

THE CANADIAN CENTRE FOR
**GENDER+SEXUAL
DIVERSITY**



LE CENTRE CANADIEN DE LA
**DIVERSITÉ DES GENRES
+ DE LA SEXUALITÉ**

Gender and Sexuality Alliance Action Book



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About the Canadian Centre for Gender and Sexual Diversity

Founded in 2005 by Jeremy Dias as Jer's Vision, the Canadian Centre for Gender and Sexual Diversity has since grown to become a leader in anti-discrimination work. CCGSD runs programming all over Canada and the United States. Our hundreds of volunteers enable us to reach over 250,000 people annually! We are also a proud leader in the International Day of Pink (DayOfPink.org), engaging millions of people in wearing pink and in running programs that stand up to bullying. We encourage you to find out more about CCGSD and the International Day of Pink, and get involved in making your community a safer and more diverse place. CCGSD also runs an annual National Gender and Sexuality Alliance Forum in May, the inspiration for this Action Book.

Mandate

The Canadian Centre for Gender and Sexual Diversity was established to support and empower work happening on a collaborative and/or collective level between and within territories, provinces, and nations of peoples such as Canadians, First Nations, Inuit, and Métis. This support comes in the form of educational and arts-based initiatives, research, and resources for schools and communities, ranging from a full day of workshops with ongoing support to week-long training forums with integrated year-long projects as part of its deliverables. The International Day of Pink is part of this programming, where we provide learning kits that make wearing pink a catalyst for change. Lastly, complementary programs facilitated by our Youth Advisory Committee, such as our grants, awards, and scholarships, continue to celebrate the ongoing work already being done in hundreds of communities daily.

In terms of values, the CCGSD is committed to the following values and concepts:

Anti-Oppression

- Accessibility
- Decolonization
- Anti-Racism
- Newcomer Support
- Environmentalism
- Social Justice
- Diversity
- Intersectionality
- Feminism (including Transfeminine Empowerment)
- Non-binary Gender Empowerment

Education

- The Arts
- Evidence-based Research
- Cultural Safety
- Cultural Exchange
- Traditional Teachings
- Ongoing Training
- Peer-to-Peer Learning
- Mentorship
- Community-Led Resources
- Oral Lore

Community

- Local Leadership
- Teamwork
- Empathy
- Compassion
- Honesty
- Connection
- Outreach
- Transparency
- Non-Violent Communication
- Accountability

Letters to Gender and Sexuality Alliances

Hello folks! If you are reading this that means that you are most likely a person involved in your school's Gender and Sexuality Alliance or equivalent (Positive Spaces Club, Rainbow Club, Diversity Alliance, Anti-Bullying Club, Safe Spaces Club, Gay-Straight Alliance, etc.). You may even be in a position of leadership within your GSA and by virtue of being involved in this initiative you are definitely in a position of progressive and inclusive leadership in your school or youth community: congratulations! The prospect of leading, managing, or participating in your group may at times seem vague, abstract, or daunting. What does it mean to run a GSA? What does it mean to be a part of one? What kind of difference is this group going to make and on what sort of scale? Also, what is your part in that?



Rest assured that just by being a part of this initiative in your school you are making a difference in your life and the lives of others around you. Moreover, this Gender and Sexuality Alliance Action Book is designed to give you an understanding of the history of GSAs, a basic understanding of how they work, concrete action steps and activities that you can do with your GSA, and a calendar of Days of Significance throughout the year that your GSA can celebrate or commemorate along with easy suggestions for how to do so.

This Action Book was inspired by the youth from across the country that myself and the rest of the team from the Canadian Centre for Gender and Sexual Diversity have worked with over the past three years at the Gender and Sexuality Alliance Forum held every May. Youth that through their passion, dedication, desire to learn and heal, and love for their peers and communities have begun to make their worlds, and ours by virtue of being able to work with them, brighter places. The Gender and Sexuality Alliance Action Book is a response to the needs and questions of these youth, as well as a reflection of the ideas and actions that they have shared with their peers in the context of our Forums. Designed to be a jumping-off point, we hope that this Action Book inspires you and your group to think intersectionally and creatively. Not all activities will work for all groups and some may require modifications in order to be the best fit for your school or your community. Even better, these pages may help you to develop new and innovative ways to engage your group members, school, and other youth communities.

On behalf of the Canadian Centre for Gender and Sexual Diversity I want to thank all my colleagues and the youth that have contributed to these pages as well as wish you the greatest success in all your endeavours, events, and projects through your GSA!

Sincerely,



Sarah Littisha Jansen, Gender and Sexuality Alliance Forum Coordinator
Pronouns: She/Her



Letters to Gender and Sexuality Alliances



Dear GSA Member, thank you for your participation in your school's GSA. Know that by being part of this alliance, you are part of the larger movement for gender and sexuality minority (GSM) emancipation and the even larger movement for a sustainable relationship with the earth, the promotion of human rights and responsibilities, social and economic justice, and a culture of peace. There is so much work to be done before GSM are truly liberated in Canada and around the world, and before we can begin doing this work as GSAs, we must acknowledge three things:

Firstly, we must acknowledge the tireless efforts of the activists that come before us and the accepting ways of the cultures that come before them. It is the bravery of activists who were open about who they were, despite the social and legal consequences that accompanied that openness at the time, that have given many of us GSM folks the rights we enjoy in Canada today. Looking further back, we must understand that gender and sexual diversity have existed throughout human history, and that the peoples Indigenous to the land we are on, Turtle Island (North America), accepted and celebrated this diversity. It is because of colonialism that this movement needs to be taking place on this land at all.

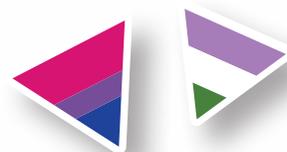
Secondly, we must acknowledge the work still to be done. The contemporary movement for GSM rights has left behind, pushed aside, forgotten, and invisibilized many GSM folks; homeless youth, people of colour, religious minorities, and disabled people, among others, face unique challenges that have yet to be addressed. In your work as a GSA, it is crucial that you are consciously and actively inclusive of these, and all, communities.

Finally, we must acknowledge that global change begins with personal change. We must confront our own prejudicial attitudes and biased behaviours based on systems of sexism, racism, colonialism, heterosexism, cissexism, ableism, and classism. Ask yourself: *How do I contribute to these structures by oppressing others or myself (i.e., internalization)? How do I privilege from these systems? How can I use that privilege to empower others?* Understanding the ways you contribute to and privilege from these structures will inform your approaches in working with other students who also contribute to or privilege from these same structures.

So, while you sit in your meeting room, in a small circle of three or a large circle of thirty, know that you are part of something bigger. Understand your important place in this movement for emancipation and never lose hope for a more peaceful and colourful world.

A handwritten signature in black ink that reads "W Fajarczuk".

William Theodore Fajarczuk, Education Intern
Pronouns: He/Him



History of GSAs

GSA originally stood for 'Gay-Straight Alliance,' though the Canadian Centre for Gender and Sexual Diversity now uses the acronym to stand for 'Gender and Sexuality Alliance' for reasons of inclusivity. Gay-Straight Alliances formed in the United States of America after being inspired by Project 10, which was an initiative that started in Los Angeles in 1984. It was started in Fairfax High School of the Los Angeles Unified School District with the aim of creating programming for GLBTQ youth that centered on education, reduction of physical and verbal abuse, suicide prevention, and the dissemination of accurate HIV/AIDS information. Most Project 10 facilitators were heterosexual, but there was no effort to include heterosexual youth into the programming that encouraged a reduction of high-risk behaviours such as alcohol and drug use or high-risk sex practices.

The first school-based groups to actually call themselves 'Gay-Straight Alliances' formed in 1988-1989 at two Massachusetts private schools: the Phillips Academy in Andover and the Concord Academy in Concord. From there, three key events catalyzed the spread of the GSA movement. Firstly, in 1993 the GSA model was adopted by the State of Massachusetts Safe Schools Program. This is due in large part to the work of the faculty advisor for the Phillips Academy GSA, who conducted workshops about the Gay-Straight model throughout Massachusetts.



The tragic murder of Matthew Shepard in 1998, an openly gay student at the University of Wyoming, underscored the need for GSAs and numbers increased in response. Finally, in 1999, the Federal Court made a ruling in Utah on the case of East High Gay/Straight Alliance v. Board of Education of Salt Lake City School District which found that denial of access to a school-based Gay-Straight Alliance was a violation of the federal Equal Access Act. Thousands of GSAs now exist across the United States.

In Canada, Pinetree Secondary School in Coquitlam, British Columbia started the first Canadian GSA in 1998. It attracted national media attention and its members actively met with Ministers of Education, testified before the B.C. Safe School Task Force on anti-bullying, and delivered workshops to both students and educators on LGBT-inclusive language and how to start GSAs. In 2002, this group made Canadian history again by holding the first Pride Day at a Canadian high school. In a small rural Ottawa Valley town in Ontario, Arnprior District High School started a GSA in 2009 and won one of three Jer's Vision "Youth Role Model of The Year" awards in April 2009. Since June 5th, 2012, in Ontario it is required of all school boards under the "Safe and Accepting Schools" policy and Bill 13, the "Accepting Schools Act" (2012), to provide support and assistance for GSAs or their equivalents. The Albertan Bill 10, introduced in 2015, mandates similarly for Alberta school boards.

Principles of Gender and Sexuality Alliances

Safety - One of the key principles of a Gender and Sexuality Alliance is safety. Members accessing the group, its spaces, and its events should feel safe, respected, and free from discrimination. Verbal, emotional, physical, and sexual violence should not be tolerated. Reasonable accommodations should be made to ensure that everyone feels safe. See the follow page for a discussion about Saf(er) Spaces policies and Community Guidelines. Remember that 'safety' does not necessarily mean 'comfort'. Sometimes some people in the group, especially those who experience privilege in one or more of their identities, may feel uncomfortable because of conversations that centre or touch on systems of oppression. While 'white guilt', 'straight guilt', 'cis guilt', 'wealthy guilt', 'settler guilt' and the like are uncomfortable and unnecessary they are often natural reactions to learning about systemic inequalities when one happens to benefit from an unjust and unequal system. Group members experiencing these emotions should not seek to shut down the conversation, but instead listen patiently to marginalized group members and give themselves time to process their emotions.

Confidentiality - A huge part of feeling safe is being able to share thoughts, feelings, and identities in a group setting and knowing that one's privacy and confidentiality will be respected. At GSA meetings you will be hearing others' personal information and sharing some personal information about yourself. In order to respect the space that you are in you should not share the personal information you learn about others when you leave the meeting, unless you have received express permission from that/those individual(s). Remember to use care when sharing information about your GSA or its meetings and events on social media, in conversation, or in your written work. It is okay to say where you are, what you are doing, or what you have learned in a general sense, but it is not okay to share personal information about another person without their consent. Make note of the fact that for many people even the fact that they are a part of a GSA may be personal information. Ask for permission before photographing someone, posting a photograph of someone, or tagging someone on Facebook or other social media.

Support - Individuals often seek out GSAs in order to find peer support. Have members of the GSA review principles of active listening and talk about how each member likes to be supported in order to do this to the best of your ability! Some people want to vent, others to be distracted, and still others want problem-solving input or a combination of two or more. Also, recognize when the support needs of an individual surpass the ability of a peer group to meet and have trusted support connections like teachers, counsellors, and crisis lines for members in distress.

Anti-Oppression - GSAs are a response to heterosexism (homophobia) and cissexism (transphobia) in society, but all oppressions are interlocking. Make a commitment in your GSA to explore, recognize, and take action on other kinds of oppression such as racism, anti-blackness, misogyny, transmisogyny, misogynoir, monosexism, ableism, sanism, and classism.

Inclusivity - A GSA is not designed to be a 'special' or exclusive club. The only requirements for being a part of it should be a genuine commitment to work in alliance or allyship with gender and sexual minorities and respect of mutually agreed upon Community Guidelines.



Saf(er) Spaces and Community Guidelines

Earlier, there was a discussion about how safety is a key principle of Gender and Sexuality Alliances and, by extension, their spaces and events. All members, advisors, guests, and presenters have a right to feel safe regardless of their sex, sexual orientation, gender identity/expression, race, ethnicity, age, disability, cultural heritage, religion, social status, financial status, or appearance. We often talk about Safer or Saf(er) Spaces instead of Safe Spaces in order to acknowledge that despite our best efforts it is not possible to have a space that is 100% safe at all times for all people. This is because people come to spaces with different levels of education and understanding about what it means to be a 'safe' person or how to act in a 'safe' space and accidents are always possible. The best that groups can do is continually strive to prioritize safety and make a commitment to ongoing learning.

The rules and behavioural norms of Saf(er) Spaces are often governed by what are called 'Community Guidelines'. Community Guidelines are rules, norms, or expectations that are developed and committed to by all members of the group. The group can also discuss what will happen if these Community Guidelines are breached. That is to say, how will folks be expected to apologize, make amends, and be held accountable if they fail to uphold the community guidelines? How will people hurt by this be supported?

The following are a list of eight key concepts that the Canadian Centre for Gender and Sexual Diversity uses for Saf(er) Spaces at its events. Unfortunately, due to time constraints, we rarely have the opportunity with each group we work with to develop community guidelines specific to that group so we substitute these general principles. This should not be a problem for your group so we encourage your GSA to review our key concepts and then develop their own Community Guidelines as a group. You are welcome to borrow any of the concepts below and further examples of common Community Guidelines will be offered below.

- 1. Positive Focus:** Try to remain optimistic. Maintain positive focus for success as a group.
- 2. Speaker in Charge:** Only one person speaks at a time, always others should listen. This is respectful and this way everyone gets to contribute.
- 3. Speak for 'I':** Speak only for yourself. Talk about how you feel and what you think, not about what "we feel" or "we think". Others might not feel the same as you. Make no assumptions.
- 4. Killer Statements:** Avoid insults and negative talk. Mocking may destroy the security of a group, even if only joking. It is possible to disagree and still stay positive.
- 5. Unfinished Business:** All issues are to be discussed until satisfied. A group may get into a great discussion, but might run out of time. Return to the unfinished discussion as soon as possible.
- 6. Right to Pass:** Everyone has the choice whether or not to participate. Some people may feel uncomfortable in certain situations.
- 7. Levelling Out:** Every person in a group is equal. This means that everyone gets a chance to speak. Everyone should be on the same level physically if possible.
- 8. Business, Never Personal:** You can dislike someone's ideas without disliking the person. Don't let opinions get personal and affect relationships.

Pronouns

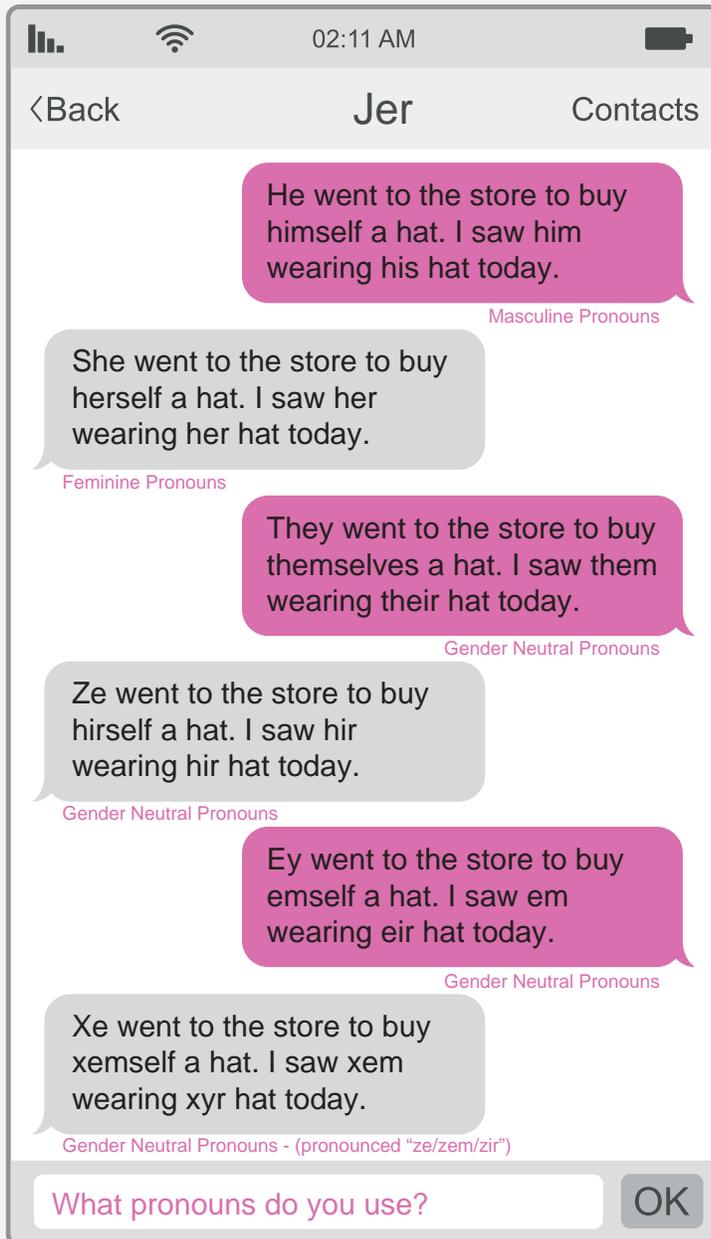
These are just some of the many pronouns people use to describe themselves! If you're not sure what pronoun somebody uses, simply ask!

It's important to remember that there is no such thing as "men's" pronouns or "women's" pronouns—there are just pronouns. For example, just because a person expresses themselves femininely doesn't mean that they necessarily use feminine pronouns.

Somebody's gender doesn't define their pronouns!

Some pronouns may be hard for us to wrap our heads around, but it's still important to respect what words people chose to refer to themselves.

If you make a mistake on somebody's pronouns, don't make it a big deal. Simply correct yourself and move on. Consider apologizing or checking in with them afterwards: "Hey, I'm sorry I messed up your pronouns in there. I'll work hard to get it right next time."



Ensuring Accessibility

Accessibility is a crucial factor to consider in planning and running your meetings, events, and campaigns. For those of us who do not have many or any significant accommodation needs, it is easy to overlook this aspect of such activities. However, it would be incongruous to promote our schools and societies to be inclusive of GSM but not inclusive of disabilities and sensitivities. This is especially true when we know that the two communities are not exclusive, meaning that there are many individuals who are part of them both.

Defining accessibility broadly will allow your GSA to be more authentically inclusive. Conditions to consider while planning and running activities include: blindness and other vision impairments, Deafness and hard of hearing, intellectual disabilities, mobility difficulties, psychiatric disabilities, sound sensitivity, chemical sensitivity, and allergies. These conditions become hindrances when others consciously or unconsciously put up barriers, including:

- Attitudinal barriers
 - » For example, assuming that a person wouldn't be a valuable contributor to a meeting if they don't speak a certain way creates a barrier for those with speech impairments
- Information and communication barriers
 - » For example, small print creates a barrier for those with visual impairments
- Technology barriers
 - » For example, not providing captioning or a printed script for a video creates a barrier for those who are Deaf or hard of hearing
- Systemic barriers
 - » For example, a day-long meeting that does not provide much time between sessions creates a barrier for people who use wheelchairs, scooters, or service animals to easily move from one session to another
- Architectural and physical barriers
 - » For example, hallways and doorways that are narrow create a barrier for people using wheelchairs, scooters, or other types of mobility devices¹

Overcoming all of these barriers from the beginning will be difficult. As such, it is important to not only be open to feedback, but to specifically ask for feedback and critically reflect on the accessibility issues of past activities.

Steps you can take to running accessible meetings

- Use snapping or ASL clapping (raise hands and rotate/shake)
- Don't wear scents (perfumes and colognes)
- Ask for dietary restrictions and food allergies before bringing in snacks
- Consider selecting one member to be the Accessibility Coordinator to take the lead on making meetings, events, and campaigns as accessible as possible
- List accessibility as an agenda item for the beginning of every meeting to give members the opportunity to bring up concerns or ideas
 - » The Accessibility Coordinator can take note of concerns and ideas, do research outside of meetings, and share accommodation measures before they are implemented

¹ Adapted from OMSAA. "Guide to Conducting Accessible Meetings." OMSAA. 2013, omssa.com/accessible-community-engagement/omssa-guides/view-the-guides/guide-to-conducting-accessible-meetings.

Steps you can take to hosting accessible events and campaigns

- If you have knowledge of accommodation requirements of students, faculty, or staff at your school, address these needs first
- On your advertisements, include a note along the lines of:
 - » “The {school name} GSA is committed to accessibility for all persons, especially those with disabilities. Please contact us by {method of contact} two weeks before this event if you have particular accommodation requirements.”
 - » People can contact you through your social media account, an email, or visiting your faculty supervisor in their office
- Plan for accommodations as early as possible, as making accommodations later in the planning process is often difficult
 - » This will change depending on the nature of your event or campaign; if it is open to the public, you will likely need to make more accommodations

Additional Resources

- **“Guide to Conducting Accessible Meetings.”** OMSAA. 2013,
 - » omssa.com/accessible-community-engagement/omssa-guides/view-the-guides/guide-to-conducting-accessible-meetings
- **“Accessible Event Planning Checklist.”** Ryerson University.
 - » www.ryerson.ca/content/dam/accessibility/resources/accessible_event_planning_checklist.pdf
- **“Checklist for Planning Accessible Events.”** Kwantlen Polytechnic University.
 - » www.kpu.ca/sites/default/files/Services%20for%20Students%20with%20Disabilities/Check%20List%20for%20Planning%20Accessible%20Events.pdf
- **“Downloadable Disability Access Symbols.”** Graphic Artists Guild.
 - » www.graphicartistsguild.org/tools_resources/downloadable-disability-access-symbols



Indigenous Inclusion and Acknowledgement

By: T. Sharp Dopler

Canada is founded/located on the territories of many different First Nations, Inuit, and Métis people. There is not a part of this country that was not occupied by Indigenous people prior to the 'discovery' of this land by the Settlers. For many years, this reality was mostly ignored by governments, organisations, and many Canadians. The First Peoples of Canada never forgot. Recently, following the final report of the Truth and Reconciliation Commission (TRC), many people are beginning to recognise the importance of acknowledging First Peoples and their traditional territories as part of any gathering or event. This can be as simple as a statement at the beginning of any speech that acknowledges the territory upon which you are standing or as complex as inviting local Indigenous people to do an opening prayer or song as well as a welcome to their territory. Doing these things with an open heart and mind is part of the Reconciliation called for by the TRC. That Reconciliation is not only the responsibility of governments and organisations but of every Canadian. Taking part in that Reconciliation is a positive action to take in building stronger communities and making change in our world.

