender identity, as doing so implies that it lacks validity.
- Do recognize that a trans person's name and gender identity is just as real as anyone else's.
- Don't guess which pronoun to use for another person when you aren't sure.
- Do ask them (in a manner that is respectful of their privacy).

Use gender-neutral language when gender is irrelevant.

- Don't use terms such as businessman, housewife, male nurse, woman pilot, woman doctor, postman, fireman, etc. Gender is irrelevant when discussing careers.
- Do use terms like businessperson, homemaker, nurse, pilot, doctor, mail carrier, firefighter.

Do not harass or discriminate against others based on gender.

- Don't tolerate or make sexist, cissexist, homophobic, biphobia, or transphobic remarks.
- Do label the form of harassment: "You just made a sexist/cissexist/homophobic/biphobic/ transphobic remark;" point out the impact of the behaviour on others: "This is offensive to me and others in the classroom;" and insist on a change in future behaviour: "At this school, we do not harass people. How do you plan to make amends?"

Avoid reinforcing gender stereotypes.

- Don't say phrases like "boys will be boys" or he's "all boy."
- Do question what these phrases assume about what it means to be male or female.

Ask how they marginalize students who don't fit traditional ideas about masculinity and femininity.

- Don't shame boys by questioning their gender (i.e. sports coaches should not tell a boys' team that they are "running like a bunch of girls").
- Do motivate students by affirming their identities and capabilities.

Avoid making heterosexist or cissexist statements.

- Don't assume that all families contain a mom and a dad.
- Do acknowledge that families come in many forms: a family might have same gender parents/guardians, a single parent/guardian, step parents, adoptive or foster parents, and interracial parents/guardians.
- Don't state, during sexual health education, that it is normal to develop romantic feelings for the opposite sex.
- Do state that it is common to develop romantic feelings for other people.
- Don't assert that all sexually active women need to use birth control to prevent pregnancy.
- Do assert that all people who are sexually active and do not want to get pregnant or cause pregnancy need to learn about their birth control options.

Pay attention to your body language.

- Don't model discomfort or a disapproving attitude when discussing gender and sexuality.
- Do consider what your tone of voice, talking speed, volume, eye contact, gestures and stance communicate about your attitude and comfort level when you discuss gender and sexuality.



AN EDUCATOR'S GUIDE TO SURVIVING ANTI-LGBTQ HARASSMENT

Adapted from the Safe Schools Coalition

These are suggestions for teachers who are the target of anti-LGBTQ harassment.

If the offender(s) are students:

- Try to get the class back on task. (K-5: "We have a rule about 'no put downs.' So cut it out and let's get back to language arts." 6-12: "I've been hearing murmured comments from the back of the room and I don't appreciate them. Can we please focus on the parallelogram?")
- If that doesn't quell the comments, get specific. (K-5: "That is a really mean thing to say. I don't let you call each other names and I won't let you call me names either. Whether or not I am gay, I don't deserve that." 6-12: "My sexual orientation is not up for discussion. Besides, that's a really derogatory term. Repeating it when I've already asked you to cut it out is called harassment. It's against school policy and it's against the law.")
- Under no circumstances should you resort to using other slurs as analogies, especially those that apply to your students. For example, never try to force empathy on a group of African-American youth by asserting that the use of faggot is like the use of the N-word. For more about why, see "If These Were Racial Slurs, Teachers Would Be Stopping Them... Three Activists Object" at www.safeschoolscoalition.org.
- If necessary, use the same disciplinary procedures you would use if a student directed a religious or racial slur or a gender-based comment at another student.



If the offender(s) are adults:



- Tell them in no uncertain terms that you are offended and you expect the behavior to stop.
- If that doesn't work, write them a letter specifying what they have done that you consider harassing and that you want it to stop. Keep a copy.

If the problem is offensive graffiti or other damage to property:

- Do not clean it until others have witnessed it and (ideally) photographed it, as difficult as that may be.

Ask for protection:

- The earlier you get help, the better. Talk with your supervisor or with a school security person about:
 - what happened and what you have already done, if anything, to get the offender(s) to stop harassing you.
 - how you would most like the investigation handled, if one is needed.
 - what might be done to counsel or educate the offender(s) about harassment and why it isn't tolerated at school.
 - what sorts of reprimand or discipline would be employed if it were another form of harassment (based on race, religion, or gender, for instance) and that you would like this problem handled equitably.
 - how possible retaliation (for your having sought help) will be handled.
- If that doesn't work, ask their supervisors for help. Use the appropriate channels in your building and your board.
- If you belong to a union, keep them informed, even if you have no need for their help at this time.



Talk with supportive colleagues:

- If you know sexual or gender minority or LGBTQ-supportive employees in your district, ask if they are experiencing similar harassment. Find out how they have handled it and who has been helpful at the board level.
- Check with your professional association or union.
- Consult with Egale, the national LGBTQ human rights organization: 1.888.204.7777 (toll-free) or egale.canada@egale.ca

Keep a written record:

- Write down everything that led up to the harassing incident(s) as well as what was said and done during the incidents. Note the time, location, and who was involved (including witnesses).
- Write down names of those in whom you have confided or from whom you have sought help since the incident. Note the time, location, and what was said during those conversations.

The law may be able to help:

You have the right to report the attack to the police. If you decide to call them:

- Call as soon as possible after the incident. (You can make a report months or even years afterward, but it might be harder for the police to act on your case the longer you wait.)
- If anti-LGBTQ slurs were used in the course of the incident, tell the police officer so. Stress that the crime was motivated by hate based on perceived sexual orientation or gender identity. You don't have to say whether you are actually LGBTQ and you shouldn't be asked.
- Describe in detail the hate or prejudice that was expressed and what caused you to fear harm.

For example, "They called me 'faggot' and said they would 'kick my butt.'" Or, "They asked me why 'dykes' liked other girls and said they would 'teach me to like boys.'" If the assault was physical and you have any physical pain, make sure it is written down in the police report. Get the incident number from the officer and ask how to get a copy of the police report. Get the officer's name and badge number.

The bottom line is...

If the school environment is hostile for you, it must be even more so for LGBTQ students, students perceived as LGBTQ, and students with LGBTQ parents/guardians, other family members, or friends. Probably every child is feeling scared or anxious as long as the behavior is allowed to continue. Fear is not conducive to education. Nobody can teach in an unsafe place. And nobody can learn in an unsafe place.





SUGGESTED LEARNING ACTIVITIES FOR CLASSES AND SCHOOLS

From the Toronto District School Board (TDSB)

The following activities can be incorporated into the development of a school's implementation of a *Banks Model* of equity transformative education that uses anti-homophobia education as the content vehicle.

- ➔ **Anti-Homophobia Education Display:** In a prominent place in the school, such as a hallway or library, prepare a table or bulletin board to acknowledge the contributions of LGBTQ individuals. Arrange pictures, posters, photographs, magazines, newsletters, books, videos, artifacts, or students' projects to highlight their lives, history, culture, and achievements. Encourage teachers to decorate the walls outside their classrooms with students' work reflecting their learning about anti-homophobia education.
- ➔ **An Anti-Homophobia Education Moment:** Every morning, on the announcements throughout the school year, ask students to organize and provide information related to past and present contributions of LGBTQ individuals. The information could take the form of a short biography of a significant LGBTQ person (see the Canadian Gay and Lesbian Archives at <www.clga.ca>); a poem or an excerpt from a novel; or a brief description of an important moment in history that reflects the struggles and victories of LGBTQ people in Canada.
- ➔ **Community Visitors:** Invite people from LGBTQ communities to talk to students about their experiences. You may find suitable speakers through parents/guardians/caregivers, local businesses, or community organizations. The TDSB Equity Department can also provide assistance.
- ➔ **LGBTQ Images in the Media:** How are LGBTQ people portrayed in the media, particularly in movies and on television? Are stereotypes being perpetuated about

LGBTQ people? How are some individuals who are LGBTQ misrepresented in the media? How have these stereotypes, omissions, or misrepresentations affected the way LGBTQ youth and adults think about their community? Discuss issues of stereotyping and homophobia in the media with staff and students.

- ➔ **Researching Significant LGBTQ Individuals:** Have students research significant LGBTQ individuals. Encourage them to consider people from all walks of life (education, entertainment, history, politics, professions, science, or sports) in choosing a subject. Ask students to share their information through written reports, dramatic role-playing, or portraits.
- ➔ **Storytellers and Artists:** Arrange for LGBTQ storytellers or artists to visit the school and make presentations about their experiences. For storytelling, encourage staff and students to share their own stories with others.
- ➔ **Where in the World?** Organize students to research a specific LGBTQ individual or event from another country. Encourage them to learn and discuss the impact that this particular individual or event had in society.
- ➔ **Work and Careers:** 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 LGBTQ actor/actress, artist, athlete, doctor, judge, politician, or union organizer in Canada to disclose his or her sexual orientation? What struggles did he or she face? When were same-sex rights established in the workplace? Which companies or organizations provide same-sex rights? What barriers do LGBTQ people still face in Canada today?



HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN 3 MINUTES OR LESS!

From GLSEN/Colorado

1. Stop the Harassment

- Interrupt the comment or halt the physical harassment.
- Do not pull student aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.

2. Identify the Harassment

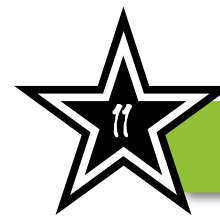
- Label the form of harassment: “You just made a harassing comment based upon race” (ethnicity, religion, sex, sexual orientation, socioeconomic status, size, age, etc.).
- Do not imply the victim is a member of that identifiable group.

3. Broaden the Response

- Do not personalize your response at this stage: “We, at this school, do not harass people.” “Our community does not appreciate hateful/thoughtless behavior.”
- Re-identify the offensive behavior: “This name calling can also be hurtful to others who overhear it.”

4. Ask for Change in Future Behavior

- Personalize the response: “Chris, please pause and think before you act.”
- Check in with the victim at this time: “Please tell me if this continues. We can take future action to work out this problem. We want everyone to be safe at this school.”



10 FAITH-BASED REASONS TO SUPPORT LGBTQ INCLUSIVE EDUCATION

Adapted from a document by Nadia Bello for T.E.A.C.H.

1. Human dignity is paramount and is inclusive of everyone without discrimination.
2. Religions are based on and have a responsibility for compassion, acceptance, peace and love. Their histories of involvement with social justice, peace movements, activism carry with it a duty to all those who are marginalized.
3. All major religions share the belief that one should treat others like one would like others to treat oneself. This “Golden Rule” is enough reason for full inclusion of members in the LGBTQ communities.
4. LGBTQ-inclusive education does not teach that someone's religious values are wrong. In fact, LGBTQ-inclusive education is supported by doctrines, teachings, and a morality that safeguards human dignity and the respect for all human beings.
5. Most religions don't condone violence or hate. LGBTQ-inclusive education works toward ensuring that each student has a safe environment in which to learn. Homophobia, biphobia and transphobia foster, condone and willfully ignore violence and hate. The impact of disapproval and lack of acceptance based on biblical and other religious scriptures' interpretation and theological teaching, opens up individuals who identify as LGBTQ to verbal, physical and emotional harassment, which are all forms of violence.
6. Human Rights legislation takes precedence over other pieces of legislation. Sexual orientation is a prohibited ground of discrimination under the Canadian Charter of Rights as well as provincial/territorial Human Rights Codes. Gender identity is also included as a prohibited ground in some provinces and territories. Please visit www.egale.ca for a current list.



DEBUNKING MYTHS

7. Homophobia, biphobia and transphobia hurt us all, regardless of sexual orientation or gender identity. Often, anyone who is perceived to be LGBTQ is subjected to harassment and victimization. Homophobia, biphobia and transphobia enforce rigid gender roles and norms, deny individual expression, and perpetuate stereotypes, myths and misinformation. It is important to note that religious scriptures are never to be used as a weapon, and demand an in-depth study and understanding for accurate interpretation.
8. LGBTQ-inclusive education is NOT sex education. It is not about discussing or describing explicitly sexual activities. LGBTQ-inclusive education acknowledges and includes LGBTQ realities and issues by making room for these within the curriculum in age-appropriate and meaningful ways. It encourages awareness of and discussion about LGBTQ diversity - and by extension creates safer and affirming environments for everyone, but especially students, staff and families who identify as LGBTQ, and their allies. Support groups, such as Gay-Straight Alliances (GSAs) that gather in schools serve as safe places and refuge that allow students to meet and discuss issues relevant to their lives and circumstances.
9. Religion fosters community. All human beings are valuable members of their communities regardless of their sexual orientation, gender identity or gender expression. Emphasizing how LGBTQ members are active, creative contributors adds to a positive perspective rather than an adversarial position.
10. The act of suicide is frowned upon by most religions. Studies show that LGBTQ youth report higher rates of suicidal thoughts and attempts. Silence about the existence of LGBTQ people, coupled with homophobic and transphobic harassment, create unsafe environments, which impacts mental health and other risk factors related to suicide. Those of us of faith can play a role in saving lives.

FACTS AND MYTHS ABOUT LGBTQ INCLUSIVE EDUCATION

Adapted from Facts and Myths about Anti-Homophobia Education from PFLAG Canada (http://pflagcanada.ca/pdfs/homophobia-myths_english.pdf)

Inaccurate information can lead to misconceptions that hamper the school's efforts to create safe learning environments for all children and youth. The following facts will help to dispel common myths about LGBTQ people and anti-homophobia and anti-transphobia education.

Many people mistakenly assume that anti-homophobia and anti-transphobia education means "teaching about homosexuality". This is not the case. Anti-homophobia, anti-biphobia and anti-transphobia education (also known as LGBTQ inclusive education) is education that seeks to create safer schools and societies. It does so by promoting respect for all people, and addressing homophobia, biphobia, transphobia as well as heteronormativity and cisnormativity. Including LGBTQ people, issues and realities into the curriculum helps schools to become safer and more inclusive spaces. Intervening in bullying, speaking out about safer space, and supporting students in their creation of these spaces are also important components.

Myth # 1: Anti-homophobia, anti-biphobia and anti-transphobia education is about teaching homosexuality in schools and condones the lifestyle.

Fact #1: Firstly, LGBTQ inclusion is not about teaching about homosexuality, it is about the meaningful and relevant inclusion of LGBTQ people, issues and realities into the curriculum. Teachers often teach about unfamiliar topics to help students develop respect for other people and to acknowledge their contributions to society. A teacher's job is to present accurate, age-appropriate information to students. Secondly, lesbian, gay, bisexual, Two-Spirit, transgender, queer, and questioning (LGBTQ) persons have lives like everyone else. There is no distinct LGBTQ "lifestyle."

Myth #2: Anti-homophobia, anti-biphobia and anti-transphobia education involves talking about gay sex.

Fact #2: Anti-homophobia, anti-biphobia and anti-transphobia education can be done in a variety of ways. Most involve no discussion of sex or sexual practices whatsoever. The only exception may be in the human sexuality learning outcomes *Physical Education/Health Education curriculum*. As with any discussions about sex in these contexts, it is important that it be done in age-appropriate ways. Otherwise, teachers may talk about LGBTQ role models in history, or read a story about same gender families. They may also discuss the oppression of LGBTQ people and focus on stopping homophobic name-calling in schools. These are just a few examples of age-appropriate anti-homophobia and anti-transphobia education.

Myth #3: LGBTQ teachers have a “gay agenda” for public schools by introducing LGBTQ topics.

Fact #3: All teachers, principals and support staff have a legal obligation to respond to all forms of harassment and discrimination in schools. All students (and staff) have the right to attend school in a safe environment. They also expect to see their lives positively reflected in curriculum and classroom activities. Just as anti-racism and multicultural education have been embraced by educators, there is also a growing awareness that anti-homophobia and anti-transphobia education needs to be integrated within the curriculum. You do not have to be a person of colour to care about racism. Similarly, you do not have to be LGBTQ to counter homophobia, biphobia, transphobia, heteronormativity or cisnormativity. Including LGBTQ issues into the curriculum helps to create a safer and respectful environment for everyone – students, staff and parents/guardians.

Myth #4: Gay-Straight Alliance Clubs (GSAs) in high schools are a way to recruit students and encourage them to experiment with being gay, lesbian or transgender.

Fact #4: No one suddenly chooses to become LGBTQ simply because they heard about the topic in school, from friends, or via social circles. A person's sexual orientation or gender identity is part of their make-up, whether that person identifies as homosexual, heterosexual, bisexual or transgender. There is consensus in the medical and psychiatric world that we do not choose our sexual orientations and gender identities are not chosen (American Psychological Association, World Professional Association for Transgender Health). Sexual orientation and gender identity are complex traits, and have been understood differently by different cultures and at different times in history. GSAs help all students to come together in a safer space to talk about issues that are important to them. GSAs help students to learn from one another and empower them to create a positive learning environment for all. Anyone can be the target of hateful slurs, irrespective of their sexual orientation, gender identity or gender expression.

Myth #5: Students will become more sexually active and/or promiscuous if they hear about LGBTQ issues at school.

Fact #5: Hearing about LGBTQ issues does not increase sexual activity or promiscuity. The decision to be sexually active or not has little to do with LGBTQ issues or anti-homophobia education. However, lack of information about safe sex can have dramatic and sometimes tragic consequences for youth. Promiscuity and unsafe sexual behaviours often occur when students do not have access to age-appropriate, accurate information or feel they need to prove their sexuality.

Myth #6: LGBTQ issues are not part of the curriculum. Some schools are just making this up.

Fact # 6: The New Brunswick Department of Education and Early Childhood Development establishes the curriculum. Health Education Curricula includes references to sexual health, sexual stereotyping, sexual identity, and sexual orientation.

Public schools have an obligation to be inclusive of the diverse communities they serve including LGBTQ students and families. They have as much right as anyone else to see themselves reflected in the curriculum.

ANTI-HOMOPHOBIA, ANTI-BIPHOBIA and ANTI-TRANSPHOBIA EDUCATION IS . . .

- inclusive of all members of our school communities
- respectful of differences and inclusive of diversity
- respectful of the New Brunswick *Human Rights Act* and the Canadian Charter of Rights and Freedoms
- mindful that harassment and discrimination may be present in any school
- mindful that silence around certain topics can encourage harassment and can be a form of discrimination
- optimistic that a better school environment is possible for everyone

ANTI-HOMOPHOBIA, ANTI-BIPHOBIA and ANTI-TRANSPHOBIA EDUCATION LOOKS LIKE . . .

- schools where students and educators speak out against injustice and inequity
- schools that promote the awareness and understanding of, and respect for human diversity, including those with diverse sexual orientations and gender identities
- schools where all members of the school community can be accepted and open about their lives without fear or shame
- classrooms which acknowledge and respect diverse family models
- classrooms which acknowledge and positively represent the lives of lesbian, gay, bisexual and transgender people across the curriculum
- schools where youth can take the lead on concerns that are important to them, school districts where there is knowledge and expertise available to support schools in this work

Because there is still silence that surrounds sexual orientation and gender identity, it is possible to be misinformed about these topics and not know it. Below are a few myths and facts about families and LGBTQ people that may be useful in raising your awareness as you strive to create an LGBTQ inclusive environment.

ISSUES FACED BY GLBTTQ¹ FAMILIES

From Around the Rainbow's Toolkit for Educators and Service Providers

GLBTTQ parents/guardians with young children face all the challenging questions and situations that every new family faces. There are a number of additional barriers and challenges that must be confronted, however. Some of these issues include:

- ▶ the lack of legal recognition as a family and therefore greater vulnerability in family life situations such as separation, child custody, illness or death of a spouse.
- ▶ the challenges finding GLBTTQ-friendly support and services for reproductive alternatives, prenatal and birthing needs, childrearing, playgroups, etc.
- ▶ the increased questioning and scrutiny of decision-making, parenting styles and practices based on homophobic and heterosexist views on what constitutes a family.
- ▶ the isolation from both the mainstream and the GLBTTQ community.

Unfortunately, most of the issues facing GLBTTQ families, parents/guardians and their children result from discrimination in the community because of widely held societal myths and stereotypes. Some myths that are commonly heard include:

¹ The GLBTTQ acronym is used here as it appears in Around the Rainbow's Toolkit for Educators and Service Providers which has been reproduced with permission from Family Services à la Famille Ottawa.

Myth: GLBTTQ people do not value family.

Fact: GLBTTQ people value family. Within the GLBTTQ community there is recognition and nurturing of diverse family structures, from mono-nuclear families to other families of choice.

GLBTTQ people recognize friends, lovers and those involved in long-term relationships as family.

GLBTTQ people who are fortunate enough to have been accepted by their family of origin may have strong family ties. Those who have been rejected by their family of origin often work to try to re-establish these relationships, and to guard their right to raise their own children or adopt their partner's children. Rejection often causes deep pain from which many GLBTTQ people spend a good part of their life trying to understand and overcome.

Myth: GLBTTQ people do not make good parents/guardians

Fact: Research has shown that, except for the fact that the children of GLBTTQ parents/guardians are often concerned about being stigmatized by their peers, they show no higher incidence of emotional disturbance than do children of heterosexual couples, nor are they confused about their own gender identity or sexual orientation. GLBTTQ people come from all kinds of families, as do heterosexuals, and there is no correlation between the sexual orientation or gender identity of parents/guardians and that of their children. The chances of a child being GLBTTQ are the same whether they are raised by GLBTTQ parents/guardians or by heterosexual parents/guardians.

Myth: GLBTTQ people cannot or do not have children.

Fact: GLBTTQ people have children in many different ways, just like everyone else: through adoption, alternative insemination, sexual intercourse, co-parenting, step parenting, fostering, etc.

Myth: Trans, Two Spirit and queer parents/guardians must resolve all issues of gender identity before coming out to their children. Children cannot deal with gender transition or gender fluidity. They need to be a certain age before they are ready to learn about a trans parent or family member.

Fact: We know families that have successfully dealt with and continue to deal with the issues of gender transition and fluidity with children of every age. Each age has unique needs that must be met, and it is up to the parent to meet those needs. The information we give our children must be age appropriate, and parents/guardians must set limits and boundaries. Coming out to children can dispel feelings of secrecy and dishonesty. It can increase feelings of closeness. But the decision to come out or not is highly personal and must be respected.

Myth: GLBTQ parents/guardians stigmatize their children.

Fact: Homophobia and transphobia stigmatize children. Being proud and honest about one's identity and orientation in a homophobic/transphobic society, while certainly not easy, makes children strong and more accepting of diversity. It is society's homophobia and transphobia that need to change; GLBTQ people need not remain closeted about who they really are.

Myth: Any gender experimentation by children of GLBTQ parents/guardians is a direct result of having GLBTQ parents/guardians

Fact: Experimentation with gender is natural and children should be allowed to do so. We know children of GLBTQ parents/guardians who are questioning gender and others who express no such feelings. Many children have grown up to be trans, Two Spirit or queer in spite of their heterosexual parents/guardians'

strong discouragement of any gender experimentation, and despite the presence of more rigid gender role-models.

Children with GLBTQ parents/guardians can grow up with the freedom to explore, to question roles and to choose their own identities and to get support for whatever they choose.

All gay men are like women. / All lesbians are like men.

Some gay men are effeminate and some lesbians are masculine, but many are not. A lot of lesbians, gay men, and bisexuals are assumed to be heterosexual whether or not they are trying to do so. However, some lesbian, gay, bisexual, trans, Two Spirit, queer, and questioning (LGBTQ) individuals choose to resist homophobia, biphobia, and transphobia by challenging normative rules about how women and men are supposed to look and behave, in which case they may adopt various gender expressions that disrupt gender norms. Other people do not necessarily do so for political purposes: some people just do and wear what makes them the most comfortable, with little regard for masculinity or femininity.

All lesbians are man-haters.

Being a lesbian has little to do with how one feels about men. It has much more to do with how one feels about women. Although lesbians are generally not sexually attracted to men, it is not uncommon to maintain many male friendships. Lesbians are women who predominantly love and are sexually attracted to women.



People become gay or lesbian because they are unattractive and have no success with the "opposite" sex.

You just have to look at the *LGBTQ Role Models and Symbols* section on *MyGSA.ca*, the national LGBTQ safer schools and inclusive education website, to be reminded that many lesbians and gay men are considered attractive by normative standards and would have no trouble at all catching anyone's eye, regardless of gender.

From Around the Rainbow's Toolkit for Educators and Service Providers. Around the Rainbow is a programme of Family Services à la Famille Ottawa. This document, as well as a Toolkit for GLBTQ Parents/Guardians, can be found online at <http://www.aroundtherainbow.org>.

All LGBTQ people have been abused in childhood or had some kind of negative experience to “make them that way.”

There is no evidence whatsoever linking child abuse with sexual orientation or gender identity in adult life.



All gay men have AIDS and it is a curse from God.

While the gay community in North America and elsewhere has been hit hard by AIDS, the vast majority of gay men are not infected by HIV. Around the world, most people with AIDS are heterosexual. In Canada, women are infected with approximately 30% of all new cases of HIV and lesbians are the demographic with the lowest risk of contracting HIV.

LGBTQ individuals are predominantly white.

LGBTQ individuals come from all races, ethnicities, religions, and countries of origin. However, how one identifies or defines oneself is culturally shaped. Also, different cultural norms allow for different degrees of being out publicly. If it seems that more white people frequent public LGBTQ areas, this could simply mean that more white people are comfortable being out in these spaces.

All religious groups oppose homosexuality, lesbianism, bisexuality, and trans identities.

There are a variety of religious opinions about being LGBTQ. Some religious groups consider it a sin, while others consider it a gift.

Sexual orientation is only about sex.

Being lesbian, gay, or bisexual is about a person's life. It is about who one loves, spends time with, chooses to raise children and have a family with, etc.

I don't know anyone who is LGBTQ.

Chances are you do. They just might not be out to you. Egale's First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools found that over 14% of students who completed the survey in class self-identified as LGBTQ. Since the “Q” stands for both “queer” and “questioning,” this demonstrates that a proportionally large segment of youth in Canada today self-identify as sexual and/or gender minorities.

Queer people don't make good parents/guardians.

To date, there is no conclusive research demonstrating how one becomes heterosexual, bisexual, homosexual, or trans and nothing to indicate that it has anything to do with parental influence. The presence of open and out LGBTQ family members may make it easier, and less anxiety-ridden, for younger LGBTQ family members when they are coming out. A 2006 report by the Department of Justice Canada found that “Children raised in families with same-sex parents are at least as socially competent as children raised in families with opposite sex parents,” and that lesbians and gay men are generally better at parenting than heterosexual parents. For more information, see http://www.samesexmarriage.ca/docs/Justice_Child_Development.pdf.

All gay men are pedophiles.

In fact, statistics show that most pedophiles are heterosexual men who abuse children within the nuclear family and are related to the children they abuse.

Homosexuality is a disease.

Because of prejudice, homosexuality was once listed as a disease but it was removed from the lists of mental illnesses by the American Psychiatric Association in 1973.

Transsexualism is unnatural.

Human sexuality exists on a spectrum of physiological and psychological characteristics. Research indicates that throughout history there have been people whose gender identity was different from their birth assigned sex. (OHRC)

Transgender people are gay or lesbian.

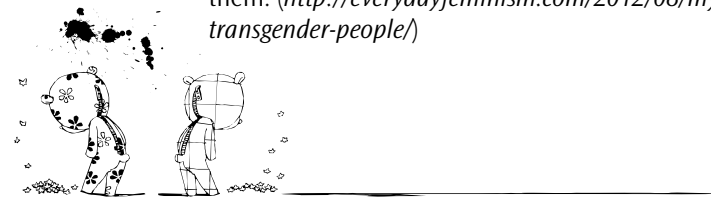
Gender identity and sexual orientation are not the same thing. Transgender people can be straight, gay, lesbian or bisexual. (<http://www.startribune.com/lifestyle/relationship/19234289.html>)

Transgender people hate their bodies.

This is a very common myth. It does make sense that a person who identifies as a woman might be uncomfortable in her male body, and vice versa. And some transgender people are uncomfortable and want to alter their bodies. Others choose to live with their bodies as they are.

Neither choice means that this person hates themselves. On the contrary, a transgender person can love themselves through the whole process of transitioning.

Each person's relationship with their body is unique and a transgender person should receive the support that works for them. (<http://everydayfeminism.com/2012/08/myths-about-transgender-people/>)



Check out MyGSA.ca for more information as well as resources and materials for debunking LGBTQ myths!

Adapted from the original developed by Vanessa Russell for the Toronto Board of Education

MYTHS AND FACTS ABOUT GENDER IDENTITY

From: *The Gender Spectrum: What Educators Need to Know*. (2011). Pride Education Network, BC. <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Myth: Children and teens are too young to know their gender identity.

Fact: Most people become aware of their gender identity between the ages of 18 months and 3 years. Many youth whose gender identities do not conform to the expectations of their families, peers, and schools are invisible out of fear for their safety.

Myth: Being transgender is just a phase.

Fact: Some children go through phases of gender non-conformity. The longer a child has identified as cross-gender, the easier it becomes to predict whether it is a phase. Regardless of the outcome, the self-esteem, mental well-being, and overall health of the child relies heavily on receiving love, support, and compassion from family and school.

Myth: Hormone blockers, used to delay puberty in transgender teens, are detrimental to one's health.

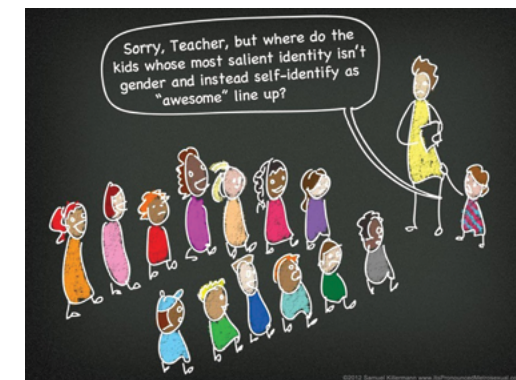
Fact: Hormone blockers are a safe way to “buy time” as the transgender teen decides whether to go on cross-hormones. This treatment prevents the (often traumatic) development of secondary sex characteristics that do not match the person's gender identity. It also prevents the need for painful and expensive surgeries to undo these changes later in life. This treatment is widely endorsed by family doctors, endocrinologists, psychologists, and other specialists involved in transgender health programs.

Myth: Being transgender is a sexual orientation.

Fact: Sexual orientation and gender identity are different. A person's sexual orientation is related to whether the person is romantically attracted to men, women, or both. Gender identity, on the other hand, is about the person's own internal identification as male, female, or a gender in between male and female. Just like non-transgender people, transgender people can be of any sexual orientation.

Myth: All transgender people will eventually take hormones and get sex reassignment surgery.

Fact: Some transgender people take hormones and/or have surgery. However, for a number of reasons, many transgender people do not take either of these steps. Some feel comfortable with their bodies the way they are. For others, hormones and surgery are inaccessible because they may be too expensive and/or require parental permission.



<http://www.pinterest.com/pin/40250990390700650/>



RESOURCES

The Gender Spectrum*

A K-12 resource created by educators at The Pride Education Network B.C. Download it from:

<http://pridenet.ca/staff-resources>

Questions and Answers: Gender Identity in Schools*

By the Public Health Agency of Canada. Available for download:

<http://www.phac-aspc.gc.ca/publicat/qagisqrise/index-eng.php>

Model District Policy on Transgender and Gender Nonconforming Students*

Created by The Gay Lesbian Straight Educators Network and the National Centre for Transgender Equality. It can be downloaded here:

<http://www.glsen.org/cgi-bin/iowa/all/news/record/2819.html>

Reteaching Gender and Sexuality.

Reteaching Gender & Sexuality is a message about queer youth action and resilience. The video was generated to contribute additional queer/trans youth voices to the national conversations about queer/trans youth lives. Reteaching Gender & Sexuality intends to steer the conversation beyond the symptom of bullying, to consider systemic issues and deeper beliefs about gender and sexuality that impact queer youth.

<http://www.youtube.com/watch?v=51kQQuVpKxQ>

PUT THIS ON THE {MAP} – DVD & Teachers' Guide

Fed up with a lack of queer visibility, young people in Seattle's eastside suburbs weave together this ground-breaking narrative of shifting identities and a quest for social change. From getting beat-up in a schoolyard to being picked up as a runaway, queer youth exercise courage and resilience daily. PUT THIS ON THE {MAP} is an intimate invitation into stories of social isolation and violence, fearlessness and liberation. Professing expertise over their experiences, queer youth provide a candid evaluation of their schools, families, and communities — moving an audience from self-reflection to action.

<http://putthisonthemap.org>



Additional resources for youth and parents/guardians in the *Information and Resources for Parents and Guardians* section.

* Resources which have been sourced from the following website: www.juxtaposeconsulting.com where you can find additional helpful information about queer and trans issues.



PART 2: ELEMENTARY EDUCATORS



Did you know...

Responding to Some Concerns About Being LGBTQ Inclusive

Gender and Children: A Place to Begin

Affirming Gender in Elementary School: Social Transitioning

Be Prepared for Questions and Put-Downs on Gender

What does Gay mean?

