

**Lesbian, Gay, Bi-sexual, Trans,  
Queer, Intersex, 2-Spirit (LGBTQI2S)  
Awareness**

**Compiled by Simcoe/Muskoka Literacy Network  
August 2017**

## Introduction

This information in this resource has been compiled from a variety of workshops, webinars and other sources over the past few years to help agencies create welcoming, safe spaces for lesbian, gay, bi-sexual, trans, queer, intersex, two-spirit people. It seems that community and service agencies are seeing more people who are questioning their gender identity and more who are coming “out”. This resource can be used not only for staff and volunteer training, but also to help learners and clients find the information and help they may need.

This resource is by no means exhaustive. It includes

- basic information
- a short list of vocabulary
- some tips for teaching
- guides to creating safe spaces
- a best practises checklist created by the Ontario Human Rights Commission
- an overview of programs for the Gilbert Centre in Barrie
- links to programming and services at other centres serving the LGBTQI2S communities

Please note that while we use “LGBTQI2S” for these communities, we are aware that some people would add additional designations or use different terminology.

# Lesbian, Gay, Bi-sexual, Transgender, Transsexual, Queer, Intersex, 2-Spirited Tip Sheet for Educators

(from: Lesbian Gay Bi Transgender Queer Awareness LBS; Online  
Community of Practice **webinar**, March 2017 - reformatted)

## Vocabulary

- 1. Sexual orientation** Refers to a person's emotional and sexual attraction. It means who we desire sexually, with whom we want to become intimate, and with whom we want to form emotional relationships. May be lesbian, gay, bisexual or heterosexual.
- 2. Gender Expression** Refers to the ways in which we each manifest masculinity or femininity.
- 3. Gender Identity** Refers to a person's internal, deeply-felt sense of being either male, female, something other, or in between.
- 4. LGBTTIQS** Lesbian, Gay, Bisexual, Transgender, Transsexual, Queer, Intersex, Two-Spirit
- 5. Lesbian** A woman who forms sexual and loving relationships with other women
- 6. Gay** a person who forms sexual and loving relationships with those of the same gender; often used to refer to men only, but many women also use this term to identify themselves.
- 7. Bisexual** An individual, male or female, who is attracted to and may form sexual and loving relationships with both men and women; does not usually mean non-monogamy.

## 8. Transgender

A person whose gender identity, gender presentation or expression, and/or physical appearance or anatomy do not fit into conventional expectations of male and female. If a person transitions from male to female, or from female to male with the help of hormones and/or surgery, she or he may self-identify as **Transsexual**. **Transx**, **Trans\***, **Non-binary**, and **Gender Queer** are other terms that are currently being embraced as forms of gender expression.

[**Editor's note:** Please note that according to information from The 519 and the Gilbert Centre, the term Transgender is a disputed term in the trans community – more often they use the term Trans.]

## 9. Queer

Sometimes used as an umbrella term for LGBTTIQI2S people. Sometimes embraced by those who do not feel like a single category within LGBTTIQI2S accurately describes them. Sometimes spoken as an insult against LGBTTIQI2S people.

## 10. Intersex

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

## 11. Two-Spirit

An umbrella term sometimes used for Indigenous North Americans who fulfill one of many mixed gender roles.

[**Editor's note:** It is our understanding from The 519 that this term has been historically used **by** Indigenous peoples.]

## 12. Heterosexism

A system of attitudes, bias, and discrimination in favour of opposite-sex sexuality and relationships. It

can include the presumption that everyone is heterosexual or that opposite-sex attractions and relationships are the only norm and therefore superior. It may be an unconscious act or one that is actively practiced.

**13. Homophobia**

Fear and hatred of lesbian and gay people, often exhibited by prejudice, discrimination, harassment, and acts of violence

**14. Transphobia**

An irrational fear of, and/or hostility towards, people who are transgender or who otherwise transgress traditional gender norms.

**15. Cisgender**

A term for people who have a gender identity that matches the sex that they were assigned at birth.

**Rationale: Why is it important to educate against homophobia?**

**1. It is an act of care to your students.**

Care is central to the teaching profession.

