

COUNTERING HATE

**A GUIDE TO QUEER AND TRANS
ALLYSHIP IN OUR CLASSROOMS**

A RESOURCE BY TEACHERS FOR TEACHERS



WHY THIS RESOURCE?



This resource was created by the Vancouver Secondary Teachers' Association's 2SLGBTQIA+ Educators Committee as a resource for us and our colleagues.

Countering queer and trans hate and including queer and trans content in your lessons helps more than just your queer, trans, and questioning students - it helps your colleagues as well! By utilizing these resources, you are actively combating homophobia and transphobia within your school and classroom, and in turn provide safer spaces for your queer, trans, and questioning students and colleagues.

Often 2SLGBTQIA+ teachers hear and recognize the most queer and trans hate, and therefore bear the brunt of responding to it. Just like the importance of white teachers addressing racism, our straight and cisgender colleagues can support us by also taking on this work, so our students don't think this is a problem just for 'those teachers'. This is part of our job in keeping our students safe, regardless of our identities!

2SLGBTQIA+ COMMITTEE
VSTA



ACKNOWLEDGING LAND & PEOPLE

We acknowledge that we live, work, and gather on the unceded territories of the xʷməθkʷə́yəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation).

We honor the rich traditions of these Indigenous peoples, particularly their histories of resisting colonial gender and sexual norms. We celebrate the resilience and contributions of Two-Spirit* and Indigiqueer** individuals who have played vital roles in their communities.

We commit to learning from and supporting Indigenous people to better understand Indigenous ways of knowing that embrace diverse identities and orientations. We strive to honor the sovereignty of these Nations and to walk together in respect and solidarity.

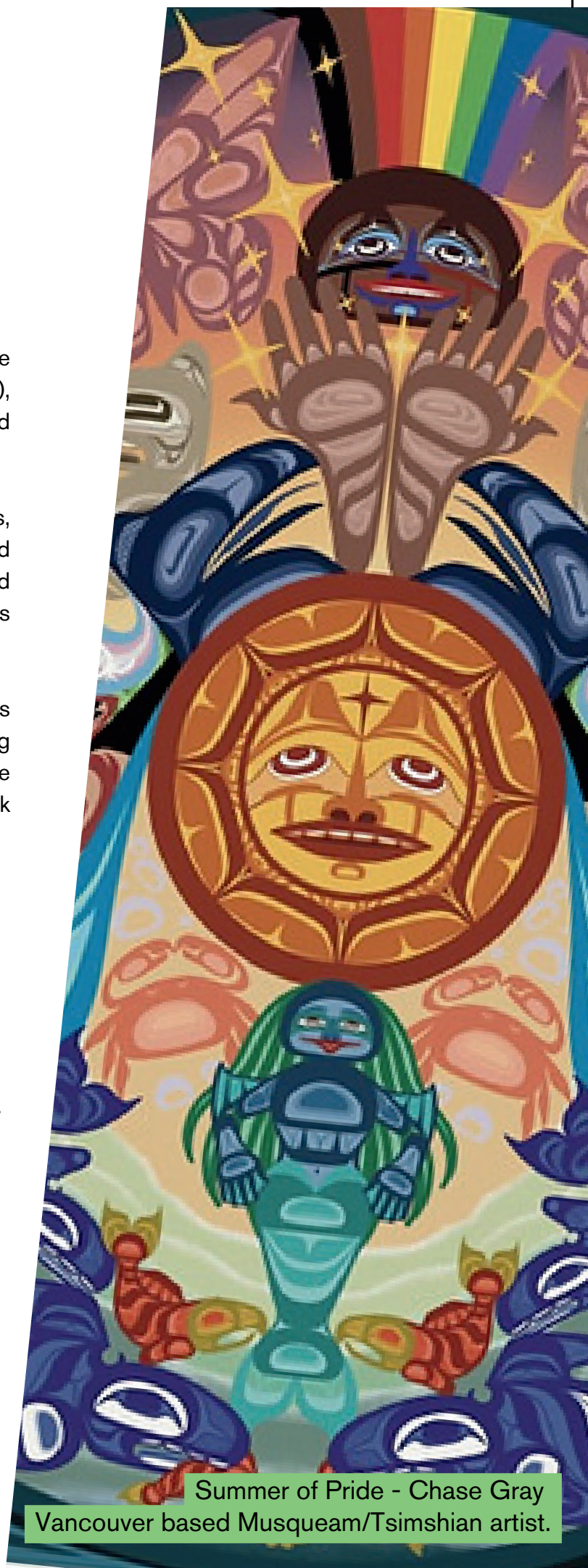
KEY ★ TERMS

*Two-Spirit

An umbrella term used specifically by the Indigenous communities of Turtle Island to express diverse gender identities, expressions, roles, and sexual orientations. It is not meant to be used by non-Indigenous persons.

