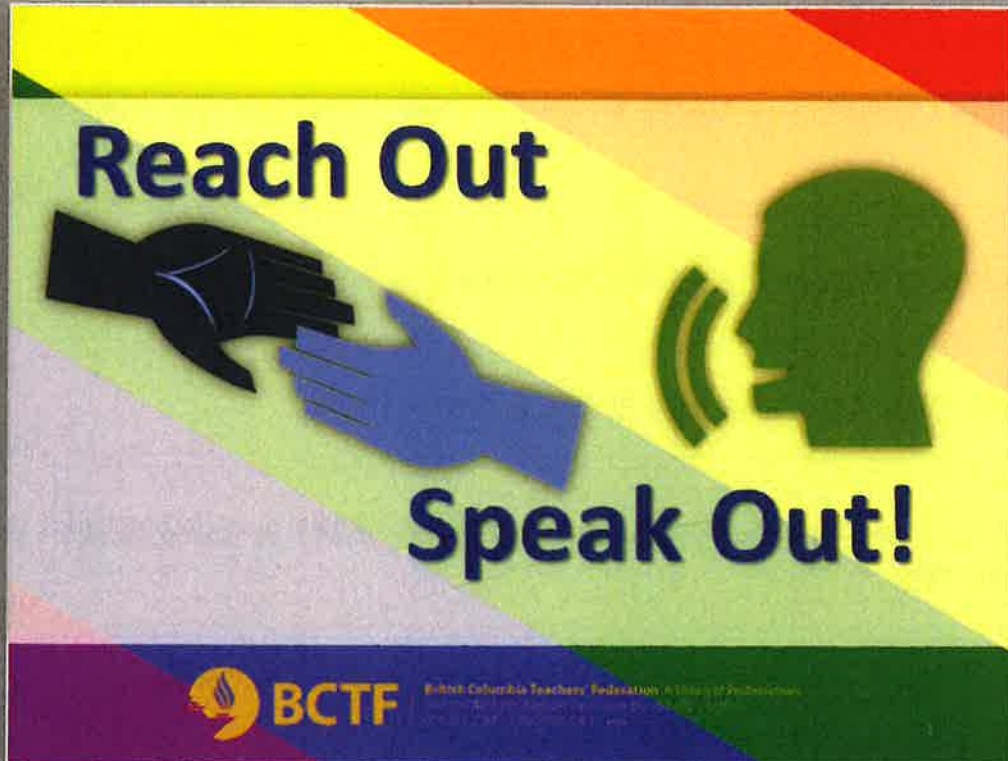


# Reach Out, Speak Out!

Participants' handouts



Created March 2016  
Revised May 2017



**BCTF**

**British Columbia Teachers' Federation** A Union of Professionals  
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## Values & beliefs thermometer

1. I am aware of LGBTQ students but it does not affect my classroom practices.

Agree \_\_\_\_\_ Disagree

2. I would be comfortable if it became known at my school that I care about LGBTQ students.

Agree \_\_\_\_\_ Disagree

3. I am willing to intervene in homophobic or transphobic incidents in the hallway.

Agree \_\_\_\_\_ Disagree

4. I recognize what transphobia looks like at our school.

Agree \_\_\_\_\_ Disagree

5. Gender non-conforming students should be able to use whichever washrooms they feel comfortable with.

Agree \_\_\_\_\_ Disagree

6. I am knowledgeable about LGBTQ youth issues.

Agree \_\_\_\_\_ Disagree

7. The impact of homophobia is minimal because we have an inclusive school.

Agree \_\_\_\_\_ Disagree

8. People can be gay. It is a private matter and I don't need to know about it.

Agree \_\_\_\_\_ Disagree

9. I know what to do if a student comes out to me.

Agree \_\_\_\_\_ Disagree

10. My school is a safe place for LGBTQ youth.

Agree \_\_\_\_\_ Disagree





# The Gender Spectrum Glossary

Queer Terminology  
www.qmunity.ca

**Gender spectrum** The idea that there are many gender identities (woman, man, cisgender, trans\*, two-spirit) and a range of gender expressions (ways people present their gender identity through hairstyle, clothing, behaviours, etc.).

**Gender identity** A person's internal sense of being a man, a woman, genderqueer, etc. This is not the same thing as a person's biological sex.

**Gender dysphoria** A psychological condition marked by significant emotional distress and impairment in life functioning caused by a lack of congruence between gender identity and biological sex assigned at birth.

**Gender expression** The ways a person presents her or his sense of gender to others, e.g., through clothes, hairstyle, mannerisms, etc.

**Genderqueer** Refers to individuals or groups who identify outside of the male/female binary. This is a politicized term or identity often used by people who intentionally challenge dominant gender norms.

**Gender non-conforming** Refers to people who express gender in ways that differ from social expectations of the sex and gender assigned to them at birth.

**Gender fluid** A fluctuating mix of the gender identities available.

**Cisgender** A person whose gender identity and gender expression match the gender typically associated with their biological sex. For example, a female who identifies as a woman.

