



DRAW THE LINE - AGAINST TRANSPHOBIC VIOLENCE

A Guide for Educators Working with Youth to Support Bystander Intervention in Transphobic and Sexual Violence.

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WHAT IS DRAW THE LINE – AGAINST TRANSPHOBIC VIOLENCE?

‘Draw the Line’ is an interactive campaign that aims to engage Ontarians in dialogue about sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.

THE DRAW THE LINE CAMPAIGN

Sexual violence is a reality in Ontario. It is present in every city and community across the province and impacts the lives of our friends, family members and colleagues. Sexual violence can and must be eradicated.

One in three Canadian women will experience some form of sexual violence in their lifetime. It is time for Ontario to draw the line. We must work together to make our communities safer.

With this in mind, Action ontarienne contre la violence faite aux femmes (AOcVF) and the Ontario Coalition of Rape Crisis Centres (OCRCC) produced Draw the Line, a dynamic sexual violence prevention campaign. In developing the campaign, they consulted extensively with service providers, grassroots organizations, advocates and survivors. The intent was to create a campaign that represents the ethnic, linguistic, cultural, sexual, economic, and geographic diversity of Ontario.

Draw the Line – Against Transphobic Violence is part of Phase II of the Draw the Line campaign. It focuses on sexual violence and harassment experienced by transgender women, often targeting their gender identity and expression.

DRAW-THE-LINE.CA

TRAÇONS-LES-LIMITES.CA

— DRAW-THE-LINE.CA — AGAINST TRANSPHOBIC VIOLENCE

WHAT IS DRAW THE LINE – AGAINST TRANSPHOBIC VIOLENCE?

Draw the Line - Against Transphobic Violence (DTL – ATV) is one element of the Draw the Line campaign. It is a bystander focused, sexual violence prevention, public awareness campaign designed to provide information, provoke discussion around the existence of sexual violence in our communities, and provide strategies to intervene safely and effectively. Draw the Line – Against Transphobic Violence provides materials that encourage bystanders to recognize and intervene in transphobic violence as part of the broader Draw the Line campaign.

WHY TRANSPHOBIC VIOLENCE?

DTL – ATV is particularly focused on starting conversation around sexual and transphobic violence impacting trans women. It was designed in response to the heightened awareness regarding trans communities’ need for support, awareness, safety and allyship. While statistics paint a grim picture of the reality of many trans people’s daily lives in Canada, the stories of trans women’s survival and successes, often in the face of great adversity and minimal support, go largely unheard.

An initial survey by the Trans Pulse Project, the only trans-specific health project in Ontario, revealed a number of disturbing statistics showing 20% of trans Ontarians have

been the targets of physical or sexual assaults. Of those who have ever experienced physical or sexual assault, 47% had considered suicide, and 29% had actually attempted it in the year leading up to the study (Bauer, Hammond, and Travers 2010).

A University of British Columbia study of trans youth from across Canada showed that 70% of respondents between the ages of 14 and 25 years old had experienced some form of sexual harassment, and 23% reported experience being physically forced into sexual intercourse (Vaele et al. 2015).

As microcosms of the larger society, schools are not immune to transphobia. Egale's *Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools* showed that almost three-quarters (74%) of trans youth surveyed had been verbally harassed about their gender expression and more than a third (37%) had been physically harassed or assaulted for the same reason (Taylor et al. 2011). The report also revealed that 49% of trans youth reported having been sexually harassed in the past year (compared to 16.6% of female heterosexual, cisgender youth). Given the implications of this data on the health and safety of our children and youth, it is critical that schools and communities take proactive, preventative action to create safer, more inclusive environments for trans youth, particularly trans women, and LGBTQ people more generally.

These statistics only begin to outline the huge obstacles facing many trans individuals in their daily lives: obstacles like bullying, discrimination, verbal, physical and sexual assault and violence. Trans women and girls are just as at risk for sexual violence and harassment as their cisgender counterparts; however, they are additionally faced with the increased risks associated with systemic bias, prejudice and discrimination against trans people, and toward gender diversity more broadly. Data on a national level shows that two thirds of trans youth surveyed reported experiencing discrimination targeting their gender identity, with one in three youth between the ages of 19 and 25 reporting going hungry in the last year because they could not afford food (Vaele et al. 2015).

While trans individuals and their stories are becoming more popular in media representations, these rarely do justice to the authentic and diverse experiences faced by trans people. Despite the recent popularity of trans women such as Laverne Cox, Janet Mock and Caitlyn Jenner, media representations often focus on extreme and often offensive depictions of trans persons as sexual objects, sexual deviants, deserving victims, freaks of science, and worse. DTL – ATV is designed to address the many silences around the day-to-day inclusion of trans women in our communities, to encourage conversation

around the role of bystanders, and to decrease the rates of discrimination targeting trans women.

Goals

At the heart of DTL – ATV are several goals:

- To provide information and opportunities for discussion regarding the importance and impact of bystander intervention, as well as the prevention of sexual and transphobic violence.
- To provide opportunities and discussion for learning regarding trans identities, the inclusion of trans people in Canadian society, and the role of the individual in creating safer communities for gender diversity.
- To encourage everyone to support trans communities and their allies in the work of creating safer and more inclusive communities for us all.

Tools

DTL – ATV resources were created to be most effective when used in conjunction with one another. These resources include:

- 5 DTL – ATV Scenario Postcards and Posters – for use in the classroom and school.
- 2 DTL – ATV Video Shorts (Hallway Harassment & Bathroom Panic) – for viewing and discussion in the classroom.
- 1 DTL – ATV Trans Women Speak Out Documentary – exploring first-hand accounts of trans women's experiences with sexual and transphobic violence, and providing further information for educators regarding trans identities and the campaign as a whole.
- 1 DTL – ATV Guide for Educators Working with Youth to Support Bystander Intervention in Transphobic and Sexual Violence (aka Educators' Guide) – this document contains:
 - 4 Lesson Plans (focused on Postcards and Videos, respectively)
 - Ontario Curriculum Connections Chart
 - Background information and resources on trans identities and violence prevention.
- DTL – ATV Website – Check <http://DTL.Egale.ca> for resources, downloadable versions of campaign materials as well as links to community services for

those that need support.

HOW TO USE DTL

ATV PROJECT MATERIALS

Materials were developed with educators in mind, and were designed to assist in bringing conversations regarding transphobic violence into the classroom. This was done by providing information and resources exemplifying how discussions of bystander prevention of transphobic violence may be woven into existent Ontario curriculum.

The *Trans Women Speak Out* documentary and accompanying Educators' Guide were designed to provide further background information regarding trans identities, and to share stories of the lived experiences of trans women in Ontario who have been impacted by transphobic violence. These materials were created in response to feedback from educators who indicated they would like resources that build understanding around trans identities before further engaging in classroom discussion regarding the subject.

To benefit from the integrated nature of campaign materials, we recommend educators follow a few simple steps:

1.

Look over the DTL – ATV Postcards and Video materials.

2.

Complete the Reflection Questions for Educators.

3.

Watch the *Trans Women Speak Out* documentary and read through this Educators' Guide.

4.

Review the Lessons for the Postcards and Videos, as well as the Reflection Questions.

5.

Map steps to creating and implementing a successful classroom activity.

DISCUSSING TRANS IDENTITIES IN THE CLASSROOM

Please read this before sharing DTL – ATV materials in your classroom.

Despite the longstanding existence of numerous traditions of gender diversity in cultures around the world, for many youth in Canada, in-school discussions of trans identities may be a new experience. With this in mind, it's important to consider the steps one can take as an educator to prepare the environment and oneself for such a discussion. Here are some suggested preparations:

- **Reflect on your level of understanding regarding transgender identities.**
Consider which topics you feel confident addressing in class, and which you'd like to learn more about.
[Watch the *Trans Women Speak Out* documentary and review the *Educators' Guide*, including sections on *Trans 101* and *Intersectionality*, to refresh your learning around trans identities, and prepare for questions students may have.](#)

- **Reflect on your potential biases and cisgender privilege.**
It is important to first reflect on your own biases and privilege so as to feel confident in consciously addressing and challenging potential student stereotypes and inappropriate language regarding trans people.
[Refer to the *Reflecting on Bias and Privilege* section for a quick quiz that will help you on your journey of allyship.](#)

- **Gauging school culture and level of inclusiveness.**
Have your students discussed trans identities in school before? It may be worthwhile to connect with co-workers to gauge the degree to which gender diversity has been included in other classrooms, and perhaps draw from this when activating previous learning amongst students.