Curriculum Links

Using LGBT Inclusive Children's Books and Looking at Gender Through Books

Before Reading a Book to Your Class

About LGBT Inclusive Children's Books

Choosing LGBTQ Inclusive Books Wisely

LGBTQ Inclusive Children's Books

LGBTQ Resources and Lessons



DID YOU KNOW...

Excerpts taken from: Playgrounds & Prejudice, GLSEN <http://glsen.org/press/glsen-releases-elementary-school-research-toolkit>

KEY FINDINGS

Biased Remarks at School

Elementary school students and teachers report that biased remarks are regularly used by students at their schools. The most commonly heard negative remarks from students in elementary schools are insults toward intellectual ability and using the word ‘gay’ in a negative way.

- About half of students (45%) report that they hear comments like “that’s so gay” or “you’re so gay” from other kids at school sometimes, often or all the time. Half of teachers (49%) say they hear students in their school use the word “gay” in a negative way sometimes, often or very often.

Sexist language and remarks about gender stereotypes are commonly heard in elementary schools.

- Four in ten students (39%) say they hear other kids at their school say there are things that boys should not do or should not wear because they are boys at least sometimes. One third of students (33%) say they hear other kids at their school say there are things that girls should not do or should not wear because they are girls at least sometimes.
- Half of teachers (48%) report that they hear students make sexist remarks at least sometimes at their school.

Although they are less common, homophobic remarks and negative remarks about race/ethnicity and religion are heard by a sizable number of elementary school students and teachers.

- One quarter of students (26%) and teachers (26%) report hearing other students make comments like “fag” or “lesbo” at least sometimes.

Bullying and School Safety

Most elementary school students report that students at their school are bullied or called names at least sometimes at their school, and half of elementary school teachers consider bullying and namecalling to be a serious problem at their school.

- Three quarters (75%) of elementary school students report that students at their school are called names, made fun of or bullied with at least some regularity (i.e., all the time, often or sometimes).
- Nearly one half of elementary school teachers believe that bullying, name-calling or harassment is a very or somewhat serious problem at their school (47%).

Although a majority of elementary school students feel very safe at school, bullying and name-calling are experienced by a sizable number of students. Students who are bullied regularly at school report lower grades and a lower quality of life than other students.

- Slightly more than half (59%) of elementary school students say they feel very safe at school.
- Over one third (36%) of elementary school students say they have been called names, made fun of or bullied at least sometimes this year at school.

- Students who are bullied at least sometimes are less likely than others to say that they get good grades (57% vs. 71%) and that they've been happy at school this year (34% vs. 69%).
- Students who are bullied at least sometimes are four times as likely as other students to say that they sometimes do not want to go to school because they feel afraid or unsafe there (33% vs. 8%).
- Students who are bullied at least sometimes are less likely than others to say that they get along with their parents (61% vs. 75%) and that they have a lot of friends (33% vs. 57%).
- Students who are bullied at least sometimes are three times as likely as others to say they often feel stressed (15% vs. 4%).

The most common reason for being bullied or called names, as well as feeling unsafe at school, is physical appearance.

- Two thirds of students attribute the bullying and name-calling that they witness at school to students' appearance or body size (67%). Students are next most likely to attribute the bullying and name-calling to not being good at sports (37%), how well they do at schoolwork (26%) and being a boy who acts or looks "too much like a girl" or a girl who acts or looks "too much like a boy" (23%).
- Seven in ten teachers say that students in their school are very often, often or sometimes bullied, called names or harassed because of the way they look or their body size (70%).

Teachers are also likely to report that students in their school are frequently bullied, called names or harassed because of their ability at school (60%), they have a disability (39%), their family does not have a lot of money (37%), they are a boy who acts or looks "too much like a girl" (37%) or their race/ethnicity (35%).

- The number one reason among all students for personally feeling unsafe or afraid at school, cited by one in seven students (16%), is personal appearance.

Students who do not conform to traditional gender norms are more likely than other students to experience incidents of bullying or name-calling school and to feel less safe at school.

- Almost one in ten of elementary school students (8%) report that they do not conform to traditional gender norms – i.e., boys who others sometimes think act or look like a girl, or they are girls who others sometimes think act or look like a boy.
- Students who do not conform to traditional gender norms are more likely than others to say they are called names, made fun of or bullied at least sometimes at school (56% vs. 33%).
- Students who do not conform to traditional gender norms are twice as likely as other students to say that other kids at school have spread mean rumors or lies about them (43% vs. 20%) and three times as likely to report that another kid at school has used the internet to call them names, make fun of them or post mean things about them (7% vs. 2%).
- Students who do not conform to traditional gender norms are less likely than other students to feel very safe at school (42% vs. 61%) and are more likely than others to agree that they sometimes do not want to go to school because they feel unsafe or afraid there (35% vs. 15%).



RESPONDING TO SOME CONCERNS ABOUT BEING LGBTQ INCLUSIVE

Adapted from Welcoming Schools: <http://www.welcomingschools.org/pages/responding-to-some-concerns-about-being-lgbt-inclusive>

While conversations about race, ethnicity, class and religion remain difficult for many people, our society generally shares the value of respect — or at least tolerance — for people who are of a different religious, racial, cultural or ethnic background than our own. We can largely agree that certain race-based or religious-based slurs are unacceptable, and we expect educators and all school related personnel to intervene when they see or hear name-calling or harassment based on characteristics associated with these categories.

However, anti-gay attitudes or behaviors are often tolerated, and many students still get away with using slurs or words that are very hurtful to LGBT people and their families. Because LGBT people and topics are often not included in anti-bias work or conversations about diversity, it may be that educators and parents/guardians in your school community have less knowledge of or comfort with these conversations.

It is always helpful to emphasize your school's values instead of dwelling on fears. Move the conversation away from focusing on the myths and stereotypes about lesbian, gay, bisexual and transgender people and families, to emphasizing what this work is really about – supporting all students. If conversations are framed by myths and stereotypes, the resulting dialogue is more likely to linger on negativity and fear rather than focusing on positive aspects of welcoming schools.

Listen carefully to the concerns that are expressed. This will help you find points of agreement. For example, we all share values of family and respect. What follows are some examples of specific language that might be helpful.

We are talking about FAMILY

Families of all kinds are essential to students' well-being. When any parents or guardians are discussed, whether they are heterosexual, gay, adoptive, kinship, single or married, educators are simply discussing family.

- Roberto is talking about his family when he talks about visiting his grandparents with his two moms and younger brother, just as Sasha is talking about her family when she describes her vacation with her mommy, daddy, and sister.
- Showing a book that has two dads cooking dinner for their child shows two parents caring for their son.
- Seeing a film with children talking about the many kinds of families that they are growing up in, shows many ways that caring adults are raising children.

We are talking about RESPECT.

In elementary school, the word “gay” is used widely as a put-down; often to mean that something is stupid. Students use the phrase “That’s so gay” long before they know what the word “gay” means. Anti-gay or gender-related put-downs are among the most commonly heard slurs in school environments.[1] When educators address the use of the word “gay,” they are not introducing either the topic or the vocabulary.

When name calling and put-downs are addressed it is important for educators to explicitly discuss the kinds of words that students are using. Words like “gay”, “queer”, or “sissy” hurt their classmates and friends, as well as all LGBTQ students, staff, families and their allies. It's all about respect. The use of LGBTQ identities in a derogatory manner differs from the use of generic words in that not only is the target meant to be hurt, but the use of these words as put-downs is disrespectful to an entire population. In short, homophobia, biphobia and transphobia hurt everyone.

Schools strive to increase understanding and connections across diversity or difference.

Schools are places where many diverse people come together—many kinds of families, many races, many ethnicities and many faiths. Students and communities are best served when their members learn to get along with one another, understand one another and respect one another. Part of learning for students is to see and appreciate the diversity that exists in their classroom, their school, and the wider community. While there are differences, people also share much in common.

As our world and our interactions with people grow increasingly diverse, students benefit from developing the skills to live and work with many different kinds of people.

It is important for all children to be a part of discussions of families, name-calling and current events.

As our world becomes increasingly diverse, students will meet people — classmates, teammates, friends — with many kinds of families. Some will have parents, grandparents, guardians or other relatives who are gay, lesbian, bisexual or transgender. It is inevitable that discussions will and already do come up about what it means to be LGBT.

In today's environment the words "gay," "lesbian," "bisexual" or "transgender" come up in the context of current events. Students hear them in the news and in other media and in all aspects of their lives. It can only be expected that when they come to school, conversations and questions may arise in the classroom or in the hallways.

When students are not allowed to discuss LGBT-related topics, it heightens the mystery and potentially divisiveness of the topic. All students benefit from discussions about family diversity, stopping put-downs and bullying and exploring their curiosity and questions about current events.

When educators discuss family diversity, it is family — children's families — that is being discussed. In the lessons on name-calling, educators are discussing understanding and respect.

Communication is essential for building trust between school and home.

It is important for parents/guardians to know what is going on in their child's classroom — whether it is about academics, such as the math unit they are covering, or about discussion of different kinds of families— or hurtful LGBT-related or any other name-calling.

Some parents/guardians may feel more comfortable talking about their child's math lesson than talking about families with two moms or dads or about what "gay" or "lesbian" means. Parents/Guardians may not know how to approach the topic with children. They may feel caught off-guard when a child asks about it. Knowing how these conversations happen at school can be helpful.

Schools have successfully held evening forums that discuss families or that talk about how to handle hurtful teasing and bullying. Information for and communication with families is essential to building trust between school and home.

Family respect includes respect for religious beliefs.

Public schools include people with many different religious beliefs. The role of schools is not to get everyone to agree but to foster a climate where there is respect for the diversity of beliefs and families within a community. Respect is built by acknowledging the diversity in the community, promoting opportunities for community dialogue and allowing the diversity of families to be visible within the school.

Schools are a place for informed and open discussions.

Information and discussion will not make anyone gay or straight. As students grow older, some will identify as gay, lesbian, bisexual or transgender. Most LGBT people grew up in households headed by heterosexual parents/guardians. On the other hand, knowing or learning about gay people might make someone less likely to insult or threaten someone he or she thinks is gay. Or, it might help someone not allow a friend to be ostracized for having a LGBT parent.

¹ Harris Interactive & GLSEN, "From Teasing to Torment: School Climate in America, A Survey of Students and Teachers," 2005 (retrieved April 5, 2007), (p. 7).



GENDER & CHILDREN: A PLACE TO BEGIN

From Welcoming Schools

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals for all educators. As educators, one can create gender-expansive environments that affirm all children and allow them to express their interests and find confidence in their strengths.

Ideas for Educators in the Classroom

- Help students expand their possibilities – academically, artistically, emotionally – and see that there are many ways to be a boy or a girl.
 - Use inclusive phrases to address your class as a whole like “Good morning, everyone” or “Good morning, scholars” instead of “Good morning, boys and girls.” You could also choose and use a name for your class that brings to mind positive attributes - like the Dolphins or the Owls.
 - Group students in ways that do not rely on gender such as: students whose last names begin with A-H or I-Z, or students who are sitting in a particular part of the room, etc. Avoid situations that force children to make gendered choices, such as boys line up here and girls line up there.
 - Develop classroom messages that emphasize “All children can...” rather than “Boys don’t..., Girls don’t...” Increasingly put more emphasis on the inclusive term “children.”
 - Provide role models for all children that show a wide range of achievements and emotions for all people. Review the books in your classroom to ensure inclusion of good role models. Read books that encourage discussion of gender assumptions. Have students write biographies or create posters for hallway displays featuring people who have moved beyond traditional roles and have excelled in their chosen fields.
- Be a role model! When possible, give examples of how you or people you know like to do things outside of gender stereotypes. For example, if you’re a woman who likes carpentry, do a math problems related to woodworking. If you’re a man who likes to cook, create a math problem measuring recipe ingredients.
 - Use lesson plans designed to expand understanding of gender. Provide opportunities for students to look at the qualities all children share. Help them to see the limitations of stereotyping.
 - Work with the students in your classroom to help them think of ways to be allies when someone is teased or bullied for any reason. Can they try to stop it directly? Should they talk with an adult? Can they talk with the student who has been harassed? Explore with students different options and actions.
 - Be an upstander yourself. Stop hurtful teasing or name-calling based on gender and other bias. Interrupt student comments based on gender stereotypes. Engage in discussion with students. Use these times as teachable moments.
 - Encourage students to find activities that they enjoy and that respect their interests. This will help them connect to other students with similar interests and fit in socially.
 - Be aware of whether your students feel safe both inside and outside of the classroom. In the lunchroom? Recess? P.E? Special education classes? In the bathroom? On the school bus? Use the Name-calling and Feeling Safe at School lesson to engage students on where they feel safe and what makes them feel safe.
 - Be ready to support families whose children expand gender norms. Help parents/guardians see their child’s strengths – academic, artistic, athletic, dramatic or interpersonal.

Steps for School-Wide Action

- Ensure anti-bullying policies specifically name groups more frequently targeted for harassment. Include actual or perceived gender identity and sexual orientation. Naming it, helps stop it.
 - Professional development is key. Provide training for all school personnel—from teachers, aides and counselors to administrative staff, bus drivers, recess aides, and cafeteria workers. Adults in the school need time to practice and be prepared with simple phrases to stop gendered teasing and bullying; they need practice intervening when students are limiting each other based on gender; and they need to be ready to educate students on why it is wrong or hurtful.
 - Form a committee of staff and parents/guardians to oversee development of a caring, respectful community in your school. This group could assess your school's current climate and practices, arrange for professional development, organize family education events, or develop affirming hallway displays.
 - Work to ensure that educators feel supported by the administration and others in the school in their efforts to help create welcoming learning environments.
 - Agree on professional and developmentally appropriate language when discussing children's gender expression. Model inclusive, expansive language for other parents/guardians who comment about a particular child.
 - Hold an evening event for parents and guardians in your school community to help people understand the importance and complexity of gender for children. Share with families how to talk about this topic in ways that are affirming, inclusive, and developmentally appropriate.
- Ensure good supervision of hallways, playgrounds, and cafeterias to increase safety and reduce name-calling and bullying. Provide some structured or adult coached activities during recess to engage more students. Encourage and teach inclusive and cooperative games. Develop a playground norm of "You can't say, you can't play."
 - Reframe dress codes to describe what the school considers appropriate clothing without assigning clothing options to particular genders. For example, for a chorus concert, you could ask students to wear a white top and dark or black on the bottom.



AFFIRMING GENDER IN ELEMENTARY SCHOOL: SOCIAL TRANSITIONING

From Welcoming Schools: <http://welcomingschools.org/pages/affirming-gender-in-elementary-school-social-transitioning>

Being a boy or a girl, for most children, is something that feels very natural. Most children's gender identity aligns with their biological sex. However, for some children the match between biological sex and gender identity is not so clear. These children, as young as two or three years of age, may consistently and persistently communicate that they are or wish to be a different gender, that they are in the wrong body, or that their outside (biological sex) does not match who they feel like they are on the inside (gender identity.) There are also children who feel they are both male and female or feel they are neither and do not want to have to choose.

A Gender Continuum

When most people think of gender, they think of two distinct categories – male and female. More recently people are recognizing that gender is not a binary, but rather a continuum. For example, if you think about the adults that you know or see, you can probably think of some women who seem very feminine, some who seem more masculine in appearance, interests, or manners, and many who are somewhere in between. At the same time you can probably also think of men who fall along a range with some who seem very masculine, some who do not, and many in between. These are the many ways that people experience themselves and express themselves on a gender continuum. The same is true of children.

To assume that we can separate boys and girls into discrete categories goes against what we now know about gender identity development as children express themselves along the continuum of gender. There is an increasing amount of research showing that when children are not allowed to express their true selves, they become depressed, have a harder time focusing on learning, and in some cases will think about or attempt suicide.

Socially Transitioning

One of the first steps that many people – adults or children – take, if they feel that their internal sense of gender and their biological sex do not match, is to socially transition to living in a way that expresses their internal sense of who they are. This can also be called living in their affirmed gender. Some students may take this step to socially transition during elementary school. Some elementary age students may also start to take hormone blockers in order to delay the changes that occur with puberty so that they can be older before making other decisions regarding gender transitioning.

A Welcoming School for All Students

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals. As educators, we can concentrate on creating environments that are gender expansive and fluid, where children can express a wide range of emotions, interests, and behaviors that fall anywhere along the gender continuum. A gender inclusive environment affirms all children and allows them to express their interests and find confidence in their strengths.

Planning and Communications

- Social transitioning goes more smoothly for a student when school personnel and parents/guardians work together and maintain regular communication and check-ins.
- Talk with other school administrators or counselors whose schools have already successfully worked with a student who has socially transitioned.
- Assess steps needed for your particular school and school district. What will help the student feel safe at school and help the transition go well in your school? Do you need some professional development or advice? Who do you need to speak with or communicate with? What policies or forms need to be reviewed? Make a plan for your school.

- Develop common language on gender and socially transitioning that educators can use to respond to parents/guardians and colleagues. (See: *A Few Definitions to Help Understand Gender and Sexual Orientation for Educators and Parents/Guardians.*)
- Identify key personnel responsible for answering the more difficult questions or concerns parents/guardians and families may have and who can serve as a resource to others.
- Be prepared to talk with the media, if the need arises. If there is a media liaison in your district, talk with them about how to respond, if the media contacts your school or district.
- Each student and each family have different concerns regarding privacy and confidentiality around social transitioning. Unless you know otherwise, ensure privacy and share information with school staff only on a need-to-know basis. Legally, it should be handled as one would a medical issue under a student's right to privacy.
- Children are more resilient and able to cope when they feel that someone understands them and is on their side. Identify a safe person/or people on staff for a student to talk to at school. Often they have endured teasing and may not have felt safe to report it.

Respecting a Student's Affirmed Gender

- Honor a student's preferred pronoun and name. Discuss with parents/guardians and the student what name to use on forms and which gender marker (M or F) to check off. Allow students and families the ability to use preferred names on lists that could be seen by other students or families such as class lists, grade postings, or seating charts.
- Ensure that students are welcome and safe to wear the clothes, hairstyle, and accessories that are congruent to their affirmed gender.
- Be thoughtful about class placement for a gender expansive student. Take into consideration the classroom teacher's experience and training. Think about peer connections for the student.
- Be clear about restroom accessibility. Discuss with the student and their family. If you think it is necessary, clarify the policy within your district. It will be an important question for the student and one that others may (or will) raise as well. Be prepared to discuss it.
- Allow students to use the bathroom that corresponds to their gender identity. Have a restroom available for any student who desires privacy.
- Avoid situations that force children to make gendered choices, such as boys line up here and girls line up there. Divide students by last names, colors they're wearing, or parts of the room.

Proactive and Reactive Strategies to Handle Bullying and Hurtful Teasing

- Building a strong sense of community and acceptance of all differences in the classroom and school is a critical proactive strategy for creating a safe environment for gender expansive students.
 - Provide professional development for all school personnel—teachers, aides, counselors, administrative staff, bus drivers, and cafeteria workers—on strategies to prevent and stop bullying. Educate adults in the school about the complexity of gender and the importance of gender inclusive classrooms for all students.
 - Adults in the school need time to practice and be prepared with simple phrases to stop gendered teasing and bullying; they need practice intervening when students are limiting each other based on gender; and they need to be ready to educate students on why it is wrong or hurtful. (Check out: *Be Prepared for Questions and Put-Downs on Gender*.)
 - Develop plans to have extra coverage in hallways, the playground and the lunchroom to monitor and stop hurtful teasing and bullying behavior.
 - Listen for and become aware of name-calling and bullying based on gender stereotypes, gender identity and gender expression, so that you can interrupt and talk with students about the harmful effects of stereotyping and prejudice.
 - Work with the students in your school to help them think of ways to be allies when someone is teased or bullied for any reason. (Check out the lesson: *Making Decisions: Ally or Bystander*)
- Discuss gender with students by helping them to see how gender stereotypes are limiting. Share literature and images with them of people who achieve that do not conform to traditional gender roles. (Check out ideas in the lesson plan: *Biographies: Determined Girls, Successful Women—Boys and Men Determined to Live Their Dreams*, or the bibliography: *Looking at Gender Identity with Books for Students*.)
 - Hold an evening event for parents and guardians in your school community to help people understand the complexity of gender and the importance of gender inclusive classrooms for all students. Share with families how to talk about gender in ways that are affirming and developmentally appropriate.



BE PREPARED FOR QUESTIONS AND PUT-DOWNS ON GENDER

Adapted from Welcoming Schools: http://hrc-assets.s3-website-us-east-1.amazonaws.com/welcoming-schools/documents/Welcoming-Schools-_Be_Prepared_for_Questions_and_Put-Downs_on_Gender.pdf

Practicing answering questions related to gender or interrupting hurtful teasing based on gender will help you respond more easily when the situation arises. As educators, take the time to practice simple phrases with your students so that they also have simple responses to gender exclusion or put-downs.

“Why does Martin like pink?”

- There doesn't have to be boy colors or girl colors. Colors are colors. All people like different colors.
- Do you think it's wrong for boys to wear pink? Why's that?
- Why do you like blue, or green, (or whatever color that child likes)? Why don't you like pink?
- Did you know that pink used to be considered a boys color and blue was the girl's color?

“Why is her hair so short? She looks like a boy.”

- Hair is hair. That is how she likes it.
- Why does it matter if a girl's hair is short or a boy's hair is long?

“Juan plays with dolls. That's weird.”

- It's true that some children don't like to play with dolls but some children do! Just like some of you like to draw and some of you don't. Some of you like to play kickball and others don't.
- The dolls are for all children in this classroom.
- Sometimes this is confusing. We get messages about some things being for boys and some things being for girls. They are just for kids!

You overhear a student say to another student who identifies as a girl, “You look like a boy.”

- Why do you say that?
- There is no one way for girls or boys to act or look.
- Why do you like to wear what you're wearing?

“But he's a boy, why does he dress like a girl?”

- There are lots of different ways that boys can dress and lots of different ways that girls can dress.
- Why do you like to wear what you're wearing?

“Dominic is always hanging out with girls. Why?”

- I encourage all children to play together.
- Dominic hangs out with friends who he likes to spend time with, just like you do.

You overhear a student call another student who identifies as a boy, a “girl” in an insulting way.

- That's not OK at our school to call someone a “girl” to insult them or make them feel bad.
- Student: “But he is always playing with the girls and with girl toys!”
- At this school all children can play together. All kinds of toys are for all children.

You overhear a student say, “Boys are better at math than girls.”

- All kids have different things that they are good at.

Sample language when a biological boy socially transitions to a girl.

- Although Angela was born a boy, she has always felt like a girl inside. She wants everyone to call her Angela now and she wants to be able to wear the types of clothes that she likes the most and do the activities that she enjoys.
- Sandy has always felt like a girl deep down inside. That is the way Sandy likes to dress now.

Simple phrases students could say to each other.

- “There’s no such thing as boys’(girls’) clothes (haircuts, toys, colors.)”
- “You can’t say, ‘Girls (boys) can’t play.’”
- If someone says, “Boys are better at sports.”
A student could say, “No group is best. Some are good. Some are not.”
- If someone says, “Girls are better at art.”
A student could say, “No group is best. Some are good. Some are not.”

Ideas for talking with a student’s parents or guardians.

- Educator: There was an incident at school today in which your child called a boy, a “girl” to intentionally hurt him. At our school we are working on not using gender in a negative way to limit our students. It is important to us that all of our students are physically and emotionally safe to learn here every day.

- Parent/Guardian: “But my son told me that Bobby wears girls’ clothing, paints his nails, and mostly plays with the girls.”
- Educator: We are conscious about gender stereotypes and not imposing rigid gender norms on our students. We affirm all of the interests of our students and work hard to not limit children based upon gender. It’s important for children to learn not to tease someone in a hurtful way because of how they dress or who they play with.

When you overhear a colleague make a gender stereotypical remark about a student

- Remark: “Andre’s parents/guardians should really try to get him to do some more sports with boys like baseball.”

Sample responses:

- Why do you say that? And then engage in conversation.
- Andre’s parents/guardians are trying to do what is best for him. He has always loved gymnastics.

Ideas based on: The Gender Inclusive School by Gender Spectrum, Graciela Sleseransky-Poe, “Not True! Gender Doesn’t Limit You” by Lindsay Lamb, et al. Teaching Tolerance, and Johanna Eager



WHAT DOES GAY MEAN?

From Welcoming Schools: <http://www.welcomingschools.org/pages/what-does-gay-mean/>

There is not one right answer:

Many people have grown up without hearing the words “gay” or “lesbian.” Therefore, you may not be sure how to respond when a student asks you what they mean. It is better to try to answer than to respond with silence or evade the question. Practice different responses with colleagues, just as you practice other things that you want to learn. Figure out what you feel comfortable saying. Responses will vary by age and developmental stage of the student. Your comfort in answering these questions will set a welcoming tone in your class and school community.

Keep it simple:

An answer can be as simple as: “‘Gay’ means when a man loves a man or a woman loves a woman.” Try to answer the question honestly without overloading a student with information. Throughout elementary school a student’s ability to understand what “gay” means and what your explanation means may increase with development.

Focus on love and relationships:

A discussion with elementary-age students about the meanings of “gay” or “lesbian” is a discussion about love and relationships. You can just clarify that people love each other in different ways. Some women love and want to be partners with a man and some women love and want to be partners with a woman. It can be helpful to give concrete examples, such as “Tanya and Angela love each other, and they want to be family to each other.”

Understand what the student is asking:

If a second-grader says to you, “Alexia said that Ricardo is gay. What does ‘gay’ mean?” You could begin with, “Do you know why Alexia said that?” Or a student could say, “I heard that Omar’s dad is gay. What does that mean?” Listening first gives you a good idea of what your student wants to know and needs to know. Will your answer be about name-calling, defining what it means to be gay, different kinds of families or some combination of answers?

Think about what messages you want to share:

- All people deserve respect.
- Making fun of people by calling them “gay” (or “sissy,” “queer,” etc.) is hurtful. It can hurt both the student who is the target and anyone who hears it who may have a gay relative or friend.
- Using the name of any group of people as an insult is not OK, because it is most often based on negative stereotypes.
- People can fall in love and want to be in a relationship with people of the same gender or with people of a different gender.

Sample responses to “What does gay mean?”:

A person who loves, in a very special way, someone who is the same gender. For example, a gay man wants to be involved with and love another man. A gay person may choose to have a special relationship with someone and share a home and have a family together.

- A man who loves another man or a woman who loves another woman in a romantic way.
- When a person grows up and they fall in love or want to fall in love with a person of the same gender.
- “Gay” can refer to either men or women but it is sometimes used just to refer to gay men. Women who are gay are also called “lesbians.”



CURRICULUM LINKS

A lesbian is:

- A woman who loves another woman in a very special way.
- A woman who wants to be in a romantic relationship with another woman.
- A woman who wants to be partners with and make a family with another woman.

Resources:

What Do You Know? Six to Twelve Year-olds Talk about Gays and Lesbians is an award-winning professional development film produced by Welcoming Schools for elementary school staff and parents.

The film features students from Massachusetts and Alabama discussing what they know about gay men and lesbians, what they hear at school, and what they'd like teachers to do.

The DVD includes the 13-minute film, a 2-minute trailer, a 4-minute special feature *Teachers Respond* and a Facilitation Guide. The DVD has closed captioning and includes Spanish subtitles.

CHECK CURRICULUM/ASSIGNMENTS/ACTIVITIES/ FORMS FOR INCLUSIVITY AND ASSUMPTIONS THAT ARE BEING MADE.

Are you using inclusive and gender neutral language?

Are you challenging gender norms and stereotypes in your examples choice of books, special guests, conversations, responses to behavior?

Are you checking your assumptions about what families look like and is this reflected in how you talk about families in the classroom?


Special days like Mothers Day, Fathers Day and Valentine's Day (for example) can be used to include LGBTQ families and realities into the discussion and to create a safer environment for students with LGBTQ families to share about their families if they wish (or to simply feel comfortable making 2 Mother's Day cards for example)

Here are a few suggested resources to assist with these Special Days:

- Queering the Family Tree – poster (available in English and French)
<http://www.lgbtqparentingconnection.ca/socialchange/queeringthefamilytree.cfm>
- Celebrating Fabulous Dads – poster
<http://www.lgbtqparentingconnection.ca/socialchange/fabdadsposterproject.cfm>
- I heart my LGBTQ family – cards
<http://www.lgbtqparentingconnection.ca/socialchange/iheartmylgbtqfamily.cfm>

- Happy International Family Visibility Day (May 6) – poster (English and French) and package for teachers
<http://www.lgbtqparentingconnection.ca/socialchange/InternationalFamilyVisibilityDay.cfm>
- Reinvent the family tree exercise
<http://www.lgbtqparentingconnection.ca/socialchange/reinventthefamilytree.cfm>

Gender-neutral washrooms provide safe, private, and accessible environments and accommodate a variety of needs.



* Even if none of your students have told you about having LGBTQ families, doesn't mean that there aren't LGBTQ families as part of your classroom and school.

LGBTQ INCLUSIVE EDUCATION WITHIN K-6 CURRICULUM OUTCOMES IN NEW BRUNSWICK

The following curriculum outcomes have been selected to provide examples of what LGBTQ inclusive education could look like. The words “could mean” are used because these are just one of many examples that will hopefully help to create awareness and comfort around how to infuse LGBTQ identities and realities into the curriculum.

Kindergarten

You and Your World Unit 1: Students as Individuals

K1.1: demonstrate an understanding of themselves as unique and special

LGBTQ inclusive education could mean identifying how they like to dress and their family composition.

K1.3: Identify needs and wants that are common to all children

LGBTQ inclusive education could mean talking about family and friends of all kinds, including those who are LGBTQ-identified.

K1.6: identify and describe groups to which they belong

LGBTQ inclusive education could mean including queer communities for children from LGBTQ families.

K1.7: communicate effectively, solve problems and demonstrate conflict-resolutions skills

LGBTQ inclusive education could mean including how to respond to bullying or teasing about family or friends, including types of families in the discussion - ensuring LGBTQ inclusion.

You and Your World Unit 4: Place and Community

K4.1: demonstrate an awareness of the need for personal safety in the home, school and community and be able to act accordingly.

LGBTQ inclusive education could mean including responses to bullying and teasing about family and friends, including types of families in the discussion - ensuring LGBTQ inclusion.

Grade 1

You and Your World Unit 1: Groups

1.1.2: demonstrate an understanding of the similarity and diversity of social and cultural groups

LGBTQ inclusive education could mean talking about different types of families - including LGBTQ families.

1.1.3: demonstrate an understanding that people within groups have rights and responsibilities

LGBTQ inclusive education could mean talking about different types of families (including LGBTQ families) and the right not to be teased or bullied because of one's family.

Grade 2

You and Your World Unit 2: Technology and Community

2.2.1: describe how people contribute to making change in communities

LGBTQ inclusive education could mean talking about students, staff or family members that help raise awareness about different types of families –including LGBTQ families. Or simply including LGBTQ-identified people in the discussion of who is making a difference.

You and Your World Unit 4: Healthy Lifestyles

2.4.2: appreciate the need for safety and self-protection in the home, school and in the community

LGBTQ inclusive education could mean including responses to bullying and teasing about family and friends, including types of families in the discussion - ensuring LGBTQ inclusion.

Health:

2A. Protecting Yourself, Your Family and Your Community

A5: identify community resources that offer help to children

LGBTQ inclusive education could mean including relevant LGBTQ groups, if applicable.

Grade 4

Health: Growth and Development

C3: recognize body changes and respect individual physical and cultural differences

LGBTQ inclusive education could mean including discussions of intersex and trans individuals and the realities of puberty.

Grade 5

Health: Growth and Development

C2: identify changes that occur as a result of puberty

LGBTQ inclusive education could mean including discussions of intersex and trans individuals and the realities of puberty.

Health: Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

D1: describe healthy decision making with regard to drug use and sexual activity/relationships

LGBTQ inclusive education could mean including LGBTQ relationships as part of discussions about relationships so that not all relationship examples used or alluded to are heterosexual.

D4: explain how media messages can affect attitudes about themselves and others

LGBTQ inclusive education could mean discussing the portrayal of LGBTQ individuals in the media – and whether these portrayals are negative or positive, or stereotypical – and the impact on people who identify as LGBTQ but also on how others treat them.



Heteronormativity: A cultural/societal bias, often implicit, that assumes all people are straight and so privileges heterosexuality and ignores or underrepresents same-gender relationships.

Cisnormativity: A cultural/societal bias, often implicit, that assumes all people are cisgender and so privileges cisgender identities and ignores or underrepresents gender creativity.

Cisgender (adj): Refers to someone whose gender identity corresponds with their birth-assigned sex (e.g., a cisgender male is someone whose gender identity is man and was assigned male sex at birth).

Grade 6

Speaking and Listening:

- Detect examples of prejudice, stereotyping, or bias in oral languages; recognize their negative effect on individuals and cultures; and attempt to use bias-free language.

LGBTQ inclusive education could mean including examples of homophobia, biphobia, transphobia, cisnormativity and heteronormativity as well as language that supports these.