**Indigiqueer

A term used to refer to the Indigenous queer community and as a specific individual identity. It is used to include those in the Indigenous community who do not hold Two-Spirit identities.



Summer of Pride - Chase Gray
Vancouver based Musqueam/Tsimshian artist.

CURRENT TERMS

This list of queer terms may not look like other lists you have received before! This list of terms was chosen based on their current rise within contemporary vernacular and to touch on some of the lesser known queer umbrella terms.

2SLGBTQIA+: An initialism used to refer to Two-Spirit (2S), Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual, and Aromantic identities. The + sign is used to denote other identities within the community that are not reflected in the current acronym.

Ally: A person who actively supports and celebrates 2SLGBTQIA+ identities and works to challenge oppressive acts against them.

Asexual: Someone who does not experience sexual attraction to others. Sexual attraction is different from romantic attraction.

Aromantic: Someone who does not experience romantic attraction to others. Romantic attraction is different from sexual attraction.

Cisgender: A gender identity that society considers to “match” the sex assigned to someone at birth.

Cisnormativity: A system of attitudes, bias, and discrimination in favour of cisgender people that marginalizes and renders invisible trans people and treats their needs and identities as less important than those of cisgender people, who are considered to exist within social normalcy.

Dead name/Birth name: Refers to the name that a person was given at birth, but they are no longer using. It is not appropriate to ask people about their dead names nor imply that dead names are someone’s “real name”.



Gender Dysphoria: The internalized conflict and distress experienced by an individual whose gender assigned at birth does not align with their affirmed gender.

Gender-Nonconforming (GNC): A term which refers to people who do not conform to society’s expectations for gender role or gender expression.

Genderqueer: A term under the trans umbrella which refers to people whose gender identity and expression is neither solely male nor female and falls outside of the male-female binary.

Heteronormativity: Refers to social roles and structures that reinforce the idea that heterosexuality is the presumed norm and is superior to other sexual orientation.

Internalized ‘Queer-phobia’: The experience of shame, guilt, or self-hatred in reaction to one’s own feelings of sexual attraction or personal identity that does not match societal hetero/cis-normativity.

TERMS CONTINUED...

Intersex: A general term used for a variety of features in which a person is born with or develops reproductive or sexual anatomy, genetic makeup, or hormonal levels that do not seem to fit the current, “typical” definitions of male or female.

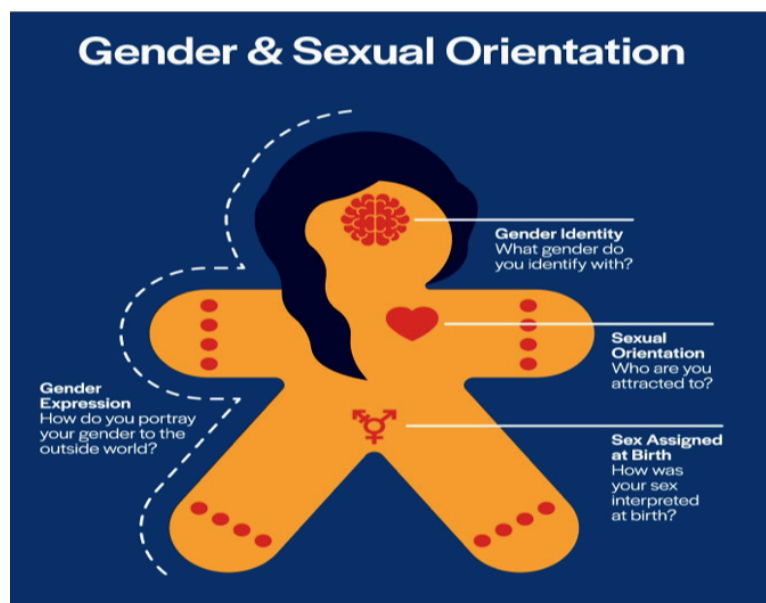
Non-binary: A spectrum or collection of gender identities that reject the notion that gender is strictly either male or female, based on sex assigned at birth. Not synonymous with androgyny.

