SPORTS INCLUSION

A Supportive Guidebook for LGBTQ2S+ Athletes and Becoming a Better Ally in the Sports World
ABOUT US

The Canadian Centre for Gender and Sexual Diversity (CCGSD)
intersectionally promotes diversity in gender identity, gender expression, and romantic and/or sexual orientation in all its forms. CCGSD does so on a national level through services in the areas of education, health, and advocacy. Our resources and programming can be used to uplift gender and sexual minorities, as well as provide the tools to wider populations for building allyship.

As a leader in anti-discrimination work, CCGSD runs programming all over Canada and the United States. Thanks to our hundreds of volunteers, we are able to annually reach over 250,000 people. We are also a proud leader in the International Day of Pink (DayOfPink.org), engaging millions of people who both wear pink and run programs that stand up to bullying. We encourage you to find out more about CCGSD & the International Day of Pink, and get involved in making your community a safer and more diverse place.

About the Sports Inclusion Program

The Sports Inclusion Program at the Canadian Centre for Gender & Sexual Diversity aims to challenge homophobia and transphobia in athletics – to make sports a more accepting and inclusive pastime for all athletes, regardless of sexual orientation and/or gender identity.

We are working with amateur and recreational sports leagues, gym classes, schools and community groups (etc) all around Ontario to increase awareness and understanding about LGBTQ2S+ issues in sports. We believe everybody is affected by hetero- and cis-sexism in athletics, not only queer and trans people – so we hope to collaborate with sportspeople and trainers throughout the province to create action plans on how to combat ignorance, reduce bigotry, and improve the atmosphere of inclusivity in athletics.

What We Do

Through our resources and educational workshops, we aim to spread awareness of homophobia and transphobia in sport, promote inclusion, and support LGBTQ2S+ athletes.
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Our training services are built to educate sports organizations, athletes, coaches, parents, and fans on issues facing the LGBTQ2S+ community in sports. This includes training on LGBTQ2S+ terminology, the history of LGBTQ2+ exclusion in sport, barriers the LGBTQ2S+ community faces, and information on how to break down those barriers.
THE SPORTS ENVIRONMENT

Who is this booklet for?

This booklet aims to support anyone in the sports industry; whether it be sport clubs, organizations, athletes, coaches, staff, or anyone involved in the sports world. This is for anyone struggling with the confidence of coming out or being who you are; and it is for anyone who is trying to support a teammate or coaching staff, this book is for you. That being said, if you are a parent looking to help your child or make a positive change in your community, you will benefit. This booklet is a reference guide with the goal of spreading awareness on the issues that LGBTQ2S+ people face in the world of sports. Athletes have often had to endure a toxic cultural attitude that forced LGBTQ2S+ athletes further into the closet, including homophobia in locker rooms.
### GENDER VERIFICATION TESTING TIMELINE

- **1936**: Gender Verification Testing (GVT) was proposed after the Berlin Olympics due to fears that men would masquerade as women to have an advantage over female athletes.

- **1936**: United States runner Helen Stephens won an Olympic gold medal for the 100-meter sprint beating Polish runner Stella Walsh. Her gender identity is challenged because of her appearance and athletic performance but tests revealed that she was a female.

- **1968**: Mandatory GVT in the form of chromosome testing was introduced to the Olympic Games for all female athletes. Following its introduction, intersex people were routinely kicked out of competition and publicly shamed.

- **1976**: Renee Richards was denied entry into the 1976 US Open by the US Tennis Association, which had begun to require genetic screening for female players that year. She disputed this policy, and the New York Supreme Court ruled in her favor in 1977.

- **1986**: Maria Martinez-Patino, a Spanish hurdler, was stripped of her medals and banned from competing after failing a GVT. She fought the ruling and won, allowing her to compete again.

- **1999**: The International Olympic Committee (IOC) ends mandatory GVT, switching to a case-by-case model.