**Pangender** A person who identifies and or expresses the many shades of gender. Multi-gender and omni-gender are other terms used.

**Trans\*** An umbrella term that can be used to describe people whose gender identity and/or gender expression differ from what they were assigned at birth. Some trans\* people may choose to medically transition by taking hormones or having surgery. Some trans\* people may choose to socially transition by changing their name, clothing, hair, etc.

**FTM** Generally used to refer to anyone assigned female at birth, but who identifies or expresses their gender as male all or part of the time.

**MTF** Generally used to refer to anyone assigned male at birth, but who identifies or expresses their gender as female all or part of the time.

**Intersex** Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone could fit in this category, ranging from having ambiguous genitalia to having a mixture of XX and XY chromosomes. The word hermaphrodite was historically used to describe these individuals, however, this word is considered highly offensive today.

**Two-spirit** An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element.

**Social transition** The social process that a trans person may go through when shifting from one gender expression to another. This may include steps such as changes in style of dress and the selection of a new name and pronouns.

**Medical transition** A term most commonly used to refer to the medical process that a trans\* person may go through when shifting from one gender expression to another. This may include steps such as hormone replacement therapy and/or surgeries.

**Pronoun** The word one uses to describe themselves, such as he, she, they, ze, hir, etc.

**Transphobia** Acts of discrimination directed at trans\* individuals and/



## Gender Identity, Sexual Orientation and Society

Take a moment to reflect on your own gender identity, style of expression, and sexual orientation.

What are the traditional expectations in your culture(s) for each aspect of your identity (sex assigned, gender identity, gender expression, sexual orientation)?

In what ways do you conform to expectations? In what ways are you different?

What are the consequences of not conforming to expectations?