QTBIPOC: QTBIPOC stands for Queer and/or Trans Black, Indigenous, and/or People of Colour. This intersectional term is important to recognize how race and culture affect people’s experience of gender and sexuality. In our time and space, some of the loudest and most common depictions of queer and transness are of white people; however, non-normative genders and sexuality exist across cultures and always have. This term allows us to name the varied and unique experiences of QTBIPOC folks.

Queer: A term widely used among 2SLGBTQIA+ communities because of its inclusiveness. Can be used to refer to the spectrum of non-heterosexual and/or non-cisgender people and provides a possible shorthand for ‘2SLGBTQIA+.’

Questioning: A term sometimes used by those in the process of exploring personal understandings of their own sexual orientation and/or gender identity, as well as those choosing not to use another, more specific label.

Pansexual: Someone who is attracted to and may form relationships with any or all genders.



Romantic and Sexual Orientation: Refers to a person’s experiences of sexual and romantic attraction to other people, or to no one. Many people become aware of these feelings during adolescence or even earlier, while some do not realize or acknowledge them until much later in life. Romantic Orientation and Sexual Orientation are not equivalent and both are spectrums that include many diverse identities.

Transgender: Frequently abbreviated to ‘trans.’ An umbrella term for a wide range of experiences and identities for people whose affirmed gender does not align with the gender they were assigned at birth.

For more Queer and Trans definitions and terms, please check out Vancouver’s own [Qmunity Glossary!](#)



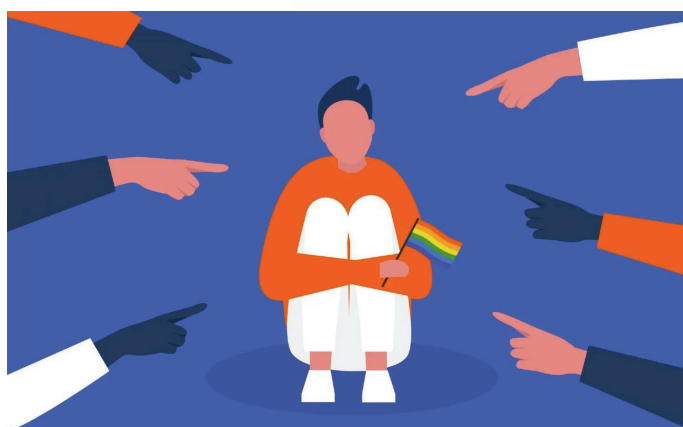
WHAT IS 2SLGBTQIA+ HATE?

WHAT IS THE CURRENT CLIMATE?

In a heteronormative and cisnormative society, 2SLGBTQIA+ people can easily feel “othered” for being themselves. 2SLGBTQIA+ people can experience homophobia, biphobia, transphobia, queerphobia, and anti-2SLGBTQIA+ discrimination and hate on a day-to-day basis. This can include:

- Microaggressions (casual, seemingly-harmless comments, sometimes framed as compliments, that aim to diminish or devalue someone’s identity; for example: “you look too pretty to be a lesbian,” or “I couldn’t even tell you were transgender”)
- Exclusion of 2SLGBTQIA+ people from groups
- Failing to acknowledge a person’s gender identity (misgendering)
- Hateful slurs targeting 2SLGBTQIA+ people
- Violence against 2SLGBTQIA+ people (hate crimes)

While we have made great strides as a society when it comes to 2SLGBTQIA+ rights, we still live in a world in which 2SLGBTQIA+ people are marginalized and face discrimination in a myriad of ways.



2SLGBTQIA+ people also face discrimination on a provincial, national, and global scale. As we continue to learn about diverse gender identities in our society, many provincial and federal government officials and politicians have introduced legislation to restrict and target trans and non-binary youth at an alarming rate. These policies and guidelines have been introduced in Alberta, Saskatchewan, and New Brunswick, as well as in the United Kingdom and several U.S. states.

Harmful policies and public rhetoric like we are seeing can restrict youth access to gender-affirming care, prevent teachers from teaching information related to gender identity, and require teachers to disclose students’ identities to their family without their consent. Trans and non-binary youths’ identities have been politicized and used to propel political candidates forward. The spread of misinformation and fear about trans and non-binary identities and gender-affirming care are used to motivate the public to support this legislation, to the detriment of vulnerable trans and non-binary youth.