It may also be worthwhile to deepen your understanding of your school's overall climate regarding trans inclusion. Is there an active GSA (Gay-Straight-Alliance or Gender-Sexuality Alliance)? Are there out trans youth at your school? If there are out trans youth, are their gender identities respected, or do they experience bullying and discrimination? In observing language, are homonegative phrases such as "that's so gay!" or casual use of homonegative words such as "faggot" or "dyke" pervasive in the hallways, lunch rooms, etc.?

For further reflection, consider the reaction you receive as a result of chatting with co-workers regarding trans material. Their responses may be largely indicative of the level of acceptance and exposure that students have to trans positive materials. Finally, are there existing policies and/or practices around accommodating and including LGBTQ students generally, and trans students specifically?

These observations may also be used during DTL – ATV Lessons to spark conversation with students regarding their experience of the school environment.

- **Consider speaking with your principal and vice-principal(s).**
Would it be possible to speak with administration about your plans to lead an activity discussing transphobic violence prevention? Is your administration prepared to collaboratively address students who make harmfully inappropriate transphobic remarks in the classroom? Is your administration willing to support a zero tolerance stance on transphobia, homophobia, sexual violence and misogyny? Is there a plan in place regarding administration's response to calls from parents concerned about discussions of trans inclusion and safer schools?
- **Consider the availability of preliminary learning resources.**
Before engaging the class in discussions of trans related violence, it may be worthwhile to dedicate time to establishing a common knowledge base within the classroom regarding trans persons, and/or the LGBTQ community more generally.

Is there a community centre in your area that would

be willing to provide a trans or LGBTQ introductory presentation to your class? Is there a co-worker at your school who is a strong ally, or who identifies as a member of the LGBTQ community, and may be willing to collaboratively lead an introductory session with you, and/or share stories of lived experiences of LGBTQ or trans persons? Would members of your school's GSA be willing to collaboratively lead a 101 session with you in preparation for the upcoming activities, and/or share insights from their lived experience? [Visit Egale.ca for further resources and professional development regarding LGBTQ safer and inclusive schools.](#)

- **Be ready to name and challenge stereotypes and inappropriate language.**
[Refer to the DTL.Egale.ca website for more information on how to effectively interrupt and intervene when potentially harmful language is used.](#)
- **Create group discussion guidelines.**
If these don't already exist, prep to create a classroom agreement where you clearly outline the elements of a respectful and safer discussion within the classroom. If these guidelines already exist, review them to ensure that they include points about respecting diversity and how homophobic/transphobic attitudes are not tolerated.
[Refer to the document *Safer Spaces Classroom Agreement for an example.*](#)
- **Consider the individual impact of group activities regarding trans identities and sexual violence.**
Considering the impact of these conversations should include acknowledging the potential impacts of these discussions on individual students. There may be students in the class who identify as trans but are not out, or who are not open about the status of a trans sibling or parent. There may be students in the classroom who may be survivors of sexual violence and assault. As a result, it is important to prepare yourself for the potential triggering of some students, and establish a safer learning environment for all students who may feel personally connected to the material.
[Refer to the Safer Space Classroom Agreement and Resource section for further consideration.](#)
- **Focus on the bystander.** *Draw the Line is a "bystander-focused," sexual violence prevention and public education campaign.* This means the main focus of the campaign is to encourage those who witness, or are on the periphery of, acts of sexual violence and harassment against women to consider the ways in which their presence and actions can interrupt and even prevent such incidents.

With this in mind, we highly suggest that these activities and discussions are framed around the actions, thoughts, and experiences of the bystander rather than on the survivor.

- **Prepare some follow-up resources.**
Consider identifying and engaging whatever supports exist within your school in advance of any classroom activities. Does your school have a safer space club like a GSA (Gay-Straight Alliance or Gender-Sexuality Alliance) where students can seek further information and support? Are there further materials on the subject in the library? Is there someone who might offer counselling or support if a student requires it? If not, can you work to create access to those supports? Taking stock of available resources may also help inform a potential follow-up activity for the students. For example, if the library contains trans-inclusive materials, students could potentially create a library display that showcases these items.
- **Explore potential follow-up opportunities for consistent and cross-subject learning.**
During your informal gauging of the school climate and the level of allyship amongst co-workers, you may have noticed that some stand out as allies with potential for collaboration in creating a safer, more trans-inclusive school community.

Connect with these individuals about the potential of signalling a desire in the school community for consistency in learning, as well as the importance of the subject matter. Is there an opportunity for a co-worker to integrate the subject of preventing sexual and transphobic violence, and violence against women, into their own material? Perhaps a co-worker could engage the students in a follow-up activity through their own particular class subjects?

For example, could the phys. ed. teacher address trans issues in sports? Could the English teacher choose a novel with a trans character for the next literature study? Could the law teacher discuss the current legal status of human rights protections for trans persons in Canada, federally and provincially, and relevant court cases? Could the drama teacher integrate a trans character into the next school play, or explore issues of gender fluidity and creativity?

[Check the Curriculum Connections Chart for ideas on activities in multiple subject areas.](#)

EDUCATORS' REFLECTION QUESTIONS

These questions were designed to encourage reflection on your ideas, experiences, and questions applying this material in your school community. Consider documenting your responses somewhere and returning to them later to explore how your original intentions may have changed over time.

FOUNDATIONAL QUESTIONS - Consider these before leading any of the included classroom activities.

- Have you ever felt confused about how you could help as a bystander witnessing an instance of violence or discrimination? What did that feel like? What do you know now that you wish you knew then?
- Is LGBTQ inclusion a priority within your school community? What about trans inclusion specifically? What supports exist currently, and what do you think is needed? E.g., is there a GSA or Safer Space club at the school? If so, is it trans-inclusive? Check out Egale's Safer Schools site MyGSA.ca for more info on starting and supporting GSAs.
- What are three reasons you're interested in challenging sexual violence, harassment, and transphobia in your school community?
- What steps would you take if a student identified themselves to you as trans in your next class? How could you ensure their safety?
For some ideas, take a look at the section titled [Tools for Creating Safer Learning Environments for LGBTQ Students](#) as well as the [Safer Space Classroom Agreement](#) section.
- What references do you know of to support students around the impacts of sexual and transphobic violence in your community? Are there supports for educators?
Take a look at the [Resource](#) section of this guide, as well as online for a more comprehensive resource list at [DTL.Egale.ca](#).
- Do you know if your school's administration has supported LGBTQ inclusion initiatives in the past? Consider approaching them for support in relation to these lessons.
- What are the next three things you need to feel more comfortable sharing this material in the classroom?

How will you attain these things? E.g., discussing the material with admin, learning more about the GSA or safer space club in your school, re-reading the LGBTQ Terms and Concepts section to better solidify your language.

FOLLOW-UP QUESTIONS - Consider these after leading the included activities with your class.

- How can you follow up on the classroom discussions and activities you've engaged in so far? What needs have been articulated by students, and how can you best involve them in addressing these needs?
- Did anything surprise you during these discussions or activities? What areas do you now realize you'd like to research further? How can you start that process?
- Having finished this activity, are your answers the same as earlier regarding the 'three reasons why everyone should be interested in challenging sexual violence and transphobia in your community?'
- Do you have any further ideas on how you can prepare for the possibility that a student may identify themselves as trans in your next class? Have you discovered or heard about any resources that might be helpful supports in this process?
- How can you build your school's capacity to support students around the impacts of sexual and transphobic violence in your community? What about educator support?
- Can you identify three next steps to expand the reach of trans inclusion and safety within your school? Are there other allies in the school, or individuals who might eventually become allies with further discussion?

REFLECTING ON BIAS AND PRIVILEGE

Understanding Privilege

Privilege: Unfair advantages given to some people, but not others, based on their identity or position in society. People are not always aware of the privileges they have until they learn that someone else does not have that same privilege. Examples include: cisgender privilege, heterosexual privilege, male privilege, white privilege (The 519 Church Street Community Centre 2011).

An important part of understanding the concept of privilege is understanding the different ways in which elements of an individual's identity may, or may not allow them access to resources and acceptance in society. Many of these identity elements are determined early on in life, as a result of birth. For example race, gender identity, sex and ability. Others may be a choice later in life, such as religion and aspects of cultural expression. The ways in which someone's varying identities intersect, in any given social space, will often determine the way they are treated.

Acknowledging privilege in the context of gender identity is an essential element of developing one's skills to act as an ally to trans community. A person who is cisgender (e.g., someone assigned male at birth who identifies as a boy or man) may experience a variety of privilege throughout their life which may never provide opportunity for them to understand the lived reality of their trans peers. This difference in experience may lead to a lack of awareness regarding the many ways in which our society promotes cisgender identities as "normal" and stigmatizes trans identities as abnormal and "lesser than". It's common for those with access to privilege to be unaware of the impact of privilege on their lives.

One way to consider cis privilege is to listen to trans people when they tell us about experiences of discrimination, harassment, stress and anxiety. It's easy to notice that many of these scenarios may have little to do with the actions or choices of the trans people involved, and more to do with the perceptions and judgements that other people make about trans people.