- **2004**: IOC allows trans athletes to compete in a decision known as the Stockholm Consensus.

- **2006**: Indian runner Santhi Soundarajan was stripped of the Asian Games women’s 800m silver medal after failing a sex verification test.

- **2008**: The Washington Interscholastic Activities Association enacts the first statewide policy enabling the participation of transgender athletes in high school sports according to their identified gender.

- **2013**: A report is released stating that four athletes from developing nations were subjected to partial clitoridectomies and gonadectomized, following GVTs that suggested they were intersex.

- **2014**: Dutee Chand was let go from the 2014 Commonwealth Games, as the Athletic Federation of India stated that hyperandrogenism made her ineligible to compete as...
Sex Verification Testings began in 1950s with the International Association of Athletics Federation (IAAF), using physical examination in response to the harmful trope that males, were impersonating women or that masculine women were male. At the Olympics, testing was introduced in 1968 and began by focusing on physical anatomy. Moving into the 1970s, the standard for GVT became chromosomes (Barr Body Test) and then eventually moved into measuring hormone levels, specifically testosterone in athletes. Focus on biological sex markers was also reflected in naming, as the term Sex-Verification-Testing was used throughout the 20th century and was only replaced recently by GVT. The long history of GVT in international sports has focused almost exclusively on female athletes, trans athletes, and intersex athletes. No male athletes have ever been barred from international competition because of higher than average levels of testosterone, although the same is not true for trans or intersex athletes.

Caster Semenya
OUT ATHLETES TIMELINE

- **1976**: John Curry, a British figure skater, became the first openly gay athlete to win Olympic gold

- **1982**: The first Gay Games was started by Tom Waddell in San Francisco

- **1990**: The largest sporting event in the world of the year was the third Gay Games, held in Vancouver, BC.

- **1993**: Mark Tewksbury and Marc Leduc (Canadian Boxer) both gave interviews about their homosexuality to CBC Radio, although these interviews were given anonymously and recorded through voice filters

- **1995**: Ian Roberts, one of Australia’s most popular rugby players, came out as gay. He is the first major Australian athlete to come out

- **1998**: Mark Tewsbury (Canadian Olympic Swimmer Gold Medalist) officially came out as gay, and lost a six-figure contract as a motivational speaker because he was “too openly gay”

- **2000**: Openly gay Robert Dover is elected captain of U.S. Olympic Equestrian Team (re-elected 5 times)

- **2004**: ESPN hires openly gay reporter LZ Granderson

- **2006**: Keelin Godsey comes out as transgender and is the first openly transgender student. First openly transgender student athlete to compete in NCAA sports

- **2009**: Following Caster Semenya’s victory at the 2009 World Championship, she was subjected to GVT and withdrawn from all international competition until 2010

- **2010**: The Vancouver Olympic Games host their first ever Pride House - a space dedicated to LGBTQ2S+ athletes, coaches, and fans

- **2011**: The NBA, NHL, NFL, and MBA adopt a nondiscrimination policy that includes sexual orientation

- **2013**: 4 Athletes reported to have been sterilized because they were intersex
The Gender Elephant is an educational tool that can be used by anyone to help learn and teach the concepts of gender identity, gender expression, sex, physical attraction, and romantic attraction.

To learn more, go to ccgsd-ccdgs.org
TERMINOLOGY

Please keep in mind that vocabulary is always changing. Though efforts have been made throughout this book to ensure it is inclusive and respectful, we acknowledge that language may have evolved since the creation of this document.

Aromantic someone who experiences little to no romantic attraction

Asexual someone who has little or no sexual attraction or desire to engage in sexual activity. Note that asexual people are different than those with sexual dysfunction or those who choose celibacy

Bisexual someone who is attracted to people of both their own and other genders

Cisgender someone whose gender identity and expression align with their sex assigned at birth.

Curious/Questioning someone who is unsure of or in the process of exploring their sexual orientation or gender identity

Gay Is a man who is attracted to other men is usually referred to as gay.

