

TRANSCENDING TRANSPHOBIA



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Table of Contents

•	TABLE OF CONTENTS	4
•	A WORD FROM OUR DIRECTORS	5
•	INTRODUCTION	6
•	WHY THIS GUIDE	7
	Important Statistics	7
	Transphobic and Gender-Based Violence	7
	Violence at School	8
	Impacts on Mental and Physical Health	8
	Opportunities to Intervene in School	9
	Conclusion	9
•	TOOLBOX – RESOURCE MODULES	10
	Safer Spaces	10
	Deconstructing Gender Stereotypes	12
	Available Resources for Students	13
	Including Trans Students	14
•	GLOSSARY	16
•	ACTIVITIES	21
•	General Activity – The Gender Unicorn	22
•	Secondary 1 – Gender Stereotypes	26
•	Secondary 1 – Assigned Male Reading	28
•	Secondary 2 – What Would You Say?	32
•	Secondary 2 – Scenarios Against Transphobia	34
•	Secondary 3 – Gender-neutral Pronouns and Writing	36
•	Secondary 3 – Gender in Colours	40
•	Secondary 3 – Quiz-Relay	42
•	Secondary 4 – Awareness-Raising Pamphlets	46
•	Secondary 4 – Pay It No Mind	48
•	Secondary 5 – Profiles of Trans People	52
•	Secondary 5 – The Privilege Walk	54
•	APPENDIX	57
•	Secondary 1 – Assigned Male Reading	58
•	Secondary 2 – What Would You Say?	62
•	Secondary 4 – Profiles of Trans People	63
•	Secondary 5 – Trans Profiles	69
•	Secondary 5 – Character Profiles for the Privilege Walk	74
•	BIBLIOGRAPHY	78

A Word From Our Directors

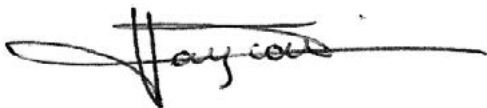


Over the last decade, we have rejoiced over the gains made on the bumpy road leading to the political and social equality of LGBTQ+ people. Even in 2020, however, it remains difficult to discuss homosexuality and bisexuality in Quebec schools and **even more difficult to approach the subject of trans and nonbinary people**. Throughout the province, teachers are eager to get their hands on relevant knowledge they can pass on to their students. Students are also hungry for information and often ask questions about gender. Although the answers are often simpler than expected, the fear of getting it wrong can be paralyzing, even for seasoned teachers.

Yet there are already trans and nonbinary students in classrooms across the province and it is with them in mind that this guide was written. These young people—and the adults in their lives—deserve to be surrounded by wholehearted and brave support. Even if the activities in the following pages do not answer every possible question, they will have the power to spark conversations in which students and teachers can explore gender-related topics together.

Our organizations are very proud to have co-written this guide which, we hope, will address a gap in teachers' toolboxes. We are, however, aware that the needs of trans and nonbinary young people are both acute and constantly evolving. It is therefore the adults' responsibility to keep learning alongside the communities involved. Becoming knowledgeable about these issues needs to remain a lively practice, like any learning worthy of the name!

We wish you a good read and warmly thank you for embracing these questions with your students. Do not doubt that in doing so, you will change lives. You might even save a few.

A handwritten signature in black ink, appearing to read "Marie Houzeau".

Marie Houzeau

GRIS-Montréal Executive Director

A handwritten signature in black ink, appearing to read "Marie-Pier Boisvert".

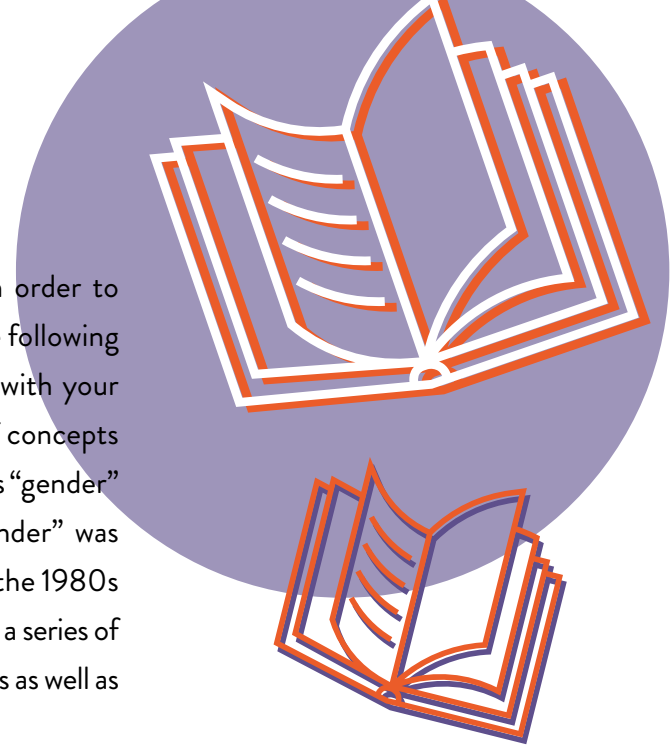
Marie-Pier Boisvert

Conseil Québécois LGBT Executive Director

Introduction

This pedagogical guide, *Transcending Transphobia*, was created in order to raise awareness of trans and nonbinary issues in young people. The following modules and activities will help you explore the topic of gender with your students, in order for everyone to gain a better understanding of concepts such as gender identity, gender expression, and more. Terms such as “gender” were added relatively recently to our everyday vocabulary: “gender” was originally used in 1945 by an academic psychology journal and by the 1980s the term had spread to the social sciences. In this guide, you’ll find a series of activities intended to different grade levels, a glossary, several modules as well as numerous references used while creating this guide.

These activities aim to prevent transphobic bullying and violence from occurring in schools, which is an important social concern and a priority of Quebec’s government.



This guide is for teachers and other professionals working in school environments. It aims to support them in leading educational activities that shed light on the lived experiences of trans and nonbinary people. The activities discussed in this guide are intended for students between Secondary 1 and 5 (grades 7 to 11). In the following pages, you will find everything you need to carry out these activities as well as information and resources to further your own knowledge.

The concepts related to gender diversity presented in this guide are explored from within the context of theory and research done in the West. We want to recognize that the lands on which this guide was developed, thought-through, and written, are part of the unceded Indigenous territories of Tio’tià:ke of the Kanien’kehà:ka people, and have historically been a meeting ground and place of exchange between nations.

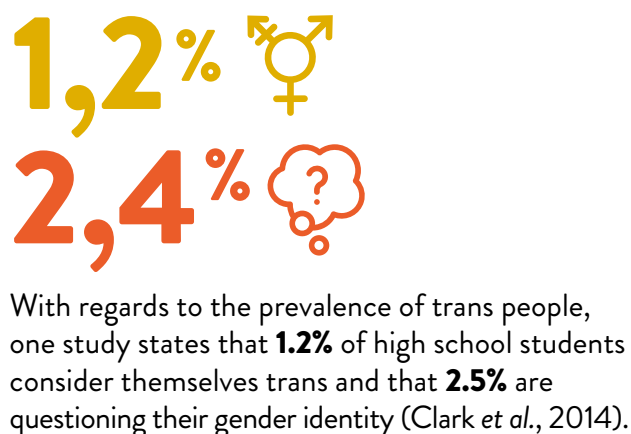
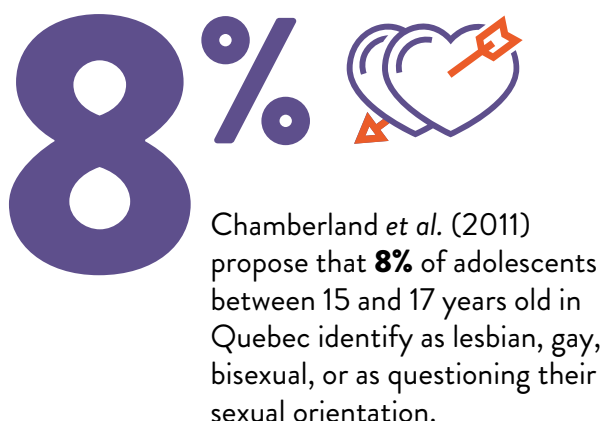
Inclusive language is used throughout this guide in order to ease readability. “They” pronouns are used as the default when an individual’s gender is unknown, as well as to refer to nonbinary and gender nonconforming people.

Why This Guide?

Snapshot Of The Situation

Statistics

Few studies cover the prevalence of LGBTQ+ individuals within populations, and even fewer provide insight on the prevalence of trans and nonbinary people specifically.



Knowing the exact number of trans and nonbinary people within school environments is, however, of little importance, as this guide primarily aims to raise awareness of gender diversity in all high school students.

Transphobic and Gender-Based Violence

As noted by Trans PULSE Canada (2020), trans and nonbinary people face “high levels of violence and transphobic harassment.” Indeed, the **vast majority** of trans and nonbinary people state that they have experienced discrimination over the course of their lives (Kosciw *et al.*, 2018; Taylor *et al.*, 2020).

The 2015 U.S. Transgender Survey (James *et al.*, 2016) indicates that **close to half** of trans and nonbinary people report having experienced verbal harassment as a result of their gender identity. Additionally, approximately **9%** of trans and nonbinary people affirm having lived through transphobia-related physical violence (James *et al.*, 2016).

Study participants also present experiences of sexual violence: **47%** of respondents experienced sexual violence over the course of their lives (James *et al.*, 2016). In Canada, one quarter of trans and nonbinary people describe having been sexually assaulted (Taylor *et al.*, 2020; Trans PULSE Canada, 2020).

Violence at School

LGBTQ+ youth encounter the same difficulties that any other young person faces in school, in addition to stigmatization and discrimination related to their sexual orientation or gender (Coker *et al.*, 2010). Some studies also highlight that young LGBTQ+ students experience violence at school whether they are currently “out of the closet” or not (Chamberland *et al.*, 2011; Galantino *et al.*, 2017).

According to The 2017 *National School Climate Survey* conducted by GLSEN (Kosciw *et al.*, 2018), approximately **87%** of young LGBTQ+ people affirm having experienced bullying and violence related to their identity. Almost **half** of young trans and nonbinary people declare that they do not feel safe at school because of their gender or gender expression. Trans and nonbinary youth report both a school climate and experiences tainted with more violence than their cisgender peers do (Kosciw *et al.*, 2018).



Impacts on Physical and Mental Health

These victimization experiences have numerous negative impacts on trans and nonbinary students (Chamberland *et al.*, 2011; Galantino *et al.*, 2017). Indeed, the majority of trans and nonbinary youth live with high levels of psychological distress (Galantino *et al.*, 2017; Taylor *et al.*, 2020; Trans PULSE Canada, 2020) such as low self-esteem (Galantino *et al.*, 2017; Kosciw *et al.*, 2018).

This psychological distress can lead to suicidal ideation and attempts. Trans and nonbinary youth are 2 to 3 times more likely than their cisgender peers to have considered or attempted suicide (Galantino *et al.*, 2017). According to a Canadian study conducted on trans youth aged 14 to 18 years old, nearly **68%** of trans boys, **55%** of trans girls, and **64%** of nonbinary teenagers have considered suicide within the year preceding the study (Veale *et al.*, 2017).

Stigmatizing experiences negatively affect trans and nonbinary teenagers' well-being and health (Chamberland *et al.*, 2011; Galantino *et al.*, 2017). These young people report “having a weak feeling of safety in school,” which can have an impact on their academic success, leading to issues such as skipping school, poorer grades, etc. (Chamberland *et al.*, 2011; Kosciw *et al.*, 2018).

Opportunities to Intervene at School

School personnel plays an essential role when it comes to supporting trans and nonbinary youth (Chamberland *et al.*, 2011; Galantino *et al.*, 2017). Indeed, trans and nonbinary youth report less psychological distress when they have a secure and accepting school environment (Taylor *et al.*, 2020). A majority of trans and nonbinary youth believe that their teachers support them (Taylor *et al.*, 2020), it is thus essential to keep going in that direction. Schools owe their trans and nonbinary students a safe and welcoming environment, whether or not they have “come out” to school staff (Veale *et al.*, 2015).

It is for this reason that we believe that further instructing school staff can only be helpful to the well-being of trans, nonbinary, and questioning youth. In order to properly prepare readers, we have included modules on Safer Spaces as well as *Deconstructing Gender Stereotypes* in this Guide. These resources offer complementary information that will enrich school staff’s understanding of these issues. Comic illustrator Sophie Labelle has also generously shared an illustrated seven-step guide to helping trans and nonbinary students feel more welcome in school environments.

Conclusion

Fostering a more in-depth understanding of gender can have a positive impact on a young person’s acceptance of difference in others. Introducing and demystifying concepts surrounding gender and identity in school is an important first step in creating school environments that are safer for LGBTQ+ youth. Establishing these safer environments will eventually help diminish trans and nonbinary teens’ psychological distress. As described by Chamberland *et al.* (2011), broaching the subject of trans and nonbinary issues in the classroom allows for a more “favourable climate of openness and respect with regards to different sexual orientations and trans identities” (our translation). Talking about trans people in class can thus reduce the invisibility of trans and nonbinary people and raise awareness of gender diversity amongst cisgender students.

It takes both collective and individual action to unravel the prejudices and actively work on creating a healthier environment that is both safer and welcoming for trans and nonbinary youth. By reading this guide, by proposing the following activities, and by sharing the resources included here with students, you are already encouraging this positive transformation within your sphere of influence.

Toolbox

Resource Module

SAFER SPACES

As mentioned in *Why This Guide*, the creation of safer spaces can improve youth's feelings of safety and acceptance at school, especially when it comes to LGBTQ+ students.

A safer space is a welcoming environment enabling participants to express themselves without fear of judgement. School environments can be tainted with violence and are not necessarily well-adapted to trans and nonbinary students (see *Why This Guide*). Students' need for safety is very important and is often greater for LGBTQ+ students. Establishing a few ground rules in class is therefore essential to make the space safer for trans and nonbinary students.

Class Code of Conduct:

Here are some ground rules that can be shared with the class at the start of each activity in order to help create a welcoming and respectful environment for all.

- This is a safer space. No homophobic, misogynistic, racist, fatphobic, ableist, transphobic, etc. comments will be tolerated.
- Respect for each other and each person's opinions is essential throughout and after the activity.
- It is very important to respect each other's privacy: anything said during the activity stays within the activity and should not be repeated outside of class.
- All questions are welcome. If you have a question, raise your hand.
- Remember to listen actively and carefully to each person when they speak.
- If you're experiencing difficulties, speak to the adult responsible for your group to get some help.

Beyond the activities in this guide, this code of conduct can be used to ensure a safe and welcoming class atmosphere to all during their school years

Becoming Aware of One's Own Prejudices

Interrogating one's own biases is the first step to confronting the systemic oppression and discrimination that affects LGBTQ+ students. Reconsidering one's behaviours and attitudes towards youth is essential in order to be an adult ally to LGBTQ+ teens. Adopting a reflexive and critical attitude is also essential to a more egalitarian teaching style.

To make this process easier, it is important to keep up with the experiences of LGBTQ+ youth. Using the correct terms and being aware of LGBTQ+ issues enable providing better help to youth in need.

Being An Ally

An ally is someone who supports and advocates on behalf of an individual or group targeted by discrimination. For LGBTQ+ communities, an ally is any person who supports and actively defends the rights of LGBTQ+ people.

Being an ally means that you actively work to create a more welcoming environment for your students and that you confront homophobia and transphobia at school. It is extremely important to react to homophobic and transphobic bullying the moment it occurs. This lets students know that you do not tolerate those kinds of behaviours or attitudes.

To be an ally to LGBTQ+ students, it is also important to visibly support LGBTQ+ communities, to show young people that you can be asked for help in confronting homophobia or transphobia. For example, you can put up posters about safer spaces or trans and queer pride and adopt inclusive language in order to demonstrate your openness.

Toolbox

Resource Module

SAFER SPACES (CONTINUED)

Reacting to Transphobia

It is essential to ensure that policies against discrimination are being followed and/or to help establish them in the school environment. Here are a few examples of how to intervene, taken from GLSEN's (2019) *Safe Space Kit*, which you can refer to when you witness transphobia:

- 1. Immediately put a stop to mockery, insults, bullying and harassment.** A simple statement such as: "that kind of speech is unacceptable in class" can be sufficient. Make sure that all students hear you. It is necessary to react immediately to any transphobia that occurs because it otherwise implies agreement with or approval of that kind of behaviour.
- 2. Name the behaviour.** Describe what you have seen and label the behaviour. For example, you could say: "I heard you use the word 'faggot'. That word is offensive. That kind of language is unacceptable."
- 3. Take the opportunity to educate students** on the impact of these kinds of behaviours and attitudes, as well as how to behave in non-discriminatory ways. Some youth may not realize why the language they are using is offensive. You might also have to explain why certain attitudes are discriminatory. Avoid targeting individual students in your intervention. Instead, focus on the behaviours and attitudes to adopt and to avoid.
- 4. Support the targeted student.** You can ask the targeted student what they need or what you can do to help them. You can also encourage the student to use available resources (see *Available Resources For Students*) if they ask for extra help. It is up to you to decide whether you want to check in with the targeted student in the moment or to proceed at a later time.
- 5. Hold the students responsible.** It is important to make sure that disciplinary measures are applied uniformly to all types of bullying and harassment.

More Resources:

The LGBT+ Family Coalition has created tools specifically for educational personnel and professionals, available as free pdfs in the "Safe and inclusive environments: concrete actions" section of their website.

<https://familleslgbt.org/en/resources/>

Source:

GLSEN. (2019). *Safe Space Kit: A Guide to Supporting Lesbian, Gay, Bisexual, Transgender, and Queer Students in Your School*.

Consulted on May 1, 2020, at: <https://www.glsen.org/activity/glsen-safe-space-kit-be-ally-lgbtq-youth>

DECONSTRUCTING GENDER STEREOTYPES

Gender Stereotypes

Gender stereotypes are reductive clichés that divide gender in two binary categories (woman/man, girls/boys) while assigning specific and distinct characteristics to each. These gendered rules limit the emotions, feelings, and activities that one can experience. Gender stereotypes are present in all spheres of life and are learned from childhood on.

Gender stereotypes can have a major impact on the development of young people, be that on an academic level (academic achievement, choice of profession), with regards to their mental and physical health (body image), and on their sexuality and interpersonal relationships. Gender stereotypes are accompanied by strong pressure to conform, coming from family and the wider society.

Becoming Aware of One's Own Prejudices

To start, it is fundamental to challenge one's own prejudices, of which one can be unaware. Reconsidering one's own behaviours and attitudes is a first step towards deconstructing stereotypes. It is thus essential to adopt a reflective and critical attitude in order to better integrate egalitarian attitudes in one's teaching practice.