**2. It's the law.**

Students, staff and community members enjoy equality, rights as well as protection against discrimination and harassment related to a number of areas, including sexual orientation. Legal protection also calls on us to be responsible to one another to be able to identify, address and prevent instances of exclusion that are related to homophobia and heterosexism. (see The Ontario Human Rights Code and The Accepting Schools Act)

## Tips for Classrooms and Schools

- a) Don't wait until a homophobic incident occurs; ensure course content reflects a balanced approach to family structures, and diversity within LGBTTQI2S communities.
- b) Lay some ground rules when approaching discussions involving family structure, homophobia, heterosexism and/or LGBTTQI2S experiences. Such issues can harbour sensitivity and can consequently be very difficult.
- c) Don't let a gay joke, the word "fag" or describing something as, "That's so gay," go unchecked/unchallenged
- d) Remember humility; many of us have used such words before we learned more.
- e) If teaching about famous LGBTTQI2S people and their work, include their sexual orientation in the autobiographical information you provide (e.g. Shakespeare, Michelangelo, Alan Turing, Sally Ride, Mark Tewksbury etc.).
- f) Organize anti-homophobia workshops for faculty and students.
- g) Bring in guest speakers that reflect diverse perspectives and experiences within the LGBTTQI2S communities.
- h) Provide literary and visual representations of LGBTTQI2S people and culture in your classroom and college.
- i) Seek out and make friends with other faculty and administrators who are interested in social justice and equity.
- j) Laughing in relation to sexuality does not necessarily mean students are being hurtful. It could mean they're nervous. Talking about sexuality often makes people nervous. However, such laughter can feel hurtful. Is there a way you can ask about the laughter and open a discussion?
- k) Incorporate case studies, examples and scenarios that reflect various family structures and that draw on LGBTTQI2S experiences, in ways that are age-appropriate.

## Selected Internet Resources

[www.mygsa.ca](http://www.mygsa.ca) Resources for Canadian LGBT education

[www.glsen.org](http://www.glsen.org) Gay, Lesbian and Straight Education Network

(AIDS but also offers anti-homophobia resources & school workshops)

[triangleprogram.ca](http://triangleprogram.ca) high school for LGBT students in Toronto area

[www.the519.org](http://www.the519.org) The 519, Church Street Community Centre (Toronto-based community centre servicing many LGBT organizations)

[www.queensu.ca/positivespace](http://www.queensu.ca/positivespace) how to set up a positive space program at your school or agency

[www.gsanetwork.org](http://www.gsanetwork.org) Gay Straight Alliance

[www.egale.ca](http://www.egale.ca) Canadian LGBT Rights Organization

[www.pflagcanada.ca](http://www.pflagcanada.ca) Parents & Friends of Lesbians & Gays

## Creating Safe Spaces Toolbox

[The 519](#) in Toronto has created a Toolbox of information sheets that help people create an affirming and safe space (authentic spaces) for working with and providing services for transgendered specifically, but for all ideally. It focuses on affirming and inclusive practises and answers questions that people may have with regard to how to become an ally or how to create a welcoming and supportive environment.

English language toolkit

<http://www.the519.org/education-training/training-resources/trans-inclusion-matters/creating-authentic-spaces>

French language toolkit

<http://www.the519.org/education-training/creer-des-milieux-authentiques>

The toolkit includes a number of tip sheets that provide a brief overview of information on a variety of topics:

- a) Gender-Specific and Gender-Neutral Pronouns
- b) Starting Conversations
- c) Being an Effective Trans Ally
- d) Being a Supportive Peer or Co-worker
- e) Supporting an Employee in Transition
- f) If You Are Transitioning on the Job
- g) Washrooms and Change Rooms
- h) Creating a Welcoming Environment
- i) Your Rights as a Trans Person



## The Gilbert Centre

The [Gilbert Centre](#) is a community-based, not-for-profit, charitable organization located in Barrie. It provides programs and services for people living with and affected by HIV and the individuals and families from the lesbian, gay, bisexual, transgender, queer (LGBTQ) communities.

The following pages contain brief outline of the various programs offered at the Centre and an LGBTQI2-S information sheet about terms and spectrum.

The Gilbert Centre also provides awareness training to organisations at no charge. Please contact: Dale Boyle, Co-ordinator, Community Development at 705-722-6778 x 105 or e-mail [daleb@gilbertcentre.ca](mailto:daleb@gilbertcentre.ca)



## Gilbert Centre LGBTQ Programs

The Gilbert Centre provides social and support services to empower, promote health, and celebrate the lives of people living with and affected by HIV and other sexually transmitted infections (STI) and the individuals and families from the lesbian, gay, bisexual, transgender, queer (LGBTQ) communities of Simcoe Muskoka. For more information, check us out at [www.gilbertcentre.ca](http://www.gilbertcentre.ca), or contact us at [info@gilbertcentre.ca](mailto:info@gilbertcentre.ca) and 705-722-6778.

### Our Programs

**Gender Diverse & Trans Programming** – Life Skills & Employability Training and Support Services/Case Management for trans clients. Working with employers to create trans-inclusive spaces. Servicing trans clients and employers of Simcoe County.