Reading and Viewing:

- Respond critically to texts, detecting prejudice, stereotyping and bias

LGBTQ inclusive education could mean including examples of homophobia, biphobia, transphobia, cisnormativity and heteronormativity as well as language that supports these.



USING LGBT INCLUSIVE CHILDREN'S BOOKS & LOOKING AT GENDER THROUGH BOOKS

From: Welcoming Schools <http://www.welcomingschools.org/pages/using-lgbt-inclusive-childrens-books-amp-looking-at-gender-through-books>

★ BEFORE READING A BOOK TO YOUR CLASS

- Think about whether or not reading the book is the place to start in developing a welcoming school or do you need to lay more groundwork in your school community.
- Prepare yourself to answer students' questions and discuss families with LGBT parents/guardians in the context of the range of family diversity that exists in our schools and communities.
- Discuss families with LGBT parents/guardians in the context of the range of family diversity that exists in our schools and communities.
- Look at how reading the book fits into your curriculum such as social studies units on family, units on understanding and respecting others, and reading and discussing diverse literature.
- See how the book can help meet social and emotional goals you have for your classroom such as building community in your classroom or developing student self-esteem.
- Attend or hold a professional development workshop on LGBT topics or gender in elementary school.
- If there are students with LGBT parents/guardians in your class or in your school, find out the language that they use to refer to their families to help answer other students' questions that may arise.
- If there is a student in your class that presents their gender in a different way than their biological sex or who strongly prefers toys and activities typically associated with the other gender, discuss with their parents/guardians how they talk about it with their child and with other children or adults.

- To prepare for discussion on gender, check out some of the other materials on Gender and LGBTQ.
- If there is only one student with LGBT parents/guardians in your school or one student who presents in non-stereotypical ways around gender, be careful not to continually single him or her out as an example.

★ ABOUT LGBT INCLUSIVE CHILDREN'S BOOKS

Adapted from Welcoming Schools *LGBT Inclusive Children's Books*

LGBTQ inclusive education means that the books students read portray their families and lived realities. Seeing their families reflected in picture books in the classroom and in the library help children of LGBTQ families to feel welcome and valued. Children who are gender creative also need to see characters like them positively portrayed in the books they read. It is also important for all students to understand that families and people are unique while at the same time they share many common values, beliefs and traditions.

When choosing LGBT inclusive books, as you would for other kinds of diversity, make sure that:

- They portray the characters in the books as just one way that families and people exist in this world.
- They do not highlight having lesbian or gay parents/guardians as an issue or a problem for the children.
- Gender non-conformity is not highlighted as an issue or a problem.
- They have "kid appeal".
- They are respectful of other forms of diversity and do not perpetuate other stereotypes.

★ CHOOSING LGBTQ INCLUSIVE BOOKS WISELY

Adapted from Welcoming Schools *A Note on Books That Introduce Families with Two Moms or Two Dads as an "Issue"*

Historically, many of the books written for children that include two moms or two dads have focused on a problem that children have encountered because they have LGBTQ families. Others have dealt with issues or fears that adults or children may have with lesbian and gay people. Books that highlight problems may actually introduce negative concepts that young children do not already have. At the same time, these books may frighten children who have two moms or two dads by planting the idea in their minds that other kids will tease them because of their family structure.

In the younger grades, in particular, many children may ask questions of a child who has two moms or two dads. Children have a natural curiosity about something that they are not familiar with. However, these questions are often as simple as: "How come you have two moms?" "Is that other man your uncle?" "Is that woman your babysitter?" The more these matters are discussed openly and deliberately in the classroom, the less an individual child will have to answer questions in private.

Unless children have heard disparaging remarks from other kids, through the media, or at home, they are not likely to tease a fellow kindergartner or first-grader about his or her family. Teasing about a child's family may arise as children get older when their classmates have heard degrading comments about LGBT people outside of school.

If teasing of a student with LGBT parents/guardians has already been an issue, then choosing a more recent book to address the problem can be helpful. Older elementary children's books do raise some of the issues children of LGBTQ parents/guardians may encounter, as students can have more discussions about what they read.

★ LGBTQ INCLUSIVE CHILDREN'S BOOKS

These titles were taken from two book lists (www.lgbtqparentingconnection.ca and www.welcomingschools.org) as well as the recommendations of individuals.

GENDER STEREOTYPING AND IDENTITY

A Barbeque for Charlotte (1999) by Marc Tetro. Charlotte is a bit of a tom-boy as far as moose go, in great contrast to her very girly sister, Tiffany. In the end, of course, Charlotte saves Tiffany from the big bad wolves, and the girls both learn to appreciate each other and themselves just as they are.

A Girl Like any Other (2013) by Sophie-Geneviève Labelle. The narrator's parents wouldn't believe her at first, when she explained to them that she was a girl and not a boy. Only with energy, self-confidence and support could she manage to let her true self out in the world. Meet that brilliant transgender girl and let her guide you through her universe. As she tells you about her family, friends, cats and dog, you will think that even if she eats mustard and toast for breakfast or was born with a boy's body, there's one thing she can be proud of : she is herself!

A Girl Named Dan (2008) by Dandi Daley Mackall. Dan wins a contest. However, her joy is short-lived when the contest officials enforce the For Boys Only rule. Long before the boundary-breaking ruling of Title IX, young women across the country used grit and determination to prove that barriers of gender have no place on a level playing field.

All I Want To Be Is Me (2011) by Phyllis Rothblatt. "All I Want To Be Is Me" is a beautifully illustrated children's book reflecting the diverse ways that young children experience and express their gender. The book gives voice to the feelings of children who don't fit into narrow gender stereotypes, and who just want to be free to be themselves. This book is a celebration of all children being who they are, and is a positive reflection of children, wherever they experience themselves on the gender spectrum. "All I Want To Be Is

Me” offers a wonderful way for all children to learn about gender diversity, embracing different ways to be, and being a true friend. Visit www.alliwanttobeisme.com to learn more about how this book can be used by parents/guardians and teachers, and to hear the original song, “All I Want To Be Is Me”, that goes along with the book.

Are You a Boy or a Girl? (2000) by Karleen Pendleton Jimenez. A story of a child thinking through who she is, a child learning through her mother’s love how to be both strong and soft.

Backwards Day (2012) by S. Bear Bergman. Set on the planet Tenalp, introduces us to a world where there are seventeen seasons, including one where bubblegum falls from the sky for three days and a single day when everything - everything everywhere - is backwards. Andrea looks eagerly forward to Backwards Day every year, so she can turn into a boy for the day.

Be Who You Are (2010) by Jennifer Carr. Hope’s parents are unwavering in their support and help her as she negotiates run-in’s with a teacher and disappointment with school. Other issues raised are connecting with a therapist, finding community with other families with gender creative children, dealing with a younger brother’s coming to terms with her, correcting pronouns and self acceptance. Certain milestones such as wearing a dress out to a park and picking a new name are lovingly celebrated. This book, which can be read to or with a transgendered child, performs an invaluable function – it legitimizes and normalizes the child’s experience. In addition it gives clues and direction to the young child on how to cope with difficult situations.

Best Best Colors/Los Mejores Colores (1999) by Erik Hoffman. A story in English and Spanish about Nate’s struggle to choose a favorite color and meet society’s expectations. Nate with the support of his two moms decides to choose all the colors of the rainbow. Illustrated by Celeste Heriquez.

Cinder Edna, (1998) by Ellen Jackson. The famous Cinderella and her neighbor Cinder Edna each worked sunup to sundown for their wicked stepmother and stepsisters. While Cinderella had the good fortune to be rescued by her fairy godmother, Edna was strong, self-reliant, spunky — and she lived happier ever after!

Dumpy La Rue, (2004) by Elizabeth Winthrop and Betsy Lewin. Piggy Dumpy La Rue wants to dance, but pigs are born for other things. But Dumpy takes no notice, and before long he has the whole barnyard crew happily hoofin’.

Free to be You and Me, (2002) by Marlo Thomas. Running Press is proud to offer this beloved 1974 children’s classic. It’s the original, innovative book that celebrates diversity, challenges stereotypes, and encourages kids to be themselves in a joyful, positive manner, through a collection of songs, poems, and stories to be read aloud and shared with new generations.

It’s A George Thing, (2008) by David Bedford. George the zebra spends most of his time with his friends Peachy the gorilla and Moon the lion. Peachy and Moon are very “boyish” boys, given to bodybuilding and weightlifting. Neither of these are George’s thing, but what is? One day, walking home from another morale-crushing session of weightlifting, he hears some music coming from Priscilla the giraffe’s riverboat. George’s reaction is instinctive--this zebra is a fantastic dancer, made to boogie! The trouble is, what are his friends going to make of it? This very funny story is about friends, fellowship, finding your own “thing,” and some very fancy footwork!

It’s Okay to Be Different, (2009) by Todd Parr. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence.

Kate and the Beanstalk, (2005) by Mary Pope Osborne. In this version, a girl climbs to the top of a giant beanstalk, where she uses her quick wits to outsmart a giant and make a fortune for herself and her mother.

Looking Like Me, (2009) by Walter Dean Myers. A boy celebrates all of who is, including a dancer, an artist and a writer. Colorful collage illustrations and catchy rhymes.

Mister Seahorse, (2004) by Eric Carle. In most fish families, after the mother has laid the eggs and the father has fertilized them, the eggs are left on their own. But sometimes, not only are the eggs cared for by a parent but – surprise- that parent is the father. This may sound strange but is the truth.

My Princess Boy, (2010) by Cheryl Kilodavis. Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy. Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family. It is also a call for tolerance and an end to bullying and judgments. The world is a brighter place when we accept everyone for who they are.

Odd Bird Out, (2011) by Helga Bansch. Robert is different from all other ravens. He is a happy bird. But when he laughs and tells jokes, the other birds don't like it at all. Nor do they like his colorful clothes and they hold their ears when he tries to sing. Unhappy, Robert is forced to leave home. Far away, he sings and dances and tells his terrible jokes, and eventually he finds friends who enjoy him as he is, and even join in. Back home, the black birds discover to their surprise that the world feels a bit empty without Robert. But every now and again, a bird from another place comes to visit, telling stories and terrible jokes, and the black ravens gather and listen.

Pinky and Rex, (1998) by James Howe. The adventures of two best friends: a boy who loves the color pink and a girl who loves dinosaurs.

Pugdog, (2001) by Andrea U'Ren. Mike and his pup are great friends. Every day Mike takes Pugdog for a walk in the park; every night he treats Pugdog to a belly scratch before bed. But Mike doesn't know very much about dogs. Not only is Pugdog not a pug -- Pugdog is not even a he, as Mike had thought all along, but a she! Oh my! Mike feels obliged to give Pugdog a crash course on how to look and act the way a girl dog should. The only problem is, Mike doesn't know much about this subject either.

Spork, (2010) by Kyo Maclear and Isabelle Arsenault. His mum is a spoon. His dad is a fork. And he's a bit of both. He's Spork! Spork sticks out in the regimented world of the cutlery drawer. The spoons think he's too pointy, while the forks find him too round. He never gets chosen to be at the table at mealtimes until one day a very messy thing arrives in the kitchen who has never heard of cutlery customs. Will Spork finally find his place at the table? This "multi-cutlery" tale is a humorous and lively commentary on individuality and tolerance. Its high-spirited illustrations capture the experience and emotions of anyone who has ever wondered about their place in the world.

Story of Ferdinand, (2011) by Munro Leaf. A timeless classic first published in 1936. All the other bulls run and jump and butt their heads together, but Ferdinand would rather sit and smell the flowers.

The Adventures of Tulip, Birthday Wish Fairy, (2012) by S. Bear Bergman. This story follows title-character Tulip as he deals with the birthday wishes of all the nine-year-olds in North America. Tulip receives a wish from a child known as David who wishes to live as Daniela. He doesn't understand how to help, so he seeks the wise counsel of the Wish Fairy Captain.

Tutus Aren't My Style, (2010) by Linda Skeers. Tomboy Emma is dismayed when she receives a gift from her favorite uncle and opens it to discover a frilly pink tutu. Ultimately, she discovers that there are lots of different ways to be a ballerina and that her uncle really does know her after all.

What Makes a Baby, (2012) by Cory Silverberg. Geared to readers from preschool to age eight, *What Makes a Baby* is a book for every kind of family and every kind of kid. It is a twenty-first century children's picture book about conception, gestation, and birth, which reflects the reality of our modern time by being inclusive of all kinds of kids, adults, and families, regardless of how many people were involved, their orientation, gender and other identity, or family composition. Just as important, the story doesn't gender people or body parts, so most parents/guardians and families will find that it leaves room for them to educate their child without having to erase their own experience. Illustrated by Fiona Smyth.

X, a Fabulous Child's Story, (1978) by Lois Gould. With an entertaining story about a mystery-gender child named X, Lois Gould prompts us to question our most deeply held convictions about "boy-stuff" and "girl-stuff."

DIVERSITY IN FAMILIES

And Tango Makes Three, (2005) by Justin Richardson and Peter Parnell. This illustrated children's book fictionalizes the true story of two male penguins who became partners and raised a penguin chick in the Central Park Zoo. The story features the donation of an egg and adoption of a chick, and could be used to discuss both of these forms of family creation in an age-appropriate way. 2005

A Tale of Two Daddies, (2010) by Vanita Oelschlager. A heartwarming book that provides a platform for discussing a timely topic: the love and support all children want, and need, from their parents/guardians and peers. Illustrations by K. Blackwood and M. Blanc.

A Tale of Two Mommies, (2011) by Vanita Oelschlager. *A Tale of Two Mommies* is a beach conversation among three children. One boy asks another boy about having two mommies. A young girl listening in asks some questions too. True to a child's curiosity, practical questions follow.

Anna Day and the O-ring, (1994) by Elaine Wickens. Evan can't find the o-ring to put up his tent. Anna Day is the dog. Coincidentally, his parents are lesbian moms.

Daddy, Papa, and Me and Mommy, Mama, and Me, (2008) by Carol Thompson. Same-sex parents use loving family activities to teach and play with their child in these "board books."

Felicia's Favorite Story, (2002) by L. Newman. This book tells Felicia's favorite bedtime story of how Mama Nessa and Mama Linda adored her, with a read-along style and charming watercolor illustrations.

The Generous Jefferson Bartleby Jones, (1991) by Forman Brown. A story of a boy with two dads who can always loan out one dad because he's got another...until the weekend he loans them both out by mistake.

How My Family Came to Be –Daddy, Papa and Me, (2003) by A. Aldrich. The story of a young boy’s adoption by his Daddy and Papa, with the message that families are made up of people who love each other.

Mama Eat Ant, Yuck, (2000) by B.L. Edmonds. This book told in the form of a funny poem is about the family life of one-year-old Emma, her Mama and Mommy, and her siblings. One day Emma is delighted when her mother receives a surprise in her raisins.

Mister Seahorse, (2004) by Eric Carle. In most fish families, after the mother has laid the eggs and the father has fertilized them, the eggs are left on their own. But sometimes, not only are the eggs cared for by a parent but – surprise- that parent is the father. This may sound strange but is the truth.

Molly’s Family, (2004) by N. Garden. When Molly draws a picture of her family for kindergarten Open School Night, one of her classmates makes her feel bad because he says “you can’t have a mommy and a mama.” After talking to her teacher and her parents, she feels better knowing there are all different kinds of families, even in her own class.

Mom and Mum are getting Married!, (2004) by Ken Setterington. When Rosie finds out that her two mothers are planning to get married, she has only one worry...will she get to be a flower girl?

Monday is One Day, (2011) by Arthur A. Levine. Even though the definition of family is constantly changing, the definition of love stays the same.

Monicka’s Papa Is Tall, (2006) by Heather Jopling. Monicka’s papa and daddy are very different, but the puzzle pieces show that both of them love her very much. Illustrated by Allyson Demoe.

No Matter What, (1999) by Debi Gliori. “If I were a grumpy grizzly bear, would you still love me? Would you still care?” A story about unconditional love featuring a pair of parent and child foxes, neither of whom is gendered.

One dad, Two Dads, Brown Dads, Blue Dads, (2004) by Johnny Valentine. Two children—one with blue dads, one from a more traditional family—compare notes in this light hearted book about parents who are different. In the end, of course, they discover that blue dads aren’t really that different from other dads. Except for one thing.

Real Sisters, (2003) by Susan Wright. What is a “real” sister anyway? Because Claire is adopted they say that her older sister Jenny is not her real sister. Here is a heartwarming and realistic look at what it means to be a sister. Illustrated by Bo-Kim Louie.

Ryan’s Mom Is Tall, (2006) by Heather Jopling. Ryan’s mom and mummy are very different, but the puzzle pieces show that both of them love him very much. Illustrated by Allyson Demoe.

The Baby Kangaroo Treasure Hunt, (2011) by Carmen Martinez Jover. A sweet children’s story of how two kangaroos: Jack and Sam, a gay couple, have their own baby by means of an egg donor and surrogacy.

The Boy Who Cried Fabulous, (2004) by L. Newman. This rhymed book tells the story of a young boy who marvels at everything around him and is constantly late, upsetting his parents until they realize how truly fabulous their son is.

The Day they Put a Tax on Rainbows and Other Stories, (1992) by Johnny Valentine. Three original fairy tales featuring main characters who just happen to have gay parents.

The Dragon and the Doctor, (1995) by B. Danish. This appealing story, with full-color illustrations, tells of a dragon who has a sore tail. When she goes to Dr. Judy and Nurse Benjamin for help, they discover all kinds of treasures zipped into the tail. Cured, the dragon takes Dr. Judy and Benjamin to meet her friends- an ostrich, a hippopotamus, a turtle, and a little creature who has two mothers.

The Family Book, (2003) by Todd Parr. A book celebrating all kinds of families, including ours.

The Great Big Book of Families, (2011) by Mary Hoffman. Features all kinds of families and their lives together. Each spread showcases one aspect of home life - from houses and holidays, to schools and pets, to feelings and family trees.

The Not-So-Only Child, (2008) by Heather Jopling. Larissa is an only child, but she is not alone! See how big this only child's family is.

We Belong Together, (2007) A book about adoption and families, by Todd Parr. Explores the ways that people can choose to come together to make a family. It's about sharing your home and sharing your heart to make a family that belongs together.

We Had a Picnic This Sunday Past by Jacqueline Woodson. Join Teeka's sprawling, urban African-American family for their annual picnic and experience a family gathering that brims with love and acceptance.

Welcoming Babies, (1998) by Margy Burns Knight. Shows the diverse ways we treasure new life around the world - different countries, different religions and different families.

What Makes a Baby, (2012) by Cory Silverberg. Geared to readers from pre-school to about 8 years old What Makes a Baby helps parents teach curious kids about conception, gestation, and birth in a way that works regardless of family make up and how the child came into the world and into the family. Illustrated by Fiona Smyth.

Who's in a Family?, (1997) Robert Skutch. A picture book showing multicultural contemporary family units, including those with single parents, two moms or two dads, mixed-race couples, grandparents and divorced parents.

Yafi's Family: an Ethiopian boy's journey of love, loss and adoption, (2010) by Linda Pettitt. A celebration of the love for each child that birth families and adoptive parents, grandparents, brothers and sisters share.

PICTURE BOOKS THAT INCLUDE LGBTQ CHARACTERS

For You and No One Else, (2009) by Edward Van De Vendel. Although Buck is crushed when his friend Sparklehart woos all the does with the seven-leaf clover that Buck gives him, he soon cheers up when he finds an even better gift and the courage to tell Sparklehart that this gift is "for you and no one else."

Gloria Goes to Gay Pride, (1991) by Leslea Newman. Gay Pride Day is fun for Gloria and her two mothers. The author describes from the viewpoint of a young girl, just what makes up this special day. Illustrated by Russell Crocker.

King & King, (2000) by L. de Haan. A prince who is reluctant to marry any of the princesses his mother invites to the castle finally finds love with another prince in this charming, colorful and exuberantly collaged story.

Donovan's Big Day, (2011) by Mike Dutton. Donovan's two moms are getting married, and he can't wait for the celebration to begin. After all, as ringbearer, he has a very important job to do.

Lucy Goes To The Country, (1998) by J. Kennedy. The story of Lucy the cat and her two "big guys" who travel to the country every weekend, and run into a little bit of trouble. Contains many queer characters, including a lesbian couple with a daughter.

Operation Marriage, (2011) by Cynthia Chin-Lee. Set in the San Francisco Bay area months before the passage of Proposition 8 banned gay marriage in California, this heartwarming picture book tells the humorous story of two stubborn kids who take matters into their own hands.

Uncle Bobby's Wedding, (2008) by Sarah Brannen. Chloe's concerns about her uncle's upcoming wedding have nothing to do with the fact that his partner is male; instead, like a typical preschooler, she worries that she will lose her favorite uncle's attention.

BOOKS THAT CAN BE USEFUL FOR INTERVENTION/DISCUSSION IF BULLYING OR NAME CALLING ARISE.

Pink! (2009) by Lynne Rickards. Tired of rejection, Patrick the pink penguin tries unsuccessfully to live with the flamingos before he returns home to acceptance.. Illustrated by Margaret Chamberlain.

10,000 Dresses, (2008) by Ewert Marcus. Bailey dreams of wearing beautiful dresses, but her family disapproves of her understanding of her true self.

The Different Dragon, (2006) by Jennifer Bryan. Shows how the wonderful curiosity and care of a little boy, with some help from his two moms, can lead to magical places with a dragon who is tired of being tough.

The Sissy Duckling, (2002) by Harvey Fierstein. Elmer is not like the other boy ducklings. While they like to build forts, he loves to bake cakes. While they like to play baseball, he wants to put on the halftime show. Elmer is a great big sissy.

But when his father is wounded by a hunter's shot, Elmer proves that the biggest sissy can also be the greatest hero.

William's Doll, (1989) by Charlotte Zolotow. More than anything, William wants a doll. "Don't be a creep," says his brother. "Sissy, sissy," chants the boy next door. Then one day someone really understands William's wish, and makes it easy for others to understand, too.

Antonio's Card/La Tarjeta de Antonio, (2005) by Rigoberto Gonzalez. As Mother's Day approaches, Antonio must choose whether — or how — to express his connection and love for his mother and her partner, Leslie. Illustrated by Cecilia Concepcion Alvarez.

In Our Mothers' House, (2009) by Patricia Polacco. Although Marmee, Meema, and their three kids have a happy home life with many similarities to their neighbor's experiences—dinnertime, fooling around, getting ready for parties—some in their community can see only the differences that this family has.

Keesha & Her Two Moms Go Swimming, (2011) by Monica Bey-Clarke & Cheril N. Clarke. A good-natured story that promotes the normalcy of everyday life in LGBT families and relates a universal message about the importance of sharing, being nice to others, and getting along despite our differences.

Lots of Mommies, (1983) by Jane Severance. Six-year-old Emily lives with her mother and three other women. When Emily tells her classmates that she has lots of mommies, they laugh disbelievingly. But when she falls and all her mommies come to the rescue, the other children come to respect and admire her family.

Zachary's New Home: A Story for Foster and Adopted Children, (1991) by Geraldine Molettiere Blomquist. Zachary, the kitten, is taken from his mother's house when his mother is unable to take care of him. He is fostered and then adopted by a family of geese. He experiences true-to-life feelings of shame, rebelliousness and hurt, until he finally finds a place to call home.

CHAPTER BOOKS WITH LGBTQ CHARACTERS

The summaries may provide some insight into appropriate grade levels, but pre-reading is always recommended.

The Manny Files, (2008) by Christian Burch. Shy Keats Dalinger learns from his unconventional male “nanny” to be more self-confident and out-going while the “manny” becomes more and more a part of the family.

Hit the Road, Manny: A Manny Files, (2008) Novel by Christian Burch. In a sequel to *The Manny Files*, the family heads off on a road trip with Mom, Dad, four kids and their male nanny or “manny.” Looks directly at gay put-downs, parental acceptance, celebrating commitment and pride.

Keeper, (2012) by Kathi Appelt. To ten-year-old Keeper, this moon is her chance to fix all that has gone wrong. Her mermaid mother swam away when she was three. When the riptide pulls at her boat, panic sets in, and the fairy tales that lured her out there go tumbling into the waves. Includes a tender romance between two teenaged boys years earlier. One turns out to be a merboy.

Luv Ya Bunches, (2010) by Lauren Myracle. A funny, honest depiction of the shifting alliances and rivalries between girls that shape school days. Written with a mix of instant messages, blog posts, and straight narrative. Four diverse 5th grade girls come together in friendship. One of the girls has two moms. First in a series of Flower Power books.

The Mysterious Edge of the Heroic World, (2009) E. L. Konigsburg. Two boys find themselves caught up in a story that links a sketch, a young boy’s life, an old man’s reminiscence, and a painful secret dating back to the outrages of Nazi Germany. Includes revelations about the victimization of artists and gays during the Holocaust.

No Castles Here, (2007) A.C.E. Bauer. Augie knows how to get by – be invisible. Then, a book of fairy tales, participation in a school

chorus, and a gay Big Brother combine to give 11-year-old Augie the confidence he needs to handle bullies and become an activist.

The Popularity Papers: Research for the Social Improvement and General Betterment of Lydia Goldblatt and Julie Graham-Chang, (2011) by Amy Ignatow. Two fifth-grade best friends are determined to uncover the secrets of popularity by observing, recording, discussing, and replicating the behaviors of the “cool” girls. Notebook format with a lot of illustrations.

Julie has two dads. Series continues with four more books, the second of which specifically looks at bullying.

The Revealers, (2011) by Doug Wilhelm. At Parkland Middle School, three bullied seventh graders start an unofficial e-mail forum in which they publicize their experiences. Unexpectedly, lots of other kids come forward to confess their similar troubles, and it becomes clear that the problem at their school is bigger than anyone knew. In one email, a student tells his troubles of being called gay.

Riding Freedom, (1999) by Pam Muñoz Ryan. A fictionalized account of the true story of Charley (Charlotte) Parkhurst who ran away from an orphanage, posed as a boy, moved to California, drove stagecoaches and continued to pass as a man her whole life.

The Trouble with Babies, (2002) by Martha Freeman. Holly has just moved to San Francisco. Her new friend Xavier, who lives with his two dads, has a crush on Annie, who is Jewish and Chinese. Xavier hopes to win Annie over by putting her “yucky” baby sister in his de-yuckification machine.



LGBTQ RESOURCES AND LESSONS

The following lessons and resources are available through the LGBTQ Parenting Network (<http://www.lgbtqparentingconnection.ca>), and are helpful for special days and activities about family.

★ LGBTQ INCLUSIVE RESOURCES FOR CLASSROOM USE:

- Queering the Family Tree – poster (available in English and French)
<http://www.lgbtqparentingconnection.ca/socialchange/queeringthefamilytree.cfm>
- Celebrating Fabulous Dads – poster
<http://www.lgbtqparentingconnection.ca/socialchange/fabdadsposterproject.cfm>
- I heart my LGBTQ family – cards
<http://www.lgbtqparentingconnection.ca/socialchange/iheartmylgbtqfamily.cfm>
- Happy International Family Visibility Day (May 6) – poster (English and French) and package for teachers
<http://www.lgbtqparentingconnection.ca/socialchange/InternationalFamilyVisibilityDay.cfm>
- Reinvent the family tree exercise
<http://www.lgbtqparentingconnection.ca/socialchange/reinventthefamilytree.cfm>

★ LESSON PLANS: K-6

The following lesson plans have been drawn from various sources. Each source is listed should you wish to explore it further.

✧ Kindergarten and Grade One

What is a Family?

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Learning Outcomes:

- To teach students that a variety of family models exist
- To teach students that all families are equally important
- To encourage students to be proud of their families

Preparation & Context:

Work with your Teacher-Librarian to collect a variety of pictures and picture books about all kinds of families. Have these displayed within your room or easily accessible for students to look at during your “book time”. Make sure that you have a variety of resources that you can use to read aloud to students about families. Be well aware of the socio-economic status of families in your classroom. Be careful not to stigmatize families living in poverty or different family models in your comments and actions. Celebrate all forms of family!

Lesson Plan:

Begin by asking students “Who’s in a family?” Record their ideas on chart paper along with

key words and picture symbols (i.e. people’s heads) so that non-readers can tell who is who. Be careful not to draw girls and boys in gender stereotypical ways (i.e. stick figures with skirts or pants) or using gendered colours (i.e. pink and blue)

Prior to reading stories about families, ask students to listen and watch for the different kinds of families they see within the books. Read the story “Who’s in A Family?” by Robert Skutch or “All Families are Special” by Norma Simon.

After reading, show students a chart with different kinds of families on it. Write the name of each form of family in a different colour so that non-readers can tell them apart. You will need to design this in advance using the following words and picture symbols of people’s heads:

Adoptive or Foster Parents/Guardians	Inter-Racial Families
Blended Families	Opposite Gender Parents/Guardians
Couples without Children	Same Gender Parents/Guardians
Extended Families	Single Parent/Guardian

All of these forms of family are shown in the book by Robert Skutch.

Ask students to take turns using a pointer and being “the teacher” to point out their own family. Help those who might be confused to identify their own family. (Make sure you know the families of all students well before you teach this lesson).

Read stories about all kinds of families throughout your unit on families. Make sure students see positive representations of all forms of family. Be explicit in your teaching in that all families are equal and important. Gently debunk the myth that all families must have a Mom and a Dad. For some titles that show same gender families in a positive light go to: <http://www.galebc.org/books.pdf>

Return to your chart throughout the unit to re-teach the names of the different kinds of families.

Assessment:

Use the final page of “Who’s in a Family?” which depicts all the families (without words) and ask students individually to point to different kinds of families as you verbally prompt them with questions.

- i.e. Can you find the single parent family?
- Can you point to the same gender family?
- Where is the opposite gender family?

Extension:

If you would like to teach acceptance of same gender families use the following book: “ABCA Family Alphabet Book” by Bobbie Combs.

Prior to reading, brainstorm all the activities your students do with their own parents and guardians on a T-chart. Add picture symbols to the words you scribe on the chart.

Read the story and ask students to watch for other activities that families do together.

After reading, add additional ideas to the chart from the story based upon student responses.

Ask students to imagine/pretend they had two moms or two dads. If that were so, what would they get double of? (positive/fun things).

Create a class book modelled after “The Mommy Book” or “The Daddy Book” by Todd Parr.

Each student makes one page using the following frame:

“Two Moms means double the _____.”
“Two Dads means double the _____.”

They may pick their ideas from the chart you created together. You may need to scribe words in the blanks for Kindergarten students. Grade Ones can scribe from your ideas on the chart. All students can draw the picture themselves. Ask them to have two moms or dads in their picture. Reinforce that we are using our imaginations to pretend what it would be like to have two Moms or Dads. Keep these books in your classroom library for students to enjoy throughout the year.

Jobs in the Home

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Learning Outcomes:

- To teach students about the jobs that women and men can do
- To teach students about women’s equality and their careers in the home and the workplace
- To encourage students to follow their future dreams without rigid gender roles

Preparation & Context:

Work with your Teacher-Librarian to collect a variety of pictures of women and men in traditional and non-traditional occupations. Have these posted within your room. Have a variety of resources that you can use to read aloud to students about adults in the workforce. Make sure that you are well aware of the socio-economic status of families in your classroom. Be careful not to stigmatize families living in poverty or families with stay at home parents or guardians in your comments and actions.

Lesson Plan:

Begin by asking students about the jobs that girls and women and boys and men do within their families. Record these on a Venn Diagram using words and pictures or symbols for students who cannot read. Ask students if there are any jobs that only a woman or a man can do? Encourage dialogue and debate.

Prior to reading the story, ask students to listen and watch for the kinds of jobs that Moms and Dads do within the book. Read *The Family Book* by Todd Parr. After reading, encourage students talk about the jobs they saw people doing within the story. Add these to your Venn Diagram in a different colour.

Ask students:

- “Did any of the added jobs you saw people doing in this story surprise you?”
- “Were there any jobs that you thought could only be done by a woman or a man?”
- “Where do your ideas about what Moms or Dads can do come from?”

Encourage students to question their thinking and beliefs around what society perceives as gendered work. Use your own language to get this concept across depending upon the age of your students and their cognitive abilities.

Read other stories about women and men working in traditional and non-traditional occupations over the next week or two.

Ask students to expand upon their original list by thinking about some of the jobs they’ve seen women and men doing within their communities as well. Teach students about the equality of women and men. Teach about what the word equality means as it pertains to their lives as children. Encourage students to believe in themselves and dream about what they want to be when they grow up.

Extensions for Grade 2 and 3:

- 1) Work with a buddy class (older students) to help draw and scribe young learner’s dreams about their future jobs when they grow up. Prepare the buddy class in advance and ask them to be supportive (verbally and non-verbally) of any ideas that the young learners come up with. Work with your colleague who teaches the buddy class to talk with older students about gender role stereotyping of women and men in the workforce. Have them talk to their class about how sometimes the non-verbal reactions they may have to younger students’ ideas can also limit their dreams and imaginations.