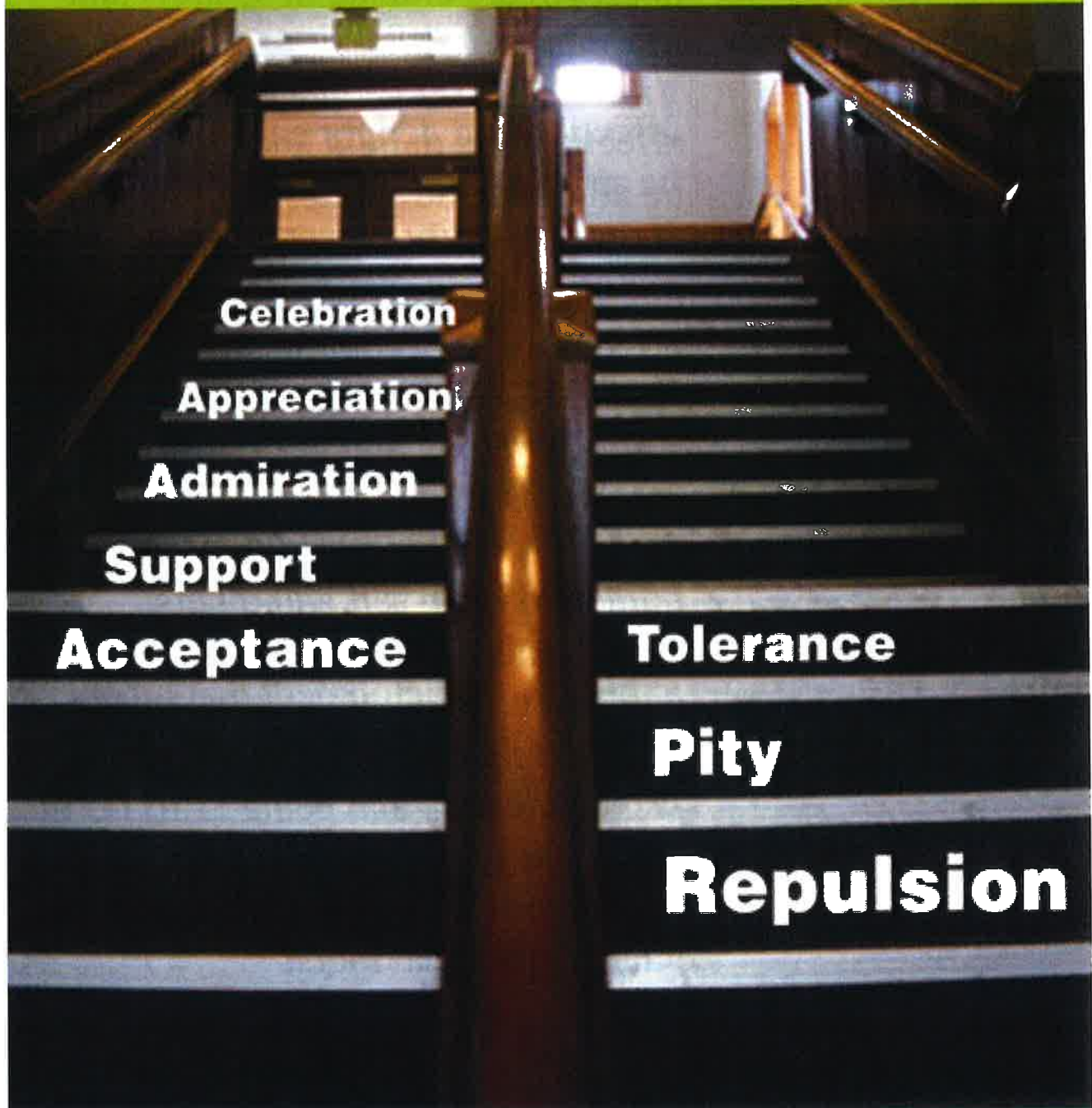


## Attitudes towards Difference—The Riddle Scale

	Works to safeguard the rights of LGBTQ people, are aware of the homophobic climate in schools and irrational unfairness.
	Views LGBTQ people with genuine affection and delight and are willing to be allies and advocates.
	Heterosexuality is seen as more mature and certainly preferred. Any possibility of becoming straight should be reinforced.
	Value diversity and see LGBTQ persons as a valid part of that diversity, willing to combat homophobia in self and others.
	Homosexuality is a phase of adolescent development that most people outgrow.
	Acknowledges that being LGBTQ in our society requires strength. Shows willingness to examine attitudes, values and behaviours.
	Characterized by statements such as, “you are not a lesbian to me. You’re a person!” or “It is fine with me as long as you do not flaunt it.”

## The Riddle Scale

**Levels of attitude about lesbians, gays, bisexuals, transgender, and questioning**



Adapted from material by Dorothy Riddle, Tucson, Arizona. Designed 1973, published 1994.

## The Riddle Scale definitions

### Levels of attitude about LGBTQ

Homophobia is defined clinically as an intense, hatred or fear of same-sex relationships. In common usage, homophobia is the fear of people who have intimate relationships with others of the same sex. Many people are not homophobic/transphobic, but have a strong heterosexual bias (“heterosexism”), which produces a similar effect on lesbians, gays, and bisexuals (LGBs). Here is a description of the different levels of attitude, on a continuum of attitude, ranging from the most negative (repulsion) to the most positive (celebration). Adapted from material by Dr. Dorothy Riddle, Tucson, Arizona (1974, 1994).

1. **REPULSION**—Homosexuality is seen as a “crime against nature.” Gays, lesbians and bisexuals are considered sick, crazy, immoral, sinful, and wicked, and anything is justified to change them”—prison, hospitalization, negative behaviour therapy, orientation reparative therapy.
2. **PITY**—This is heterosexual chauvinism. Heterosexuality is seen as more mature and certainly preferable. Any possibility of becoming straight should be reinforced, and those who seem to be “born that way” should be pitied, “the poor dears.”
3. **TOLERANCE**—Homosexuality is seen as just a phase of adolescent development that many people go through and most people “grow out of.” Thus, gays and lesbians are less mature than heterosexuals, and should be treated with the same protectiveness or indulgence that one uses with a child. Gays and lesbians should not be given positions of authority because they are still working through adolescent behaviours.
4. **ACCEPTANCE**—This still implies that there is something to accept, characterized by statements such as “What you do in bed is your own business”, “You’re not gay to me; you’re a person”; “That’s fine as long as you don’t flaunt it.” The pain of invisibility and the stress of closeted behaviour are ignored. “Flaunt” usually means to do or to say anything that makes other people aware of one’s lesbian/gay/bisexual orientation.
5. **SUPPORT**—This is the basic approach of civil libertarians. They work to safeguard the rights of gay and lesbians. Such people may be personally uncomfortable with LGBTQs, but they are aware of the irrational unfairness which face regularly.
6. **ADMIRATION**—Acknowledgement is given that being gay or lesbian in our society requires strength. Such people are willing to truly look at their own attitudes and to attend training workshops.
7. **APPRECIATION**—The diversity of people is valued and LGBTQs are appreciated as part of that diversity. People at this stage are willing to combat homophobia in themselves and in others.
8. **CELEBRATION**—LGBTQs are seen as important in our society. These people view LGBTQs with genuine affection and delight, and are willing to advocate for them and to attend LGBTQs functions (displays, pride parades, “gay-straight” groups, etc.