Deconstructing Gender Stereotypes in the Classroom

Deconstructing stereotypes is not always straightforward. Gender stereotypes in particular are usually enforced from childhood on and, for many, simply seem to be the "the norm." It is thus important not to reinforce these stereotypes in students. Here are a few examples of what to do:

- **Getting informed:** Educating oneself on what gender stereotypes are, their consequences, how they manifest, etc.
- **Encouraging mixed and non-competitive activities** in order to make sure all students are actually spending time with each other.
- **Providing all students with the same amount and quality of attention.** Encouraging girls to express themselves as much as the boys do and listening to them as intently.
- **Not relying on shorthand** such as "boys/girls are better at this or that activity."
- **Encouraging reflection and awareness on gender stereotypes** among young people through activities and projects that tackle the subject
- **Presenting role models** that defy gender stereotypes.

Here are some resources to keep learning about this topic:

Alber, Rebecca. (2017) Edutopia: Gender Equity in the Classroom. <https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber> (Viewed May 3rd, 2023).

PHE-EPS Canada. (s.d.) Welcoming & Engaging School Physical Education Opportunities for Girls. <https://phecanada.ca/sites/default/files/content/images/PHE-20-Gender%20Equity-Guidebook-EN.pdf> (Consulted on May 3rd, 2023)

Sources :

1. Secrétariat à la condition féminine (2017). *Qu'est-ce qu'un stéréotype?* Consulted on February 4, 2020, at: <http://www.scf.gouv.qc.ca/sansstereotypes/quest-ce-quun-stereotype/>
2. Conseil du statut de la femme. (2010). *Entre le rose et le bleu : stéréotypes sexuels et construction sociale du féminin et du masculin. Résumé.* Consulted on February 4, 2020, at: <http://www.scf.gouv.qc.ca/fileadmin/Documents/Stereotypes/resume-entre-le-rose-et-le-bleu.pdf>
3. Pica, L. A., Traoré, I., Bernèche, F., Laprise, P., Cazale, L., Camirand, H., Berthelot, M., Plante, N., and others (2012). *L'Enquête québécoise sur la santé des jeunes du secondaire 2010-2011. Le visage des jeunes d'aujourd'hui: leur santé physique et leurs habitudes de vie, Tome 1*, Québec, Institut de la statistique du Québec.
4. Réseau réussite Montréal. (2019). *Pour une égalité filles-garçons en persévérance scolaire.* Consulted on April 17, 2020, at: <https://www.reseautreussitemontreal.ca/dossiers-thematiques/egalite-filles-garcons-reussite-scolaire/>
5. Guerry, L., & Williams, N. (2018). *Persévérer dans l'égalité ! Guide sur l'égalité filles-garçons et la persévérance scolaire.* Réseau réussite Montréal et Complice – Persévérance scolaire Gaspésie-Les Îles.

Toolbox

Resource Module

AVAILABLE RESOURCES FOR STUDENTS

Interligne:

- Phone help line and information for LGBTQ+ people
- 24 hours a day, 7 days a week
- Calls and texts: 1 888 505 1010
- Online Chat: <https://interligne.co/>

Kids Help Phone:

- Phone help line for young people all over Quebec
- Call: 1 800 668 6868
- Texts: 686868
- Online Chat: <https://jeunessejecoute.ca/clavarde-en-ligne/>

Tel-jeunes:

- Phone help line for young people from all over Quebec
- Call: 1 800 263 2266
- Texts: 514 600 1002
- Online Chat: <https://www.teljeunes.com/Tel-Jeunes>

Alterhéros:

- Ask Anything: a service where young LGBTQ+ people can ask questions on all sorts of topics to experts to get help and advice
- Website: <http://www.alterheros.com/experts/pose-ta-question/>

Projet 10:

- Individual support upon request
- Call: 514 989 0001
- Email: questions@p10.qc.ca
- Website: <https://p10.qc.ca/services>

Jeunesse Lambda:

- Group activities and community support for young LGBTQ+ people
- Call: 514 528 7535
- Website: <https://www.jeunesselambda.com/>

L'Action Santé Travestie et Trans du Québec (ASTTeQ) :

- Free and confidential advice and support to trans and questioning persons
- Address: 300 Sainte-Catherine East, Montreal
- Call: 514 847 0067 ext. 207
- Email: astteq@yahoo.ca
- Website: <http://www.astteq.org>

Gender Creative Kids:

- Support and information for trans, nonbinary, gender creative and genderfluid youth and their family, their school and their community.
- Call: 514-526-KIDS (5437)
- Email: info@contactgckc.com
- Website: <https://gendercreativekids.com>

Aide aux transsexuelles et transsexuels du Québec (ATQ) :

- Free and confidential advice and support to trans and questioning persons
- Help line: 1 855 909 9038 ext. 1
- Email: ecoute@atq1980.org
- Website: <http://www.atq1980.org>

Centre for Gender Advocacy:

- Confidential and free peer support services
- Address: 2110 Mackay Street, Montreal
- Call: 514 848 2424 ext. 7880
- Email: info@centre2110.org (admin) or psa@centre2110.org (peer support)
- Website: <https://genderadvocacy.org>

Suicide Action Montréal:

- Support service for suicidal individuals
- 24 hours a day, 7 days a week
- Call: 1 866 277 3553

Support staff:

nurses, social workers, sexual health educators, teaching staff and administration

INCLUDING TRANS STUDENTS

A short guide for the inclusion of trans, intersex and gender non-conforming youth in the classroom

1. DON'T WAIT TO HAVE AN OPENLY TRANS, INTERSEX OR GENDER NON-CONFORMING STUDENT BEFORE ADAPTING YOUR TEACHING OR BEHAVIOUR!

IF YOU DON'T LOOK FOR US, YOU WON'T SEE US!



Since school can be a very dangerous space for those minorities, they are often invisible in the classroom. Either you don't know they are there or they haven't come out yet/they don't know it themselves. Those minorities being invisible, it is important to be aware of their needs.

Gender policing and gender anxiety also affects every students!

3. CALL-OUT ANYTHING THAT IS WRONGFULLY BINARY OR CISSEXIST.

As a teacher, I know too well how hard it is to have a classroom free of gender essentialism and intersex erasure.

IT IS EVERYWHERE! IN BOOKS, IN MANUALS, IN EDUCATIONAL MOVIES...

THE THING IS TO NOT LET IT GO UNNOTICED. IF YOU HEAR, SEE OR READ ANYTHING THAT YOU CONSIDER PROBLEMATIC, DISCUSS IT WITH YOUR STUDENTS.



While it is unlikely that gender- and sex-inclusive manuals will be available anytime soon, it is still possible to educate with materials that invisibilize trans, intersex and gender non-conforming youth by calling it out!

2. USE INCLUSIVE LANGUAGE AND RESSOURCES

If you are in a position of authority, chances are that everything you say has an impact on children.

Words have the power to make things exist in the mind of people.

TRY TO AVOID POLARIZING SEXES (MALE OR FEMALE), AS IT ERASES THE EXISTENCE OF INTERSEX PEOPLE. ALSO, SOME BOYS HAVE VULVAS, AND SOME GIRLS HAVE PENISES.

I'M SURE YOU CAN THINK OF SOMETHING MORE INCLUSIVE THAN "BOYS AND GIRLS" TO ADDRESS A GROUP OF CHILDREN!



Be careful when talking about what makes a girl or a boy!

4. MAKE GENDER SEGREGATED SPACES INCLUSIVE

Do you know how dangerous restrooms or changing rooms can be for trans or gender non-conforming youth?

I CAN'T EVEN GO PEE WITHOUT EVERYONE MAKING A FUSS ABOUT IT!



Trans and gender non-conforming students need access to their preferred restroom or changing room.

It is not a caprice!

Violence and aggressions are more likely to happen there than anywhere else, and those students are often easy targets for bullies.

Toolbox

Resource Module

INCLUDING TRANS STUDENTS (CONTINUED)

Make it clear in the school policies that trans and gender non-conforming are welcome in those spaces.

Inclusiveness has to be made visible for students and parents or tutors.

USING THE INFIRMARY OR STAFF RESTROOM MAY BE A TEMPORARY SOLUTION, BUT BY NO MEANS A LONG TERM PLAN, SINCE IT STIGMATIZES AND MARGINALIZES TRANS AND GENDER NON-CONFORMING STUDENTS.



5. PROTECT GENDER IDENTITY AND EXPRESSION IN YOUR CLASSROOM AND IN THE SCHOOL POLICIES

Your students need to know they have rights regarding their gender expression and identity. Include rules against discrimination based on these in your classroom's charter.



6. TRAIN YOURSELF AND HAVE THE STAFF TRAINED

Not everybody is comfortable with discussing issues such as sex or gender. Make sure that the school's staff is trained so that your school can be a safer space for trans, intersex and gender non-conforming students.



ASSIGNEDMALE.TUMBLR.COM
FB.COM/ASSIGNEDMALE

2015 - Sophie Loeble

Glossary

AGENDER

An agender person is someone who does not identify with any gender.

SELF-IDENTIFICATION

Self-identification describes the process that someone goes through to adopt an LGBTQ+ identity. Only the individual themselves can determine their own identity; this process is intimate, personal, and unique to each.

BINARY (GENDER BINARY)

The gender binary is a dichotomous system embodied by male and female identities.

TWO-SPIRIT

Two-Spirit describes both an umbrella identity used by some Indigenous people and a community and spiritual role specific to certain Indigenous communities in North America. It is an identity that can only be adopted by members belonging to Indigenous communities.

CISGENDER (CIS)

As opposed to the term “transgender,” the term “cisgender” refers to people who identify with the gender they were assigned at birth.

CISNORMATIVITY/CISSEXISM

Cisnormativity assumes that every person is cisgender. Cisnormativity contributes to the invisibilization of trans and nonbinary people. These attitudes are part of a cissexist system: discriminatory behaviours and acts that are prejudicial to trans and nonbinary people.

DEAD NAME OR BIRTH NAME

A dead name (or birth name) is the name assigned at birth to a trans or nonbinary person who has since changed their name. Using a person’s dead name is an act of disrespect and invalidates their identity.

COMING OUT

Coming out is the act of “revealing” one’s gender. Coming out is a continuous, never-ending process that starts with coming out to oneself. There are different extents to being “out”: some people come out to their closest friends or family, others come out publicly, and others keep their identity to themselves. When coming out is done voluntarily, it is a personal and intimate decision related to their self-identification. Exposing the trans or nonbinary identity of someone without their consent is disrespectful and can potentially put the trans or nonbinary person in danger.

GENDER DYSPHORIA

Gender dysphoria is a term describing the negative feelings and emotions (such as anger, disgust, fear, or sadness) that a trans or nonbinary person may feel toward their body, their assigned gender or gendered expectations that do not match who they are. Experiencing gender dysphoria is not a requirement for a person to identify as trans or nonbinary. Some trans and nonbinary people do not experience gender dysphoria. Some people will prefer using “gender euphoria” to emphasize positive feelings and emotions (such as happiness or joy) with regards to their gender.

Glossary

GENDER EXPRESSION

Gender expression refers to the way that one can socially express one's gender identity through observable characteristics and behaviours, such as physical appearance, dress and fashion choices, language codes (such as pronouns and names), personality, as well as other attributes linked to gender.

GENDER

Gender is a social concept that categorizes people by arbitrary and subjective characteristics. Gender can be influenced by psychological, behavioural, social and cultural norms. A person's gender is not determined by the sex assigned to them at birth.

GENDERFLUID

Genderfluid refers to a gender identity that is changing or fluid.

GENDERQUEER

Genderqueer is often used by people who neither identify as woman or man, but as some combination of both. The term is similar to nonbinary.

HETERONORMATIVITY/HETEROSEXISM

Heteronormativity assumes that everyone is heterosexual. This attitude is a part of a heterosexist system: discriminatory behaviours and acts that are prejudicial to LGBTQ+ people.

GENDER IDENTITY

Gender identity refers to the intimate and personal experience of being a man, a woman, neither of those genders, both of those genders, or some other gender, regardless of the sex assigned at birth. Everyone has a gender identity.

INTERSEX

Intersex people are people whose sex characteristics (genitals, hormonal makeup, etc.) do not match our society's binary model of sex characteristics.

LGBTQ+

LGBTQ+ is an acronym designating lesbian, gay, bisexual, trans, queer, questioning and other people, including intersex, nonbinary, Two-Spirit and pansexual people, etc. Other acronyms exist such as 2SLGBTQ+, 2SLGBTQIA+, 2SLGBTQQIPAA+, etc.

MISGENDERING

Misgendering refers to the act of referring to a trans or nonbinary person by the wrong name, pronouns, title (such as Mr., Mrs., or Mx) or by using vocabulary or grammar that contradicts that person's gender.

Glossary

PRONOUNS

These refer to the personal pronouns a person uses. There are many kinds of pronouns: he, she, they, e, xe, zie, and more.

MtF/FtM OR MtX/FtX

Acronyms that some trans and nonbinary people use to describe their transition. MtX/FtX refer to a transition that doesn't strictly fall into the "woman/man" binary.

MtF: male to female

FtM: female to male

MtX or FtX: male or female to unknown/undefined

NONBINARY

Nonbinary identities include identities that fall outside the "woman/man" binary. Nonbinary people can identify as neither man nor woman, as both, or as some combination of both or other genders. Nonbinary identities can also align with gender fluidity. Nonbinary people can identify as trans, but not all nonbinary people do.

GENDER NON-CONFORMING

This is an expression that refers to a gender (or gender expression) that does not conform to mainstream gender norms. This nonconformity can also occur because of an athletic practice or hobby, fashion codes, musical preferences, and social circles. Gender non-conforming people are more likely to experience homophobia and transphobia.

QUEER

A term originating in the English-speaking world as a slur, the word was reclaimed by LGBTQ+ communities, transforming it into a symbol of self-determination and liberation. The term refers to all ideas, practices, persons, and identities that go against norms which construct a cisheteronormative (cisheteronormative and heteronormative) society.

GENDER ROLES

Gender roles are the behaviours and attitudes which are learned and determined by binary social norms.

SEX

Sex refers to biological, physiological, genetic, psychological or physical sexual characteristics. These characteristics include primary and secondary sexual characteristics.

SEX/GENDER ASSIGNED AT BIRTH

No one chooses the sex assigned to them at birth, whether they are cisgender or transgender. When a person is born, the medical and social systems classify that person as belonging to one of two binary categories: "woman" or "man." The acronyms AFAB and AMAB refer to "assigned female/male at birth."

Glossary

TRANS/TRANSGENDER

The term “transgender,” often shortened to “trans,” is an umbrella term that encompasses all gender identities that do not align with the gender that a person was assigned at birth. This term can be used to describe trans men and trans women, agender people, nonbinary people, genderfluid and genderqueer people, and more.

TRANSSEXUAL

A less common term, considered by many to be offensive or no longer in use, which describes a person who is taking steps toward or who has gone through medical procedures such as hormone replacement therapy or different gender-affirming surgeries. Some transsexual people do not use the term transgender, and vice versa.

TRANSITION (LEGAL, MEDICAL, SOCIAL)

Transition can be a long and complex process whose goal is to harmonize a person’s gender expression with their gender identity. Transition can happen on a social level (presenting with the appearance, name, clothes, that align with their gender), on a legal level (changing their name or their gender designation on their official documentation) or on a medical level (pursuing hormone replacement therapy or gender-affirming surgeries). These different paths to transitioning can happen independently from each other. For example, a person could socially transition without taking any steps to medically transition.

TRANSPHOBIA

Transphobia refers to the systemic violence lived by transgender and nonbinary people. Transphobia can manifest itself under various forms: verbal (mockery, insults, threats), psychological (rumours, blackmail, forced outing), physical (assault including sexual assault, hate crimes, murder) and by other discriminatory or intolerant behaviour (such as hiring, renting, or medical discrimination).

Sources:

- GRIS-Montréal (2018). *Guide pédagogique - Modèles recherchés, l'homosexualité et la bisexualité racontées autrement*. Guy Saint-Jean Éditeur inc.
- GRIS-Montréal (2016). *Unis dans la diversité*. Consulted on January 31, 2020, at: <https://www.gris.ca/publications/>
- Coalition des familles LGBT+, la Chaire de recherche sur l'homophobie et Gai-Écoute [s.d.]. *Définitions sur la diversité sexuelle et de genre*. Consulted on January 31, 2020, at: <https://www.familleslgbt.org/documents/pdf/Definitions.pdf>
- *Understanding Disparities - LGBTQ Terminology*. [s.d.]. Consulted on January 31, 2020, at: <https://www.nyp.org/documents/pps/cultural-competency/Understanding%20Disparities%20-%20LGBTQ%20Terminology.pdf>



Activities

● General Activity	22
● Secondary 1 Activities	26
● Secondary 2 Activities	32
● Secondary 3 Activities	36
● Secondary 4 Activities	46
● Secondary 5 Activities	52

ACTIVITY

The Gender Unicorn



For all grade levels and all class subjects

Duration: 45 to 60 minutes

Educational Goal: Raising awareness about the different dimensions of gender and sexual identity in students; clarifying and illustrating gender identity, gender expression, sex assigned at birth, and romantic/sexual orientation.

Task: Familiarize oneself with the concepts used in the Gender Unicorn

Material: Internet access, projector, the glossary earlier in this guide



This activity can be done online through any video conferencing software with a screen-sharing utility.

Did You Know?

Sexual orientation corresponds to physical, sexual, affective or romantic attraction that a person can feel for persons belonging to one or more sexes/genders. Homosexuality, bisexuality, pansexuality, heterosexuality, and asexuality are examples of types of sexual orientations. Sexual orientation also refers to a person's sense of social and personal identity around their attraction, the behaviours they can exhibit, and potentially their belonging to a community that shares part(s) of their identity.

Sexual orientation and emotional/affective/romantic orientation can be distinct components of a person's sexual identity. In that case, romantic orientation usually describes the kind of emotional and affective attraction a person can feel for persons of one or more sexes/genders. Sexual orientation will then correspond with physical and sexual attraction. This difference is particularly important for asexual people who do not feel sexual attraction but can still feel a romantic attraction, as well as to aromantic people who feel no sentiment of romantic attraction but can feel sexual attraction.

Sources:

- GRIS Montréal, (2015). Modèles recherchés, l'homosexualité et la bisexualité racontées autrement. Guy Saint-Jean Éditeur inc.
- The Trevor Project. [s.d.]. <https://www.thetrevorproject.org/2019/09/30/research-brief-diversity-of-youth-sexual-orientation/>

INSTRUCTIONS

First Step: The Gender Unicorn (30 to 45 minutes)

Introduce the Gender Unicorn available online to the class: <https://transstudent.org/gender/> to

Explain that the Gender Unicorn can be used to visualize different aspects of identity.