- 2) Use your own childhood reality (or that of someone you know) as an example of how rigid gender roles were enforced in the past, regarding the jobs girls could do in the home and their potential career choices in society (i.e. cleaning, cooking, caring for children, etc.) Draw analogies to the children’s initial thinking if it was stereotypical in nature. If it was not stereotypical, you might want to use a traditional Fairy Tale to show how princesses are often portrayed (i.e. Cinderella)

Write the word “Sexism” on the chart and explain how sometimes people’s thinking knowingly or unknowingly reinforces the idea that girls are not equal or equally capable of the jobs and responsibilities that boys can do. Write the word “Equality” on the opposite side of the chart and ask students to give you some ideas as to what it means. Elaborate if needed, to explain it within a context that they can understand.

Note: Students may initially giggle or verbally and non-verbally express discomfort over your use of the word sexism. Acknowledge their discomfort in a positive way, but make sure that you continue discussing the topic. The more comfortable and relaxed you are in doing this, the calmer they will become over time.

It is important that young learners learn the correct names for all forms of oppression and how they manifest themselves. (i.e. Racism, Sexism, Homophobia, Ableism, etc.) This is a student safety issue. Only when they know about these forms of bullying and how to protect themselves or stop being bystanders to incidents will systemic change occur within the classroom or school culture.

Fairy Tales and Gender Roles

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Fairy Tales are a wonderful genre to explore how gender has been portrayed historically and in current times. Traditional fairy tales and fractured ones (modern day ones with a twist) allow primary students to think critically about how men and women are portrayed and compare these portrayals to their own families and communities.

Teaching Strategies and Questions:

A familiar starting point for students is to read common fairy tales and identify the elements that make it different from a non-fiction story. Once you have identified the elements of a fairy tale, you can begin to ask students what they notice about how the princesses and princes are being portrayed in the story. You might ask some open-ended questions like the following:

- 1) How are princesses usually portrayed at the start of a story? (i.e. Cinderella, Rapunzel)
- 2) Is she waiting around for something or someone to come to her rescue or make her happy? If so, whom?
- 3) Towards the end of a story what makes Cinderella and Snow White happy? Why do you think that might be?

After reading a variety of traditional and fractured fairy tales and analyzing the components of each style of fairy tale ask students:

- 4) In your world (i.e. modern times), who is a more realistic character? (Princess Smartypants or Rapunzel) Why do you think that? Who does each princess remind you of in real life?
- 5) Can a prince or princess be single and live happily ever after? Why or why not? Do
 - a. you know anyone who is single and happy?

You might hold a secret ballot on a particular question to have students record their thoughts without being influenced by peer pressure or gender bias. You can then discuss the results of the ballot and why someone might believe that one fairy tale character may be more representative of girls in today's times. Here are some stories you might want to compare and contrast with students.

Traditional Fairy Tales (Gendered)	Fractured Fairy Tales (Role Reversal)
Cinderella	Prince Cinders
Snow White and the Seven Dwarfs	Snow White in New York
The Ugly Duckling	The Sissy Duckling
Rapunzel	Princess Smarty Pants
The Princess and the Pea	The Paper Bag Princess

Possible Extensions:

If you have already done some direct teaching about sexism with students and they have familiarity with the term and its meaning, you might read stories together and use any of the following strategies with students:

- 1) Pick a traditional fairy tale and read it aloud. Ask students to stop you when they see or hear a sexist incident in the story. Students call out "Stop!" when they want you to cease reading. They must then identify the sexist incident before you can proceed with the story.
- 2) Have students take a traditional fairy tale and work together in small groups to write a new ending for it. Ask them to create one where the princess and prince live in a more realistic, independent manner.
- 3) Use the Social Responsibility Performance Standards (SRPS for Kindergarten to Grade

- 4) and ask students to work in small groups to analyze a character’s behaviour within the story. Use the “defending human rights” strand of the SRPS. Ask groups of students to rate a specific character in terms of how they treat the female characters in the story. Does the character meet expectations of the SRPS? Why or why not? Have students orally report out their observations to the class.
- 5) Use the book, *King and King*, to prompt student thinking about marriage equality. Ask students if two princes or princesses can get married or not. Read the story and then debrief student reactions to the book.
- 6) Ask students: What did you notice in this fairy tale that was unexpected? How did you react to the part of the story where the two princes got married? Why? What messages have you heard about who can or cannot marry?
- 7) Ask students to write their own fractured/non-traditional fairy tale where the prince or princess is portrayed in a non gender specific role. Tell them you are looking for nonsexist behaviour in at least one character.

Assessment:

- 1) Can students define sexism in their own words?
- 2) Can students describe some simple negative effects of sexism?
- 3) Are students able to identify one way in which sexism is portrayed in traditional fairy tales?

Building Allies for Gender Creative Students

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. Original article is titled Building Allies for Gender Non-Conforming Students and can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Curriculum Connections

This lesson fits well with the Social Responsibility Performance Standards, including aspects like ‘Solving Problems in Peaceful Ways’ and ‘Valuing Diversity and Defending Human Rights’).

Context

The goal of this lesson is to teach students how to be allies when they witness gender-related bullying.

Lesson

1. Sitting in a circle, brainstorm and discuss different types of oppression. It might be helpful to phrase these as “isms” (racism, sexism, ageism, ableism, classism, heterosexism), but don’t forget homophobia and transphobia. Kids might give examples and you can help them label oppression they are talking about.
2. Ask students to think of times when they witnessed some kind of oppression.
3. Ask students to think of a time they took action or did not take action and ask them to share the story with a partner. Ask them to consider why they did or didn’t feel comfortable speaking up. Common responses include differences in power (teacher vs. student or older kid vs. younger kid), relationships (“it was my good friend, so I knew they would still like me if I spoke up”), or knowledge (“I knew it was wrong but I didn’t know what to say”).

4. Generate a list of things students can say when they see gender-related bullying.
5. Introduce the term “ally” as someone who supports the human rights of people who are different from themselves. Encourage students to be allies in their everyday lives.

Assessment

- Can the student generate level-headed and meaningful ways to respond to gender-related bullying?
- Does the student show an interest in the fair treatment of everyone (i.e. do they take the problem of gender-related bullying seriously, are they actively participating in the lesson?)?

Extensions

Students can journal about a time they witnessed gender-related bullying and either spoke up or didn't speak up.

Repeat this lesson using role plays that focus on other types of oppression.

Reader Response Reflection Journals

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Learning Outcomes:

- To analyze and compare the representation of males and females in novels.
- To read novels with strong, intelligent and active female characters and that portray boys as sensitive and caring.
- To make students aware of how novels can portray boys and girls equally and non-stereotypically.

Context:

There are many novels with strong active female protagonists involved in exciting adventurous stories. Likewise there are novels which show boys displaying emotions other than anger. Novels that show girls and boys equally and non-stereotypically need to be used in novel studies. Teachers can pick a wide range of literature to share with their students that provide powerful role models. When reading novels assigned to grades by the Ministry of Education prescribed learning outcomes (PLO's), challenge the status quo in the novels and challenge students to do a gender analysis of the characters.

Lesson:

During novel study, assign some journal novel responses that address gender as a part of regular discussion and/or reader response. Have students observe the number of male and female characters in the novel and their position in the story. Have the students identify the qualities of both female and male characters, looking for characters that are portrayed as

intelligent, independent, active, adventurous, resourceful, compassionate, empathetic, courageous, caring, and nurturing. Is there a difference in how male and female characters are depicted? When teaching historical fiction, have the students compare current roles and expectations with historical roles shown in the novel.

In the teacher's guide, *Bringing It All Together* (p.231-234), Terry Johnson includes an evaluation of the author's attitude towards gender in the fantasy novel, *Mrs. Frisby and the Rats of Nimh*. The questions can be adapted to evaluate any novel for bias, including the intersection of gender, race, class, etc.

Sample Reader Response Questions:

1. What role does each of the characters play? How are these characters portrayed?
2. Who is the lead character in the novel? Why do you think the author picked that character?
3. How are the lead characters treated by other characters in the story? How are the other characters treated?
4. Whose point of view is reflected in the story? If the story was being written by another gender character in the story, what would the story be like?
5. Which novels have they read which depict strong, female historical characters? What role did they play in the story?
6. Which novels have they read in which a male character was in a non-traditional role? What role did he play and was it effective?
7. When there is a division of labour between genders in a novel, how do either gender overcome these expectations and step outside the gender expectations?

Activity 1: What is a Family?

From *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*. Toronto District School Board (2011).

James Banks Continuum: Stage 1

Time: 3 x 45 minutes

Description

The following activity broadens the students' concept of "family diversity." In Part A, Students brainstorm and discuss family structure and diversity, and share information from written text. In Part B, they participate in movement and drama activities (individually, in pairs, or in groups) to extend their learning and understanding of the concept of diversity in families. In Part C, students complete a worksheet on different kinds of families.

Learning Expectations

Personal and Social Development

- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- identify and use social skills in play and other contexts.

Language

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher.
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

- generate, gather, and organize ideas and information to write for an intended purpose and audience.

The Arts

- E. communicate their ideas through various art forms.

Media Literacy

- demonstrate an understanding of a variety of media texts

Social Studies

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community.

Drama

- **Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Health and Physical Education

- recognize safety risks and safe practices.

Media Literacy

- demonstrate an understanding of a variety of media texts

Planning Notes

- Students may or may not know the meaning of the terms gay and lesbian, as well as adopted, single-parent, extended, and divorced so there may be the need to familiarize them with these terms to address the biases and stereotypes that may be associated with them.
- Some students in your class may in fact from diverse family backgrounds; as such, ensure a safe a space for students and do not ask specific students to share their personal experiences unless they are willing to speak.
- Ensure there is sufficient chart paper and markers for all students in the class.
- Make sufficient copies of Appendix 1.1: Different Kinds of Families.

Prior Knowledge

- Respect and trust should be established in the classroom before proceeding with this activity.
- The amount of group collaboration and discussion involved in the activity requires prior experience with group work and team building.

Teaching/Learning Strategies

PART A

1. List with the class the important components of a family. Consider the following questions:
 - Who is in a family?
 - What does a family do together?
 - What do family members give or share with each other?
 - What responsibilities do family members have?
2. Record and display this list on chart paper for future reference.

3. Read aloud the picture book *Who's in a Family?* Pause at relevant areas of the book to reflect and discuss terms and ideas.
4. Ask the students how the families in the story compare to the class list of what a family is. Discuss with students points to add to the recorded list. Depending on the students' past experiences discussing same-sex families, adoptive families, and other family structures, there may be discomfort and confusion.
5. Spend time clarifying ideas and answering questions. For example, ask the students what kinds of things children need in order to be cared for (e.g., food, shelter, love). Can these things be given to them by different adults or just a mom and dad? It is important to reiterate that families can be made up of different adults and children, but what is most significant is the ways they take care of each other, and work and play together.
6. Briefly discuss with the class their observations of activities the family members do in the picture book.
 - What do they do together?
 - Who does what chores in the house?
 - Who works out of the house?
 - Who takes care of the children?
7. Record a list of the activities done by different family members. (This begins a discussion on the family members' roles and responsibilities. The picture book promotes non-stereotypical gender roles in the home, as well as diverse family structures.) The students in the class may have similar or different experiences and ideas. Challenge stereotypical ideas that may come up. For example, if students express that child care is a woman's job, discuss this thought by posing some questions: Who can learn to feed, change, and to care for a baby? Can a man feed, change, and care for a baby?

PART B

1. Warm-up: Have students participate in one of the following drama warm-up activities:

Drama Warm-up A: "ATOM" Have students individually wander around the room at the teacher's command (Go!). When a number is called out (e.g., ATOM 5), they are to form groups of five with the closest students as quickly as possible. If the number of students does not evenly match the number called, students are to hide extra members inside their circle. Encourage the class to form groups with different people each time. The object of the game is to get into groups as soon as possible. An extension to this game is to have students form different types of families.

Drama Warm-up B: "Back to Back" Have students individually wander around the room at the teacher's command. When the teacher calls out an instruction, they are to partner up with the nearest person and follow the command as quickly as possible (e.g., stand back to back, stand toe to toe, stand elbow to elbow, sit side to side)

2. Drama Activity: Have students work in pairs or triads and spread out in the classroom.
3. Explain to them that they will be creating snapshots (photographs) for the family album. Review the rules of creating tableaux or still pictures with the class. If students have had experience in creating tableaux, they can be instructed to create their pictures without talking.

Notes on tableaux: A tableau is a frozen picture created with our bodies. This technique requires students to discuss, collaborate, and decide upon one image to communicate or represent their ideas. Consider the following points:

- Multi-levels: Are students arranged in high, medium, and low positions for variety?
- Relationships in space and with others: Is spacing between figures appropriate to the scene? Are there figures touching, far apart, facing one another, etc.?

- Focus: Is there eye contact between figures? Are there body language and facial expressions on the figures?
 - One very important rule of drama is that we can all be anybody or anything.
4. Encourage girls and boys to role-play opposite roles, or to role-play animals or objects, or even parts of nature. Also, caution students to avoid portraying stereotypical images or behaviours in their tableaux. At times boys may play girls and rely on sexist stereotypical behaviour with which they are familiar.
 5. Call out scenes (like the following) to accompany the students' still pictures:

A parent helping a child with homework

- A child helping a parent wash dishes
 - A sibling helping a toddler to walk
 - A birthday celebration
 - A grandmother tending to a child's scraped knee
6. This activity is done with the teacher instructing the class as a whole; providing a very short time for preparation; sharing the tableaux; then moving on. It is not necessary to stop and observe every group's image before moving to the next scene. For younger students or students with minimal tableaux experience, small groups of students can be selected or asked to volunteer to demonstrate their tableaux in front of the class instead of the simultaneous participation of the whole class.

Note: With kindergarten classes, the drama component of this lesson could be done in two sessions or more. Younger students' attention spans are shorter and require more breaks and variety. Also, it would be helpful to have one or two extra adults available during the tableaux for supervision and assistance.

PART C

1. Finally, in pairs, groups, or individually, ask students to complete Appendix 1.1: Different Kinds of Families. This can be completed on chart paper if students are working in groups or if they require more space than the worksheet permits.

Note: The appendix can be modified to suit students' age level and abilities, e.g., students can draw a picture about different families, label, and print their story. The teacher can transcribe each group's or student's picture/drawing. Have students share their work orally.

Assessment and Evaluation

- Discussion and Drama: Are students participating fully in discussions and understanding the ideas and concepts of the lesson? Are they actively involved in the drama activity?
- Worksheet: Do students understand the concept of diversity in family structures through their examples? Can they name some significant components of a family?

Accommodations/Extensions

- Create a collage of different types of families using words, phrases, and magazine clippings, and encourage students to blend, overlap, and create effect and mood.
- Write a poem about the most important thing to have in a family.
- Write keywords from the picture books onto chart paper to help students with new vocabulary.
- Buddy up ESL and special-needs students with supportive peers while they are participating in the drama activities. Provide step-by-step oral and written instructions.
- Model the instructions to students, if appropriate.

Resources

Required Books

Skutch, Robert. *Who's In A Family?* Berkeley, CA: Tricycle Press, 1995.

Suggested Books

The following books can be used for further exploration of the themes in this lesson.

Aldrich, Andrew R., and Mike Motz. *How My Family Came to Be: Daddy, Papa and Me.* Oakland, CA: New Family Press, 2003.

De Haan, Linda. *King & King & Family.* Berkeley, CA: Tricycle Press, 2004.

Edmonds, Barbara Lynn. *When Grown-Ups Fall in Love.* Eugene, OR: Barby's House Books, 2000.

Elwin, Rosamund, and Michele Paulse. *Asha's Mums.* Toronto: Women's Press, 1990.

Gilman, Phoebe. *Something from Nothing.* Toronto: Scholastic Canada Ltd., 1992.

Hausherr, Rosemarie. *Celebrating Families.* New York: Scholastic Press, 1997.

Hoffman, Mary, and Caroline Binch. *Amazing Grace.* London: Frances Lincoln, 1991.

Newman, Leslea. *Saturday is Patty Day.* Toronto: Women's Press, 1993.

Richardson, Justin. *And Tango makes three.* New York, NY: Simon & Schuster Books for Young Readers, 2005.

Schreck, Karen Halvorsen. *Lucy's Family Tree.* Lawrenceville, NJ: Tapestry Books: 2001.

Appendices

- Appendix 1.1: Different Kinds of Families

Appendix 1.1: Different Kinds of Families

Write or draw 4 different kinds of families. Example: mom, dad, and children

1.	2.
3.	4.

What do you think is important to have in every kind of family?

.....

.....

.....

Activity 2: “Pink Versus Blue” – Challenging Gender Stereotypes

From *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide.* Toronto District School Board (2011).

James Banks Continuum: Stage 2

Time: 4 x 45 minutes

Description

Students have an opportunity to discuss and identify traditional roles and assumptions about what is appropriate male and female behaviour. With the teacher's guidance, the class identifies issues that arise when girls and boys don't conform to presented gender roles and discuss ways to challenge these notions so that people have more choice in who they are and what they want to do. In small groups (or as a whole class with younger grades), students create charts about gender roles for comparison and examination.

Learning Expectations

Personal and Social Development

- demonstrate a sense of identity and a positive self-image;
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community

Language

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher
- generate, gather, and organize ideas and information to write for an intended purpose and audience.

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Health and Physical Education

Healthy Living

- recognize safety risks and safe practices
- list safety procedures and practices in the home, school, and community

Planning Notes

- Chart paper (enough for each small group of students)
- Markers (enough for each small group of students)
- Masking tape
- A collection of children’s toys (Avoid asking students to bring toys from home, in order to be respectful of socio-economic class differences among your students.)

Prior Knowledge

- There should be a certain level of trust and respect among the students and between the teacher and the students before beginning this activity.
- Because discussing gender roles can become extremely personal, it is a good idea to reiterate classroom rules of responsibility and respect and to remind students that all ideas are important, but that everyone must take responsibility for their words and actions.
- Some previous class discussions on stereotyping and prejudice would also be helpful.

Teaching/Learning Strategies

1. Before beginning this activity, collect a number of children’s toys. Try to have some that are stereotypically for males or females and some that are gender-neutral.
2. Present each toy to the class one at a time and discuss with students whether it’s a “girl-toy” or “a boy-toy.” Discuss why.

3. With the class, generate short lists (no more than six to eight items each) of games or activities that students play. Record these lists on chart paper.
4. Sort students into mixed-gender groups of three or four. Provide each group with a large sheet of chart paper and one or two markers. Ask the students to create a Venn diagram. Label one circle, girls and the other circle, boys. The area where the two circles intersect should be labelled both. Students need to sort the activities/toys into the appropriate circle. Students who decide that some are for both boys and girls can put them into the overlap section. (Note: For younger grades, this activity can be done as a whole class, with the teacher recording students’ ideas.)
5. Bring the class back together. Have each group share its related words. Discuss with students their thoughts and feelings about their results. Ask the students the following questions:
 - Where do these ideas come from?
 - Are these ideas always true for all girls or all boys?
 - Are there girls/boys who don’t follow these rules or ideas?
 - How are they treated? Is this fair?
6. Guide the students through some of their assumptions and challenge their ideas. For example, many students may feel that boys are better at sports than girls. The following questions may help move the discussion:
 - Are there girls or women we know who are fast runners, or play hockey or baseball well?
 - Do you think children are born with the skills to play a sport?
 - Is it something we learn to do?
 - Who has more opportunities to play a sport as a young child?
 - Who gets the baseball glove or basketball for a present?

- Who is more encouraged to be playing hockey or football?
 - What happens if a girl plays a sport better than boys do?
 - Is she singled out (in a good or bad way)?
7. Utilize the earlier props (toys) in this discussion. For example, the skipping rope is often thought of as a girl's game. What happens if a boy decides to play this game? How is he treated by the other boys or girls? What names might he be called? How does this make him feel? Do you think this is fair?
 8. Identify, as a class, the discrimination that occurs due to gender stereotyping. Refer to the following suggested questions: (Note: With younger students, this section is most appropriate with the teacher facilitating a whole-class discussion. Older students may work in small groups.)
 - What kinds of name-calling do you hear when girls and boys don't follow gender rules? (e.g. sissy, fag, gaylord, batty man, poofa, tomboy, lezzy, lezbo, dyke, homo, queer, etc.)
 - Who gets called these names? Which boys and which girls?
 - How do these hurtful actions affect the boy or girl?
 - Do you think children need to change their behaviour in order to not be bullied or harassed? (e.g., boy may feel he needs to act more "macho" to prevent being targeted)
 - Is this fair? Students can produce their own ideas of the reasons why stereotyping is harmful. Although they may to some extent buy into these assumptions, children often have a strong sense of justice and will see the unfairness in the ways people are treated.
 9. Generate and record a list of reasons why stereotyping based on rules of gender is not a good thing:
 - It hurts people's feelings.
 - Girls and boys will stop doing what they really want to do.

- Everyone would be the same and that would be boring.
- Boys and girls should have the opportunity to make their own choices and not be afraid of being ridiculed.

10. In their original groups or as a class, develop a new chart entitled "What Girls and Boys Can Do." Have students list ideas, activities, and things that are inclusive for girls and boys.
11. Discuss the results and compare their findings with the previous lists.
12. Look at some toy advertisements with your class. Discuss who the toy advertisement is for (boys or girls?) and how students know this. Discuss how the advertiser constructs the advertisement to fit with gender stereotypes.

Assessment and Evaluation

- Creating Gender Charts
- Are students able to work co-operatively and share responsibilities within the group?
- Are they able to articulate their ideas and opinions clearly and with some validation?
- Do students demonstrate an understanding of gender stereotyping, and is there evidence of their challenging these assumptions through their oral discussions and written work?

Accommodations/Extensions

- Give additional support during the brainstorming session, providing clues for activities.
- Provide opportunities for students to express their ideas verbally, with pictures, etc.
- Provide pictures and photographs from magazines to illustrate activities and toys that reinforce gender

stereotypes and as a means to enrich the Media Literacy aspects of the lesson.

- Have students cut and paste these items onto their lists.
- Read some traditional folk tales and fairy tales with the class. Have students write/illustrate their own “gender-bending” versions.
- Share stories, articles, and illustrations of people in the media and communities, who break gender barriers (e.g. female hockey player, male teacher who likes to cook or sew).
- To move the activity along the James Banks Continuum, brainstorm with students different actions they can take to voice their concerns, such as writing a letter to the toy company that explains how their advertisement stereotypes gender roles.

Resources

The following books can be used for further exploration of the themes in this lesson.

Hoffman, Mary. *Amazing Grace*. London: Frances Lincoln Children’s Books, 2007.

Jimenez, Karleen Pendleton. *Are You a Boy or a Girl?* Toronto: Green Dragon Press, 2000.

Zolotow, Charlotte. *William’s Doll*. New York: Harper Collins Publications, 1972.

Activity 3: Putting Girls and Boys in Boxes

From *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*. Toronto District School Board (2011).

James Banks Continuum: Stage 4

Time: 4 x 45 minutes

Description

In the following activity, the class has an opportunity to explore and examine the ways gender role expectations limit and hurt both sexes, and how these expectations promote homophobic attitudes and behaviours. Students, in group discussions, develop lists of expectations based on gender and, as a whole class, begin to challenge these ideas. As a final task, the class develops an action plan to challenge gender-role stereotyping and homophobic attitudes in their classroom and school.

Learning Expectations

Language

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Health and Physical Education

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault).
- use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others.

Social Studies

- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process.

Planning Notes

- Because of the content and level of discussion involved with this activity, ensure there is a strong level of trust and respect among the students and teacher(s).
- The activity is set up to involve students in mixed-gender groups. However, it can be done with the males and females separated and then brought back together. In this latter model, it might be more effective for a male and female teacher or adult to be present for facilitation and support.
- Prepare chart paper (one per group) and markers (two per group) for each group
- Make sufficient copies (one per student) of Appendix 4.1: Agree/Disagree Worksheet, Appendix 4.2: Student Action Plan, and Appendix 4.3: Action Plan Reflection.

Prior Knowledge

- This activity is meant as a culminating activity in teaching students about gay/lesbian and bisexual issues and homophobia. It is highly recommended that all the previous junior-level activities in this document have been done so that the class has the skills, vocabulary, and knowledge of this topic to benefit doing this lesson.
- The class should have plenty of previous experiences working and solving problems in small groups.

Teaching/Learning Strategies

PART A

1. To begin this activity, have students complete Appendix 4.1: Agree/Disagree Worksheet independently. Encourage them to answer honestly. Then, in pairs discuss their responses. Encourage them to provide each other with reasons for their answers. Give the class a few minutes (e.g., five to seven minutes) to complete this task. The Agree/Disagree chart

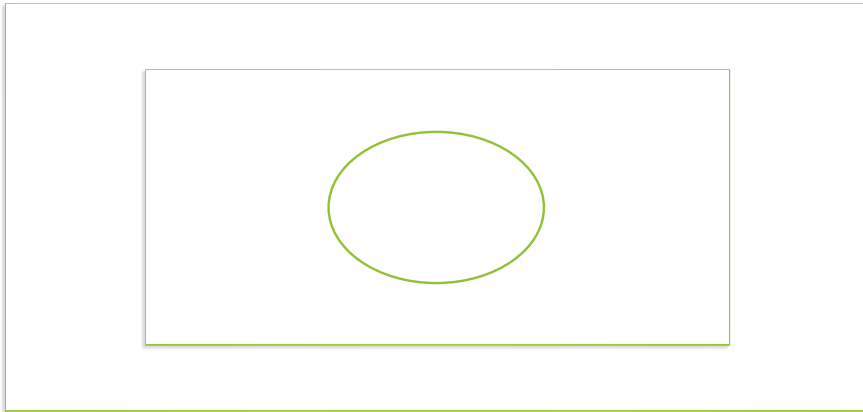
provides an anticipation guide to assist students in assessing their own knowledge and ideas about the topic (gender roles) before study. The following are notes on this teaching/learning strategy:

An anticipation guide is a series of statements in which the student must agree or disagree and support his/her response with reasons. An anticipation guide:

- activates prior knowledge;
 - supports students in questioning the accuracy of their knowledge;
 - helps identify student misconceptions;
 - provides students with a purpose for reading/viewing/listening; is used individually, but opportunities need to be provided for sharing and comparing responses;
 - builds students' confidence that they already know some things about a topic;
 - assists students in making predictions about the topic.
2. Spend a brief amount of time sharing students' responses as a whole class. Ask for a show of hands about who agrees/disagrees with the statements and have volunteers share their reasons. Open the topic up for discussion, clarifying any misconceptions and problems. The students should have had previous experiences discussing the issues of sexism and gender stereotyping. This activity is meant as a review and revisit.
 3. Organize the students into mixed- or same-gender groups of four or five. Explain that each person in the group is to have a specific task. If the class has had experience formulating group responsibilities, assign the following roles:
 - 2 recorders (records the information)
 - 1 organizer (keeps time, encourages people to stay focused)
 - 1 idea seeker (reminds students of the task, asks group for ideas, clarifies ideas for recorder)

If the class has had little or no experience working in assigned group roles, introduce the idea of roles carefully, or simply ask the group to make sure they agree on who is doing the recording.

4. When these tasks have been distributed among the groups, pass out one piece of chart paper and two markers to each group and ask the recorders to copy the following diagram in the middle of the chart paper:



5. Divide the class into two. One half focuses on male roles and the other half on female roles. If the class consists of six small groups, three are assigned the task of male roles and three female roles. In any case, each group works on its own chart, focusing on one gender.

Note: If students are working in same-gender groupings, have the girls focus on female roles and boys on male roles. Optional: Then reverse so that girls focus on male roles and boys focus on female roles. Later, the differences between the two groups' ideas can be discussed.

6. Instruct students to fill in the inner square with words or ideas that express all the things that only boys/men or girls/women can do/be or are supposed to do/be. Have them leave the inner circle blank for now.

Explain that these items should reflect what students have been taught, either directly or indirectly, by parents/guardians, teachers, siblings, and friends. The list does not reflect what is necessarily true. Many of these items may be stereotypes or untrue expectations (e.g., girls/women are soft, sweet, etc.; boys/men are strong, don't cry, like sports, etc.). Provide approximately five to ten minutes to complete this task.

7. Bring the class together (whether students are in mixed- or same-gender groupings). Ask each group to report back its list (adding only what has not already been stated from the other groups). Compile two master lists—one for males and one for females—on the chalkboard or chart paper as students share their brainstorm. In the following discussion, consider the following questions:

- Do you think it's reasonable for all boys/men and girls/women to act in these ways?
- Are there people we know who fit within this circle?
- Are there people we know who do not fit within this circle?
- What is it called when we make assumptions and put expectations on certain individuals or groups based on their gender?

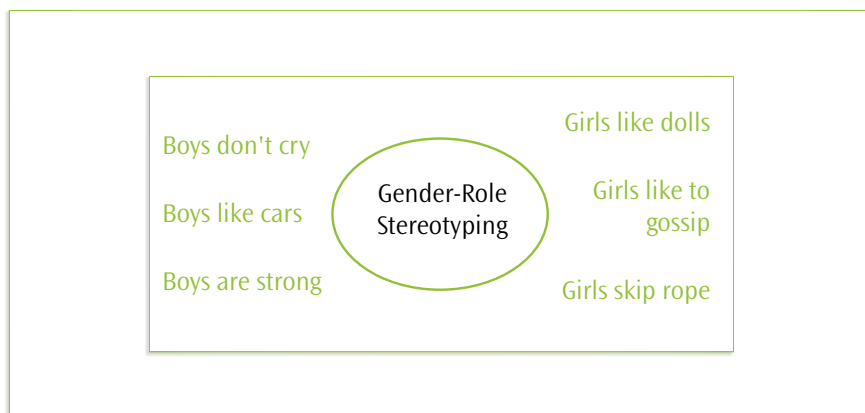
8. At this point, define *gender-role stereotyping* with students:
Gender-role stereotyping: the assumption that males and females are limited by gender in their interests, capabilities, and accomplishments. It is the expectation that being a man

or woman biologically limits what one can do as a human being.

Simplified version: thinking that boys can do only some things and should be interested in only some things just because they are boys, and thinking that girls can do only some things and should be interested in only some things just because they are girls.

9. Record an appropriate definition for the class so that it is visible in the classroom.
10. Have students return to their working groups. Before starting the next task, ask the recorders to label the inner circle with the word “gender-role stereotyping.”

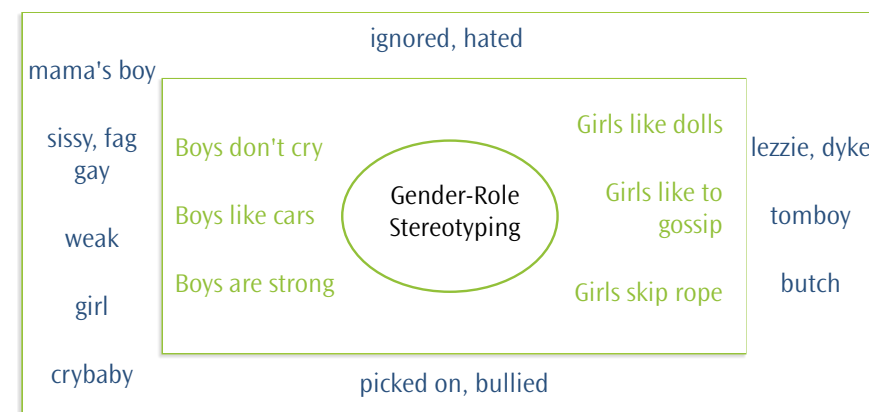
For example:



PART B

1. For the next task, have students insert words and ideas they think of if boys/girls don't fit into what is in the box. (E.g., what happens if a girl/woman is not skinny, sweet, doesn't like shopping, and likes to build things, etc? What happens if a boy/man is not strong, cries, doesn't like sports, likes to cook, etc.?) Ask students to consider specific slurs or put-downs that are used, assumptions people may have about the girl/boy, negative behaviours towards the person not fitting into the gender role. **Gender-Role Stereotyping** Boys don't cry Boys are strong Girls like dolls Boys like cars Girls skip rope Girls like to gossip

For example:



- As a whole class, discuss the students' results. List in categories the ideas the groups came up with. Create headings, and record appropriate items under the headings as students share.

For example:

Girls/Women & Boys/Men Who Don't Fit In		
Ideas (stereotyping)	Attitudes (prejudice)	Behaviours (discrimination)
<ul style="list-style-type: none"> wants to be/act like a girl is gay, homosexual likes boys 	<ul style="list-style-type: none"> disliked or hated 	<ul style="list-style-type: none"> name-calling (sissy, faggot, gay) left out picked on, beaten up

- Share ideas with the class as to how the victim might feel if all these thoughts, behaviours, and negative attitudes were targeted at her/him (e.g., sad, isolated, angry, ashamed, embarrassed). What might he/she do to get away from this treatment? (e.g., change to be something s/he is not, pretend to be different, fight back, become violent and angry, become isolated)
- Discuss the ways that gender-role stereotyping hurts everybody: women and men. Ask students to give examples of times that they, or someone they know, have stepped out of the traditional gender role in their lives (e.g., men cooking, boys taking care of younger siblings, women being athletic, working in construction).