1

OUTING

Outing is sharing information about someone's sexual orientation or gender identity without their consent. **Outing can not only be hurtful, but potentially dangerous**, sometimes leading to queerphobic microaggressions, harassment, and violence; housing insecurity for young people; and an increased rates of mental illness and suicide. For this reason, when someone comes out to you, it is always a good idea to ask them if they are comfortable with you sharing this information, and with whom. **If they ask you not to share this information, respect their choice.**

Some parents and community members may believe that it is the responsibility of the teacher to keep them informed on anything to do with their child's life at school. While teachers are expected to keep parents informed and involved in students' academic lives, **teachers are not required by law or the school district to disclose information about a student's gender identity or sexual orientation to their family.** Because of the potential harm caused by outing as described above, it is always safest not to disclose without specific consent.

3

WHAT HAPPENS IF A STUDENT OFFERS DISINGENUOUS PRONOUNS?

- *"I identify as an attack helicopter!"*
- Be clear with your students that it is disrespectful and harmful to tease or mock pronoun sharing.
- An identity is offered genuinely, with the intention of respect, and to respect others.



2

ARE PRONOUNS OUTING?

"She ran the marathon!" "They are working on their project!" "He looks great in that outfit!"

Pronoun introductions normalize the fact that not everyone's gender identity will match with the way they present - ie. how they dress, how they act. If you are not sure if someone is ready to be open about their gender identity, it is important to ask: "What pronouns would you like me to use?".

- Offer your pronouns
- Invite others, then wait
- Correct yourself and others when mistakes are made, and move on

The pronouns or name that students use in class may not match the ones they use at home. A great way to ensure you do not out your student without their consent is creating an onboarding form at the beginning of the year asking what they want to be addressed in communities to home and at school.



4

WHAT WORDS ARE NOT OKAY?

Any word can be used as a slur or an insult, depending on the context. It is important to recognize how words are used and address them as they come up, both with your class and with the school as a whole.

5

"THAT'S SO GAY"

Gay originally meant happy or joyful. It was then used to refer to queer people as a whole, later to homosexual men, and now serves as an umbrella term. It is now often used as a synonym for "stupid," or "not cool." This is denigrating to queer people.

How to Respond: "Gay does not mean bad or dumb, and it's not appropriate to say it that way. If you don't like something, say you don't like it."

6

"YOU LOOK LIKE A TRAN*Y"

A short-form or slur based on the word "transsexual," the word was first coined by researcher and ally Magnus Hirshchfeld in 1923 to refer to all gender-variant people.

Cisnormativity in our society sets expectations for what men and women are supposed to "look like," and transgender, non-binary people, as well as some cisgender individuals are discriminated against when they do not meet these expectations.

How to Respond: "That is an outdated term for transgender people, and using this term is harmful."



7

"MAN UP / STOP BEING SUCH A GIRL ABOUT IT"

Cisnormativity and our patriarchal society look down on femininity by suggesting that men who do not fit a stereotype of how men are supposed to dress & act are "not men" or "being a girl" implying that being a girl is not okay.

How to Respond: "When you say that, you're implying that being a girl is weak - you are using it as an insult. There is nothing wrong with being feminine, and saying this can be harmful to everyone."



RESPONDING TO HATE



You may want to move on from hard conversations quickly, but how you respond can be lifesaving for the 2SLGBTQIA+ students in your classroom. By responding in a thoughtful, affirmative, and firm way, you will step-in as an ally for these students.

Allyship is a verb - action is required.

RECOMMENDED STEPS FOR ADDRESSING HATE IN YOUR CLASSROOM

1. Immediate intervention

- “Those words are very hurtful” / “Those words make this space unsafe.” / We don’t use those words here.”

2. Name the behaviour

- “Calling somebody _____, even if they are a friend, is an act of transphobia/homophobia/racism.”
- “This statement reinforces ideas that are harmful to our community.”

3. Reaffirm classroom norms

- Refer to your classroom community agreements.
- “We agreed to create a safe space where all people can feel valued. A space where harmful speech is acceptable is not a safe space.”

4. Provide support

- To affected students (you may not know who those students are): “Any students who are part of the affected group are welcome to step out to regulate or talk to a counsellor if they would like.”
- To the person who committed the offence: “After this, let’s still have a quick chat.”

STEPS FOR KNOWLEDGABLE ALLIES, OR FOR AFTER TALKING TO AN ALLY

5. Redirect the focus

- Move towards a constructive discussions about why the action was harmful.
- “Transphobia/homophobia have historically and presently affected people in our community. We don’t want to, even accidentally, hurt our community.”
- “If you are feeling angry toward a friend, what is a better way to express yourself?”