**Welcoming the LGBTQ Community** – A capacity building program to work with service providers to create more inclusive and accessible services for LGBTQ individuals and families.

**Gay/Bi/MSM Sexual Health Program** – Responding to the health needs of gay, bisexual and other men who have sex with men, through education, online outreach, and community events.

**Gender Journeys** – An eight week program that explores gender identity, gender roles, and sexual orientation.

**LGBT Youth Connection** – Social and peer support group for LGBTQ youth aged 16-23, running in Barrie, Orillia, and Midland.

**LGBT Youth Connection Jr.** – Social and peer support group for LGBTQ youth aged 15 and younger, running in Barrie.

**Sports & Recreation** – A program designed to get LGBTQ youth connected to sports and recreation, and help remove homophobia from sport. Operates in Barrie.

**Men's Social Group** – Social and peer support group for gay/bi/queer men in Barrie.

**Women's Group** – Social and peer support group for lesbian/bi/queer women in Barrie.

**Trans\* Q Men Group** – Social and peer support group for trans-masculine people in Barrie.

**Trans\* Q Women Group** – Social and peer support group for trans-feminine people in Barrie.

**Parenting Groups** – Social and peer support group for parents, friends, and family members of LGBTQ youth, runs every other week in Barrie.



555 - 80 Bradford Street, Barrie, ON L4N 6S7 • 705.722.6778  
[www.gilbertcentre.ca](http://www.gilbertcentre.ca) • Reg. charitable #892626342

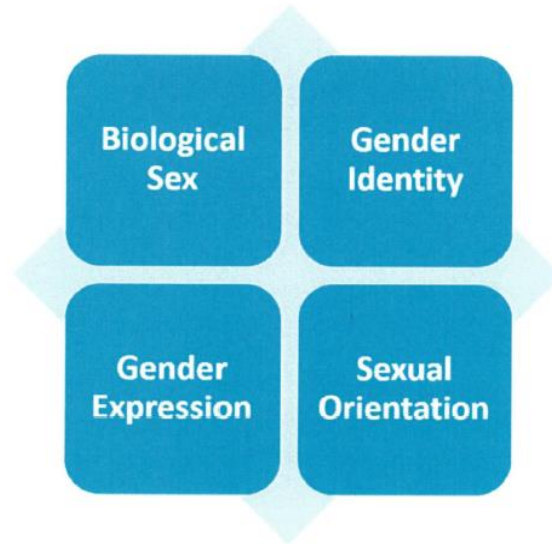
## Terms

**Biological Sex:** Your physical body/anatomical sex

**Gender Identity:** Your self-identification as a man, woman, neither, or mixture.

**Gender Expression:** How you express your identity, in a masculine, feminine, or androgynous way.

**Sexual Orientation:** The type of people you're sexually attracted to (ie. men, women, neither, both, etc).



## History

**1969** - Homosexuality is decriminalized in Canada.

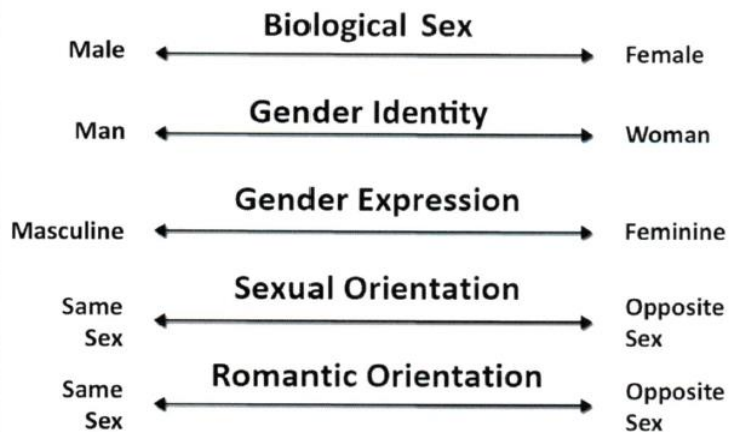
**1995** - Ontario becomes the first province to legalize same-sex adoption.