Steps you can take towards Indigenous Inclusion

- Find out whose territory you are located on
- **Acknowledge** the people in whose territory you live, work, or are hosting an event when speaking; for example, say at the beginning of your event: "We are meeting in the traditional, unceded territory of the Omàmiwinini (Algonquin) people and we thank them for allowing us to be here"
- **Make connections** with the Indigenous people in the territory you live, work, or are hosting an event on by inviting them to work with you on your projects; if you don't know who they are, do some research and connect with local Indigenous organisations or groups
- If you invite Indigenous people to work with you, to do an opening for an event or assist you with cultural competency, remember to **offer tobacco** first (that is our sacred medicine and always comes first when you are asking for something from a First Nations Person and some Métis); if you don't know what protocol you should follow, it is absolutely okay to ask them what the protocol is
- Make a tobacco tie by getting a small piece of cloth (red is best) and wrapping loose tobacco in the cloth; tie it with yarn or ribbon and offer it at the beginning or even before your event if you can connect with the person/people doing the opening
- Be willing to **open your mind and heart to doing things differently** than you might usually do; inviting anyone to participate and make their voices heard then not listening or changing is **tokenism** (a very shallow, meaningless form of inclusion)
- It is always a good idea to offer a gift to those who do something for you; gift giving is a part of many First Nations, Inuit, and Métis traditions



Ideas for GSA Meetings

General Ideas

- Rotating snack schedule: each week, sign up a different GSA member to bring snacks
- Community guidelines: Post your community guidelines at the beginning of each meeting as a reminder of the saf(er) space
- Display board: book a hallway display board for the entire school year and spend one GSA meeting per month putting together a new, informative display
- Personal artefacts: each week, sign up a different GSA member to present an artifact at the beginning of the meeting to develop a sense of community
 - » The artefact can take a variety of forms including: a sentimental material object, a performance of a meaningful song, or a personal story
 - » The artefact can be related to gender and sexuality or not

Meeting Idea 1: Defining Your Mission

- Look at examples of mission statements from schools, businesses, organizations
- Have everyone in the group write their own personal mission statement for the GSA for the given school year (5-10 minutes or as needed)
- GSA members pair up and write a new mission statement that is short but captures the essence of both; both members must be satisfied with the new mission statement (10 minutes or as needed)
- Pairs get into groups of four and repeat (10 minutes or as needed)
- Continue this way until all of the members are in one group and there is one mission statement that captures the essence of everyone's personal mission statement and satisfies everyone
- Paint your mission statement on a banner or print it out onto a poster and ensure that the work you do is always contributing to achieving it

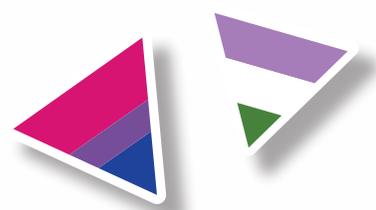
Meeting Idea 2: Creating Your Own Calendar of Events

- Share this handbook with your GSA members and ask them to take a quick look through it before the next meeting, noting which Days of Significance and activities stood out to them
- In the meeting, go through each Day of Significance or activity in the book and select those that your GSA would be interested in hosting
 - » Consider practical limitations
 - ✧ When is your school's exam period?
 - ✧ What other big events/campaigns are being hosted through the year? Try to avoid putting on events/campaigns at these times.
 - ✧ How busy are the members of your GSA? How many members are there total? Given this, how many events/campaigns would be a reasonable amount to host?



Meeting Idea 3: Coming Out and Inviting In

- Members of your GSA who are out/open with their identities can share their coming out stories if they feel comfortable to do so
- Search on YouTube for coming out stories from people of all gender and sexual identities that you could watch together
- Share and discuss these guides to coming out:
 - » **“Asexuals on Coming Out: Experiences.”** *Asexuality Archive*. 11 Oct. 2012,
✧ www.asexualityarchive.com/asexuals-on-coming-out-experience/
 - » **“Coming Out [as Trans*, Intersex, or Gender Diverse]”** *Gender Expansion Project*.
✧ genderexpansionproject.org/coming-out-resources/
 - » **“Coming Out As Bisexual.”** *The Bisexual Index*.
✧ www.bisexualindex.org.uk/index.php/ComingOut
 - » *Dhesi, Wane*. **“Top 11 Tips for Coming Out as Lesbian, Gay, or Bisexual.”** *Ditch the Label*.
✧ www.ditchthelabel.org/top-11-tips-for-coming-out-as-lesbian-gay-or-bi/
 - » *Finch, Sam Dylan*. **“8 Tips for Coming Out as Non-Binary.”** *Everyday Feminism*. 29 Jul. 2015,
✧ everydayfeminism.com/2015/07/coming-out-as-non-binary/
 - » *Hancox, Lewis*. **“My Top 8 Tips on Coming Out as Trans*.”** *Ditch the Label*.
✧ www.ditchthelabel.org/8-tips-for-coming-out-as-trans/
 - » **“How to Tell Your Parents You’re Pansexual.”** *WikiHow*.
✧ www.wikihow.com/Tell-Your-Parents-You%27re-Pansexual
 - » *Young, Lynn (Lakota)*. **“Two Spirit: My Journey Home.”** *Trans Faith*.
✧ www.transfaithonline.org/explore/Indigenous/stories/two_spirit/
- Discuss the notion of inviting in, which some may find a more appropriate alternative to coming out
 - » *Moore, Darnell L.* **“Coming Out or Inviting In?: Part I.”** *The Feminist Wire*. 12 Jul. 2012,
✧ www.thefeministwire.com/2012/07/coming-out-or-inviting-in-reframing-disclosure-paradigms-part-i/
 - » *Moore, Darnell L.* **“Coming Out or Inviting In?: Part II.”** *The Feminist Wire*. 13 Jul. 2012,
✧ www.thefeministwire.com/2012/07/coming-out-or-inviting-in-part-ii/



Meeting Idea 4: Allyship and Solidarity

- Have sessions about practical, everyday ways heterosexual and cisgender folk can demonstrate allyship and stand in solidarity with GSM
- Share these links and discuss their content
 - » *Edell, Celia. “You Say You Stand in Solidarity – But Do You Know What That Really Means?”* *Everyday Feminism*. 16 Aug. 2015,
✧ everydayfeminism.com/2015/08/standing-in-solidarity/
 - » *Killermann, Sam, Meg Bolger. “When Someone Comes Out To You: Do & Don’t.”* *It’s Pronounced Metrosexual*.
✧ itspronouncedmetrosexual.com/2016/04/when-someone-comes-out-to-you-do-dont/
 - » *Utt, Jamie. “So You Call Yourself an Ally: 10 Things All ‘Allies’ Need to Know.”* *Everyday Feminism*. 8 Nov. 2013,
✧ everydayfeminism.com/2013/11/things-allies-need-to-know/
 - » *Utt, Jamie. “True Solidarity: Moving Past Privilege Guilt.”* *Everyday Feminism*. 26 Mar. 2014,
✧ everydayfeminism.com/2014/03/moving-past-privilege-guilt/

Meeting Idea 5: Movie/Documentary & Discussion

- Watch a GSM-themed movie/documentary together and discuss it
- Critical questions for discussion:
 - » Which character(s) did you identify with? How so?
 - » Did this movie/documentary cover a broad range of viewpoints and experiences? Was it accurate? How could it have been improved?
 - » Did anything frustrate you about the movie? If so, what was it and why did it frustrate you?
 - » What’s one word that described how you feel about the movie/documentary? Explain why you chose that word, specifically referencing certain elements or parts of the movie/documentary.
 - » If you could rewrite any part of the movie/documentary, would you? Which part? Why that part? How would you change it?
 - » How does it feel to see gender and sexual minority identities at the centre of a movie/documentary? Why do you think it makes you feel this way?
 - » What identities (gender, sexuality, race, class, ability, religion, etc.) were not portrayed in the movie or were portrayed only stereotypically? Is this the case for many other movies? What effects do you think this has on people of those identities?



Days of Significance

Days of Significance are days (or, at times, weeks or months) during which certain historical events or groups are celebrated, remembered, or commemorated. Different cultures, nations, and religions all have different days of significance that they observe. Scholars say that days of significance are part of a society's 'collective memory,' which refers to the things that a society chooses to remember and hold important, as opposed to all the other possible things it could collectively celebrate or mourn but does not choose to commemorate. The bulk of the rest of this Action Book highlights some days of significance that are particularly relevant to GSM communities and suggests activities that can be run on or around those days.

This list is by no means exhaustive and we encourage you to consider the relevance of other days of significance (including local holidays, other historical anniversaries, and other religious holidays from a vast number of traditions) to gender and sexual minority communities. In particular, ask members of your GSA what holidays or days of significance they or their family observe or find important. Think intersectionally (remembering that members of GSM communities also have races, religions, and histories) to determine how these other days of significance could be important for your GSA to run activities or campaigns around. Perhaps, for instance, your group is interested in finding LGBT-friendly Islamic faith leaders to talk about the inclusion of gender and sexual minorities in Islam during Ramadan.

The activities proposed are designed to be suggestions and jumping off points. Many of these activities are appropriate, with or without modifications, for days of significance (both listed and unlisted) other than the ones they are listed under. You are encouraged to borrow, modify, adapt, and swap activities as needed and appropriate for the days of significance listed and for any others that your group may want to take action on. For instance, the Trans Day of Remembrance instructs you how to join or host a vigil, but vigils are appropriate for many different days of significance and these instructions can easily be adapted!

Moreover, use your creativity! Brainstorm other ways to take action on days of significance outside of the activities that are listed. These are mere suggestions and there are dozens of creative ways to commemorate, educate about, or take action on days of significance. What can you come up with? Feel free to hashtag your innovative ideas with the hashtag: #GSAActionIdeas.

Lastly, all days of significance in this Action Book contain a list of books and movies. These are book and film recommendations that are related to the day of significance that they are listed under, although of course most have many themes and they may be relevant to other days of significance as well! Use these recommendations (or other books and movies that you know) for screenings followed by a discussion or reading followed by a discussion. There is an opportunity here to collaborate with your school or community book club or film club as well!



September

- Bisexuality Awareness Week - *Week of September 23*

October

- Coming Out Day
- Asexuality Awareness - *October 11*

December

- World AIDS Day - *December 1*
- Action on Violence Against Women Day - *December 6*

January



March

- Bisexual Health Awareness Month - *Whole Month*
- International Women's Day - *March 8*
- Journée de la francophonie - *March 20*
- International Day for the Elimination of Racial Discrimination - *March 21*
- Trans Day of Visibility - *March 31*

April

- International Day of Women and Girls in Leadership
- International Day of the Girl Child - *2nd Wednesday*

June

- Aboriginal History Month - *Whole Month*
 - Pride Month - *Whole Month*
- National Aboriginal Day - *June 21*
- Aboriginal Day of Action - *June 29*

July

- World Hepatitis Day

Months of Significance

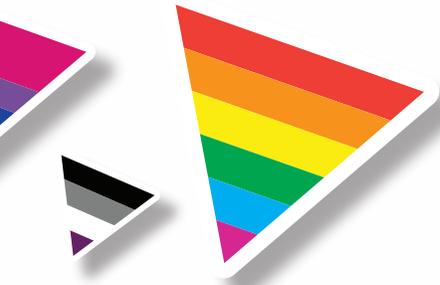
October

Day - *October 11*
Business Week - *Week of*
October 19

November

- Remembrance Day - *November 11*
- Transgender Day of Remembrance - *November 20*
- International Day for the Elimination of Violence Against Women - *November 25*

January



February

- Queering Black History Month - *Whole Month*
- Child Poverty Awareness Month - *Whole Month*
 - Valentine's Day - *February 14*
- Memorial March for Missing and Murdered Indigenous Women - *February 14*

April

Day for Sport for
and Peace - *April 6*
National Day of Pink -
Tuesday of April

May

- International Day Against Homosexuality and Transphobia - *May 17*

July

Stonewall Day - *July 28*

August

- National Acadian Day - *August 15*

GSA Campaigns



Online Appendix of Resources is available to accompany this Action Book at:
<http://ccgsd-ccdgs.org/gsa-action-book-resources/>

More Campaign

Organizing Body

The Canadian Centre for Gender and Sexual Diversity (<http://ccgsd-ccdgs.org>)

About

Even in our LGBTQ+ communities, where celebrating our differences and feeling free to be ourselves should be a defining part of our lives, many of us still feel the pressure to conform to traditional beauty standards that are narrowly defined by particular notions of masculinity and femininity. The overrepresentation and ongoing privileging of young, thin, able bodied, white, hyper-masculine, and cisgender people throughout our society informs how we, as individuals throughout the LGBTQ+ community, perceive ourselves. Consequently, these norms are deeply internalized and have a negative impact on self-worth and esteem on LGBTQ+ people. Many of us feel like we are not desirable, lovable and/or valuable unless we adhere to these unrealistic social standards of beauty.

But we know members of our community are much more diverse than what is prescribed by these social beauty norms. We not only deserve to be validated for our differences that do not (and will not) fit the mold, but also, to have our differences represented and respected. We want more femmes, more people of colour, more women, more disabled folks, and more older people—we demand more of us!!

The “More” campaign celebrates our diversity and pride in ourselves and our bodies. It seeks to address the underlying problems of racism, fatphobia, agism, ableism, and femmephobia that produce these standards of beauty and desirability.

Activities

Activity 1

My Favourite Parts of Me

Draw portraits and share your favourite parts of yourself with the group. *Low prep*

Materials: paper, drawing utensils (pens, pencils, crayons, markers)

- Have everyone draw a picture of their full selves (head to toe) and make a list of their favourite things about their appearance
- Take turns explaining their list and encourage everyone to talk about their bodies and appearances in a positive way
- Discussion Topics: When do we have the opportunity to talk about our bodies in a positive way? Do GSM people have different parts of their appearance they value?



Activity 2



Standards and Peer Pressure

Explore ideas of beauty standards and pressure with a graphic organizer. *Low prep*

Materials: pens, paper

Time: lunch

- Make a list of communities, circles, or spaces that you and members of the GSA are a part of, like your school community, religious community, GSM community, etc.
- Organize these different communities into circles and write down all the social requirements or social pressures you feel from these communities in their respective circles
- After everyone has written their own lists, brainstorm together different TV characters, YouTube personalities, celebrities, or fictional characters that represent the communities; Are they realistic portrayals? Is there diversity? Who feels represented by these examples?
- Discussion topics: There are different beauty standards in different spaces; why does representation matter? How do societal pressures make us feel about our appearances and bodies? How do they make us change?

Activity 3

Femme Sleepover

Plan a classic sleepover and explore femininity! For all GSA members. *Medium prep*

Week before:

- Brainstorm a list of all your favourite classic sleepover activities (a pillow fight might not be realistic in a classroom though) and organize a femme sleepover to take place at your next meeting or after school
 - Ideas include: hair braiding, nail painting, makeovers (make sure not to use other people's makeup and that all brushes are thoroughly washed), truth or dare, watching a romantic comedy

Day of:

- Enjoy your sleepover activities
- Discussion topics: What is femininity? Do femmes and feminine people get treated the same way as others? Do feminine activities like this sleepover get treated with the same kind of respect in GSM communities or hetero/cisnormative communities?



Movies, Docs, TV, and Youtube

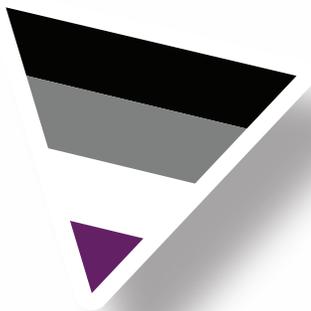
- “\$15K Challenge Project: Body Image and Body Management Among Queer Women.” *YouTube*, uploaded by *Women’s Xchange*, 15 Jun. 2016,
» www.youtube.com/watch?v=lxuXWY1o4JQ
- “Deliciously Disabled” *YouTube*, uploaded by *CASADAPTADA*, 21 Aug. 2015,
» www.youtube.com/watch?v=SfALV-b0a9E
- “Gay Men & Racial Preference” *YouTube*, uploaded by *Matthew J. Dempsey*, 20 Nov. 2015,
» www.youtube.com/watch?v=5fSx_FBXmM
- “Gay Men and Bottom Shaming” *YouTube*, uploaded by *Matthew J. Dempsey*, 14 May 2015,
» www.youtube.com/watch?v=j47X57KHQ1s
- “I’m Gay, White & Racist” *YouTube*, uploaded by *Matthew J. Dempsey*, 27 Sep. 2016,
» www.youtube.com/watch?v=1_xgt6m1Xrs

Books, Graphic Novels, and Zines

- *Atkins, Dawn*. “Looking Queer: Body Image in Lesbian, Gay, Bisexual, and Transgender Communities.” *The Bandit Zine Presents Body Image and Sizeism*.
» thebanditzine.com/awesome/wp-content/uploads/2012/07/bandit-sizeism_web1.pdf
- *Coyote, Ivan, Zena Sharman*. (eds.) “Persistence: All Ways Butch and Femme.” *Arsenal Pulp Press*, 2013.
- *Piepzna-Samarasinha, Leah Lakshmi*. “Femme Shark Manifesto.”
» queerfatfemme.com/femme-sharks/femme-shark-manifesto/

Additional Resources

- <http://ccgsd-ccdgs.org/more>





MORE FAT MORE FEMME



The Canadian Centre for Gender and Sexual Diversity
440 Albert St C304, Ottawa, ON | 613 - 400-1875



THE CANADIAN CENTRE FOR
**GENDER+SEXUAL
DIVERSITY**

Bisexuality Awareness Week & Bisexual Health Awareness Month

Bisexuality Awareness Week

Week of September 23rd

Organizing Body

Bisexual Awareness Week
(<http://www.bisexualweek.com>)

Bisexual Health Awareness Month

Month of March

Organizing Body

Bisexual Health Awareness Month
(<https://bihealthmonth.org>)

About

History

- Since 1999, Celebrate Bisexuality Day or Bi Visibility Day is celebrated annually on September 23rd¹
- In recent years the entire week surrounding this day (or sometimes the entire month) has been used to draw attention to bisexuality¹

Relevance to GSA

- Bisexuals face biphobia (monosexism) predominantly from heterosexual society, but also from other members of GSM communities
- Bisexuals face an alarming mental and physical health gap as well as income gap and they are overrepresented in precarious sex worker jobs and as targets of sexual assaults
- Bisexuals are also often erased in narratives of GSM histories, for instance, the important role of transgender bisexual women of colour at Stonewall is not widely known

Activities

Activity 1

Statistics Campaign

Share Canadian and international statistics about bisexuals, particularly health, violence, and wage disparities. You can make it only about health (mental and physical) if you want to commemorate Bisexual Health Awareness Month in March. *High prep*

Materials: large sticky notes, pen/marker, Bisexuality Statistics Document (resource 01), and Bisexual Infographics (<https://bihealthmonth.org/2016-campaign/infographics/>)

Week before:

- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
- Get permission to put up sticky notes or mini info-graphics around the school and take note of where you are and aren't allowed to put them up



¹ "About Bisexual Awareness Week." *Bisexual Awareness Week*. www.bisexualweek.com/about

- Write the statistics on sticky notes or print infographics
 - Write one statistic per sticky note
 - You can write statistics or print infographics more than once or research online for more statistics and infographics

Day before/of:

- Put up the sticky notes and infographics after class ends the day before or before class begins on the day of
 - If you put up the sticky notes the day before, make sure that you have spoken to the custodial staff so they know not to take the sticky notes down

Activity 2

Host a Bisexual Panel

Create a public space where bisexuals from the school and community can share their personal experiences. *High prep*

Materials: microphone, speaker

Time: Lunch or after school

Month before:

- Book a space at your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
- Set up a facilitator and a few panelists for your event
 - If there are openly bisexual members of your GSA, ask them if they would be comfortable speaking
 - Invite a local activist organization or openly bisexual community member (see sample emails here: resource 02)

Two weeks before:

- Determine exactly how much time each panelist will have to speak, whether or not there will be Q&A, and what topics will be discussed
- Promote the event

Day of:

- Set up the space for panelists
- Welcome and thank everyone for coming
- Have the facilitator explain the history and purpose of the event and introduce the panelists
- Have the panelists speak, take FAQ, etc.
- Thank everyone for attending encourage them to support future events that your GSA hosts
- Clean up



Movies, Docs, TV, and Youtube

- **“Appropriate Behaviour”** Directed by Desiree Akhavan. Parkville Pictures, 2014
- **“Les Chansons d’amour”** Directed by Christophe Honoré. Bac Films, 2007
- **“Margarita With a Straw”** Directed by Shonali Bose, Nilesh Maniyar. Wolfe Releasing, 2016
- **“Rent”** Directed by Chris Columbus. Columbia Pictures, 2005

Books, Graphic Novels, and Zines

- Alexander, Nathan and Karen Yescavage. **“Bisexuality and Transgenderism: InterSEXions of Others.”** Routledge, 2004.
- Anderlini-D’Oroffio, Serena. **“Eros: A Journey of Multiple Loves.”** Routledge, 2006.
- Bowen, Sarina and Elle Kennedy. **“Him #1.”** Rennie Road Books, 2015.
- Burlison, William. **“Bi America: Myths, Truths, and Struggles of an Invisible Community.”** Routledge, 2005.
- Chvnav, Pete and Ron Jackson Suresha. **“Bi Men Coming Out Every Which Way.”** Routledge, 2005.
- Duyvis, Corinne. **“Otherbound.”** Amulet Books, 2014.
- Eisner, Sheri. **“Bi: Notes for a Bisexual Revolution.”** Seal Press, 2013.
- Fox, Ronald. **“Current Research on Bisexuality.”** Harrington Park Press, 2004.
- Garber, Marjorie. **“Bisexuality and the Eroticism of Everyday Life.”** Routledge, 2000.
- Hayes, Lane. **“Better Than Good.”** Dreamspinner Press, 2013.
- Hutchins, Loraine and Lani Ka’ahumanu. **“Bi Any Other Name: Bisexual People Speak Out.”** Alyson Books, 1994.
- Irving, John. **“In One Person.”** Simon and Schuster, 2012.
- Krystal, Nicole and Mike Syzmanski. **“The Bisexual’s Guide to the Universe: Quips, Tips, and Lists for Those Who Go Both Ways.”** Alyson Books, 2006.
- Ochs, Robin and Sarah Rowley. **“Getting Bi: Voices of Bisexuals Around the World.”** Bisexual Resource Centre, 2009.
- Orndorff, Kata. **“Bi Lives: Bisexual Women Tell Their Stories.”** Sharp Press, 1999.
- Sanchez, Alex. **“Boyfriends with Girlfriends.”** Simon and Schuster, 2011.
- Sharpe, Tess. **“Far From You.”** Indigo, 2014.
- Tucker, Naomi. **“Bisexual Politics: Theories, Queries, and Visions.”** Routledge, 1995.
- Wilkinson, Lili. **“Pink.”** Harper Teen, 2011.

Hashtags

- #BiWeek
- #BiPride
- #BiHealthMonth

Words that are **BIPHOBIC** and **WHY**

Biphobia: Fear or hatred of people who are bisexual, pansexual, omnisexual, or nonmonosexual. Biphobia is closely linked to transphobia and homophobia.

Using “gay” as an umbrella term for the LGBT community leaves out many people within our community.

IDENTITY  **BEHAVIOR**

BEHAVIOR  **IDENTITY**

A person's identity does not determine what behaviors they engage in and vice versa.

Bisexuality doesn't really exist. People are just gay or straight.

This denies the fluidity of sexuality and dismisses people's experiences and definitions of self. People deserve the right to define their own identities any way they wish and have those definitions honored.

I think everyone is really Bisexual.

While this is often meant to acknowledge the fluidity of sexuality, it dismisses the reality of people who identify as Bisexual and erases their experiences. It also invalidates the self-identifications of non-bisexual people.

You're too femme/butch to be Bisexual.

Gender presentation does not indicate sexual orientation. Bisexual people have a wide range of gender presentations.

Bisexual people just want straight privilege.

Bisexual people experience discrimination from both the straight community and the queer community. They never fully experience straight privilege because they do not identify as straight. Often their identities are made invisible and denied.

Bisexual people are just greedy and want to have sex with everyone.

This stereotypes bisexual people and assumes they are all promiscuous – and that this is a bad thing. It creates negative attitudes towards sex and works against creating a sex positive climate. It also demonstrates an underlying belief that bisexuality is only about behavior and is not a legitimate identity.

Who do you see yourself ending up with?

This is another way of implying one has to “end up” gay or straight and ignores bisexuality as a valid identity. It also assumes everyone desires to be in a long-term monogamous relationship.

Not only are there many ways of defining bisexual identity, not all bisexual people define their identity the same way. Making assumptions about people can be hurtful and invalidating.