1. Define the terms “sex” and “sex assigned at birth” using the *Glossary*.

2. Ask the class to define “**gender identity**.” Write down the answers on the board and wrap up using the *Glossary*. Emphasize that gender is fluid, can evolve over time and can change over the course of a person’s life.

You can provide students with the following examples to illustrate gender: “I feel like a man/woman”, “I identify as a man, so my gender identity is that of a man”, “I identify neither as a man nor as a woman”, or “today I feel like a woman; yesterday I felt like a man,” etc.

Be careful, some students may suggest that they identify “as a cat or as a bird”. While there is no harm in feeling in such a way, gender identity is a concept coming from social sciences. It applies specifically to human individuals in a society. One can thus experience their gender beyond the male/female categories, but not become a fantastical creature or an animal, which would go beyond the concept of gender identity.

3. Ask the students to define “**gender expression**” and wrap up using the *Glossary*. Emphasize that gender expression is fluid over time and can change over the course of one’s life.

You can give the following examples to illustrate gender expression: “I like wearing dresses, my gender expression is rather feminine,” “I like wearing baggy jeans and nice t-shirts, my gender expression is masculine,” or “I like that my gender isn’t immediately guessed based on my appearance, my gender expression is androgynous,” etc.

Be careful not to get carried away by stereotypes! Emphasize that people can be feminine without having to dress in stereotypically feminine ways. The same goes for masculine or androgynous persons.

4. Ask the group to define both **sexual and romantic orientation** and bring students’ attention to their differences. Emphasize that sexual and romantic desires and feelings can change over time and over the course of a person’s life.

Complete students’ answers using the *Glossary*. Provide examples to illustrate sexual and romantic orientation: “I fall in love with women, but I am physically attracted to both women and men,” “I am attracted romantically and sexually to men and women,” “I’m only attracted to men,” etc.

Ensure proper understanding of the content by summing up the activity with the students.



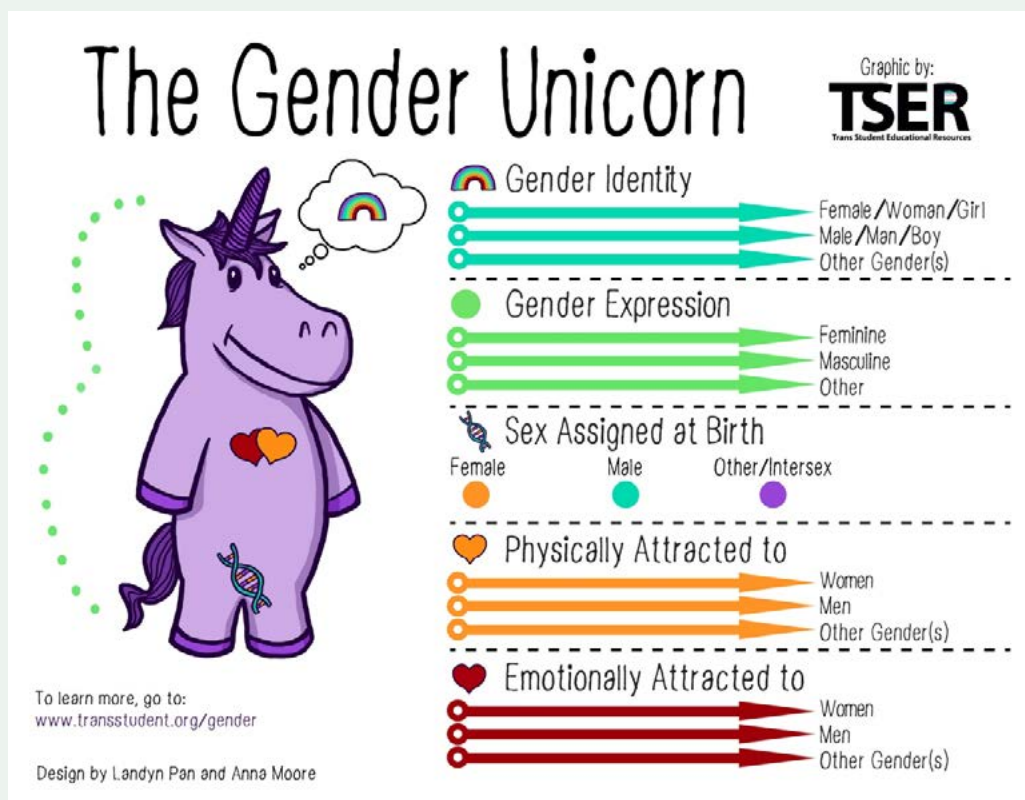
INSTRUCTIONS

Second Step: The Example Unicorn (15 minutes)

Introduce the example of the Gender Unicorn below by moving the sliders on the different scales. Ask the students to describe the person thus represented. Invite the students to share their ideas and opinions.

To conclude the activity, invite students to reflect on how they see themselves and where they would stand on the different scales of the Gender Unicorn. If they want to, they can share with the rest of the class, but this is more of a personal exercise.

Example of a Gender Unicorn:



"I was assigned female at birth, but I am an agender person, which means I do not identify with any gender! I however have a very feminine and sometimes more androgynous gender expression. I really enjoy my femininity: I often wear makeup, dresses, or skirts, and I have a nail polish collection! I have days where I'll present as rather masculine, but that doesn't happen as often. I am attracted to women and nonbinary people, both physically and romantically. I am not attracted to men at all."

**TRANS GIRLS DON'T "WANT TO BE GIRLS" ;
THEY ARE GIRLS.**

**TRANS BOYS DON'T "WANT TO BE BOYS" ;
THEY ARE BOYS.**

**NON-BINARY FOLKS AREN'T "CONFUSED" ;
THEY ARE WHOEVER THEY ARE.**



ACTIVITY

Gender Stereotypes



Subject Area: Physical Education, Secondary 1

Duration: 35 minutes

Group Work

Educational Goal: Raising awareness about the gendered roles and stereotypes in sports; realizing the impact of gender roles.

Tasks: Discussing gendered stereotypes in sports and physical education.

Material: Computer with internet access, writing board and chalk or markers, and the Deconstructing Gender Stereotypes module from this guide.

To access the video: The video is available on YouTube, “Always #LikeAGirl” (3:09 minutes) at the following link: <https://youtu.be/5yLXrWLvwAo>

Did You Know?

Gender stereotypes are “reductive clichés” that divide gender into a binary (woman/man, girl/boy) and assign both sides with specific and distinct characteristics. These gendered rules restrain the emotions, feelings, and activities people are allowed to feel, experience, and enjoy. Gender-based stereotypes are present in all areas of life and emerge in childhood. Indeed, young girls often believe themselves to be less competent in science than boys, and boys conversely tend to underestimate their creative abilities.

Gender stereotypes can have a negative impact on youth’s development whether on an academic level, on a mental and physical health level, or on a sexuality and interpersonal relationships level. These gender stereotypes are often fed by social and familial pressure on a daily basis. For instance, some boys find themselves deprived of toys and activities considered feminine, such as playing with dolls, dressing up as female characters, wearing dresses or pink clothing, etc. from an early age. These attitudes encourage them to put as much distance as possible between themselves and femininity, to avoid scolding or mockery.

And at school? “22% of boys practice a sport outside of school; that level drops to 13% for girls.” (Pica *et al.*, 2012) “Physical, athletic, and cultural activities are fundamentally related to scholastic success, as well as to a child’s development, their wellbeing, their self-esteem and their sense of fulfilment. However, the kinds of activities permitted are often different depending on the child’s assigned sex at birth: for example, physical and athletic activities are usually offered to boys and artistic and cultural activities are usually offered to girls. One of the consequences of this kind of societal pressure is that, as early as 12 years of age, girls gradually stop participating in sports and athletic activities, and boys remain more physically active than girls regardless of their age group.” (Réseau réussite Montréal, 2019; our translation)

Sources:

- Secrétariat à la condition féminine (2017). *Qu'est-ce qu'un stéréotype?* Consulted on February 4, 2020, at: <http://www.scf.gouv.qc.ca/sansstereotypes/quest-ce-quun-stereotype/>
- Conseil du statut de la femme. (2010). *Entre le rose et le bleu : stéréotypes sexuels et construction sociale du féminin et du masculin. Résumé.* Consulted on February 4, 2020, at: <http://www.scf.gouv.qc.ca/fileadmin/Documents/Stereotypes/resume-entre-le-rose-et-le-bleu.pdf>
- Pica, L. A., Traoré, I., Bernèche, F., Laprise, P., Cazale, L., Camirand, H., Berthelot, M., Plante, N., and others (2012). *L'Enquête québécoise sur la santé des jeunes du secondaire 2010-2011. Le visage des jeunes d'aujourd'hui : leur santé physique et leurs habitudes de vie*, Tome 1, Québec, Institut de la statistique du Québec.
- Réseau réussite Montréal. (2019). *Pour une égalité filles-garçons en persévérance scolaire.* Consulted on April 17, 2020, at: <https://www.reseautreussitemontreal.ca/dossiers-thematiques/egalite-filles-garcons-reussite-scolaire/>

INSTRUCTIONS

First Step: Stereotype Table (10 minutes)

Draw two columns on the writing board; label the first column “girls” and the second “boys.” Ask the group to assign a dozen different sports and activities to the two columns. Write down the group’s decisions.

Invite the students to share their opinions about both columns, by asking the following questions

- In your opinion, can girls engage in the activities listed in the “boys” column? Do you think boys can engage in the activities listed in the “girls” column?
- Have you ever seen people do activities in both columns? What do you think of those people?

Offer the definition of a stereotype and connect it to the examples already up on the board. Using the *Deconstructing Gender Stereotypes* module in this guide, address the stereotypes brought up by the students during the discussion. Assess the group’s comprehension of the concepts and consolidate if necessary.

Second Step: Watch the Video (10 minutes)

Present the “ALWAYS #LikeAGirl” video to the class, available for free on YouTube (English and French subtitles available) or use the link provided in *Material* listed for this activity. Ask the group to notice how the expression “throwing like a girl” is unfolded in the video. Once viewed, ensure a better understanding of the video’s content by prompting a discussion:

- What does “throwing like a girl” mean at the beginning of the video?
- How do girls throw in real life?
- Why is “throwing like a girl” a stereotype?
- What image of girls does this stereotype convey?

Third Step: Group Discussion (15 minutes)

While coming back to the columns filled during the first step of the activity, ask students about their emotions and feelings regarding gender stereotypes in sports:

- Raise your hand if you have been told that you cannot do a “boys” activity because you are a girl. Raise your hand if you have been told that you cannot do a “girls” activity because you are a boy.
- How did that make you feel?
- Have you ever been scared of being bullied if you engaged in an activity from the other column?
- Now that you have watched the video, do you think that anyone could do any of the activities listed on the board, regardless of their gender?
- What could you say to someone telling you that you can’t do something just because you’re a girl or a boy?

Erase the line between the two columns and circle the whole thing to symbolize that anyone can engage in these activities, regardless their gender.

ACTIVITY

Assigned Male — Reading

Duration: 30 to 35 minutes

Educational Goal: Raising awareness of what young people go through and approaching the notion of respect for chosen names.

Tasks: Reading the provided comic strip and leading a discussion on the reading.

Material: Glossary included comic panels from Sophie Labelle's Assigned Male comic in the *Appendix*.



This activity can be done online through a video conference software with a screen-sharing utility.

Did You Know?

In the comic, Stéphanie's dad mentions his daughter's "transsexuality." The author deliberately chose the term "transsexuality" in order to highlight that Stéphanie's dad is not yet very well-versed on the topic. Indeed, the term "transsexuality" is no longer frequently used within the trans community, who now tends to prefer the terms "trans" and "transgender." There are however still people who identify as "transsexual" (see *Glossary*). When in doubt, it is recommended to use the term "trans."

In the panel in which Stéphanie asks her mom if she "sounds like a boy," her mom answers that they could go see an endocrinologist. At the discretion of their doctors, children are generally not prescribed hormones before the theoretical age of puberty. They can, however, start on puberty blockers in order to delay puberty and thus avoid physical changes that they do not desire. Puberty can trigger a lot of anxiety for trans and nonbinary people when their bodies are changing and moving away from their gender identity. Puberty can cause great emotional distress to unsupported trans and nonbinary persons.

INSTRUCTIONS

First Step: Reading (30 minutes)

Invite the group to read the Assigned Male comic. Read them in order, from number 1 to 4, and then from number 5 to 7. *Ideally the teacher will voice the adult characters.*

Paper Version: Pass out copies of Sophie Labelle's Assigned Male comic included in the *Appendix* of this guide.

Digital Version (Recommended): Project the comic book panels onto the board and ask volunteer students to voice the characters.

Use the following questions to support students' understanding of the comic. Use the *Glossary* and the *Did You Know?* sections as needed.

Page 1

- Who is Stéphanie and what is her gender identity?
- How does Stéphanie react when her friend reveals that Stéphanie is trans?

Answers: Stéphanie is an 11-year-old trans girl. Stéphanie did not like that her friend revealed that she is trans without her consent. She feels like now this new person will only ever see her as trans, and not as a whole person.

Page 2

- How does Stéphanie's boyfriend explain what a trans person is?

Answers: He explains that babies are usually assigned a gender at birth based on characteristics such as external genitalia, but that sometimes that gender is not the right one. A person will then figure out which gender suits them better and may identify as trans.

Page 3

- What is Stéphanie scared of when she talks to her mom? Why?
- What help does her mom offer? Do you think it's supportive, or not?

Answers: Stéphanie is afraid that her voice is deepening and sounding more like a boy's. Since Stéphanie is a trans girl, she is afraid of sounding like a boy. Her mother suggests going to see an endocrinologist, a doctor who can prescribe hormones or puberty blockers to delay the onset of puberty. This is a supportive offer since she wants to help Stéphanie to no longer be scared and to feel comfortable in her body.

Page 4

- Stéphanie's boyfriend tells a friend why knowing Stéphanie's previous name is not important to him. What are his reasons?

Answers: He explains that using Stéphanie's assigned name, her dead name (see the Glossary), would hurt her because she does not like that name. He goes on to explain that knowing a person's dead name can reinforce the idea that these people aren't really women, men, or nonbinary. Using a person's dead name is a disrespectful act which can inflict suffering upon the person.



INSTRUCTIONS (CONTINUED)

Page 5 to 7

- How does Stéphanie feel about spending an evening with her extended family?
- What do you think about Stéphanie's dad's attitude towards Stéphanie?
- What is Stéphanie's reaction?
- How does Stéphanie feel about her dead name?

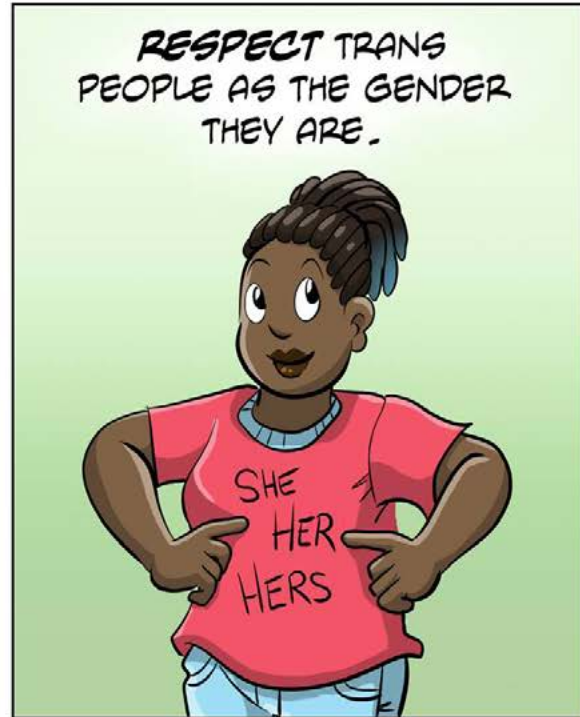
Answers: Stéphanie is scared of spending Christmas Eve with her family, as she is afraid of being judged for her identity. Stéphanie's dad shows support for his daughter by defending her from other members of the family. He asserts that Stéphanie is smart enough to understand who she really is and that his job is to protect her. Stéphanie is really happy about and moved by her dad's reaction. However, Stéphanie doesn't like it when her dad uses her dead name. She explains it hurts her. She asks him to call her Stéphanie, and her dad even offers to nickname her "Princess." Stéphanie is overjoyed.

Second Step: Group Discussion (15 minutes)

Invite students to reflect on and discuss the questions below. Lead the discussion and encourage the students to share. Make connections between Stéphanie's dad's and Stéphanie's boyfriend's behaviours, as well as with the emotions that Stéphanie expresses on the panels. Write down the students' responses on the board.

1. According to you, what is the definition of a transgender person?
2. If someone made a mean comment about a trans person, how could you react?
3. What did you learn from reading this comic?

YOU DON'T NEED A DIPLOMA IN TRANS STUDIES,
EXTENSIVE KNOWLEDGE OF TRANS PEOPLE NOR
A POWERPOINT PRESENTATION ON TRANS ISSUES TO...



ASSIGNED MALE
BY SOPHIE LABELLE
COLORS BY MARIE-ORTIE

ACTIVITY

What Will You Say?

Subject Area: Ethics and Religious Culture, Secondary 2

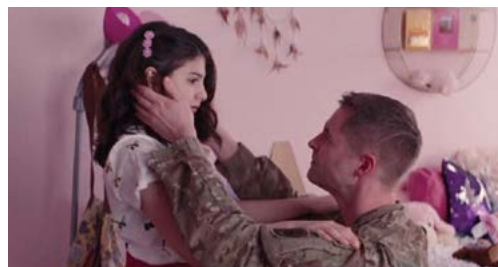
Duration: 60 to 75 minutes

Individual and group work

Educational Goal: Raising students' awareness of gender identity coming out; reflecting on one's own attitudes toward trans and nonbinary persons' coming out.

Tasks: Watching "*The Real Thing* (transgender short film)" (7 min.) available on YouTube. Bringing students to reflect on the behaviours and emotions they would have if someone they knew announced they were trans.

Material: Glossary, the Safer Spaces module, Texting Scenario (see the Appendix), computer, internet connection, and projector



This activity can be done online through any video conferencing software with a screen-sharing utility.

Did You Know?

Coming out is a very personal and private act. Many emotions come into play during a coming out. The person who comes out can experience, amongst other emotions, fear, confusion, uncertainty, vulnerability, relief, and pride. The person one comes out to can also feel a myriad of emotions: surprise, honour, discomfort, doubt, curiosity, anger, anxiety, and incomprehension, to name just a few.