HETEROSEXUAL & CISGENDER PRIVILEGE QUESTIONNAIRE

Try the following activity and consider how privilege might impact your reaction to each statement. To better understand some of the privileges associated with cisgender and heterosexual identities, read through the following statements and circle the number of the statements that apply to you. Put a * next to the statements that surprise you, or that you have never thought of.

1. I can talk freely to coworkers, fellow students, community members, etc., about my gender identity or my girlfriend/boyfriend without fear of negative repercussions.
2. When I rent a movie, watch TV, listen to music, or go to the theater, I can be sure that my gender identity and/or attraction will be represented often and accurately.
3. I do not have to fear that if my family or friends find out about my gender identity and/or attraction there will be economic, emotional, physical or psychological consequences.
4. I can count on finding a therapist or doctor willing and able to talk about my gender identity and/or attraction in ways that do not portray me as sick, abnormal, or needing to be corrected.
5. I can find people of my gender identity and/or attraction reflected in the school curriculum, faculty, and administration.
6. I feel comfortable and safe holding hands with my partner in public.
7. Growing up, I had plenty of role models with the same gender identity and/or attraction as me, whom I could look up to.
8. I will never have my gender identity and/or attraction used as a reason not to feel comfortable living with me, being on an athletic team, or being assigned to the same group for a class assignment.
9. I do not have to explain how or why I am cisgender and/or heterosexual, or when I realized that I was.
10. I can be sure that the name and sex marker on my identification matches my expressed gender and gender identity.
11. When I fill out a form, I can always check off a box that represents my gender identity.
12. I can be sure that I will not be denied medical treatment by a doctor on the basis of my expressed gender and/or gender identity.
13. I expect my gender identity to not affect my ability to travel internationally.
14. I lived my childhood in a gender that felt appropriate for me at the time, and still does. I lived my childhood in the gender that I want to have lived it in and that was authentic for me.
15. My gender identity has been honored my whole life, by my doctor, my parents, my teachers, my professors, my relatives, my classmates, my bosses, etc.
16. People do not disrespect me by using incorrect pronouns even after they've been corrected.
17. I do not have to worry about whether I will be able to find a bathroom to use safely, or whether my safety will be at risk when changing in a locker room.

Adapted from online version available at MyGSA.ca/questionnaire.

UNDERSTANDING SOCIAL LOCATION

Did you find yourself circling many of the statements in the Questionnaire? Were any of the prompts surprising, or something you'd never considered before? The reality for many trans persons is that a number of privileges and experiences offered to cisgender individuals are not available to them. Examples from the activity on the previous page include a variety of situations where trans folks are often not given access to the following elements of privilege:

- Safety in public spaces;
- Accurate, positive role models and media portrayals;
- Accessible washrooms; and,
- Access to knowledgeable and gender affirming medical and social services.

Recognising the privileges afforded to each of us as individuals is part of the process of understanding what is sometimes called "social location" or "positionality." The goal of this process is not to feel guilty or unsettled about our privilege, but instead to prepare us to better understand the realities of those whose identities may not be afforded the same. Once we can recognize our own privilege, we will be better situated to begin the work of challenging the systems of oppression and biases that support the notion of privilege. Knowing how our identity impacts our position in society is a major part of knowing how to support our trans peers, and make our communities safer and more inclusive for everyone.

Understanding privilege in a broad, historical sense is especially important given that access to power (e.g., political, financial, and social power) is in many places deeply connected with the colonial history of a land and its peoples. Within a North American context, due to the ongoing efforts of Indigenous people, there is a growing awareness of the history of European colonialism, including the ongoing impacts of anti-Indigenous racism and oppression. It's equally as important to recognize the historical positions of privilege afforded to European settlers, and the continued privileging of whiteness and its socio-economic advantages today.

A recognition of the complex historical implications of our own identities, and social locations, is at the heart of allyship. Acting as a true ally is about using your privilege to forward the work of social justice across all kinds of social divisions, including ethnicity, but also gender, language, class, ability, mental health, and more. Within the context of the above example, an exploration of allyship to Indigenous people in North America may include education around many traditions of diversity in gender and attraction, labelled in English as *Two Spirit* traditions.

[Read the LGBTQ Terms and Concepts section or more information on Two Spirit traditions.](#)

In other words, this philosophy of equity which advocates for the recognition and harnessing of privilege can be exemplified in the following unattributed statement:

"No one is free when others are oppressed." - Author Unknown

Learning how to be an ally in creating safer spaces is a journey. At its most basic, this journey is based on a commitment to ensure all persons are treated with equal dignity and respect, and then looking for opportunities to ensure that is put into practice. Just remember, you are not alone in doing this work! Trans communities and their allies exist around the world, and the Draw The Line - Against Transphobic Violence materials are just some of the resources created to help with this work.

[Read the Trans 101 section for more information on trans identities and allyship.](#)

TRANS 101

In the following section you will find information on the concepts and terminology commonly used in discussions of trans identities. This section is by no means an exhaustive exploration of these topics, and is instead intended to provide a basic foundation to help better understand the themes presented in various Draw the Line – Against Transphobic Violence (DTL – ATV) materials. [For further information, please follow links provided in the Resource section.](#)

SEX / ASSIGNED SEX

Sex / assigned sex is the classification of a person as male, female or intersex based on biological characteristics, including chromosomes, hormones, external genitalia and reproductive organs.

The reason we say assigned sex versus biological sex is to acknowledge that sex is often a value determined by medical professionals and is commonly assigned to newborns based on visual assessment of external genitalia. Inclusion here of the recognized category of “intersex,” frequently overlooked in discussions of sex, serves as a reminder that even at the level of biology, sex is not a binary system.

Intersex (adj): *Refers to a person whose chromosomal, hormonal or anatomical sex characteristics fall outside the conventional classifications of male or female. The designation of “intersex” can be experienced as stigmatizing given the history of medical practitioners imposing it as a diagnosis requiring correction, often through non-consensual surgical or pharmaceutical intervention on infants, children and young adults (some people may not be identified as “intersex” until puberty or even later in life).*

GENDER IDENTITY

Gender Identity is a person’s internal and individual experience of gender. This could include an internal sense of being a man, woman, both, neither or another gender entirely. A person’s gender identity may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others. It is important to remember that gender identity is not the same as sex / assigned sex.

CISGENDER IDENTITIES

At first reading, it is often difficult for many people to distinguish the difference between sex / assigned sex and gender identity. This is quite common due to the fact that the two are frequently portrayed as essentially the same thing. One reason for this is that many individuals experience the sex they were assigned by medical professional at birth as very similar to their conception of their own gender identity. The term cisgender describes this particular relationship:

Cisgender (adj): *A person whose gender identity corresponds with the social expectations associated with the sex assigned to them at birth.*

E.g., imagine a newborn baby. The midwife who just delivered this child takes a look at the external genitalia, recognizes a vulva, and declares “she’s a girl,” thus assigning the child’s sex as ‘female.’ Based on this information, it’s generally assumed that this child would then grow up to identify themselves as a girl or woman. If that was the case, they could be described by the term cisgender.

Cisgender, or cis for short, is a particularly important term in that it describes an extremely common, and in fact socially dominant, experience of gender identity in relation to assigned sex at birth. Without access to the word cisgender, people have often resorted to language like ‘real/normal men and women.’ Referring to cisgender individuals as ‘real’ or ‘normal’ when compared to trans individuals is particularly violent language in that it implies that trans men and woman are not in fact real or normal. This is inaccurate and it excludes and alienates trans individuals from community, and propagates transphobic attitudes. Cisgender is the appropriate term whenever describing individuals whose gender identity aligns with the social expectations of them based on their sex assigned at birth.

TRANS IDENTITIES

If cisgender refers to an individual whose gender identity and sex assigned at birth are “the same,” then at its most fundamental form, the term transgender refers to a relationship between sex / assigned sex at birth and gender identity that is “not the same.”

Trans (adj): A person who does not identify either fully or in part with the gender associated with the sex assigned to them at birth—often used as an umbrella term to represent a wide range of gender identities and expressions.

E.g., again we can imagine a newborn baby. The doctor delivering this baby takes a look at external genitalia, notes a penis, and declares “he’s a boy,” assigning the child’s sex as ‘male.’ Based on this information, it’s generally assumed that this child would then grow up to identify as a boy/man. In this example, we can imagine that this child may instead grow up with the gender identity of a girl, or woman. In this case they may then also identify themselves as trans.