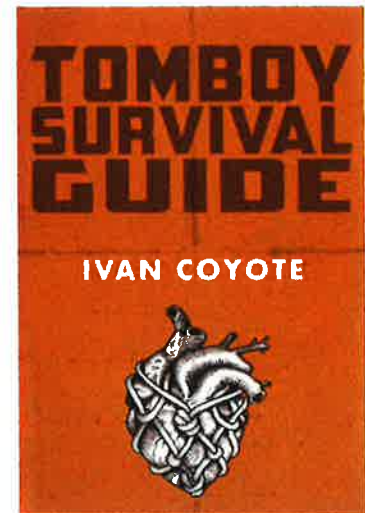




## MIDDLE SEAT

“It’s hard for me to describe to those of you who have always felt comfortable and seen in the gender box you were placed in at birth what it feels like when someone refers to you by the wrong pronoun. It is not enough for me to just ask the men in the room what it would be like to constantly be called a lady, or for the women in the room to imagine being called sir when you were all dressed up for a day at work. If you have not struggled to fit into and/or escape from your assigned gender box, then you cannot truly know what this feels like. If passing as your chosen gender has never been a matter of safety or danger for you, a matter of being respected or reviled, then you cannot and will not truly understand me, but I will attempt to describe it to you anyway. Imagine a world full of strangers who all have a tiny little razor in their hands and they can randomly, mostly accidentally, shave a tiny piece of your soul off you while they sell you a newspaper or pass you the key to the bathroom at the gas station. Now imagine your classmates and co-workers have an even bigger blade, and can cut deeper. Imagine your friends and family members wield a really big knife. Imagine that all of these cuts can whittle away at the flesh of you, day after day after day, rendering the truth of you into a sliver, almost invisible, unrecognizable. Imagine that these cuts sting for hours afterwards, sometimes days, and that they tend to fester. Imagine that you have to get through every day, bleeding from hundreds of wounds, some little and some deep, all the while pretending that nothing hurts.

I would like to phase out the use of the phrase “prefers the pronoun” she or he or they, (or any other) and replace it with “uses the pronoun.” I prefer chicken to duck. I prefer a window seat. But I use the pronoun they. When someone writes that a person “prefers” a particular pronoun, it implies that there is a choice there for everyone whether to respect that wish or not, and that the person with the pronoun “preference” would be okay with the middle seat or the duck of their identity being respected. Not true. For some (if not most) gender variant and/or trans folks, not having their pronoun respected is hurtful, and constantly correcting people is exhausting and alienating. So I vow to change my language. People don’t prefer their chosen pronoun, they use it. My only choice is to be mindful and respectful of others, or to be thoughtless and even cruel. This is not to say I get it right all the time every time, but that is my aim. Saying things like, “But I find it so hard to remember because we grew up together,” is a cop-out. If you grew up together, then you owe it to the person to do better by them. And if you want to try the “but the they pronoun is so awkward” angle with me, then I would ask you to think about how your struggle compares to the battles trans people have to fight every day.”