No matter the emotions we can feel when someone comes out to us (whether it is about their gender or their sexual orientation), it is fundamental to remember that the person coming out needs to feel safe. It is thus important to create a safer space (see the *Safer Spaces module*) for the person, to be aware of and get informed about trans issues, and to accept everyone's identities.

Attitudes to Adopt	Attitudes to Avoid
<ul style="list-style-type: none"> • Showing interest • Listening carefully • Asking the person who is coming out which pronouns they want you to use • Asking the person coming out how they would like to be supported in this process • Encouraging the person • Thanking the person coming out for trusting you 	<ul style="list-style-type: none"> • "I knew it!" • Diminishing or invalidating the other person's emotions • Speaking about it with other people without consent • Acting differently • Trespassing the person's personal • Assuming the person's reasons for coming out • Challenging the person's identity

Sources:

- Coalition des Familles LGBT. [s.d.]. *Le coming out des jeunes gais, lesbiennes et bisexuel.le.s* [Dépliant]. Montreal: Coalition des Familles LGBT. Consulted on February 4, 2020, at: http://www.familleslgbt.org/documents/pdf/CF_LGBT_ComingOut_GuideFR.pdf
- The Trevor Project. [s.d.]. *Coming Out: A Handbook for LGBTQ Young People* [Guide]. Consulted on February 4, 2020, at: <https://www.thetrevorproject.org/wp-content/uploads/2019/10/Coming-Out-Handbook.pdf>

INSTRUCTIONS

First Step: Group Discussion (10 minutes)

Invite the students to think about and to share their experiences about coming out. Identify the emotions at play and name them. Use the following questions to feed the discussion. Write key points of the discussion on the board.

- Have you ever shared something very personal with another person?
- How did that person react when you confided in them?
- How did you feel about that reaction?
- How did confiding in that person change your relationship?
- Did that person ever share your secret without your consent? How did that make you feel?

Second Step: Watch The Video

(10 + 7 minutes)

Show “The Real Thing (transgender short film)” (7 minutes) to the class. Ask the students to pay attention to Allie’s emotions (Allie being the main character) and to the reactions of the people around her.

After watching the video, lead a group discussion on the following questions:

- Can anyone summarize, in a few words, what the short film was about?
- Is Allie accepted and supported by everyone around her?
- How did Allie’s coming out go? How do you think Allie felt about her father’s reaction?

Note the students’ answers on the board. Invite the students to think about and share their impressions about coming-outs. Identify the emotions at play and name them. Complete the students’ answers with the information provided above.

Third Step: Texting Scenario (30 minutes)

Divide the group into teams of 3 or 4 students. Assign each student a role: Discussion leader, Note-taker, Timekeeper, Grammar Checker, etc.

Pass out copies of the Texting Scenario provided in this guide and read it aloud to the class. Introduce the definition of the term “nonbinary” to the class (see Glossary).

Ask the teams to write down which attitudes and behaviours should be displayed in response to Flo’s coming out. Ask that the students justify their answers based on parts of the video and their understanding of the relationship. Encourage the class to make connections between the feelings experienced by trans people coming out and the feelings experienced by the people being “come out” to. Announce a 15-minute timeframe to complete the exercise.

Advise students to organize information in two columns: **Attitudes to Adopt / Attitudes to Avoid**.

When time is up, invite a team to present the message they would send Flo, as well as the reasons why they would write the text that way. Encourage the rest of the group to share their impressions and opinions of the situation. Bring teams to take turns to share their texts and responses. Note the attitudes and behaviours which come out most often in this exercise. Complete the discussion with the information provided above.

Texting Scenario:

Florence, one of your great childhood friends, tells you one day while taking the bus home from school that she thinks she might not be a girl. She says she does not want to be a boy either. She says she might be nonbinary, and would like you to call her “Flo” from now on. She admits to feeling really confused about her gender and does not know what to do. She has been thinking about this for a long time and she is coming out to you like this because you’ve known each other for so long. She tells you that she trusts you, and asks that you mention it to no one, since, for now, she is a little worried about your classmates’ reaction. You do not really know what to say in the moment and you do not even have time to reply as the bus stops at Flo’s.

You go over the conversation in your mind over and over again on your way home. Once home, you decide to write Flo a text message to express what you would like to have said when she opened up to you.

What do you write? And why?

Fourth Step: Group Discussion and Conclusion (5 minutes)

Without requiring they answer out loud, ask the students to reflect on the following questions:

- Have you ever had someone confess something very personal to you?
- Did you react well to the trust the person placed in you?
- How could you do better in the future?

ACTIVITY

Scenarios Against Transphobia



Suggested Subjects: Drama, Secondary 2 (or other grades at the teacher's discretion)

Duration: Two 75-minute periods

Work in small groups of 3 or 4

Educational Goals: Developing behaviours and attitudes of allyship toward trans and nonbinary people; writing a short play staging solutions to transphobic bullying.

Tasks: Writing a short play on the theme of transphobia and discussing behaviours and attitudes of allyship toward trans and nonbinary people.

Necessary Materials: Glossary, the Safer Spaces module, and Why This Guide.

Did You Know?

The vast majority of trans and nonbinary people affirm having experienced discrimination throughout their lives (Kosciw *et al.*, 2018; Taylor *et al.*, 2020). LGBTQ+ youth face stigma and discrimination in relation to their gender and sexual orientation (Coker *et al.*, 2010). These victimization experiences have many negative impacts on the well-being of trans and nonbinary youth, and can result in psychological distress (Chamberland *et al.*, 2011; Galantino *et al.*, 2017; Taylor *et al.*, 2020; Trans Pulse Canada, 2020).

Verbal violence: Nearly half of trans and nonbinary people report having experienced verbal harassment because of their gender (James *et al.*, 2016).

Physical violence: Around 9% of trans and nonbinary people report having experienced physical transphobic violence (James *et al.*, 2016).

Sexual violence: In the United States, nearly half of trans and nonbinary people report having experienced sexual violence throughout their lives (James *et al.*, 2016). In Canada, a fourth of trans and nonbinary people report experiencing sexual assault (Taylor *et al.*, 2020; Trans Pulse Canada, 2020).

Violence at school: A large majority of LGBTQ+ youth say that they have experienced harassment and violence in relation to their identity (Kosciw *et al.*, 2018). Nearly half of trans and nonbinary youth affirm that they do not feel safe at school because of their gender and gender expression (Kosciw *et al.*, 2018). Trans and nonbinary youth report experiences and a school climate more violent than their cisgender classmates do (Kosciw *et al.*, 2018).

INSTRUCTIONS

First Step: Bullying and Transphobia (20 minutes)

Illustrate the violence faced by trans and nonbinary people based on the information provided in this guide (see *Why This Guide?* and the content of the other activities). Invite students to reflect on the concept of transphobia: what is transphobia and how does it manifest itself? Write the students' answers on the board. Introduce the definition of transphobia (see *Glossary*) and thus complete the students' answers.

Ask the group about the attitudes and the behaviours allies need to demonstrate in order to support trans and nonbinary people.

- What actions can one take to counter transphobic attitudes?
- What actions can one take to support someone who has experienced or is experiencing violence?

Note the reactions and attitudes of the class. Complete the students' answers with the help of the information provided in *Why This Guide?*

Second Step: Writing Down the Scenarios (30 minutes)

Group the students in teams of 3 or 4. Invite each team to write a 3-minute scenario presenting a transphobic bullying situation. Each scenario needs to contain a scene depicting bullying followed by a scene presenting the resolution, including a behaviour or an attitude that allied persons can adopt to come to the target's aid. The resolution scene can, for example, be a confrontation of the person doing the bullying, or portray the support provided to the bully's target.

If needed, present a few examples of bullying to inspire the group:

- Verbal and physical bullying after class
- Purposeful misgendering by the target's classmates
- Using a trans person's dead name (see *Glossary*)
- Mockeries related to gender expression
- Cyberbullying

Third Step: Presenting the Scenarios (50 minutes)

Invite each team to come play out their scenarios in front of the class. After every presentation, ask the group to identify the scenario's strengths. Remind the group of the ground rules for a Safer Space (see *Safer Spaces*) and highlight that the exercise is not about the quality of the performances.

After each presentation, ask the group to name the behaviours and attitudes displayed in the scenario.

- What emotions are displayed in the scenario?
- How did the scenario make you feel?
- Which attitudes and behaviours did the allied person adopt?
- What would you have done differently in the scene you just witnessed?

Apply to all teams.

Fourth Step: Group Discussion (20 minutes)

Lead a discussion with the whole group. Highlight the allied attitudes and behaviours featured in the group presentations. Ask the students to reflect on the attitudes and behaviours they can themselves adopt if they witness bullying:

- What are you going to remember after doing this activity?
- What attitudes and behaviours presented today do you think you could adopt in your everyday life?
- How can you be a good ally?
- Do you have other ideas of behaviours and attitudes allied persons can adopt?

Here are a few examples of allied behaviours to feed the discussion: correcting oneself immediately when accidentally misgendering someone, intervening when witnessing transphobia happening in school (physical violence, insults, or other kinds), not conveying stereotypes harmful to trans and nonbinary people, listening to trans and nonbinary people, etc.

Follow-Up Activity: After the activity, the scenarios can be filmed and adapted to launch a campaign against transphobic harassment at school. The videos can later be shown during anti-bullying week or other similar events.

ACTIVITY

Gender-neutral Pronouns and Writing

Duration: 75 minutes

Educational Goal: Raising students' awareness on using neutral pronouns in English; creating a gender-neutral tale character; writing a story while measuring the place of gender is in language.

Tasks: Using gender-neutral writing practices, writing a story featuring a gender-neutral character.



This activity can be done online through any video conferencing software with a screen-sharing utility

Did You Know?

Even though English is not as grammatically gendered as many other European languages (such as French, Spanish, Italian, and Portuguese), English still relies on binary gender. In particular, it uses gendered pronouns (such as “she” or “he”) when referring to individuals and uses some nouns and adjectives that differentiate the gender of the subject (such as “boy,” “actress,” “waitress”, etc.). English also contains expressions emphasizing gender.

Example: He wants to be a fireman when he grows up.

Example: To fill this role, we’re looking for the best man for the job!

Gender-neutral Pronouns

Despite having gendered personal pronouns, English is fairly straightforward. Indeed, even when pronouns assign a feminine or masculine gender to an individual, the rest of the sentence does not necessarily change.

Example: She is happy. / He is happy.

Some languages, however, mostly use gender-neutral pronouns, such as certain Turkish dialects, Danish, and Swedish, among others. In English, the pronoun “they”, mostly used in its plural form, is also used in the singular to speak of a single individual whose gender is unknown, and by some trans and nonbinary people. In French, the pronoun “iel” is now used in a similar way.

Example: John is studying French; they are pretty good at it!

Trans and nonbinary people who do not want to use “she,” “he,” or “they” can use other pronouns. These are commonly called “neo-pronouns”; anyone can use them, regardless of their gender. **Ze/hyr/hyrsel** is one of the most common neo-pronouns in use.

Subject Pronoun	Object Pronoun	Possessive Determiner	Possessive Pronoun	Reflexive Pronoun
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
They	Them	Their	Theirs	Themselves/ Themselves
Ze/Zie	Hir/Hyr	Hir/Hyr	Hirs/Hyrs	Hirself/Hyrsel

Gender-neutral Writing

Gender-neutral writing seeks to ensure a balance between genders in a text. It is also called gender-inclusive writing. When there are no gender-neutral alternatives to an adjective or noun, the language can be reformulated to be more neutral. We can, for example, say “the members of the cast” instead of “the actors and actresses.” Using singular **they** is a very useful tool for achieving neutrality, and can also help adapt the language to be more inclusive of trans and nonbinary people.

Unlike many Romance languages, almost all English adjectives (such as happy or mischievous) are gender-neutral, in that they do not change according to the gender of the noun or subject they are describing in either spoken or written form. However, some gendered adjectives persist, either because they are recent loans from Romance languages (“blonde/blond”, “brunet/brunette”) or because they are adjectives that are usually considered gendered in some way, such as “beautiful”/“handsome”, to which we could substitute the neutral alternative “attractive”.

Gender-neutral nouns do not differentiate between the genders, whether spoken or written:

Gendered Nouns	Neutral Alternatives
Waiter, waitress	Server
Fireman, firewoman	Firefighter
Brother, Sister	Sibling

Sources:

Office québécois de la langue française (2018). Dans les coulisses de la langue. Consulted on Feb. 4th, 2020 : http://bdl.oqlf.gouv.qc.ca/bdl/gabarit_bdl.asp?id=5421

Benjamin, A. (2017). Le langage neutre en français : pronoms et accords à l'écrit et à l'oral. Consulted on Feb. 4th, 2020: <https://entousgenresblog.wordpress.com/2017/04/19/quels-pronoms-neutres-en-francais-et-comment-les-utiliser/>

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Egale. [s.d.]. Pronoun Usage Guide. Consulted on May 3rd, 2023: <https://egale.ca/awareness/pronoun-usage-guide/>



INSTRUCTIONS

First Step: Class Discussion (15 minutes)

Open a group discussion on the topic of gender-neutral pronouns by tackling the following questions:

- What is a pronoun? What are some pronouns that you know about?
- Have you ever heard of gender-neutral pronouns? What gender-neutral pronouns have you heard of?

Write the group's responses on the board. Fill in the students' responses with information included in the Did You Know? section.

Encourage students to choose a pronoun to replace gendered pronouns ("he" or "she"). If they suggest different ones, have the students vote (by raised hand) to determine which one the group will use for the exercise.

Second Step: Writing Exercise (45 minutes)

Either individually or in teams of 2 or 3, have students write a story of 300 to 350 words about a fictional character **without disclosing their gender**.

The protagonist will have to go by the gender-neutral pronoun chosen by the group, and the rest of the text will have to be as gender neutral as possible. The protagonist can be thrown into any kind of adventure or situation, realistic or fantastical, in the past or in the future, etc. The only rule about the story is that the protagonist has to be well intentioned, as in the protagonist trying to accomplish something that helps or improves the society or world that they live in.

Emphasize that this is not a graded exercise, and that its goal rather is to get familiar and comfortable using gender neutral pronouns. There is thus no right or wrong answer.

Third Step: Presenting To The Class (15 minutes)

Students who desire to can share their story in front of the class. Encourage discussion and the expression of each team. Ask the group how they enjoyed the activity. Lead the discussion using the following questions:

- What presented the biggest challenge to you?
- Do you feel more comfortable using gender neutral pronouns?
- What are you taking away from the activity?

Return the written stories to the instructor, who will evaluate the extent to which students adapted their writing to the protagonist.

Follow-Up Activity:

Stories can be published in the students' newspaper or presented during events about gender diversity, which can extend the significance of work beyond the walls of the classroom.



ACTIVITY

Gender in Colours

Subject Area: Art, Secondary 3 (or other grades at the discretion of the instructor)

Duration: 75 minutes

Individual Work

Educational Goal: Enabling students to become more aware of the concept of gender expression and having them explore it.

Tasks: Using a medium (drawing, painting, or collage) and surface of their choice while working with color, rendering their vision of gender or of gender expression.

Material: large drawing sheets, collaging material (scissors, glue, magazines, etc.), colour pencil crayons, paint and paintbrushes, Glossary, and Safer Spaces module.



Did You Know?

Gender identity refers to the intimate and personal experience of feeling like a man, a woman, neither of those genders, both of those genders, or some other gender, regardless of the sex assigned at birth. Everyone has a gender identity.

Gender expression, on the other hand, describes how people socially express their gender, using characteristics and behaviours visible to others, such as physical appearance, dress codes, language codes (such as pronouns, titles, or names), personality as well as other attributes related to gender.

Source:

The Trevor Project. [s.d.]. *Coming Out: A Handbook for LGBTQ Young People* [Guide]. Consulted on February 4, 2020, at: <https://www.thetrevorproject.org/wp-content/uploads/2019/10/Coming-Out-Handbook.pdf>

INSTRUCTIONS

First Step: Thinking About Gender Expression (10 minutes)

Explain the notion of Gender Expression to the group (see *Glossary*)

Use the following questions to guide the discussion:

- How do you express your gender? Clothes, hairstyles, interests, sports, etc.

(For example: Tina explains that she likes nail polish, because it makes her feel more feminine. You can also share an example of how you express your own gender if you are comfortable doing so.)
- Do you think that certain shapes or colours can help to assert a more feminine or masculine gender expression? If the class needs examples, the following questions can help:
 - Is blue a colour you would assign to one binary gender more than another?
 - Can a heart shape or a triangle be labelled, gender wise?

Second Step: Artistic Creation (45 minutes)

Show the class a few examples of artistic styles: abstract painting, realism, cubism, etc. Examples of well-known artists who used a lot of colour include: Kandinsky, Dali, Pollock, etc.

Using the reflection done in the first part of the exercise, invite students to create a work of art by painting, drawing, or collaging. The materials should be as diverse as possible. Their work of art should represent their gender identity and gender expression. The themes of their work will relate to their mental picture of femininity, masculinity, and androgyny.

Be attentive to students who might be uncomfortable sharing or revealing their gender. Do not pressure students who are not ready for this activity; support them if they do not want to disclose these aspects of themselves. Share the youth-oriented resources listed in this guide.

Third Step: Sharing Their Work with the Class (20 minutes)

Wrap-up the activity by allowing volunteers to share their work of art with the rest of the class. Remind the students that this is a safer space (see the module on Safer Spaces) and that no mockery will be tolerated. Ask students to explain their choice of colours and imagery. Highlight the diversity in the group's work. Emphasize how every person's reality and gender expression is unique. Value every student's expression and work.

Follow-Up Activity:

(Drawing, painting, or collage) Volunteers' work can be displayed in the halls or during events about gender diversity. This can extend the significance of work beyond the walls of the classroom.



ACTIVITY

Relay Quiz

Subject Area: Physical Education, Secondary 3

Duration: 60 minutes

Group Work

Educational Goal: Presenting a few definitions and statistics in order to give the class an overall picture of the realities of trans and nonbinary people's lives.

Prior Knowledge: The students need to have prior knowledge about gender identity. This game could be a good follow-up activity for a group that has already had a GRIS workshop on gender identity, a sexual education class that covered gender diversity or another activity in this guide (such as The Gender Unicorn).

Tasks: Taking part in a relay race all the while answering the questions in the quiz.

Material: A gym or an outside track and a board to track scores. Keeping a copy of the Glossary is highly recommended in order to answer questions the students may have.

INSTRUCTIONS (GAME RULES)

This activity is a quiz game that is also a relay race.