THE TRANS UMBRELLA

The term trans is frequently used as an umbrella term for a variety of other terms, including *transgender*, *transsexual* and can also refer to terms like *genderqueer*, *agender*, *bigender*, *Two Spirit*, etc. At their simplest, each of these terms has commonalities with the term trans, and yet they are all unique in their specific reference to the context of, and specific relationships between, conceptions of gender identity and assigned sex.

[Refer to LGBTQ Terms and Concepts section for definitions for each of these terms.](#)

The existence of a diversity of terms is important when discussing trans identities simply because there is quite a lot of variation in the lived experience and identities of individuals who may identify, or be described, as trans. The example above regarding a newborn baby represents only a fraction of the possibilities, and specifically those that remain within a binary (i.e. male, female) gender system. The reality is that for many people their experience of their own gender identity may not align with social expectations based on the sex assigned to them at birth, nor with any gender options available within a binary system. Acknowledging this means moving from a binary gender system to something better described through metaphor, like a spectrum with unlimited combinations of light, or a universe with the potential for unlimited constellations of gender.

TRANSITION

Frequently discussions around trans identities are focused on the ways in which individuals may align elements of their identity and bodies with their gender identity. While many voices in popular culture may use the expression “sex change” to describe these processes, the term *transition* is much more appropriate, being preferred and used by members of trans communities.

Transition: *Refers to a variety of social, medical and/or legal changes that some trans people may pursue to affirm their gender identity.*

For many trans individuals, pursuing some form of transition is essential to their overall health and wellbeing. This is evident in research data related to the impacts of transition on suicidal behaviour within trans communities. For instance, Ontario’s Trans Pulse study found that 27% of respondents who were planning, but had not yet begun, transition had attempted suicide within the last year, compared to only 1% of those who had transitioned medically (Bauer, Hammond, and Travers 2010).

The potential elements of transition can be broken down into three categories. It’s important to note that none of these three categories are required steps as part of a process of transition. The transition process is a very personal one. Each individual trans person will decide the ways in which they may choose to transition, or not, depending on what is comfortable and accessible to them.

**SOCIAL
TRANSITION**

This expression is used to describe the common ways in which individuals may choose to publically affirm their gender identity in social environments. This may include changes to:

- Name(s)
- Pronouns
- Gender expression (e.g., clothing, accessories, mannerisms, way of speaking, etc.)
- Access to gendered spaces (e.g., washrooms, change rooms, religious/community spaces)

Social transition is often the most common form within elementary or secondary school contexts. Educators can create safer and more inclusive spaces for trans persons who socially transition by structuring opportunities for students to share their preferred names and pronouns, and respecting these requests throughout the year. Equally important is creation of a class culture of respect and understanding, including clear guidelines regarding the ways in which everyone, including trans and gender variant students, can show respect for diverse expressions of gender. This could include lesson plans, media, books, movies, television, theater, music and web content that are trans-inclusive and that reflect gender diversity.

**MEDICAL
TRANSITION**

Medical transition is often at the focus of discussion of trans identities, despite the fact that the term represents only one potential part of the transition process. As with social transition, medical transition can involve a variety of procedures and treatments. Potential elements of medical transition can include:

- Counselling/support (from psychologists, vocal/behavioural coaches, social workers, etc.)
- Hormone therapy (e.g., administering testosterone, estrogen, hormone blockers)
- Gender affirming surgical procedures (e.g., hysterectomies, orchiectomies, oophorectomies, vaginoplasty, phalloplasty, mastectomy, tracheal shaving, facial feminization, etc.)

Within an Ontario context, some of these transition stages are covered by the Ontario Health Insurance Plan (OHIP). This means that residents of the province will not be required to pay out of pocket for these support services. However, given the limited number of medical professionals and facilities equipped to offer these services, there are often challenges in access due to prolonged wait times and prohibitive travel costs for those living outside of major urban centres. Many trans people and their families are unable to access inclusive healthcare, and community advocacy for improvements to the healthcare system is ongoing.

As with any medical procedure, the details of medical transition are part of the private relationship between an individual and their health care providers. On a personal level, each individual interested in transitioning has the right to decide what processes they will undertake. There is no universal model for what medical transition looks like, and an individual's gender identity or sex cannot be assumed simply by knowing which procedures someone has or hasn't undergone.

An important element of a trans-inclusive classroom is an understanding of appropriate discussions around bodies and transition. Boundaries around discussions of bodies in transition can be part of broader discussions around respecting one another's privacy (including recognizing inappropriate questions, such as whether a trans person has undergone gender-affirming 'bottom' surgery or not). Educators can create safer spaces for medical transition by doing their own research into the subject so as not to feel compelled to ask for details from individual students, or their family members, who may have undergone transition or who may be at the beginning stages of transition.

LEGAL TRANSITION

For the most part legal transition refers to the process of changing the ways in which official (provincial or federal) documentation refers to an individual's sex designation. This process differs substantially between regions and jurisdictions, but can include updates to documents such as:

- Birth certificate
- Passport
- Citizenship card
- Driver's license
- Health card

The process of accessing gender-affirming identification can be time consuming and complex. Many countries, including Canada, have yet to create sex or gender categories for identification that are reflective of the actual diversity existent within their populations. Countries like Germany, Nepal and Australia have all acknowledged the need for such updates to state identification, and have created further designation options outside of the gender/sex binary which reflect a more diverse spectrum of identity.

As an educator you have the responsibility of maintaining privacy and confidentiality in relation to information on any student's official identification, information which may be particularly sensitive for trans students. The sex designation, or name, indicated on official documents is not your information to share. This may be pertinent if you view students' documents as part of a registration process, or for the purposes of school trips. As always, the best practice is to refer to the wishes of a student or community member themselves when determining the pronouns or gender identifiers used in reference to that individual.

ACTING AS A TRANS ALLY

The concept of allyship is an important one to highlight in any discussion of transphobia, sexual violence, and the oppression of trans and gender variant people within society.

***Ally:** An ally is someone who believes in the dignity and respect of all people and takes action by supporting and/or advocating with groups experiencing social injustice. An ally does not identify as a member of the group they are supporting (e.g., a heterosexual person can act as an ally for gay people and communities; a cisgender lesbian can act as an ally for trans people and communities).*

As described in this definition, the responsibilities of trans allyship are reserved for those who do not themselves identify as trans, most commonly cisgender people. The specifics of trans allyship vary depending on the circumstance, but can be summed up through acts of supporting and including trans identities within all aspects of community. Equally important is the recognition that allyship is an ongoing process of support, as opposed to a singular goal or achievement which can be attained and then forgotten. Acting as an ally to trans communities means constant re-assessment of one's surroundings in terms of their inclusion of, and accessibility to, trans community members. Acknowledging and incorporating the voices of trans community members, as well as their needs and wishes, is an essential part of allyship. Otherwise, allies risk alienating and further sidelining the communities they intend to support.

Allyship is a never-ending process of education, as allies learn more about the social systems and institutions that continue to isolate, stigmatize and discriminate against trans and gender variant people. Only through education can allies gain the skills and language to recognize and help to disrupt, the workings of these systems, which are otherwise invisible to many cisgender individuals.

Allyship is a key element of the Draw the Line campaign, and it was with this in mind that DTL – ATV creators included this Trans 101 section within this guide. The information provided here is created to spark an interest in further learning about equity and inclusion of trans individuals within our schools, and communities more generally. [Visit the Resource section on DTL.Egale.ca for further information on Trans identities.](https://www.dtl-egale.ca/resources/trans-101)

UNDERSTANDING INTERSECTIONAL IDENTITIES

At the heart of the Draw the Line campaign is an acknowledgement of the notion of *intersectionality*, a term coined by legal theorist Kimberlé Crenshaw to explain how race oppression and gender oppression interact. In the 1980s Crenshaw was trying to understand why US anti-discrimination law was not protecting black women in the workplace. She discovered that many of the experiences of black women were not fully recognized as discrimination, as they were framed at the time in terms of either gender discrimination or race-based discrimination, never acknowledging the simultaneous impact of both on any one individual (Carastathis 2008).

Intersectionality: The concept of intersectionality recognizes how each person simultaneously exists within multiple and overlapping identity categories (including but not limited to: ability, attraction, body size, citizenship, class, creed, ethnicity, gender expression, gender identity, race, religion).

The Draw the Line campaign (Draw-the-Line.ca) is one example of a project that has taken an intersectional approach. The campaign is centred on a variety of materials promoting bystander intervention in instances of sexual violence from a number of different perspectives. In providing materials specifically speaking to various communities, including Spanish and French speakers, boys and men, students, LGBTQ and First Nations, Inuit and Métis peoples, the project addresses some of the many ways in which various identity elements can overlap to create differing experiences of violence, and to inform how we have discussions around bystander intervention and awareness.