**1996** - Sexual orientation added to the Canadian Human Rights.

**2005** - The federal Civil Marriage Act, legalizing same-sex marriage across Canada, is given royal assent.

**2012** - Gender identity and gender expression added to the Ontario Human Rights Code - Discrimination.

## Spectrum Map



## Acceptance Continuum



## Community Resources

Youth Line - 1-800-268-9688 - [youthline.ca](http://youthline.ca)

PFLAG Canada - 1-888-530-6777 - [inquiries@pflagcanada.ca](mailto:inquiries@pflagcanada.ca)

Gilbert Centre  
[gilbertcentre.ca](http://gilbertcentre.ca)  
 705-722-6778  
 80 Bradford Street



## Legal Information

People who are transgendered often confront discrimination and harassment in many situations. To help better protect the transgendered community and ensure an inclusive environment the [Ontario Human Rights Commission](#) developed a [policy preventing discrimination because of gender identity and gender expression](#). There are both HTML and PDF versions. Starting on page 58 of the policy is a useful checklist that deals with

- privacy and confidentiality
- identification and documentation
- collecting data on gender and sex
- dress code policies
- washrooms and change facilities
- transition guideline

Please find a copy of the checklist below.

## Appendix C: Best practices checklist

### Privacy and confidentiality

- Maximize privacy and confidentiality of any information related to a trans person's gender identity, or to the extent the trans persons wishes. This includes information that directly or indirectly identifies that a person's sex is different from their gender identity.
- Keep a person's transgender history and medical information private and confidential, and limited to only relevant information and people directly involved in helping to meet the person's needs.
- All information should remain exclusively with designated personnel (such as the human resources person) in a secure filing system to protect the person's confidentiality.

### Identification documentation and records

- Recognize a trans person's preferred name and gender in all administrative systems and documents (including hard copies and electronic).
- Show how any requirement for a person's "legal" name and gender is legitimate (reasonable and *bona fide*) in the circumstances.
- Undertake system reviews to identify how electronic databases, IT systems and other relevant information processes can be modified to recognize a person's chosen name and gender when it does not match legal documents.

### Collecting data on sex and gender

- Consider whether there is a legitimate need to ask for and collect information about sex/gender. If yes, provide options beyond the binary of male/female or man/woman.<sup>184</sup>
- To the greatest extent possible, allow people to self-identify their sex or gender identity.<sup>185</sup> The option of a blank box, for example, is the most inclusive.
- Protect any information indicating transgender status as confidential.

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<sup>184</sup> See ACT Law Reform Advisory Council, *Beyond the Binary: legal recognition of sex and gender diversity in the ACT, Report 2* (2012) online: ACT Law Reform Advisory Council [www.justice.act.gov.au/resources/attachments/LRAC\\_Report\\_7\\_June.pdf](http://www.justice.act.gov.au/resources/attachments/LRAC_Report_7_June.pdf), at 48. See also Human Rights Campaign Foundation, *Transgender Inclusion in the Workplace*, 2<sup>nd</sup> ed.(2008), online: Human Rights Campaign Foundation [www.fs.fed.us/cr/HRC\\_Foundation\\_-\\_Transgender\\_Inclusion\\_in\\_the\\_Workplace\\_2nd\\_Edition\\_-\\_2008.pdf](http://www.fs.fed.us/cr/HRC_Foundation_-_Transgender_Inclusion_in_the_Workplace_2nd_Edition_-_2008.pdf).

<sup>185</sup> Human Rights Campaign Foundation, *ibid.* For more detailed information on data collection methods that are inclusive and respectful of diverse gender identities, see also Rainbow Health Ontario, *RHO Fact Sheet: Designing Surveys and Questionnaires*, online: Rainbow Health Ontario [www.rainbowhealthontario.ca/resources/searchResults.cfm?mode=3&resourceID=9901094e-d737-dde8-0d8c-8166b3780517](http://www.rainbowhealthontario.ca/resources/searchResults.cfm?mode=3&resourceID=9901094e-d737-dde8-0d8c-8166b3780517).



**Dress code policy**

- Do not base it on gender stereotypes, and apply it consistently to all people, regardless of their gender identity or expression.
- Make it inclusive of trans people, and identify that everyone may dress in accordance with their lived gender identity or gender expression.

**Washrooms and change facilities policy**

- Recognize the right of trans people to access facilities based on their lived gender identity.
- Communicate that a trans person will not be required to use a separate facility because of the preferences or negative attitudes of others.
- Make clear that accommodation options will be provided on an individualized basis, if a trans person requests.
- Provide privacy options that anyone in a change room may choose to use.
- Provide information on where people can find accessible, all-gender washrooms.

**Organization gender transition guideline<sup>188</sup>**

- Guidelines should be in place before a transitioning employee comes forward. They provide clear direction for managers on how to generally help transitioning employees, while still recognizing the obligation to take the individual's needs into account. This sends a signal to everyone that transitioning employees will be supported.
- Guidelines should address:
  - o A lead contact person to assist the transitioning employee
  - o What a transitioning employee can expect from management
  - o Expectations of management and other staff, transitioning employees in facilitating a successful workplace transition
  - o Related policies and practices for assisting with the transition process, such as: washroom policies, dress code policies, confidentiality and privacy, recognizing the person's new name in documentation and records, anti-harassment policies, dealing with any individual accommodation needs as well as training for management, staff and clients.