For more information
contact the UC Davis
LGBT Resource Center

lgbtrc.ucdavis.edu
phone: 530.752.2452

BISEXUAL AWARENESS WEEK

WEEK OF SEPTEMBER 23RD



ccgsd-ccdgs.org

#BiWeek
#BiPride

Coming Out Day

October 11th

Organizing Body

Human Rights Commission (<http://www.hrc.org/resources/national-coming-out-day>)

About

History¹

- On October 11, 1987 in Washington D.C., the March on Washington for Lesbian and Gay Rights took place with half a million marchers
- LGBTQ activists stayed connected and later met to take action for the rights of all LGBTQ people by having a national day to celebrate coming out
- The idea was conceived by Rob Eichberg and Jean O'Leary

Activities

Activity 1

Come Out as a GSA



Let everyone know about your alliance by creating a social media account (Facebook, Twitter, Instagram, or whichever other platform is most popular in your school). *Low prep, ongoing.*

Managing your account:

- Decide **who** will manage your account
 - » Appoint or elect a Communications Manager to find and share links
 - » You could also create a Communications Team of around three or four who rotate months or send links they find to the Communications Manager
- Decide **how often** you will post
 - » Post often enough that people don't forget about your page, but not so often that people become annoyed; posting three to five times per week is a good goal
- Decide **what** you will share
 - » Ideas include: information about your GSA's events; educational links for allies about how they can practically support GSM communities; local, national, and international news articles about queer issues and rights progress; funny and informative comics and memes; FAQs about GSM communities



¹ "The History of Coming Out." Human Rights Campaign. www.hrc.org/resources/the-history-of-coming-out

Activity 2

Photo Campaign: Coming Out in Support

Run a photo campaign for students, teachers, and staff to visibly show their support of queer- and trans-identified folk in your school. *Medium prep*

Materials: NCOD Photo Campaign Posters (resource 03), camera (using a phone camera will let you share the photos to your social media page quickly and easily)

Time: lunch

Month before:

- Book a high-traffic area in your school during lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

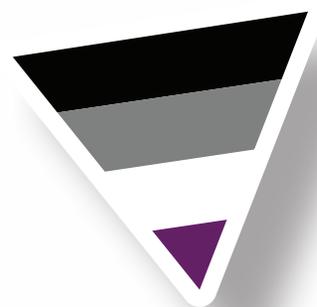
- Print out a copy of the slogans
- Select a member to bring their camera/phone

Day of:

- Place the printed-out slogans on a table
- Select a spot to take the photos
- Have participants choose a slogan paper and take a photo of them
- Ask participants if they are okay with the photo being shared online

After event:

- Upload the photos to your social media account, tag participants, and encourage them to share their photo on their personal account



Activity 3

Supporting Friends Who Come Out

Knowing how to be supportive when someone comes out to you will make the process easier for them. Share this information so students, teachers, and staff know how to show support. *Low prep*

Materials: tape/sticky tack, Supporting Friends Posters (resource 04)

Month before:

- Find or purchase necessary materials

Week before:

- Print out and post the posters around your school

Movies, Docs, TV, and Youtube

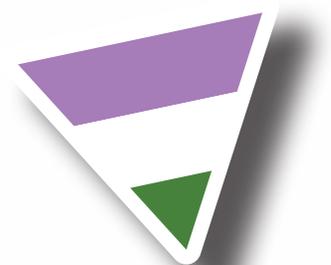
- **"(A)sexual."** Directed by Angela Tucker. Arts Engine, Inc., 2011
- **"Beginners"** Directed by Mike Mills. Alliance Films, 2010
- **"Carol"** Directed by Todd Haynes. The Weinstein Company, 2015
- **"Geography Club"** Directed by Gary Entin. Shoreline Entertainment, 2013
- **"The Out List"** Directed by Timothy Greenfield-Sanders. HBO Documentary Films, 2013
- **"The Perks of Being a Wallflower"** Directed by Stephen Chbosky. Summit Entertainment, 2012
- **"Tab Hunter Confidential"** Directed by Jeffrey Shwarz. Film Collaborative, The, 2015
- **"Were the World Mine"** Directed by Tom Gustafson. SPEAKproductions, 2008

Books, Graphic Novels, and Zines

- Brown, Rita Mae. **"Rubyfruit Jungle."** Bantam Books, 1980.
- Danforth, Emily M. **"The Miseducation of Cameron Post."** Balzer + Bray, 2012.
- Despentès, Virginie. **"Apocalypse Baby."** Serpent's Tail, 2014.
- Duffy, Carol Ann. **"Rapture."** Picador, 2006.
- Eugenides, Jeffrey. **"Middlesex."** Picador, 2003.
- Garvin, Jeff. **"Symptoms of Being Human."** Balzer + Bray, 2016.
- Green, John, David Levithan. **"Will Grayson, Will Grayson."** Dutton Books, 2010.
- Levithan, David. **"Boy Meets Boy."** Alfred A. Knopf, 2005.
- Maroh, Julie. **"Blue Is The Warmest Color."** Arsenal Pulp Press, 2013.
- Milligan, Peter, Duncan Fegredo, Sherilyn van Valkenburgh, Grant Morrison. **"Enigma."** Vertigo, 1995.
- Parent, Dan. **"Kevin Keller."** Archie Comics, 2012.
- Savage, Dan, Terry Miller. (eds.). **"It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living."** Dutton, 2011.
- Ware, Libby. **"Lum: A Novel."** She Writes Press, 2015.
- Waters, Sarah. **"Tipping the Velvet."** Riverhead Books, 2000.
- Winterson, Jeanette. **"Oranges Are Not The Only Fruit."** Grove Press, 1997.
- Woolf, Virginia. **"Orlando."** Penguin Classics, 2000.

Hashtags

- #NCOD
- #ComingOut



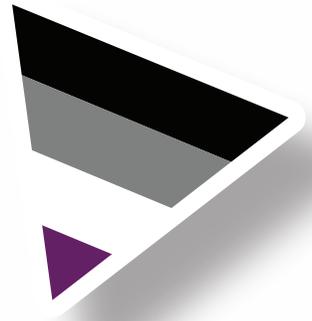


**COMING
OUT
DAY**

**OCTOBER 11TH
CCGSD-CCDGS.ORG**

Asexuality Awareness Week

October 19th - 25th



Organizing Body

Asexual Awareness Week (<http://www.asexualawarenessweek.com>)

About

History¹

- Established to educate about asexual, aromantic, demisexual, and grey-asexual identities

Relevance to GSA

- Identities that fall under the ace umbrella are often excluded from movements for GSM, with many GSM not understanding the discrimination faced for being ace
- Often, heterosexual, cisgender, and other GSM folk reduce this discrimination to the “fight for the right to not have sex;” however, living in a heteronormative world normalizes non-asuality in the same way that it normalizes heterosexuality
- When ace folks come out, others often don’t believe them and make comments that question the ace person’s ability to identify themselves

Activities

Activity 1

Lift-the-Flap FAQs

Create a lift-the-flap board with questions frequently asked about ace identities. *Medium prep*

Materials: Asexuality FAQ Information Document (resource 05) poster/bristol board (one of: black, grey, white, or purple), coloured paper (the remaining three colours), scissors, tape/glue, pen/ marker

Time: lunch

Month before:

- Book a high-traffic area in your school during lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Make your FAQ board (use slide 6 of the Asexuality FAQ Information Document as a guide)
 - Paste the coloured paper to form horizontal stripes on top of the poster/bristol board to make the asexual pride flag (top to bottom: black, grey, white, purple)
 - Print out and cut the questions and answers from the Asexuality FAQ Information Document (cut along the solid lines on slides 1 to 5)
 - Tape/paste the answer slips (A1 to A16) onto the board

¹ About Us.” Asexuality Awareness Week. 2015, www.asexualawarenessweek.com/about.html.

- Tape/paste the question slips (Q1 to Q16) directly on top of the appropriate answer (tape/paste along the dotted line so that only the top part is stuck to the board)
- Write “Asexual Awareness Week” On a long strip of paper and tape/paste it on the top or side of your board

Day of:

- Tape the board to a wall in your booked space or place it on a table
- Invite students/teachers/staff to come learn about asexuality

After event:

- Display your poster board in a classroom or hallway display board

Movies, Docs, TV, and YouTube

- “(A)sexual.” Directed by Angela Tucker. Arts Engine, Inc., 2011
- “Amelie.” Directed by Jean-Pierre Jeunet. Alliance Atlantis Communications, 2001
- “HotPiecesofAce.” Youtube, 2010-present
» www.youtube.com/user/HotPiecesofAce

Books, Graphic Novels, and Zines

- Green, John, David Levithan. “Will Grayson, Will Grayson.” Dutton Books, 2010.
- Grey, Michaela. “Coffee Cake.” Dreamspinner Press, 2015.
- Klune, T. J. “How To Be A Normal Person.” Dreamspinner Press, 2015.
- Lynne, Calista. “We Awaken.” Harmony Ink Press, 2016.
- Morgan, Devyn. “Ace of Hearts.” LoveLight Press, 2016.
- Ramsey, Jo. “Ball Caps and Khakis.” Harmony Ink Press, 2016.
- Sands, Kate. “As Autumn Leaves.” Harmony Ink Press, 2016.
- Seeley, R. J. “The Asexual Equation.” 2014.

Hashtags

- #Asexual
- #AcePride

Additional Resources

- The **Asexual Awareness Week** website
» <http://www.asexualawarenessweek.com>
» Click on “Resource Centre” in the top menu for slideshow presentations, videos, and more
- The **What is Asexuality** website
» <http://www.whatisasexuality.com>
» “Am I Ace? A Teenager’s Guide to Asexuality” - <http://www.whatisasexuality.com/am-i-ace/teen/>



Remembrance Day

November 11th

Organizing Body

Veterans Affairs Canada (<http://www.veterans.gc.ca/eng/remembrance/get-involved/remembrance-day>)

About

History¹

- On November 11, 1918, an armistice was negotiated, ending the First World War
- More than 650,000 men and women from Canada and Newfoundland served in this war, leading to Canada's separate signature on the Peace Treaty, apart from England

Relevance to GSA

- Militaries around the world, including Canada's, do not have very positive histories with GSM inclusion
- If gender and sexual minorities were open with their identity or it was discovered, they were typically discharged and denied veteran benefits

Activities

Activity 1

Wall of Remembrance

Post a hallway display board that will educate passersby about William Atkinson (a member of the Royal Canadian Navy, forced to resign because he was gay) and Willem Arondeus (an openly-gay Dutch man who worked to protect Jewish people from the Nazis). *Medium prep*

Materials: Wall of Remembrance Document (resource 06), scissors, tape/push-pins/sticky tack, coloured paper

Month before:

- Book a display board or wall space in a high-traffic area of your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Print out the information document
- Cut out each heading, paragraph, and photo separately and arrange them onto your board (see example: resource 07)

¹ "First World War (1914 – 1918)." Veterans Affairs Canada. 6 Jun. 2016, www.veterans.gc.ca/eng/remembrance/history/first-world-war.

Movies, Docs, TV, and Youtube

- **"A Marine Story."** Directed by Ned Farr. Peccadillo Pictures, 2010.
- **"Aimée & Jaguar."** Directed by Max Färberböck. Senator Film, 1999.
- **"Coming Out Under Fire."** Directed by Arthur Dong. Deep Focus Films, 1994.
- **"November Moon."** Directed by Alexandra von Grote. Wolfe Video, 1985.
- **"Serving in Silence: The Margarethe Cammermeyer Story."** Directed by Jeff Bleckner. NBC, 1995.
- **"Soldier's Girl."** Directed by Frank Pierson. Showtime Entertainment, 2004.
- **"Walk on Water."** Directed by Eytan Fox. Samuel Goldwyn Films LLC, 2004.

Books, Graphic Novels, and Zines

- Bérubé, Allan. **"Coming Out Under Fire: The History of Gay Men and Women in World War Two."** Free Press, 2000.
- Follet, Ken. **"The Century Trilogy (Fall of Giants, Winter of the World, Edge of Eternity)."** Berkley, 2010.
- Kinsman, Gary. **"The Canadian War on Queers: National Security as Sexual Regulation."** UBC Press, 2009.
- Lord, James. **"My Queer War."** Farrar, Straus and Giroux, 2010.
- Plant, Richard. **"The Pink Triangle: The Nazi War Against Homosexuals."** Holt Paperbacks, 1988.
- Setterington, Ken. **"Branded by the Pink Triangle."** Second Story Press, 2013.

Hashtags

- #RememberThem



Transgender Day of Remembrance

November 20th

Organizing Body

International Transgender Day of Remembrance (<https://tdor.info>)

About

History¹

- On November 28th, 1998, Rita Hester was murdered because of her transgender identity; her murder went unsolved
- The Transgender Day of Remembrance raises awareness of anti-transgender hate crimes while mourning and honouring the lives of those who have been killed
- This day gives allies the chance to stand together with trans people in vigil



Activities

Activity 1

Join a Vigil

This day is most often commemorated with a vigil. See if you can take part in or attend a nearby vigil. *Low to medium prep*

Month before:

- Select one or more member(s) to be the lead coordinator(s) for this activity
- Check online to see if a nearby town or city is hosting a vigil that your GSA can participate in or attend
 - Search “[your city name] Transgender Day of Remembrance (current year) vigil” on Google
- Email the coordinator on behalf of your organization to see how your GSA can get involved

Activity 2

Host Your Own Vigil

If there is no vigil already hosted near your school, host your own vigil. *High prep*

Materials: candles, matches/lighters, masking tape, microphone, speakers

Time: after school

Month before:

- Book an outdoor space at your school or at a nearby community centre
 - Ensure that you have permission to use matches or lighters on the property**
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

¹ “About TDOR.” International Transgender Day of Remembrance. 2007, tdor.info/about-2

- Set up a speaker for your event
 - If there are openly trans-identified members of your GSA, ask them if they would be comfortable speaking
 - Invite a local activist organization or openly trans community member (see sample emails here: resource 08)

Day of:

- Make a transgender symbol on the ground using the masking tape
- Greet guest speakers 30 minutes before the event
- Welcome and thank everyone for coming
- Explain the history and significance of the event
- Distribute candles to everyone
- Invite the guest speaker to share their words
- Light everyone's candles
- Once lit, have everyone pass their candles to one or two designated members of the GSA to arrange them into the transgender symbol
- Have a moment of silence
 - Say "In memory of those who have been victims of transphobia, let us now have a minute of silence."
- Thank everyone for attending encourage them to support future events that your GSA hosts

Movies, Docs, TV, and Youtube

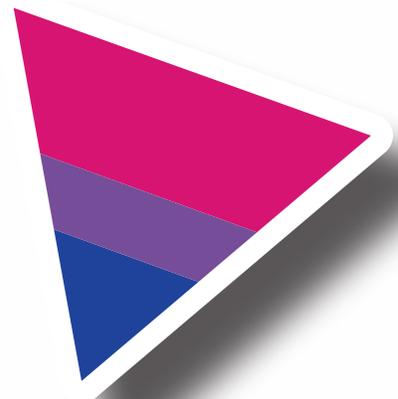
- **"Boys Don't Cry."** Directed by Kimberly Peirce. Fox Searchlight Pictures, 1999.
- **"A Girl Like Me: The Gwen Araujo Story."** Directed by Agnieszka Holland. Lifetime Television, 2006.
- **"Soldier's Girl."** Directed by Frank Pierson. Showtime Entertainment, 2004.

Books, Graphic Novels, and Zines

- *Beam, Chris.* **"I Am J."** Little, Brown Books for Young Readers, 2001.
- *Bornstein, Kate, Sara Quin.* **"Hello Cruel World: 101 Alternatives to Suicide for Teens, Freaks, and Other Outlaws."** Seven Stories Press, 2006.

Hashtags

- #TDOR
- #Equality4Trans



CCGSD-CCDGS.ORG

TRANS DAY OF

Remembrance

NOVEMBER 20TH

International Day for the Elimination of Violence Against Women & Action on Violence Against Women Day

International Day for the Elimination of Violence Against Women

November 25

Action on Violence Against Women Day

December 6

Organizing Bodies

UNWOMEN (<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/take-action/16-days-of-activism>)

Status of Women Canada (<http://www.swc-cfc.gc.ca/commemoration/vaw-vff/remembrance-commemoration-en.html>)

YWCA (<http://ywcacanada.ca/en/pages/rose/about>)

About

History

- On November 25th, 1960 in the Dominican Republic, the three Mirabal sisters were assassinated for their political activism
- In 1981, women's activists began marking the date as one against violence in memory of the Mirabal sisters
- In 1999, the UN General Assembly joined the efforts to combat violence against women with resolution 54/134

History

- On December 6th, 1989 in Montréal, 14 female students were murdered at l'École Polytechnique de Montréal because they were women
- In 1991, the Parliament of Canada marked the anniversary of their murders by establishing a national day

Relevance to GSA

- Women with marginalized identities, including GSM women, face disproportionately higher levels of violence than other women

Poster

<http://www.swc-cfc.gc.ca/commemoration/vaw-vff/6dec-en.pdf>



Activities



Activity 1

Rose Campaign

ShelterSafe provides resources to women and children seeking safety across the country. *Medium prep*

Materials: rose buttons (order here: store.ywccanada.ca/products/rose-campaign-buttons), cash box, envelope

Time: lunch

Two months before:

- Select one or more member(s) to be the lead coordinator(s)
- Order rose buttons that you can sell to students, teachers, and staff
- Find a local or nearby women's shelter or support service to donate the proceeds (<http://www.sheltersafe.ca>)
- Contact the shelter/support service to let them know that your GSA is taking part in the Rose Campaign and ask if they have any materials (pamphlets, etc.) that they could share to promote the campaign

Month before:

- Book a table/space in or near the cafeteria at lunch time
- Ensure that you have received the rose buttons or that they are on their way

Day of:

- Sell rose buttons at your booked table/space

After event:

- Put your proceeds into a sealed envelope
- Let the shelter/support service know when the donation will be delivered
- Bring the envelope and any unused materials to the shelter/support service

Activity 2

Awareness Campaign

Share Canadian and international statistics of violence against women and girls to raise awareness. *High prep*

Materials: large sticky notes, pen/marker, Violence Against Women Statistics Document (resource 09)

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
- Get permission to put up sticky notes around the school and take note of where you are and aren't allowed to put them up

Week before:

- Write the statistics on sticky notes
 - Write one statistic per sticky note
 - You can write statistics more than once or research online for more statistics

Day before/of:

- Put up the sticky notes after class ends the day before or before class begins on the day of
 - If you put up the sticky notes the day before, make sure that you have spoken to the custodial staff so they know not to take the sticky notes down

Activity 3

Government of Canada's #EndViolence Campaign

The Government of Canada is encouraging citizens to take a pledge to commit to ending violence against women and girls every day of the year. *Low prep*

Materials: laptops/tablets, internet connection

Time: lunch

Month before:

- Book 5 of your school's laptops or tablets
- Book a table/space in or near the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s) for this activity

Day of:

- On the laptops or tablets, open the link to the campaign (<http://www.swc-cfc.gc.ca/commemoration/vaw-vff/pledge-en.php>)
- Ask students, teachers, and staff to type in their email address and hit the "Take the pledge" button

Movies, Docs, TV, and Youtube

- "1200+." Directed by Leonard Yakir. 2015.
- "The Color Purple." Directed by Steven Spielberg. Warner Bros. Pictures, 1985.
- "Corrective Rape." E:60, 2004.
- "Finding Dawn." Directed by Christine Welsh. National Film Board of Canada, 2006.
- "It's a Girl." Directed by Evan Grae Davis. Shadowline Films, 2012.

- **“Missing: The Documentary.”** Directed by Young Jibwe. Animikii Films, 2014.
- **“Stolen Sisters.”** Directed by Antonio Hrynychuk. Global Television, 2007.

Books, Graphic Novels, and Zines

- Horlick, Leah. **“For Your Own Good.”** Caitlin Press, 2015.
- Hunter-Gault, Charlayne. **“Corrective Rape: Discrimination, Assault, Sexual Violence, and Murder Against South Africa’s LGBT Community.”** Agate Digital, 2015.
- Walker, A. **“The Color Purple.”** Pocket, 2004.

Hashtags

- #EndViolence
- #NotOkay
- #OrangeTheWorld (UN Campaign)
- #December6



november 25th

international
day for the
elimination of
violence
against
women

ccgsd-cedgs.org

World AIDS Day

December 1st



Organizing Body

World AIDS Day (<https://www.worldaidsday.org>)

About

History¹

- A day for people worldwide to unite in the fight against HIV/AIDS
- An estimated 34 million people are living with HIV globally
- HIV/AIDS has been the cause of more 35 million deaths since 1984
- Recent scientific advances in treatment allow people with the virus to live long, healthy lives

Relevance to GSA

- HIV/AIDS is commonly associated with GSM communities, particularly with gay men, and was referred to as the “gay plague” in the 1980s
- This association led to further stigmatization of GSM identities and lives on today, despite the fact that the most common method of HIV transmission today is through heterosexual intercourse

Activities

Activity 1

Pop the Stigma

Those living with HIV/AIDS often face stigma based on misinformation. Use this exciting game to break down stigma against those living with HIV. *Medium prep*

Materials: 20 latex-free balloons, scissors, tape, Pop the Stigma Cut-Outs (resource 10)

Time: lunch

Month before:

- Book a table/space in or near the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Day before:

- Print out the cut-outs and cut them along the lines
- Prepare the balloons
 - Roll up the first answer cut-out and place it in one of the balloons
 - Blow up and tie the balloon
 - Place the first question cut-out and tape it on the outside of the balloon
 - Repeat these steps with all of the other question/answer cut-outs



¹ “About World AIDS Day.” World AIDS Day. 2015, www.worldaidsday.org/about.

Day of:

- Invite participants to answer questions related to common HIV misconceptions
- Ask one person to select a balloon and read the question aloud
- Each participant can guess the answer
- Use a pen to pop the balloon
- Give the inside paper to the person who read the question and have them read the answer aloud
- Repeat these steps until finished

Movies, Docs, TV, and Youtube

- **“How to Survive a Plague.”** Directed by David France. Mongrel Media, 2012.
- **“Philadelphia.”** Directed by Jonathan Demme. TriStar Pictures, 1993.
- **“Positive Women: Exposing Injustice.”** Directed by Alison Duke. Canadian HIV/AIDS Legal Network, 2014.
- **“Rent.”** Directed by Chris Columbus. Columbia Pictures, 2005.

Books, Graphic Novels, and Zines

- *Duberman, Martin.* **“Hold Tight Gently: Michael Callen, Essex Hemphill, and the Battlefield of AIDS.”** The New Press, 2014.
- *Durant, Penny Raife.* **“When Heroes Die.”** Atheneum Books, 1992.
- *Hollinghurst, Alan.* **“The Line of Beauty.”** Bloomsbury, 2004.
- *Kramer, Larry, Joseph Papp, Andrew Holleran.* **“The Normal Heart.”** Plume, 1985.
- *Monette, Paul.* **“Halfway Home.”** Kensington, 2002.
- *Schulman, Sarah.* **“Rat Bohemia.”** Dutton Books, 1995.
- *Sessums, Kevin.* **“I Left It on the Mountain.”** St. Martin’s Press, 2015.