INTERSECTIONALITY AND TRANS INCLUSION

In applying the concept of intersectionality it is important to first recognize that no individual's experience of identity-based oppression or privilege can be viewed solely within the context of any one single element of their identity. The ways in which an individual experiences systems of privilege and oppression are often impacted by the interplay of their various identity categories.

When discussing trans inclusion in schools, or within communities, it's extremely important to recognize that individual experiences of trans exclusion, or inclusion, are heavily impacted by the other identity elements experienced by the individuals in question.

E.g., The experience of a celebrity publicly identifying themselves as trans may be positively impacted by their fame and associated socio-economic status. This might further positively impact the financial and social resources they have to assist them in accessing support services and healthcare, specifically gender-affirming social transition, surgeries, psychological care and other supports related to their well-being. Indeed, all of this might help counter the loss and isolation they may experience due to transphobic attitudes within their family, communities and society at large.

Alternatively, someone with a lower socio-economic status, and little notoriety, may experience more pronounced and impactful transphobia and violence when identifying themselves as trans. For example, a student may come out as trans and find themselves homeless as a result of a rejection from their family, and without the financial resources to access safe housing. Discrimination takes many forms in the lives of trans persons including access to employment, housing, healthcare or relationships, all of which may further aggravate the sense of loss and isolation they may experience due to transphobic attitudes in their communities and society at large.

In considering these examples, it is already clear that there is a need for substantial nuance in any exploration of transphobia. Clearly, socio-economic status is not the only factor to be recognized when considering the significance of intersecting identity elements.

GENDER AND TRANSPHOBIA

One example of the need for nuanced discussion around transphobia is the way it often impact trans people of different genders. For instance, trans men may experience incidents of transphobic harassment and violence, but trans women are at a much higher risk as a result of sexism and misogyny in society. At the root of this disparity is a patriarchal social system in North America that privilege masculinity and male identities, while devaluing femininity and female identities.

In their 2013 report on LGBTQ and HIV-Affected Hate Violence, the US group National Coalition of Anti-Violence Programs (NCAVP) reported that transgender women were “2 times more likely to experience discrimination and 1.8 times more likely to experience harassment” compared to other LGBTQ survivors of violence. Furthermore, out of all 18 documented anti-LGBTQ and HIV-affected homicides in the US in 2013, “72.22% of victims were transgender women” (Ahmed, Jindasurat, and the National Coalition of Anti-Violence Programs 2014, 9).

In the case of many trans women, the particular intersection of their trans identity with their feminine identity is often the focus of negative social attitudes that some have labeled as *transmisogyny*. Here the word misogyny, already a well-established term that speaks to the social devaluation of women and all things feminine, is prefixed by a reference to trans identities as a way of identifying the unique way in which they are frequently the subject of intersecting oppressions and negative social attitudes.

Specifically, *transmisogyny* describes a recognized trend in the devaluation of trans women’s identities by others. Here stigma and stereotypes around femininity are applied to trans women, whose very authenticity as women is often challenged by transphobic popular conceptions that trans women are not “real” women. This narrative is sometimes supported by the erroneous notion that trans women are in fact men who have abandoned their masculinity and male privilege, and are considered to have ‘lowered’ themselves to the status of women, thus making them deserving of further disrespect and disdain in the eyes of others.

RACE/ETHNICITY AND TRANSPHOBIA

Exploring the phenomena of transmisogyny is one way to better understand the ways in which intersectional identities play out, but the reality is that many people’s intersecting identities are actually far more nuanced, containing many different layers that can be associated with different groups.

With this in mind, further important exploration can be done to understand racialized and ethnic identities as they are often constructed in relation to gender and trans identities. Indeed, despite a remarkable lack of comprehensive scholarship in this area, trans women who are racialized have been identified as at higher risk of being targeted for violence and harassment than their white and/or cisgender peers. In the same NCAVP project cited above it was reported that out of the 18 documented anti-LGBTQ and HIV-affected homicides in the US during 2013,

“72.22% of victims were transgender women, and 66.67% were transgender women of color, primarily Black transgender women. These homicide rates are disproportionately high for these communities as compared to their representation within NCAVP’s overall sample. This trend highlights the impact of the multiple forms of bias that these communities experience including: racial bias, gender bias, gender identity bias, and sexual orientation bias on decreased safety for these communities” (Ahmed, Jindasurat, and the National Coalition of Anti-Violence Programs 2014, 58).

**RACE/ETHNICITY
AND TRANSPHOBIA
(CONTINUED)**

Prominent actor and trans advocate Laverne Cox poignantly describes her experiences with the intersection of, and history behind, oppressions like misogyny, racism and transphobia in her video *Laverne Cox on Bullying and Being a Trans Woman of Color* (uploaded to YouTube by Keppler Speakers – See [DTL.Egale.ca/resources](https://www.dtl.egale.ca/resources) to view). With this video Cox outlines what she believes to be the complex social roots of her particular experiences of intersecting identity elements, and the oppressive social structures that she often encounters in the comments and street harassment of others.

Cox's closing words on the importance of love highlight the importance of acknowledging that ethnicity and gender identity overlap for many trans and gender variant individuals, but that such overlaps are not exclusively negative. Indeed acknowledging the intersections between race or ethnicity and diverse representations of gender may also take the form of a celebration of diversity. Discussion of the many indigenous traditions of Two Spirit people within a North American context offers excellent opportunities to share and celebrate the existence of longstanding traditions of gender diversity that exist at the intersection of race/ethnicity and gender.

**PRACTICING AN
INTERSECTIONAL
APPROACH**

Hopefully this section has exposed the importance of an equity and inclusion approach that honors the various elements of identity that can impact each individual's (and community group's) experience of safety and inclusion within the school community. Fostering an intersectional approach means acknowledging the many ways an individual's identities can overlap, thus impacting the privilege, or lack thereof, that they can experience as they move through society.

Understanding intersectional identities can also help us better understand how to approach the work of encouraging and supporting bystander intervention. Every individual's experience of their identity will most likely include some areas where they have access to privilege, and others where they do not. These DTL – ATV materials encourage cisgender bystanders to consider how their own privilege might influence their understanding of sexual and transphobic violence, as well as how they can intervene to prevent these occurrences.

At the same time it must be recognized that these bystanders themselves may experience oppression and discrimination in relation to some other element of their identity. While encouraging bystanders to intervene, we must always acknowledge that their own identities, and related experience of oppression and privilege, may make it unsafe for them to intervene in some specific ways. For instance, a student who experiences racist harassment within a school community may not feel safe intervening directly as a bystander to a transphobic incident because of fear of further harassment or potential assault. In discussing possible intervention styles with any student, it is important to make conversational space for discussion of alternative methods of intervention to ensure the safety of the bystander.

In general, maintaining an intersectional approach to work in the school community means recognizing and making space for the experiences of others. This approach provides an effective perspective from which to engage and empower everyone, but especially those community members who, unfortunately, may be accustomed to being ignored or made invisible .

[Read the Resource section on DTL.Egale.ca for further information on intersectionality.](#)

CURRICULUM CONNECTIONS

This chart is designed to offer curriculum connections relating to the DTL – ATV Lessons to be used with project materials including Postcards, Posters and Videos. These materials are available online at DTL.Egale.ca.

CURRICULUM AREA	PAGE #	COURSE AREA	SPECIFIC EXPECTATION EXAMPLES <i>By the end of this course, students will:...</i>	POTENTIAL ACTIVITIES
The Arts Grade 9 & 10	77	<i>Drama Grade 10 (ADA20)</i>	<p>A1.1 Develop interpretations of issues from contemporary or historical sources.</p> <p>A1.3 Use role-play and characterization to explore personal and social issues.</p> <p>B2.3 Explain how dramatic exploration helps develop group skills and appreciation of communal values.</p> <p>B2.4 Identify ways in which dramatic exploration promotes an appreciation of diverse cultures and traditions.</p>	<p>Role-playing characterizations, dramatic enactment, and discussion of postcard and video scenarios.</p> <p>Discussion regarding the performance of identity in society, and how this might impact trends around bystander intervention in acts of transphobic violence.</p>
The Arts Grade 9 & 10	96 – 97	<i>Media Arts Grade 10 (ASM20)</i>	<p>B1.1 Identify and describe their initial responses to media art works.</p> <p>B1.3 Use the critical analysis process to assess the effectiveness of media art works in communicating a message or expressing an emotion, and describe how their assessment of the works has evolved throughout the critical analysis process.</p> <p>B2.3 Identify and describe ways in which media art works can influence community or societal values.</p> <p>B3.1 Describe how the process of critically analysing media art works has affected their understanding of the values of other cultures and communities.</p>	<p>Media analysis of DTL – ATV, its goals, methods and impacts.</p> <p>Critical analysis of representations of trans women in media in North America and internationally.</p> <p>Development of example ‘mock up’ public education materials (e.g., creating a ‘mock up’ of a postcard or video).</p>
Canadian & World Studies – Grade 9 & 10	152 – 157	<i>Civics and Citizenship, Grade 10 (CHV20)</i>	<p>B1.1 Describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues.</p> <p>B1.3 Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action.</p> <p>B1.4 Communicate their own position on some issues of civic importance at the local, national, and/or global level.</p>	<p>Exploration of human rights protection for trans women within Ontario, and federally.</p> <p>Discussion around past and present movements to prevent violence against women, and the inclusion of trans women in such movements, within Canada and internationally.</p>