Genderqueer an umbrella term for transgressive or non-conforming gender identities

Gender Expression how an individual communicates their gender to others via physical appearance, behaviour, and mannerisms

Gender Identity someone’s internal understanding of who they are. For example, a person knows themself to be a boy/man/male, a girl/woman/female, a gender other than male or female, or mixture of genders

Asexual someone who has little or no sexual attraction or desire to engage in sexual activity. Note that asexual people are different than those with sexual dysfunction or those who choose celibacy

Aromantic someone who experiences little to no romantic attraction
TERMINOLOGY CONTINUED...

Please keep in mind that vocabulary is always changing. Though efforts have been made throughout this book to ensure it is inclusive and respectful, we acknowledge that language may have evolved since

**Homosexual** someone who identifies as homosexual is a person who is romantically, emotionally and physically attracted to individuals who identify as the same gender with which they identify.

**Intersex** someone whose biology cannot be classified as exclusively male or female due to the naturally-occurring presence of both male and female traits (i.e. any combination of internal or external reproductive structures, chromosomes, genes, hormones, etc.)

**Lesbian** is a woman who is attracted to other women and may prefer to be called a lesbian.

**Nonbinary** someone who does not identify within the binary system of male or female.

**Pansexual** is a person who is attracted to others regardless of sex or gender. This includes attraction to people who identify as male, female, transgender, intersex, genderqueer or anything in between.

**Queer** the term was reclaimed by the LGBTQ2S+ community and is now used to describe all people who do not fit a heterosexual orientation. As the term has its roots as a slur, someone should not be called queer without their consent.
TERMINOLOGY
CONTINUED...

Please keep in mind that vocabulary is always changing. Though efforts have been made throughout this book to ensure it is inclusive and respectful, we acknowledge that language may have evolved since the creation of this document.

**Sex** typically assigned at birth based on the appearance of external genitalia. It refers to a person’s biological status and is typically categorized as male, female, or intersex. There become a number of indicators of biological sex, including the sex chromosomes, internal reproductive organs, as well as external genitalia.

**Sexual Orientation** a term that describes a person’s sexual, emotional, or romantic attraction, as well as the gender(s) of the people they are attracted to. Sexual orientation differs from gender identity in that gender identity describes a person’s psychological identification with a particular gender, rather than their attraction to people.

**Straight/Heterosexual** is a person who is romantically, physically, and emotionally attracted to people at the other end of the gender binary.

**Trans** an umbrella term that incorporates that is used to define the full range of people whose gender identity and gender role do not conform to that they associate their sex assigned at birth.

**Transphobia** intense dislike of or prejudice against transsexual or transgender people.

**Trans Misogyny** discrimination or prejudice against transgender women.

**Two Spirit** an indigenous term used to describe people who embody both feminine and masculine spirits. Two spirit can be used to describe both sexual orientation and gender identity.
HETEROSEXISM is the discrimination or prejudice against those who are attracted to the same gender (i.e. homosexuals, bisexuals, etc.), with the assumption that heterosexuality is the norm sexual orientation (Shaw, 2010).

Heterosexism actions and beliefs are exceptionally common in sports and unfortunately have a negative impact on all parties involved. There is a high silence concerning the LGBTQ2S+ athletes existing in sports and there are coaches who treat them as being invisible, as it may bring negative attention to their team.

There are indeed organizations who are working to create cultures of inclusion in sports settings; cultures where all athletes are accepted and treated equally regardless of their sexual orientation or gender identity.
CISSEXISM is prejudice and discrimination against trans people.

Cissexism is particularly rampant in sports. Trans athletes face many barriers to participating in sports such as gendered changing rooms and being unwelcome to participate in certain leagues or teams.

Many sports are into men’s and women’s divisions based on the concept of the gender binary. This is a barrier to people who may fit into society’s cisnormative expectations of male and female and those whose identities fall outside this binary model. Moreover, cissexism especially targets trans women and trans feminine spectrum people who face tremendous amount of scrutiny and discrimination.