The objective of this activity is to help students see the correlation between gender-role stereotyping and homophobia. Talk about and explain how these two ideas connect.

Note: People who do not fit into the gender boxes run the risk of being ridiculed and labelled “gay” or “homosexual.” Because homophobia is so prevalent in our society, males and females try very hard to fit into their gender boxes, limiting their choices of careers, activities, ways of being, etc., in order to avoid being the target of homophobic harassment and labelling. **Gender-Role Stereotyping** Boys don't cry Boys are strong Girls like dolls Boys like cars Girls skip rope Girls like to gossip crybaby sissy, fag, gay mama's boy lezzie, dyke tomboy ignored, hated weak picked on, bullied girl butch

- Ask students to identify ways that homophobia hurts them (e.g., limits choices, hurts us all). Point out that these are the same ways gender-role stereotyping hurts all of us as discussed earlier. This is true, whether we are gay/lesbian, bisexual, or heterosexual. Ask the students to print the word HOMOPHOBIA on the outside lines of the box on their chart paper.
- Show the video *Sticks and Stones* to the class in order to provide a context for students to understand that other students their age are also discussing similar issues and have similar concerns about gender-role stereotyping and homophobia and the impact it has on children.

PART C

- As a final task, ask students to return to their groups and develop specific action plans to help stop gender-role stereotyping and homophobia in the classroom and/or school. The following ideas may be helpful:
 - Challenge stereotypical comments that you hear your classmates make.
 - Report or challenge any sexist, homophobic put-downs or name-calling you might hear.

- Practise through role play, in partners, what students would say if someone were using gender-role stereotyping or being homophobic.
 - Remove or take down pictures, graffiti, or logos that promote homophobic or gender-role stereotyping messages and behaviours.
 - Have more discussions about homophobic and sexist forms of discrimination.
 - Organize events that are co-ed to promote equal access to activities (e.g., co-ed house league sports teams and events, co-ed chess club, co-ed baby-sitting course).
 - Encourage boys and girls to join non-traditional clubs and events (e.g., boys in babysitting courses, girls in chess clubs).
 - Have a group of students ask the principal the rules and consequences for homophobic and other discriminatory behaviours.
 - Expand the school code of behaviour to include accountability for homophobic behaviour and gender-role stereotyping comments.
 - Create a positive graffiti sheet with messages of positive ways people can treat each other
2. As a class, share the groups' ideas and come up with a plan for the class and/or school, and then distribute Appendix 4.2: Student Action Plan to students who will work in small groups to fill this out to the best of their ability.
 3. Students spend the period planning and researching their action. The teacher should circulate to provide support, suggestions and guidance. By the end of the period, students should have firm goals such as specific projects/tasks and deadline for work completion all filled out on Appendix 4.2: Student Action Plan.

PART D

1. This step should take place after the students have implemented their Action Plans. Distribute a copy of Appendix 4.3: Action Plan Reflection to each student and ask them to answer the questions individually.
2. Once students have completed this step, ask them to pair up with an elbow partner and share their reflections with each other.
3. Lastly, facilitate a whole class discussion reflection. Some suggested discussion questions are:
 - What was the hardest part of this project? What kind of obstacles and roadblocks did you encounter?
 - Do you think what we did could work at another school? Why or why not?
 - What was your most consistent emotion when doing this project? Why?
 - If we could do all this over again, what would you do differently?
 - What advice would you give to students who might try this again next year?
 - What do you think was our/your greatest success?

Assessment and Evaluation

Group Discussions/Chart Work

- Do students work effectively and co-operatively in their groups?
- Do they share and listen to each other's opinions and ideas?
- Are they able to incorporate prior knowledge of issues (e.g., vocabulary and ideas related to equity)?
- As the lessons progress, is there a change or development in the attitudes of the students towards their

understanding and acceptance of diversity in relation to gay/lesbian and bisexual issues and gender roles?

- Development of Action Plan
- Do students understand equity concepts and vocabulary and are they able to utilize the knowledge in a practical way?

Accommodations/Extensions

- Model instructions to students in small groups, where appropriate.
- Provide more step-by-step guidance, visual instructions, and more time for every task.
- Pre-teach important vocabulary.
- Directly teach the skills necessary to manage instructional materials.
- In groups, create posters that express messages of gender equity and anti-homophobia education to place around the schools.
- Read stories of same-sex families or gay/lesbian and bisexual characters.
- Research how gender-role stereotyping and homophobic attitudes are perpetuated in our society (e.g., peer behaviour, parents/guardians, media, and religion).

Appendix 3.1: Agree/Disagree Worksheet

Statements	Column 1		Column 2	
	Agree	Disagree	Agree	Disagree
1. Girls are different from boys				
2. Girls are better babysitters than boys				
3. Boys are naturally better at sports				
4. Being a secretary is a woman's job				
5. Being a construction worker is a man's job				
6. It's not right for little boys to play with dolls				
7. Little girls shouldn't be playing with cars and trucks				

Resources

Suggested Video

Sticks and Stones. Videocassette. National Film Board, 2001. (17 minutes) (#801623)

Appendices

- Appendix 3.1: Agree/Disagree Worksheet
- Appendix 3.2: Student Action Plan

Appendix 3.2: Student Action Plan

What are the major issues around gender-role stereotyping and homophobia in our classroom/ school?

-
-
-
-
-

What can we do to improve the situation?

-
-
-
-
-

What are the first steps we need to take to get things going? Who will be responsible? When will it be done?

Steps Taken	Person Responsible	Date
•		
•		
•		
•		
•		

What else can we do to get others involved and promote our goals?

-
-
-
-
-

Activity 4: Media Literacy – Gender and Relationship Stereotyping

James Banks Continuum: Stage 2

Time: 3 x 45 minutes

Description

This lesson is designed to help students to develop skills for detecting stereotyping in magazine images. It begins by examining gender stereotyping, then proceeds to examine the assumption that all couples are heterosexual. Students are challenged by the notion of what is accepted as desirable and the norm in our society by analyzing images of men, women, and relationships. As a final activity, the class is asked to search out media images that break traditional and stereotypical expectations.

Learning Expectations

Language

- generate, gather, and organize ideas and information to write for an intended purpose and audience.
- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

Planning Notes

- Ask the class collect an assortment of magazines (women’s, men’s, and others) to class before this activity. Make sure there is at least one magazine per student. Encourage students to seek out local and community magazines that represent a wide diversity of cultures and that are generally free to the public.

- Teacher also collects magazines that focus on a range of themes and topics, such as: popular/mainstream (e.g., *People*, *Vogue*, *Chatelaine*); gay and lesbian (e.g., *Out*, *Siren*, *Xtra*, *Curve*); less mainstream magazines (e.g., *A-Asian Magazine*, *Ms. Magazine*, *Fuse*, *Koram*, *Aboriginal Voices*, *Ebony*). Many of these magazines are available in large bookstores such as Book City.
- Examine these magazines for images of diverse couples in relationships (e.g., interracial couples, same-sex couples, older couples) that are appropriate for the class to view. For same-sex couples, look at images from the following magazines: *Out*, *The Advocate*, and *Curve*. These magazines can be bought at any large bookstore such as Indigo, Chapters, or Book City. For Toronto LGBTQ local newspapers like *Xtra*, *Siren*, and *Fab*. Put these selected images aside until Step 8 of the Activities.
- Prepare sufficient copies of Appendix 2.1: Worksheet on Analyzing Magazine Images.

Prior Knowledge

- It is helpful if students have had previous experience discussing the terms *points of view*, *bias*, and *stereotyping*.

Teaching/Learning Strategies

1. Begin by asking the students what media is. What are the kinds or forms of media that they observe? (e.g., TV, radio, newspapers, magazines, billboards, T-shirt messages) Generate ideas from the class about the different forms and purposes of media. Ask the students to think/pair/share.

Notes on think/pair/share: Students think alone in response to a teacher prompt for a specified amount of time, and then form pairs to discuss their ideas. Next, students are called upon to share responses with the class.

2. As a whole class, share and record the students' responses. Then ask the question, "Do you think the information and images in media are always real and accurate?" Discuss with students whether it is possible things can be distorted, exaggerated, or twisted. Ask for some examples of popular ads with which they are familiar. What would some of the reasons for this be? (e.g. to sell a product, to sell an idea or way of thinking, to shock, or to maintain the status quo).
3. Explain to the class that their task is to examine male and female images in magazines. Have the students work in pairs. Distribute two magazines and a worksheet for each pair. Go through the worksheets for clarification and discuss new vocabulary and ideas, if necessary. Allot students a specified amount of time to look through the magazines and answer their worksheets (e.g., 20 minutes).
4. Bring the class back together and discuss the students' findings. Consider the following questions:
 - What topics do magazine writers assume men are interested in? Women are interested in?
 - What are the women usually doing? How are they dressed? Are women portrayed in powerful roles?
 - What are the men usually doing? How are they dressed? Are men portrayed in powerful roles?
 - Who (men or women) is portrayed doing more interesting things? More active things? More important things?
 - What racial group is usually portrayed in the magazines?
 - Do the people in the magazines look rich and happy?
 - Who is not included? (e.g., people of colour, people of different sizes, people living in poverty, working-class people, people with disabilities)
 - Do you think the magazines offer a realistic portrayal of our lives?

Note: Media often define and reinforce what is “normal.” Beauty is portrayed as skinny, muscular, tall, young, rich, white, straight, able-bodied, etc. Anything different is thought of as not normal, less than perfect, undesirable, etc. Beauty is defined differently for men and women.

5. Help the students define the meaning of the word stereotyping by using the results found in their magazine survey (e.g., what is wrong with always portraying women as sexy, needing men’s help, etc.? Do you think all or most women are like that? What do you think people start to believe if all they see are images of women in this way? How do you think they might start to treat women? What about men who are always portrayed as aggressive, muscular, unafraid, violent? Do you think this is realistic? What happens to our expectations of men? Is this right?) Develop a class definition of the word stereotype.

Note: A stereotype is a generalization or assumption about a certain group of people or an individual, usually made by someone who has had limited experience with that particular group, e.g., all women care about shopping, all men are strong. Stereotyping is problematic because it is not accurate, puts people in a box, and causes people to prejudge individuals or groups. The definition developed should be appropriate to the grade level of the students.

6. Have the students in their pairs return to their magazines. This time, ask them to find all the images of relationships. They are to consider friendships, romantic relationships, and family relationships. Discuss these ideas before the task, if necessary. Have students answer the following questions:
 - What kinds of relationships are portrayed in the magazines?
 - What romantic couples do you see in the magazines?
 - What are they doing?
 - Are they always happy and in love?

7. Bring the class together and discuss the results. The overwhelming findings often are that couples are of opposite sexes, seem very much in love and happy, and look like they have money. They are often also predominantly white or light-skinned. The object of this discussion is to challenge the students on the realistic/unrealistic nature of these magazine images. Are these true to reality? Why or why not? Is this stereotyping what all couples should be like?
8. Finally, share with students the selected images of diverse couples that include same-sex relationships. Have students give their initial reactions. Ask them why it’s unusual to see images of interracial couples, older couples, and same-sex couples in love being happy or doing “couple” things. Students will come up with a variety of reasons. One of them might be that they never see images like that so they are not used to it.

Stress that in our society, there are many types of people. There are people of different races/cultures, genders, socioeconomic classes, and relationships. If we don’t see these differences and diversities, people think that they don’t exist. They begin to believe that all men, women, and relationships should be like the ones in the magazines, and if they don’t conform, they are “not normal” or “weird.”

Note: If students react negatively, ask them questions that challenge their assumptions, such as: What is “normal”? Why do you think that? Where do we get ideas of what is normal? Are these fair or reasonable statements?

9. As a culminating component to this activity, ask students in pairs or individually to look through the magazines they have and try and find an image that breaks a stereotype or offers a non-traditional image. Provide a couple of examples in order to get the students started. It helps to have available magazines that have as their mandate images of diversity (e.g., *Ms. Magazine*, *A-Asian American Magazine*, *Aboriginal Voices*, *Out*, *The Advocate*, *Curve*). Instruct the students to

cut out their chosen image and to paste it on a construction sheet. Have them write a short explanation as to why they chose this image as an example of diversity.

Note: If magazines are not available, this media activity can be done using TV images and/or Internet as an alternative. For homework, have students take note of men and women they see in advertisements on television on one day, and relationships they observe on advertisements and television programs the following day. In class, have them, in groups, draw or list what they saw on half of a chart paper. With the class, discuss who they didn't see in the media. Have them draw or list these people and groups on the other half of the chart paper and discuss the results.

Assessment and Evaluation

Media Discussion and Worksheet

- Can students identify the different forms of media?
- Can students organize information in a clear, concise manner?
- Are they able to detect biases and stereotypes about men, women, and relationships within the images and express their ideas orally and in writing?
- Can they identify images that promote a less discriminatory and less stereotypical message?

Accommodations/Extensions

- For students who require additional support analyzing content material, model the activity beforehand.
- Review the instructions on the worksheets and, if needed, pause between tasks.
- Shorten or simplify the list of questions on the worksheet for students experiencing difficulties.

- Do similar surveys of other types of stereotyping in other forms of media such as television advertising, sitcoms, movies, etc.
- Read aloud novels *Totally Joe*, *Am I Blue?*, and/or *Payback* and discuss.
- To move to Stage 3 on the James Banks Continuum have students create their own advertisement selling a product that uses non-traditional, non-sexist, nonracist, non-heterosexual images.
- To move to Stage 4 on the James Banks Continuum have students write a letter to a magazine and tell them how they feel about the messages and images in their magazine.

Resources

Suggested Books

Bauer, Marion Dane. *Am I Blue?* New York: Harper Collins, 1995.

Heneghan, James. *Payback*. Toronto: Groundwood Books, 2008.

Howe, James. *Totally Joe*. Bel Air: Atheneum Books, 2005.

Appendices

- Appendix 4.1: Worksheet on Analyzing Magazine Images

Appendix 4.1: Worksheet on Analyzing Magazine Images

Magazine Title:

Do you think this is a women's or men's magazine?

Why?

Look through your magazine. Choose three or four advertisements to concentrate on and answer the following questions:

Questions	Women	Men
1. What products are they selling in the advertisements?		
2. What are they wearing in these ads?		
3. What are they doing e.g., activities, jobs, and body positions)?		
4. What do you notice about their bodies (e.g., skinny, large, tall, muscular, long hair, tall, white skin)?		
5. Do they look smart, strong, powerful, or weak and silly?		
6. Do they look rich? Explain.		
7. From the pictures, what do you think is important to these people?		

★ LESSON PLANS: SET ONE

These lessons are part of GLSEN's Ready, Set, Respect! Elementary Toolkit. The kit provides a set of tools that will help you prepare to teach about respect and includes lesson plans that can help you seize teachable moments. You can download the kit at <http://glsen.org/readysrespect>



These lessons will help students :

- Acknowledge and develop an appreciation of individual and group identity and diversity.
- Recognize that they are a part of larger classroom and school communities.
- Become aware of how the words that they use can positively or negatively impact others.
- Challenge their own assumptions and attitudes about others.
- Develop skills and language to interrupt name-calling and bias.

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?

3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Dancing Around Name-Calling

A class of fourth grade children are brainstorming a list of topics they can write about during writing workshop. The conversation veers towards hobbies and Sami says he wants to write about his dance class. The next day he comes to school in jeans and his dance leotard. Mr. Breen overhears two boys teasing Sami in the hallway as Sami takes off his jacket, “That’s a girl’s shirt. You look weird!” “How come you’re wearing a girl’s body suit?” and “Sami’s a ballerina.” Both break out into laughter.

Bad Words?

Third grade teacher Ms. Rojo learns from one of her student’s moms that on the previous day’s bus ride home, her son Jordan had been teased by a group of students after sharing that his mom is a lesbian. “Your mom is a lesbian? Jordan’s mom is a lesbian! That’s gross,” the students chanted. While Jordan doesn’t say anything to Ms. Rojo about it, Ms. Rojo learns that not only were the children teasing him, but that the bus driver’s response was to stop the bus and yell at Jordan, saying “don’t ever use that word again.”

Lesson 1:

Our Classroom Community (K-2)

Overview:

This lesson is designed to help students develop an understanding of and connection with their fellow students. By exploring the ways that they are alike and different, students will develop an early appreciation of the diversity around them. Further, this activity introduces the concept of a classroom community and the ways in which members of the community need to support and work together.

When and Why to Teach this Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You hear students referencing and/or questioning differences between and among themselves, especially as it relates to individual, family and cultural identities
- You are seeking to build connections and community with a new group of students

Objectives:

Students will:

- explore ways in which they are alike and different from one another;
- build a sense of pride in their own and others’ identities;
- develop unity and excitement around the their classroom community; and
- establish a common agreement for how they will support one another as part of their classroom community.

Essential Questions:

- What makes each of us unique and different from one another?
- How does the diversity in our classroom make it a richer place?
- What is a classroom community?
- What responsibility do we each have in making our classroom community a happy and productive place?

Time:

1-2 sessions, 30-45 minutes each

Materials:

Alike and Different Statements; multi-colored construction paper for children to create All About Me! posters; multi-colored markers, crayons, pencils; chart paper

Part 1: All About Me...All About You

Introduce the first part of the activity by sharing with students that they will be playing a game to learn about their classmates. Explain that this activity will help them see the things that they have in common or share with one another and also to see the things that are special just to them.

2. Direct students to create a large circle around the classroom and also have room to move forward, as the activity suggests. Explain that you will be reading statements out loud. If the information is true for them, (give an example) then you want them to move forward into the circle. If it is not true, then you want them to remain where they are. (If space is limited, an alternative procedure is to have students remain in their seats and to stand or raise hands if a statement is true for them.)

3. Conduct the activity using the Alike and Different statements. Educators are encouraged to add additional or alternative statements based on their knowledge of their classroom and community.
4. After reading 8-10 statements, ask students to return to their seats (as needed) and ask them to think-pair-share their answers to the following questions:
 - a. What were some things you learned that you have in common or share that are the same with other students?
 - b. What was the most fun or exciting thing you learned about one or more of your classmates?
5. Explain that in order to continue learning about one another, they will create an All About Me! Poster to share things about themselves and show what makes them each unique. Provide students with construction paper and drawing supplies. Direct students to write their name across the top of the paper, and to use words and/or draw pictures that show some of the important things about each of them. Write and verbally share topics for the students to draw/write (no more than four). These may include: who is in your family, sports or hobbies, favorite foods, favorite TV show or book, pets, etc. (This activity could also be completed with pictures from magazines, if available, to create collages.)
6. Once the posters are completed, create student pairs to explain their All About Me! posters to one another. After they have shared with each other, ask students to share their partner's poster with the entire class and tell one thing that they learned about their partners. A good way to reinforce the learning of this activity is to prepare wall space for students to post their partner's poster around the room. Note: Depending on time limitations, this portion of the activity could be continued over two days.

Part 2: All About Us!

Once all the All About Me! posters are presented and posted, offer to the students that these two activities have taught them a great deal about one another—information like who is in their family, sports or hobbies, languages that they speak, etc. Explain that in all these things, there are some ways that we are like one another and other ways that we are different from one another. Offer some specific examples from the class. Highlight a characteristic that is held by the majority or all of the students and ask them to think about what it might feel like to be the only student in class who was different in that way. Ask them to share their responses. Explain that this is what makes the classroom fun and exciting, as each of them brings different ideas, backgrounds, and interests.

2. Transition to a discussion about their classroom as a community. Invite students to think about and offer ideas about what the word community means. Explain that a community is usually a group of people who live in the same place and who often have shared experiences and interests. Explain that while they do not live at school, they do spend a lot of time together and they have learned that there is much that they share and have in common.
3. On a large sheet of chart paper, create a title that says “Our Classroom Community” followed on the next line by “We will...” Explain that all communities need to have rules or expectations of how to act and behave with one another and for ourselves. Ask the students if they have rules at home about chores they need to do or ways that they need to behave with their family members. Allow for a few examples to be shared. Next, explain that their classroom community is very similar and that setting up expectations for their community will help them be able to learn, play and get along with one another.

4. Invite the students to share “We will...” statements that will help create their classroom community rules/expectations. Model these statements by offering 1-2 concepts to get them started such as, “We will use kind words” or “We will listen when others are speaking”

Note: This is an important place to incorporate your school’s established behavioral expectations and/or anti-bullying policies and to help students develop a sense of collective responsibility for practicing these behaviors in their classroom.

5. Once the “Our Classroom Community” expectations are completed, post these where the students can see them. Use them as a guide and reinforcement as needed. Consider sharing these rules with family members so that they understand the expectations that have been created at school.

Closure:

Ask students to imagine that the next day or some day in the future a student joins the class. Ask the following questions:

- How would we welcome them?
- How would we tell them about our community?

Have students role play, taking the perspective of a new student or the welcoming student..

Alike And Different Statements

1. I like apples
2. I have a pet
3. At home, my family speaks a language other than English (ask for examples)
4. I have more than 1 (or 2 or 3) siblings

5. I like to read
6. I like to play soccer (t-ball, dance, gymnastics, etc)
7. I do not like pizza
8. I was born in a country other than Canada (ask for examples)
9. My favorite color is blue (or red, green, etc)
10. My grandmother or grandfather lives with me
11. I love spinach
12. I have been on an airplane
13. I like to draw

Note: Add more based on what you know about your students and your larger community.

Lesson 4:

I Can Make a Difference (grades 3-5)

Overview:

This lesson encourages students to develop and practice skills for confronting biased language and hurtful words, and to think critically about the use of put-downs that demean groups of people.

When and Why to Teach This Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- you observe or hear reports of name-calling or hurtful language targeting others, especially using words such as “gay”, “retarded” and/or other terms demeaning to groups of people
- you observe increased “bystander” or “following the crowd” types of behaviors among students

Objectives:

Students will:

- Create or explore common experiences with namecalling and biased words;
- Develop an understanding of the role of the bystander and the impact of this behavior;
- Develop and put into practice skills for confronting name-calling and bullying; and
- Think critically about the use and impact of terminology that demeans groups of people.

Essential Questions:

- Why is it sometimes difficult to stand up in the face of name-calling or bullying? What is the harm of not intervening in name-calling and bias-related incidents?
- How can we prevent the use of words and phrases like “that’s so gay” or “retard” used to tease and bully people?
- How can we practice and increase our skills in confronting name-calling or hurtful words?

Time:

2 sessions, 30-45 minutes each

Materials:

None

Procedures – Part 1

Explain to the students that this lesson is going to help them develop specific ways to intervene in the face of name-calling or bullying. Offer to the students that one of the biggest challenges in stopping name-calling is to figure out what to say or do to respond, whether the hurtful words are targeted at you or at someone you know.

2. Begin by posing 1-2 of the following scenarios to the class, using those that are more fiction than fact for the group of students (alternative entry points could be asking students to reflect, write and submit situations that they have seen or encountered with name-calling and create composite scenarios from these submissions).
 - After the bell rings, a group of students are putting their things away and a few girls whisper hurtful remarks about the clothes of another girl that they think are ugly. You and the girl that they are whispering about hear the comments.

- A group of kids are playing football at recess and one boy drops the ball several times. Another student remarks to him, “Oh, you’re so gay! Just stop playing. We don’t want you on the team.” You are on the team of the student making the remark.
 - At lunch, a girl trips and drops her tray as she is walking to the lunch table. Several other students laugh and call her a “retard.” You are sitting very close to where the girl falls and also next to the kids calling her names.
 - In class, your reading group is reading a story of a physically small boy who wants to be a professional basketball player. A couple of students laugh and tell a boy in your group, who is also smaller than most of the other students, that the story is about him – and he couldn’t make a team either and maybe should join the chorus instead.
3. For each scenario, ask students to respond to the following questions. This could be done in small groups or as a large group discussion.
 - What is the right thing to do in this situation?
 - How does this compare with what you think some students you know would actually do in this situation?
 - How does it feel to do the right thing?
 - How does it feel to do the wrong thing when you know what the right thing to do is?

Ask students to consider the difference between their responses to the questions above. Ask them what they think stops people from doing the “right thing” in situations like the ones posed (e.g., fear, not knowing what to say, etc.). Write down responses on chart paper or on the board.

4. Write the word “bystander” either on the board or chart paper. Ask students what they think the word means. Using their ideas, confirm that a bystander is someone who witnesses an incident but doesn’t take part in it. Explain that with name-calling and bullying, most often there are bystanders involved. Note that while bystanders are not to blame for bullying or teasing, if they laugh at it, ignore it, or simply do nothing, they may play a part in keeping it going.

Offer that there have probably been times when each of us has been a bystander to name-calling and not done anything to try to stop it.

5. Return to the list of reasons why students sometimes stop short of doing the “right thing” and begin a brainstorm to list ideas to overcome these challenges so that students can be better friends to those who are targeted for name-calling and bullying. This list should just be general ideas (tell the perpetrator to stop, get a teacher, aid or help the student who is targeted, don’t laugh, etc.)
6. Close this portion of the lesson by asking students to identify one of the ideas that they have tried and one they are not sure they feel confident doing just yet. Have them share their answers with a partner. Note: This is an important time to link this work to your school’s anti-bullying and behavioral expectations policies and programs.

Procedures – Part 2

Should this lesson be taught in two sessions with time in-between, ask students to recall their work and tell them how encouraging it has been to hear them come up with solutions to the problem of name-calling and bullying. Remind them of the scenarios. And using these or others created for the lesson, divide students into small groups of 4-6 members and tell students that you want them to create role-plays in order to practice ideas for responding to the hurtful words or name-calling. Explain that practicing using words to interrupt or say

something in response gives us more confidence to be able to intervene if faced with a similar scenario in real life. For more support and direction in this process, an alternative approach is to go through each scenario one at a time with the entire class, verbally discuss ideas for response and then to ask for volunteers to role-play the scenario for the class.

2. After each role-play presentation, engage students in dialogue using the following questions:
 - Why do you think the student in this scenario was targeted for teasing or bullying?
 - What do you think the person being targeted was thinking and feeling during the incident?
 - Why do you think the student(s) who targeted the other students did this? What were they trying to do in this scenario?
 - What was the strategy used to respond in this situation? How was it helpful? Do you have any other ideas for things that could be done?

In the case of the use of “that’s so gay” or “retard” and other similar expressions, these phrases are often used to express that a person or situation is stupid or in some way less-than or undesirable. While students may respond that this “doesn’t mean anything” or “everyone says it”, it is important to help students understand that this terminology is expressing a bias about groups of people in our society, and that this is unacceptable. Here are some recommended responses that may be useful:

- It’s perfectly fine to use gay or lesbian when referring to people who are gay or lesbian, but not acceptable as a way to describe something silly or stupid.

- To use the word “retard” is hurtful to people who have intellectual disabilities or who are physically or mentally challenged.
- It’s not okay to use a word that describes someone’s identity as a put-down.
- How would you feel if who you are was used as an insult?
- We have all been on the receiving end of an insult, so let’s put a little effort into avoiding language that hurts others.

Closure:

Have students write a personal pledge and post these on a poster or bulletin board. This can be used as a tool to remind students of their commitment to intervene in name-calling or bullying.

Extension Activities:

- Students could research the Special Olympics’ campaign “R-Word: Spread the Word to End the Word” (www.r-word.org) and report on what they learned.
- Have the class work together to develop a student-awareness campaign on why “We Don’t Put-Up with Put-Downs” for the school about the importance of using respectful and inclusive language.
- Explore resources and possible participation in GLSEN’s No Name Calling Week (www.nonamecallingweek.org). Have students become “ambassadors” for the campaign by researching, writing and presenting on the value and importance of it to the Principal and/or other faculty and students.

★ LESSON PLANS: SET TWO



These lessons will help students :

- Recognize that families are important
- Develop an understanding that families have different structures and compositions
- Examine different roles and responsibilities as family members
- Evaluate the images of families portrayed in the media
- Reflect on ways to show respect and consideration to their own and others’ families

Elementary educators are presented with teachable moments each day. Those presented below are the kind that may provide a natural entry point for the lessons in this section. As you read these, use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?
3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Picture This

Ms. Williams takes a class into her art room for the first lesson of the year. In an effort to get to know the students she asks them to draw pictures of their families.

As they work, she notices a boy who is not engaged in the activity. She asks, “Jonathon, don’t you want to draw a picture of your family?” Shrugging, Jonathon responds by getting paper and crayons and then sits back down and remains disengaged. A few minutes later Ms. Williams looks over and notices Jonathon is drawing and as she walks she sees that he has drawn a large sun on his paper. The period ends and Jonathon leaves without drawing his family.

Two Dads, No Mom and Two Homes

Ms. Ahl is beginning a social studies unit on families. To start the unit she asks the children to list all the people who are in their family and write something they like about each member. Later that day she hears Matt say to Christina, “How can he be your dad if he doesn’t live with you and you already have one dad?” Christina explains, “I have two dads but they are divorced.”

Lesson 1:

What Makes A Family? (K-2)

Overview:

This lesson helps students explore the definition of a family and to understand that there are a variety of family structures. Students will also explore what makes their own family special to them and the importance of their family in their daily lives.

When and Why to Teach This Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You are seeking to build connections and community with a new group of students
- You are planning to assign/read books with family representations or family references in the story lines
- You want to emphasize creative expression, reflective writing skills with your students
- You hear children express curiosity or a lack of understanding about their classmates or others’ diverse family structures

Objectives:

Students will:

- Identify the definitions and characteristics of a family
- Understand that there are many family structures
- Explore their own family structure and the importance of their family to them

Essential Questions:

- How do we decide what makes a family?
- In what ways are families unique?
- What is the importance of family to my life?

Time:

1-2 sessions, 30-45 minutes each

Materials:

Construction paper or poster board for all students, multicolor markers, crayons, pens, magazines, glue sticks, random pictures of people from magazines, family themed books (optional)

Procedures

1. Begin the lesson by explaining to the students that they will be exploring families and what makes them important and special in our lives. Note, teachers are encouraged to begin this lesson by reading with their students any number of the books listed in the resource section that explore different types of family structures.
2. On a piece of chart paper or on the board, write the word FAMILY in the center in a circle and then ask students to start sharing responses to the question, “What makes a family?” Encourage children to identify not just the members of families but also what they do together, what they share and how it feels to be part of a family. An important point to make is that families—regardless of their specific composition—share feelings or expressions of care, love, responsibility and support to one another. Offer that for some children, those actions of care and responsibility may not be from their parents/guardians or other relatives—but could be from adults in a child’s life who are caring for them in different ways and thus, are their family.

3. Explain that families—just like individual people— are all different and unique. This next part will get students thinking about and testing the definition of family, by considering how families could look different connecting those differences to the common definition of family. The teacher should cut random pictures of people from magazines, making sure to include variations of race/ethnicity, colors, abilities, sizes, doing various things, etc. Using chart paper, randomly select pictures of different family constructions (for example, a picture of a multi-racial family such as two white women with a black child, or an older man and woman and a dog). Ask the students if the people in the photo could be a family? Explore their responses. Expect some students to say no. Refer back to the common definition of family and remind the students that it’s not about how the families look; it’s about how they support, love and nurture each other.
4. This next part of the lesson will allow them the opportunity to show the class who is in their family and what makes their families special to each of them. Using construction paper or poster board, have students create a poster that represents their family. Explain that they can use words, draw pictures, and use pictures from magazines. Encourage students to think about who is their family, what they like to do together, where they live, etc. If time permits, students could be invited to bring in photos of their families to add to their posters and share.
5. Once the children have finished their posters, tell them there is one more step to complete this portion of the activity, which is to the bottom of the poster or on another piece on paper the answer to the following question: “My family is special to me because...” Assist children as needed with writing their answer.
6. Once the posters are completed, invite children to present and share their posters with the class sharing what makes their family special to them. Paraphrase on the board each child’s statement of what makes their family special.

Closure

Conclude the lesson by showing the students the pictures of the diverse families presented earlier, and asking them to consider whether or not the families pictured might also feel special for the same reasons.

Extension Ideas:

- Continue reflection and sharing about each unique family by creating additional posters or information to share about each student's unique family. This could include pages that highlight special foods, activities, celebrations, etc of each child's family. The entire collection of stories and posters could be compiled to share with family members and/or presented at a family night.
- Using story books that represent different family structures, assign students with the task of creating a poster representing the characters of the book and showing who is their family, sharing what they learned about what makes the character's family special or unique.
- Ask students to interview members of their family, asking them what they think makes a family. Students could then report on their findings to the class.

Lesson 3:

Families on TV (grades 3-5)

Overview:

This lesson helps students investigate images of family on TV and in movies and examine how families are portrayed in the media. They will also compare and contrast their findings with their own family structures and experiences.

When and Why to Teach This Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You are aware and observe the increasing impact of the media on your students' attitudes and understanding of society and the world
- You hear children express a lack of understanding or stereotypical attitudes about individual and/or family differences
- You are teaching units about the Canadian population and demographics, calculating data, media literacy

Objectives:

Students will:

- Evaluate the ways that families that are portrayed in media and compare/contrast these portrayals with their own and other's.
- Identify and explore the messages about families and family structure that they and others learn from the media
- Develop media literacy skills

Essential Questions:

- Does the media accurately portray different family structures that exist in Canada?
- What impact does it have when only certain kinds of families or individuals are portrayed in the media or on TV?
- Why should the media reflect different family structures?