6. Ask questions

- “Where did you hear this term?”
- “What was your intention when you said _____?”

7. Correct misinformation and terminology

- Re-state definitions (don’t be afraid to use google or a youtube explanation).

8. Restate expectations

- Refer to your classroom community agreements.
- If still resistant (religious reasons, etc): refer to district policies and human rights code.
- For repeated behaviours, discuss next steps privately (calling home, talking to the principal for a behavior contract).

9. Document the incident

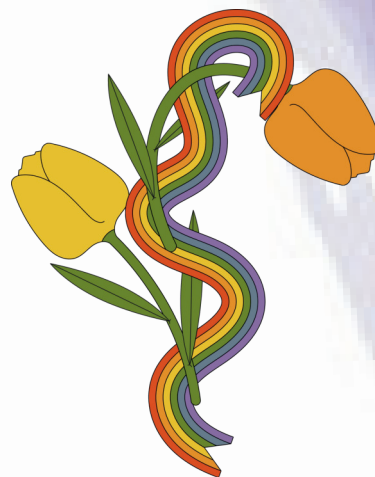
- Write down details for yourself.
- For repeated behaviours, then email principal/counsellors/home.

10. Follow up

- Check-in with the class the next day: “Does anybody have anything they feel we missed in the conversation yesterday?”
- “I want to reiterate that we are all responsible for making a safe community and that hatred/language/etc cannot be included in a safe community.”

SIMPLE PHRASES TO KEEP IN MIND

- “Those words are very hurtful.”
- “Using those words when you know they are hurtful is bullying.”
- “It is not okay for you to use those words negatively in any situation.”
- “It is not okay for others to use those words negatively either. I’m sorry others have said them you / around you.”
- “If you hear other people use those words negatively you can ask them to please stop. If they don’t, tell an adult.”
- “Those words are harmful and can make people feel unsafe or lesser than. Everyone has a right to feel valued and safe.”



EXAMPLES OF QT HATE THAT YOU MAY HEAR:



CONTENT WARNING

**CONTAINS CONTENT THAT
SOME MAY FIND DISTURBING**

IDEAS & RESOURCES

GRADES 8-12

Part of countering queer and trans hate is demonstrating that 2SLGBTQIA+ people have contributed to society throughout history and are part of regular human diversity. The most powerful way to do this is to make visible queer and trans identities, histories, and contributions as it fits in our curriculum.

SCIENCES & MATH

Check out these ideas for 2SLGBTQIA+ inclusive lesson plans in STEM:

- Lesson plan for teaching intersex biology (Science 9 and A&P 12).
- WWF - Are there queer animals? Clownfish that change sex, and other species that demonstrate queer behavior (Life Sciences 11).
- Create inclusive word problems in math by using names and scenarios that represent diverse genders and family structures, such as same-sex parents, non-binary individuals, and various forms of partnerships.



[Intersex Lesson Plan](#)



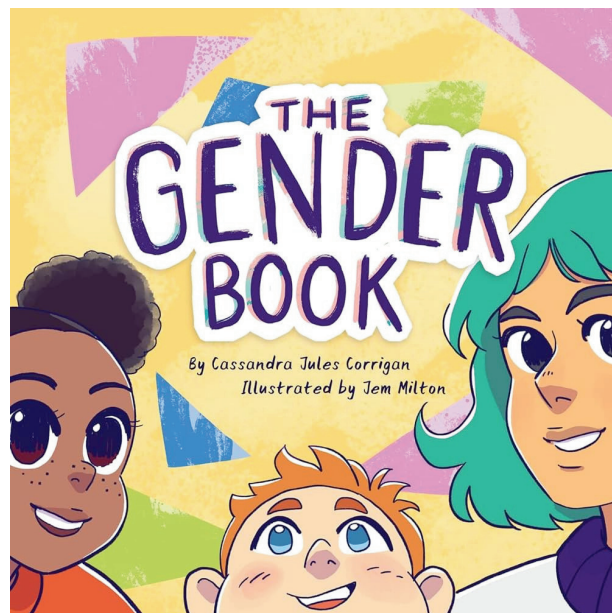
[Queer Animals](#)