There are many obstacles that need to be faced as we work towards building a sports world that is more inclusive and welcoming.
Definition of sport:

An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.

During Sochi Olympics, Google released this statement:

“*The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind... Which requires mutual understanding with a spirit of friendship, solidarity and fair play.*”

In sports, anti-LGBTQ2S+ name calling, taunting, and bullying are often seen as part of the game and culture. Stereotypes about gender and sexuality are rampant; for instance, female athletes are assumed to be masculine lesbians, gay men are seen as too feminine to be athletes, and trans women are deceptive. Stereotypes like these prevent people from living authentically and being open about their sexuality and/or gender identity.
SAFE SPACE:

A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

Many LGBTQ2S+ athletes consider bathrooms, locker rooms, gyms, fields, courts, and rinks as unsafe spaces.

Many athletes see their sport as a “get away,” where they can free themselves from the stresses of day-to-day life. This sense of escape and relief is compromised when basic aspects, such as bathrooms, are not welcoming.

CHALLENGES LGBTQ2S+ PEOPLE FACE:

- Fear of coming out
- Lack of acceptance from their surroundings
- Lack of support from their community or teammates
- The media brings negative attention
- Coming out may risk losing their contract as an athlete

QUESTIONS WE MUST ASK:

- What are we doing as a community to create a more welcoming space?
- What steps do we take to create a safer space for LGBTQ2S+ athletes?
- What are we doing to show and support pride?
- Are we looking for ways to improve this matter or settling with how it is now?
- Do you outreach to LGBTQ2S+ communities?
LOCKER ROOM

Locker rooms are more than just a place where athletes prepare for games and practices. A locker room consists of many people in various stages of undress and is therefore a very intimate and vulnerable environment. Many people feel insecure about their body’s size or shape in these spaces.

The intimate nature of a locker room can make some feel uncomfortable and feel the need to reaffirm their heterosexuality by making sexual comments about the opposite sex and using homophobic language. Although this is especially rampant in male locker rooms, it is common in both male and female locker rooms.

The presence of an LGBTQ2S-identified athlete can amplify these feelings of discomfort if the heterosexual athlete is afraid their teammate is “checking them out.” This fear is rooted in stereotypes of LGBTQ2+ people as hypersexual and predatory.

Often, society forgets that LGBTQ2S athletes’ brains function the same as non-LGBTQ2S+ athletes. In the locker room, their thoughts will be preoccupied with assessing their performance during the game, whether or not they worked hard enough at practice, or how long their injury may take to heal. LGBTQ2S+ athletes are there for a simple reason: to play the sport they love, not to benefit from the locker room.

All locker rooms should have an accommodation for any athletes who want privacy for any reason. That means access to a closed bathroom and shower with a curtain, etc.
This section addresses the unique needs and experiences of people who identify as trans or have trans experiences.

**Pronouns**
Sharing personal pronouns is best practice if you intend on addressing someone without using their name. An easy way to do this is by saying: “Hi, my name is _____ and I use _______ pronouns. What about you?”

Always use and respect the pronouns a person uses, whether they are around of not. In general, try to use gender neutral language when speaking about people whose pronouns have not been explicitly shared; these include they, them, theirs, partner, folks, everybody, etc.”
Privacy
Always use and respect the pronouns a person uses, whether they are around of not. In general, try to use gender neutral language when speaking about people whose pronouns have not been explicitly shared; these include they, them, theirs, partner, folks, everybody, etc.” Though you may be curious, these are questions that invade a trans person’s privacy and should never be asked:

- How they have sex
- What their genitals look like
- Whether they are on hormones
- Whether they are going to have surgery
- Whether you can give them advice about how they can “pass” better

Privilege and Self-Education
If you are not trans, recognize the privileges and opportunities you have in your life that are not granted to trans people. Also, recognize and challenge subconscious bias and prejudices that you may have internalized; this also means looking critically at spaces, language, and research. Keep in mind that all trans people are unique and the intersections between all their identities (i.e. gender, race, class, etc.) can result in compounding discriminations. Be careful not to tokenize trans people or say your organization or space is trans-inclusive if you have not put in the work or do not have the resources to support the claim. Finally, self-education is important; do not expect trans people to use their time and energy educating you.