Time:

2 sessions, 30-45 minutes each; with a week in between sessions

Materials:

Families in the Media Assessment (see page 263)

Procedures – Part 1

- Explain that this assignment will invite students to watch TV and commercials! Explain that the purpose of this assignment is to look at types of families that are portrayed in the TV shows, commercials or movies that they see and watch. To get them started, invite the students to take a moment to reflect on their own or another family and to write down how that family is structured. Ask them to write down things like how many children are in the family, who the grown-ups are in the family, what kind of home they live in, and do they have pets?
2. Once the children have completed this reflection, chart out the different types of family structures that they share. Engage in dialogue to expand their awareness and understanding of different types of family structures using some or all of the following questions:
 - a. Do family members always look alike or have the same skin or eye color? Why or why not?

Explore ideas that some families come together through adoption or maybe are of different racial or cultural background so their physical features are different from one another.

- b. Do children always live with one mom and one dad in a family? What are other examples? Explore ideas of families where children’s parents are divorced and live in separate homes, or families that have two moms or dads, or how some children may be parented by a relative like a grandmother or another guardian.
 - c. Do siblings always have the same mom and dad? Explore that some families are called “blended” families where there may be parents who come together after being married or with other partners and they have children from these families that become part of new families.
 - d. Where do families live? Explore lots of residences that are all homes – not just houses.
3. Explain to the students that now that they have thought about many of the different types of families that may exist in our school, community and the world, they will be viewing TV shows (provide examples or develop an agreed upon list of possible appropriate shows) or movies to see what kinds of families they see. Explain that this assignment will help them develop a skill called “media literacy.” Help students to define this term and why this skill is important. To help you guide their creation of a definition, you should know that according to the Center for Media Literacy, the short definition is “... the ability to access, analyze, evaluate and create media in a variety of forms.” Explain that this skill is important so that they will be able to better understand the information, messages and content that they see in the media.

4. Explain that for the next week, using the Families in the Media Assessment on page 263, you want them to answer the questions for at least five TV shows, commercials or movies that they see that have families in them. Review the assessment chart and clarify any questions. Encourage students to work alone on this assignment so that there will be as many TV shows and movies as possible. Note: Teachers should consider whether students have access to TV and send home the chart with an explanation of the assignment to parents/guardians in advance of teaching the lesson. This language might include: “Our class is exploring families and the differences and similarities in family structures. As part of the assignment, students are being asked to view TV shows or movies that they would normally watch that include families. Their assignment is to complete the attached chart documenting what they see and learn about these family portrayals.

The purpose of this assignment is to help promote students’ overall media literacy and specifically help them become aware of the images and impressions that occur about families represented in the media. If you have any questions or concerns, please contact me.” If access creates barriers for certain students, consider having the students read age appropriate books or look at pictures in magazines.

Procedures – Part 2

After the assigned viewing week, convene students to review the information in a collective manner. This step of the process will allow students the opportunity to compare and contrast what they saw and observed with other students’ findings, and for the class to develop conclusions based on their discussion and review.

2. Conclude the process using some or all of the following questions. One processing method is to have the students first form small groups to discuss their findings, which would then lead into a large group process.
 - a. In reviewing the completed chart, what family structures did you see portrayed most often? Least often? Why do you think this is the case?
 - b. In reviewing the families seen and ways that they acted or communicated, did you find this similar or different to your or other families that you know?
 - c. Did you see any families that had two moms or two dads? If not, why do you think it would be important to show this family structure along with other family structures?
 - d. What do you think it is like for a child who never or rarely sees a family like their own on TV or in the media? Why is it important to show lots of different types of families and families of different backgrounds on TV?
 - e. In what ways will this experience impact the way you watch TV or view movies in the future?

Closure:

Have students imagine that they are a TV Network Executive in charge of programming for a certain channel (you may have to explain what this is). Have them work in small groups to compose a letter to all TV show producers on their TV channel to convince them to include more diverse families in their shows.

Extension Ideas:

- Assign students with a writing assignment to describe their findings from the assessment chart and to describe the conclusions that they and the class developed through the large group processing.
- Students can continue to develop media literacy skills by creating their own “Viewer Questions” to be used to increase critical viewing skills when watching TV or movies. These questions could be formulated in small groups and/or could include a research component to review various websites related to media literacy in children. (Sites such as the Media Awareness Network (www.media.awareness.cc), Center on Media and Child Health (www.cmch.tv), and the Center for Media Literacy (www.medialit.org) may be of assistance.)
- Extend the viewing assessment to other media content to evaluate portrayals of families, looking at the types of pictures shown and roles of family members presented, etc. Additional content to review might include books, video games, comics, magazines, catalogs, etc.
- Have students create fractions or percentages or develop some other way to visually represent their data on the different types of families portrayed in their assessments and compare and contrast with one another, as well as with Census information.

Families in the Media Assessment

Name:

.....

Assignment:

Watch TV shows or movies that have families as main characters. Answer the questions below about five different families portrayed in the shows that you watch during the week. If you need more room to complete your answers, please use an additional sheet of paper. Reminder: Complete one assessment for each show.

Name of TV show or movie:

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Describe the different family members (i.e., moms, siblings, grandparents, etc)

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Describe the home, neighborhood and/or community of the family

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Describe the cultural background of the family (race or ethnicity, languages spoken, etc.)

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Describe how the family talked to and behaved towards one another

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Describe any other observations about the family

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★ **LESSON PLANS: SET THREE**



These lessons will help students :

- Develop an appreciation around individual identity as it relates to societal expectations of gender roles and behaviors.
- Increase their own and others' awareness of assumptions and stereotypes around gender roles and behaviors.
- Develop skills to be allies to others in the face of bias or name-calling related to gender identity or expression.

Elementary educators are presented with teachable moments each day. Use the following questions to help you consider how you might respond:

1. What is going on? Think as holistically as possible about the classroom and try to take the perspective of different students in the room. Did all students experience the situation the same way?
2. In what ways might the situation suggest that your students are READY for respect-related learning and how READY are you to engage them in that learning?
3. What learning possibilities and/or learning outcomes does such a moment seem to SET up? How might you use the moment for that learning (either in the moment or soon after)? What learning might result from not seizing the possibilities?
4. How might such learning build upon what students already know and lead them to a deeper understanding and practice of RESPECT?

Lesson 1:

That's Just for... (K-2)

Overview:

Through a cooperative group activity and facilitated role play, this lesson helps students develop an understanding of the negative effects of gender stereotyping and related behaviors.

When and Why to Teach This Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You hear children express limited attitudes or perceptions about boys' or girls' abilities, interests, opportunities based on their gender
- You observe children enacting play that reinforces limited attitudes or perceptions about boys' or girls' abilities, interests, opportunities based on their gender
- You are planning to assign/read books with story lines that explore a broad range of gender behaviors and experiences

Objectives:

Students will:

- Explore their own and others' developing concepts about gender roles and behaviors
- Consider the fairness of limiting personal interests and activities based on one's gender
- Develop awareness of the messages they see, read and hear about gender roles

Essential Questions:

- Is it fair to tell someone or be told you cannot do something because you are a boy or a girl?
- Why is it important for girls and boys to be able to learn and explore all sorts of activities and interests?

Time:

1 sessions, 30-45 minutes

Materials:

None.

Procedures

1. Explain to students that you need their help in planning and choosing activities for the school field day or a class "fun day."
2. Divide the class into four teams of near equal members based on a characteristic other than gender such as birthday months or seasons. Tell them that these will be their teams for the day they are planning. Have students on the same team sit in a designated area of the room.
3. Tell the students that each team will get to choose a name, a color for their team shirt, an activity or game that their team would enjoy playing that day and what other team they would most like to compete with.
4. Give the students time to collaborate on the task and then present their team's plan to the larger group. As each group presents their plan, choose one piece of the plan to identify unacceptable for that team using phrases like, "Only the ____ team can wear orange shirts" "Only the ____ team is allowed to play that game, your kind of team can't" "Your team cannot play with the ____ team, only a team like the ____ team can." "That's not a name you can use, that name is for a different kind of team."

5. After all of the teams have presented, highlight how each team had something they could not do. Ask students to think about how it felt to be told you could not do something. Have them share that with a partner and then take a few answers in the large group or share what you heard as students talked to one another.
6. Ask students, “have you or someone you’ve known ever been told that you couldn’t play something, or dress some way, or play with certain friends or that the name they wanted to be called was not right for them?”
7. Ask volunteers to share. If it does not get started, share with students that sometimes you’ve heard a student say to another student something like, “You can’t do that, that’s something a boy does” or “that’s not a girl color.” Ask students “remember how you felt when your team couldn’t do something? I wonder how someone might feel if they were told they couldn’t do something because they are a boy or a girl.”

Closure:

Ask students to consider what they can do to make sure everyone is allowed to do and wear whatever they want or enjoy doing when they are given a choice. Give students examples (or have them think of their own) to role play their responses. Be sure to pair students up in various gender pairings. Make a class list of these strategies to post in the room. If students struggle with this, ask them “What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?”

Extension Ideas:

- Provide other examples of how we limit choices based on gender using additional activities or pursuits that are often gender defined, such as types of jobs, household chores, musical instruments, etc.
- Extend the learning by having students read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender. Have students share with the class what they learned about what boys and girls can do through their reading.

Lesson 3:

Let's Go Shopping (grades 3-5)

Overview:

This lesson is designed to help students to identify messages we receive in terms of gender roles and expectations. Through a research assignment, students will develop a lens for recognizing such messages and strategies for identifying when they are being influenced by them.

When and Why to Teach This Lesson:

While there are many possible moments and reasons in the school year to engage students in this lesson, it may have the greatest and most lasting impact on student growth and development when:

- You observe children expressing stereotypes or biased attitudes related to appearance based on gender (i.e., teasing a girl for looking “like a boy” or a boy wearing colors that are “girlie” or “sissy.”)
- You are aware and observe the increasing impact of the popular culture and media on your students’ attitudes and understanding of gender roles and expectations (i.e., references to TV shows or videogames that suggest boys are to be tough, physical, etc and girls to be focused on clothes, appearance, dancing, etc.)

Objectives:

Students will:

- Increase awareness of the messages related to gender roles and expectations conveyed in media by popular clothing companies
- Examine the impact of messages related to gender roles and expectations on themselves and others
- Explore how to be allies to others related to individual expression and identity

Essential Questions:

- What messages about gender roles and behaviors are shared in popular clothing and shopping media content?
- Why is it important for print and visual media (TV commercials, shopping advertisements, catalogs, etc) to reflect diversity as it relates to gender differences in appearance and behaviors?

Time:

2 sessions, 30-45 minutes each; with a week in between sessions (depending on the assignment format)

Materials:

Collection of catalogs from various popular kids clothing companies, such as Old Navy, J. Crew, Gap, Abercrombie Kids, Hollister, Halloween Costume catalogs, department stores, and the like.

Procedures – Part 1

1. Explain that this assignment will invite students to review clothing catalogs and/or websites. Explain that the purpose of this assignment is to look at the information the companies are showing as it relates to differences between boys and girls in clothing, appearance, behaviors, etc. Explain that this assignment will help them develop a skill called “media literacy.” Help students to define this term and why this skill is important.

According to the Center for Media Literacy, the short definition is “... the ability to access, analyze, evaluate and create media in a variety of forms.” Explain that this skill is important so that we can better understand the information, messages and content that we see in the media. In this case, they will be looking at catalogs

designed to get people to buy clothing, shoes, accessories, etc but also offer a lot of information about our society and what is valued and important.

2. Provide students with copies of the Let's Go Shopping Questionnaire on page 275. Review the questions with the students. Depending on how the assignment is being conducted, students should be assigned to small groups, ideally with a mix of gender representation, to review a set of catalogs and work collaboratively to complete the questionnaire and present their findings.
3. Assign either small groups or individuals with catalogs to review. Students should complete a review of 3-4 catalogs in order to compare and contrast findings and have ample information to draw conclusions. It is acceptable to have students or groups review the same companies, but try to ensure a broad range of options. Note: Teachers should send home the questionnaire with an explanation of the assignment to parents/guardians. This language might include: Our class is exploring messages about gender roles, and the appearance and behaviors of males and females in shopping catalogs.

Their assignment is to complete the attached questionnaire documenting what they see and learn about these portrayals. The purpose of the assignment is to develop media literacy skills while also developing their awareness aware of the images and impressions that occur about gender as represented in the media. If you have any questions, please contact me.

Procedures – Part 2

After the allotted time has been provided for students to conduct their research, students can be assigned to write a report on their findings, work in small groups to discuss their findings, or convene as one large group to review the information in a collective manner. Regardless of the steps used, ultimately students should be able to compare and contrast what they saw and observed with other students' findings.

Closure:

Conclude the process using some or all of the following questions. Alternatively, these questions can be used to guide students in doing a written summary of their work.

1. In reviewing the information shared, what ideas about boys or girls clothes, looks, and behaviors did you see portrayed most often? Least often? Why do you think this is the case?
2. In reviewing the types of boys and girls images shown, what they wore and/or were shown to like to do, did you find this similar or different to your own likes or experiences? Provide specific examples.
3. Do you think it is important to show different types of girls and boys in looks, appearance, and clothing choices in catalogs? Why or why not?
4. How do you think it might make some people feel if they don't want to dress in the clothes most often shown for people like them?

5. Do you think that people (kids and adults) should dress the way the catalogs suggests that they dress even if they don't really like the colors or styles? Why or why not?
6. What can you say to support someone who wants to dress in colors or styles different than what is shown in the majority of these catalogs?
7. In what ways, if any, will this experience impact the way you look at catalogs in the future?

Extension Ideas:

- Extend the assessment to other media content to evaluate gender portrayals, looking at the types of images shown and how boys/men or girls/women are presented, etc. Additional content to review might include TV shows, movies, books, video games, comics, etc.
- Add a social justice component to the above by having students strategize ways to share or express concerns over stereotypical images or offerings from the companies that they saw. This might be related to gender diversity but also physical ability, race, ethnicity, etc. Ideas for expressing concerns might be to compose letters to the companies sharing their findings and asking for specific modifications or changes. Generate additional ideas with students.
- Assign students to research the history of clothing trends for men and women. Explore the connections to changes in cultural norms and expectations throughout history, such as during WWII when many women joined the workforce, women's liberation movement, etc and how this impacted dress, hairstyles, etc for men and women.

Let's Go Shopping Questionnaire

Your Name:

.....

Assignment:

Review the assigned catalog and answer the questions on this sheet. Be specific and offer examples as much as possible which could include pictures from the catalog. Reminder: You need to complete one questionnaire for each company assigned.

1. Name of Company:

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2. What products do they sell?

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3. What colors, patterns and designs were most often used for the boys' products?

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4. What colors, patterns and designs were most often used for the girls' products?

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5. In looking at the models used to show the clothing or other products, describe any differences in how boys and girls are shown or portrayed. (For example, what are they doing, how are they standing or sitting, facial expressions, etc.) products?

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6. What did you notice in terms of the physical appearance of the girls and boys models used? (For example, racial, ethnic or other cultural diversity, hair length and/or styles, color of hair and eyes, etc.)

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7. Any other observations?

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PART 3: MIDDLE AND HIGH SCHOOL EDUCATORS



Did you know...

[Curriculum Links and Films](#)

[LGBTQ Inclusive Book List and Middle School Book Titles](#)

[About Policy 703](#)

[Lesson Plans](#)

[Human Rights](#)

[Additional Resources](#)



DID YOU KNOW...

From *Every Class in Every School* (Egale Canada, 2011)

KEY FINDINGS

Homophobic and Transphobic Comments

- 70% 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%) reported hearing remarks such as “faggot,” “lezbo,” and “dyke” every day in school.
- Almost 10% of LGBTQ students reported having heard homophobic comments from teachers daily or weekly (17% of trans students; 10% of female sexual minority students; and 8% of male sexual minority students).
- Even more LGBTQ students reported that they had heard teachers use negative genderrelated or transphobic comments daily or weekly: 23% of trans students; 15% of male sexual minority students; and 12% of female sexual minority students.

Verbal Harassment

- 74% of trans students, 55% of sexual minority students, and 26% of non-LGBTQ students reported having been verbally harassed about their gender expression.
- 37% of trans students, 32% of female sexual minority students, and 20% of male sexual minority students reported being verbally harassed daily or weekly about their sexual orientation.
- 68% of trans students, 55% of female sexual minority students, and 42% of male sexual minority students

reported being verbally harassed about their perceived gender or sexual orientation. Trans youth may report experiencing particularly high levels of harassment on the basis of perceived sexual orientation because often trans individuals are perceived as lesbian, gay, or bisexual when they are not.

- More than a third (37%) of youth with LGBTQ parents reported being verbally harassed about the sexual orientation of their parents. They are also more likely to be verbally harassed about their own gender expression (58% versus 34% of other students), perceived sexual orientation or gender identity (46% versus 20%), gender (45% versus 22%), and sexual orientation (44% versus 20%).

Physical Harassment

- More than one in five (21%) LGBTQ students reported being physically harassed or assaulted due to their sexual orientation.
- 20% of LGBTQ students and almost 10% of non-LGBTQ students reported being physically harassed or assaulted about their perceived sexual orientation or gender identity.
- 37% of trans students, 21% of sexual minority students, and 10% of non-LGBTQ students reported being physically harassed or assaulted because of their gender expression.
- Over a quarter (27%) of youth with LGBTQ parents reported being physically harassed about the sexual orientation of their parents. They are also more likely than their peers to be physically harassed or assaulted in connection with their own gender expression (30% versus 13% of other students), perceived sexual orientation or gender identity (27% versus 12%), gender (25% versus 10%), and sexual orientation (25% versus 11%).

Sexual Harassment

Levels of sexual harassment are high across the board for LGBTQ students. The following groups of students reported having experienced sexual harassment in school in the last year:

- 49% of trans students
- 45% of students with LGBTQ parents
- 43% of female bisexual students
- 42% of male bisexual students
- 40% of gay male students
- 33% of lesbian students

The higher levels of sexual harassment for gay male than for lesbian students may be attributable to greater exposure to sexual humiliation as a distinct form of unwanted sexual attention. Also, lesbian students may be less likely than gay male or trans students to perceive their experiences of harassment as sexual. Further analysis will explore the experiences included in this finding.

Unsafe Spaces

- Almost two thirds (64%) of LGBTQ students and 61% of students with LGBTQ parents reported that they feel unsafe at school.
- The two school spaces most commonly experienced as unsafe by LGBTQ youth and youth with LGBTQ parents are places that are almost invariably gender-segregated: Phys. Ed. change rooms and washrooms.
 - ▶ Almost half (49%) of LGBTQ youth and more than two fifths (42%) of youth with LGBTQ parents identified their Phys. Ed. change rooms as being unsafe; almost a third (30%) of non-LGBTQ youth agreed.

- ▶ More than two-fifths (43%) of LGBTQ students and almost two-fifths (41%) of youth with LGBTQ parents identified their school washrooms as being unsafe; more than a quarter (28%) of non-LGBTQ students agreed.

- Female sexual minority students were most likely to report feeling unsafe in their school change rooms (59%).
- High numbers (52%) of trans youth reported feeling unsafe in both change rooms and washrooms. It is notable that these places where female sexual minority and trans students often feel unsafe are gender-segregated areas. Not only does this contradict assumptions that most homophobic and transphobic incidents take place in males-only spaces, but it also points to a correlation between the policing of gender and youth not feeling safe.

HOMOPHOBIA, BIPHOBIA, AND TRANSPHOBIA AFFECT EVERYONE

Intersectionality

“I think there’s a lot of work to be done in recognizing that lgbttq people come from various cultures and communities and breaking those myths and beliefs to allow all people identifying within those communities to be free of prejudice and oppression.”

The survey found that there was little regional or ethnic variation in levels of physical harassment for reasons related to gender or sexual orientation, but that Caucasian youth, both LGBTQ and non-LGBTQ, were far less likely to report having been physically harassed or assaulted because of their ethnicity: 8% compared to 13% of Aboriginal youth and 15% of youth of colour. Consequently, it is important to note the aggregate effects or “double whammy” here for both Aboriginal youth and youth of colour; these youth are not only being physically harassed or assaulted because of reasons related to gender and/or sexual orientation, but they are also much more likely to be physically harassed or assaulted because of their ethnicity.

Youth of Colour

“Not only is it difficult to be LGBT in high school, but especially as a LGBT youth who is also a visible minority. The positive images and information out there for such a youth is very hard to come by.”

Youth of colour, both LGBTQ and non-LGBTQ are far less likely to know of any out LGBTQ students (67% compared to 81% of Caucasian and 87% of Aboriginal youth, LGBTQ and non-LGBTQ combined) or to know of any teachers or staff members who are supportive of LGBTQ students (48% knew of none, compared to 38% of Aboriginal and 31% of Caucasian youth, LGBTQ and non-LGBTQ combined).

Almost one fifth (18%) of those students of colour who had experienced LGBTQ-inclusive curriculum reported that class discussions of LGBTQ people’s relationships had been negative (compared to 14% of Caucasian and 11% of Aboriginal youth). They were also less likely to see class representations of LGBTQ matters as having been very positive (17% compared to 26% of Caucasian and 31% of Aboriginal youth).

Youth of colour, both LGBTQ and non-LGBTQ, reported the lowest rates of being comfortable discussing LGBTQ matters with anyone at all, including their coaches, their teachers, their classmates, their parents, and even with a close friend.

This high degree of isolation for youth of colour with regard to LGBTQ matters suggests that serious attention needs to be paid to finding means of reaching out to youth in ways that are appropriate and informed about cultural issues and taboos surrounding LGBTQ matters.

Aboriginal Youth

Very few statistically significant findings surfaced about the experiences of LGBTQ Aboriginal youth in Canadian schools in this report. In some instances, Aboriginal youth reported experiences similar to Caucasian youth, such as comfort levels in talking to school community members about LGBTQ matters. In other instances, Aboriginal youth reported experiences similar to youth

of colour—for example, in reported rates of physical harassment based on race or ethnicity. Further work needs to be done in order to better understand and account for the needs of LGBTQ Aboriginal youth in Canada.

Youth With LGBTQ Parents/Guardians

Not only do youth not want to have to hear their loved ones spoken about in cruel ways, but youth with LGBTQ family members also avoid disclosure to protect themselves from harassment. As one student wrote, “I am not out about my family members because people are so stupid that they think that if you know someone who is LGBTQ then that means you are too.”

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% versus 13%) or on the way to school (32% versus 10%). These results are extremely important not only because of what they reveal about the degree of fear being experienced by youth with LGBTQ parents, but also because of the potential impact of missing classes on the academic performance of these students.

Youth with LGBTQ parents are more likely to be aware of teachers making homophobic and transphobic comments: one-fifth of youth with LGBTQ parents said teachers sometimes or frequently make homophobic comments, compared to only 7% of other students, and a quarter of youth with LGBTQ parents said teachers sometimes or frequently make transphobic comments, compared to one tenth of other students.

Students with LGBTQ parents are more likely to find homophobic comments extremely upsetting (23% versus 11% of other students) or very upsetting (29% versus 19%).

LGBTQ Youth

One in seven students who completed the survey during in-class sessions self-identified as LGBTQ (14%), which is consistent with the percentages of students identifying as not exclusively

heterosexual in large-scale survey research of youth conducted in British Columbia (Saewyc & the McCreary Society, 2007). Our research would suggest that there are several sexual minority students in every class in every school in Canada, not to mention students with LGBTQ parents. Many of these students, of course, do not disclose their own or their family members' sexual orientation and/or gender identity until they are safely out of school.

Trans Youth

While youth who actually identify as trans are comparatively small in number, they are highly visible targets of harassment. Trans students may report experiencing particularly high levels of harassment on the basis of perceived sexual orientation because often trans individuals are perceived as lesbian, gay, or bisexual when they are not. The heightened sense of lack of safety at school experienced by trans youth is likely due to the rigid policing of gender conventions (male masculinity and female femininity), which can make trans youth highly visible targets for discrimination and harassment.

- 90% of trans youth hear transphobic comments daily or weekly from other students and almost a quarter (23%) of trans students reported hearing teachers use transphobic language daily or weekly.
- Almost three quarters (74%) of trans students reported being verbally harassed about their gender expression.
- One quarter of trans students reported having been physically harassed (25%) or having had property stolen or damaged (24%) because of being LGBTQ.
- Trans students were much more likely than sexual minority or non-LGBTQ students to have been physically harassed or assaulted because of their gender expression (37% compared with 21% for sexual minority students and 10% for non-LGBTQ students).

- When all identity-related grounds for feeling unsafe are taken into account, including ethnicity and religion, more than three quarters (78%) of trans students indicated feeling unsafe in some way at school.
- 44% of trans students reported being likely to miss school because of feeling unsafe and 15% reported having skipped more than 10 days because of feeling unsafe at school.

Bisexual Youth

A comparison of the responses of female and male bisexual youth with lesbian and gay male youth shows that often gender seems to be more of an influencing factor than sexual orientation in the experiences of female sexual minority youth; however, this is generally not the case for male sexual minority youth:

Physical Harassment about Being LGBTQ

26% of female bisexual youth
12% of male bisexual youth
25% of lesbian youth
23% of gay male youth

Mean Rumours or Lies about Being LGBTQ

56% of female bisexual youth
37% of male bisexual youth
52% of lesbian youth
47% of gay male youth

Skipping School Due To Feeling Unsafe

29% of female bisexual youth
19% of male bisexual youth
25% of lesbian youth
28% of gay male youth

At Least One Unsafe Location at School

71% of female bisexual youth

64% of male bisexual youth

72% of lesbian youth

74% of gay male youth

Feel Unsafe at School because of Actual or Perceived Sexual Orientation

63% of female bisexual youth

39% of male bisexual youth

67% of lesbian youth

51% of gay male youth

Feel Unsafe at School

75% of female bisexual youth

51% of male bisexual youth

73% of lesbian youth

62% of gay male youth

These findings are interesting in a few ways. First, popular understandings of bullying in school culture might lead one to expect that heterosexual males would be most likely to commit homophobic harassment and that their targets would be gay males, whom they would have the opportunity to bully in unsupervised gender-segregated spaces such as change rooms and washrooms. Second, it is sometimes said that lesbians have it easier than gay males, that society in general tolerates lesbians more than gay males, and that being a lesbian or a bisexual female is even trendy. These findings would refute both of these popular conceptions of life for sexual minority girls and women.

What male sexual minority youth, both bisexual and gay, seem to have in common, however, is a higher degree of social connectedness. Both of these groups are more likely to know of

out LGBTQ youth and supportive staff members at their schools:

Don't Know Anyone Out as LGBTQ at School

21% of female bisexual youth

13% of male bisexual youth

31% of lesbian youth

15% of gay male youth

Don't Know of School Staff Members Supportive of LGBTQ Matters

36% of female bisexual youth

22% of male bisexual youth

28% of lesbian youth

26% of gay male youth

Heterosexual Youth

One of the most striking findings of our study is that 58% of non-LGBTQ youth find homophobic comments upsetting. This finding suggests that there is a great deal of potential solidarity for LGBTQ-inclusive education among heterosexual students.

- One in twelve heterosexual students reported being verbally harassed about their perceived sexual orientation and one in four about their gender expression.
- Almost 10% of non-LGBTQ youth reported being physically harassed or assaulted about their perceived sexual orientation or gender identity and more than 10% reported being physically harassed or assaulted because of their gender expression.

Any given school is likely to have as many heterosexual students as LGBTQ students who are harassed about their sexual orientation or gender expression.



CURRICULUM LINKS AND FILMS

★ CHECK CURRICULUM/ASSIGNMENTS/ACTIVITIES/FORMS FOR INCLUSIVITY AND ASSUMPTIONS

What kind of language is being used?

Provide alternative ways of doing assignments:

Try giving students the option of approaching assignments from LGBTQ perspectives. Even if there are no out LGBTQ students in your classroom, perhaps they simply haven't come out yet or there are students who are questioning or have LGBTQ family members or friends and these students might appreciate the opportunity to do research on these matters.



Check out the lists of words and expressions that exclude or include people in Point 4.3 for examples.



Don't assume that just because no one is "out" that there aren't students or families who are LGBTQ in your school community.

CHECK OUT THE RAINBOW CLASSROOM provided here and go to the Educators' Section on MyGSA.ca for additional ideas and supports.

LGBTQ Inclusive Education: Grade 9-12 Curriculum Outcomes in New Brunswick

The following curriculum outcomes have been selected to provide examples of what LGBTQ inclusive education could look like. The words "could mean" are used because these are just one of many examples that will hopefully help to create awareness and comfort around how to infuse LGBTQ identities and realities into the classroom.

Grade 9 Social Studies

Be able to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

LGBTQ inclusive education could mean including LGBTQ identities and discussion under the umbrella of diversity.

Grade 11 Modern History

Two outcomes related to the Holocaust:

- 6.1.2: Know, understand, and be able to explain the progression of the Holocaust from 1933 until 1945.
- 6.1.4: Identify international action and human rights legislation resulting from this period.

LGBTQ inclusive education could mean including the inclusion of LGBTQ people as part of those sent to Concentration Camps, as well as their experiences of oppression in pre and post-war Germany.

Adapted from the former Equity Department of the legacy Toronto Board of Education

Grade 12 English

Consistently demonstrate active listening and concern for the needs, rights, and feelings of others".

LGBTQ inclusive education could mean including LGBTQ rights under this banner and including these in classroom discussions and lessons (where applicable, and in age-appropriate ways) in order to meet this objective.

Grade 12 English

#6: Demonstrate a willingness to explore diverse perspectives to develop or modify their points of view

LGBTQ inclusive education could mean discussing LGBTQ realities in order to explore diverse perspectives. (e.g. family structure, gender as a binary construct, etc.)

DRAMA

These are ideas for educators to assist as they engage in LGBTQ inclusive pedagogy. They are not outcome-specific, but aim to help expand our pool of ideas and examples when creating meaningful curriculum for our students.

- Read and perform plays that have LGBTQ characters and themes, or are written by LGBTQ playwrights.

Talk about how these characters are portrayed, and discuss the lives of the playwrights - including their LGBTQ identities.

Examples of plays by LGBTQ-identified playwrights include:

The Normal Heart by Larry Kramer

Goodbye to Berlin by Christopher Isherwood

Rent by Jonathan Larson

ENGLISH

- Include books written from LGBTQ perspectives, with LGBTQ characters and matters, and written by LGBTQ authors.



For a list of suggested LGBTQ books for young adults, check out page 301 in this section of the resource.

The national LGBTQ safer schools and inclusive education website, MyGSA.ca, has an extensive booklist.



FAMILY STUDIES

- Address sexual orientation and gender identity.
- Broaden the definition of “family” to include LGBTQ parents/guardians.
- Consider various ways to create a family. “What Makes a Baby” by Cory Silverberg is a book that may be useful. It comes with a reader’s guide that can be downloaded at <http://www.what-makes-a-baby.com/readers-guide/>

HISTORY/CURRENT EVENTS

- Include same-sex marriage as part of Canadian political history.
- Review the seizure of books from Little Sister’s Book & Art Emporium in British Columbia as part of the discussion of censorship.
- Review the dishonourable discharge of LGBTQ individuals from the military.
- Include the persecution of LGBTQ individuals in concentration camps as part of the WWII retrospective.
- Discuss Montreal’s “Sex Garage” Raid, Toronto’s Bathhouse Raids, and Stonewall in New York as part of 20th century civil rights movements.
- Explore the current state of anti-LGBTQ discrimination on a global level.
- Discuss and analyze social/political movements for LGBTQ equality around the world.
- Provide project-based learning opportunities for students to make a difference with regard to LGBTQ equality in their school, community, or even on a global level.

MATH & SCIENCE

- Mention LGBTQ scientists and mathematicians, such as Rachel Carson, Magnus Hirschfeld, and Alan Turing.
- Use social justice as a means of presenting questions: e.g., incorporate the matters listed under History/ Current Events.
- Explore genetics and sexual orientation.
- Provide a balanced look at the nature vs. nurture theory of sexual orientation.
- Talk about Central Park Zoo’s famous gay penguin couple, Roy and Silo (and the accompanying children’s book based on their lives, *And Tango Makes Three* by Peter Parnell and Justin Richardson and illustrated by Henry Cole), and lesbian albatross couples rearing chicks in both New Zealand and Hawaii.
- Discuss the fact that clownfish in Papua New Guinea reefs can change their sex at will for social reasons.

MEDIA STUDIES

- Consider media articles that promote heteronormativity, cisnormativity, homophobia, biphobia, and transphobia.
- Explore gender role stereotyping in the lyrics of popular music, and images of music videos.



Heteronormativity:

A cultural/societal bias, often implicit, that assumes all people are straight and so privileges heterosexuality and ignores or underrepresents same-gender relationships.

Cisnormativity: A cultural/societal bias, often implicit, that assumes all people are cisgender and so privileges cisgender identities and ignores or underrepresents gender creativity.