Hashtags

- #RethinkHIV



WORLD

AIDS

DECEMBER 1ST

DAY

Focus,
Partner,
Achieve:
**an AIDS-Free
Generation...**



HIV/AIDS IN CANADA



Canada's source for HIV and hepatitis C information

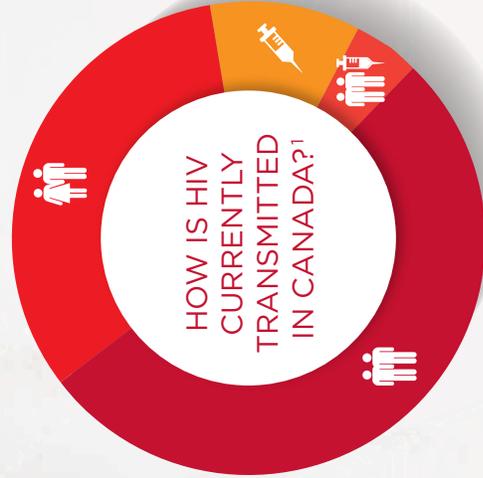
www.catie.ca



New HIV infections in Canada occur disproportionately among Aboriginal people and people from countries where HIV is endemic.¹

PEOPLE BORN IN COUNTRIES WHERE HIV IS ENDEMIC

ABORIGINAL PEOPLE



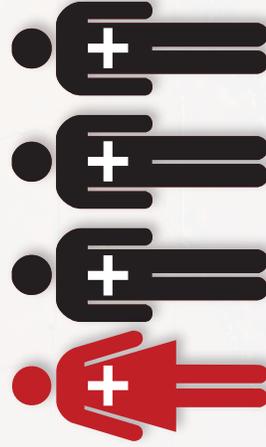
HIGHLY EFFECTIVE HIV PREVENTION

Condoms.² Pre-exposure prophylaxis (PrEP).² Undetectable viral load.² Harm reduction programs.³



EARLY TREATMENT MEANS A LONGER LIFE

Treatment has extended the life expectancy of a young Canadian living with HIV to their early 70s.⁴



Almost **1 in 4** new HIV infections in Canada are among females.¹



YOU CAN'T TREAT THE UNDIAGNOSED

21% of HIV-positive Canadians don't know their status.¹ The earlier HIV is diagnosed, the better the chance of living a long and healthy life.⁴

¹ 2014 estimate from the Public Health Agency of Canada.

² www.catie.ca/en/prevention/statements

³ Aspinall E et al. Are needle and syringe programmes associated with a reduction in HIV transmission among people who inject drugs: a systematic review and meta-analysis. *International Journal of Epidemiology*. 2014;43:235-248

⁴ Patterson S et al. Life expectancy of HIV-positive individuals on combination antiretroviral therapy in Canada. *BMC Infectious Diseases*. 2015;15:274

Queering Black History Month

Month of February

Organizing Body

Racialized Student Collective of Ryerson University

» <http://rsuonline.ca/Equity-Service-Centers/Racialised-Students-Collective>

RyePRIDE

» <http://rsuonline.ca/Equity-Service-Centers/RyePRIDE>



About

History¹

- Since February 1926, African-American scholar Dr. Carter G. Woodson ran “Negro History Week,” the precursor to Black History Month, choosing the month of February because it contained the birthdates of the two people he credited with the abolition of slavery: US President Abraham Lincoln and Black abolitionist Frederick Douglass
- In the 1950s, railroad porters who had heard of Black History Month and the Canadian Negro Women’s Association began to celebrate black history in Toronto
- In the 1960s, Black History Month expanded in the United States and was formally celebrated to give a more balanced and accurate picture of Black History
- In 1979, Toronto became the first municipality to proclaim Black History Month, meant to recognize and celebrate the past and present achievements and contributions of black Canadians
- The Honourable Jean Augustine, the first black Canadian woman elected to Parliament, put forth a motion to the House of Commons in December 1995 for Canada to officially recognize February as Black History Month, passing unanimously
- In 1996, the Canadian government officially celebrated Black History Month

Relevance to GSA

- Queering Black History Month is a campaign started by the Racialised Students’ Collective at Ryerson University in 2011 in order to re-insert the lives, experiences, and achievements of GSM African, Black, and Caribbean people into Black History
- It is a time to reflect, affirm, celebrate, honour, and complicate the magic that it cultivated in these various communities

Activities



Activity 1

Research Project and Presentation

Do a group research project on a black queer or trans Canadian and share your knowledge with a class dialogue. *Medium prep*

Time: in class

¹ “Black History Month.” City of Toronto. blackhistorycanada.ca/topic.php?id=150&themeid=6
<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=906f5e4394103410VgnVCM10000071d60f89RCRD>

Month before:

- Choose a black GSM Canadian to do research on; these people may be historical figures or alive today (including local community politicians, and artists)
 - Consider past speakers and performers for Queering Black History Month events: Jah Grey, Ekow Stone, Abdi Osman, Beverly Bain, Alena Peters, Chiezda Pasipanodya, Tiq Milan, David Lewis-Peart, d’bi young anitafrika, Mia McKenzie, janaya khan, Monica Forrester, Christopher Smith, Nadijah Robinson
- Ask History or Social Studies teachers if GSA members may present the profiles of their researched individual in their classes during the last week of February
- Create PowerPoints or poster boards

Week of:

- If granted permission, have the GSA members present the profiles of the person that they chose to research in History or Social Studies classes that week
- If not granted permission, have the GSA members present the profiles of the person that they chose to research in a GSA meeting or at lunch in a way that is accessible to other students who want to learn

After event:

- Display your poster boards in a classroom or hallway display board

Activity 2

Field Trip

Head into the community to watch a performance or attend an event. *Medium prep*

Time: After school/weekend

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Search for local events, performances, or exhibitions that feature or celebrate black Canadians such as concerts, art exhibits, museum exhibits, panel discussions, Black Lives Matter events; bonus points if the event is explicitly intersectional with GSM identities
- Plan with GSA members to attend and support as a group
 - Depending on the type of event this may require fundraising for entrance fees and students getting permission from their parents/adult supervision being found

Day of:

- Attend the event together as a group
 - If an adult is supervising remember to listen carefully to their instructions, if not follow general safety precautions (stick together, be in contact with parents/guardians, etc.)



After event:

- ❑ If your school has a school newspaper or blog this is a great opportunity for the group to write about the event that was attended and what was learned, as well as how it ties into the significance of (Queering) Black History Month
- ❑ If there is not a school newspaper or blog, consider discussing as a group, drafting a Facebook note for members to share, or making a school announcement

Movies, Docs, TV, and Youtube

- **“Change.”** Directed by Jeff McCutcheon, Melissa Osborne. Frameline Distributors, 2013.
- **“The Color Purple.”** Directed by Steven Spielberg. Warner Bros. Pictures, 1995.
- **“Pariah.”** Directed by Dee Rees. Focus Features, 2011.
- **“Paris is Burning.”** Directed by Jennie Livingston. Miramax Films, 1990.
- **“The Peculiar Kind.”** Directed by A. Casson. The Architects, 2012.
- **“The Skinny.”** Directed by Patrik-Ian Polk. Breaking Glass Pictures, 2012.
- **“STILLBLACK: A Portrait of Black Transmen.”** Directed by Kortney Ryan Ziegler. 2008.
- **“The Watermelon Woman.”** Directed by Cheryl Dunye. First Run Features, 1996.
- **“To Wong Foo, Thanks for Everything! Julie Newmar.”** Directed by Beeban Kidron. Universal Pictures, 1995.

Books, Graphic Novels, and Zines

- Brand, Dionne. **“In Another Place, Not Here.”** Grove Press, 2000.
- Coates, Ta-Nehisi. **“Between the World and Me.”** Spiegel & Grau, 2015.
- Cox, Laverne. **“Daring to Be Myself: A Memoir.”** Harlequin, 2015.
- Daniel, T. **“Enormous.”** by Tim Daniel and Mehdi Cheggour
- Gomez, Jewelle, L. **“The Gilda Stories: A Novel.”** Firebrand Books, 1991.
- hooks, bell. **“Rock My Soul: Black People and Self-Esteem.”** Washington Square Press, 2004.
- Hopkinson, Nalo. **“Falling in Love with Hominids.”** Tachyon Publications, 2015.
- Hopkinson, Nalo. **“The Salt Roads.”** Grand Central Publishing, 2004.
- Lorde, Audre. **“Zami, A New Spelling Of My Name.”** Crossing Press, 1982.
- McKenzie, Mia. **“Black Girl Dangerous.”** Black Girl Dangerous Press, Inc., 2014.
- McKenzie, Mia. **“The Summer We Got Free.”** Black Girl Dangerous Press, 2012.
- Mock, Janet. **“Redefining Realness: My Path to Womanhood, Identity, Love & So Much More.”** Atria Books, 2014.



- Shockley, Ann Allen. **“Loving Her.”** Naiad Press, 1987.
- Sinclair, April. **“Coffee Will Make You Black.”** Harper Perennial, 2007.
- Walker, A. **“The Color Purple.”** Pocket, 2004.
- Woodson, Jacqueline. **“The House You Pass Along the Way.”** Speak, 2003.

Hashtags

- #BlackHistoryMonth
- #BHM
- #BlackLivesMatter
- #BLM
- #BlackGirlMagic



queering

#BLACKHISTORYMONTH



**#QUEER
BLACK
LIVES
MATTER**

ccgsd-ccdgs.org

Child Poverty Awareness Month

Month of February

Organizing Body

BC Teachers' Federation (<https://bctf.ca>)

About

History¹

- In 2015, a resolution was passed by the BC Teachers' Federation, calling on all of its members to take steps towards ending child poverty

Relevance to GSA

- Bisexual and trans people are overrepresented among low-income Canadians
- An Ontario-based study found that half of trans people were living on less than \$15,000 a year
- Some children are kicked out of their homes when they come out to their families, causing GSM youth to be overrepresented in the homeless youth population

Activities

Activity 1

Donation Drive

Collect donations for a local a homeless shelter. *Low prep*

Materials: large cardboard boxes

Time: all day or lunch

Month before:

- Book a table/space in or near the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Search online for a nearby homeless shelter
- Contact the shelter, tell them you will be running a donation drive at your school, and ask them what items are most needed
 - List these items in your advertisements
- Contact the administration at your school and ask if they are willing to have the donation drop-off boxes in their office

Week before:

- Get hold of large cardboard boxes
 - Go to your cafeteria staff or any local business (restaurant, pharmacy, or anything) and ask if you can take their empty boxes



¹ "Antipoverty." BC Teachers' Federation. bctf.ca/SocialJustice.aspx?id=6308.

Day before/of:

- Place the box in the administration office with a sign above it so it easily recognizable
- You can run the event for multiple days or extend the event if you did not receive many donations

After event:

- Bring the donations to the shelter



Activity 2

Clothing Swap and Donation

Have a clothing swap that does not enforce 'gendered' clothing and prioritizes plus size youth and trans youth (encourage folks to bring old binders in good condition, for instance) and then donate the unclaimed clothing to a women's shelter or LGBTQ centre that gives clothing to LGBTQ folks in need. *Low prep*

Time: Lunch or before/after school

Materials: clean garbage bags

Month Before:

- Book a table/space in or near the cafeteria
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
- Search online for a nearby shelter or LGBTQ Centre that accepts clothing donations
- Advertise the date of the clothing swap

Day of:

- Place a sign above the place where the clothing swap will take place
- Have someone monitor the clothing swap, students should bring and leave any clothing they want to swap (if they have some) and take clothing that they would like. Make binders and plus size clothing easy to find.

After event:

- Bring leftover clothing to the shelter or LGBTQ Centre

Movies, Docs, TV, and Youtube

- **"Check It."** Directed by Dana Flor, Toby Oppenheimer. RadicalMedia, 2016.
- **"Hooked."** Directed by Max Emerson. Indiegogo, 2015.
- **"Lost in the Crowd."** Directed by Susi Graf. 2010.
- **"Pier Kids: The Life."** Directed by Elegance Bratton. 2013.

Books, Graphic Novels, and Zines

- *Brand, Dionne.* **“In Another Place, Not Here.”** Grove Press, 2000.
- *Berg, Ryan.* **“No House to Call My Home: Love, Family, and Other Transgressions.”** Nation Books, 2015.
- *D’Arcangelo, Lyndsey.* **“The Education of Queenie McBride.”** Publishing Syndicate LLC, 2013.
- *Lowrey, Sassafra.* **“Kicked Out.”** Homofactus Press, LLC, 2010.





Valentine's Day

February 14th

About

History¹

- This day is named after the Christian martyr St. Valentine but has roots in Lerpcalia, an Ancient Roman fertility holiday
- By the 1300s, this day became associated with love and romance
- By the 1600s, many Europeans exchanged valentines on this day

Relevance to GSA

- For a long time, western culture has denied celebration of love and romance that did not conform to heteronormative standards, including on this day
- A day for celebrating love and romance should be inclusive to love and romance in all their forms

Activities

Activity 1

Defining Love

Make a rainbow wall of hearts filled with positive messages about all kinds of love, including self love, love for friends, and love for family. *Low prep*

Materials: paper in different colours, scissors, pens/markers, decorative materials (glitter, stickers, etc.)

Time: lunch

Month before:

- Book a table/space in or near the cafeteria at lunch time
- Book a display board or wall space in a high-traffic area of your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Buy or get hold of markers, decorative materials (glitter, stickers, etc) and paper in the colours of your choice (possible in rainbow colours)
- Cut out the paper in heart shapes



¹ "History of Valentine's Day." History. www.history.com/topics/valentines-day/history-of-valentines-day/interactives/valentines-day-by-the-numbers.

Day of:

- Give each participant a heart
- Tell participants to write a positive message about love in the heart, creating their own message or using one of the prompts below:
 - "To me, love means..."
 - "I support love in all forms"
 - "Love is for everyone"
 - "Self love is..."
 - "The love of a friend is like..."
 - "The love of a family member is like..."

After event:

- Put the hearts up on a wall or board in your school to form a rainbow gradient

Activity 2

Friendship Speed Dating

Speed dating, but to make new friends! In this game, students, teachers, and staff at your school can get to know each other by quickly answering random questions about themselves. *Medium prep*

Materials: chairs, internet connection, Friendship Speed Dating Slideshow (resource 11), projector

Time: lunch

Month before:

- Book a large space in or near the cafeteria at lunch time
 - Find a space with access to a projector, internet, and chairs
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials



Day of:

- Set up the area with chairs facing each other
 - Depending on the size and shape of the space you will be using, the chairs can be set up in two concentric circles (the inside circle will face out and the outside circle will face in) or in two straight lines facing each other
- Set up the Google Slides file "Valentine's Day Friendship Speed Dating" on a projected screen
- Invite students, teachers, and staff to participate in a friendship speed dating game
- Participants should sit facing each other in the circles/rows
- Begin the activity once you have a solid number of participants
 - If there is an odd number of participants, one of the GSA members can fill in until someone else wants to join OR one chair can be rearranged so there is one group of three

- ❑ Tell participants that:
 - ❑ A question will be on the screen and read out loud
 - ❑ A one minute timer will start, so each partner gets 30 seconds to answer the question
 - ❑ Once the timer stops, one circle/row will stand up and move one spot to the left
 - ❑ A new question will be portrayed on the screen and participants will have another 30 seconds each to answer the question with their new partners
 - ❑ This will be repeated until all 20 questions have been asked
- ❑ To begin the timer, click anywhere within the black box
 - ❑ If the timer is not working, use a smartphone timer
- ❑ At the 30 second mark, yell out “Switch!” to ensure that both partners have time to respond

Movies, Docs, TV, and Youtube

- **“Imagine Me & You.”** Directed by Ol Parker. Fox Searchlight Pictures, 2005.
- **“Saving Face.”** Directed by Alice Wu. Sony Pictures Classics, 2004.
- **“Stand by Me.”** Directed by Rob Reiner. Columbia Pictures, 1986.
- **“Steel Magnolias.”** Directed by Herbert Ross. TriStar Pictures, 1989.
- **“Wild.”** Directed by Jean-Marc Vallée. 20th Century Fox Home Entertainment, 2014.

Books, Graphic Novels, and Zines

- Brand, Dionne. **“In Another Place, Not Here.”** Grove Press, 2000.
- Hall, Radclyffe. **“The Well of Loneliness.”** Wordsworth Editions, 2014.
- Hardin, Kimeron. **“Loving Ourselves: The Gay and Lesbian Guide to Self-Esteem.”** Alyson Books, 2008.
- hooks, bells. **“Rock My Soul: Black People and Self-Esteem.”** Washington Square Press, 2004.
- Konigsberg, Bill. **“Openly Straight.”** Arthur A. Levine Books, 2013.
- Levithan, David. **“How They Met, and Other Stories.”** Knopf Books for Young Readers, 2008.
- Levithan, David. **“The Lover’s Dictionary.”** Farrar, Straus and Giroux, 2011.
- Levithan, David. **“Two Boys Kissing.”** Knopf Books for Young Readers, 2013.
- Mirk, Sarah. **“Sex From Scratch: Making Your Own Relationship Rules.”** Microcosm Publishing, 2014.
- O’Neill, Jamie. **“At Swim, Two Boys.”** Scribner, 2003.
- Sheff, Elisabeth. **“The Polyamorists Next Door: Inside Multiple-Partner Relationships and Families.”** Rowman & Littlefield Publishers, 2013.
- Veaux, Franklin, Eve Rickert, Tatiana Gill. **“More Than Two: A Practical Guide to Ethical Polyamory.”** Thorntree Press, 2014.

Memorial March for Missing and Murdered Indigenous Women

February 14th

About

History¹

- In January of 1991, a woman was murdered on Powell Street in Vancouver, Coast Salish Territories; her name is not spoken out of respect for the wishes of her family
- This became the catalyst for the annual Memorial March for Missing and Murdered Indigenous Women (MMIW) which takes place across Canada on February 14 to acknowledge physical, mental, emotional and spiritual violence that Indigenous women face on a daily basis

Relevance to GSA

- First Nation, Métis, and Inuit members of your GSA are affected and impacted the ongoing MMIW crisis and the systems of oppression that fuel this violence
- In addition, Two Spirit and other GSM Indigenous people live at the intersections and experience the systematic oppressions of heterosexism, cissexism, and racism

Activity

Activity 1

Attend a Memorial March for Missing and Murdered Indigenous Women

This day is commemorated with a memorial march for MMIW which occur across Canada in many city centers. See if you can take part in or attend a nearby march. *Low to medium prep*

Time: after school

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Check online to see if a nearby town or city is hosting a vigil that your GSA can participate in or attend
 - Search “[your city name] Memorial March for MMIW February 14 (current year)” on Google; the following blog tends to list the march details for most cities womensmemorialmarch.wordpress.com/
- Email the coordinator on behalf of your organization to see how your GSA can get involved

Movies, Docs, TV, and Youtube

- “1200+.” Directed by Leonard Yakir. 2015.
- “Finding Dawn.” Directed by Christine Welsh. National Film Board of Canada, 2006.
- “Missing: The Documentary.” Directed by Young Jibwe. Animikii Films, 2014.
- “Stolen Sisters.” Directed by Antonio Hrynychuk. Global Television, 2007.

¹ “About.” Feb 14th Annual Women’s Memorial March. <https://womensmemorialmarch.wordpress.com/about/>

Books, Graphic Novels, and Zines

- *Brand, Dionne.* **“In Another Place, Not Here.”** Grove Press, 2000.
- *Bold, Christine.* **“Remembering Women Murdered by Men: Memorials Across Canada.”** Sumach Press, 2006.
- *Goulding, Warren.* **“Just Another Indian: A Serial Killer and Canada’s Indifference.”** Fitzhenry & Whiteside, 2003.
- *Monture-Angues, Patricia, Patricia McGuire. (Eds.)* **“First Voices: An Aboriginal Woman’s Reader.”** Inanna Publications and Education, 2009.
- *Robertson, David Alexander, Scott B. Henderson.* **“Betty: The Helen Osborne Story.”** HighWater Press, 2015.



International Women's Day

March 8th

Organizing Body

International Women's Day (<https://www.internationalwomensday.com>)



About

History¹

- The day has been observed since the early 1900s as a celebration of the social, economic, cultural, and political achievements of women and call for gender parity
- There is no sole body responsible for IWD, rather, it is celebrated by many organizations annually

Relevance to GSA

- Historically, celebrations of women and fights for women's rights have excluded women with other marginalized identities, including GSM women
- On a day to celebrate women, we should be sure to celebrate all women

Activities

Activity 1

Photo Display

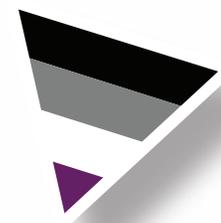
Put on a display of notable women throughout history and from your own school. *Medium prep*

Materials: paper, scissors, Polaroid camera

Time: lunch

Month before:

- Book a display board space in a high-traffic area of your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials



¹ "About International Women's Day (8 March)." International Women's Day. www.internationalwomensday.com/About.

Week before:

- Print photos and names of famous/well-known women from history and cut them into circles or squares
 - Ensure that your selection of women is as diverse and inclusive as possible, representing women of different ages, races, ethnicities, sexualities, genders (cis and trans women), abilities, religions, and classes; examples:
 - Malala Yousafzai, bell hooks, Emma Watson, Laverne Cox, Kenojuak Ashevak, Angela James, Roberta Bondar, Elizabeth May, Audrey McLaughlin, Muriel McQueen Fergusson, Charlotte Whitton, Agnes Macphail, Nellie McClung, Michelle Dumaresq, Jamie Lee Hamilton, Jenna Talackova, Trish Salah, Harriet Tubman, Wahida C. Valiante, Sulekha Ali, Ingrid Mattson, Emily Carr, Ga'axstal'as Jane Constance Cook, Margaret Laurence, Deepa Mehta, Judy Rebick
- Book a table/space in or near the cafeteria at lunch time

Day of:

- Post the photos up on a school wall to form a large (4 to 5 feet) female symbol
- With your Polaroid camera, take photos of students, teachers, and staff who identify as female and add their photo to the female symbol

Activity 2

Graffiti Wall

Create a 'graffiti' wall that allows females to share their experiences being a female with the male population at your school. *Low prep*

Materials: banner paper, markers

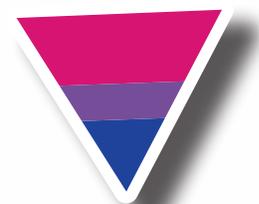
Time: lunch

Month before:

- Book a table/space in or near the cafeteria at lunch time
- Book a display board or wall space in a high-traffic area of your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Buy or get hold of banner paper
- Spread out randomly on the page, write questions about being female; example questions (feel free to write your own):
 - "What is something you wish men understood about women?"
 - "In one word, how does it feel to be the woman you are in society today?"
 - "How have your experiences as a person of colour, sexual minority, disabled person, religious minority, or other minoritized identity intersected with your experiences as a woman?"



- “What action do you wish people would take against cat-calling?”
- “What challenges or discrimination have you faced in structural institutions (hospitals, schools, places of worship, etc.) as a women?”