Trans Ally

What’s an Ally:
An ally is someone who supports and advocates for the equal treatment of a community other than their own. Allies use their position of privilege to amplify the voices of marginalized people and raise awareness of injustice.
Five Steps to Becoming a Good Ally:

LISTEN MORE, TALK LESS
When advocating for a cause, if those have personal, lived experience can advocate for themselves, they should be the ones to speak. Do not talk about minority or marginalized group that you are not a part of unless they are not present in the conversation when speaking up for the group is necessary, or someone who is a part of the said group has asked you to speak on their behalf. If you feel that there needs to be a dialogue about a marginalised group, if possible invite members of that group to hold that discussion.

UNDERSTAND YOUR PRIVILEGE
Everyone comes from a different background, and it is important to recognize that because of experience everyone holds privilege. Privilege is not inherently bad but should be understood. It does not mean that you have an easy life, nor does it mean that you are a bad person. It means that in whatever situation you find yourself in, a person of less privileged will have it harder. Being a queer person is hard, being a queer person of color is harder. Being a woman is hard, being a trans woman is harder.

ALWAYS ASK, NEVER ASSUME
It is important to remember: Identity and outward appearance don’t always match. You can never tell somebody’s identity by their appearance, who they spend time or do not spend time with, or rumors about the person. Asking a person about their identity is the only way to learn about it. If they do not wish to talk about it with you, that is their right as well.

ALLYSHIP SHINES IN ACTIONS
Saying that you are an ally means very little if you do not follow your words with actions. If a person hurts themself, it is more helpful to call emergency services (and perform first aid if you are qualified), rather than shouting about how hurt they are. Any person could choose to speak, but a true ally acts.

LEARN FROM MISTAKES
Everyone in this world has made a few mistakes in their lives. When a person calls you in or asks you to change something that you are doing or saying, it isn’t about you as a person. Instead, they are giving you an opportunity to become a better human, and a better ally. Accept their critiques, try to change your behaviour, and move forward. If they are willing to educate you, it is a fantastic opportunity to learn.
How to be an Ally:
Becoming an ally to transgender and non-binary people is an ongoing process. The following are several tips that can be used as you move forward in becoming a better ally. This list isn’t exhaustive but will provide you with a starting place as you learn more about gender identities and presentations.

You cannot assume that you know someone’s gender identity by looking at them. Do not assume that all trans people have the same transition goals and want to take hormones and/or have surgery. Not all trans people identify as one of the binary genders defined by Western ideology.

Confidentiality:
Respect other’s privacy and never out someone without their consent; this can put them in danger and/or invalidate their identity. This includes being cautious not to talk about trans issues with them in non-private settings or informing a third party about their trans status.

Tips for Trans and Non-Binary Allies:
(Adapted from the 2018 Lush Trans Ally Guide)
- Don’t Tolerate Disrespect;
- Respect Pronouns
- Be Patient with those questioning their gender identity
- Don’t police public restrooms
- Listen to trans Voices
- Don’t assume you can tell if someone is transgender
- Be careful about confidentiality, disclosure and outing
- Use gender-neutral language
- Keep it appropriate
As an athlete, you will encounter teammates, opponents, and/or coaches who identify as part of the LGBTQ2S+ community. It is important to remember that their sexual orientation or gender identity does not define them or change them as an athlete.

Educating yourself on this topic and learning how to create safe space can help you support a teammate and friend who may be in need of someone to talk to. Not all LGBTQ2S+ individuals feel comfortable disclosing their sexual orientation or gender identity because they feel that they will not be accepted or supported.