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<sup>188</sup> For more information on best practices for employers see Canadian Labour Congress, *Workers in Transition: A Practical Guide About Gender Transition for Union Representatives*, online: Canadian Labour Congress [www.canadianlabour.ca/news-room/publications/workers-transition-practical-guide-union-representatives](http://www.canadianlabour.ca/news-room/publications/workers-transition-practical-guide-union-representatives); Canadian Autoworkers Union, *Workers in Transition: A Practical Guide for Union Representatives* online: Canadian Autoworkers Union <http://www.caw.ca/en/8201.htm>. See also the international sources: Human Rights Campaign Foundation, *supra* note 197; Government of New Zealand, Department of Labour, *Transgender People at Work*, online: Human Rights Commission [www.hrc.co.nz/human-rights-environment/action-on-the-transgender-inquiry/discrimination-and-marginalisation](http://www.hrc.co.nz/human-rights-environment/action-on-the-transgender-inquiry/discrimination-and-marginalisation).

### **Individualized gender transition accommodation plan**

- Working together, the employee, employer and union representatives (where the employee has asked for their involvement) may wish to create a transition plan to address what, if any, accommodations may be needed in the workplace related to the steps the employee is taking in the transition process.
- Each trans person's situation will vary, and an individualized transition plan will make clear what steps will be taken given the needs of the particular employee.
- It can be useful to discuss timelines and dates when the employee would like to:
  - Be addressed by their new name and new pronoun
  - Begin expressing their gender identity through clothing, in keeping with the workplace dress code
  - Use washroom and other facilities in their lived gender identity
  - Able to take time off work for any medical treatments related to their transition, if needed.
- The plan should also address:
  - When and how any related employment records, documents and databases will be updated to reflect the person's new name and gender (e.g. human resources and administrative records, email and phone directories, business cards, etc.)
  - If, when and how other employees and clients will be informed of the person's new name and gender identity
  - Anti-harassment planning – a simplified process to deal quickly and effectively with any harassment the transitioning employee may experience
  - When and how training for other employees, clients or managers will be provided to help them understand the transition process, if appropriate
  - How management and the union will show support for the transitioning employee.

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## Links to Resources

The 519 <http://www.the519.org/>

[Hear It Stop It campaign](#)

[LGBTQ2S Youth Homelessness in Canada](#)

[Trans Inclusion Matters](#)

The Gilbert Centre <http://www.gilbertcentre.ca/>

[Safer Spaces: Organisational Training](#)

Online Community of Practice (Mar. 7, 2017)

Webinar 5: Lesbian Gay Bi Transgender Queer Awareness LBS Webinar

[Watch playback](#)



[LGBTQ Awareness for LBS Practitioners](#)



[LGBTQI2S Tip Sheet for Educators](#)

Ontario Human Rights Commission <http://www.ohrc.on.ca/en>

[Policy on preventing discrimination because of gender identity and gender expression](#): Ontario Human Rights Commission

NOTE Appendix C: Best practices checklist included on pages 11-13 of this document.

Rainbow Health Ontario <https://www.rainbowhealthontario.ca/>

Information on health and getting medical care and locating health care practitioners who have expressed a commitment to providing competent and welcoming care to LGBTQI2S people in Ontario. Also provides training to health care service providers.



Resources – health information pamphlets etc. can be ordered or downloaded

<https://www.rainbowhealthontario.ca/resource-type/available-to-order/>

**The Accepting Schools Act**

<http://www.edu.gov.on.ca/eng/safeschools/SafeAccepSchools.pdf>

**Community Legal Clinic – Simcoe, Haliburton, Kawartha Lakes**

<http://www.communitylegalclinic.ca/>

Main office (Orillia): 705-326-6444 Toll Free: 1-800-461-8953

E-mail: [info@communitylegalclinic.ca](mailto:info@communitylegalclinic.ca)

**Satellite Offices** – Barrie, Collingwood, Christian Island, Haliburton,  
Lindsay, Midland, Minden: All satellite offices are by appointment only.  
Please call 1-800-461-8953.

**Lake Country Community Legal Clinic - Muskoka** <http://www.lcclc.ca/>

Main Office (Bracebridge): 705-645-6607

Toll Free: 1-800-263-4819

**Satellite Offices** – Gravenhurst, Huntsville, Parry Sound, South River:  
All satellite offices are by appointment only. Please call 1-800-263-4819.