Cisgender (adj): Refers to someone whose gender identity corresponds with their birth-assigned sex (e.g., a cisgender male is someone whose gender identity is man and was assigned male sex at birth).

- Explore homophobic, biphobic, and transphobic lyrics and images in music videos.
- Evaluate advertisements that target LGBTQ consumers and discuss “the pink dollar.”
- Ask students to create their own ads—by either acting them out or drawing them—that express values such as respect, diversity, citizenship, ethicalness, inclusivity, equity, and/or fairness.
- View and have critical discussions about ads that enforce heterosexism and/or cisnormativity. (Cisnormativity is the assumption that everyone is cisgendered: a cisgendered person is someone whose gender identity basically matches up with her or his medically-designated sex. An example of this is a person who identifies as a “man” (gender identity) who is also medically-designated “male” (sex). Cisnormativity further assumes that trans identities or bodies are less authentic or “normal.”)

For terms and concepts pertaining to LGBTQ matters that are useful across all subject areas, check out [MyGSA.ca/content/terms-concepts](https://www.mygsa.ca/content/terms-concepts)



- Watch and discuss some of the following films:



Films, videos, and other multimedia educational and commercial resources may be very effective tools for exploring issues related to diversity of sexuality as well as gender identity/expression. However, it is critical that teachers or other facilitators working with learners in GSA groups or other settings carefully preview, select, and plan for the use of these resources to ensure that they are used effectively.

The following films have been found to be potentially useful resources. However, they have not been reviewed through the New Brunswick Department of Education and Early Childhood Development formal resource review process, nor are they endorsed by the Department, and they do not carry a New Brunswick recommended designation. Teachers should ensure that the complexity of the material is within the guidelines defined in the grade-level standard, located in the Learning Resources section of the NBED Portal. Please note that the films on this list have been chosen for various reasons: the storyline, the opportunity to discuss stereotypes, the portrayals of LGBTQ people, historical content, and artistic value. With this in mind, not all of these movies are positive portrayals of LGBTQ identities and experiences, and some have violent content. However, problematic elements could be the subject of rich discussions, and would facilitate a historical reflection of LGBTQ realities and experiences, a critical engagement with concepts of sex and gender, and/or an awareness of what has changed with regards to LGBTQ rights and communities if teachers are prepared to discuss these elements in order to further understanding and awareness of homophobia, biphobia, transphobia, cisnormativity and heteronormativity. Educators may consider showing excerpts of certain films for this purpose.

Shared professional judgment and planning is necessary if there are any doubts about choosing and instructing with material for an audience. Small group instruction provides a good alternative and safe environment for discussion.

Film and multimedia resources, as with all other literature or educational resource selections should be reviewed by school staff before they are used with students. In this way, learner sensitivities and the perspectives of the student population, as well as the appropriateness of the resource for the intended learning objectives are taken into account. In addition, the effectiveness of a particular resource will depend greatly on what the teacher or facilitator does in terms of preparing the audience before viewing, as well as the needs and interaction of students during and post viewing.

A Jihad for Love	14A (not recommended for children)
Albert Knobbs	PG
Apples and Oranges	
Beautiful Thing	14A (language may offend)
Big Eden	
Billy Elliot	14A (coarse language)
Boys Don't Cry	R
Breakfast with Scot	PG (language may offend)
But I'm a Cheerleader	14A (language may offend)
C.R.A.Z.Y.	14A (substance abuse)
Chasing Amy	
Cure for Love	G (from the 1950's?) maybe not the one you are looking for
D.E.B.S.	PG
Deb-we-win Ge-kend-am-aan, Our Place in the Circle	ONF
From Criminality to Equality	Canadian Documentary
Georgie Girl	Documentary
Get Real	14A (mature theme)
Girl Inside	Canadian Documentary
Gray Matters	PG (mature theme)
Hedwig and the Angry Inch	14A (coarse language/mature theme)
I Can't Think Straight	
If These Walls Could Talk 2	14A (mature theme)
Il était une fois dans l'est (Once Upon a Time in the East)	
Imagine Me and You	PG (mature theme)
In Other Words	
The Incredibly True Adventure of 2 Girls in Love	
It's Elementary	Documentary

J'ai tué ma mère (I Killed My Mother)	14A (mature theme)
Johnny Greyeyes	
Just Call Me Kade	
Kinsey	14
Kissing Jessica Stein	14A (mature theme)
Les amours imaginaires (Heartbeats)	14A (language may offend/mature theme)
Lilies	R
Living with Pride: The Ruth Ellis Story	Documentary
M Butterfly	
Ma vie en rose (My Life in Pink)	14A
Mambo Italiano	14A (language may offend)
Milk	14A (violence/sexual content/coarse language)
Naissance des pieuvres (Water Lilies)	14A (nudity/sexual content)
Nina's Heavenly Delights	14A
One of Them	
Pariah	
Paris is Burning	
Philadelphia	
Quand l'amour est gai (When Love is Gay)	
Saving Face	14A
School's Out	
Secrets de polichinelle (Open Secrets)	
Serving in Silence: The Margarethe Cammermeyer Story	14A
Shaking the Tree	14A
Show Me Love	14A
Single Man	14A
Sticks and Stones	



LGBTQ INCLUSIVE BOOK LIST

Taking Charge	
Talk to Me	14A (language may offend/mature theme)
That's a Family!	Documentary
The Brandon Teena Story	Documentary
The Business of Fancydancing	
The Hanging Garden	
The Kids are Alright	
The Normal Heart	
Tomboy	PG (mature theme)
TransAmerica	14A
TransGeneration (documentary)	14A
Trevor	18A (sexual content/coarse language)
Two Spirits	
We Were Here	

Maritime Film Classification is responsible for the classification of films and videos in the Maritime provinces. For more information about how films are classified, or to view film ratings, please visit <http://novascotia.ca/snsmr/access/alcohol-gaming/theatres-amusements.asp>

You will note that some movies have not been rated. Regardless, it is recommended that educators preview any films before they are viewed, so they are familiar with the content.

For more information about and resources for integrating LGBTQ themes, role models, and subject matter across the curriculum, consult the Educators' Section of *MyGSA.ca*. If you're having difficulty finding what you're looking for—or if you've got more ideas that you'd like to share—either post a thread on the Educators' Discussion Forum on the website or contact Egale at mygsa@egale.ca or 1.888.204.7777 (toll-free).



13 RECOMMENDED LGBTQ BOOKS FOR YOUNG ADULTS



Literature can be an effective resource for exploring issues related to diversity of sexuality as well as gender identity/expression. However, it is critical that teachers carefully preview, select, and plan for the use of these resources to ensure that they are used effectively.

The following books may be useful resources. However, they have not been reviewed through the New Brunswick Department of Education and Early Childhood Development formal resource review process, nor are they endorsed by the Department, and they do not carry a New Brunswick recommended designation. Teachers should ensure that the complexity of the text is within the guidelines defined in the grade-level standard, located in the Learning Resources section of the NBED Portal. Also, teachers will find two additional resources helpful: p. 54-55 of the Atlantic Canada English Language Arts Foundations Document <https://portal.nbed.nb.ca/tr/cd/Documents/Foundation%20Document%20for%20Atlantic%20Canada%20English%20Language%20Arts.pdf> and the teacher created module about building classroom libraries, found in the Professional Growth section of the NBED Portal. (Atlantic Canada English Language Arts Foundations Document: Understanding Text Complexity and Building Classroom Collections Grades 6 – 12: <https://portal.nbed.nb.ca/pd/Reading/Pages/default.aspx>).

Shared professional judgment and planning is necessary if there are any doubts about choosing and instructing with a text for an audience. Small group instruction provides a good alternative and safe environment for discussion.

All literature or other educational resource selections should be reviewed by school staff before they are used with students. In this way, learner sensitivities and the perspectives of the student population, as well as the appropriateness of the resource for the intended learning objectives are taken into account. In addition, the effectiveness of a particular resource will depend greatly on what the teacher or facilitator does in terms of preparing the audience before reading, as well as the needs and interaction of students during and post reading.

5 RECOMMENDED BOOKS FOR MIDDLE SCHOOL READERS

Drama (2012) by Raina Telgemeier. Graphic novel through drama—a play—and drama between characters explores middle school feelings with boyfriends and girlfriends, and boyfriends and boyfriends.

The Mysterious Edge of the Heroic World (2009), by E. L. Konigsburg. Two boys find themselves caught up in a story that links a sketch, a young boy's life, an old man's reminiscence, and a painful secret dating back to the outrages of Nazi Germany. Includes revelations about the victimization of artists and gays during the Holocaust.

Playground: A Mostly True Story of a Former Bully (2011) by Curtis "50 Cent" Jackson. A realistic look at bullying from the perspective of an urban young teen boy in middle school. Looks at the boys feelings as both a target and perpetrator of bullying. Also deals with divorce and gay parenting. Some explicit language.

The Revealers (2011) by Doug Wilhelm. At Parkland Middle School, three bullied seventh graders start an unofficial e-mail forum in which they publicize their experiences. Unexpectedly, lots of other kids come forward to confess their similar troubles, and it becomes clear that the problem at their school is bigger than anyone knew. In one email, a student tells his troubles of being called gay.

Riding Freedom (1999) by Pam Muñoz Ryan and Brian Selznick. A fictionalized account of the true story of Charley (Charlotte) Parkhurst who ran away from an orphanage, posed as a boy, moved to California, drove stagecoaches and continued to pass as a man her whole life.

Absolutely, Positively Not (2005) by David LaRochelle. In a touching, sometimes hilarious coming-out story, Steven DeNarski, 16, tries to deny he is gay. . . . The wry, first-person narrative is wonderful as it goes from personal angst to outright farce (Steven takes a pet golden retriever to the school dance). The characters are drawn with surprising depth, and Steven finds quiet support, as well as betrayal, in unexpected places. Many readers, gay and straight, will recognize Steven's need to talk to someone.

Between Mom and Jo (2006) by Julie Anne Peters has been named an Honor Book for the first ever James Cook Teen Book Award given by the Ohio Library Council. The award recognizes books that promote and celebrate cultural, ethnic, and social diversity; demonstrate excellence in writing; and have a wide appeal to a teen audience. It has also been chosen as Rainbow Reads by the Gay, Lesbian, Bisexual, and Transgendered Round Table of the American Library Association.

"Jo promised Nick they'd always be together. So did Mom. When you're a stupid little kid you believe what your parents tell you. You want to believe that your life will be good and nothing will change and everything—everyone—goes on forever. It's not until later you find out people are liars, forever is a myth, and a kid with two moms should never be put in the position of having to choose between them."

From the Notebooks of Melanin Sun (1995) by Jacqueline Woodson: Thirteen-year-old Melanin Sun has always had a close relationship with his mother, a single parent. He is surprised when she tells him that she has fallen in love with a white woman. Worried that this relationship means that she doesn't love him, an African-American male, Melanin shuts his mother out of his life. After a confrontation, he agrees to spend the day with his mother and her partner, Kristen. It is through meeting Kristen that Melanin learns how important family is, and rejoices in the fact that his mother will always have a place for him in her life.

Funny Boy is Shyam Selvadurai's first novel; it won the Lambda Literary Award for Best Gay Men's Novel as well as the Smithbooks/Books in Canada First Novel Award in 1994. In this remarkable debut novel, a boy's bittersweet passage to maturity and sexual awakening is set against escalating political tensions in Sri Lanka during the seven years leading up to the 1983 riots. Arjie Chelvaratnam is a Tamil boy growing up in an extended family in Colombo. It is through his eyes that the story unfolds and we meet a delightful, sometimes eccentric, cast of characters. Arjie's journey from the luminous simplicity of childhood days into the more intricately shaded world of adults—with its secrets, its injustices, and its capacity for violence—is a memorable one, as time and time again the true longings of the human heart are held against the way things are.



SHARE THIS LIST with your librarian, your Education Support Teacher - Guidance Counsellor, and your principal.

Hear Me Out: In 2004, Teens Educating and Confronting Homophobia (T.E.A.C.H.) published a book of stories written by peer facilitators about their coming out experiences. These stories are based upon the stories the peer facilitators use to engage participants during T.E.A.C.H. workshops. Critically acclaimed, the book received attention across Canada upon its publication.

Koolaid's (1998) by Rabih Alameddine: An extraordinary literary debut, this book is about the AIDS epidemic, the civil war in Beirut, death, sex, and the meaning of life. Daring in form as well as content, *Koolaid's* turns the traditional novel inside out and hangs it on the clothesline to air.

The Little Black Book for Girlz: A Book on Healthy Sexuality (2006) and *The Little Black Book for Guys: Guys Talk about Sex* (2008) by youth for youth: St. Stephen's Community House, a community-based social service agency in Toronto, engaged a diverse group of teens looking for the real deal about sexuality. To find answers, they collected stories, poetry, and artwork from other youth. They also interviewed health experts to get the facts about issues young people face. The result? An honest and powerful mix of real-life examples and life-saving info.

Luna (2004) by Julie Anne Peters has been chosen by the American Library Association for their 2009 Great Stories CLUB. The Great Stories CLUB (Connecting Libraries, Under-served teens, and Books) is a reading and discussion program designed to reach under-served and at-risk youth through books that are relevant to their lives.

"From as early as she can remember, Regan O'Neill has known that her brother Liam was different. That he was, in fact, a girl. Transgender. Having a transgender brother has never been a problem for Regan—until now. Liam (or Luna, as she prefers to be called by her chosen name) is about to transition. What does it mean, transitioning? Dressing like a girl? In public? Does Liam expect Regan to embrace this decision, to welcome his sex change? She's always kept her brother's secret, always been his confidante, but now Regan's acceptance and love will be put to the test."

Rainbow Boys (2003) by Alex Sanchez. Jason Carrillo is a jock with a steady girlfriend, but he can't stop dreaming about sex...with other guys. Kyle Meeks doesn't look gay, but he is. And he hopes he never has to tell anyone -- especially his parents. Nelson Glassman is "out" to the entire world, but he can't tell the boy he loves that he wants to be more than just friends. Three teenage boys, coming of age and out of the closet. In a revealing debut novel that percolates with passion and wit, Alex Sanchez follows these very different high-school seniors as their struggles with sexuality and intolerance draw them into a triangle of love, betrayal, and ultimately, friendship.

She Walks for Days Inside a Thousand Eyes: A Two Spirit Story (2008) by Sharron Proulx-Turner. Sharron Proulx-Turner combines poetry and history to delve into the little-known lives of Two Spirit women. Regarded with both wonder and fear when first encountered by the West, First Nations women living with masculine and feminine principles in the same body had important roles to play in society, as healers and visionaries, before they were suppressed during the colonial invasion. She walks for days inside a thousand eye (a Two Spirit story) creatively juxtaposes first-person narratives and traditional stories with the voices of contemporary Two Spirit women, voices taken from nature, and the teachings of Water, Air, Fire and Mother Earth.

So Hard to Say (2004) by Alex Sanchez. Frederick is the shy new boy and Xio is the bubbly chica who lends him a pen on the first day of class. They become fast friends-but when Xio decides she wants to be more than friends, Frederick isn't so sure. He loves hanging out with Xio and her crew, but he doesn't like her that way. Instead, he finds himself thinking more and more about Victor, the captain of the soccer team. Does that mean Frederick's gay?



ABOUT POLICY 703

Stealing Nasreen (2007) by Farzana Doctor: Nasreen Bastawala is an Indo-Canadian lesbian and burnt-out psychologist who meets and becomes enmeshed in the lives of Shaffiq and Salma Paperwala, new immigrants from Mumbai. Both Shaffiq and Salma develop confusing attractions to Nasreen. For Shaffiq this causes him to bring home and hide things he “finds” in her office. Salma’s crush on Nasreen harkens back memories and regrets about a lesbian affair that ended badly years ago.

Zami: A New Spelling of My Name (1982) by Audre Lorde: This biomythography traces Audre Lorde’s life from her childhood in Harlem through her discovery and acceptance of her self as a black, lesbian woman in the late 1950s. Masterfully crafted by the profound and artistic Lorde, *Zami* reads like musical poetry. Through her life experiences, Lorde carefully forges a path to locate her position in the world. Ultimately, naming and accepting difference are the tools necessary for Lorde’s ability to stay alive and stay human.

Contact local organizations from the *New Brunswick Policies and LGBTQ Resources* section of this resource or MyGSA.ca for assistance.



Policy 703 – *Positive Learning and Working Environment* provides a framework for the department, school districts and schools to create such environments by “establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.”

Policy 703 - *Positive Learning and Working Environment* – has 6 goals which include:

- 5.1 Good citizenship and civility are modeled and reinforced throughout the school community. Every person is valued and treated with respect.
- 5.2 School personnel and students in the public school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.
- 5.4 Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.
- 5.5 Parents, school personnel, district staff and the school community understand that social skills, self-discipline, respect, empathy, compassion and ethics are learned throughout life. Each partner in education through instruction and continued education supports the formation of school-based groups that promote diversity when interest is expressed by a student or staff member (examples include First Nations groups, multicultural groups, religious groups, and sexual minority groups).
- 5.6 All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism and all other forms of discrimination that could lead to bullying and harassment. Appropriate procedures and strategies are in place to ensure respect

for human rights, support diversity, and foster a learning environment that is safe, welcoming, inclusive and affirming for all individuals.

Does your school have a Gay-Straight Alliance? Check out the GSA Guide in this resource.



As part of this policy, districts and schools are required to create Positive Learning and Working Environment Plans. The school's plan is required to "reflect the school community's vision for the safe and inclusive learning and working environment it wishes to achieve."

For the complete policy: <http://www.gnb.ca/0000/pol/e/703A.pdf>

Discuss Policy 703 with students. Find out what they think about it. Does it go far enough? What do they think is missing and what would they include? Why are these things important to them? Ask students if they think there are school and district-based policies that reflect the LGBTQ inclusion found in Policy 703.

Find out what things they would like to see at the school (and in the Plan) that reflect a commitment to Policy 703. Does your school have a Gay-Straight Alliance (GSA) or other inclusive student-led group pertaining to LGBTQ matters? Working towards implementing Policy 703 regarding LGBTQ matters is an excellent activity for such a group. If your school does not have this type of group yet, why not? Check out the *GSA Guide* section of this resource or on *MyGSA.ca* for more information.

Egale Human Rights Trust, the national LGBTQ human rights organization, recommends that "schools strongly support the efforts of students to start Gay-Straight Alliances (GSAs)" and that "in schools where students have not come forward, administration should ask teachers to offer to work with students to start a GSA. It is not safe to assume that LGBTQ students would prefer to go through high school isolated from their peers and teachers" (7-8)

in its report on the First National School Climate Survey, "Youth Speak Up about Homophobia and Transphobia" (2009) which can be found at www.MyGSA.ca/YouthSpeakUp

Egale's *Every Class in Every School* report (2011) explains GSAs in the following way:

Gay-Straight Alliances (GSAs) are official student clubs with LGBTQ and heterosexual student membership and typically two teachers who serve as faculty advisors. Students in a school with a GSA know that they have at least one or two adults they can talk to about LGBTQ matters. The purpose of GSAs is to provide a much-needed safe space in which LGBTQ students and allies can work together on making their schools more welcoming of sexual and gender minority students. Some GSAs go by other names such as Human Rights Clubs or Social Justice Clubs in order to signal an openness to non-LGBTQ membership (though of course, some of these are not GSAs and might not address homophobia, biphobia, and transphobia), and sometimes because "Gay-Straight Alliance" seems problematic in that "gay" does not necessarily refer to lesbians or bisexuals and trans identities are not explicitly encompassed by the expression. Such groups also function as safe havens and supports for students with LGBTQ parents/guardians, other family members, and friends.

IF A STUDENT HAS NOT YET COME FORWARD, talk to your school's administration about becoming a GSA school staff advisor!



LESSON PLANS

From the former Equity Department of the legacy Toronto Board of Education

The following lesson plans have been drawn from various sources. Each has been referenced should you wish to explore it further.

✦ Grades 5 - 7

Reader Response Reflection Journals

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

Learning Outcomes:

- To analyze and compare the representation of males and females in novels.
- To read novels with strong, intelligent and active female characters and that portray boys as sensitive and caring.
- To make students aware of how novels can portray boys and girls equally and non-stereotypically.

Context:

There are many novels with strong active female protagonists involved in exciting adventurous stories. Likewise there are novels which show boys displaying emotions other than anger. Novels that show girls and boys equally and non-stereotypically need to be used in novel studies. Teachers can pick a wide range of literature to share with their students that provide powerful role models. When reading novels assigned to grades by the

Ministry of Education prescribed learning outcomes (PLO's), challenge the status quo in the novels and challenge students to do a gender analysis of the characters.

Lesson:

During novel study, assign some journal novel responses that address gender as a part of regular discussion and/or reader response. Have students observe the number of male and

female characters in the novel and their position in the story. Have the students identify the qualities of both female and male characters, looking for characters that are portrayed as intelligent, independent, active, adventurous, resourceful, compassionate, empathetic, courageous, caring, and nurturing. Is there a difference in how male and female characters are depicted? When teaching historical fiction, have the students compare current roles and expectations with historical roles shown in the novel.

In the teacher's guide, *Bringing It All Together* (p.231-234), Terry Johnson includes an evaluation of the author's attitude towards gender in the fantasy novel, *Mrs. Frisby and the Rats of Nimh*. The questions can be adapted to evaluate any novel for bias, including the intersection of gender, race, class, etc.

Sample Reader Response Questions:

1. What role does each of the characters play? How are these characters portrayed?
2. Who is the lead character in the novel? Why do you think the author picked that character?
3. How are the lead characters treated by other characters in the story? How are the other characters treated?
4. Whose point of view is reflected in the story? If the story was being written by another gender character in the story, what would the story be like?
5. Which novels have they read which depict strong, female historical characters? What role did they play in the story?
6. Which novels have they read in which a male character was in a non-traditional role? What role did he play and was it effective?
7. When there is a division of labour between genders in a novel, how do either gender overcome these expectations and step outside the gender expectations?

Examining Novels for Gender Bias

From *The Gender Spectrum: What Educators Need to Know* developed by Pride in Education. The complete document can be found at: <http://pridenet.ca/wp-content/uploads/the-gender-spectrum.pdf>

This is a checklist that can be used by students during novel studies or literature circles. It will help students examine the novel for gender bias and stereotyping. Note: This checklist is written at a high school level, but it can be easily adapted for intermediate students by modifying a few of the items and simplifying the language.

1. If there are illustrations either on the cover or throughout the book, are the illustrations of the characters stereotypical or over-generalized for either traditional male or female characteristics and activities? In other words, is the female shown as demure, domesticated, or social? Is a male shown as adventurous, rugged, or athletic?
2. Within the novel, how are characters described? Is everyone white, slim, middle class and able-bodied or is there diversity with respect to race, body type, class, and ability?
3. In the novel, is it mostly the males who are participating in the action of the novel while the females are observers or supports? Who solves the main conflict and how? Is it solved by a female through social manoeuvring? Or is it solved by a male through courage and action?
4. How important are the gender roles of the characters in the development of the novel? What would happen to the novel if the gender of each character was changed?
5. Examine the relationships among the characters in the story. Who is dominant? Who is subservient?
6. Are all the romantic relationships in the novel heterosexual?
7. Examining all the characters and considering the variety of people who make up a community, city, country, etc., what groups of people are not represented in this novel?
8. What kind of role models are the characters in this story? Are there a variety of role models with whom students of either gender could identify? Are there characters with both traditional and non-traditional gender roles?
9. Stories and novels can be a way for society to reinforce societal norms. What societal norms are being reinforced by this novel? Examples of societal norms might include ideas such as: work hard at school, be loyal to your friends, or men should not cry. To what extent do you agree with the social norms reinforced by your novel?
10. Check the author's background and perspective. Most authors write from their perspective or cultural background. Is the perspective patriarchal or feminist? What can you conclude about the author's perspective in terms of race, class, age, ability, sexuality, religion, etc.

Activity 1: Circles of Ourselves

From *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*. Toronto District School Board (2011).

James Banks Continuum: Stage 1

Time: 75 minutes

Description

This activity is designed for students to explore their diverse social identities. Speaking from their experience, student will acknowledge their complex social identities which make them feel included and excluded. Both commonalities and differences in social identities will be highlighted. Students should develop a broader understanding of social identity and how categories of inclusion and exclusion lead to social power and marginalization.

Learning Expectations

Language

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- generate, gather, and organize ideas and information to write for an intended purpose and audience.
- plan presentations for specific purposes and audiences;
- communicate orally for a variety of purposes and audiences, using the forms, language, and techniques of effective oral presentations.

History

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

Citizenship

- describe the diversity of beliefs and values of various individuals and groups in Canadian society.
- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

Personal and Social Responsibilities

- analyse decisions and behaviours related to individual role expectations.

Diversity, Interdependence, and Global Connections

- explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles.

Social Challenges and Social Structures

- analyse current issues and trends relevant to individual development, and speculate on future directions.
- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges;

Research and Inquiry Skills

- use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- communicate the results of their inquiries effectively.

Self and Others

- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

Planning Notes

- Copy Circles of Ourselves handout for each student.
- Teacher should draw a large replica of the chart on chalkboard, smart board, overhead or flip chart paper.
- Prepare your introduction and modeling of the exercise.
- Prepare discussion questions and prompts.
- Prepare extension activity and rubric, if necessary.

Prior Knowledge

None

Teaching/Learning Strategies

1. This activity has three components: individual reflection, small group discussion/analysis, and entire class debrief and analysis.
2. Introduce the activity by mapping as much of your social identity as you are willing to share with your class. Use the Circle of Ourselves chart you have on the chalkboard, flip chart, smart board or overhead to do this.
3. Distribute Appendix 1.1 to all students and ask them to take a few minutes to complete the handout with as much information they feel comfortable sharing with classmates. This part of the activity is done individually and in silence.
4. Once students have completed their own charts, ask them to join with one or two other students to share their identities. Teachers can either let pairs and triads form themselves or post a list of groups with students should be in. It is important that groups be as diverse as possible and that students are speaking with people they have not worked with and/or have little familiarity with.
5. Each pair or triad should next discuss the larger categories the various social identities they have discussed belong to (e.g. male/female – gender; black/brown/white – race; etc.)
6. After groups have completed their discussion, reconvene the whole class and ask the pairs/triads to list the social identities they identified. Record this list (race, culture, age, gender, language, body image, sexual orientation, etc) on the chalkboard, flip chart paper, overhead or smart board. Encourage students to come up with a really comprehensive list.
7. Ask the class to consider some of the following questions as a way of analyzing the complexities of social identities:
 - Which categories of exclusion are less readily identified and why?
 - Which of these identities are fixed vs. changeable?
 - Which of these identities are visible vs. invisible?
 - How do inclusion and exclusion influence and shape power relations in our society?
8. Next, ask students to think about times when they were either included or excluded because of their social identities and to write these emotions down in Appendix 1.2.
9. Have students reconvene in their pairs or triads to share their feelings associated with inclusion and exclusion. Encourage students to share their experiences of inclusion and exclusion if they are comfortable. Make sure to validate their experiences. This is not a debate about peoples'

experiences, rather an opportunity to hear stories that amplify the emotions associated with the experiences of inclusion and exclusion.

10. Discuss with students the physical and cognitive impacts positive and negative emotions have had on them and the connections of these experiences to their well-being in school.

Assessment and Evaluation

Teacher can track group and class oral responses to generate oral communication and thinking/inquiry assessment. Post-activity journaling can be used to assess thinking/inquiry and written communication skills.

Accommodations/Extensions

Make sure that handouts are large enough for students to read and fill in.

Make sure that the recording of class discussion is legible and clear.

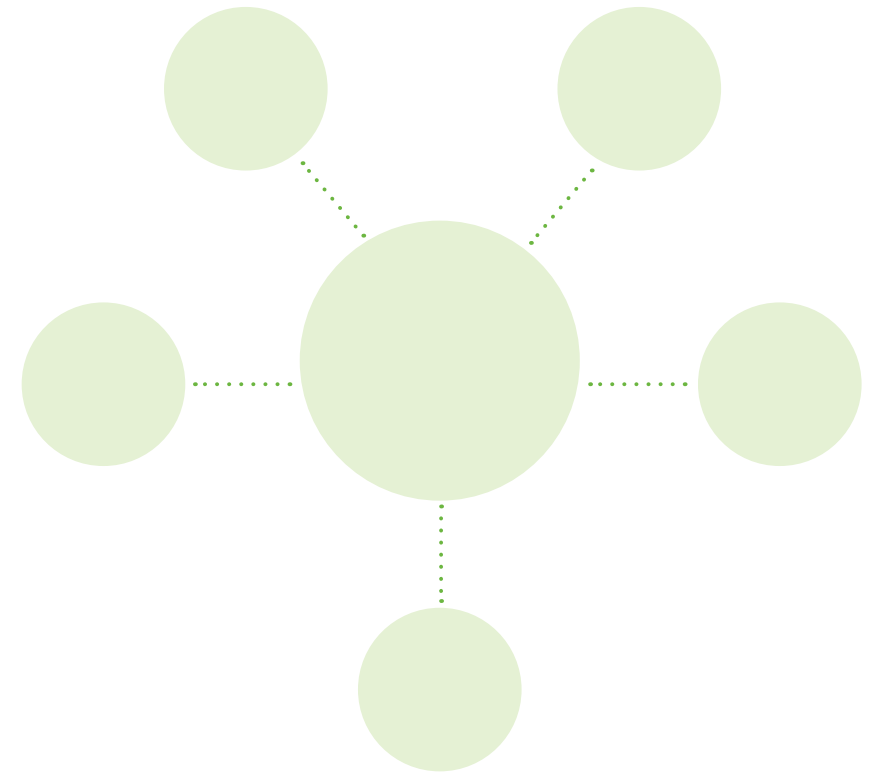
Choose groups to ensure mixture of students to ensure a mixture of students with different skills and aptitudes.

Resources

- Appendix 1.1: Circles of Ourselves Handout
- Appendix 1.2 : Inclusion/Exclusion Chart
- Appendix 1.3 : Social Identities
- Appendix 1.4: Words of Inclusion/Exclusion

Appendix 1.1: Circles of Ourselves

CIRCLES OF OURSELVES



Appendix 1.2: How did it feel when you were ...

Excluded?	Included?

Appendix 1.3: Our students may feel excluded in terms of their...

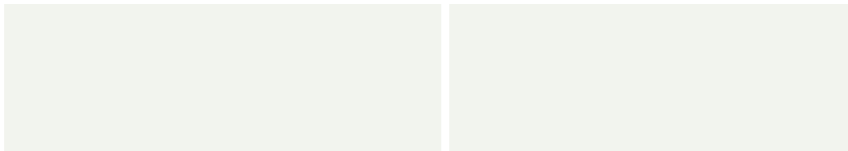
Age	Learning Disability	Clothing
Socio-Economic Class	Moral Values	Body Size
Race	Accent	Learning Style
Colour	Occupational Status	Popularity
Ethnicity	Geographic Origin	First Language
Religion	Food Restrictions	Immigration Status
Height	Sexual Orientation	Physical Appearance
Neighbourhood	Gender Identity	Academic Success
Political Beliefs	History of Abuse	Physical Disability
Technological Expertise	Status as Parent/ Childless Person	Athletic Ability
Introversion/ Extroversion	Musical Preference	Gender

Appendix 1.4: How did it feel when you were ...

Appendix 1.4: How did it feel when you were ...

Excluded?	Included?
Angry	Proud
Resentful	Secure
Hurt	Special
Frustrated	Comfortable
Lonely	Recognized
Different	Confident
Confused	Happy
Isolated	Excited
Inferior	Trusted
Worthless	Cared about
Invisible	Liked
Substandard	Accepted
Unwanted	Appreciated
Untrustworthy	Reinforced
Unaccepted	Loved
Closed	Grateful
Ashamed	Normal
	Open
	Positive
	Nurtured
	Important
	Responsible
	Grown up
	Respected

From: *Creating an Inclusive School*, Richard Villa and Jacqueline S. Thousand



EXPLORING OPPRESSION

Sometimes a discussion about different forms of oppression can get lost in a debate about which one is “worse.” This is a very unproductive argument which will pit different oppressed groups against each other and block the unity needed for change.

Objective: To allow students to examine the similarities between racism, sexism, and homophobia without ranking them from “best” to “worst.”

Format: Start by getting students to brainstorm all the similarities between these three forms of oppression. For example, each involves stereotypes, prejudice, and discrimination; each involves a targeted group with less social power; each involves feelings of anger, pain, and frustration; and they may all lead to feelings of self-hatred by oppressed groups.

Ask about differences in the way each group has historically faced oppression. For example, members of some groups can individually hide, while others cannot; some have attempted to assimilate while others have felt it more productive to isolate themselves; and members of some groups have mixed experiences and strategies. Ask how these differences affect the stereotyping, prejudice, and discrimination members of each group might experience.

Ask students to think about how oppression may accumulate over generations for some groups and not for others. For

example, women, including lesbians, and gay men are born into all families of all classes. Therefore, they may not start out with the disadvantages that other groups have acquired because of the discrimination faced by their ancestors. For example, much of the African-American population was enslaved and faced generations of discrimination in employment so that many African-Americans today experience less economic privilege than white individuals do.