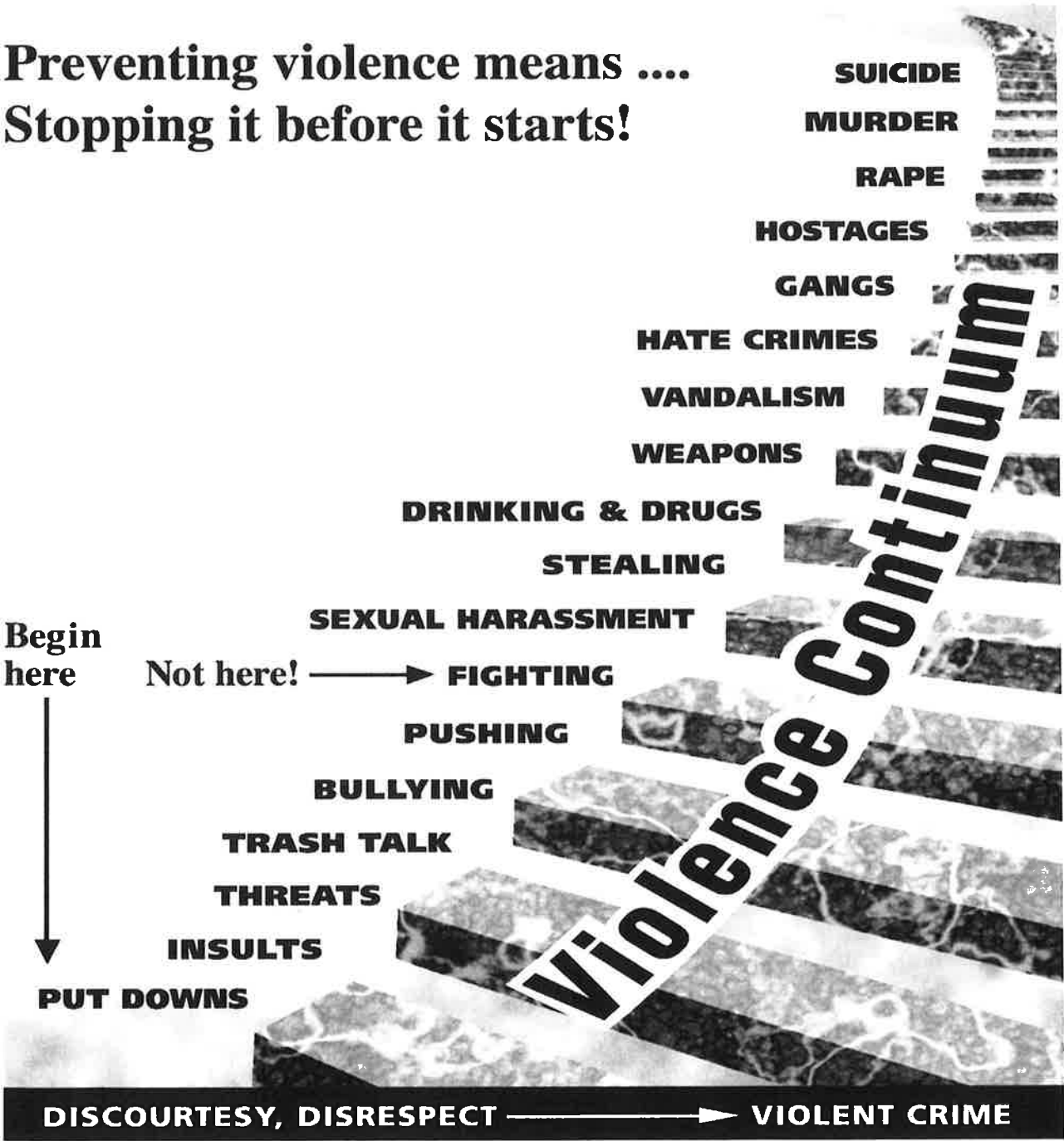


An excerpt from Ivan Coyote's *Tomboy Survival Guide*. pp. 211-212



**We Can Make a Difference**

**Preventing violence means ....  
Stopping it before it starts!**



[www.safeschools.gov.bc.ca/related\\_resources.htm](http://www.safeschools.gov.bc.ca/related_resources.htm)  
[www.erasebullying.ca](http://www.erasebullying.ca)

**What can educators do to prevent students from carrying out that first step?**

## Appendix 2/Handout #8

### Scenarios Activity—Cut-out activity

Cut out these scenarios so that they are on separate pieces of paper. Ask participants to get into groups of 4 or so and discuss what they can do to support students immediately and what proactive strategies they need to use to change the future.

#### Scenario 1

A student Kim is being taunted and teased when there are no teachers present. Kim is constantly being called names like “faggot “sissy” and “girly” in the hallways and on the school grounds. Kim does not react and has not said anything to you about the bullying.

#### Scenario 2

There is a new student in your school named Terre. You cannot tell what Terre’s gender identity because their clothing, hair and mannerisms are not definitively male or female. Many students are asking each other whether or not Terre is a boy or a girl and they are starting to make jokes.

#### Scenario 3

Students in the intermediate grades are teasing one another and younger students on the playground about being gay and using terms like “you’re so gay” and “that’s so gay”. You overhear this while on duty.

#### Scenario 4

Lee, a new student in the intermediate grades, is afraid to let his peers and teachers know he has two moms. The parent teacher conferences are coming up and Lee has not returned the form confirming his parent’s attendance. You think you have spoken to both moms on the phone.

#### Scenario 5

A student, Lesley is identifying as gender fluid and has asked everyone to use “they”, “their” and “them”. Some days they dress in clothing more typical of a girl and other days more typical of a boy.

#### Scenario 6

You have a new student in your school, Joke who has declared she is trans and socially transitioned in elementary school. Her gender expression is feminine. Several female students and their mothers come to you saying they or their daughters are uncomfortable and feel unsafe in the washroom with Joke because she is actually a boy.

### **Scenario 7**

**You have out students within your school. A few students have been heard making disparaging comments about LGBTQ students in the change rooms. When you went in the change room after class you found graffiti in one of the change areas, saying “that’s so gay”.**

### **Scenario 8**

**A student Kate, comes to you for help. From an early age, Kate has identified as a boy and now wants to live and attend school as a boy and to be called Kory.**

### **Scenario 9**

**A student, Sura has told her friends that she is a lesbian but to keep it a secret because she is not out to her family. Her family is deeply religious and comes from a conservative culture. Sura is arriving at school late and appears to be distant. Recently you noticed she smells like she has been experimenting with marajuna.**

### **Scenario 10**

**Group of teachers are discussing the new curriculum changes. You mention your attendance at a BCTF Social Justice conference and the need to support LGBTQ students through the curriculum. The response is that the topic does not belong in their curriculum because they teach math, science, computers and have to prepare their students for graduation.**



## Facts and myths about antihomophobia/antitransphobia education

Sometimes people make assumptions about what is taught in schools without accurate knowledge. Misconceptions lead to emotional reactions including anger, anxiety, and fear. Here are some facts to help you better understand how schools operate.

### **Myth 1: Teaching about homosexuality in schools condones the lifestyle.**

Fact 1: Lesbian, gay, bisexual trans\*, and questioning (LGBTQ) people have lives like everyone else. There is no distinct LGBTQ “lifestyle”. Teachers often teach about unfamiliar topics to help students develop respect for other people and to acknowledge their contributions to society. A teacher’s job is to present accurate, age-appropriate information to students.