Pro-actively creating a positive space sends a strong message that you and the team is welcoming and nonjudgmental. This might be enough for a teammate or coach to feel safe and comfortable coming out and disclosing their sexual orientation or gender identity.
As a coach, you have many responsibilities, obligations, and requirements on the field and off. Many athletes look to their coaches for guidance in their sport and in life. Coaches are also responsible for creating a positive environment that is safe and respectful for all team members.

Many of the skills taught in sports, such as self-discipline, determination, and teamwork, can be applied to everyday life. Simple tasks such as arriving on time to practices and games emphasize the importance of punctuality and can be transferred to arriving on time for school or work. The hard work, goal setting, and self-improvement that athletes develop is a major life skill that can be applied to getting better grades at school or a promotion at work. Coaches provide the scaffold needed for athletes to better themselves and are there to support them during tough times. As a coach, you have a duty to care for and guide your athletes equally, regardless of their sexual orientation or gender identity.
The world of sports should be as inclusive as possible. With the help of parents and spreading awareness, we can help create the sports environment that is more inclusive for the LGBTQ2S+ community. One’s sexuality or gender should not define whether they have the opportunity to participate in sports. The acceptance levels of parents and family towards the LGBTQ2+ community (whether negative, positive, or somewhere in between) plays a huge role in a person’s coming out journey; often, parents do not realize how critical their reaction is to their child’s wellbeing.

Here are a few things parents can do to help support their LGBTQ2+ child in sports:

**Educate yourself**

Due to the amount of myths and misinformation out there about LGBTQ2+ people, it is normal to have many questions! Not everyone has or wants to use their time and energy to educate others - especially if they have to repeat the same explanation over and over again. Self-education is key! Look for reputable sources (such as cccgsd-ccdgs.org or pflag.ca) to help you understand what your child might be experiencing, define unfamiliar vocabulary, and answer questions you might have. Having a basic understanding of the concepts and knowing the correct terminology will help you better communicate with your child!
Deal with your feelings
Learning that your child is a part of the LGBTQ2+ community might leave you feeling confused or uncomfortable. Recognizing these emotions and processing them honestly and with self-compassion is important to working through them; suppressing or “bottling up” emotions can lead to resentment or a larger blow up later on. Remember that they are the same beautiful and kind person that they were before they came out - the only difference is now they are able to live authentically and comfortably be themselves.

Educate others
With the consent of your child (they may not be “out” to everyone in their life!), advocating on behalf of LGBTQ2+ people and spreading awareness can go a long way. Educating others can help others better understand LGBTQ2+ people and make the environment more welcoming and inclusive. This can look like reminding others of the pronouns someone uses, encouraging folks to use gender-neutral language, or correcting myths and false information.

Talk and Listen
It is essential for parents to talk and listen to what their child is saying - explicitly or implicitly. Actively listening to your child’s experiences, hopes, fears, etc. shows that you care and are interested in them. This will make your child feel comfortable and encourage them to be open with you.

Provide Support
Providing support is an important aspect, as that creates the opportunity for your child to feel safe approaching you with any concerning topics they may have, or for any general questions. It will also allow your child to know you are protecting them, and standing by who they are.
**Stand up for the community**

Being an ally for the LGBTQ2+ community and goes a long way. Consider showing your pride and supporting your child by displaying a flag in your spaces, intervening when you see homophobic/transphobic harassment or bullying, or even attending pride events with your child!

**HOW CAN WE CREATE A POSITIVE SPACE?**

These are very basic easy steps we can start to include and incorporate within our sports environments.