Divide the class into teams of 4 and let the students choose their team's name. Each team sends two people to take turns running per question. All team members have to run at least once for their team. The answers to the quiz questions are decided by the whole team and are verbally transmitted to the next "relay" person who will then carry the teams' answer.

Read the question and the multiple-choice answer twice to the teams. Let the teams discuss their answer for a few seconds. At the blow of the whistle, one person from each team runs as fast as they can to the other end of the track and verbally gives the answer to their relay partner who will run back with that answer.

At the finish line, ask for each team's answer. Record which team finishes first in order to keep score. Validate the correct answer and answer students' questions if needed. Keep the teams' scores on the board.

If necessary, explain the correct answer after each question.

- Correct answer: +2 points per team
- First team to arrive: +1 point per team

Repeat until you run out of questions. Break any tie using the BONUS question.

QUIZ QUESTIONS

1. Sex* and gender* are the same thing.

a. True

b. False

2. Misgendering* is the act of intentionally or unintentionally referring to someone with the wrong pronouns or other gendered language.

a. True

b. False, it has to do with sexual orientation.

c. False, misgendering can only be done intentionally

3. Which of these words is a sexual orientation?

a. Cisgender*

b. Pansexual

c. Transgender*

Pansexuality refers to persons who can be emotionally, romantically and/or physically attracted to persons of any gender or sex. Sometimes the term omnisexual is used as a synonym. Pansexual is becoming more and more used, since a lot of people no longer consider gender to be binary. This term is often included under the umbrella term bisexual.

4. A nonbinary* person is someone who does not identify as either a man or a woman, or who identifies as both, or as some other combination of genders.

a. True

b. False

5. In Quebec, all trans and nonbinary citizens must undergo medical surgeries in order to legally transition.

a. True

b. False

Since 2015, in Quebec, any Canadian citizen whose gender identity does not correspond with their sex assigned at birth can change the designation on their birth certificate without having to undergo any medical surgery or medical treatment. It is also possible to change one's first name.

6. Gender expression* and gender identity* are not the same thing.

a. True

b. False

Continued

7. What does the Q mean in LGBTQ+?

- a. Queer*
- b. Questioning*
- c. Both

8. What is transphobia*?

- a. Verbal harassment against trans and nonbinary people.
- b. Physical violence against trans and nonbinary people.
- c. All forms of systemic violence and discrimination against trans and nonbinary people.

What is systemic discrimination? Systemic discrimination results from policies, practices, and behaviours that are part of the social and administrative structures of an organization, and that as a whole create or perpetuate a disadvantage for a group of people.

- (1) E.g.: A law forbidding a person from employment due to their sexual orientation, gender identity, skin color, etc.
- (2) E.g.: More frequent ID checks on Black people.
- (3) E.g.: Greater difficulty in accessing employment and positions of power for women.

9. Someone who identifies as a woman who was also assigned female at birth is a...

- a. Cisgender* woman
- b. Transgender* woman
- c. Pansexual woman

10. A person who has no gender is:

- a. Asexual
- b. Aromantic
- c. Agender

11. All trans people must feel gender dysphoria* to be really trans.

- a. True
- b. False

12. According to you, how many trans and nonbinary people feel safe at school?

a. Around 80%

b. Around 60%

c. Around 30%

Only **64%** of trans and nonbinary students feel safe at school, as reported by a Canadian study on the health of young trans and nonbinary students (Taylor, *et al.* 2020).

13. Nonbinary people cannot identify as trans.

a. True, being nonbinary and being trans are two completely separated identities.

b. False, nonbinary people can identify as trans.

14. The struggle for trans and nonbinary rights is still ongoing today.

a. True, the struggle for rights for trans and nonbinary people is ongoing today.

b. False, trans and nonbinary people already have all the rights that cisgender* people have.

Trans and Nonbinary Rights Today: In Montreal, Toronto, New York, Paris, and all over the world, non-violent marches and demonstrations are organized every year in order to celebrate gender diversity and to ensure the visibility of trans nonbinary people. These marches are also an opportunity to mobilize media to take stock of ongoing demands. Many community organizations are still actively working on securing equal rights for trans and nonbinary people.

15. All transgender people want to have certain surgeries to transition.

a. True

b. False

Bonus Question: All trans and nonbinary people have known that they are trans or nonbinary since childhood.

a. False, one can discover that they are trans or nonbinary at any age.

b. True, trans and nonbinary people have always known.

c. Only trans people have always known..

ACTIVITY

Pamphlets for Raising Awareness

Subject Area: Science and Technology, English, Ethics and Religious Culture, Arts; Secondary 4

Duration: Four 75-minute periods

Group Work

Educational Goal: Raising students' awareness about gender diversity; creating material (in the form of an information pamphlet) to raise awareness about trans and nonbinary issues.

Prior Knowledge: An activity such as the Gender Unicorn.

Task: Creating an information pamphlet that will raise the public's awareness about trans and nonbinary issues.

Matériel nécessaire :

- AIDA model (see Appendix)
- Project (see Appendix)
- Grading chart (see Appendix)
- Example of an information (see Appendix)
- Pamphlet (see Appendix)
- Computer access and an internet connection
- Glossary, Why This Guide, and the Safer Spaces module

INSTRUCTIONS

First Step: Presenting the issues and grouping the class into teams (First Period)

Using the Glossary and this guide's content (including Why This Guide and the Safer Spaces module), present the realities of trans and nonbinary people.

Encourage students to ask clarifying questions. Provide clear answers based on the information included in this pedagogical guide.

Share examples of existing public awareness campaigns and examples of information pamphlets (see the examples shared in the *Appendix*) in order to familiarize the group with the expected format.

Present the activity, that is the creation of an information pamphlet on one aspect of trans and nonbinary realities. Explain the requirements for the assignment: (see the example in the *Appendix*): a maximum of 3 pages of content, information has to be backed up by reliable sources (articles, LGBTQ+ organizations, etc.) and a cover page. Group the students into teams of 4 to 5. Provide ideas for the pamphlets' topics:

- Diversity of gender identities
- The different dimensions of gender: identity, expression, etc.
- Myths versus realities regarding trans and nonbinary people
- Transphobia: violence experienced by trans and nonbinary persons (possibly in a specific setting: in sports, at school, or in some other context)
- The history of trans and nonbinary rights
- The impact of transphobia on the wellbeing of students
- Protective and resilience factors for trans and nonbinary persons

Show students the example provided in the *Appendix*. Present the AIDA model (see AIDA model in the *Appendix*) and highlight the AIDA steps in the creation of the pamphlet.

Second Step: Choosing a topic and research (Second Period)

Invite teams to discuss topics and choose one. Encourage teams to discuss ways to raise awareness and inform the public on the issue they have chosen.

Invite students to reflect on the actions they want their pamphlets to spark. For example: to reduce the amount of transphobic bullying at school, to encourage people not to judge each other, etc. Invite the teams to decide on the values they want to promote in their pamphlet, such as: inclusion, kindness, acceptance, accessibility, compassion, diversity, etc. Fill in the *Project Proposal* document included in the *Appendix* with each team, which will also allow you to approve topics.

Encourage students to use the computers at their disposal in order to research their topic. Answer any questions from team if needed. With the students and using the evaluation chart, check the reliability of the sources. Once the content is finished, get each team to think about their design.

Third Step: Creating the information pamphlet (Third period)

Present the free online tool, Canva, to the students to use in designing their pamphlets. Use the *Brochure* option to create the pamphlets. Support the teams in using Canva. Encourage the teams to use their imagination and creativity while designing their pamphlet. As the teams work on designing their pamphlet, stay available to answer any questions they may have. Once a pamphlet is finished, save the document in order to share it in the next period.

Fourth Step: Presentations of the pamphlets and class discussion (Fourth period)

Invite each team to present their pamphlet to the class, projecting it onto a screen. Use the following questions as a guide to discuss each team's pamphlet:

- Where would we be able to find this kind of information document?
- What did you appreciate most about this exercise?
- What was the hardest part of this project?
- What information would you have liked to add to your pamphlet?
- How do you think your pamphlet will be useful to others?
- Who do you think your pamphlet would be helpful to? Who would be the targeted audience and why?
- Would you want your pamphlet to be shared with the entire school? For example, in the social worker's office?
- Evaluate each pamphlet using the Grading Chart in the *Appendix*.

Follow-Up Activity:

With the students' consent, print out the pamphlets and share them with the school, for example by leaving copies in the social worker's or the nurse's office, the teacher's lounge, in common rooms, or during events about gender diversity. This will extend the significance of work beyond the walls of the classroom.

ACTIVITY

Pay it no mind



Subject Area: English, History, Secondary 4

Duration: 60 to 75 minutes

Group Work

Educational Goal: Presenting the history of the LGBTQ+ community and the issues related to the fight for rights.

Tasks: Watching the film *Pay It No Mind* on the life of Marsha P. Johnson and discussing students' understanding of the film.

Material: Access to a projector, a computer, and an internet connection.

To Access The Video: The video is available on YouTube: *Pay It No Mind - The Life and Times of Marsha P. Johnson* (55 minutes and 30 seconds).



This activity can be done online through any video conferencing software with a screen-sharing utility.

Did You Know?

History of Trans and Nonbinary Rights in Quebec

- Since June 10, 2016, the Quebec *Charte des droits et libertés de la personne* forbids any discrimination on the basis of gender and gender expression.
- Since 2015, all Canadian citizens in Quebec whose gender does not correspond to the sex they were assigned at birth can legally change their designation on their birth certificate without any prior surgery or medical treatment. It is also possible to legally change one's name. Non-citizens, however, cannot legally change their official sex designation or their first name.
 - Any request on behalf of a person under the age of 14 has to be made by their parents. Any request on behalf of a person over the age of 14 can be made by the person themselves.
 - Since 2009, Quebec's provincial health insurance covers many different kinds of gender-affirming surgeries.

In France

- In France, until November 18, 2016, trans people were forced to undergo mandatory sterilization in order to be allowed to change their sex designation on their official documentation. Current law has abolished the practice but requires anyone seeking to change their gender designation to appear in front of a tribunal in order to change their documentation.
- In 2017, France was condemned by the European Court of Human Rights for forcing trans people to undergo sterilization surgeries in order to be allowed to change their legal sex designation on their official documents.

In the Health System

- In 2013, the American Psychiatric Association removed gender identity disorder from the DSM-V (5th Edition *Diagnostic and Statistical Manual of Mental Disorders*). It was replaced with gender dysphoria for trans and nonbinary people who experience significant clinical distress related to their identity. The American Psychiatric Association emphasized that gender non-conformity is not in and of itself a sign of mental illness.

On Stonewall and the Sex Garage

After the New York Police Department raided a bar named the Stonewall Inn, in New York on June 28, 1969, violent encounters between the police and LGBTQ+ people lasted 6 days. These riots became a symbol of activism for the rights of LGBTQ+ people across the world. Gay pride movements, celebrated all over the world today with annual marches, demonstrations, and festivals, were born out of these events. Over the years, these demonstrations have attracted media attention, voicing demands for equal rights for homosexual persons.

The Stonewall events echoed all the way up to Canada, leading to the creation of the Gay Liberation Front and of the *Front de libération homosexuelle* (FLH) in the early 1970's, respectively in Vancouver and in Montreal. Police repression was strong, and both disappeared quickly.

At that time, in Quebec and throughout North America, police raided establishments patronized by the LGBTQ+ community. On October 21, 1977, over 200 LGBTQ+ people were arrested in a police raid at a Montreal bar called Truux. The ADGQ (*Association pour les droits des gai(e)s du Québec*) quickly organized a march to demand the end of police repression, leading to the first Gay Pride week in 1979, as reported by Line Chamberland, UQAM Research Chair on Homophobia, in *Le Devoir*. In 1990, after another violent police raid at the Sex Garage in Montreal, the LGBTQ+ community mobilized again. The demonstrations following these events pushed LGBTQ+ rights forward, and led to the creation of Divers/Cité, the LGBT Pride Festival in 1993, and then to Fierté Montréal in 2007.

Marsha P. Johnson and the Struggle for Trans Rights

Marsha P. Johnson is a transgender drag artist and renowned activist in LGBTQ+ communities. Active in New York City between the 1960s and her death in 1992, she fought for the rights of homosexual people, trans people, HIV positive people, and sex workers. She was on the front lines of the Stonewall Inn riots. She founded STAR (Street Transvestite Action Revolutionaries) in the beginning of the 1970s with her friend Sylvia Rivera. Their greatest pride was their creation of the first shelter for distressed trans youth.

Sources:

American Psychiatric Association (2016). *Gender dysphoria*. Consulted on February 14, 2020, at: <https://www.psychiatry.org/patients-families/gender-dysphoria/what-is-gender-dysphoria>
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Radio-Canada (2017). *40° de la descente policière du bar Truux : un tournant pour les droits des homosexuels*. Consulted on March 23, 2020, at: <https://ici.radio-canada.ca/nouvelle/1062535/40e-de-la-descente-policiere-du-bar-truux-un-tournant-pour-les-droits-des-homosexuels>

Lafontaine, Y. et Burnett, R. (2019). *Je me souviens... Sex Garage, le "Stonewall Inn" de Montréal*. *Fugues*. Consulted on March 27, 2020, at: <https://www.fugues.com/253575-article-sex-garage-le-stonewall-de-montreal.html>



INSTRUCTIONS

First Step: Watching the Film (45 minutes)

Using the information included in the *Did You Know* section of this activity, provide students with the historical context relative to the events of Stonewall.

Watch the “Pay It No Mind - The Life and Times of Marsha P. Johnson” (55 minutes). If necessary, enable subtitles based on the students’ needs. Start the film at 23 minutes (with 31 minutes left to watch).

Before viewing the documentary, share the questions in the second step of this activity so that the students can take notes if they want to.

Second Step: Class Discussion (20 minutes)

Lead a class discussion about the film that answers the following question:

- When and where does the film take place?
- With a few adjectives, how would you describe Marsha P. Johnson?
- Who was Sylvia Rivera to Marsha P. Johnson?
- What was one of STAR’s most important accomplishments as an organization?
- Do you think that homophobia and transphobia no longer exist today?
- What LGBTQ+ celebrations do you know about?

Complete the discussion by filling in the classes’ answers to the questions above with the information included in the *Did You Know* section of this activity. Inform students about the current struggles for trans and nonbinary rights.



Storefront of the Stonewall Inn, New York (1969)



March for trans rights, Montreal (2019)



Pride March (lgbt), Montreal (2019)



Existrans event, Paris (year unknown)



Existrans event, Paris (year unknown)

ACTIVITY

Stories of Trans People



Subject Area: Geography and History, Ethics and Culture, English; Secondary 5

Duration: 60 minutes

Group Work

Educational Goal: Educating students on the negative impacts of misgendering.

Tasks: Reading the profiles in the *Appendix* and reflecting as a group on the negative consequences of misgendering and the perceptions of trans and nonbinary people's gender.

Necessary Material: Stories of Trans People included in the *Appendix*

Did You Know?

Misgendering is the act of referring to a person using a name, a pronoun or a title that does not reflect that person's gender identity.

Misgendering can affect self-esteem and lead a trans or nonbinary person to feel unsafe, on top of other negative repercussions to their mental health. For many trans and nonbinary people, changing pronouns is an integral part of gender affirmation through transition. This change can help trans and nonbinary people to have their friends and family see them as their authentic gender.

What is a pronoun?

In English, a personal pronoun is a short word that is a substitute for the proper name of a person. Examples of personal pronouns in a sentence are "I", "you", "she." Singular third person pronouns in English, such as "she" or "he," describe the gender of a designated person. While "they" is already used to designate gender neutrality or an unknown gender in English, there are other neopronouns such as zie and xe.

Cisgender or transgender, everyone has a gender identity and can potentially be misgendered. It's important to get this right so that you don't hurt anyone!

When in doubt, it is normal to feel awkward, at first, when asking someone about their pronouns. However, the person will appreciate that you asked rather than misgendered them.

If you do not know how to ask, here is how to get started. Ask someone's pronouns the same way you would ask them to repeat their name if you forgot it or misheard it. You can also choose to offer your own pronouns first, and then ask the other person about theirs. For example, you could say: "Hey, my name is Thomas, and my pronouns are 'he/they.' How about you?"

INSTRUCTIONS

First Step: Reading the Profiles (20 minutes)

Ask the students to read 3 or 4 of the profiles shared in the *Appendix* of this guide. Choose profiles including a diversity of gender identities: a trans woman, a trans man, and a nonbinary person. Take the time to explain words that may still be unclear (for example: transitioning, misgendering, transphobia, etc.). Use the definitions provided in the Glossary as needed.

Second Step: Group Discussion on the Profiles (20 minutes)

Group the students into teams of 3 or 4 to work on answering the following questions:

- In the profiles you read, who has been misgendered?
- What were the impacts of misgendering on those people?
- Which emotions and feelings are present in the texts?

Third step: Class Discussion on the Profiles (20 minutes)

With the class, discuss the importance of using the correct pronouns and answer the following questions:

- In your opinion, does using a person's correct pronouns make a difference? How?
- What steps could you take to make sure that you're using the right pronouns for someone?
- What would you do if you misgendered someone by accident?

Invite students to think about different ways in which they could make sure everyone's pronouns and gender identity are respected as much as possible at school. You can suggest the following if they need inspiration:

- Identifying yourself with your name and pronouns when you meet someone new
- Allowing for a space to put pronouns on homework sheets and name tags
- Correcting anyone who misgenders another person
- Putting up signs or leaving pamphlets about pronouns and misgendering around the school

Follow-Up Activity:

Implementing students' ideas in your classes and teaching practice.

ACTIVITY

The Privilege Walk

Subject Area: Drama, Ethics and Religious Culture, Secondary 5

Duration: 60 to 75 minutes

Educational Goal: Demonstrating the notion of privilege and raising students' awareness of their own privilege; leading a group discussion on intersectionality and the impact of one's identity in one's everyday life.

Tasks: Participating in the privilege walk exercise and reflecting on the impact of privileges.

Material: Painter's tape (or regular paper and tape), print outs of the Character Profiles for all the students. Ideally this exercise is carried out in a yard or in a large open space, so that the students have enough space to move around.

Did You Know?

Let's Talk About Privilege!

According to the *Institut de Recherche et d'Éducation sur les Mouvements Sociaux* (IRESMO), social privilege is the “systemic effect through which an individual has an easier access to resources compared to individuals who lack those privileges.”

Privilege is not intentional: “A person who is benefitting from a privilege does not always know it.” (IRESMO, 2017) It is the reflection of the systemic forces at work.

For example: A white man will run into fewer obstacles when applying for a leadership position, compared to a Black woman.