### **Myth 2: Teaching about homosexuality in schools involves talking about gay sex.**

Fact 2: Antihomophobia/antitransphobia education can be done in a variety of ways. The only exception may be in the health segment of *Personal Planning* or the *Health and Career Education* classes. Otherwise, teachers may talk about LGBTQ role models in history, or read a story about same-gender families. They may also discuss the oppression of LGBTQ people and focus on stopping homophobic/transphobic name-calling in schools. These are just a few examples of age-appropriate antihomophobia/ antitransphobia education.

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

Fact 3: Teachers and principals have a legal obligation to respond to all forms of harassment and discrimination in schools. All students have the right to attend school in a safe environment—and expect to see their lives positively reflected in curriculum and classroom activities. Just as antiracism and multicultural education have been embraced by educators as worthy topics, there is also a growing awareness by educators that antihomophobia/antitransphobia has to be addressed. You do not have to be a person of colour to care about racism. Similarly, you do not have to be LGBTQ to fight homophobia in schools or society at large.

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

Fact 4: No one suddenly chooses to become LGBTQ simply because they heard about the topic in school, from friends, or via their social circles. There is no known “cause” for a person’s sexual orientation or gender identity—whether that person identifies as homosexual, heterosexual, bisexual, or trans\*. Sexual orientation and gender identity are complex traits, and have been understood differently by different cultures and at different times in history. GSAs help all students to come together in a safe space to talk about issues that are important to them. GSAs help all students to learn from one another and make their school safe and more welcoming for students to learn from one another and make their school safe and more welcoming for students, staff and families. Anyone can be the target of hateful slurs, irrespective of their sexual orientation or gender identity.

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

Fact 5: Like it or not, some teenagers are sexually active. The decisions they make about their bodies have little to do with LGBTQ issues or antihomophobia/antitransphobia education. However, lack of information about safe sex can have dramatic and sometimes tragic consequences for youth. Promiscuity and unsafe sexual behaviours often occur when students do not have access to age-appropriate, accurate information.

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

The Ministry of Education establishes the mandatory curriculum. *Health and Career Education* and *Personal Planning* includes references to sexual orientation, discrimination, and sexual health. Social Studies includes curriculum on families, Canadian society, and human rights. Furthermore, public schools are secular, and have an obligation to be inclusive of the diverse communities they serve—including lesbian, gay, bisexual and trans\* people.

## School Climate Assessment

Is your school culture inclusive? Answer the following questions and find out. Indicate “yes” with a checkmark and “no” with an X.

- Does our school have a core values or mission statement that includes respect for diversity?
- Does our school have a written policy protecting students from bullying, harassment, violence and discrimination with regard to actual or perceived sexual orientation and actual or perceived gender identity?
- In the last three years, has our school held workshops for educators on sexual orientation, gender identity, gender roles and stereotypes, or families with same-gender parents?
- In the last two weeks, have I heard students engage in name-calling related to gender non-conformity (sissy, wimp, wuss, pansy, fairy, he-she etc.) or sexual orientation (gay, fag, dyke, queer, etc.)?
- Does our school staff always intervene in name-calling related to gender non-conformity or sexual orientation?
- Do our school and classroom libraries have books that depict a range of gender identities and expressions, including diverse families?
- Does our school staff feel comfortable teaching and answering questions about gender identity and sexual orientation?
- Does our school organize events, assemblies, and guest speakers that celebrate gender diversity and/or prevent LGBTQ and/or gender-based bullying (e.g. Do you celebrate the Day of Pink)?
- Does the curriculum include lessons and resources that reflect a range of gender identities and expressions and LGBTQ issues.
- Do students have equal opportunities to participate (and feel welcomed) in extra-curricular activities and sports, regardless of gender identity and/or sexual orientation?

What are our school's strengths?	What are our school's weaknesses?	What action might I take to create inclusive classrooms/school?

## Creating an Inclusive School Culture

These strategies will help educators successfully meet their ethical and legal responsibility to create a safe and inclusive environment for all students, regardless of sexual orientation, gender identity and/or expression.

### School Policies

- Ensure your school's equity statements, anti-violence policies, and code of conduct prohibit discrimination based on "one's real or perceived sexual orientation, gender identity and gender expression." Communicate these policies to students and families and enforce them.
- Create a flexible or gender-neutral dress code to enable a student's right to dress in accordance with their gender identity. The same rules for clothing, hair, and make up should apply to all genders.
- Adopt a school code of conduct policy that protects LGBTQ and gender expansive students' rights. These include the right to be addressed by one's preferred name and pronoun, to participate in gender segregated activities and sports in accordance with one's gender identity, and to have access to safe restroom and locker room facilities that correspond to one's gender identity. (See the Model School Policy Regarding Trans, Two Spirit and Gender Expansive Students on pages 16-18).

### School Grounds

- Challenge and counteract binary and stereotypical messages about sexual orientation and gender (both implicit and explicit) found on school grounds, including murals, posters, bulletin board displays, trophy cases, the school website, etc.
- Ensure that harmful (i.e. sexist, homophobic, transphobic) graffiti on walls, desks and washroom stalls etc. are removed and dealt with seriously.
- Provide the option of a gender-neutral washroom and change room. (Bear in mind that trans and two-spirit people are, just like everyone else, entitled to use the facilities that match their gender identity).