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<th>Creation and implementation of LGBTQ2S+ Inclusivity policy</th>
<th>Put up “Positive Space” stickers or posters</th>
<th>LGBTQ2S+ training for all team and facility members</th>
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<td>Spread awareness and promote gender neutral language</td>
<td>Have clear trans and non-binary inclusion solutions</td>
<td>Create universal spaces such as bathrooms and locker rooms etc.</td>
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*In order for an athlete to compete at their highest level, I believe it’s important to have a high level of self-worth and confidence. When you are in an environment that accepts you regardless of race, age, religious affiliation or sexual orientation, then and only can an athlete really push the limits in competition. I realize there is a separation between what we do and who we are but the second we feel as though we have something to hide, our performance suffers. This is the best I have ever played and I think it’s a direct reflection of being proud of who I am, on and off the field.*

— Erin McLeod —

Goalkeeper and Olympic Bronze Medalist
Canada’s Women’s Soccer Team in London 2012
RESOURCES
(TAKEN FROM CAAWS)
http://www.caaws-homophobiainsport.ca/e/resources_others/useful_websites.cfm

**You Can Play** [http://youcanplayproject.org/](http://youcanplayproject.org/) You Can Play is dedicated to ensuring equality, respect and safely for all athletes, without regard to sexual orientation. You Can Play works to guarantee that athletes are given a fair opportunity to compete, judged by other athletes and fans alike, only by what they contribute to the sport or their team’s success. You Can Play seeks to challenge the culture of locker rooms and spectator areas by focusing only on an athlete’s skills, work ethic and competitive spirit.

**LGBT Issues In Sport Blog** [http://stream.goodwin.drexel.edu/lgbtsportresearchnet/](http://stream.goodwin.drexel.edu/lgbtsportresearchnet/) The website provides public access to research focusing on LGBT issues in sport, with the goal of turning theory into practice in order to make sport more inclusive for lesbian, gay, bisexual and transgender individuals. The site also serves as a resource for sharing research that has been vetted through peer-reviewed processes to facilitate a greater awareness of work being done in this field, and connect researchers and activities in order to impact public policy and education.

**2-Spirited People of the 1st Nations** ([www.2spirits.com](http://www.2spirits.com)) is a non-profit social services organization whose membership consists of Aboriginal gay, lesbian, bisexual, and transgender people in Toronto. The 2-Spirits organization’s programs and services includes: HIV/AIDS education, outreach, prevention, support and counseling for 2-spirited people and others living and affected by HIV/AIDS.

**AlterHeros** ([www.alterheros.com](http://www.alterheros.com)) is an incorporated non-profit organization with a mission to facilitate the social and community integration of gay, lesbian, bisexual and trans youth by: informing and educating, providing aid and support, and creating a community. It is a bilingual website.

**The Canadian Rainbow Health Coalition** ([www.rainbowhealth.ca](http://www.rainbowhealth.ca)) is a national organization whose objective is to address the various health and wellness issues that people who have sexual and emotional relationships with people of the same gender, or a gender identity that does not conform to the identity assigned to them at birth, encounter. It is a bilingual website.

**Égale Canada** ([www.egale.ca](http://www.egale.ca)) is a national organization that advances equality and justice for lesbian, gay, bisexual, and trans-identified people and their families across Canada.

**The Federation of Gay Games** ([www.gaygames.com](http://www.gaygames.com)) is the umbrella organisation responsible for managing the pre-eminent international LGBT sports and cultural event, the quadrennial Gay Games.

**Fondation Émergence** ([www.homophobiaaday.org](http://www.homophobiaaday.org)) took on the mission to foster the personal development of gay men, lesbians, and people of other sexual diversity, to further their inclusion within society, and to fight prejudice. Fondation Émergence promotes the International Day Against Homophobia, a theme-day set aside for the fight against homophobia.
RESOURCES CONTINUED...

The Gay & Lesbian Athletics Foundation (www.glaf.org) promotes acceptance and visibility of the Gay, Lesbian, Bisexual, and Transgendered (GLBT) athletics community by the following means: providing education; mentoring and training; fostering support networks, promoting positive role models and healthy lifestyles; and, advocating inclusion, recognition, understanding, and respect among all members of the athletic community.