Social privilege is not solely financial. As IRESMO (2017) reports, social privileges can be linked to “sex, gender, sexuality, ability and mental health, as well as ethnic and racial origin.” A person can therefore have privilege in a few facets of their life and lack privilege in others.

And Intersectionality?

The notion of privilege is often associated with intersectionality. The concept of intersectionality was developed by Black feminist activist groups. Black legal scholar Kimberlé Williams Crenshaw then documented the concept in her 1989 research in order to “speak more specifically about the obstacles faced by Black women who were experiencing the negative effects of both sexism and racism” (*Office québécois de la langue française*, 2019).

According to the *Comité québécois femme et développement* (CQFD, s.d.), intersectionality is based on three basic concepts: 1) “different systems of oppression are experienced simultaneously, and cannot be untangled from each other”; 2) “systems of oppressions build upon and reinforce each other while remaining autonomous from each other”; 3) “the systems therefore have to be fought against simultaneously and should not be ranked.”

For example: An Arab woman with a physical disability.

She may face discrimination on the basis of her gender, ethnic origins, culture, or disability, simultaneously or separately.

For example: A white gay man and an Asian gay man.

The first man may face discrimination because he is gay. The second may face discrimination because he is gay, because he is Asian, or because he is gay and Asian.

Intersectionality highlights that you cannot consider a person's differences separately since they have a synergy that shapes one's circumstances, specific oppressions included.

Find Out More:

You can further your knowledge through Kimberlé Williams Crenshaw's very good TED Talk called "The Urgency of Intersectionality" (2016), available online.

Sources:

IRESMO (2017). *La notion de privilège social*. Consulted on February 14, 2020, at: <https://iresmo.jimdofree.com/2017/04/23/la-notion-de-privil%C3%A8ge-social/>

Office québécois de la langue française (2019). Intersectionnalité. *Le grand dictionnaire terminologique*. Consulted on February 14, 2020, at: http://www.granddictionnaire.com/ficheOqlf.aspx?Id_Fiche=26532478

Comité québécois femmes et développement [s.d.]. L'intersectionnalité. *Fiche technique de la Communauté de pratique « Genre en pratique »*

INSTRUCTIONS

First Step: Thinking About Privilege (15 minutes)

Ask the class to define the meaning of privilege in our society. Record students' tentative definitions on the board. Fill in the students' knowledge by offering the definition of privilege.

Invite students to identify examples of privilege. Invite the students to reflect on the impacts of privilege on daily life.

If necessary, remind students about the following terms: cisgender, transgender, and gender/gender identity.

Second Step: The Privilege Walk (10 minutes)

Distribute the *Character Profiles* to the entire class. Give the students a few minutes to read through and familiarize themselves with the characters' profiles. Ask eight volunteers to line up at one end of the room, holding both the profile print out and a piece of tape with their character's name on it.

Read the instructions and the privilege statements out loud. Students should take a step forward for every privilege statement that applies to their character's profile. The numbers for each statement are written next to their character's characteristics. Students should try not to look around too much during this part of the exercise, nor should they talk to each other or comment on the statements.

If the students are not sure that they understand a statement or if they do not know what to do, they can stay where they are and wait for the next statement.

Remind the class that this exercise is done in a safe space, based on the values of respect and nonjudgement. This exercise can stir up negative emotions. Do not forget to mention that this exercise is not designed to judge people's privileges or lack thereof, but to raise awareness of obstacles that some people can experience. The resources mentioned in this guide can be shared with students as needed.



1. If you're a white person, take one step forward.
2. If your first language is either English or French, take one step forward.
3. If you're a cisgender person, take one step forward.
4. If you don't have a visible or invisible disability, take one step forward.
5. If you or your parents are Canadian citizens, take one step forward.
6. If you are a man, take one step forward.
7. If you have never been bullied or have never experienced physical or verbal violence, take one step forward.
8. If you can show affection to your significant other in public without fear of ridicule, judgement, or violence, take one step forward.
9. If you know you'll be able to attend CÉGEP, take one step forward.
10. If you know you'll be able to attend university, take one step forward.
11. If you've never questioned your gender or gender expression, take one step forward.
12. If you have a mother and father, take one step forward.
13. If you can use public restrooms without being afraid of being bullied or arrested, take one step forward.
14. If you can change your clothes in a locker room or in the changing rooms of a public pool without any issues, take one step forward.
15. If you can easily see characters who look like you or share your identity on television or in movies, take one step forward.
16. If you've never been misgendered, take one step forward.
17. If you've never had to talk about your sexual orientation or your gender identity with your family, take one step forward.
18. If you feel safe walking outside, even at night, no matter where you are, take one step forward.
19. If you know that your family would accept anyone you could fall in love with, no matter their gender, origin, religious beliefs, etc., take one step forward.
20. If you've never been excluded from an activity because of your gender, take one step forward.

After having read all these statements, invite students to stick the piece of tape bearing their character's name on the floor, at the point they have reached in the exercise. Ask students to take a look around them to see where they are compared to others.

Third Step: Class Discussion (30 minutes)

Encourage students to share their emotions and their feelings about the Privilege Walk through the following questions:

- How did you feel when you were in front of the group? Behind the group? In the middle?
- Which statement struck you the most, and why?
- What privilege statements would you add to the list?
- How did this exercise make you think about your own privileges? How do you think this exercise might influence the way you see your relationships?
- By taking into account your own privileges, what can you do to help mitigate social inequalities?

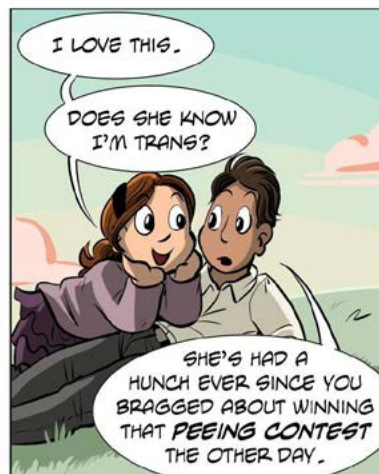
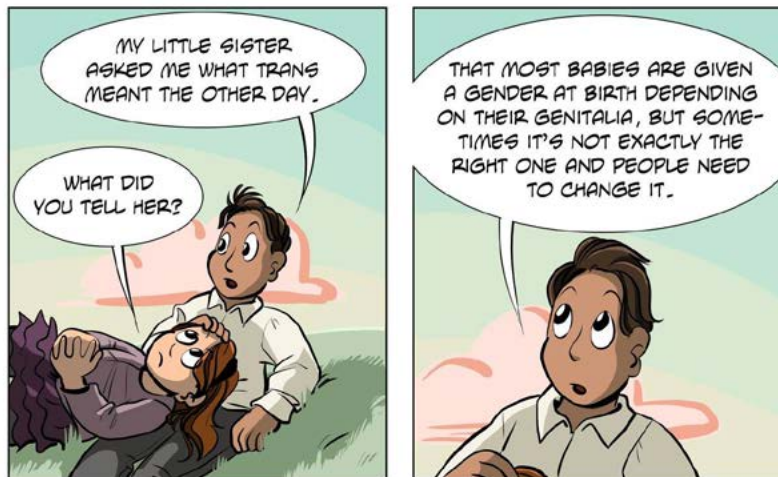
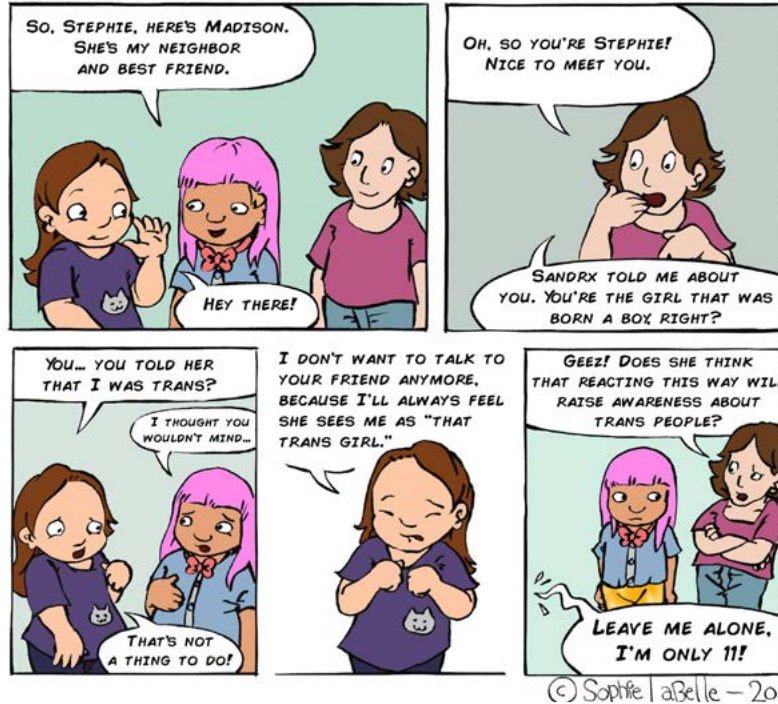


Appendix

● Activity Secondary 1 — Assigned Male	57
● Activity Secondary 2 — What Will You Say?	62
● Activity Secondary 4 — Pamphlets	63
● Activity Secondary 5 — Stories of Trans People	69
● Activity Secondary 5 — The Privilege Walk	74

ACTIVITY SECONDARY 1 – ASSIGNED MALE (PAGES 1 & 2)

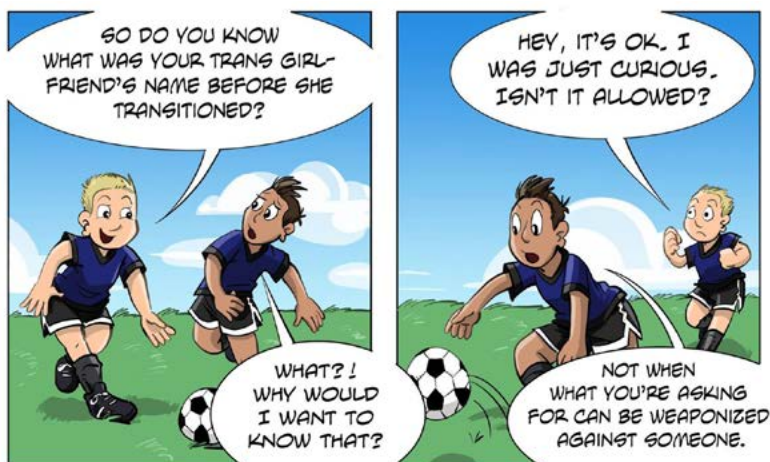
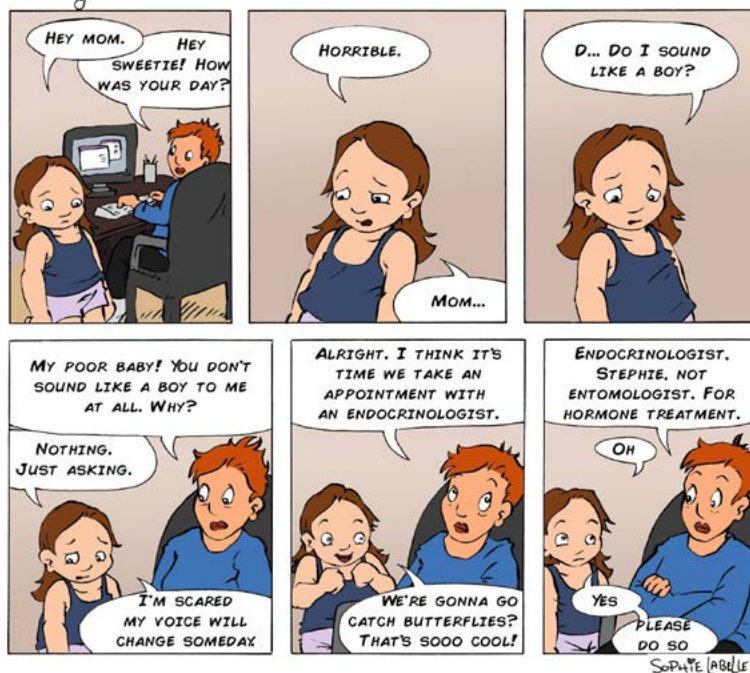
#35. Disclosure



ACTIVITY SECONDARY 1 – ASSIGNED MALE (PAGES 3 & 4)

Assigned Male

#58



ASSIGNED MALE COMICS

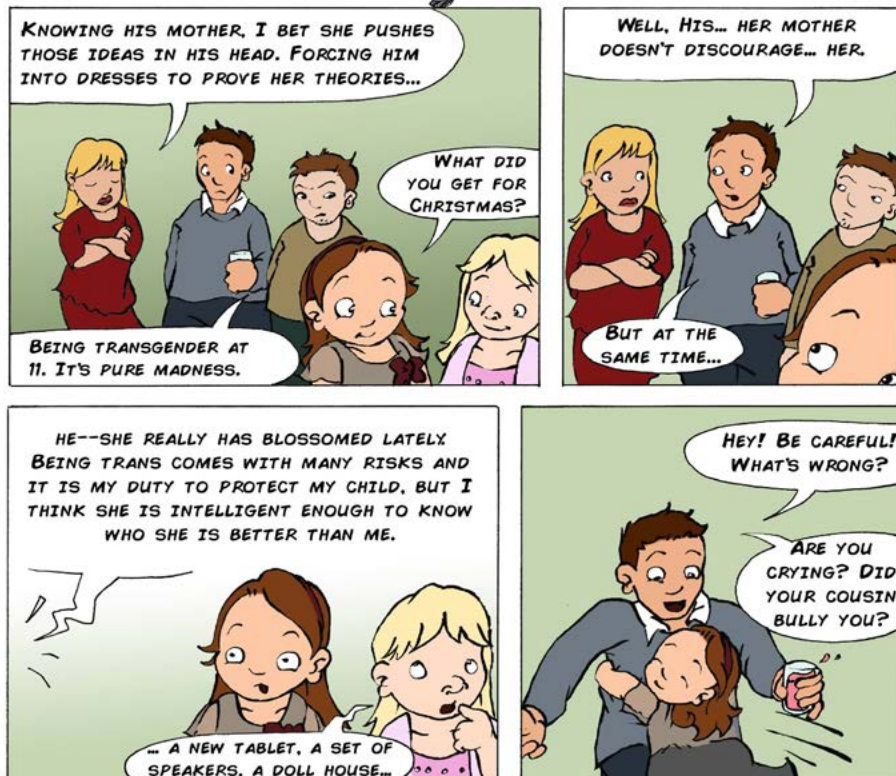
BY SOPHIE LABELLE

ACTIVITY SECONDARY 1 – ASSIGNED MALE (PAGES 5 & 6)

#47. Like everything is normal



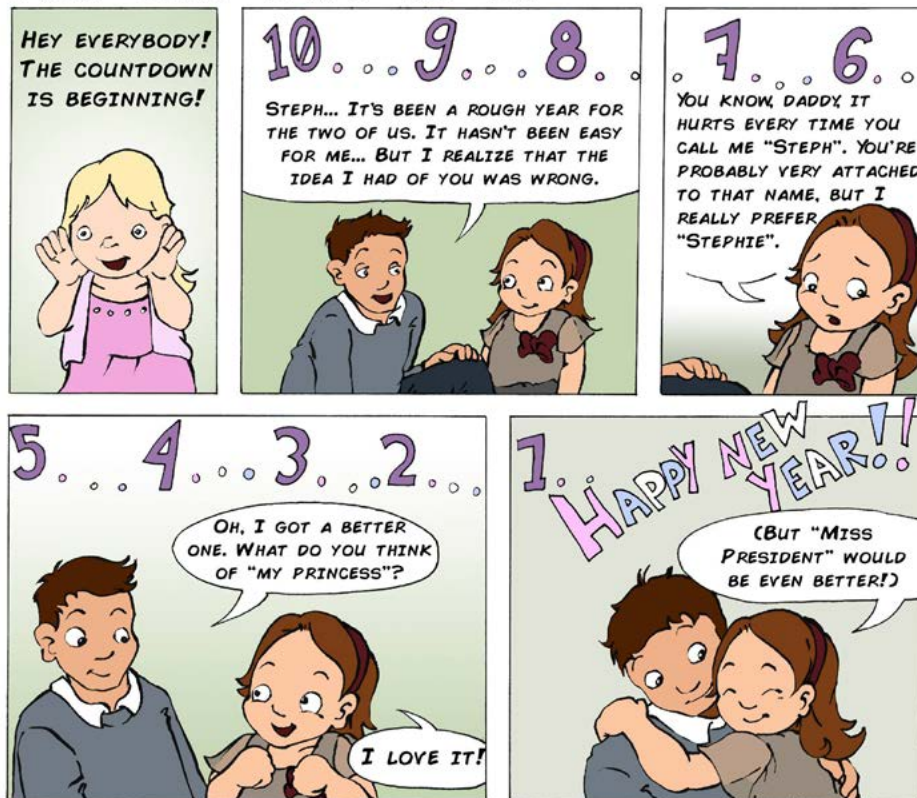
#49. Blossoming



Sophie | aBelle - 2014

ACTIVITY SECONDARY 1 – ASSIGNED MALE (PAGE 7)

#50. The Two of Us



Sophie LaBelle - 2014

ACTIVITY SECONDARY 2 – WHAT WILL YOU SAY?

Texting Scenario

Florence, one of your great childhood friends, tells you one day, while taking the bus home from school, that she thinks she might not be a girl. She says she does not want to be a boy either. She says she might be nonbinary and would like you to call her “Flo” from now on. She admits to feeling really confused about her gender and does not know what to do. She has been thinking about this for a long time and she is coming out to you like this because you’ve known each other for so long. She tells you that she trusts you, and asks that you mention it to no one, since, for now, she is a little worried about your classmates’ reaction. You do not really know what to say in this moment and you do not even have time to reply as the bus stops at Flo’s.

You go over the conversation in your mind over and over again on your way home. Once home, you decide to write Flo a text message to express what you would have liked to have said when she opened up to you.

What do you write? And why?