ENGLISH

1. I Dream Library

- Great local resource with a large catalog of intersectional titles.
- SOGI 123 booklist available and categorized by age group: kid lit, middle grades, and young adult.
- Teacher resources, such as kits and box sets are available for purchase.
- This resource could be helpful for finding SOGI related novels for your classroom or school library. Classroom teachers could curate a list of titles that could be used for literature circles, for class novel studies, or for stand-alone lessons on Trans Day of Visibility, Trans Day of Remembrance, pride month, etc.
- English classes could benefit from contemporary novels showcasing queer/trans experiences. Here are a few book options for novel studies that offer intersectional experiences:
 - **Grades 8-9:** *Kings, Queens, and In-Betweens* by Tanya Boteju (biracial, queer, trans identities)
 - **Grades 9-10:** *Felix Ever After* by Kacen Callender (black, queer, trans characters)
 - **Grades 10-12:** *Only This Beautiful Moment* by Abdi Nazemian (POC, intergenerational trauma, queerness)



2. The Gender Book

- A community-based resource for exploring a variety of gender identities, terms, and experiences.
- This book could be a great resource to have in the classroom. The content is accessible for both students and teachers.

3. Out In Schools

- Presentations can be booked on the website.
- SOGI and Indigenous resources available.
- Film library available with lesson plans. These films are impactful and engaging, which allows great opportunities for teaching different queer/trans perspectives and experiences. These films could be especially helpful for English New Media 10-12, but they could be used in any English course!



SOCIAL STUDIES

Socials 8 “Contact” & 9 “Colonization”

Big Question: How has colonization impacted Indigenous understandings and practices around gender identity and sexual orientation?

Statement: Colonization had a profound and devastating impact on gender identity and sexuality in colonized territories. Consider teaching about the SOGI practice of Two-Spirit people in North America, Muxes in Mexico, Hijras in India, and Sistergirls in Australia who all held respected ceremonial and advisory roles.

Significance: You can discuss how reclaiming pre-colonial concepts of gender and sexual diversity is now an important act of decolonization and cultural revitalization for many Indigenous communities.

Resources:



[Indigenous & 2SLGBTQIA+ Identities](#)



[UN Report Impacts of Colonialism on SOGI](#)



[Quote from colonizing perspective](#)



Kent Monkman

Social 10 “Discrimination in Canada”

Big Question: How have Queer & Trans BIPOC individuals contributed to the liberation of all 2SLGBTQIA+ individuals in Canada over the last century?

Statement: The BIPOC (Black, Indigenous, and People of Color) queer community has a rich history of leadership and activism over the past century.

Significance: Understanding the centrality of BIPOC contributions to the queer community will help dispel the myth that these communities are inherently anti-2SLGBTQIA+.

Resources:



[16 queer Black trailblazers who made history](#)



[LGBTQ+ History Month: QTBIPOC leaders](#)



[3 Black Canadians on inspiring the next generation of queer leaders](#)

Social Justice 12 “Queer Joy”

Big Question: How has Queer Joy been an intentional and effective tool to promote 2SLGBTQIA+ rights?

Statement: Queer joy is a powerful force that sustains the 2SLGBTQIA+ community's struggle for social justice and equality. It is a celebration of progress, resilience, & authenticity in the face of ongoing oppression and challenges. Unapologetic expressions of queer joy, such as drag performances, Pride parades, & increasing visibility in leadership roles, create pathways for self-acceptance and advance a more just society.

Significance: Queer joy provides a much-needed respite from the constant struggle, sustaining the fight for social justice. It fosters hope, resilience, and a sense of belonging, allowing the 2SLGBTQIA+ community to persevere in their collective journey towards liberation.

FINE ARTS & PERFORMING ARTS

MODERN LANGUAGES

One of the best ways to incorporate queer content into arts education (fine arts, music, theatre, dance) is to actively teach and celebrate the works of 2SLGBTQIA+ artists in your classroom. Consistently including repertoire from 2SLGBTQIA+ composers, performing theatre written by 2SLGBTQIA+ playwrights, discussing works from 2SLGBTQIA+ artists, and teaching dance styles choreographed or created by 2SLGBTQIA+ choreographers are only some of the ways to do this. Don't be afraid to shy away from discussing these artists' identities with your class - in many cases, their gender identity and sexual orientation influences or shapes their work. This is also a way to provide representation and visibility to 2SLGBTQIA+ students who may find role models and inspiration from these artists.

Check out this database for 2SLGBTQIA+ composers, playwrights, lyricists, choreographers, and other artists (search arts category for specific lists).