Gay and Lesbian International Sport Association (www.glisa.org) is an international gay and lesbian sport association focused on developing gay and lesbian sport worldwide, advocating for the rights of gays and lesbians in sport, and making all places safe for LGBT athletes to play sport.

Gay, Lesbian, and Straight Education Network (www.glsen.org) is the leading national education organization focused on ensuring safe schools for all students, regardless of sexual orientation or gender identity/expression, and addressing anti-LGBT behaviour and bias in the school community.

GLSEN Sports Project – Changing the Game: http://sports.glsen.org/

Lesbian and Gay Sports (www.lesbianandgaysports.com) is the website of Pat Griffin, author, long-time educator and advocate for social justice in sports. Pat Griffin also publishes a LGBT Sport Blog, providing commentary on lesbian, gay, bisexual and transgender issues in sport - Pat Griffin’s LGBT Sport Blog: (http://ittakesateam.blogspot.com).

Massachusetts Safe Schools Program for Gay and Lesbian Students (www.doe.mass.edu) is a state-wide program founded in 1993 by the Massachusetts Department of Elementary & Secondary Education and the Governor’s Commission on Gay and Lesbian Youth, providing assistance and encouraging schools to offer school-based support and safety for LGBT students.

National Centre for Lesbian Rights (www.nclrights.org) is a national legal organization committed to advancing the civil and human rights of LGBT people and their families. NCLR’s Sports Project aims to level the playing field for LGBT players and coaches through advocacy, public education, and high-profile cases.

Out Proud Olympians (www.o-p-o.org) is a worldwide organization of sportsmen and sportswomen who have participated at the international level of sport. Their mandate is to eliminate homophobia in sport, encourage active healthy living in the LGBT community, and facilitate participation of this group at major sporting events.
RESOURCES CONTINUED...

**Outsports** (www.outsports.com) contains news, features and information on athletes, coaches, sports administrators and even fans who are publicly out.

**Red Card Homophobia** (www.redcardhomophobia.org/) “Keep the game beautiful; give homophobia the red card”

**Positive Space** (www.positivespace.utoronto.ca) is the University of Toronto’s Positive Space Campaign Website. The Positive Space Campaign is a groundbreaking program that identifies safer and more inclusive spaces for lesbian, gay, bisexual, transgender, transsexual, intersexed, queer, questioning and Two-Spirited (LGBTTIQQ2S) students, staff, faculty, alumni and allies at the University of Toronto. More information can also be found here: www.ac-fpeh.com.

**PFLAG Canada** (www.pflagcanada.ca) is a registered charitable organization that provides support, education and resources to parents, families and individuals who have questions or concerns about sexual orientation or gender identity. PFLAG Canada has chapters or contacts in more than 60 communities across Canada. If you are gay, lesbian, bisexual, transgender, transsexual, two-spirited, intersex, queer or questioning, or if you care about someone who is, PFLAG’s compassionate volunteers are ready to help.

**The Blackstripe** (www.qrd.org) provides information and resources for Same Gender Loving and LGBT persons of African descent.

**Deaf Queer Resource Centre** (www.deafqueer.org) is a national nonprofit resource and information center for, by and about the Deaf Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersex and Questioning communities.

**Safe Schools Coalition** (www.safeschoolscoalition.org) is an international public-private partnership in support of lesbian, gay, bisexual and transgender youth that is working to help schools become safe places; also offers a vast collection of tools and resources online.

**Sport in Society** (www.northeastern.edu) uses the power and appeal of sport to foster diversity, prevent violence, and improve the health of local and global communities. Project TEAMWORK is a diversity awareness and conflict resolution program. It equips participants with the skills to defuse potentially violent encounters and value difference, encouraging greater sensitivity among people to the racial, ethnic, sexual orientation, ability, and gender issues impacting their lives.
REFERENCES