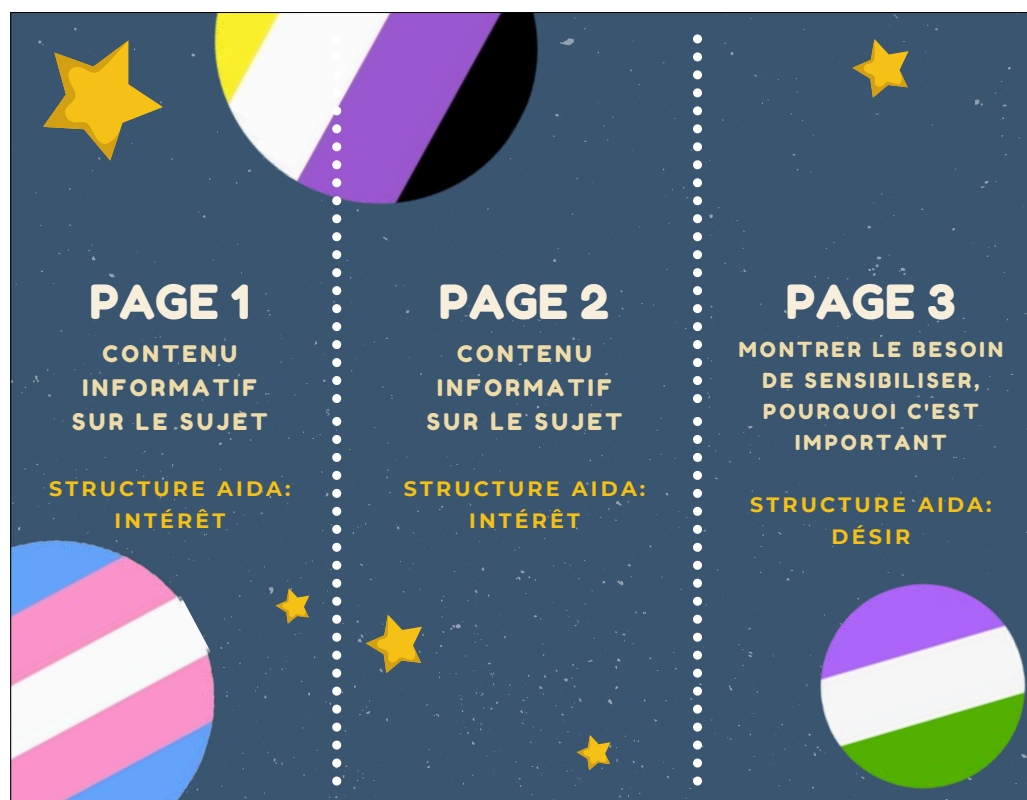
ACTIVITY SECONDARY 4 – PAMPHLETS

Example for students



ACTIVITY SECONDARY 4 – PAMPHLETS

Work tools: informative pamphlets template




ACTIVITY SECONDARY 4 – PAMPHLETS

Example for students: CFLGBT pamphlets

DIVERSITÉ SEXUELLE ET DE GENRE

EN ÉDUCATION PHYSIQUE ET DANS LE SPORT

Formations pour approfondir, s'outiller et agir pour les enseignant.e.s en éducation physique et entraîneur.e.s d'équipes sportives.



- RECONNAÎTRE LES EXPÉRIENCES DES PERSONNES LÉSBIENNES, GAYS, BISEXUELLES ET TRANS (LGBT)
- RESPECTER LES DIFFÉRENCES
- PROMOUVOIR LES VALEURS D'OUVERTURE ET D'INCLUSION
- ENCOURAGER L'ACTIVITÉ PHYSIQUE

DANS LES ÉCOLES

- 62,9%** des élèves entendent des commentaires comme « c'est fif » ou « c'est tapette » chaque jour à l'école.
- 38,6%** des élèves ont été victimes d'au moins un épisode d'homophobie.
- 69%** des élèves lesbiennes, gays, bisexuel.le.s et trans (LGBT) ont vécu de l'homophobie ou du harcèlement basé sur l'expression de genre.
- 35,4%** des élèves hétérosexuel.le.s sont victimes d'homophobie parce qu'ils ou elles ne correspondent pas aux stéréotypes de genre.
- 90%** des jeunes qui ne se conforment pas aux stéréotypes de genre déclarent avoir été harcelé.e.s verbalement. Parmi ce nombre, 50 % rapportent que les adultes en position d'autorité n'ont pas réagi.
- 95%** des élèves trans ne se sentent pas en sécurité à l'école.

Chamberland, L. et al. (2011). L'impact de l'homophobie et de la violence homophobe sur la persévérance et la réussite scolaire: étude de recherche sur la société et la culture [en ligne]. www.frcpc.gov.qc.ca/upload/editeur/Rfr-LmeChamberland.pdf

DANS LE SPORT

- 43%** des élèves au Canada considèrent les cours d'EPS et les terrains sportifs comme des endroits où le harcèlement homophobe est très présent.
- 81%** des Canadien.ne.s sondé.e.s ont été témoins ou victimes d'homophobie dans le sport.
- 57%** des hommes gays
- 45%** des femmes lesbiennes
- 41%** des hommes hétérosexuels affirment avoir été personnellement victimes d'homophobie.
- 84%** des hommes gays
- 88%** des femmes lesbiennes
- au Canada ont reçu des insultes verbales comme « fif », « tapette » ou « lesbo ».
- 70%** des Canadien.ne.s sondé.e.s croient que les sports d'équipe ne sont pas accueillants pour les jeunes personnes LGBT.
- 86%** des jeunes gays
- 89%** des jeunes lesbiennes
- au Canada gardent leur orientation sexuelle secrète auprès d'une partie ou de la totalité des membres de leur équipe.

Taylor, C., Peter, T., McIlroy, T. L., Schachter, K., Bellom, S., Ferry, A., Gross, Z. et Piquin, S. (2010). Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools. Toronto, Canada: Egale Canada. Recupéré de: www.egale.ca

Denson, Erik et Kitchen, Alastair (2015). Out on the Field: The First International Study on Homophobia in Sport. Recupéré de: www.outonthefield.com


LES RECHERCHES RÉCENTES DÉMONTRENT CLAIREMENT QUE L'HOMOPHOBIE, LA TRANSPHOBIE ET LE HARCELEMENT BASÉ SUR L'EXPRESSION DE GENRE FONT PARTIE DES PRINCIPAUX FACTEURS D'INTIMIDATION EN MILIEU SCOLAIRE ET QU'ILS SONT NÉFASTES POUR TOUS LES ÉLÈVES.

Les cours d'éducation physique et le sport sont des contextes spécifiques où la performance publique rend les jeunes plus vulnérables aux violences basées sur les stéréotypes de genre.

Il existe un lien profond et durable entre les hommes, la masculinité et le sport. Ce qui est généralement attendu des « vrais » garçons, c'est qu'ils soient coordonnés, explosifs et forts. Les « vraies » filles, elles, doivent être élégantes et artistiques. Les jeunes qui ne se conforment pas à ces stéréotypes sont souvent rejeté.e.s et intimidé.e.s par les autres jeunes et même parfois par des adultes.

L'homophobie et la transphobie font du mal à tout le monde, même aux personnes qui ne sont pas LGBTQ. En fait, tout le monde perd lorsque :

- les jeunes abandonnent l'activité physique parce que leur performance dans le sport est jugée mauvaise ou qu'ils et elles ne se sentent pas respecté.e.s dans leur cours d'éducation physique;
- les parents choisissent un sport pour leur enfant uniquement en fonction des stéréotypes de genre;
- les filles s'éloignent des sports jugés « trop masculins » et ayant une « réputation lesbienne »;
- les garçons abandonnent un sport considéré « féminin » pour éviter de s'exposer à des violences homophobes.



DE LA DIVERSITÉ FAMILIALE

AUX STRATÉGIES POUR EN FINIR AVEC L'HOMOPHOBIE ET LA TRANSPHOBIE



Québec

RECONNAISSANCE DE LA DIVERSITÉ
RESPECT DES DIFFÉRENCES
PROMOTION DE L'OUVERTURE ET DE L'INCLUSION

DANS LES ÉCOLES SECONDAIRES DU QUÉBEC :

- 63%** des élèves entendent des commentaires comme « c'est fif » ou « c'est tapette » chaque jour à l'école
- 39%** des élèves ont vécu au moins un épisode d'homophobie ou de transphobie en tant que victime
- 69%** des élèves lesbiennes, gays, bisexuel.le.s et trans (LGBT) sont victimes d'homophobie et de transphobie
- 35%** des élèves hétérosexuel.le.s sont victimes d'homophobie et de transphobie, simplement parce qu'ils ou elles ne correspondent pas aux stéréotypes de genre

* Chamberland, L. et al. (2011). L'impact de l'homophobie et de la violence homophobe sur la persévérance et la réussite scolaire: étude de recherche sur la société et la culture [en ligne]. www.frcpc.gov.qc.ca/upload/editeur/Rfr-LmeChamberland.pdf

L'HOMOPHOBIE ET LA TRANSPHOBIE BLESSENT TOUS LES JEUNES

Incluant :

- Les jeunes qui s'identifient comme LGBT ou qui sont en questionnement d'identité;
- Les jeunes de familles homoparentales et transparentales;
- Les jeunes qui ont des membres de leur famille ou des ami.e.s LGBT;
- Les jeunes avec des goûts non stéréotypés selon leur genre;
- Les jeunes qui limitent leurs actions et leurs paroles par crainte d'être la cible de remarques homophobes et transphobes.

Toutefois, des propos homophobes et transphobes transmettent aux jeunes le message que les adultes acceptent qu'on puisse se moquer ou harceler une personne qui est différente. Compte tenu de la diversité socioculturelle québécoise, l'école a le mandat d'encourager et de promouvoir l'inclusion et le respect des différences.

Le sujet des familles LGBT est un tremplin pour explorer les enjeux liés à l'homophobie, à la transphobie, à la discrimination et au respect des différences dans le milieu scolaire.

ACTIVITY SECONDARY 4 – PAMPHLETS

Project Proposal

Project Proposal:

We chose the following topic for our information pamphlet:

We chose this topic with the following aim (what is your goal, intention?):

We are going to promote the following values in this project:

_____ and _____

Our target demographic is:

ACTIVITY SECONDARY 4 – PAMPHLETS

Grading Chart

Relevance to goal, topic, and values, as stated in the Project Proposal:	/5
Clarity of ideas and information	/5
Quality of language (the words support the project's goal	/5
Respecting the AIDA Model	/5
Quality of the message expressed by the slogan	/5

ACTIVITY SECONDARY 4 – PAMPHLETS

AIDA Model

In order to make sure that your information pamphlet is as effective as possible in spreading your message to your targeted demographic, it is important to include elements from each part of this model.

Your pamphlet should have something to...

... ATTRACT **A**TTENTION

- Use attractive images and colours to spark curiosity.
- Include a short and catchy slogan on the cover!

... MAINTAIN **I**NTEREST

- Give clear and precise information.
- Appeal to the reader's emotions, by rewarding the audience or questioning behaviour.
- Choose your words carefully (dynamic and lively).

... CREATE A **D**ESIRE TO CONTRIBUTE

- Try to inspire your readership to contribute to positive change.
- Lean on arguments and emotions.
- Use light humour (avoid vulgarity).

... ENCOURAGE **A**CTION

- Use strong words and short and well-thought-out sentences.
- Write a slogan followed by an important quote.
- Provide short and precise information on the different ways to support the cause (spreading information, volunteering, etc.).
- Share the contact information of relevant organizations (resources).

ACTIVITY SECONDARY 5 – PROFILES OF TRANS PEOPLE

Adonis

My name is Adonis, and I'm an AFAB (assigned female at birth), agender nonbinary person (so I have no gender). I'm 25 years old and for pronouns, I use "elle" in French and "they/them" in English. I study sexology at university, and I work with LGBTQ+ communities. I really enjoy collecting comic books!

I'm out in both my social and professional/academic circles. On the family side, I've never really talked about it, except to my sister (who is very accepting) because I don't really feel like it's necessary. I'm comfortable with the way my family thinks of me. Apart from a social transition in 2017, I don't feel like transitioning medically (through hormones or surgery) or legally (by changing my name or gender marker). Having my social and professional circles use neutral pronouns and language when talking about me is enough.

How did you know you were nonbinary?

When I was 15 years old, I started thinking about gender and my own identity. I identified as bigender (more precisely as a "demigirl": a bit of a girl and a bit of something else) for a few months, and then suppressed the question. I convinced myself that I was a cis woman because thinking about gender made me anxious.

Once at university, I was surrounded with people who were nonbinary or questioning their gender identity. Gender became more approachable to me. I then met an AMAB (assigned male at birth) nonbinary person with a very masculine gender expression. I had lots of discussions about gender identity with that person and my thoughts about my own gender resurfaced. I thought about gender and my own identity again, and quickly realized that I don't see myself in any gender. I didn't recognize myself in the definition of either women or men. **I identify as agender, which is someone with no gender.** My friend also enabled me to see that a nonbinary person doesn't need to have a neutral or androgynous gender expression. I got to understand that my refusal of gender norms didn't necessarily entail a physical change. I could very well be both feminine and agender!

Are you accepted by the people around you?

Apart from my friend, **the first person I came out to about being nonbinary was my girlfriend.** I told her that I thought I was perhaps nonbinary and that I couldn't recognize myself in the "women" category. **The idea of that discussion didn't really scare me, but a little voice in the back of my mind kept telling me that my girlfriend was going to leave me, that because she was a lesbian she wouldn't love me anymore, etc.** It turns out that my girlfriend was one of the most accepting people I came out to. She immediately asked about what pronouns and words I was comfortable with. It was heartwarming! I felt considered in that relationship.

The rest of my life didn't really change. I continue doing the same activities as I did before, and I hang out with the same people. The only things that have changed are my English pronouns in my email signature.

As a nonbinary person, do people misgender you?

People misgender me all the time! Since I have a rather feminine gender expression (makeup, clothes, etc.), people assume that I'm a cisgender woman and call me "Mrs." or "Miss". The only people who don't are my friends and people close to me, since they know my gender identity. These situations where my agender/nonbinary identity fly under the radar make me feel like I'm not "nonbinary enough". I often tell myself that if people get it wrong, it's because of my gender expression and that if I had a more androgynous expression, it would happen less often. I feel invisible and inadequate when people misgender me.

When people use feminine words to describe me, I correct them by asking them to use my name instead (e.g.: "Adonis likes graphic novels"). Depending on the situation, I will also correct people who don't use the right pronouns (in English). However, I don't always correct people because I don't always feel safe doing that. If I think I'm not in a safe place to reveal that I'm agender, I won't correct people. On top of that, correcting the people around me quickly takes a toll on me.

My friends have made a big effort to no longer consider me as a woman and to really understand the difference between my gender expression and my gender identity. They still mess up sometimes, but when they do, they catch themselves and apologize. One example is my girlfriend, who used to call me her "girlfriend". When I asked her to not use that term anymore and to use "partner" instead, she put in a lot of effort to correct herself every time she got it wrong and now, she no longer makes this mistake.

When I'm older, I would like to work on raising awareness about trans and nonbinary experiences to normalize questioning one's own gender! I think it's important that young people feel comfortable having that type of conversation and can talk about it without being scared!



ACTIVITY SECONDARY 5 — PROFILES OF TRANS PEOPLE

Charlie

My name is Charlie, I'm 22 years old, and I'm a full-time student of linguistics, philosophy, psychology, and above all: semiotics. I'm a trans woman who uses "she" pronouns, I identify as transgender and I'm probably nonbinary, but I'm not super invested in exploring that just yet. That being said, I lead a double life. Leading a double life as a trans person is pretty normal. I've always had to put my true personality aside in order to be allowed to experience the kind of intimacy that always seemed forbidden to me. By the time I was 9 or 10 years old, I was already dreaming as a girl, and in my dreams, I was already living in a girl's body.

When and how did you realize you were trans?

In my early teens, thanks to the Internet, I discovered the existence of other "atypical" people who were similar to me. I didn't yet realize that I was questioning my gender identity. In fact, my first clue was stumbling upon trans people in pornography, especially trans women. I wasn't just fascinated by the unknown, I was seeing myself in these women with masculine genitalia. I was seeing myself, and I wanted to be those women. When I was 14 years old, my dad found out about my Internet research activities and confronted me about it. I was really confused by the situation. I was already showing two faces to the world, and the one my father was seeing was not mine. The discovery caused him to interrogate me: "Are you a sexual deviant? What is this?" After that, I was forbidden from accessing this source of intrigue and comfort. My dad forbade me from using any computer and established constant supervision of my activities.

Having lost both my own and my parents' trust, I cultivated a hyper-masculine identity to try to win it back and it was strangling me. I experienced three long years of depression that felt like an internal death filled with suicidal ideas, but still hidden from my parents. It was only later, during an alcohol-fuelled party with friends, that I let out a cry full of sadness: "I AM TRANS." The words came out if a bit awkwardly. I started transitioning at the age of 20, on the advice of my psychologist. My dad became even more opposed to psychology, thinking I was only trying to defy him. He absolutely did not support my process.

Are you supported by the people around you?

Yes and no. Still today, I live two lives, though one is starting to gain some ground over the other. The image my parents had of me is crumbling. Their son is becoming someone else, and every day I become a little more feminine. Despite that, they do nothing to support me despite my constantly trying to offer them ideas on how to support me fully and openly as I transition. **Though it's been three years now that I go by Charlie and "she" pronouns, at home and even in front of my girlfriend, I still get misgendered by my parents.** By misgender, I mean they actively refuse to accept and to acknowledge my gender identity, and continue to call me "Charles, young man, their son, he." My suffering is real, but some people still refuse to see it. This misgendering sometimes makes daily life pretty difficult to stand.

How are things for you at CÉGEP?

At school, between the ages of 18 and 22, as I was coming to terms with and rediscovering my identity and gender expression, I experienced a lot of misgendering. For example, every time I wanted to use the bathrooms, I had to use the men's, until I found a women's single stall washroom on the far side of campus. At CÉGEP, no one wanted to talk to me, and I always had to do any group work alone. I would try to hide my masculine shape under large clothes. I was constantly thinking about my body and facial hair so that it would be as subtle as possible. I only went for definitive hair removal treatments when I was 21, a few months after starting gender-affirming medical treatment: hormone replacement therapy - feminizing hormones, in my case. **Every time anyone called me "Charles," I wanted to hide, die, let Charlie emerge.**

My goal is to become a university professor and researcher and write in my spare time. I would also like to be a spokesperson for those who share my suffering, who need to be heard and who need to hear that they all have a right to exist and to be respected.



ACTIVITY SECONDARY 5 – PROFILES OF TRANS PEOPLE

Éric

My name's Éric, I'm 24 years old, I'm French and I arrived in Quebec in 2017. I don't really like using labels to define myself because it's not very important to me. I prefer trans, or trans guy even. I'm a communications student and love cooking. I'm a speed skater and ice skater, but I still don't know anything about hockey!

Overall, all my friends and family know that I'm trans and it's going well. It was very helpful that my family accepted me so openly. I started medically transitioning in 2017 by taking testosterone, and it's also that same year that I started using "he" pronouns and my chosen name, Éric.

Are you often misgendered?

It doesn't happen as much today, but yes, it happened a lot in the first year of my transition. With my friends, everything went super well. They were able to very quickly change how they talked about me. My boyfriend at the time was really supportive, and my mom and my sister were really open about it, too!