CURRICULUM CONNECTIONS

(CONTINUED)

CURRICULUM AREA	PAGE #	COURSE AREA	SPECIFIC EXPECTATION EXAMPLES <i>By the end of this course, students will:...</i>	POTENTIAL ACTIVITIES
<p>Canadian & World Studies – Grade 9 & 10 (continued)</p>	<p>152 – 157</p>	<p><i>Civics and Citizenship, Grade 10 (CHV20)</i></p>	<p>B3.1 Demonstrate an understanding that Canada’s constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms.</p> <p>B3.5 Identify examples of human rights violations around the world, and assess the effectiveness of responses to such violations.</p> <p>C2.1 Analyse ways in which various beliefs, values, and perspectives are represented in their communities, and assess whether all perspectives are represented or are valued equally.</p>	<p>Discussion around the role of bystander intervention and social engagement in preventing transphobic and sexual violence in communities.</p>
<p>Health & Physical Education – Grades 9 – 12</p>	<p>104 – 107</p>	<p><i>Healthy Active Living Education, Grade 9 (PPL10)</i></p>	<p>C1.5 Demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person’s understanding of their gender identity (e.g., male, female, Two-Spirit, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students.</p> <p>C3.3 Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour).</p>	<p>Analysis and discussion of the DTL – ATV materials as a campaign addressing long-standing social and cultural understandings of trans identities, and gender identity broadly.</p> <p>Discussion and activities focused on the most popular/accessible cultural models and resources that teach youth about sexual orientation and gender identity, and how these impact social factors like stigma, stereotype, etc.</p> <p>Discussion and potential role playing activities focused on intervention in instances of transphobic and sexual violence.</p>

CURRICULUM CONNECTIONS

(CONTINUED)

CURRICULUM AREA	PAGE #	COURSE AREA	SPECIFIC EXPECTATION EXAMPLES <i>By the end of this course, students will:...</i>	POTENTIAL ACTIVITIES
Health & Physical Education – Grades 9 – 12	165–174	<i>Health for Life, Grade 11 (PPZ3C)</i>	<p>A2.3 Explain how sex, gender identity, and social and cultural background can influence health (e.g., social and cultural influences on dietary practices, methods of treating illnesses, gender expectations; gender and sex-based influences on medical treatment, access to jobs, education, and physical activity).</p> <p>C3.3 Demonstrate the ability to implement a health initiative that promotes healthy living in their school community (e.g., by creating a physical activity poster campaign, creating a healthy breakfast club, developing a campaign related to concussion awareness and prevention, creating intramural activities, organizing a physical activity/fitness fun day for local elementary school students, conducting a health fair, getting involved in community action, creating a monthly healthy living bulletin board, establishing a school diversity club to help all students feel welcome).</p>	<p>Student research and presentations into the existent data on the impact of homophobia, transphobia and biphobia on the health and well-being of trans individuals, and society as a whole.</p> <p>Activities could include a class-wide discussion of potential tasks or priorities within the school environment to further the accessibility of safer space. This could lead to the planning and implementation of a student-lead strategy to address these priorities (e.g., creation of a safer space club, all-gender accessible washrooms or an event or publicity campaign promoting bystander intervention at school).</p>
Social Sciences & Humanities – Grades 9 – 12	58 – 69	<i>Gender Studies Grade 11 (HSG3M)</i>	<p><i>All curriculum connections.</i></p> <p><i>The nature of this course curriculum, and its focus on the concept of gender, provides extensive opportunities to connect with core themes of the Draw the Line - Against Transphobic Violence project.</i></p>	<p>Analysis of DTL – ATV and exploration of the history of trans women’s identities within North American context.</p> <p>Discussion of intersection of trans rights, women’s rights and broader social justice struggles (e.g., understanding and discussing the disproportionate levels of sexual violence targeting trans women of colour).</p>
Social Sciences & Humanities – Grades 9 – 12	70–80	<i>Equity, Diversity, and Social Justice, Grade 11 (HSE3E)</i>	<p>D1.3 Describe various policies and initiatives in the school, workplace, and community that are designed to promote respect for diversity.</p>	<p>Exploration of human rights protection for trans women within Ontario Human Rights Code, and federal debates around similar policy.</p>

CURRICULUM CONNECTIONS

(CONTINUED)

CURRICULUM AREA	PAGE #	COURSE AREA	SPECIFIC EXPECTATION EXAMPLES <i>By the end of this course, students will:...</i>	POTENTIAL ACTIVITIES
<p>Social Sciences & Humanities – Grades 9 – 12 (continued)</p>	70–80	<p><i>Equity, Diversity, and Social Justice, Grade 11 (HSE3E)</i></p>	<p>D2.1 Describe the protections outlined in the Ontario Human Rights Code and other human rights legislation and policies as they apply to school, workplace, and community settings.</p> <p>D2.2 Demonstrate an understanding of how to apply strategies to effectively and safely address personal experiences of bias, stereotypes, prejudice, discrimination, and/or oppression.</p> <p>D2.3 Demonstrate an understanding of how to respond safely and effectively when witnessing a situation or behaviour that reflects prejudice, discrimination oppression, harassment, or bullying.</p>	<p>Discussion of transphobia, violence against trans women, and role-playing regarding the role of the bystander in interrupting transphobic violence.</p> <p>Ask students to investigate and share their findings regarding protections available within their school/region. Does policy exist, is there a strategy? How might these be improved?</p>
<p>Social Sciences & Humanities – Grades 9 – 12</p>	307,316	<p><i>Introduction to Anthropology, Psychology, and Sociology (HSP3U & HSP3C)</i></p>	<p>Sociology</p> <p>D2.1 Explain, from a sociological perspective, how diverse factors influence and shape individual and group behaviour.</p> <p>D2.2 Explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination and describe their impacts on individuals and society.</p>	<p>Exploration of social constructions and cultural roots of ideas of gender, as well as the impacts of gender-based violence.</p> <p>Discussion of how these play out through representations of trans identities, as well as transphobia and transmisogyny, and their social impacts.</p> <p>Explorations of the role and impact of the bystander in social conflict, with an emphasis on acting as a trans ally.</p>

LESSON:

POSTCARD LESSON – PERIOD 1

TIME: 1 hour and 15 min

GRADE:

DATE:

LEARNING GOAL:

I am aware of how stereotypes are developed and sustained, and can identify their impact on groups of people, and specifically trans communities.

SUCCESS CRITERIA:

I am aware of some of the oppression and discrimination faced by members of trans communities.

I can identify and challenge some stereotypes impacting people who identify as trans.

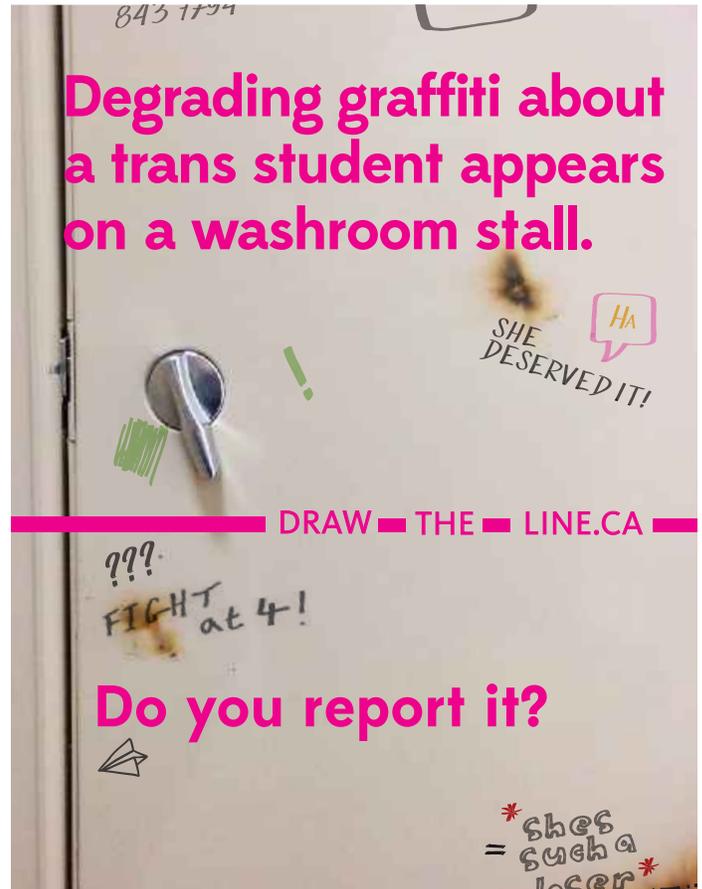
I am better prepared to intervene in instances of transphobic or sexual violence.