Check out this database for 2SLGBTQIA+ artists and art history

It is important to include vocabulary, stories, and content that acknowledges and celebrates 2SLGBTQIA+ identities in language courses. Explore the following resources for ideas on how to incorporate diverse stories into your lessons, as well diversify yours and your students' vocabulary, use of pronouns, and understanding of ongoing shifts in the ways different communities communicate:

Check out some SOGI resources for French Immersion as well as French as a Second Language (FSL):



The Gender in Language Project provides information about gender-neutral pronouns, history of gender in language, and other inclusive vocabulary for Spanish, Italian, Portuguese, Mandarin, Tagalog, and other languages.

DISTRICT POLICY ON SEXUAL ORIENTATION, GENDER IDENTITY, & GENDER EXPRESSION

BACKGROUND:

The District believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender identity, gender expression, sexual orientation, physical or mental ability, or political beliefs. The letter and spirit of the **Canadian Human Rights Act** and the **BC Human Rights Code** shall be carefully observed, enforced, and supported, so that all members of the school community feel safe, valued and included. Language or behaviour that degrades, denigrates, labels, or stereotypes students based on their real, or perceived, sexual orientation, gender identity and/or gender expression will not be accepted.

A student's right to discuss and express their sexual orientation, gender identity, and/or gender expression will be respected. It is up to the student to determine when, and with whom, they choose to share information regarding their sexual orientation and/or gender identity.



ADMIN PROCEDURE 17



This Administrative Procedure supports Board **Policy 17** Sexual Orientation, Gender Identity and Gender Expression.

10.0 Washroom and Change Room Accessibility

10.1 Single stall all-gender washrooms will be available at all school locations and worksites and will be made available for all students.

10.2. Gender-diverse students will be offered the option of using washrooms/changerooms which reflect their gender identity or sex assigned at birth. Gender-diverse students will also be offered the option of using separate washroom/changerooms facilities.

10.3 Schools will engage gender-diverse students in the development of a plan for the use of washrooms and change facilities that prioritizes the student's privacy, safety, and comfort.

10.4 The District will ensure design specifications for new and replacement schools take into consideration the needs of gender-diverse students and staff for safe and comfortable washroom and changeroom access.



CREATED INFOGRAPHICS



ADMIN PROCEDURE 174



BC HUMAN RIGHTS CODE



CANADIAN HUMAN RIGHTS ACT

What to do When You Encounter a Discriminatory Incident

WITNESS & PROTECT

Observe, give support to student(s) as necessary, take notes of date, time and details.

Staff report to School Principal and/or Vice Principal.



SCHOOL ADMIN

Take note of date, time and details that staff reported to you.

Report to Director of Instruction. Depending on situation, it might be a dedicated meeting or a check-in.

EAO SUPPORT

If the EAO team is needed, the District Principal and the District Resource Teachers are available for classroom, school or small group support. A plan can be co-created and will often take more than one conversation and/or visit.



FOLLOW-UP

After any incident, whether small or not, follow up is the key for mental health and safety of all involved. The school administrators involved are responsible to ensure that appropriate follow-up actions are made.



Remember, we are here to help, not judge.
Reach out to us anytime!

Based on AP 170 Appendix A

UNION RESOURCES

VSTA & BCTF



- If you experience harassment in the classroom or from guardians, you should immediately contact your principal. Administrators are bound by our provincial & local agreement, while students and guardians are not.
- If your principal does not support you, you can contact your union representative and/or union vice presidents (VSTA) to grieve.
- You have the right to refuse unsafe work: You can file through Worksafe BC in order to get your sick leave reimbursed (E.4.a.i).

IN THE PROVINCIAL & LOCAL AGREEMENT:

E.20.2.a: “No employee shall be discriminated against (direct discrimination or adverse effect discrimination) on the basis of race, colour, ancestry, place of origin, religion, gender, sex (including gender identity), sexual orientation, age, marital status, disability or family status. Where there exists a bona fide occupational requirement it shall not be considered discrimination.”

E.2.1.b: “The employer considers harassment in any form to be totally unacceptable and will not tolerate its occurrence. Proven harassers shall be subject to discipline and/or corrective actions. Such actions may include counselling, courses that develop an awareness of harassment, verbal warning, written warning, transfer, suspension or dismissal.”

E.2.2.a.ii-iii: Harassment Includes: ... “Any improper behaviour that would be offensive to any reasonable person, is unwelcome, and which the initiator knows or ought reasonably to know would be unwelcome; or iii. objectionable conduct, comment, materials or display made on either a one-time or continuous basis that would demean, belittle, intimidate, or humiliate any reasonable person.”