In sports, however, it took longer. I had been on a speed skating team that competed at a pretty high level for a few years already. Before my transition, my team was a little like my chosen family, and I felt really validated and important when I was competing. I felt free and felt most like myself with my team.

When I started using masculine pronouns, most of my teammates had a lot of trouble getting used to it. It took almost two years before some of my teammates began using the right pronouns for me. This was despite my spending between 6 and 8 hours a week with them. After a few months, I started feeling really alone and sidelined on this team with 25 other people. I felt like I had no value in the eyes of my teammates.

Out of pride, I think, I used to pretend that misgendering didn't affect me. I didn't want to be a bother, to make a fuss over "nothing." So, I didn't say anything. Over the first few months, when my teammates misgendered me, I would try to laugh about it and pretend it wasn't a big deal. I really did think that my teammates needed a bit more time to get used to it. But after a while, I realized that they just didn't care. To them, the idea of transitioning was just not serious. As nothing changed, I started to feel humiliated and depressed. I was having an increasingly really hard time showing up for training and interacting with others.

What's hard about misgendering is that it's like a subtle wound that gets worse and worse over time. A bit like tendinitis or a cavity. You don't see it coming, and the day you realize this, it's almost too late, and all there is left to do is repair the damage!

So, did you consider leaving your team?

Yes, I really did! I thought about quitting to protect myself. There came a time I couldn't do it anymore. The misgendering created awkward situations, for instance when someone would use "elle" ("she") for me in front of the whole team. I felt like I had become the team's "weirdo." I felt like I didn't fit in anymore and I was seriously worried about being rejected by my peers. Without realizing it, I developed anxiety. At first, I thought it was just stress and I didn't pay much attention to it. But then I started having panic attacks and I finally had to force myself to take a break from

my sports career. I have a pretty stressful life, so I don't think my anxiety was 100% caused by the misgendering, far from it. But it is possible that losing that feeling of belonging in the activity that I loved most really did contribute to gnawing away at my well-being.

Today, I am back at my sport with a different frame of mind. I don't hold a grudge against the people who made me quit the team. I'm trying to make a new start by focussing on my athletic goals.

And at school?

What is funny, without actually being funny, is that what happened to me with skating is really similar to what happened to me in high school. I didn't know I was trans then – I didn't even know that trans people existed, actually!

At school, I always felt really different from the others. I didn't have similar interests, I didn't listen to the same music, etc. I was never bullied much physically, since I was pretty tall for my age, which I think helped, but I was on the receiving end of a lot of insults and mockery from other students. Sometimes, they would throw paper balls or bits of gravel at me when I got to school. I liked the idea of school, because I have always enjoyed learning, but I would have really preferred class without classmates! As an adult, when I get misgendered, it sometimes brings back feelings similar to the ones I had around that time – not very fun ones. That feeling of being alone, different, and invisible.

These days, I've been able to create a better relationship with school by going back to university. My university lets me use my chosen name, even if my official paperwork hasn't changed yet, and that was a deciding factor to going back to school. I'm doing much better today. Since my mastectomy (surgery to flatten my chest), I don't get misgendered much. Getting that surgery really helped me better accept my body and really helped others accept me, too. Thanks to testosterone, I have a more masculine physique and people I meet usually refer to me as a man. It's been pretty liberating emotionally.

Today I feel really optimistic about my future. I think the hardest part of my transition is behind me. I feel really good in my body and in my mind these days. Transitioning is a challenging journey, but it has also taught me a lot about myself. I think that this life experience is helping me become a better, more tolerant, and more resilient adult.



ACTIVITY SECONDARY 5 — PROFILES OF TRANS PEOPLE

Ciel

My name is Ciel, I'm 23 years old, I'm studying social work and I'm a trans and nonbinary person. In French, I use "iel" pronouns with neutral or inclusive terminology, so for example, instead of saying "je suis heureuse" or "je suis heureux," I use "je suis heureuse." If people have a really hard time with neutral terminology and pronouns, I'll let them use "elle" and feminine terms.

Do you get misgendered a lot as a nonbinary person?

Yes, I'm often misgendered. To me, being misgendered is when people use the wrong pronouns or the wrong terms to refer to me. At the moment, I often get mistaken for a "Sir". This week, I went to a restaurant with my boyfriend and the waitress kept calling us "messieurs." Comments and terms like that can be pretty hard to receive as a nonbinary person. I often feel invisible to the world. Especially these days, the further along I go in my gender-affirming process, the more difficult it becomes to hear those kinds of comments. Even when it comes from strangers. It's like something inside me breaks every time. I try to fix it, but someone else always ends up breaking it again by misgendering me or calling me either "Sir" or "Ma'am." It really hurts after a while!

In my family too, it happens a lot, because I haven't yet told them I'm nonbinary. **I am especially nervous about telling my grandparents because I don't know where to start.** I'm scared they will reject me or who I am. We are pretty close; I see them almost every week or every other week. I think they suspect something is going on, considering I've started wearing makeup and my gender expression has changed, but I haven't yet gotten around to telling them. I don't know if I have the energy to educate them on all of these things either.

And how do you feel about being misgendered?

When someone misgenders me, sometimes I react and correct the person, but this really depend on the situation and the energy that I want to invest in it. I sometimes tend to withdraw in some situations. It may not be the ideal thing to do, but it's my defense mechanism. When I don't have the energy to correct someone who misgenders me and it makes me feel awful, I take a break: I close my eyes, take in a few deep breaths, and try to move past the discomfort by focusing on myself and putting my energy into my legs, to feel like I'm well "grounded" to the earth. It's my little technique for getting through those difficult moments.

And with your friends, how is it?

When I disclosed my being nonbinary to my friends, they reacted well! **I think the person who had the hardest time with it was my boyfriend. We'd been together for three years already and I think, to him, my coming out came out of nowhere.** He didn't know what being nonbinary meant or what that implied. He still came with me to see a sexologist and worked with me, and everything went well afterwards.

School, on the other hand, was pretty painful. I was already being teased and bullied pretty badly. I already felt different, and I knew I didn't feel well with my assigned gender, but I didn't want to make myself an even bigger target. I was called slurs like "fif" a lot. I was constantly teased... At that point in my life, I shut my questions about my gender inside a drawer and took the whole thing out of my mind, in order to protect myself. School is a toxic and dangerous place for any person who is different. To me, school is just not a safe place for LGBTQIA2S+ people or anyone who doesn't fit into the norm. During high school, I went through long depressive periods that even led to suicide attempts. I had to stop school at one point because I really couldn't stand it anymore. My experience at school was really awful. I would have preferred not to go. I already knew I was different, but I didn't have any words to talk about it. I didn't even know what a trans or nonbinary person was. We were only ever shown two options, man or woman, and I knew neither of those options worked for me.

If I'd had better sexual health classes, I think that would have helped a lot. I would have loved to learn about the existence of trans and nonbinary people as well as intersex people in class. School was so hard because there was no room for me. If I could talk to my 12-year-old self, I would like to tell that self: "Take the space you need. Put words onto what you're feeling and say it. It's okay to be different. It's okay to just be you and you don't have to be *one of the boys*." Today I work with GATUM to create safer spaces for trans and nonbinary people. I want trans and nonbinary people to have the space and support that I never had when I was at school.



ACTIVITY SECONDARY 5 – PROFILES OF TRANS PEOPLE

Yaël

My name is Yaël, I'm a trans guy (FtX) who uses "il" ("he") pronouns. I'm 24 years old and I'm out to my friends and family. I live in Lyon, France, and I was born in Paris.

I completed an undergraduate degree in anthropology, then I started studying gender and gender-based discrimination for my masters, which I had to stop after a few months because of transphobia, especially from my professors. After working for an organization fighting AIDS and at a few odd jobs to pay the bills, I enrolled in a professional woodworking program in October 2019. I started transitioning at the end of 2013, a few months after coming out. In 2020, I'm going to celebrate 6 years of being on hormones, 5 years since my mastectomy (top surgery), and 5 years since being able to change my name and gender marker on my legal documentation!

How is your field for you as a trans person?

I'm not out as trans at my woodworking school, despite the fact that I've almost always been out in previous schools and work environments. Before becoming a woodworker, I was always surrounded with people who fit under the LGBTQ+ umbrella or friends who were well-informed on the topic and with whom I knew I was safe.

For two years now I've been working in an environment dominated by cisgender and heterosexual men. In general, I have a hard time interacting with cis-het dudes and don't really feel safe in this environment. I think that my professional future could be jeopardized if my colleagues knew that I am trans. I would also fear for my safety.

I have chosen to say that I am gay, since at the moment I'm going out with a guy anyways. **I've had all sorts of reactions, from a lack of reaction to invasive questions, all the way to violent speech like: "normally I beat up fags, but don't worry, I like you." I therefore decided that it was safer not to say that I'm trans.** In France, violence and hatred against trans people are really intense. Almost every day, at least once a day, I hear a sexist, racist, homophobic, or transphobic "joke" and obviously everyone laughs at or even adds to it! I have settled on no longer trying to debate with these people, since it doesn't work and exhausts me for nothing.

"Hiding" myself like this has been a pretty difficult decision to make and live with, because being trans and visible as such had always been important to me. I'm not ashamed of who I am, and I don't aim to "look cis." It's exhausting to interact daily with cis dudes and pretend I am one too. Anyway, at least I get to stay in one piece!

Otherwise, have you experienced misgendering?

At the beginning of my transition, back in 2013, I was often misgendered. "Hello *madame*, hello young woman," etc. When I was in college, certain kind instructors would use my chosen name, Yaël, but others kept using my birth name, because they found using my actual name too complicated. I remember feeling ashamed, irritated, sad, and I thought I would never get to be recognized for who I am. I really felt lonely and isolated. Changing my official documentation was really a priority. I needed to leave my birth name behind and to move forward. Being a little androgynous, I was blessed with a more masculine figure early on through hormones, so the misgendering stopped quickly, fortunately.

Who did you reach out to at the time?

At the time, I found comfort through organizations advocating for trans rights. It allowed me to find people who were going through the same things I was going through. The first place I was really able to express my gender and meet trans people was during a group meeting at Chrysalide, an organization based in Lyon. It was a really important step in my life that really helped me. After starting my transition, being more comfortable with my gender and my sexuality, it seemed normal and important to me to support other young trans people and to fight for our rights.

I've worked in a few organizations: Chrysalide, which offers support; I co-founded a student group whose goal was to promote both the work of queer researchers and queer people (Les Unvisibles de Stonewall), I was part of a festival organization (Bonnie and Clit) as well as a feminist organization where I trained health professionals on trans issues (Frisse) as well as part of the LGBTI center of Lyon. These organizations did not always specifically work for trans rights, but left space for trans people to express themselves.

It's been a year since I've left these community and activist groups because they consumed a lot of my time and were emotionally draining. But activism is still very important to me, and I keep coming back to it! After years working as an activist, today I'm trying to take a little more time for myself and to craft a future that I used to think was uncertain.



ACTIVITY SECONDARY 5 — THE PRIVILEGE WALK

CHARACTER PROFILE 1: JUSTIN

- Cisgender guy, heterosexual, white (#1, 3, 6)
- His first language is English (#2)
- He has no visible nor invisible disabilities (#4)
- He is a Canadian citizen, and so are his parents (#5)
- He has never been bullied (#7)
- He has a girlfriend and kisses her in public often, and holds her hand when walking down the street (#8)
- He has applied for CÉGEP and his parents encourage him to go to university (#9, 10)
- He has never questioned his gender (#11)
- He has a mother and father who are still together (#12)
- He has no fear whatsoever of using sex segregated restrooms, the school's locker rooms, or walking alone at night (#13, 14, 18)
- He sees characters like himself in the TV shows he watches (#15)
- He has never been misgendered (#16) and he has never had to come out to his family (#17)
- His family has always been really kind and accepting of his girlfriends (#19)
- He has never been excluded from any activity because he is a boy (#20)

CHARACTER PROFILE 2: MAX

- Nonbinary person, pansexual, white (#1, 3, 6)
- Their first language is French (#2)
- They don't have any visible nor invisible disabilities (#4)
- They are a Canadian citizen and so are their parents (#5)
- They were bullied a lot in elementary school (#7)
- They have a boyfriend but do not dare kiss him or even hold his hand in public (#8)
- They have applied for CÉGEP and their parents encourage them to go to university (#9,10)
- They've always questioned their gender and their gender expression has changed a lot over the past years (#11)
- They have a mother and father who are still together (#12)
- They're often nervous about using sex segregated restrooms, the school's locker rooms, or even walking alone at night (#13, 14, 18)
- They don't really see characters like themselves on TV (#15)
- They have often been misgendered (#16) and they came out to their family last year (#17)
- Their family has always been really kind and accepting of their partners (#19)
- They've often had to sit out on activities because of their gender (#20)

ACTIVITY SECONDARY 5 – THE PRIVILEGE WALK

CHARACTER PROFILE 3: AMELIA

- Cisgender girl, bisexual, white (#1, 3, 6)
- Her first language is English (#2)
- She has an invisible disability (#4)
- She is not a Canadian citizen, and neither are her parents (#5)
- She has never been bullied (#7)
- She has a boyfriend, whom she kisses and holds hands with, in public (#8)
- She has applied for CÉGEP, but she does not know if she will be able to go to university (#9,10)
- She has never really questioned her gender (#11)
- She has two dads who are still together (#12)
- She is not worried whatsoever about using sex segregated restrooms or the school's locker rooms, but she doesn't like walking alone at night (#13, 14, 18)
- She does not see characters like herself in the TV shows she watches; she's doesn't see a lot of bisexual characters (#15)
- She's never been misgendered (#16) and has not come out yet as bisexual to her family (#17)
- Her family has always been really kind and accepting of her boyfriends, but she is not sure if they will be as welcoming if she starts going out with girls (#19)
- She has sometimes been excluded from activities on the basis of being a girl (#20)

CHARACTER PROFILE 4: AMINA

- Trans girl, lesbian, of Algerian origin (#1, 3, 6)
- Her first language is Arabic (#2)
- She has no invisible nor visible disabilities (#4)
- She is not a Canadian citizen, and neither are her parents (#5)
- She has often been harassed and bullied (#7)
- She does not have a girlfriend, but would not be comfortable holding her hand or kissing her in public (#8)
- She has applied for CÉGEP and her parents are encouraging her to attend university (#9, 10)
- She spent a long time questioning her gender (#11)
- She has a mother and a father who are still together (#12)
- She is very scared of using the girls' bathroom or the school's locker room, and she's afraid of walking alone at night (#13, 14,18)
- She rarely sees characters like herself in the TV shows she watches (#15)
- She is often misgendered and has not yet come out to her parents (#17)
- She does not think her family would accept her girlfriends (#19)
- She has often felt excluded from activities because she is a trans girl.

ACTIVITY SECONDARY 5 – THE PRIVILEGE WALK

CHARACTER PROFILE 5: JOSEPH

- Trans guy, queer, Black (#1, 3, 6)
- His first language is English (#2)
- He has a visible disability.
- He is a Canadian citizen and so are his parents (#5)
- He was sometimes bullied in the first years of high school (#7)
- He does not have any romantic partners right now, but he would not be comfortable holding their hand or kissing them in public (#8)
- He has applied for CÉGEP and his parents are encouraging him to go to university (#9,10)
- He has known for a long time that he is a trans guy, but still spent some time questioning his gender.
- He has a mom and a dad who are no longer together (#12)
- He is very scared of using the boys' bathroom or the school's locker rooms, and he is afraid of walking alone at night (#13, 14,18)
- He rarely sees characters like himself in the TV shows he watches (#15)
- He gets misgendered a lot (#16) and has already come out to his parents (#17)
- He thinks his parents would be pretty accepting of anyone he brought home (#19)
- He has often felt excluded from activities because he is trans (#20)

CHARACTER PROFILE 6: SKY

- Genderfluid, queer, white (#1, 3, 6)
- Hyr first language is English (#2)
- Zie doesn't have any invisible nor visible disabilities (#4)
- Zie is a Canadian citizen, like hyr parents (#5)
- Zie has never been bullied or harassed (#7)
- Zie has a girlfriend and often kisses her or holds her hand in public (#8)
- Zie has not applied for CÉGEP and does not think zie will go to university (#9, 10)
- Zie is still questioning hyr gender (#11)
- Zie has two moms who are still together (#12)
- Zie is often uneasy using sex segregated restrooms or the school's locker rooms (#13, 14)
- Zie rarely sees characters like zem in the TV shows that zie watches (#15)
- Zie is often misgendered (#16) and has already come out to hyr family (#17)
- Zie is afraid of walking alone at night if dressed in a more feminine way that day (#18)
- Hyr family has always been really kind and accepting of hyr romantic partners (#19)
- Zie has never felt excluded from activities because of hyr gender (#20)

ACTIVITY SECONDARY 5 – THE PRIVILEGE WALK

CHARACTER PROFILE 7: TAM

- Cisgender girl, lesbian, of Vietnamese origin (#1, 3, 6)
- Her first language is Vietnamese (#2)
- She has an invisible disability (#4)
- She is not a Canadian citizen, and neither is her mom (#5)
- She was bullied in elementary school (#7)
- She has a girlfriend but does not feel comfortable kissing her or holding her hand in public (#8)
- She has applied for CÉGEP and her mom is encouraging her to go to university (#9, 10)
- She has never questioned her gender (#11)
- She has her mom (#12)
- She is not afraid of using the girls' restrooms or the school's locker rooms (#13, 14)
- She rarely sees characters like her in the TV shows he watches (#15)
- She does not get misgendered and she has not yet come out to her mom (#16, 17)
- She is often scared of walking alone at night (#18)
- She does not think her family would be accepting of her girlfriends (#19)
- She has sometimes been excluded of activities on the basis that she is a girl (#20)

CHARACTER PROFILE 8: THOMAS

- Cisgender guy, straight, Métis (#1, 3, 6)
- His first language is French (#2)
- He has an invisible disability (#4)
- He is a Canadian citizen, but his dad isn't (#5)
- He was occasionally bullied in elementary school (#7)
- He has a girlfriend and often kisses her in public and holds her hand when they walk (#8)
- He's applied for CÉGEP and his dad is encouraging him to go to university (#9,10)
- He has questioned his gender (#11)
- He has his dad (#12)
- He is not scared whatsoever of using sex segregated restrooms or the school's locker rooms, nor is he afraid of walking alone at night (#13, 14, 18)
- He sees himself in characters in the TV shows he watches (#15)
- He has never been misgendered (#16) and has never had to come out to his family (#17)
- His family has always been very kind and accepting of his girlfriends (#19)
- He has never been excluded from activities on the basis of being a boy (#20)

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