CURRICULUM EXPECTATIONS:

[See Curriculum Connections Chart.](#)

MATERIALS:

- 5 DTL Scenario Posters OR 5 pieces of chart paper with the following text written one to each chart:
 - "A friend confides in you that his new girlfriend is trans. Do you support him?"
 - "Your friend is worried about transphobic comments made by teammates. Do you help her?"
 - "Degrading graffiti about a trans student appears on a washroom stall. Do you report it?"
 - "Someone posts on Facebook that Danielle is 'actually a dude.' Do you share it?"
 - "A classmate tells you the new trans girl in school is 'just asking for it.' Do you ignore it?"
- Markers (one for every participant)
- Paint-friendly tape
- DTL-ATV Postcards (one of each of the five cards)
- Writing paper for student reflection



- Scrap paper / Sticky notes (one for every participant)
- Feedback box (a repurposed shoebox or another container to receive anonymous feedback)

GROUPINGS/CLASSROOM SETUP:

Any setup that allows for students to work in small/desk groups.

LESSON:

Activate/ Minds On (5-10 min):

Greet students with the notion that for today's work it's especially important that everyone pay attention to the creation of 'safer space' within the classroom. If you don't already have a safer space agreement or guidelines, consider creating a basic list at this time. Ask students what they would need to feel safer talking about their own experiences of gender in the classroom. Write the list down on chart paper.

[Refer to the Safer Space Classroom Agreement document for an example set of guidelines.](#)

Remind students that these guidelines are a shared contract within the classroom, and once the list is complete (meaning no one wants to add anything else) ask students to demonstrate their consent to working within these guidelines for the rest of the conversation. Consent can be shown by students in a way that's comfortable and accessible for everyone. For example, giving a thumbs up, raising their hands, saying 'aye' or 'nay' or any of these methods in combination. If consent is not unanimous, start a discussion around what could be added to the guidelines so that everyone feels comfortable using them. Encourage students to refer to the guidelines at any point in the conversation if they feel as though something has occurred that does not align with those principals. Be sure to post these guidelines somewhere that will be easily visible throughout the day's activities.

Working on It (40-50 min):

Begin a classroom conversation exploring the notion of stereotypes (10 min). Pose the following questions to the class:

- *What are stereotypes? Can we think of examples in relation to things like, gender, sexual orientation/ attraction, race, ethnicity, ability, mental health, age, body size, etc.?*
- *How are they formed?*
 - *Consider asking where we can find their roots? In culture, institutions, practices?*
 - *Where do we learn stereotypes as individuals?*
- *Are stereotypes only negative? What are some examples of 'positive' stereotypes?*
- *Why are stereotypes a problem?*
 - *Share that stereotypes frequently fail as a tool to help us understand other people, and are often applied to people or situations where they are not true.*
 - *Even 'positive' stereotypes have negative impacts, often making people who are perceived as not "living up" to a stereotype feel somehow inauthentic when compared to others who are seen to embody stereotypes.*
 - *Highlight how stereotypes can, in some situations, serve as the justification for instances of discrimination, and even violence.*

Explain how this lesson will be looking at stereotypes and their implications in violence affecting trans people.

Introduce students to the five scenarios from the postcards and posters/chart paper taped to a wall or laid flat on desks around the room. Ask for volunteers to read out each scenario, and as they do encourage the class to silently consider the following question (5 min):

- *Could this happen in your school and/or community? Why or why not?*

Begin a discussion on trans identities and transphobia by asking the following questions to the class (10 min).

[See the LGBTQ Terms and Concepts and Trans 101 sections for further information and potential definitions relating to these questions.](#)

- *Does anyone have a definition for the following words: trans, transgender, transsexual? What have we heard that these words mean?*
- *From where do we get our information on trans identities (e.g., TV, movies, print media, friends, and websites)?*
- *How are trans identities represented in the media? Are they shown as positive, negative, neutral? What are some examples?*

NOTE: Introduce the term 'transphobia' as a way of describing the typically, and historically prevalent, negative treatment and representations of trans individuals. Consider using a piece of chart paper to document the broad themes of the stereotypes and transphobic examples that students share.

E.g., Confusion, sickness, disease, perversion, untrustworthiness, deception.

Remind students that these media representations are not actually representative of trans communities, and instead represent negative stereotypes and assumptions spread through a lack of information and attention to the voices of trans community members. Ask students what they think the impacts of these stereotypes and representations might be on trans individuals. Continue by sharing information on the impacts of transphobia generally (e.g., internalized transphobia, isolation, stress, fear and anxiety, limited access to employment, housing, healthcare, relationships, etc.), including risks of being targeted for discrimination, harassment, and violence.

Now that students have initiated a conversation on trans identities, hand out writing paper to each student and explain that they will now have time to rotate around the room, individually looking over each scenario, and writing their response to each scenario question, including a little information on 'how' they would respond (e.g., "Do you

support him?") (10 min).

After every student has had a chance to rotate through all five scenarios, ask for reflections on each scenario (10 min).

- *Did you have any questions when considering this scenario? Does anyone care to share why they wrote what they did?*

For each scenario, allow students to share their thoughts and after a few contributions, share the text on the back of the corresponding postcard. This could be framed as a further conversation starter regarding the bystander elements of the campaign.

[Check the LGBTQ Terms and Concepts section for a definition of 'sexual violence.'](#)

- *Do we think this scenario might be described as sexual violence? If not, why do you think it was included in a campaign about sexual violence prevention?*

Following the prompts on the back of the DTL – ATV postcards:

- *As a bystander in this scenario...*
 - *Why should we draw the line?*
 - *When should we draw the line?*
 - *How can we draw the line?*

Consolidation (15 min – Remainder of the Period):

Following the above discussion, split students into small working groups, and provide each group with a scenario postcard. Ask each group to prepare a simple role-play regarding how they might respond effectively to the instance of sexual or transphobic violence outlined in their postcard. Consider asking them to develop a basic script, or to use improv to elaborate on the basis of the scenario illustrated on the postcard. Ask students to envision three different safe and effective ways of intervening in the situation as bystanders, to be presented during the following class. The presentations should take between three and five minutes, and will offer a chance to walk through each of their three proposed interventions.

The goal of this role-playing isn't for students to re-enact the incident of conflict or oppression in the scenario postcard. If further explanation is required for the audience to understand the scenario, students can simply read out the text from the front of the postcard at the start of their presentation.

Give students time to prepare their role-play, which could include the remainder of the period.

Be sure to share the following guidelines for students in this activity (it might be useful to write them out and go through them as a group):

- Focus on the bystander's response, not the incident of discrimination.
- Keep it simple: no need for costumes, props, or funny voices—all of which can often be offensive and undermine the seriousness of the discrimination being depicted.
- No slurs or inappropriate language.
- No violence.
- No stereotypes: There's no need to use stereotypes when acting out a character, so add some depth to them!

NOTE: While it may be tempting for students and educators alike to focus more broadly on the circumstances and actions of those characterized as aggressors, and survivors of violence, we encourage a strong focus on the bystander. The bystander-focused approach provides an entry-point for all participants to consider the ways in which they can be involved in challenging transphobic violence, and sexual violence against women more generally.

With three to five minutes left in the period, remind students that today's discussion is coming to an end, but that they'll have opportunities to continue in the following period. Share the Draw the Line website (Draw-the-Line.ca) somewhere visible, and encourage students to look up the campaign for further information, support and links regarding sexual violence awareness and prevention.

Once you've shared the DTL website, review the learning goal and success criteria. Ask students to put their thumbs up (agree), in the middle (neutral or unsure), or down (disagree) as you read through each of the success criteria. If areas of ambiguity remain, be sure to note them and return to them in the following period.

Finally, indicate the existence and placement of the feedback box near or next to the classroom's door. Distribute a small piece of paper to each student and encourage them to use

it to write down anonymous feedback, or request further information or assistance by dropping their note in the box. These pieces of paper will serve as 'exit tickets' meaning every student must drop one in the box to finish the lesson and exit the classroom. Remind students that they don't have to write anything, but they must drop the ticket in the box to leave the room.

NEXT STEPS:

Students can be encouraged to continue working on their role play piece as homework. The following day students will be given an opportunity to share, discuss, workshop and present the role play.