How does the position of young people in these groups differ in terms of learning how to deal with oppression? For example, young women might have mothers or sisters to help them with regard to handling sexism and most racialized youth can easily identify peers with similar experiences to theirs or can talk to family members about their experiences. They can share strategies or anger. Young lesbians, bisexuals, and gay males as well as trans, queer, and questioning youth, however, often feel completely isolated and are more likely to become depressed or even to engage in suicide-related behaviours.



Where do bisexual, trans, queer, and questioning individuals fit in your discussion? What about intersectionality?

POWER TRIANGLE ACTIVITY & CIRCLES OF OURSELVES

From the former Equity Department of the legacy Toronto Board of Education

POWER TRIANGLE ACTIVITY

When I see it, when I hear it, when I feel it, I know that it's discrimination: e.g., racism, sexism, homophobia, classism, and/or discrimination against people with disabilities. What does discrimination look like, sound like, feel like in school? Think about your classroom, the hallways, the smoke pit, the bathrooms, the office. Think about the curriculum. Think about it all, both big and small. Talk about it with a classmate/friend and come up with a list.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The following are examples of lessons that can be used to explore some of the issues pertaining to LGBTQ safe spaces. The first is about gender identity and expression and uses the film *Ma Vie En Rose* – a French film with English subtitles.

The second example is about prejudice and bias by examining the Holocaust and genocide. It can be used as a broader examination of the issues underlying homophobia, biphobia, transphobia and heterosexism.

Ma Vie En Rose

By Gerald Walton, Assistant Professor
Faculty of Education, Lakehead University, Thunder Bay, Ontario



Target population:

Junior high and high school students who are fluent in French.

Film synopsis:

Ludovic Fabre is a young boy who believes that God made a genetic mistake in assigning him as a male. He thinks of himself as a girl and takes every opportunity to dress as a girl and explore typical girls' interests. He and his family have just moved to a new suburban neighborhood where boys are expected to look and act like boys and girls are expected to look and act like girls. Ludovic does not act like a typical boy. He doesn't fit in.

Objectives:

- ➔ To explore and understand gender;
- ➔ To examine the assumptions about sexuality based on gender; and
- ➔ To recognize gender as a spectrum rather than either boy or girl; man or woman.

Instructions:

The film can either be watched in its entirety (88 minutes) or in two small sections of 20 minutes each.

Part 1

- ➔ Before watching the film, break students up into small groups of 5 – 6 students each.
- ➔ Ask them to discuss among themselves the question, What is gender? Ask each student to record ideas, assumptions, and perceptions.
- ➔ Watch the first 20 minutes of *Ma Vie en Rose*.
- ➔ Again in small groups, ask students to brainstorm about how the character of Ludovic reflects their ideas about gender. Ask them to brainstorm about how Ludovic challenges their ideas.
- ➔ Ask each group to share their ideas in large group discussion.

Part 2

Watch the last 20 minutes of the film.

Ask students to provide a written response to the film, perhaps by providing the following as guiding questions:

- ➔ How do Ludovic and Chris, as portrayed in the final scenes from the film, challenge usual ideas about gender?
- ➔ What do you think should be done about the problems that Ludovic and Chris each encounter?
- ➔ Is Ludovic gay? Explain your answer.
- ➔ How are the assumptions about sexuality (especially gay / straight) conveyed in the film in light of how it portrays gender?

The Pyramid of Hate

THE PYRAMID OF HATE

The Anti-Defamation League and
Survivors of the Shoah Visual History Foundation

High School



The Anti-Defamation League and Survivors of the Shoah Visual History Foundation are partnering to provide resources to educators and students for anti-bias education. To commemorate the United Nation's International Day for Tolerance, they have combined one of ADL's anti-bias learning tools, its Pyramid of Hate®, with visual history from the Shoah Foundation's unmatched archive of Holocaust survivor and witness testimonies, to create an innovative classroom lesson for contemporary educators. This multimedia activity draws on video, a medium with which today's students are particularly comfortable, and which has the power to bring them face to face with people whose life experience is both different from — and relevant to — their own.

RATIONALE:

History provides examples of the way in which stereotyping, scapegoating, dehumanization and discrimination can escalate to mass murders that have, in some instances, resulted in genocide.

This activity provides participants with the opportunity to understand the pain caused by bias and the ways in which prejudice can escalate. It is designed to promote recognition of the value of interrupting that progression.

OBJECTIVES:

Students will be able to:

1. Examine how discrimination based on bias can escalate into acts of violence.
2. Discuss the impact of prejudice on individuals and on society.
3. Recognize the role of individuals in interrupting the escalation of hate.

REQUIREMENTS:

Materials:

- *Have You Ever...?* Student Handout (one copy for each participant)
- *Genocide Transparency*
- Shoah Foundation Testimony Reel
- Photographs of survivors with quotes
- *Pyramid of Hate* Student Handout
- Chart paper, markers and push pins or velcro
- (Optional: easels)

View the photographs of survivors with quotes at the Shoah Foundation Testimony Reel online at <http://sfi.usc.edu/>



Space:

Room for students to work in small groups

Time:

45 – 60 minutes

Participants:

High school students/maximum: 40

PROCEDURES:

1. Distribute *Have You Ever...?* Student Handout to each student and tell them they are to answer yes or no to each of the questions in the handout. Assure the students that the handouts are for their eyes only. (3 minutes)
2. When students have completed their questionnaires, lead a discussion using some or all of the questions listed below. List students' responses on chart paper or on the chalkboard. (10 minutes)
 - Why do you think people tell ethnic jokes about other groups, insult others, or exclude them socially? (A possible response might be "Because 'others' are different.")
 - Why would these differences cause a person to "put down" someone else? (Possible responses might be: it makes them feel superior or more important or they are afraid of the "other," failure to understand another's culture.)
 - Where do people learn to disrespect people who seem different? (Responses may include home, school, friends, or the media — newspapers, television, movies, music.)
 - Can you give examples of a prejudice you have learned through the media?
3. Read the following case study.

In one school, a group of four boys began whispering and laughing about another boy in their school that they thought was gay. They began making comments when they walked by him in the hall. Soon, they started calling the boy insulting anti-gay slurs. By the end of the month, they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they yelled slurs. Some time during the next month, they increased the seriousness of their conduct — they surrounded him and two boys held his arms while the others hit and kicked him. Eventually, one of the boys threatened to bring his father's gun into school the next day to kill the boy. At this point another student overheard the threat and the police were notified.¹

4. Ask the students if something similar to this could happen at their school? How do they think a situation like this could affect the entire school? What could have been done to stop the situation from escalating? Who should have stopped it? (7-8 minutes for case study and discussion)
5. Tell the students that they have been discussing a situation that started out as "whispering and laughing" and became more intense, escalating to violence. One visual representation of this type of progression is called the Pyramid of Hate.
 - Distribute the *Pyramid of Hate* Student Handout or draw a Pyramid on chart paper or the chalkboard. Briefly review each level of the Pyramid starting with Level I. Ask students to provide one or two examples to exemplify each level. (5 minutes)Based on the case study, ask students the following questions:
 - Where would you place "whispering and laughing" on the Pyramid (Level I)?
 - Why do you think that something which, at first, seemed harmless, progressed into violence? (Answers might include: nobody stopped it, the perpetrators gained confidence

¹ Description of school incident adapted from "Sticks and Stones" by Stephen L. Wessler. *Educational Leadership*, December 2000/January 2001 (p.28). Used with permission.

Pyramid of Hate cont'd

The Anti-Defamation League and Survivors of the Shoah Visual History Foundation

that they could continue without interference or consequences, the victim did not seek help, etc.)

- Even if it seemed harmless to the perpetrators and bystanders, do you think it felt harmless to the victim? How do you think he felt?
- At what level of the pyramid do you think it would be easiest for someone to intervene? What would be some possible ways to intervene? (5 minutes)

6. Ask the students if they can think of examples of genocide that occurred due to race, national origin, religion, sexual orientation, etc. (e.g., Native Americans, Aboriginals of Australia, enslaved Africans, Rwandans, Armenians, Muslim Bosnians, and Jews in Nazi-occupied Europe.) Chart their responses. (2 minutes)

8. Present the United Nations definition of "genocide" by using the *Genocide Transparency*. (3 minutes)

9. Ask the students what they have heard about the Holocaust and list their responses on chart paper or the chalkboard. (Make sure that the students are aware that this was the deliberate and systematic murder of 6 million Jews based upon their religious or cultural identity, as well as the death of thousands of political dissidents, Roma, Polish intellectuals, people with disabilities, homosexuals and other targeted groups.) (3 minutes)

10. Divide the students into groups of four or five. Explain that they are about to see some brief video clips of survivors of the Holocaust talking about their personal experiences during this period. Tell them that when the video is over, each group will be assigned the story of one survivor. The task of the small groups will be



to decide where on the Pyramid of Hate that person's experience belongs. (2 minutes)

11. Show the video. (4 minutes)

12. Distribute to each group a photo of a different survivor. Have each group select a reporter and, when the group members have reached consensus, instruct the reporter to bring the photo of the survivor to the large Pyramid and affix it to the appropriate level. Explain to the students that there is no one, correct placement. When all the photos have been placed on the Pyramid, ask the reporters to explain why their group selected the level they did for the survivor they have been assigned. (3 minutes)

(Alternative procedure: Divide the students into groups of four or five and give each a Pyramid of Hate and individual photos of each survivor accompanied by a quote from his or her testimony. Have each group decide where on the Pyramid they should place each survivor's testimony. Remind the students that there is no one correct placement. After 10 minutes, have the groups bring their Pyramids to the front of the room and place them on easels.)

13. After all the photos have been put in place, ask if there is agreement with the placement of the photos. If students don't agree, have them explain their thinking. (4-8 minutes)

14. Ask students what they learned during this activity.

15. Ask students to recall the different clips of testimony that they viewed. Ask the students the following questions:



to research and present in the form of a case study using the *Case Study Activity Sheet*.

WEB SITES RESOURCES:

To view the survivors' testimonies, visit <http://www.vhf.org/collections>. To download this lesson, visit <http://www.adl.org/assets/pdf/education-outreach/Pyramid-of-Hate.pdf>

- In each testimony, there were other people who were present, and who didn't act on behalf of the survivor or his/her family. Why do you think others did not act?
- What might have happened in, for example, Milton Belfer's testimony, if someone had acted on his behalf? What could have been done? By individuals? By groups? How would this have changed the situation he recounted?
- Can one person make a difference in such a situation? How?
- Have you ever been in a situation where you had the opportunity to act as an ally for someone who was being victimized?

16. Conclude the activity by showing the testimony of Mollie Stauber from *One Human Spirit*.

To purchase a copy of the Shoah Foundation classroom video, *One Human Spirit*, call United Learning at 800.323.9084 or visit their website at www.unitedlearning.com

OPTIONAL ACTIVITY:

Variation:

Distribute the *Pyramid of Hate*. Divide the whole group into small groups of 5 to 6 participants. Assign one level of the *Pyramid* to each small group and have the students brainstorm examples from history, current events, or their personal experience that demonstrate the word.

FOLLOW UP ACTIVITY:

Have students work in groups to research other genocides that have occurred in the 20th Century, such as in Cambodia, Rwanda, and Bosnia-Herzegovina. Assign each group a genocide



HAVE YOU EVER...?

Answer yes or no to the following questions.

Answer truthfully. This is for your eyes only!

Overheard a joke that made fun of a person of a different ethnic background, race, religion, gender or sexual orientation?

Been the target of name calling because of your ethnic group, race, religion, gender or sexual orientation?

Made fun of someone different from you?

Left someone out of an activity because they are different from you?

Were not invited to attend an activity or social function because many of the people there are different from you?

Engaged in stereotyping (lumping together all people of a particular race, religion, or sexual orientation? Ex: White men can't jump!)

Were threatened by someone who is different from you because of your difference?

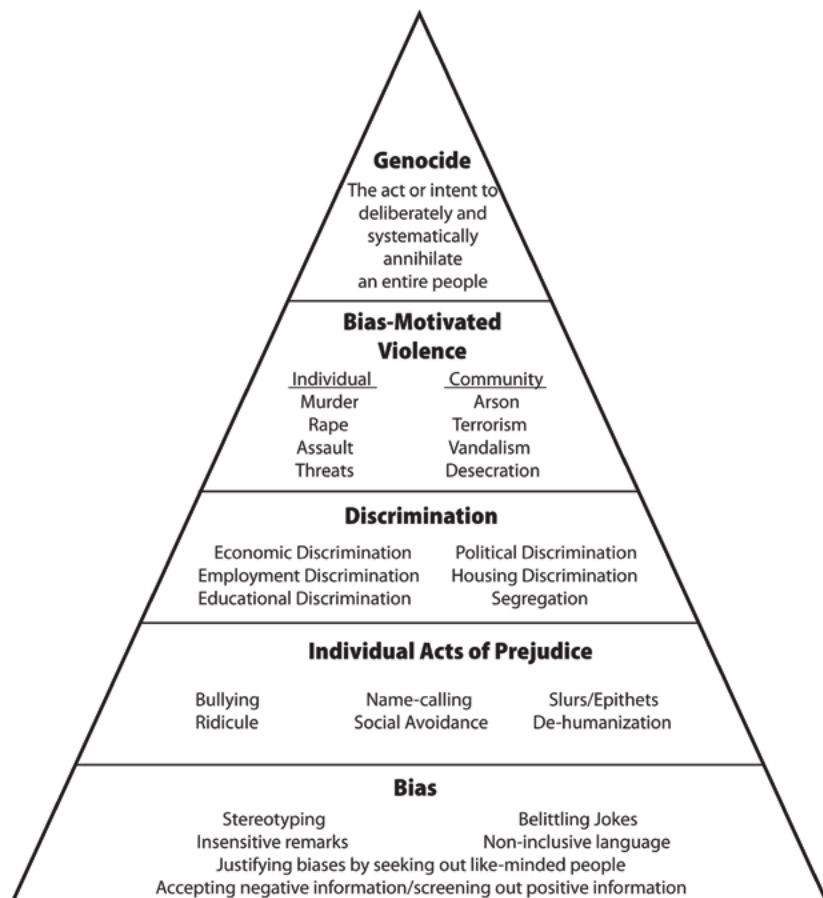
Committed an act of violence against someone because that person is different from you?

GENOCIDE

Genocide as defined by the United Nations in 1948 means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial, or religious group, including:

- Killing members of the group
- Causing serious bodily or mental harm to members of the group
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
- Imposing measures intended to prevent births within the group
- Forcibly transferring children of the group to another group

PYRAMID OF HATE



CASE STUDY: GENOCIDE IN _____

Summary of the Event:

Present the basic facts: what happened, by whom, when, and where.

The Background:

Prepare a summary of the political, economic, social, and geographic factors that contributed to the problem.

Organizers:

What group or groups of people were responsible for the mass killings?

Motives?

Victims:

What group(s) of people were victimized?

What survival tactics were used?

What was the ultimate death toll?

World Response:

What was the response of the other countries to the mass killing?

Could this genocide have been prevented?

Aftermath:

How has this genocide affected both perpetrators and victims and their families?

What is the general situation in this country at the present time?



HUMAN RIGHTS

THE HUMAN RIGHTS ACT AND LGBTQI STUDENTS

(LESBIAN, GAY, BISEXUAL, TRANS, QUESTIONING & INTERSEX)

Content from a Powerpoint presentation by Francis Young, New Brunswick Human Rights Commission. Used with permission.

N.B. Human Rights Commission

- Administers and enforces the New Brunswick *Human Rights Act*
- Investigates and conciliates complaints of discrimination and harassment / bullying
- Advances equality through public education programs

Key Points

- The Human Rights Act expressly or impliedly prohibits discrimination and harassment / bullying due to:
 1. homosexuality, bisexuality, heterosexuality,
 2. transgenderism, transsexuality, two-spirited (Native),
 3. Intersexuality,
 4. same-sex relationships,
 5. Gay-Straight Alliances (GSA).
 - Human Rights Act applies to all aspects of education, including extra-curricular, and overrides Education Act.
 - Province has a legally enforceable duty to maintain a positive environment for LGBTQI students:
 1. Students and staff are respectful; no bullying.
 2. Inclusive curriculum
 3. Inclusive services (e.g. counselling, library)
 4. Inclusive extra-curricular activities (sports, prom, plays, GSAs)

5. No discriminatory statements by staff

- Province is legally liable under the Human Rights Act for homophobic and transphobic bullying and cyberbullying between students.
- Parental objections, including religious objections, do not override the legal requirement for inclusive curricula that gives equal recognition and respect to sexual minorities.
- The Supreme Court of Canada has said that learning about tolerance is always age-appropriate, and it requires exposure to views that differ from those taught at home.
- Teachers and counselors must be seen to be impartial and tolerant 24/7, and can be severely disciplined for statements made publically at any time that judge sexual minorities based on stereotypes.
- Human rights requirements are strict. In effect, the Province must use best practices to stop bullying. However, it need not undergo “undue hardship.”
- Students 16+ or parents/guardians can file human rights complaints against the Province, Department, DEC and staff.

Positive School Environment

Ross v New Brunswick School District No 15, 1996, Supreme Court of Canada :

“In order to ensure a discrimination-free educational environment, the **school environment** must be one where all are treated equally and all are encouraged to fully participate.”

“...it is not sufficient for a school board to take a passive role. A school board has a duty to maintain a positive school environment for **all persons served by** it and it must be ever vigilant of anything that might interfere with that duty.”

“The importance of ensuring an equal and discrimination free educational environment, and the perception of fairness and tolerance in the classroom are paramount in the education of young children. This helps foster self-respect and acceptance by others.”

Bullying

Jubran v. Board of Trustees, School District No. 44, (2005), BC Court of Appeal:

Jubran was not gay, not even perceived as gay, but called “faggot,” “queer,” “gay” and “homo.”

The word “gay” was not reserved for people; also used for situations or things that were disliked, and as non-sexual insult like “geek” or “dork.”

The school had encouraged Jubran to report the bullying, and had diligently investigated and warned individual bullies and detained, suspended or met with the parents of a few other bullies.

This case-by-case, after-the-fact approach usually stopped repeat offenses by the same students, but did not prevent new incidents by different students.

His parents eventually filed a human rights complaint.

In Jubran, the B.C. Human Rights Tribunal found that the school board had not done enough because the:

- school did not address homophobia and homophobic harassment with students generally (not just individual harassers),
- School Board gave no guidance to school,
- school had inadequate tools (e.g. resource guides),
- staff had insufficient training,
- school did not consult experts.

The B.C. Court of Appeal said that:

- a school board has a duty, short of undue hardship, to provide students with an educational environment that does not expose them to discriminatory harassment.
- a school board can be legally responsible for bullying by students.

The B.C. Court of Appeal also said that:

- it is not necessary that complainants identify themselves as gay or that their harassers believe that they are,
- it is the effect of their actions, not the intent or belief of the bullies, that is the basis for determining whether discrimination has occurred.

Curriculum

Chamberlain v. Surrey School District No. 36, (2002), Supreme Court of Canada

“. . . although the Board is indeed free to address the religious concerns of parents, it must be sure to do so in a manner that gives equal recognition and respect to other members of the community.”

“Religious views that deny equal recognition and respect to the members of a minority group cannot be used to exclude the concerns of the minority group.”

“The Board was not permitted to reject the books simply because certain parents found the relationships depicted in them controversial or objectionable.”

“Learning about tolerance is therefore learning that other people’s entitlement to respect from us does not depend on whether their views accord with our own. Children cannot learn this unless they are exposed to views that differ from those they are taught at home.

“Tolerance is always age appropriate.”

Complaint Process

- Phone us. Initial call can be anonymous.
- One year time limit, unless time extension.
- Students (16+) or parents/guardians can file complaints in writing.
- Complaint must be signed, but retaliation is prohibited.
- Three main processes:
 - ▶ Conciliation (at any point)
 - ▶ Investigation
 - ▶ Human Rights Board of Inquiry hearing (can order money damages, accommodation, apology, adopt policy, etc.)

Best Practices

- Train staff on trans etiquette, sexual orientation and gender identity.
- Ensure counsellors have specific and up-to-date training, that sexual orientation change “therapy” is strongly discouraged, and students are never outed.
- Instigate, promote and support GSAs; do not disclose their members.
- Intervene against bullying and demeaning language (e.g. “it,” “tranny,” “That’s so gay!”) and deliberate misgendering (wrong pronouns) by students or staff.
- Include age-appropriate information about sexual orientation, gender identity and intersexuality in the sex ed and other curricula, and in library resources
- Ensure that sexual and gender minorities are represented in curricula (e.g. role models in history, literature, current affairs) and the school (e.g. GSA, out staff).

- Accept student’s self-identified gender (e.g. name, pronouns, clothing, grooming, washrooms) regardless of official documents or surgery, and require students and staff to do the same.
- Require staff and students to treat trans* student the same as others of the sex with which he she identifies.
- Let the trans* student decide which washroom or changing room to use.
- On forms, delete M and F when unnecessary; when M and F are necessary, give another option.
- Don’t ask unnecessary questions about gender identity, surgeries and transition just out of curiosity. If you don’t need to know, don’t ask.
- Disclose only the information that the LGBTQI student agrees to share with students, staff or parents/guardians. Don’t out them. Don’t assume that people already know.

Contact Us

New Brunswick Human Rights Commission

P.O. Box 6000

Fredericton, NB, E3B 5H1

Toll free: 1-888-471-2233

Phone: (506) 453-2301

Fax: (506) 453-2653

TDD: (506) 453-2911

E-mail: hrc.cdp@gnb.ca

Web: www.gnb.ca/hrc-cdp 41

SECTIONS FROM THE ONTARIO HUMAN RIGHTS COMMISSION'S TEACHING HUMAN RIGHTS IN ONTARIO: AN EDUCATIONAL PACKAGE FOR ONTARIO SCHOOLS

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➔ Human Rights Quiz Question: Maureen and Sean



Maureen and Sean, who have organized a school fundraiser for AIDS research, are facing verbal and written harassment from students, both on and off school property. The school is aware of this harassment but has done nothing to prevent it.

Last week, Maureen and her friend Sean organized a school group to raise funds for AIDS research. Yesterday, they both found crudely-drawn cartoons making fun of gays and lesbians on their desks. Last night, several students shouting anti-gay comments verbally attacked them on the street opposite the school yard. Their teacher saw the cartoons and has heard rumours of the verbal attack, but feels that nothing can be done because the attack took place off the school premises. Neither student has complained to school officials. Have the students violated Maureen and Sean's human rights?

Yes, the students have violated Maureen and Sean's human rights. And so has the teacher and the school.

Do we know whether Maureen is a lesbian and Sean is a gay man? No, we don't.

If they are not, is there a prohibited ground? Yes, there is. Regardless of their sexual orientation, the other students are discriminating against them because of their "perceived" sexual orientation and/or association with a group protected under the *Code* (sexual orientation).


Is there an obligation for the teacher to act? Yes, under the *Code* the teacher is contributing to the discrimination if he or she knows about it and doesn't do something.

The students have discriminated against Maureen and Sean because of their participation in a school activity associated with AIDS, a condition wrongly identified by some people as a "gay disease." In addition, the derogatory cartoons in the classroom create a poisoned environment for Maureen and Sean. As a service provider, a school is required to ensure that everyone is treated equally, without discrimination and harassment.

If Maureen is lesbian and Sean is gay, why might they hesitate to complain to school officials or lodge a complaint with the Ontario Human Rights Commission? By taking such action, they might think they would have to publicly disclose their sexual orientation. They would not have to, however, because the Commission would still take the complaint based on their association with gays or lesbians, or that they were "perceived" to be lesbian or gay.

Sexual orientation was added to the *Code* as a prohibited ground in 1986. Yet, of all the grounds, the Commission consistently receives the fewest number of complaints in this category. Because of homophobia, many gay men, lesbians and bisexuals feel they must conceal their sexual identity to avoid rejection, ostracism and possibly violence from friends, family, work colleagues and others around them.




As a service provider, a school is required to ensure that everyone is treated equally, without discrimination and harassment.

Case Study: Ray

Ray was the President of an organization called the Canadian Lesbian and Gay Archives (CLGA). The Archives is a corporation whose mandate is to acquire, preserve, organize and give public access to information, records and artifacts by and about lesbians and gay men in Canada. The purpose of CLGA is to celebrate the lives of lesbians and gay men and to ensure that their records and histories are not lost or willfully erased. CLGA helps lesbians and gay men live “free, proud and positive lives”.

As the President of CLGA, Ray approached Scott, who was the President and chief salesperson of a printing company, to obtain a quote for printing business cards, letterhead and envelopes for CLGA.

At first, Scott was willing to provide the quote and carry out the service until he learned that Ray was requesting it on behalf of a lesbian and gay organization. Scott then refused. He told Ray that he was a religious person and that he had the deeply held conviction that homosexuality is wrong and he would not work with an organization that promoted the issues of gays and lesbians. He gave Ray the names and numbers of several other printers in the same town that he could try to get the work done. As a result of this refusal to do this job, CLGA was required to spend extra time trying to find another printer and it took a lot longer to complete the work.

Ray made a complaint against Scott and his printing company to the Ontario Human Rights Commission on behalf of himself and CLGA. His complaint was based on his belief that he had been denied service on the ground of sexual orientation. The complaint was investigated by the Commission and referred to the Board of Inquiry.

QUESTIONS FOR GROUP DISCUSSION

1. What rights are involved in this case? Whose rights, if any, do you think should take precedence?
2. If you pick one, how do you think that the rights of the other should be protected?
3. What will happen to the purpose of the *Code* if rights claimed by certain groups result in violations of the rights of others?

This complaint was in the area of services and on the ground of sexual orientation. The case is based on one known as *Brillinger v. Brockie*.


This situation illustrates a particularly difficult problem that can come up when dealing with human rights. In cases like this, the rights of one person appear to be in conflict with the rights of another. The *Charter of Rights and Freedoms* guarantees all Canadians the right to freedom of religion and freedom of thought, belief, opinion and expression. But, in Section 1, it places a limit on the exercise of such freedoms making it “subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.” The Ontario *Human Rights Code* guarantees all of us freedom from discrimination based on our religion (creed) and our sexual orientation.

It is important to analyze situations like this very carefully. At first glance, it would seem that Scott’s rights to his *Charter* freedoms are being overridden and he is being denied the right to practice his religion as he sees fit. In its consideration of the complaint, the Board of Inquiry chose to look separately at whether Scott had actually discriminated against Ray and CLGA and at what the remedy should be, if any. In its first decision, the Board said that Scott had discriminated against Ray and CLGA as the service was denied because of the ground of sexual orientation.


The Board then turned its attention to the issue of what the remedy should be. Keep in mind that the object of the *Code* is to provide a remedy in order to compensate for the discrimination, not to punish the discriminator. The respondents argued that imposing a remedy under the *Human Rights Code* would breach Scott's constitutional right to freedom of conscience and religion. At the hearing, Scott testified that he tried to live his life according to his religious principles, one of which was against homosexuality. Providing printing services to a lesbian and gay organization would, therefore, be in direct opposition to his beliefs.

The Ontario Human Rights Commission and the complainants agreed that imposing a remedial order requiring Scott to do business with CLGA would infringe Scott's right to freedom of religion. But the Commission said that this infringement was justifiable as a reasonable limit on that right under Section 1 of the *Canadian Charter of Rights and Freedoms*. It then became necessary to balance the competing rights of Ray and the Archives to be free from discrimination based on sexual orientation, with Scott's freedom of conscience and religion as guaranteed by the *Charter*.

The printing company, operating as a business in Ontario, has a responsibility to abide by the *Code*. It therefore carries a public responsibility to protect its customers and potential customers against discrimination based on sexual orientation and all the other grounds when it offers its services. Writing about the apparent conflict of rights in the case, the Board Chair made the following conclusions:



While it may be difficult to see any “balance” in an imposition of a penalty against [Scott] and [the printing company], in fact nothing... will prevent [Scott] from continuing to hold, and practise, his religious beliefs. [Scott] remains free to hold his religious beliefs and to practise them in his home, and in his [religious] community. He is free to espouse those beliefs and to educate others as to them. He remains free to try to persuade elected representatives, through his involvement in the democratic process, that the *Code* protections currently granted to the lesbian and gay community, are wrong.



What he is not free to do, when he enters the public marketplace and offers services to the public in Ontario, is to practise those beliefs in a manner that discriminates against lesbians and gays by denying them a service available to everyone else. He must respect the publicly arrived-at community standards embodied in the *Code*. My order does not restrict [Scott's] right to believe as he does, just the manner in which he may practise those beliefs.

The Board of Inquiry ordered Scott and the printing company to provide the printing services that they offer to the general public to lesbians, gay men and their organizations. The Board of Inquiry also ordered the respondents to pay \$5,000 to the complainants for the damage to dignity and self-respect caused by the discrimination.

The purpose of the *Code* prohibition against discrimination in the delivery of services is to eradicate discrimination on the basis of sexual orientation. In her conclusion, the Board Chair made the following observation: “while great achievements have been made, invisibility of, and discrimination against the lesbian and gay community continues to impact on the ability of lesbians and gays to function fully and openly in contemporary society.”

➔ Preamble to the Ontario *Human Rights Code*

WHEREAS recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations; AND WHEREAS it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province

➔ What is Equality?

The notion of a legal right to equality and how we create a society in which all have equal rights requires that we challenge our ways of thinking about “equality.” It is important, first of all, to realize that “equality” is not a static concept but an evolving one which the courts continue to define and reinterpret.

The traditional approach to understanding equality is based on the idea that it can be achieved by providing identical treatment to all individuals, regardless of their actual circumstances. If people are similar and you treat them the same, you cannot be said to have discriminated even though the result may in fact add to the disadvantage experienced by members of particular groups.

This notion of equality has many shortcomings. By failing to recognize that people have different needs as a result of their physical or mental abilities, race, ethnicity, creed,

gender, sexual orientation, etc., it ignores the unequal effects that identical treatment can sometimes produce. Treating all people the same without regard to their histories of exclusion or restricted access to resources and opportunities perpetuates group-based inequalities and compounds the experience of disadvantage.

Current approaches to the idea of equality stress the necessity of looking beyond the forms of treatment to the context of people’s circumstances, including their historical experiences. Important aspects of this context are the social, economic, political and legal realities affecting the individual or group—realities which have both historical and contemporary components. Differences in the context could mean that, in some cases, same treatment will lead to unequal results while different treatment will sometimes be required to accomplish an equality of results. Achieving a more substantive or meaningful equality of results requires that the “different-ness” of their realities be acknowledged, as well as accommodated, in our laws and in the policies and practices of our social and business institutions.

It is recognized in the *Code* that in order to achieve equality of results for disadvantaged groups it is sometimes necessary to adopt special programs to assist historically disadvantaged individuals and groups to overcome discriminatory practices that have become ingrained in our institutions and organizations. Section 14 of the *Code* allows for the implementation of special programs designed to relieve hardship and economic disadvantage or to achieve equality of results in society as envisioned by the Preamble to the *Code*.



ADDITIONAL RESOURCES

➔ Poisoned Environment

A poisoned environment is created by comments or conduct that ridicule or insult a person or group protected under the *Code*. It violates their right to equal treatment with respect to services, goods and facilities, accommodation and employment. It is also produced when such actions or comments are not directed specifically at individuals. For example, insulting jokes, slurs or cartoons about gays and lesbians or racial groups, or pin-up photos that demean women, all contribute to a poisoned environment for members of those groups.

A poisoned environment can also be created for individuals at whom the insults are not necessarily directed. For example, a heterosexual male may be offended by homophobic jokes because some of his friends may be lesbian, gay or bisexual. Or a person belonging to a racial minority may believe because of insults that he or she will not be treated fairly.

It must be clearly evident that such behaviour is making people feel uncomfortable in a school or work situation. A single incident may or may not be enough to create a poisoned environment. Other factors, such as the seriousness of the behaviour, the relative positions of the persons involved (employer to employee, landlord to tenant, etc.), and/or the impact upon the individual's access (perceived or real) to equal treatment without discrimination would need to be considered.

The *Code* asserts that it is the responsibility of the employer to ensure that a poisoned environment does not exist in the workplace. Similarly, it is the responsibility of the teacher and administration as the authority in the school to ensure that a poisoned environment does not exist for students.

PUT THIS ON THE {MAP} – DVD & Teachers' Guide

Fed up with a lack of queer visibility, young people in Seattle's eastside suburbs weave together this ground-breaking narrative of shifting identities and a quest for social change. From getting beat-up in a schoolyard to being picked up as a runaway, queer youth exercise courage and resilience daily. PUT THIS ON THE {MAP} is an intimate invitation into stories of social isolation and violence, fearlessness and liberation. Professing expertise over their experiences, queer youth provide a candid evaluation of their schools, families, and communities — moving an audience from self-reflection to action.

<http://putthisonthemap.org>

**New Brunswick LGBTQ Inclusive
Education Resource is part of
Egale's Safer and Accepting
Schools.**