### School Staff

- Hire staff with diverse sexual orientation gender identities and expressions, as well as positive attitudes toward gender non-conformity.
- Allow staff to be open about their gender identity and sexual orientation. This models

- Provide staff training about creating safety and support for all students regardless of sexual orientation, gender identities and expressions. This should include an explanation of pertinent vocabulary, an identification of the unique issues and challenges faced by LGBTQ and gender expansive students, and strategies for supporting these students. It should also emphasize age-appropriate ways to make the curriculum inclusive of diversity.
- Designate a staff person within the school, or school district, who can act in an extended advocacy role for all students who may be targeted or harassed due to their real or perceived gender identity or expression or sexual orientation.

### Curriculum and Resources

- Create a preventative anti-bullying strategy that specifically strives to eliminate LGBTQ gender-based bullying.
- Observe and celebrate events that raise awareness about gender-related oppression (sexism, homophobia, heterosexism, transphobia). Examples include: the Day of Pink and the Trans Day of Remembrance.
- Support the creation of a Gay-Straight Alliance (Gender-Sexuality Alliance) in your school that includes all LGTBQ and trans, two-spirit and gender expansive students.
- Provide funding for fiction and non-fiction library resources that contain positive messages about gender diversity and sexual orientation.
- Evaluate school curriculum for LGBTQ inclusive units and language. Integrate content about trans, two-spirit and gender expansive people into the school curriculum, including family life and sexual health education programs.

### Events that raise awareness about LGBTQ and gender related oppression

- Day of Pink (February or April – date varies)
- International Women’s Day (March 8)
- Day of Silence (April, date varies)
- International Day Against Homophobia & Transphobia (May 17)
- Trans Day of Remembrance (November 20)
- Human Rights Day (December 10)
- See BCTF Social Justice Calendar

*[bctf.ca/uploadedFiles/Public/SocialJustice/SJCalendar.pdf](http://bctf.ca/uploadedFiles/Public/SocialJustice/SJCalendar.pdf)*

Adapted from *The Gender Spectrum: What Educators Need to Know*. Pride Education Network (PEN). [www.pridenet.ca](http://www.pridenet.ca)

## Resources

### LGBTQ Organizations and Resources

- Egale Canada Human Rights Trust. A charitable organization with a number of surveys, including the first Canadian climate survey on LGBTQ+ issues called *Every Class in Every School* and *Every Teacher Project: On LGBTQ-Inclusive Education in Canada's K–12 Schools Final Report*. They have just produced a Supporting Your Gender Diverse Child handbook. Numerous resources, programs and a comprehensive guide to starting a GSA are available as well.  
[www.egale.ca](http://www.egale.ca)  
[www.egale.ca/portfolio/mygsa](http://www.egale.ca/portfolio/mygsa)
- GLSEN works to ensure that LGBTQ+ students are able to learn and grow in a school environment free from bullying and harassment. GLSEN provides resources, professional development materials and tool kits with lesson plans on many topics. Lessons are available on bullying, bias and diversity, LGBTQ inclusive curricula, and how to start a GSA. US-based study.  
[www.glsen.org](http://www.glsen.org)
- The 519 provides support for LGBTQ+ adults and youth in Toronto. They promote inclusion, understanding and respect. A variety of information sheets on trans issues are available through their Gender Identity and Gender Expression toolkit. Find Hear It! Stop It! posters (intermediate and secondary), and ideas for youth programs on their website.  
[www.the519.org](http://www.the519.org)
- Out In Schools is BC's education program that uses film and video with facilitated group discussion to engage students on issues of homophobia, transphobia and bullying. Provides workshops for students and schools and can discuss possible funding options.  
[www.outinschools.com](http://www.outinschools.com)
- PFLAG (Parents, Families, Friends of Lesbians And Gays) Vancouver. A Canadian organization with provincial groups. Support for anyone with LGBTQ+ family members/friends and links to resources and groups.  
[www.pflagvancouver.ca](http://www.pflagvancouver.ca) (local contact)
- Pride Education Network (PEN) offers resources and lesson plans for teachers, through a number of handbooks: How to form a GSA, How to deal with Namecalling and The Gender Spectrum, which include background information, lessons plans and resources. PEN attempts to keep an updated list of all GSA's across BC.  
[www.pridenet.ca](http://www.pridenet.ca)
- Pridespeaks by QMUNITY provides interactive and accurate, non-judgmental workshops, including: Gender & Family (K–3), Discrimination & Stereotypes (Grades 4–6), Gender & Sexuality 101 and 102 (Grades 7–10). Mostly based in Vancouver but will come out to communities if funding is available.  
[www.qmunity.ca/pridespeaks](http://www.qmunity.ca/pridespeaks)
- Gab Youth Services by QMUNITY provides support, outreach and education for Queer



[www.qmunity.ca](http://www.qmunity.ca)

- SOGI 123 Works with many districts in BC, supports LGBTQ students and works to create safe and inclusive environments for LGBTQ students. The name stands for 1. policy and procedures, 2. inclusive education, 3. curriculum and resources. SOGI 123 provides tools and resources for LGBTQ inclusive education including top book lists for 2017 and best in film/videos for schools.