E.4.a.i: “Where the investigation determines harassment has taken place, the complainant shall, when appropriate, be entitled to but not limited to: i. reinstatement of sick leave used as a result of the harassment.”

BCTF CODE OF ETHICS:

If a colleague discriminates against you under the BC Human Rights Code, it is best that you try to address this incident to them privately. If you do not feel safe doing so, you may immediately contact your union representative OR a Vice President of the Union so they can address the individual alongside you before proceeding with disciplinary action (E.2.1.b).

5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance.

10. In the course of union business and meetings, the member must not discriminate against any other member because of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or member, or because that person or member has been convicted of a criminal or summary conviction offence that is unrelated to the membership or intended membership, or any other protected grounds under the BC Human Rights Code.

FAQ

How do I make sure I don't misgender my students?

You can just ask what pronouns people use! Best practice is to normalize this practice by starting with introducing your pronouns (ex: I'm Ms. _____ and I use she/her pronouns) and making space for all students to share their pronouns (through a start of the year form or class introductions). Make space for this often throughout the year, as students' pronouns may change.

What do I do if I get someone's name or pronouns wrong?

Respond similarly to when you get anyone's name wrong - correct yourself, apologize, move on, and work to get it better next time!

What pronouns do I use in report cards?

It is important to make sure that you are using the pronouns that students use, unless they want you to use different pronouns with their parents (for example, if they are not 'out' to them). Students can indicate their preference on a form. Some teachers use 'you', addressing the student directly, in all their report card comments, so as to not misgender or out anyone.

I know that I can't, but shouldn't I encourage students to tell their guardians about their identity?

If students want to share their queer or trans identity with their guardians, teachers, and especially counsellors, you can certainly help them! However, we should in no way push students to do this. Queer and trans youth are extremely overrepresented in homeless populations, because of family rejection after coming out. Also, even if the student's safety at home is not in jeopardy, they should have the same agency as any other young person to share parts of themselves with others as they feel ready.

Should I put a rainbow sticker up on my classroom door?

You absolutely can! However, these stickers have become so ubiquitous that they have lost meaning to many students. What is most important to create safety is actively learning about and including 2SLGBTQIA+ identities, through things like normalizing sharing pronouns.

Don't queer and trans identities go against some religions?

There are queer and trans members of all religions. In Vancouver there are groups of queer/trans Muslims, Christians, Sikhs, Jews, and more. The Charter of Rights and Freedoms supports everyone's fundamental right to belief, conscience, and religion. Constitutional law also supports the right to equality based on sexual orientation and gender identity. Everyone has the right to believe as they wish, but do not have the right to violate human rights and dignity of other people.

Should I tell guardians before teaching queer content?

There is no reason that we need to specifically tell parents before teaching queer content and this is absolutely not required under BC policy. If you are doing a specific lesson or unit, it may be included in a calendar or syllabus like any other lesson or unit, allowing students and families to anticipate what they are learning. However, singling out queer and trans content as something that families should be informed about adds to the stigmatization that 2SLGBTQIA+ people experience.

WHAT VANCOUVER STUDENTS HAVE TO SAY...

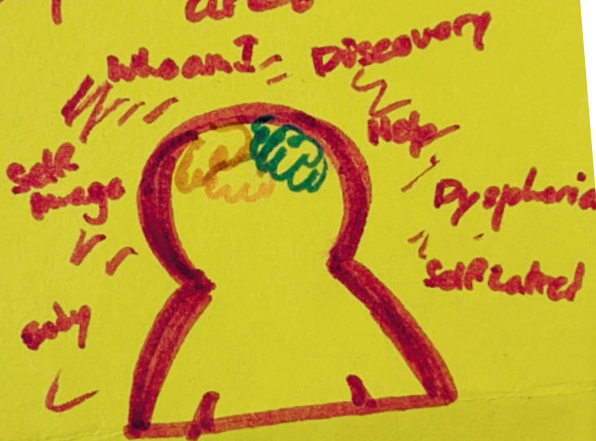
"Queerness is an integral part of my identity and i want that identity to be resected"



SOGI inclusion has empowered me to become my true self

Many students struggle with telling their parents about their identities. It's very important to be clear with students about whether their parent are aware of their identity."

Soqi is important as it helps us learn who we are?



SOGI education is important to me as a student because when I first arrived here I knew nothing about it and it now helped me understand and be more inclusive.

"It boils down to essential defining features of our species as humans that we build a strong society through the caring and nurturing over everyone surrounding us, irrespective of their looks or demeanour, simply due to the virtue of being human."