Day of:

- Invite female students, teachers, and staff to write their answer to any of the questions around the question itself
 - You can bring the banner paper to a space near the cafeteria during lunch and post it on your display board space afterwards
- Invite non-female students, teachers, and staff to read the graffiti wall as it develops, but not to write on it, as this is a day for men to listen to and better understand the experiences of women

Movies, Docs, TV, and Youtube

- **“bell hooks and Laverne Cox in a Public Dialogue at The New School.”** *YouTube, uploaded by The New School, 13 Oct. 2014*
» www.youtube.com/watch?v=9oMmZlJjgY.
- **“Frida.”** *Directed by Julie Taymor. Miramax, 2002.*
- **“Girl Rising.”** *Directed by Indrani Pal-Chaudhuri, Richard Robbins. GathrFilms, 2013.*
- **“He Named Me Malala.”** *Directed by Davis Guggenheim. Fox Searchlight Pictures, 2015.*
- **“Miss Representation.”** *Directed by Jennifer Siebel Newsom, Kimberlee Acquaro. Virgil Films & Entertainment, 2011.*
- **“No Woman, No Cry.”** *Directed by Christy Turlington. Virgil Films & Entertainment, 2011.*
- **“She’s Beautiful When She’s Angry.”** *Directed by Mary Dore. International Film Circuit, 2014.*
- **“Suffragette.”** *Directed by Sarah Gavron. Focus Features, 2015.*

Books, Graphic Novels, and Zines

- *Brand, Dionne. “In Another Place, Not Here.” Grove Press, 2000.*
- *Bechdel, Alison. “Dykes to Watch Out For.” Firebrand Books, 1986.*
- *Helquist, Michael. “Marie Equi: Radical Politics and Outlaw Passions.” Oregon State University Press, 2015.*
- *Pharr, Suzanne. “Homophobia: A Weapon of Sexism.” Fundacja Autonomia, 2008.*
- *Rucka, Greg, J. H. Williams III, Rachel Maddow. “Batwoman: Elegy.” DC Comics, 2010.*
- *Serano, Julia. “Excluded: Making Feminist and Queer Movements More Inclusive.” Seal Press, 2013.*
- *Stevenson, Noelle, Grace Ellis, Shannon Watters, and Faith Erin Hicks. “Lumberjanes.” BOOM! Box, 2015.*

Journée de la francophonie

March 20th

Organizing Body

Organisation Internationale de la Francophonie (www.20mars.francophonie.org)

About

History¹

- On March 20th, 1970, the Niamey Convention was signed, resulting in an organization of French-speaking states
- There are presently 77 member countries of La Francophonie who celebrate this day, including Canada
- The Journée de la francophonie celebrate the identity of francophones across the 5 continents and intersects with francophone LGBTQ identities

Relevance to GSA

- Franco-Canadian language and cultures (including Québécois, Acadian, Brayons, and others) celebrate, but also discriminate against, GSM culture in ways that are sometimes different than Anglo-Canadian language and culture
- Because of this, navigating life at the intersection of Franco-Canadian and GSM identity is unique

Activities

Activity 1

Language Table



Host a language table to encourage relaxed discussions in French over lunch. *Low prep*

Materials: sign

Time: lunch

Month before:

- Book a table in the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Contact your school's French teachers and ask if they are have time to help promote the event or facilitate discussion at the table

Week before:

- Print out a sign that says "French language table - all are welcome! / table de langue français - bienvenue a tout!"

¹ "International Francophonie Day (March 20, 2013)." France Diplomatie. www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/events/article/international-day-of-la.

Day of

- Place the sign on your booked table in the cafeteria
- Encourage everyone at the table to speak only in French while they sit at the table

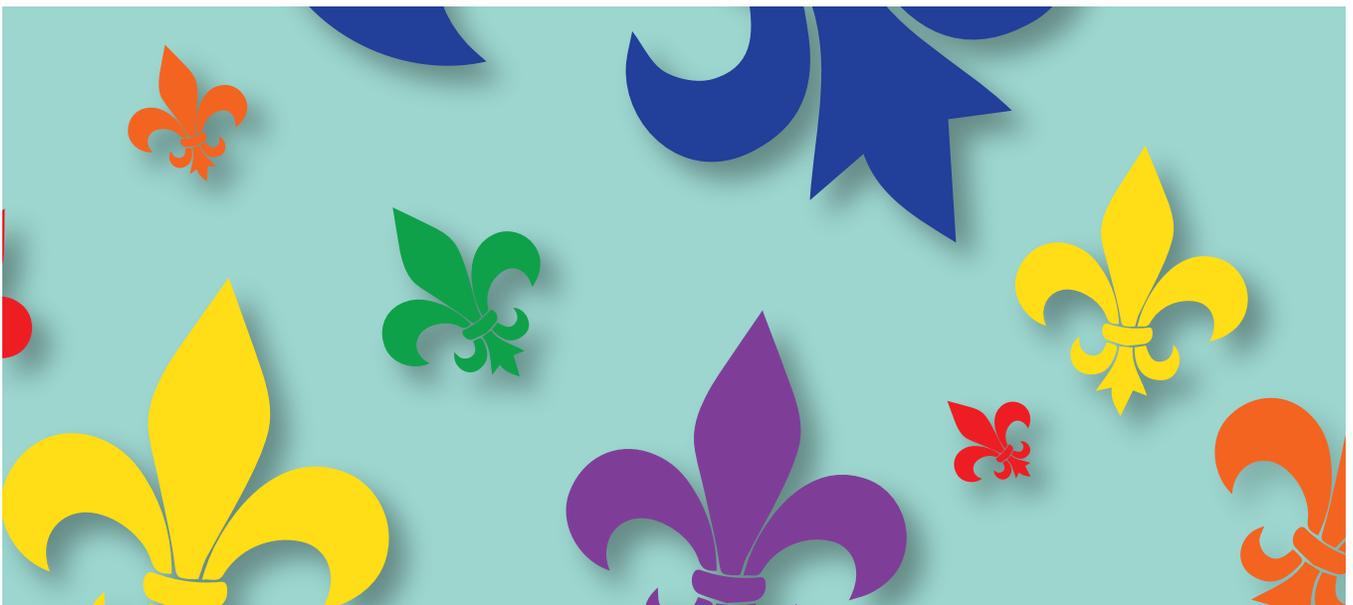
This is something that can be run weekly, biweekly, or monthly by your GSA to help students develop their French speaking skills

Movies, Docs, TV, and Youtube

- **“La Belle saison.”** Directed by Catherine Corsini. CHAZ Productions, 2015.
- **“Les Chansons d’amour.”** Directed by Christophe Honoré. Bac Films, 2007.
- **“Le Fil.”** Directed by Mehdi Ben Attia. Pyramide Distribution, 2009.
- **“Laurence Anyways.”** Directed by Xavier Dolan. Alliance VivaFilm, 2012.
- **“La Vie d’Adèle.”** Directed by Abdellatif Kechiche. Quat’sous Films, Wild Bunch, 2013.

Books, Graphic Novels, and Zines

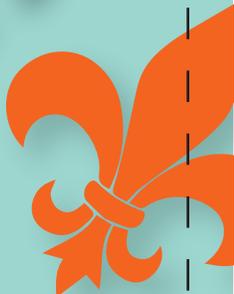
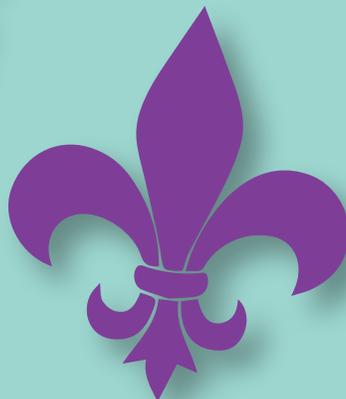
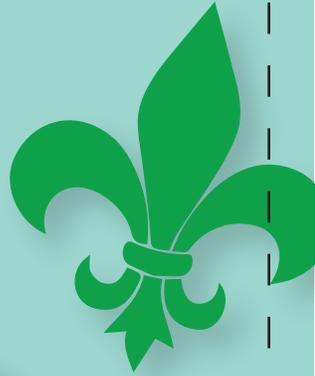
- Amor, Safia. **“Harvey Milk : “Non à l’homophobie.”** Actes Sud Junior, 2011.
- Fredette, Nathalie. **“Du soleil même la nuit.”** Québec Amérique, 2012.
- Gosselin, Julie. **“Zone floue.”** Les Éditions de la Paix, 2010.
- Hinckel, Florence. **“Zéro Commentaire : Medhi.”** Talents hauts. Saint-Mandé, 2011.
- Labrèche, Marie-Sissi. **“D’une fille qui frenche une autre fille.”** La courte échelle, 2010.
- Luciani, Jean-Luc. **“Une lentille égarée dans une boîte de petits pois.”** Oskar Editeur, 2011.
- Maroh, Julie. **“Le bleu est une couleur chaude.”** Glénat, 2010.
- Vanier, Lyne. **“French Kiss, ou, l’amour au plurielles.”** Pierre tisseyre, 2008.



JOURNÉE DE LA FRANCOPHONIE

20 MARS - MARCH 20TH

CCGSD-CCDGS.ORG



International Day for the Elimination of Racial Discrimination

March 21st

Organizing Body

UN (<http://www.un.org/en/events/racialdiscriminationday/>)



About

History¹

- On March 21st, 1960 in Sharpeville, South Africa, police opened fire and killed 69 people who were peacefully demonstrating against apartheid “pass laws,” which systematically segregated the South African population by race
- In 1966, the UN General Assembly proclaimed this day an international day, encouraging the international community to eliminate racial discrimination
- The International Convention on the Elimination of Racial Discrimination has worked to eliminate racist laws in practices around the world, though racism lives on in many forms

Relevance to GSA

- Racial discrimination is not unique to heterosexual, cisgender communities
- The fight for GSM liberation has historically focused on the experiences the white community, and to this day, many GSM spaces and individuals continue to exhibit racist attitudes

Activities

Activity 1

Discrimination Simulation

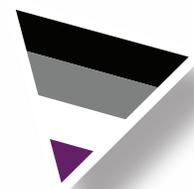
In this activity, students, teachers, and staff will unknowingly take part in a simulation that demonstrates discrimination to spark an emotional reaction. Once they leave the cafeteria, the idea behind the simulation will be revealed to them and they will be able to understand discrimination on an emotional level. *Medium prep*

Materials: Take-Away Message Document (resource 12), scissors, small chocolates or pieces of candy, take-away messages printed out and cut up

Time: lunch

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials



¹ “Background Information on the International Day for the Elimination of Racial Discrimination, 21 March.” UN. www.un.org/en/events/racialdiscriminationday/background.shtml.

Week before:

- Create a rule to group students/teachers/staff into two groups based on the clothing that they are wearing (for example, wearing a hoodie and not wearing a hoodie; wearing sandals and not wearing sandals; shirt tucked in and shirt untucked)
- Choose one of these two groups to be the privileged group (for example, wearing a hoodie is privileged; not wearing a hoodie is unprivileged)
- Print out the take-away messages and cut along the lines
- Select some members to be chocolate/candy deliverers and others to hand out take-away messages

Day of:

- The selected members will go around and ask those from the privileged group (for example, those wearing sandals) if they would like a chocolate/candy from the GSA
 - When asked by members of the non-privileged group for a candy, the GSA members should say: "We'll be coming back later once we're finished, so if there's any left, you can have one if there's some left." (Do not provide any further explanation)
 - Once these members have gone around the entire cafeteria, they can go back to those who asked for chocolate/candy and offer them a leftover
- The members handing out the take-away messages should be stationed at all of the exit doors from the cafeteria
 - As people leave the cafeteria, hand out the paper to everyone

Movies, Docs, TV, and Youtube

- **"12 Years A Slave."** Directed by Steve McQueen. 20th Century Fox, 2013.
- **"The Bubble."** Directed by Eytan Fox. Strand Releasing, 2008.
- **"City of Borders."** Directed by Yun Suh. Center for Asian American Media, 2009.
- **"Dear White People."** Directed by Justin Simien. Lionsgate, 2014.
- **"District 9."** Directed by Neill Blomkamp. Sony Pictures Home Entertainment, 2009.
- **"Do the Right Thing."** Directed by Spike Lee. Universal Pictures, 1989.
- **"A Jihad for Love."** Directed by Parvez Sharma. First Run Features, 2007.

Books, Graphic Novels, and Zines

- Albert, Borris. **"Crash Into Me."** Simon Pulse, 2009.
- Anzaldúa, Gloria E., Sonia Saldívar-Hull. **"Borderlands/La Frontera: The New Mestiza."** Aunt Lute Books, 1999.
- Beam, Chris. **"I Am J."** Little, Brown Books for Young Readers, 2011.
- Collado, Morgan Robyn. **"Make Love to Rage."** biyuti publishing, 2014.
- Flores, Anel. **"Empanada: A Lesbiana Story en Probaditas."** Korima Press, 2013.
- Islam, Tanwi Nandini. **"Bright Lines."** Penguin Books, 2015.

- Kugle, Scott Siraj al-Haqq. **“Living Out Islam: Voices of Gay, Lesbian, and Transgender Muslims.”** New York University Press, 2013.
- London, Alex. **“Proxy.”** Philomel Books, 2013.
- Meyer, Doug. **“Violence Against Queer People: Race, Class, Gender, and the Persistence of Anti-LGBT Discrimination.”** Rutgers University Press, 2015.
- Moraga, Cherrie. **“Loving in the War Years.”** South End Press, 2000.
- Ramsey, Jo. **“Ball Caps and Khakis.”** Harmony Ink Press, 2016.
- Revoyr, Nina. **“The Necessary Hunger.”** St. Martin’s Griffin, 1997.
- Reyes, Yosimar. **“For Colored Boys Who Speak Softly.”** 2009.
- Rice-González, Charles. **“Chulito.”** Alyson Books, 2010.
- Sanchez, Alex. **“Boyfriends with Girlfriends.”** Simon & Schuster Books for Young Readers, 2011.
- Santos-Febres, Mayra, Stephen A. Lytle. **“Sirena Selena.”** Picador, 2001.
- Satyal, Rakesh. **“Blue Boy.”** Kensington, 2009.
- Selvadurai, Shyam. **“Funny Boy.”** Mariner Books, 1997.
- Torres, Justin. **“We The Animals.”** Houghton Mifflin Harcourt, 2011.
- Yamanaka, Lois-Ann. **“Name Me Nobody.”** Hyperion Books, 2009.
- Yee, Paul. **“Money Boy.”** Groundwood Books, 2011.



International Day for the
*Elimination of
Racial
Discrimination*

MARCH
21ST

ccgsd-ccdgs.org

Trans Day of Visibility

March 31st



Organizing Body

TDoV (<http://tdov.org>)

About

History¹

- Trans Day of Visibility aims to raise awareness about the accomplishments of trans people while fighting cissexism and transphobia
- This day was created from the need for day of empowerment, celebration, and recognition of the trans community rather than only events focused on mourning

Activities

Activity 1

Showing of Laverne Cox's It Gets Better Video

By playing this mini-documentary, the school community will learn about Laverne Cox's life and better understand her identity as a transgender woman. *Low prep*

Resources: YouTube video ("It Got Better Featuring Laverne Cox | L/Studio created by Lexus." YouTube, uploaded by lstudiopresents, 11 Jun. 2014, www.youtube.com/watch?v=1MfxtM9N3fw.)

Time: school assembly

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Book a 10 minute slot at an upcoming school assembly (within a couple of weeks before or after this day)

Week before:

- Download the video and save it onto a USB key
- Select one or two members to introduce the video and draft a short (1 minute) script on the importance of this day

Day of:

- Load the video online or with the USB key onto the computer that will be projected for the assembly
- The selected members will introduce the video
- Play the video (running time 8:29)

¹ "Transgender Day of Visibility." Trans Student Educational Resources. www.transstudent.org/tdov.

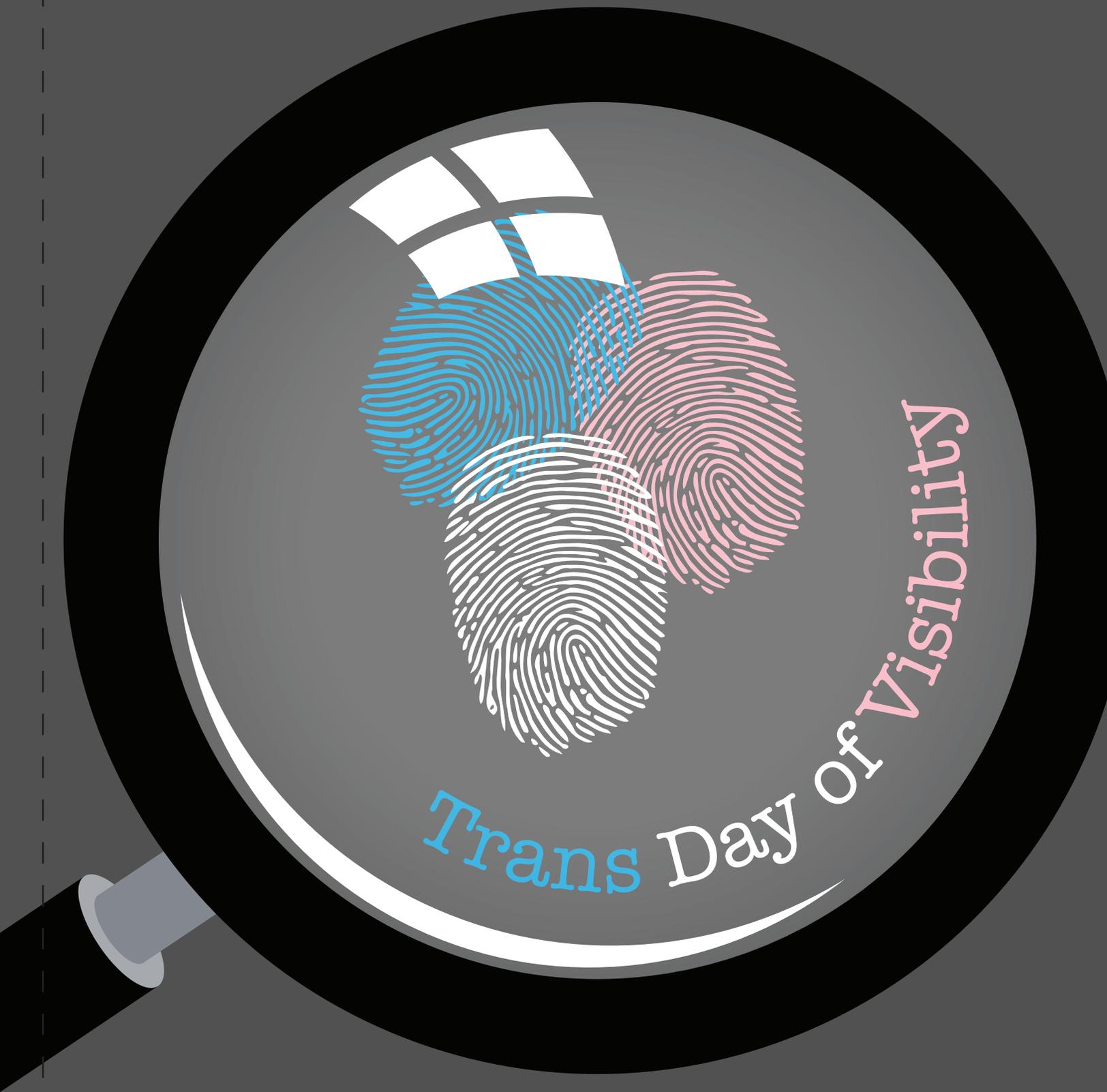
Movies, Docs, TV, and Youtube

- **“12 Years A Slave.”** Directed by Steve McQueen. 20th Century Fox, 2013.
- **“52 Tuesdays.”** Directed by Sophie Hyde. Kino Lorber, 2014.
- **“Becoming Chaz.”** Directed by Fenton Bailey, Randy Barbato. OWN: The Oprah Winfrey Network, 2011.
- **“bell hooks and Laverne Cox in a Public Dialogue at The New School.”** YouTube, uploaded by The New School, 13 Oct. 2014,
» www.youtube.com/watch?v=9oMmZIJjgY.
- **“Boy.”** YouTube, uploaded by Lucas Helth Postma, 18 Jun. 2014,
» www.youtube.com/watch?v=WwV7ENOTeek.
- **“Tomboy.”** Directed by Céline Sciamma. Pyramide Distribution, 2011.
- **“Transamerica.”** Directed by Duncan Tucker. ContentFilm International, 2005.

Books, Graphic Novels, and Zines

- Albert, Borris. **“Crash Into Me.”** Simon Pulse, 2009.
- Bornstein, Kate. **“My New Gender Workbook: A Step-by-Step Guide to Achieving World Peace Through Gender Anarchy and Sex Positivity Paperback.”** Routledge, 2013.
- Feinberg, Leslie. **“Transgender Warriors: Making History from Joan of Arc to Dennis Rodman.”** Beacon Press, 1997.
- Fu, Kim. **“For Today I Am A Boy.”** Houghton Mifflin Harcourt, 2014.
- Levithan, David. **“Another Day.”** Knopf Books for Young Readers, 2015.
- Levithan, David. **“Every Day.”** Knopf Books for Young Readers, 2012.
- Mock, Janet. **“Redefining Realness: My Path to Womanhood, Identity, Love & So Much More.”** Atria Books, 2014.
- Milligan, Peter, Chris Bachalo, Mark Pennington. **“Shade, the Changing Man.”** Vertigo (DC Comics), 2009.
- Nutt, Amy Ellis. **“Becoming Nicole: The Transformation of an American Family.”** Random House, 2015.
- Wood, Jennifer, Jeff McComsey. **“Fluter.”** 215 Ink, 2013.





March 31st
ccgsd-ccdgs.org

International Day for Sport for Development and Peace

April 6th

Organizing Body

UN (<http://www.un.org/en/events/sportday/index.shtml>)



About

History¹

- On August 23rd, 2013, the UN General Assembly declared April 6th as the International Day of Sport for Development and Peace

Relevance to GSA

- Athletic communities have historically been quite homo- and transphobic; this stems from the association between sports and hetero- and cisnormative masculinity, which is threatened by any nonheterosexual and noncisgender identity
- Recently, some sports teams have been standing up for inclusivity and some sports stars have publicly come out, though the dominant culture is still rife with discrimination

Activities

Activity 1

Breaking Down the Wall of Exclusion

Create a wall of GSM sports exclusion and watch it be broken down over the lunch period as participants pledge to take steps towards inclusion. *Medium prep*

Materials: large sticky notes (two or more colours), writing utensils, large banner paper, Wall of Exclusion Messages Document (resource 14)

Time: lunch

Month before:

- Book a table in the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Write the messages from page one of the Wall of Exclusion Message Document onto individual sticky notes of the same colour
- Arrange the sticky notes onto the banner paper



¹ "Background for International Day of Sport for Development and Peace, 6 April." UN. www.un.org/en/events/sportday/background.shtml.

Day of:

- Put the banner paper on the table or floor
- Invite students/teachers/staff to write pledges of action towards inclusion on another coloured sticky note
 - Share suggestions from page two of the Wall of Exclusion Message Document if participants are having a hard time thinking of actions
- Participants can place their sticky note of inclusion on the banner paper and take off one sticky note of exclusion
- Over the lunch period, the banner will transform from one colour to another, or from one colour into a multi-coloured board

After event:

- Put the banner on display somewhere in your school

Movies, Docs, TV, and Youtube

- **“Beautiful Boxer.”** Directed by Ekachai Uekrongtham. TLA Releasing, 2003.
- **“Eleven Men Out.”** Directed by Robert Ingi Douglas. Regent Releasing, 2005.
- **“Jason Collins - Homophobia in Sports.”** *Bystander Revolution, season 1, ep. 56.* Directed by Ron Sylvester. Gates & Greene, 2014.
- **“Out in the Line-Up.”** Directed by Ian W. Thomson. Yellow Dot Production, 2014.
- **“Out to Win.”** Directed by Malcolm Ingram. TCB Productions, 2015.
- **“Personal Best.”** Directed by Robert Towne. Warner Bros. Pictures, 1982.
- **“Queens & Cowboys: A Straight Year in the Gay Rodeo.”** Directed by Matt Livadary. 2014.
- **“Straight Acting: A Story About Queers and Sports.”** Directed by Spencer Windes. Pissant Productions, 2012.