[www.sogieducation.org](http://www.sogieducation.org)

- Trans Alliance Society (TAS) A province-wide organization for all trans people, allies, and professionals. TAS is devoted to personal development, promoting understanding of trans culture, building a sense of community and removing barriers that negatively impact trans people. This site offers news, events, workshops, and outreach services.

[www.transalliancesociety.org](http://www.transalliancesociety.org)

- Urban Native Youth Association (UNYA) supports two-spirited Aboriginal youth.

[www.unya.bc.ca](http://www.unya.bc.ca)

- Vancouver Pride Society supports diversity and celebration of the unique spirit and culture of the LGBTQ2+ community by producing quality, inclusive events such as the Vancouver Pride Parade.

[www.vancouverpride.ca](http://www.vancouverpride.ca)

## **LGBTQ Teaching resources and Lesson Plans**

- BCTF Social Justice  
LGBTQ+ issues in schools, lesson plans, posters, resource lists, workshop topics, lists of books and videos that can be used in schools.

[bctf.ca/SocialJustice.aspx?id=6106](http://bctf.ca/SocialJustice.aspx?id=6106)

- All Families Welcome Resources

[bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/AllFamiliesWelcomeResources.pdf](http://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/AllFamiliesWelcomeResources.pdf)

- Name Calling Handbook, Gender Spectrum Handbook, GSA Handbook

[www.pridenet.ca/resources](http://www.pridenet.ca/resources)

- Safe Schools Coalition: Transgender and Gender Variant Children and Youth  
[www.safeschoolscoalition.org/RG-gender\\_nonconforming\\_trans\\_youth.html](http://www.safeschoolscoalition.org/RG-gender_nonconforming_trans_youth.html)

- Safe and Caring Schools For Transgender Students: A Guide for Teachers

[www.safeandcaring.ca/wp-content/uploads/2013/08/Transgender-Booklet\\_Web-Booklet.pdf](http://www.safeandcaring.ca/wp-content/uploads/2013/08/Transgender-Booklet_Web-Booklet.pdf)

- Supporting Transgender and Gender Nonconforming Students: Teacher Webinar

[www.glsen.org/article/educators-support-trans-and-gnc-students](http://www.glsen.org/article/educators-support-trans-and-gnc-students)

- It's *Still* Elementary curriculum guide featuring lessons on how to deal with LGBTQ issues in the classroom. DVD and guide can be ordered together.

[groundspark.org/our-films-and-campaigns/elementary/ie\\_curric](http://groundspark.org/our-films-and-campaigns/elementary/ie_curric)

[bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/BrokebackMtn.pdf](http://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/BrokebackMtn.pdf)

- 10 Things you can say or do when you hear “That’s so gay!”  
[bctf.ca/SocialJustice.aspx?id=6120](http://bctf.ca/SocialJustice.aspx?id=6120)
- Gender Variance Lesson Plan – a British lesson for secondary students  
[www.lgbthistorymonth.org.uk/documents/LessonPlan-GenderVariance.pdf](http://www.lgbthistorymonth.org.uk/documents/LessonPlan-GenderVariance.pdf)

## **Book Lists, Films and Videos**

- Elementary (K–3): [www.familyequality.org/asset/nx4fse/July-Early-Elementary-Book-Nook-List.pdf](http://www.familyequality.org/asset/nx4fse/July-Early-Elementary-Book-Nook-List.pdf)
- Middle Grades (4–8): [www.familyequality.org/asset/cj6q60/July-Middle-Grades-Book-Nook-List.pdf](http://www.familyequality.org/asset/cj6q60/July-Middle-Grades-Book-Nook-List.pdf)
- Young Adult (Grades 9+): [www.familyequality.org/asset/d8jhvg/July-Young-Adult-Book-Nook-List.pdf](http://www.familyequality.org/asset/d8jhvg/July-Young-Adult-Book-Nook-List.pdf)
- LGBTQ books for children and teens-ALA rainbow lists-2016:  
<http://glbtrt.ala.org/rainbowbooks/archives/1207>
- BCTF social Justice, LGBTQ book lists  
[bctf.ca/SocialJustice.aspx?id=17990](http://bctf.ca/SocialJustice.aspx?id=17990)

## **Film & Video Lists:**

SOGI 123-The Best in Film and Video to Spark Engaging Discussions on Sexual Orientation and Gender Identity  
[www.sogieducation.org](http://www.sogieducation.org) Find Film & Video under Curriculum subheading

BCTF social justice, LGBTQ video resources. The videos listed can be borrowed from the BCTF library.  
[www.bctf.ca/SocialJustice.aspx?id=21294#lgbtq](http://www.bctf.ca/SocialJustice.aspx?id=21294#lgbtq)