Books, Graphic Novels, and Zines

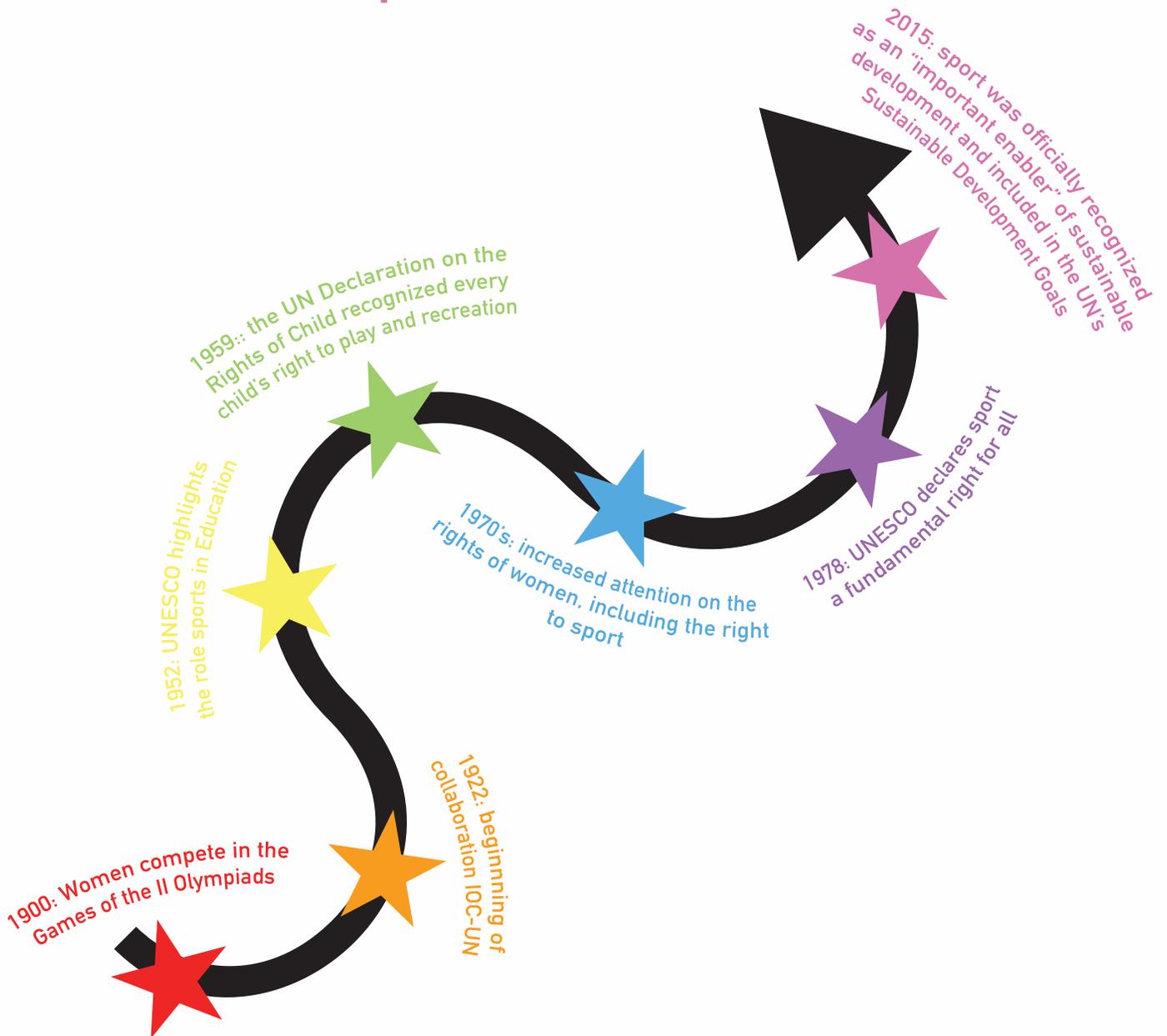
- Anderson, Eric. **“In the Game: Gay Athletes and the Cult of Masculinity.”** State University of New York Press, 2005.
- Christie, Kate. **“Solstice.”** Bella Books, 2010.
- Detand, Zarah. **“Pull Me Under.”** Smashwords, Inc., 2014.
- Erno, Jeff. **“Two Dumb Jocks.”** Dreamspinner Press, 2014.
- Griffin, Pat. **“Strong Women, Deep Closets: Lesbians and Homophobia in Sport.”** Human Kinetics Publishers, 1998.
- Kane, Ashlyn. **“Winging It.”** Dreamspinner Press, 2015.
- Kennedy, Sean. **“Tigers and Devils.”** Dreamspinner Press, 2012.
- Mae, Lynette. **“Rebound.”** Sapphire Books Publishing, 2014.
- Spangler, Rachel. **“Heart of the Game.”** Bold Strokes Books, 2015

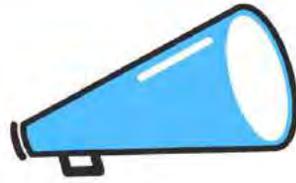
Hashtags

- #IDSDP
- #Sport4BetterWorld (IOC campaign)
- #iPlayforSDGs (UNOSDP campaign)
- #WhiteCard (Peace and Sport campaign)



Sports Inclusion Timeline





CCGSD PRESENTS

SPORTS INCLUSION PROGRAM

LEARN HOW TO CHALLENGE
HOMOPHOBIA AND TRANSPHOBIA
IN SPORTS TODAY!

FOR MORE INFORMATION OR TO BOOK
A WORKSHOP PLEASE EMAIL
SPORTS@CCGSD-CCDGS.ORG



THE CANADIAN CENTRE FOR
**GENDER+SEXUAL
DIVERSITY**

International Day of Pink

Second Wednesday of April

Organizing Body

The International Day of Pink (<http://dayofpink.org/>)

About

History¹

- In 2007 in Nova Scotia, two senior students at a high school saw a younger student being bullied for wearing pink and so bought pink shirts for others at their school to wear as an act of solidarity
- The day spread nationally and then internationally and the pink shirt has now become a symbol against bullying, discrimination, homophobia, transphobia, and transmisogyny

Activities

Activity 1

Dialogue Session

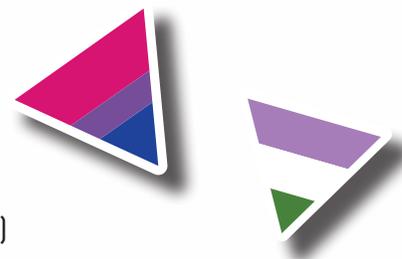
Host an open dialogue session between community members and a local political or school representative to discuss bullying issues in school, discrimination issues in the community, the effectiveness of current bullying prevention and response protocols, and/or practical steps forward to make schools a safer place. *High prep*

Materials: microphone, speaker, food

Time: after school/evening

Three months before:

- Select one or more member(s) to be the lead coordinator(s)
- Select one or more member(s) to take minutes and photos
- Select one or more member(s) to be the M.C.(s)
- Invite a local newspaper to have a journalist attend the event to write a feature article
- Set the date and time
- Book a space in your school or a nearby community centre
- Contact your principal, vice-principal, school trustee, councilor, mayor, provincial representative, and/or Member of Parliament to request their attendance at the event (see sample email here: resource 13)



¹ "About." The International Day of Pink. dayofpink.org/about/.

Two months before:

- Advertise around your school and community for youth and adults who are interested in participating in the dialogue
 - Effective, widespread advertising is crucial for the success of your event, so ensure that you spend time thinking about how to advertise best (Facebook event page, posters around town, etc.)**
- Ask all dialogue participants what they would like to talk about
- Compile questions and topics of interest into broader categories and put on the evening's agenda
- Consider finding a food donor to provide snacks at your dialogue

One month before:

- Contact all speakers to confirm attendance at the event and that they will arrive 30 minutes early
- Send agenda to all attendees so they can prepare
- Confirm your booking for the venue
- Continue advertising

Day of:

- Arrive at the venue one hour early to ensure that it is set up properly (including chairs, food, sound system, etc.)
- Meet the speakers 30 minutes before the event
 - Go over the agenda for the evening
- Once all of the attendees have arrived, greet everyone and thank them for coming
- Introduce yourself and the speakers and thank them for coming
- Tell attendees that there will be an open forum Q&A at the end of the evening
- Explain the history and significance of the Day of Pink
- Briefly go over the agenda
- Begin the dialogue with the speakers
- Create a set of action points for school or community initiatives to combat bullying and discrimination
- Ask attendees if they have any questions or comments and tell them that questions/comments should be worded respectfully
- Thank the speakers again for their time and thank all attendees for coming and participating in this important dialogue

After event:

- Send photos to the speakers and thank them once more for their time and participation in your event
- Follow up on any action items from the dialogue



I CHOOSE TO

CELEBRATE

DIVERSITY

BY

CHALLENGING

HETEROSEX-

ISM &

CISSEXISM

dayofpink.org

THE CANADIAN CENTRE FOR
**GENDER+SEXUAL
DIVERSITY**



International Day Against Heterosexism and Cissexism

May 17th

Organizing Body

International Day Against Homophobia, Transphobia & Biphobia (<http://dayagainsthomophobia.org>)

About

History¹

- On May 17th, 1990, the World Health Organization declassified homosexuality as a mental disorder
- In 2004, the day was celebrated for the first time to draw the attention of policymakers, social movements, the media, local authorities, and the public to the violence and discrimination faced by the LGBTI people
- The day is now celebrated in more than 130 countries with 1600 events reported from 1280 organizations in 2014
- There is no sole organizing body for the day

Activities

Activity 1

Photo Campaign

Turn heterosexism and cissexism on their heads! On pieces of paper, print out common questions and phrases that individuals in the queer community hear every day, but reverse them. This will make straight and cis people at your school rethink the questions they ask to GSM people. *Medium prep*

Materials: IDAHOC Photo Campaign Posters (resource 15), camera, chalk

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
- Get approval from your school to post the photos on display boards or in classrooms around the school

Week before:

- Print out the question/phrase pages
- Take photos of your GSA members holding the signs
- Print them out



¹ "What is May 17th." International Day Against Homophobia, Transphobia & Biphobia. dayagainsthomophobia.org/what-is-may-17th/.

Day before/of:

- Put up the photos after class ends the day before or before class begins on the day of
- If you put up the photos the day before, make sure that you have spoken to the custodial staff so they know not to take the photos down
- Alternatively, you can write these message in chalk around the school the day before or morning of.
 - Vincent, J. J. "When Did You Realize You Were Straight?" The Good Men Project. 2 Nov. 2013, goodmenproject.com/featured-content/when-did-you-realize-you-were-straight-jvinc/.

Activity 2

The Infamous Spinning Wheel of Heterosexism and Cissexism

This engaging activity will teach participants what heterosexism and cissexism actually are, how heterosexist and cissexist attitude manifest in everyday speech, and provide inclusive alternatives. *Medium to high prep*

Materials: spinning wheel, IDAHOC Information Document (resource 16), poster/bristol board, chocolates or pieces of candy

Time: lunch



Month before:

- Book a table/space in or near the cafeteria at lunch time
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials
 - DIY instructions for spinning wheel: "Super Spinning Prize Wheel DIY!" Doodlecraft Blog. 24 May 2013, www.doodlecraftblog.com/2013/05/super-spinning-prize-wheel-diy.html.
 - Write out the phrases in the first column of the information document onto the wheel slices

Week before:

- Write out the text from page one of the information document onto the poster/bristol board and decorate it

Day of:

- Put the information board on display
- Set up the spinning wheel
- Invite students, teachers, and staff to come spin the wheel
- For whichever phrase the pointer lands on, the participant will have the opportunity to (1) guess if the language is heterosexist or cissexist, (2) suggest why the phrase might be problematic, and (3) provide an alternative phrase that is not problematic
- For each legitimate attempt by a participant, provide one chocolate/candy



Movies, Docs, TV, and Youtube

- **“Beautiful Boxer.”** Directed by Ekachai Uekrongtham. TLA Releasing, 2003.
- **“Before You Know It.”** Directed by PJ Raval. Film Collaborative, The, 2013.
- **“Do I Sound Gay?”** Directed by David Thorpe. Sundance Selects, 2014.
- **“Husbands.”** [Web series.] Scriptacular Productions, 2011-2013.
» <http://husbandstheseries.com/>
- **“In My Shoes: Stories of Youth with LGBT Parents.”** Directed by Jennifer Gilomen. Frameline, 2015.
- **“Milk.”** Directed by Gus Van Sant. Focus Features, 2008.

Books, Graphic Novels, and Zines

- Anderson, Eric. **“In the Game: Gay Athletes and the Cult of Masculinity.”** State University of New York Press, 2005.
- Bechdel, Alison. **“Fun Home: A Family Tragicomic.”** Mariner Books, 2007.
- Benschoff, Harry M., Sean Griffin. **“Queer Images: A History of Gay and Lesbian Film in America.”** Rowman & Littlefield Publishers, 2005.
- Blank, Hanne. **“Straight: The Surprisingly Short History of Heterosexuality.”** Beacon Press, 2012.
- Boswell, John. **“Same-Sex Unions in Premodern Europe.”** Vintage, 1995.
- Conrad, Ryan, Yasmin Nair, Martha Jane Kaufman, Katie Miles, Mattilda Berstein Sycamore, Kate Bornstein, Eric Stanley, Dean Spade, et al. **“Against Equality: Queer Criticisms of Gay Marriage.”** Against Equality Press, 2010.
- Espenson, Jane. **“Husbands.”** Dark Horse Comics, 2013.
- Jennings, Rebecca. **“A Lesbian History of Britain: Love and Sex Between Women Since 1500.”** Greenwood World Publishing, 2007.
- Yoshino, Kenji. **“Speak Now: Marriage Equality on Trial.”** Crown, 2015.



International Day Against

HOMOPHOBIA, TRANSPHOBIA



MAY 17TH

CCGSD-CCDGS.ORG

Aboriginal History Month; National Aboriginal Day & Aboriginal Day of Action

Month of June, June 21st and June 29th

Organizing Body

Indigenous and Northern Affairs Canada

(<https://www.aadnc-aandc.gc.ca/eng/1466616436543/1466616481533>)

About



History¹

- In 2009, a unanimous motion in the House of Commons of Canada declared June National Aboriginal History Month
- June is a month for Aboriginal and non-Aboriginal Canadians to reflect upon the history, sacrifices, contributions, cultures, and strength of First Nations, Métis, and Inuit peoples
- On June 21st, the summer solstice is celebrated. In 1986, this was chosen for National Aboriginal Day by Indigenous organizations and the Government of Canada due to the significance of this day as the longest day of the year.
- National Aboriginal Day is for all Canadians to recognize and celebrate the diverse cultures and outstanding contributions of all Aboriginal peoples (including First Nations, Inuit, and Métis peoples)
- On June 29th, 2007, Canadian First Nations groups organized a day of protests and demonstrations to call attention to poverty, lack of governmental action on land claims, the poor quality of Aboriginal health and social programs, and the cancellation of the Kelowna Accord by the federal government
- The Aboriginal Day of Action or Aboriginal Day of Protest has now become an annual phenomenon, with events taking place every year on June 29th

Relevance to GSA

- Anti-Indigenous discrimination is not unique to heterosexual cisgender communities
- The fight for GSM liberation has historically focused on the experiences the white community, and to this day, many GSM spaces and individuals continue to exhibit (neo)colonial attitudes
- Throughout settler colonialism in Canada, the gender binary was used to assimilate Two Spirit and other GSM Indigenous peoples into the western imperialist culture
- The legacy of this colonialism is still present today, as many individuals and communities have internalized cissexism and heterosexism as a means of self-preservation



¹ "About National Aboriginal Day." Indigenous and Northern Affairs Canada. 11 Jan. 2016, www.aadnc-aandc.gc.ca/eng/1100100013718/1100100013719.

Activities



Activity 1

Collaboration with a Local Organization

Connect with a nearby Friendship Centre to see what they have planned and ask how you can support or collaborate with them. *Low to medium prep*

Two months before:

- Select one or more member(s) to be the lead coordinator(s)
- Check online to see if there is an Aboriginal Friendship Centre near you on the National Association of Friendship Centres website
 - "Friendship Centres." National Association of Friendship Centres. nafc.ca/en/friendship-centres/
- Check that Centre's website for contact information and email them on behalf of your organization to see how your GSA can get involved by marching, running an information booth, running a games booth, or volunteering

Activity 2

Aboriginal Month Display Board

Post a hallway display board that will educate passersby about aspects of Aboriginal nations in Canada, the medicine wheel, and two spirit identity. *Medium prep*

Materials: Aboriginal Month Display Board Document (resource 17), scissors, tape/push-pins/sticky tack, coloured paper (black, white, red, and yellow)

Month before:

- Book a display board or wall space in a high-traffic area of your school
- Select one or more member(s) to be the lead coordinator(s)
- Find or purchase necessary materials

Week before:

- Print out the Aboriginal Month Display Board Document
- Cut out each heading, paragraph, and photo separately and arrange them onto your board (see example: resource 18)
- Create a medicine wheel using coloured paper



Personal Research Project



Personal Research Project

- How aware are you of the history of the land where your city is situated?
- Use this interactive map to learn about the Indigenous territories, languages, and treaties in the land where you currently live
 - Native-Land.ca.
 -

Two Spirit Inclusion Campaign

- Learn more about the rich history of Two Spirit peoples
 - “Two Spirit Inclusion Campaign.” Canadian Centre for Gender and Sexual Diversity. 2016, www.ccgds-ccdgs.org/two-spirit

Movies, Docs, TV, and Youtube

- **“The Business of Fancydancing.”** Directed by Sherman Alexie. Outride Pictures, 2002.
- **“Two Soft Things, Two Hard Things.”** Directed by Mark Kenneth Woods, Michael Yerxa. MKW Productions, 2015.
- **“Two Spirits.”** Directed by Lydia Nibley. Say Yes Quickly Productions, 2009.

Books, Graphic Novels, and Zines

- Allen, Paula Gunn. **“The Sacred Hoop: Recovering the Feminine in American Indian Traditions.”** Beacon Press, 1992.
- Brant, Berth. (ed.) **“A Gathering of Spirit: A Collection by North American Indian Women.”** Firebrand Books, 1989.
- Brown, Lester B. (ed.) **“Two Spirit People: American Indian Lesbian Women and Gay Men.”** Routledge, 1997.
- Chacaby, Ma-Nee, Mary Louisa Plummer. **“A Two Spirit Journey: The Autobiography of a Lesbian Ojibway-Cree Elder.”** University of Manitoba Press, 2016.
- Driskill, Qwo-Li, Chris Finley, Brian Joseph Gilley, Scott L. Morgensen. (eds.) **“Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature.”** University of Arizona Press, 2011.
- Driskill, Qwo-Li, Daniel Heath Justice, Deborah A. Miranda, Lisa Tatonetti. (eds.) **“Sovereign Erotics: A Collection of Two-spirit Literature.”** University of Arizona Press, 2011.
- Roscoe, Will. (ed.) **“Living the Spirit: A Gay American Indian Anthology.”** St. Martin’s Press, 1989.



Hashtags

- #IdleNoMore

Additional Resources

- **“Plan for National Aboriginal Day.”** Indigenous and Northern Affairs Canada. 19 Jun. 2015,
» www.aadnc-aandc.gc.ca/eng/1100100013331/1100100013332.
- **“Two Spirit Resource Centre.”** NativeOUT.
» nativeout.com/twospirit-rc/.



ONE PERSON

TWO
SPIRITS

NO SHAME

Take action by learning more about this diverse people and/or by booking a workshop today at

ccgsd-ccdgs.org/two-spirit

Pride Month

Month of June



About

History¹

- On June 28th, 1969 in New York City, USA, police officers raided a the Stonewall Inn gay bar in Greenwich Village; raids of gay bars were common at the time, but after this particular raid, patrons rioted for three days
- Commemorative marches were held on the anniversary of the raid and began spreading around the world
- In 2016, President Barack Obama declared June 2016 Lesbian, Gay, Bisexual, and Transgender Pride Month; June 2016 was also Canada's first-ever official Pride Month launched by Prime Minister Trudeau, Ontario Premier Kathleen Wynne, and her wife Jane Rounthwaite
- Inspired by #Blackout, a selfie day for Black folks to celebrate themselves by posting selfies and content created by Black folks on social media, Tumblr users have created a variety of versions of Pride Selfie Month calendars; the first version was from anti-feminism-pro-equality, but it was criticised for being non-inclusive as well as for coming from a user with questionable views on feminism, racism, and fatphobia
- Alexosys created a more inclusive calendar that included #Blackout, which is replicated below with the addition of two-spirit identity (unfortunately by combining Agender and Neutrois Pride into one day)²:

June 1: Lesbian Pride

June 2: Gay Pride

June 3: Bisexual Pride

June 4: Asexual Pride

June 5: Aromantic Pride

June 6: Blackout

June 7: Grey-Asexual Pride

June 8: Demisexual Pride

June 9: Pansexual Pride

June 10: Transgender Pride

June 11: Intersex Pride

June 12: Agender and Neutrois Pride

June 13: Two Spirit Pride

June 14: Pangender Pride

June 15: Bigender Pride



June 16: Genderqueer Pride

June 17: Genderflux Pride

June 18: Demiboy Pride

June 19: Demigirl Pride

June 20: Intergender Pride

June 21: Genderfluid Pride

June 22: Trigender Pride

June 23: Gender Variant Pride

June 24: Androgyne Pride

June 25: Panromantic Pride

June 26: Biromantic Pride

June 27: Demiromantic Pride

June 28: Grey-Romantic Pride

June 29: Polysexual Pride

June 30: Polyromantic Pride

¹ "Stonewall Riots 40th Anniversary: A Look Back at the Uprising that Launched the Modern Gay Rights Movement." Democracy Now! www.democracynow.org/2009/6/26/stonewall_riots_40th_anniversary_a_look

² "A Better Pride Month Schedule." Awkwardnarturtle. 2015, awkwardnarturtle.tumblr.com/post/120500573686/a-better-pride-month-schedule.



Activities

Activity 1

Identity Days: #Selfies and Education

Take selfies, write blogs, or share definitions for different Pride days. *Medium prep*

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Decide if your GSA wants to make changes to the identities or order of days above for the purposes of commemoration in your school community

Month of (choose any of the ideas below):

- Celebrate the Pride Days through a campaign of posting selfies on your GSA and/or personal social media account
 - Hashtag your selfie according to the day (for example, #GenderfluidPrideSelfie)
- Post educational articles and definitions of the identity associated with each day on your GSA and/or personal social media account
- Have individuals whose identity is associated with each Pride Day write blog posts on your social media account or school newsletter
- If you decide to use the calendar as above, use the poster on the next page for a school-wide poster campaign

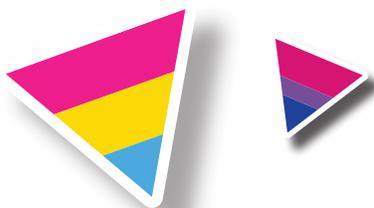
Activity 2

Join a Pride Celebration

Small and large community organizations organize many events throughout Pride Month, usually culminating in a series of marches and parades (including the dyke march, trans march, and pride parade). Get your GSA involved in one or more of these activities! *Low to medium prep*

Two months before:

- Select one or more member(s) to be the lead coordinator(s)
- Check online to see if a nearby town or city is hosting a parade that your GSA can participate in or attend
 - Search “[your city name] Pride Parade (current year)” on Google (note that some cities host their parades in other months)
- Email the coordinator on behalf of your organization to see how your GSA can get involved by marching, running an information booth, running a games booth, or volunteering



Activity 3

Join another Parade

If joining a pride celebration is not possible, you can join other parades happening in your community throughout the year for various holidays and celebrations. *Medium prep*

Any time:

- Select one or more member(s) to be the lead coordinator(s) for this activity
- Check the website of your municipality and other municipalities nearby for parades that allow different groups to join
- Email the coordinator on behalf of your organization and ask if your GSA can get involved by marching, running an information booth, running a games booth, or volunteering

Movies, Docs, TV, and Youtube

- **“Before Stonewall: The Making of a Gay and Lesbian Community.”** Directed by Greta Schiller. First Run Features, 1984.
- **“Pride.”** Directed by Matthew Warchus. Pathé, 2014.
- **“Pride Denied: Homonationalism & the Future of Queer Politics.”** Directed by Kami Chisholm. Vtape, 2016.
- **“Remembering Stonewall.”** Produced by Dave Isay. Sound Portraits, 1989.

Books, Graphic Novels, and Zines

- Bullough, Vern L. **“Before Stonewall: Activists for Gay and Lesbian Rights in Historical Context.”** Routledge, 2002.
- Carter, David. **“Stonewall: The Riots That Sparked the Gay Revolution.”** St. Martin’s Griffin, 2005.
- Duberman, Martin. **“Stonewall.”** Plume, 1994.

Hashtags

- #TheBlackout
- #BlackoutDay
- #PrideSelfie
- #___PrideSelfie (fill in the blank with your gender or sexual identity!)



CELEBRATE PRIDE MONTH!

JUNE

JUNE 1ST
LESBIAN PRIDE

JUNE 7TH
GREY-ASEXUAL PRIDE

JUNE 2ND
GAY PRIDE

JUNE 8TH
DEMISEXUAL PRIDE

JUNE 3RD
BISEXUAL PRIDE

JUNE 9TH
PANSEXUAL PRIDE

JUNE 4TH
ASEXUAL PRIDE

JUNE 10TH
TRANSGENDER PRIDE

JUNE 5TH
AROMANTIC PRIDE

JUNE 11TH
INTERSEX PRIDE

JUNE 14TH
PANGENDER PRIDE

JUNE 12TH
AGENDER &
NEUTROIS PRIDE

JUNE 15TH
BIGENDER PRIDE

JUNE 13TH
TWO SPIRIT PRIDE

JUNE 16TH
GENDERQUEER PRIDE

JUNE 17TH
GENDERFLUX PRIDE

JUNE 22ND
TRIGENDER PRIDE

JUNE 18TH
DEMIBOY PRIDE

JUNE 23RD
GENDER VARIANT PRIDE

JUNE 19TH
DEMIGIRL PRIDE

JUNE 24TH
ANDROGYNE PRIDE

JUNE 20TH
INTERGENDER PRIDE

JUNE 25TH
PANROMANTIC PRIDE

JUNE 21ST
GENDERFLUID PRIDE

JUNE 26TH
BIROMANTIC PRIDE

JUNE 29TH
POLYSEXUAL PRIDE

JUNE 27TH
DEMIROMANTIC PRIDE

JUNE 30TH
POLYROMANTIC PRIDE

JUNE 28TH
GREY-ROMANTIC PRIDE

(BASED ON A CALENDAR CREATED
BY TUMBLR USER ALEXOSYS)

CCGSD-CCDGS.ORG

World Hepatitis Day

Month of July

Organizing Body

World Hepatitis Alliance (<http://www.worldhepatitisalliance.org>)

About

History¹

- The World Health Organization declared July 28th World Hepatitis Day in 2010
- The day aims to raise awareness of viral hepatitis and call to action for treatment, prevention and government action

Relevance to GSA

- Hepatitis is a sexual health concern, as some forms are transmittable through unprotected sex

Activities

Activity 1

School Poster Making

Run a poster drive at your school to raise awareness and abolish stigma of viral hepatitis. *Medium prep*

Month before:

- Select one or more member(s) to be the lead coordinator(s)
- Decide where students should drop off posters and the deadline

Two weeks before:

- Announce the poster drive to your school via social media, posters, and/or in the daily announcements
 - Specify that the posters should be to raise awareness of hepatitis and abolish stigma

Week before:

- Review submissions for appropriateness
- Post around the school



¹ "About World Hepatitis Day 2016." World Hepatitis Day. 2016, worldhepatitisday.org/en/about-us.

Activity 2

Join a Local Event

See if you can take part in or attend a nearby event. *Low to medium prep*

- ❑ Events for World Hepatitis Day take place every year; check the map to see if any are occurring near you
 - ❑ “Events.” World Hepatitis Day. 2016, worldhepatitisday.org/en/events#

Movies, Docs, TV, and Youtube

- “Deal With It: Untold Stories of Hepatitis C in Canada.” Directed by Mark Ashdown. Bang Albino Films, 2015.
- “Hepatitis C.” Snagfilms, 2000.
- “Oasis.” Directed by Samantha Drake. 2015.

Books, Graphic Novels, and Zines

- Corinna, Heather. “S.E.X.: The All-You-Need-To-Know Progressive Sexuality Guide to Get you Through High School and College.” Da Capo Press, 2007.
- Forssberg, Manne, Marian Lundin. “Sex for Guys.” Groundwood Books, 2007.
- Horn, Lyle W. “Hepatitis.” Chelsea House Publications, 2005.
- Pardes, Browen. “Doing It Right: Making Smart, Safe, and Satisfying Choices About Sex.” Simon Pulse, 2013.





**HEPATITIS B VIRUS
IS 100 TIMES
MORE INFECTIOUS
THAN HIV.**



**KNOW YOUR
STA+US?**

GET TESTED

WORLD HEPATITIS DAY

JULY 28

www.whdcanada.org



**1 IN 5 PEOPLE
WITH HEPATITIS C
DON'T KNOW
THEY HAVE IT.**



**KNOW YOUR
STA+US?**

GET TESTED

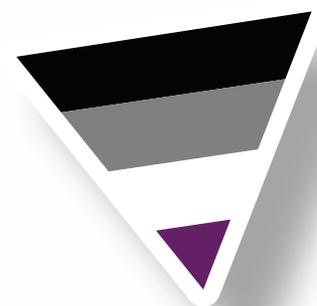
WORLD HEPATITIS DAY

JULY 28

www.whdcanada.org

National Acadian Day

August 15th



Organizing Body

Local organizers



About

History¹

- In 1881 at the First National Convention of the Acadians held at Memramcook, New Brunswick Acadian leaders received the mandate to choose the date of this celebration
- The date, August 15th, is also the Feast of the Assumption of Mary; the Virgin Mary is the patron saint of Acadians
- In 1605, French colonists established the first permanent French settlement in North America: Port Royal, now called Annapolis Royal, Nova Scotia
- Acadian history includes a period referred to as the Great Upheaval during which Acadians were killed and deported from Canada by the British. From 1755 to 1763 an estimated 10,000 to 18,000 Acadians lived in exile in Québec Anglo-American colonies, England, and France
- Acadians returned to communities in Atlantic Canada and Québec by the early 1800s

Relevance to GSA

- As a distinct minority culture that is Francophone, Acadians are a marginalized community that experiences oppression and all oppression is linked. LGBT Acadians exist at an intersection of oppressions
- Moreover, Acadian culture has strong Catholic roots and LGBT Acadians, like other Catholics, may face difficulty navigating LGBT identities within the Catholic Church and its communities. Acadians may also be rural and face an additional marginalized intersection

Activities

Activity 1

Research Project

Do research projects on GSM Acadians and share your findings in class. *Medium prep*

Time: in class

Two to three weeks before:

- Have members of the GSA choose a GSM Acadian of prominence or of local significance to research (some examples include: Denis LeBlanc, Duane Gastant'Aucoin, Louis Esmé Cruz, Rodrigue Jean, and Paul Émile D'Entremont)
- Ask History or Social Studies Teachers if GSA members may present the profiles of their researched individual in their classes on August 15th
- Members use these two-three weeks to conduct their research and create PowerPoints or poster boards



¹ "The Acadians." CBC. www.cbc.ca/acadian/.

Day of:

- If granted permission, have the GSA members present the profiles of the person that they chose to research in History, Social Studies, or French classes that week
- If not granted permission, have the GSA members present the profiles of the person that they chose to research in a GSA meeting or at lunch in a way that is accessible to other students who want to learn

After event:

- If there are poster boards, see if it is possible to have them displayed for a period of time in a classroom or display board

Activity 2

Join a Local Event

See if you can take part in or attend a nearby event. *Low to medium prep*

- Check online to see if a nearby town or city is hosting an event that your GSA can participate in or attend
 - Search “[your city name] National Acadian Day (current year)” on Google
- E-mail the coordinator on behalf of your organization to see how your GSA can get involved or attend as a group

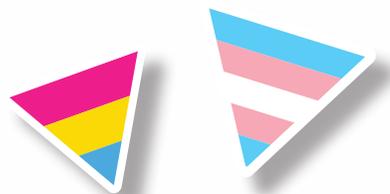


Movies, Docs, TV, and Youtube

- **“Living on the Edge.”** Directed by Rodrigue Jean. 2005.
- **“Love in the Time of Civil War.”** Directed by Rodrigue Jean. Film du 3 Mars, Les. 2014.
- **“Lost Song.”** Directed by Rodrigue Jean. Domino Film & Television International. 2008.
- **“Seuls, Ensemble.”** Directed by Paul Émile d’Entremont. National Film Board of Canada, 2000.

Books, Graphic Novels, and Zines

- Allen, Paula Gunn. **“The Sacred Hoop: Recovering the Feminine in American Indian Traditions.”** Beacon Press, 1992.
- Cohoon, Cassie Deveaux. **“Jeanne Douglas of Acadia.”** Cape Breton University Press, 2013.
- Davison, Marion. **“Smoke Over Grand Pre.”** Breakwater Books Ltd., 2012.
- Holledge, Richard. **“The Scattered.”** Richard Holledge, 2012.
- Voelker, Ollie Porche. **“Home at Last: An Acadian Journey.”** Inspiring Voices, 2012.



Frequently Asked Questions

What is a GSA?

A Gender and Sexuality Alliance (or its equivalent: Gay-Straight Alliance, Positive Space, Rainbow Alliance, etc.) is a club in an educational or community setting that encompasses both those who are GSM-identified and those who are straight and cisgender, but are interested in working in solidarity and allyship with GSM groups. It should be a saf(er) space that strives to eliminate discrimination in all its forms (particularly cissexism, heterosexism, and transmisogyny, but also racism, ableism, sanism, classism, misogyny, misogynoir, and ageism) within the group and, depending on its capacity, within the larger community. While some GSAs are focused primarily or exclusively on providing peer support and a safe space for GSM-identified youth, often they incorporate social justice activities in schools or broader communities. This allows the GSA to advocate for GSM-identified folks more broadly and educate others on intersectional GSM issues.

What happens in a GSA meeting?

The form of a GSA meeting will vary depending on the needs of each GSA, but generally GSA meetings will contain one or more of the following: getting to know each other and providing peer support (i.e. listening to someone who needs to talk about how they are having a rough day or week, maybe related to problems at home after coming out or bullying at school), educational activities or presentations, or discussing activities or advocacy that the group is doing/wants to do in the school or broader community.

How is a GSA set up?

Typically, a GSA is run by a group of students or youth and a teacher or adult mentor (sometimes called a faculty advisor). The organization of the GSA will vary according to the needs and preferences of the group. Some GSAs are organized hierarchically with well-defined positions for members (such as President, Co-President, Vice President, Treasurer, Secretary, etc.), while others are organized non-hierarchically with more fluid positions and expectations for members. Both of these ways of organizing have benefits and drawbacks and ultimately your group will decide what works best for it. In terms of starting your official GSA, if you are at a school, the way to start a GSA will depend on your school's rules for starting a club. There are often certain conditions (a certain number of students, a teacher mentor, etc.) and some forms or paperwork to be filled out.

Who runs a GSA?

While GSAs typically have a teacher or adult mentor (also sometimes called a faculty advisor) this should be a peer-run initiative! Youth members of the GSA should take the lead in designing and running the GSA, with the teacher mentor supporting and facilitating.

What is the role of a faculty advisor/teacher mentor/etc. in a GSA?

The role of a faculty advisor or a teacher mentor in a GSA is to support and facilitate the leadership and ideas of the youth running the group. This person is invited to help the youth meet any school requirements for a club (if applicable) and offer their skills and expertise, as well as ideas and suggestions, but they should give students the space whenever possible to pursue their own ideas, set their own agenda, and solve their own problems. The idea is to have a space in which youth feel empowered to make their own positive social change, not one in which they feel directed to carry out the ideas of adults for positive social change.

What is the difference between elementary and secondary school GSAs?

Elementary and secondary school GSAs often differ in several respects, notably: name, focus, adult involvement, and type of activities. Due to age and maturity differences between elementary and secondary school GSAs these clubs may not look or function identically. To talk about the first two differences together, GSAs in elementary schools often tend to have a different and slightly broader focus and this is reflected in their name. Not all students begin puberty or to explore their sexuality in elementary school so elementary school GSAs tend to focus less on sexual or romantic orientation and more about gender identity and expression (which children have a sense of well before kindergarten) and other related issues such as anti-bullying, mental health, acceptance, tolerance, and diversity (including diverse families). Accordingly, elementary school GSAs tend to have names such as Safe Space Club, Rainbow Club, Diversity Club, or Anti-Bullying Club. The activities these groups run may also be different in focus (less about safer sex and sexuality and more about gender and anti-bullying) and require more adult supervision (for example, for outings). Not all activities in this book may be appropriate for elementary school GSAs and we encourage you to focus on those that feel like a good fit for your group and talk to your teacher mentor about any activities that you are unsure about. Also, a number of books and movies on the lists in each section may have mature themes or content or may be at reading levels that exceed those of elementary students. We encourage you to research a movie (and its rating) or book (and its reading level) before using them for your group and to ask your teacher mentor if you are unsure if a book or movie is appropriate for all members of your group.

In contrast, in secondary school students are not only grappling with gender identity and expression but also puberty (which may exacerbate some gender dysphoria issues) and their sexualities. Therefore GSAs in secondary schools tend to explicitly include issues surrounding sexual and romantic orientation in their missions. In secondary schools GSAs tend to be called Gender and Sexuality Alliances, Gay-Straight Alliances, or Positive Space Clubs. Activities often include a safer sex component. All activities in this book should, in principle, be appropriate for secondary school students. Of course, context matters! Always exercise your own judgement before implementing or carrying out an activity presented here. Some Catholic school GSAs, for instance, may have trouble implementing some activities. Also, while the books and movies here should be appropriate for most secondary school students, be sure to double check movie ratings and remember to trigger warning films when possible!

Why should I support a GSA?

You should support a GSA in your school or community in order to show your support for your peers, equality, human rights, mental wellness, and peace. If you are GSM-identified, this is a great way to give and receive peer support as well as to learn about your history, culture, and intersections within the GSM community. If you are not GSM-identified, this is a place where you can learn about GSM communities and their issues, as well as learn tangible ways to work in allyship with these communities. In either case, this is a place where you meet like-minded folks and develop lasting friendships!

Why have a GSA if there are no GSM-identified students in our school?

Statistically speaking, there probably are GSM-identified or questioning students at your school! The fact that you do not know of any may mean that the school and school community does not present itself as a safe place for these students to be open about who they are. Even if there are no GSM-identified or questioning students at your school, it is certain that there will be some among those who attend or consider attending in the future and is it not important to present a welcoming environment for those students? Moreover, heterosexist (homophobic) and cissexist (transphobic) attitudes hurt more people than just GSM-identified folks. For instance, straight and cis folks are frequently have their gender expression policed in an attempt to be 'normal' and not perceived as 'gay' or a 'girly-boy' etc. Combatting cissexist and heterosexist attitudes can contribute to a safer school environment where everyone can wear what they like (be it a pink shirt or 'tomboy' attire) and participate in the passions that they enjoy (be it dance, sports, art, or science).

I am straight and/or cis. Why should I be involved and how can I be involved?

GSAs and the movement for rights for gender and sexual minorities in general, needs the participation of straight and cis people. Not only do straight and cis people have their own good ideas to share, but they are in a particular position (a position of privilege) that allows them to elevate the voices of marginalized groups and educate other people in positions of privilege with more ease and safety. It is important to remember, when getting involved, to respect and center the voices of GSM-identified folks in the group instead of your own. This is a space for you to learn and listen to other people's experiences, it is less a space for you to monopolize in order for you to talk about yourself.

What if I want to start a GSA but I do not feel safe or supported?

It is always important to prioritize your own safety first. Consider talking to some teachers or other adults at the school (counsellor, administration) that you trust. Having an adult or teacher mentor on your side can make a lot of difference! Also consider reaching out to your friends or peers that you trust most and ask them to be a part of this initiative as there is safety and support in numbers. You can also contact the Canadian Centre for Gender and Sexual Diversity or a local

organization that provides services to gender and sexual minorities for encouragement and logistical support. Ultimately, if your school is not a safe enough environment for you to start a GSA there are other options, including starting a community GSA or joining an existing one.

What is the appropriate language to use: LGBT, LGBTQ2IA+, GSM (gender and sexual minorities), MOGAI (marginalized orientations, gender alignments, and intersex), queer and trans?

There is no current consensus. Each term has its history, benefits, and drawbacks. The logic behind LGBT, LGBTQ2SIA+, and other derivatives of LGBT, is that each identity is represented by its first letter. As new words have been created to express identities beyond lesbian, gay, bisexual, and transgender, the list has grown quite long, with a '+' added to the end to represent all other identities. This acronym has the benefit of being readily recognizable and the shorter LGBT is also both short and remains the same in French and English. The drawback, of course, is that it is potentially exclusive and is necessarily hierarchical. Few people want their distinct identities to be represented by a '+' while others are represented by a letter and how does one determine the order of the letters?

GSM (gender and sexual minorities), used in this Action Book, or its derivative GSRM (gender, sexual, and romantic minorities) find their origins in Lars Ullerstam's book *The Erotic Minorities: A Swedish View* and were designed to be similar to the term 'ethnic' minority. The origin of these terms is also their controversy, as Ullerstam's book was strongly empathetic to those with uncommon sexualities such as paedophilia and other "sex criminals". Many disagree with having their identities under the same umbrella as paedophilia (though it is not entirely unique, Gayle Rubin makes similar arguments) by a term, even if only historically. More recently scientists, such as Ritch Savin-Williams, support using the term in order to accurately describe youth who do not identify with any common culturally-defined sexual identity label (lesbian, gay, bi, etc.), but who still have attractions towards those of the same anatomical sex as themselves. Despite the controversial history, the term does have the benefit of being very inclusive and the acronym short and easy to use.

MOGAI (marginalized orientations, gender alignments, and intersex) is a term that is designed to be an all-inclusive umbrella term for asexuals, homosexuals, multisexuals, trans people, gender non-binary people, and intersex people. It also has the benefit of being very inclusive and relatively short and easy to use. The problem is that what is considered a 'marginalized' in terms of orientations and genders is based in Western colonialism (for instance, many societies around the world traditionally had no problem with or indeed deep reverence for what would now under the influence of Western colonialism be considered 'marginalized'). Using MOGAI arguably reifies this Western colonial understanding.

Lastly, queer and trans is a phrasing that uses 'queer' as an umbrella term for the community excluding trans folks who are mentioned separately. Its benefits include being easily recognizable, short, politically positioned, and relatively common. Unfortunately, not all community members choose to reclaim the word 'queer,' historically and in some present cases a slur, as an umbrella label for the community and could be triggered by the use of this phrasing.

Glossary of Terms

Aa

Ableism

The cultural, institutional and individual set of practices and beliefs that assign different (lower) value to people who have developmental, emotional, physical, sensory or health-related disabilities, thereby resulting in differential treatment.

Aboriginal Peoples

The descendants of the original inhabitants of North America. Term used to collectively describe three cultural groups of aboriginal people-“Inuit”, “Métis People” and “First Nations”. These are three separate peoples with unique heritages, languages, cultural practices, and spiritual beliefs, histories and political goals. (AFN)

Acceptance

Affirmation and recognition of those whose race, religion, nationality, values, beliefs, etc. are different from one’s own.

Acculturation

The process whereby the culture, values and patterns of the majority are adopted by a person or an ethnic, social, religious, language or national group. This process can also involve absorbing aspects of minority cultures into the majority culture’s pattern

Adverse Impact

The numerical impact of employment practices that disproportionately exclude designated groups. This is a signpost to investigate possible discrimination. It is not a measure of discrimination

Affirmative Action

A set of explicit actions or programs designed to increase participation at all levels of employment for and by individuals or groups preciously excluded from full participation.

Ageism

The cultural, institutional and individual set of practices and beliefs that assign different values to people according to their age, thereby resulting in differential treatment.

Ally

A member of a dominant group who works to dismantle oppression from which s/he benefits

Anti-Black Racism

Anti-Black racism is the racial prejudice, stereotyping and discrimination that is directed at people of African descent, rooted in their unique history and experience of enslavement. It is manifested in the legacy and racist ideologies that continue to define African descendants’ identities, their lives and places them at the bottom of society and as primary targets of racism. It is manifested in the legacy of the current social, economic, and political marginalization of African Canadians

in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system. AntiBlack racism is characterized by particularly virulent and pervasive racial stereotypes. Canadian courts and various Commissions have repeatedly recognized the pervasiveness of anti-Black stereotyping and the fact that African Canadians are the primary targets of racism in Canadian society.

Anti-Oppression

Strategies, theories and actions that challenge socially and historically built inequalities and injustices that are ingrained in our systems and institutions by policies and practices that allow certain groups to dominate over other groups

Anti-racism

The act of interrupting racism.

Anti-Racist Education

A perspective that permeates all subject areas and school practices, aimed at the eradication of racism in all its various forms.

Anti-Semitism

A belief that Jewish people are an inferior race.

Apartheid

An Afrikaans word created to describe the South African system of institutionalized segregation to maintain white domination. From the 1960's to 1991, a plan of "Grand Apartheid" was implemented, emphasizing territorial separation and police repression. The official state policy separated black and white South Africans to oppress, dominate and control blacks, while enriching whites at the expense of the oppressed peoples. Only the so-called "white" citizens of South Africa were allowed to vote and participate in government, and to enjoy many other privileges.

Ascription

Birth defines place in society.

Asexual

A term used to describe a person who does not experience sexual attraction (or sexual desire motivating them to have sex with others), but may desire to have emotional, intellectual, spiritual relations with another person. Asexuality is not about behaviour, and while many asexual people are also celibate and want to be celibate, some asexuals do have sex for a variety of reasons. The asexual spectrum also includes people who experience some sexual attraction under certain circumstances.

Assimilation

Adopting the characteristics and values of the dominant group.

Bb

Barrier

An overt or covert obstacle; used in employment equity to mean a systemic obstacle to equal employment opportunities or outcomes; an obstacle which must be overcome for equality to be possible.

Bias

A subjective opinion, preference, prejudice or inclination, formed without reasonable justification, that influences an individual's or group's ability to evaluate a particular situation objectively or accurately; a preference for or against. Reasonable apprehension of bias exists when there is a reasonable belief that an individual or group will pre-judge a matter and therefore cannot assess a matter fairly because of bias.

Bi-Curious

A term describing a person who has a persistent desire to have emotional, intellectual, spiritual and/or physical relations with someone of the same or another gender.

Bigot

One stubbornly or intolerantly devoted to one's biased opinions and prejudices.

Biphobia

Biphobia is the fear of, discrimination against or hatred of bisexuals (although in practice it extends to pansexual and asexual people too). It need not include homophobia or heterophobia, because there are stereotypes specific to bisexuals.

Bisexual

A term used to describe a person who has (or desires to have) emotional, intellectual, spiritual and/or physical relations with someone of the same or other gender.

Blacks/African Canadians

People of African descent and those who define themselves as such. Because of a long history of colonialism, enslavement and migration, Black persons now come from all parts of the world, including Canada.

Bona Fide Occupational

Requirement A workplace requirement that is directly related to a person's ability to perform a specific job.

Cc

Censorship

The act of implementing a policy or program designed to suppress, either in whole or in part, the production of or access to information, sources, literature, the performing arts, letters, documents or ideologies which are considered unacceptable or dangerous for political, moral or religious reasons.

Cisgender (adj)

Refers to a person whose biological sex assigned at birth matches their gender identity (the antonym for transgender).

- **Correct:** Cisgender men, cisgender women, cisgender person.
- **Incorrect:** He is cisgender, she is cisgendered.

Cissexism

Cissexism is the societal-wide tendency to view transsexual experiences and sex embodiments as being less legitimate than those of nontranssexuals.

Classism

The cultural, institutional and individual set of practices and beliefs that assign value to people according to their socioeconomic status, thereby resulting in differential treatment.

Colonization

The violent taking of land, wealth, labor of indigenous peoples through domination & conquest leading to their extermination & the Transatlantic slave trade which created a permanent underclass based on race and gender

Colorism

Favouritism toward light-skinned people of color.

Conciliation

Primarily an informal communications process aimed at getting the parties to establish meaningful dialogue, combat rumours and suggest cooperative ways of solving conflict. The goal of conciliation and/or mediation (see below) is to settle racial or ethnical disputes peacefully and outside the courts.

Convention Refugees

Men, women and children with good reason to fear persecution in their home country because of their race, religion, gender, nationality, political viewpoint, or membership in a particular social group. Their lives are in danger. If they are lucky enough to escape from their home country, they cannot return to it in safety until the situation changes. Refugees do not leave because they want to, but because they must.

Creed

A professed system and confession of faith, including both beliefs and observances or worship. A belief in a god or gods or a single supreme being or deity is not a requisite.

Cultural Appropriation

The taking of another group's cultural knowledge, traditions or practices to use for self-benefit. Objectifies and commodifies while ignoring the group's political struggles.

Cultural Racism

Cultural images and messages that affirm the assumed racial superiority of one group and the assumed racial inferiority of another group.

Culture

The mix of ideas, beliefs, values, behavioural norms, knowledge and traditions of a group of individuals who share a historical, geographic, religious, racial, linguistic, ethnic or social context, and who transmit, reinforce and modify those ideas and beliefs, passing them on from one generation to another. A culture is the total of everything an individual learns by being immersed in a particular context. It results in a set of expectations for appropriate behaviour in seemingly similar contexts.

Dd

Designated Groups

Social groups whose individual members have been denied equal access to employment, education, social services, housing, etc. because of membership in the group. The designated groups in Ontario are visible minorities, women, aboriginal peoples and persons with disabilities.

Difference

A spectrum of experience or characteristics that can be complimentary or conflicting. Often involves inequality of status and power.

Disability

Inborn or assigned characteristics of an individual that may prevent full participation in educational, social, economic, political, religious, institutional or formal activities of a group, or that may require accommodation to enable full participation. Visible disabilities are readily apparent and consequent discrimination or stigma may be more predictable than with invisible disabilities which are not immediately apparent. Persons with disabilities form one of the designated groups in employment equity programs. An important aspect of this definition is voluntary self identification

Discrimination

Denial of opportunities. Different treatment. Granting advantages to one group while denying opportunities to another.

Diversity

A term used to encompass all the various differences among people – including race, religion, gender, sexual orientation, disability, socio-economic status, etc. – and commonly used in the United States and increasingly in Canada to describe workplace programs aimed at reducing discrimination promoting equality of opportunity and outcome for all groups. Concern has been expressed by anti-racism and race relations practitioners that diversity programs may water down efforts to combat racism in all its forms.

Dominant Group

Considered the most powerful and privileged of groups in a particular society or context. The dominant group in Canada is white, Christian, male and English speaking, perceiving themselves to be superior to and more privileged than Aboriginal Peoples, Black People and other people of colour or people of minority religious or linguistic groups. (See Majority)

Ee

Emigration

The process of leaving one's home or country in order to settle in another home, place or country, for personal, economic, political, religious or social reasons.

Employment Equity

A program designed to remove barriers to equality in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of the designated groups.

Enslavement

To keep a person(s) in a state of bondage and reducing them to slavery.

Environmental Racism

A systemic form of racism in which toxic wastes are introduced in or near marginalized communities. People of colour, indigenous peoples, working class and poor people suffer disproportionately from environmental hazards and risks such as industrial toxins, polluted air, unclean water, deleterious work conditions and the location of dangerous, toxic facilities such as incinerators and toxic waste dumps. Pollution of lands, air and waterways; often causes chronic illness to the inhabitants and change in their lifestyle

Equal Opportunity Program

An explicit set of policies, guidelines and actions devised to eradicate discriminatory practices and to ensure access to and full participation in educational and employment opportunities, housing, health care, and the services goods and facilities available to the general community.

Ethnic Group

Refers to a group of people having a common heritage or ancestry, or a shared historical past, often with identifiable physical, cultural, linguistic and/or religious characteristics

Ethnicity

The multiplicity of beliefs, behaviours and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity. Ethnic diversity is the variation of such groups and the presence of a number of ethnic groups within one society or nation. The word 'ethnic' is often used to denote non dominant or less powerful cultural identities in Canada.

Ethnocentrism

The tendency to view others using one's own group and customs as the standard for judgement, and the tendency to see one's group and customs as the best.

Eurocentric

A perspective centered on a Western worldview that has become intrinsic to the American cultural identity.

Eurocentrism

Presupposes the supremacy of Europe and Europeans in world culture, and relates history.

Ff

Faithism

The cultural, institutional and individual set of practices and beliefs that assign different values to people according to their religion or creed, or their lack of religion or creed, thereby resulting in differential treatment on the basis of faith.

Feminism

Refers to theories, movements and actions that aim to challenge and eliminate sexism.

First Nations

One of the three distinct cultural groups of Aboriginal Peoples. There are 633 First Nations Bands, representing 52 nations or cultural groups, and more than 50 languages. Most individuals prefer to be referred to by their specific nation e.g. Cree, Dene, Black Foot, etc. (AFN).

Gg

Gay

A term used to describe a person who identifies as a man and has (or desires to have) emotional, intellectual, spiritual and/or physical relations with another self-identified man. With less frequency, the term gay is used to describe all people who do not fit a heterosexual orientation or as a designation of the rainbow community. It should be noted that this term when used as an umbrella term, excludes, silences and further marginalizes the rest of the rainbow community.

Gender (n)

The social classification of people as masculine and/or feminine. Whereas sex is an isolated and assigned classification – Gender is something that becomes evident in a social context.

Gender Identity (n)

A person's conscious sense of maleness and/or femaleness. This sense of self is separate and distinct from biological sex.

Gender Identity Bill

Widely accepted and neutral term to describe human rights legislation to eliminate discrimination against trans people in the areas of Healthcare, Education, Housing, Employment, Legal & Social Services.

Gender Expression (n)

External manifestations of one's gender identity. This is often expressed through "masculine," "feminine" or other gender-specific behaviors. Both cisgender and transgender people seek to match their gender expression with their gender identity.

Genocide

Any policy of extermination of a people through institutional acts of killing culture, identity, and the people themselves.

- **Direct genocide:** physical killing or slow death measures.
- **Cultural genocide:** destroys the institutions and identities of the group.

Gender Queer, genderqueer (adj)

Refers to people who "blur" gender norms. Genderqueer people may identify as either male, female, both, neither or who may reject gender altogether.

GLBTTQ

An acronym used to identify people in the rainbow community. This acronym stands for: gay, lesbian, bisexual, trans, two spirit, and queer.

GSM

An acronym that is used as an alternative to GLBTTQ. Stands for Gender & Sexual Minorities.

Hh

Harassment

Persistent, on-going communication (in any form) of negative attitudes, beliefs or actions towards an individual or group, with the intention of placing that person(s) in a disparaging role. Harassment is manifested in name calling, jokes or slurs, graffiti, insults, threats, discourteous treatment, and written or physical abuse. Harassment may be subtle or overt.

Hate Group Activity

Representing some of the most destructive forms of human rights-based discrimination in that they promote hatred against identifiable groups of people. Hate groups generally label and disparage people who may include immigrants, people with disabilities, and members of racialized, religious or cultural groups, or people who are gay or lesbian.

Hate Propaganda

Ideologies and beliefs transmitted in written, verbal or electronic form in order to create, promote, perpetuate or exacerbate antagonistic, hateful and belligerent attitudes and action or contempt against a specific group or groups of people.

Hermaphrodite (n)

A defamatory and obsolete medical term for an intersex person.

Do not use.

Hermaphroditism (n)

A defamatory and obsolete medical diagnosis of intersex people.

Do not use.

Heteronormative

A term used to describe the marginalization of lifestyles that do not conform to society's expectation of congruity between physical sex and gender. Instances of this include the idea that people fall into two distinct categories of sex (male and female) or gender (man and woman), that sexual and marital relations are 'normal' only between people of different sexes and only with one committed/married partner at a time, and that each sex has certain 'normal' roles in life. The hetero-normative view is that physical sex, gender identify, and gender expression should always align to wither all-male or all-female cultural norms. With heteronormativity comes privilege and assimilation. It stigmatizes anybody in society that deviates from this model and is often the cause of societies' perception of abnormal, immoral, illegitimate, and ultimately unworthy in another human being.

Heterosexism

A system of advantage based on sexual orientation

Homophobia

Fear based on heterosexual values.

Homosexual

A term used to describe a person who is attracted (emotionally, intellectually, spiritually and/ or physically) to another person of the same gender. This is often referred to as a same-sex relationship, attraction, or partnership. However, it should be noted that the use of sex in this term is inaccurate as gender determines orientation, not physical anatomy.

Honor Systems

Rank certain qualities above others. Benefits are conferred, not earned.

Hypodescent a.k.a. "one-drop rule"

Any racial mixture constitutes racial impurity. Categorized as a non-white person and relegated to a subordinate group.

Immigrant

One who moves from his/her native country to another with the intention of settling for the purpose of forging a better life or for better opportunities. This may be for a variety of personal, political, religious, social or economic reasons. The word is sometimes used incorrectly to refer, implicitly or explicitly, to people of colour or with nondominant ethnicities.

Inclusive Language

The deliberate selection of vocabulary that avoids accidental or implicit exclusion of particular groups and that avoids the use of false generic terms, usually with reference to gender.

Inequality

Unequal power relationship.

Institutional Racism

A system of advantage based on race rooted in and reinforced by cultural, political, economic and educational foundations. Never accidental.

Internalized Oppression

Patterns of mistreatment of racialized groups and acceptance of the negative stereotypes created by the dominant group become established in their cultures and lock members of racialized groups into roles as victims of oppression.

- **Temporary Inequality:** Temporary power-over relationship. Socially defined superior and inferior groups. Superior group has responsibility to “raise up” inferior group and to eventually end the relationship of inequity.
- **Permanent Inequality:** Permanent power-over relationship. Superiors enforce inequity and do not help inferiors. No goal to end inequality.

Internalized Racism

Internalized belief of racial inferiority about own racial group.

Internalized Sexism

Internalized belief of gender inferiority based on gender.

Intersectionality

The intersection where multiple forms of oppression come together.

Intersex (adj)

Refers to a person whose biological/anatomical sex is outside conventional classification of male or female. This may be due to genetic, hormonal or anatomical variations. The term intersex is not interchangeable with transgender.

- **Correct:** An intersex person, an intersex woman.
- **Incorrect:** They are intersex, she is intersexed.

Intolerance

Bigotry or narrow mindedness which results in refusal to respect or acknowledge persons of different racial backgrounds.

Inuit

Aboriginal peoples in Northern Canada who live above the tree line in the Northwest Territories, Northern Quebec and Labrador. The word means "People" in the Inuit language-Inuktitut. The Inuit is one of the cultural groups comprising Aboriginal peoples of Canada.

Islamophobia

A term recently coined to refer to expressions of negative stereotypes, bias or acts of hostility towards individual Muslims or followers of Islam in general.

Intra-racism

Internalized racism played-out among different racial communities of color.

Jj

Jim Crow

The system of legalized racial segregation

Ll

Lesbian

A term used to describe a person who identifies as a woman and has (or desires to have) emotional, intellectual, spiritual and/or physical relations with another self-identified woman.

Mm

Majority

Refers to the group of people within society either largest in number, in a superior social position, or that successfully shapes or controls other groups through social, economic, cultural, political, military or religious power. In most parts of Canada, the term refers to White, English-speaking, Christian, middle to upper-income Canadians.

Marginalization

With reference to race and culture, the experience of persons who do not speak the majority group's language, cannot find work or gain access to social services and therefore, cannot become full and equal participating members of society. Refers also to the process of being "left out" of or silenced in a social group.

Mediation

The intervention into a dispute or negotiation of an acceptable impartial and neutral third party, who has no authoritative decision-making power, to reach voluntarily and acceptable settlement of issues in dispute. In a race relations context, its aim is to reach a signed agreement setting out specific steps to be taken by each side to restore racial harmony and peaceful relations.

Melting Pot

Term usually used to refer to the American monocultural society in which there is a conscious attempt to assimilate diverse peoples into a homogeneous culture, rather than to integrate as equals in the society while maintaining various cultural or ethnic identities.

Misogyny

A hatred of women.

MSM (men who have sex with men) & MLM (men loving men)

Men who engage in sexual activities with other men but may not identify as gay/bisexual/bi-curious or queer.

Multicultural/Multiracial Education

A broad term which may refer to a set of structured learning activities and curricula designed to create and enhance understanding of and respect for cultural diversity. The term often connotes inclusion of racial, ethnic, religious, linguistic, national, international and political diversity, and is also inclusive of the culture, heritage, history, beliefs and values of the various peoples people within a pluralistic society.

Oo

Oppression

A relationship that exists between groups where dominates benefit at the expense of subordinates reinforced by a system of social inequity.

Pp

Pansexual

A term used to describe a person who has (or desires to have) emotional, intellectual, spiritual and/or physical relations with another person, regardless of sex, gender identity or gender expression.

Patriarchy

A belief that men are superior to women. Culture is male dominated, centered, and identified.

People of Colour

A term which applies to all people who are not seen as White by the dominant group, generally used by racialized groups as an alternative to the term visible minority. It emphasizes that skin colour is a key consideration in the “everyday” experiences of their lives. The term is an attempt to describe people with a more positive term than non-White or minority which frames them in the context of the dominant group.

Persons with Disabilities

Refers to persons who identify themselves as experiencing difficulties in carrying out the activities of daily living or experience disadvantage in employment, and who may require some accommodation, because of a long term or recurring physical or developmental condition.

Pomosexual

A term used to describe a person who rejects the use of labels, which identify orientation, gender identity or gender expression.

Power

That which allows one group to name and classify subordinate groups and to subject them to differential treatment.

Prejudice

A preconceived belief usually based on limited information.

Prejudice

A state of mind; a set of attitudes held by one person or group about another, tending to cast the other in an inferior light, despite the absence of legitimate or sufficient evidence; means literally to “pre-judge”; considered irrational and very resistant to change, because concrete evidence that contradicts the prejudice is usually dismissed as exceptional. Frequently prejudices are not recognized as false or unsound assumptions or stereotypes, and, through repetition, become accepted as common sense notions. When backed with power, prejudice results in acts of discrimination and oppression against groups or individuals.

Privilege

The experience of freedoms, rights, benefits, advantages, access and/or opportunities afforded members of the dominant group in a society or in a given context, usually unrecognized and taken for granted by members of the majority group, while the same freedoms, rights, benefits, advantages access and/or opportunities are denied to require some accommodation, because of a long term or recurring physical or developmental condition. (see Disability)

Pre-operative, Post-operative, Non-operative, Castrated, Sterilized, etc. (adj)

Problematic terms that can invade the privacy of trans people. These terms sensationalize and overemphasize the role that surgeries play in the lives of trans people.

Do not use.

Qq

Queer

The literal definition of the term 'queer' is synonymous with being different and originally held negative connotations. The term was reclaimed by the GLBTTQ community and is now used to describe all people who do not fit a heterosexual orientation and, in some cases, those who are transsexual or transgender.

Questioning

A term used to describe a person who is unsure of their orientation and/or gender identity.

Rr

Race

An ever evolving social, legal and political construct that has no basis in biological fact.

Race Relations

The pattern of interaction, in an inter-racial setting, between people who are racially different. In its theoretical and practical usage, the term has also implied harmonious relations, i.e., races getting along. Two key components for positive race relations are the elimination of racial intolerance arising from prejudicial attitudes, and the removal of racial disadvantage arising from the systemic nature of racism.

Racial Discrimination

According to the International Convention on the Elimination of All Forms of Racial Discrimination (to which Canada is a signatory), racial discrimination is any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin, which nullifies or impairs the recognition, enjoyment or exercise of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.

Racial Minority

A term which applies to all people who are not seen as White by the dominant group including Aboriginal, Black, Chinese, South Asian, South East Asian and other peoples. Sometimes used instead of Visible Minority. The term that many people now prefer is "people of colour" as a more positive term that does not define groups by comparison to the dominant group

Racial Profiling

Any action undertaken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion, to single out an individual for greater scrutiny or differential treatment. Profiling can occur because of a combination of the above factors, and age and/or gender can influence the experience of profiling. (OHRC).

Racial Stereotypes

Preconceived notions based on assumptions of racial superiority and inferiority.

Racialization

The extension of racial meaning to a previously racially unclassified concept, group or practice.

Racialized Privilege

The granting of privileges based on preferred racial identity.

Racism

A system of advantage based on race.

Racist

Refers to an individual, institution, or organization whose beliefs and/or actions imply (intentionally or unintentionally) that certain races have distinctive negative or inferior characteristics. Also refers to racial discrimination inherent in the policies, practices and procedures of institutions, corporations, and organizations which, though applied to everyone equally and may seem fair, result in exclusion or act as barriers to the advancement of marginalized groups, thereby perpetuating racism.

Reverse Racism

A disputed concept. Discrimination (a denial of opportunity) by subordinates against dominants.

Ss

Segregation

The social, physical, political and economic separation of diverse groups of people, particularly referring to ideological and structural barriers to civil liberties, equal opportunity and participation by minorities within a majority racial, ethnic, religious, linguistic or social group. Segregation may be a mutually voluntary arrangement but more frequently is enforced by the majority group and its institutions.

Sex (n)

The biological classification of people as male and/or female. Sex is usually assigned by a physician at birth and is based on a visual assessment of external anatomy.

Sex Change Operation (n)

A defamatory term referring to sex reassignment surgery.

Do not use.

Sex Reassignment Surgery (n)

Refers to surgical alteration of anatomy to affirm one's gender identity. This is only one of many routes of transition. Whether for financial, medical or social reasons, many trans people do not opt for SRS. As a result, writers should avoid overemphasizing or sensationalizing the role of SRS in the transition process.

Sexism

Sexism stems from a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one gender over another and may be evident within organizational or institutional structures or programs, as well as within individual thought or behaviour patterns. Sexism is any act or institutional practice, backed by institutional power which subordinates people because of gender. While, in principle, sexism may be practiced by either gender, most of our societal institutions are still the domain of men and usually the impact of sexism is experienced by women.

Sexual Orientation (n)

Sexual orientation describes a person's physical, romantic and/or emotional attraction to another person. Transgender people (just like cisgender people) may identify as straight, gay, etc. The common convention for describing sexual orientation corresponds with the gender identity of the people involved. Thus, a couple composed of a transgender woman and a cisgender woman would probably refer to themselves as lesbians. A couple comprising a transgender man and a cisgender woman would likely describe themselves as straight. As always, use the terms preferred by the individuals, and do so in an unqualified manner.

She-Male (n)

Defamatory term for trans women.

Do not use.

Social Justice

A concept premised upon the belief that each individual and group within society is to be given equal opportunity, fairness, civil liberties and participation in the social, educational, economic, institutional and moral freedoms and responsibilities valued by the society.

Social Power

Access to social, cultural, and economic resources and decision making.

System

Combines social power, institutional power (policies & practices), cultural messages, and individual actions.

Systemic Discrimination

The institutionalization of discrimination through policies and practices which may appear neutral on the surface but which have an exclusionary impact on particular groups, such that various minority groups are discriminated against, intentionally or unintentionally. This occurs in institutions and organizations where the policies, practices and procedures (e.g. employment systems – job requirements, hiring practices, promotion procedures, etc.) exclude and/or act as barriers to racialized groups. Systemic discrimination also is the result of some government laws and regulations.

Tt

Tolerance

Usually meant as a liberal attitude toward those whose race, religion, nationality, etc. is different from one's own. Since it has the connotation of 'put up with', today the term acceptance is preferred. That is, through anti-racism and equity work we aim to counter intolerance, but to achieve acceptance for all.

Tranny (n)

Defamatory term for a gender variant person.
Do not use.

Trans (adj)

Of or relating to gender diverse individuals, groups or interests. This inclusive category is used by many who also identify as transgender, transsexual, cross-dressers, gender queer, two spirit, intersex, etc.

- **Correct:** Trans men, trans pride, trans rights.
- **Incorrect:** He is trans, they are trans.

Trans Man (n)

A person whose biological sex assigned at birth was female, but whose gender identity is male.

Trans Woman (n)

A person whose biological sex assigned at birth was male, but whose gender identity is female.

Transgender (adj)

Refers to a person whose biological sex assigned at birth does not match their gender identity (the antonym for cisgender).

- **Correct:** Transgender men, transgender women, transgender rights.
- **Incorrect:** He is transgender, she is transgendered.

Transition (v)

Transitioning refers to a host of activities that trans people may pursue in order to affirm their gender identity. This may (or may not) include physical changes from medication, surgery, etc. Transitioning involves substantial personal, legal, financial, social and medical risks and should never be viewed as a precondition to validate a person's gender identity. It should be noted that transitioning is a process that may take a lifetime to complete. Therefore, using "before her transition", "after his transition", etc. is problematic.

Transphobia (n)

An irrational fear or hatred of trans people. Often expressed in the form of harassment, violence, targeted misinformation, institutionalized discrimination, etc.

Transsexual (adj)

Problematic description of gender variant people. The term is derived from an archaic medical diagnosis and many trans people feel that this term needlessly pathologizes something that is non-psychiatric in nature. Furthermore, many people feel that the embedded suffix “sexual” creates confusion: That this falsely suggests that trans issues are issues of sexuality... and not of gender. *As such, some trans people consider the term transsexual offensive and most consider the term problematic. Having said that, there are some individuals who still choose to self-identify as transsexual. As always, their preference must take precedence.*

Transsexualism (n)

Defamatory and obsolete medical diagnosis of gender variant people.

Do not use.

Transvestism (n)

Defamatory and obsolete medical diagnosis of cross-dressing.

Do not use.

Transvestite (n)

Defamatory and obsolete medical term for someone who cross-dresses.

Do not use.

Two Spirit (adj)

An English language umbrella term for a wide range of mixed gender roles found in some First Nations and Aboriginal cultures. This concept may incorporate sexual orientation, gender identity and gender expression.

Vv

Visible Minority

Term used to describe non-dominant groups who are not White. Although it is a legal term widely used in human rights legislation and various policies, currently the terms *racialized minority* or *people of colour* are preferred by people labelled by others to be ‘visible minorities’.

Ww

White

A social colour. The term is used to refer to people belonging to the dominant group in Canada. It is recognized that there are many different people who are “White” but who face discrimination because of their class, gender, ethnicity, religion, age, language, or geographical origin. Grouping these people as “White” is not to deny the very real forms of discrimination that people of certain ancestry, such as Italian, Portuguese, Jewish, Armenian, Greek, etc., face because of these factors.

White Privilege

An unacknowledged system of favoritism and advantage granted to white people as the beneficiaries of historical conquest. Benefits include preferential treatment, exemption from group oppression and immunity from perpetuating social inequity.

White Supremacy

A system of exploitation to maintain wealth, power and white privilege.

Whiteness

A racial identity created by upper-class colonialists to distinguish themselves from indentured servants and slaves. A guarantee against being enslaved.

WSW (woman who have sex with women) & WLW (women loving women)

Women who engage in sexual activities with other women but may not identify as lesbian/bisexual/bi-curious/or queer.

Xx

Xenophobia

An unreasonable fear or hatred of foreigners or strangers, their cultures and their customs.

Note:

This list includes many of the terms commonly used in anti-racism and equity discourse today. They are gleaned from a variety of sources, most of which are listed at the end. Many of the terms have been in the public domain so long that the source of the original definition is no longer known as they have come into common parlance. The terminology in this field is constantly evolving, so the list remains a work in progress. Should any discrepancies arise during a training session or discussion, it is best to take a moment to determine the current understanding and why people may be more comfortable adding further definitions to the list in the present context.

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