In the meantime, be sure to review the students' feedback papers, which were dropped into the box at the end of the period. Consider if any of the concerns or questions raised are worth addressing with the whole class in the next period, or if follow-up with specific students might be required.

MY SELF-REFLECTION:

LESSON:

POSTCARD LESSON – PERIOD 2

TIME: 1 hour and 15 min

GRADE:

DATE:

LEARNING GOAL:

I am aware of how stereotypes are developed and sustained, and can identify their impact on groups of people, and specifically trans communities.

SUCCESS CRITERIA:

I am aware of some of the oppression and discrimination faced by members of trans communities.

I can identify and challenge some stereotypes impacting people who identify as trans.

I am better prepared to intervene in instances of transphobic or sexual violence.

CURRICULUM EXPECTATIONS:

[See Curriculum Connections Chart.](#)

MATERIALS:

- 5 DTL Scenario Posters OR 5 pieces of chart paper with the following text written one to each chart:
 - “A friend confides in you that his new girlfriend is trans. Do you support him?”
 - “Your friend is worried about transphobic comments made by teammates. Do you help her?”
 - “Degrading graffiti about a trans student appears on a washroom stall. Do you report it?”
 - “Someone posts on Facebook that Danielle is ‘actually a dude.’ Do you share it?”
 - “A classmate tells you the new trans girl in school is ‘just asking for it.’ Do you ignore it?”
- Markers (one for every participant)
- Paint-friendly tape
- DTL–ATV Postcards (one of each of the five cards)
- Writing paper for student reflection



- Safer Space Classroom Agreement from the Period One lesson
- Scrap paper / Sticky notes (one for every participant)
- Feedback box (a repurposed shoebox or another container to receive anonymous feedback)

GROUPINGS / CLASSROOM SETUP:

Any setup that allows for students to present to the class and work in small groups.

LESSON:

Activate / Minds On (3-5 min):

Remind students of the activities of the previous class, and their discussion around scenarios of transphobic violence and harassment. Draw their attention to the safer space guidelines created during the previous period and remind them that these are to steer the tone and quality of today's conversation.

Request that students once again indicate their consent to working within these guidelines. Consider if there were any particular concerns or comments placed in the feedback box from the previous lesson. If appropriate, share how you plan to address those going forward.

Working on It (50 min):

Following this work, prepare the classroom for the presentations and encourage each group to share their scenario. After each presentation, create an opportunity to consider the discussion prompts before allowing audience members to join and restage the scenario. This could take the form of a group discussion using the prompt questions, followed by allowing individual students from the audience to trade places with individual scenario actors to attempt to act out a different solution to the scenario. These new actors, coming from the audience, can be encouraged to improvise the actions of one of the bystander characters in the scene so as to alter the flow of events towards a more positive and trans-inclusive outcome.

Ask the group to return to thinking about the questions from the postcard, and reconsider them in relation to the role plays, and the results of the various approaches to bystander intervention strategies.

[Check the LGBTQ Terms and Concepts section for definition of 'sexual violence.'](#)

Discussion Prompts:

- **Why Draw the Line?**
Where do transphobia and sexual violence factor in here? What is the implication of this violence for each character? What about the entire community?
E.g., "Who are the characters here? Who is the aggressor? Who are the bystanders? Who is the violence targeting/impacting? What is the root of the conflict between characters here?"
- **When to Draw the Line?**
From the perspective of the bystander, at what point in this scenario can we identify a conflict, or problematic behaviour?
- **How to Draw the Line?**
From the perspective of the bystander, what methods might be possible for diffusing or resolving the conflict in this situation? Consider brainstorming a variety of potential means of interrupting the violence in the scenario, and testing them out through the role-play.
E.g., "What do we think of these ideas on how the bystander can intervene? Was it helpful? Would it work? Would you do it? Why or why not?"

Answers/points of discussion could include:

- Consider why bystanders might feel unable or unwilling to act, and how they can find support to overcome those challenges.
- The potential significance of bystander intervention, versus the potential impacts of not acting.
- The negative impact of a bystander escalating conflict and using violence. This is not a safe, acceptable or sustainable way to address most instances of sexual or transphobic violence.
- The importance of considering the ongoing supports in place for survivors of transphobic and sexual violence.
 - Checking in with survivors immediately after an incident, and in the days and weeks following. Listening to their needs and requests for assistance.
 - The importance of identifying safer spaces and resource people within the school and community environment as part of a long-term safer and inclusive school strategy.

Optional Activity (Time-Dependent):

Ask students to choose any scenario and write a "stream-of-consciousness" interpretation of the scenario from the perspective of the bystander to better understand the situation. This could be a private activity, or one where students present their work. Either way, afterwards, ask students to give feedback and discuss the experience using the consolidation discussion prompts below.

Consolidation (20 min):

Encourage reflection on the topics raised in this exercise by asking students to consider the following questions:

- *What kinds of feelings do these scenarios inspire? Why?*
- *How exactly does role-playing help us understand the issues at play here?*
- *Why does this project need to exist, and why do you think the Ontario government is supporting its creation?*
- *How might our reflection on this scenario impact your reaction to similar situations in your life in the future?*

Answers/points of discussion could include:

- Several provinces/territories in Canada (including Ontario) include gender identity and gender expression as prohibited grounds for discrimination within their human rights legislation.

- Your local School Board/Region may have a commitment to trans inclusion as part of an equity policy, or need to create one in order to align with Ontario's *Human Rights Code*.
- Discussions of trans identities are still relatively new within dominant North American popular narratives, so we need to talk about how to make society more inclusive at all levels, from policy and media representations through to our day-to-day language and experience.
- Transphobic and sexual violence against women and girls remains a problem within Canada and around the world, and this needs to be addressed as part of a broad commitment to the prevention of sexual violence.
- *What are some proactive ways we can all address the challenges presented in these scenarios?*

Answers/points of discussion could include:

- Creating safer spaces for discussion of diversity of gender and attraction within school communities (e.g., Gender-Sexuality Alliance or GSA club).
- Creating all-gender accessible bathrooms and educating the community about their use.
- Challenging the perception that trans people are somehow not “normal.” This can be done by introducing the “genderbread person” and the term “cisgender” or by presenting the class with Canada’s history of Two Spirit peoples.
- Reminding students about the importance of consent, and how it is required at all times when touching another’s body. It’s important to emphasize that there is no exception to this rule, and that to touch a trans woman without their consent is just as much an act of violence as it would be to do so to a cis woman.
- Supporting and creating awareness for trans visibility every day, and especially on commemorative days like Trans Day of Visibility, Trans Day of Remembrance, Draw the Line Day, Spirit Day, Ally Week, International Day Against Homophobia, Biphobia and Transphobia (IDAHOT), Pink Day.
- Committing to learning more through research and dialogue with trans folks.

FINAL THOUGHTS

It’s important to end discussions regarding potentially triggering material with an emphasis on the support networks in place within your school and the larger community.

Whether this is a GSA or safer space club, Child and Youth Worker, Guidance, or Admin, make sure that you are aware that the resource is trans-inclusive *before* referring students to access it.

Remind students that today’s discussion is coming to an end, but that they can approach you or leave a feedback note if they have further questions or concerns. Share the Draw the Line website (Draw-the-Line.ca) somewhere visible, and encourage students to look up the campaign for further information, support and links regarding sexual violence awareness and prevention.

This activity also offers an excellent opportunity to develop the capacity with your students to create an LGBTQ safer space in your classroom. Consider asking students if they can abide by your group guidelines in all future discussions, and if they can seek to challenge sexist, transphobic, homophobic, and biphobic language, as well as intervening in instances of sexual violence.

Once you’ve shared the DTL website, review the learning goal and success criteria. Ask students to put their thumbs up (agree), in the middle (neutral or unsure), or down (disagree) as you read through each of the success criteria. If areas of ambiguity remain, be sure to note them and consider returning to them in the following weeks.

Next, remind students about the existence and placement of the feedback box near or next to the classroom’s door. Once more, distribute a small piece of scrap paper to each student and encourage them to use it to write down anonymous feedback, or request further information or assistance by dropping their note in the box. These pieces of paper will serve as “exit tickets” meaning every student must drop one in the box to finish the lesson and exit the classroom. Remind students that they don’t have to write anything, but they must drop the ticket in the box to leave the room.

NEXT STEPS:

Be sure to review the students’ feedback papers that were dropped into the box at the end of the period. Consider if any of the concerns or questions raised can be addressed with the whole class in the next period, or if follow-up with specific students might be required.

Finally, consider following up on this lesson with other Draw the Line – Against Transphobic Violence (DTL – ATV) material, like the Video-based lesson. Otherwise, visit Draw-the-Line.ca for further projects and materials on sexual violence prevention and awareness. Visit MyGSA.ca for further LGBTQ-focused lesson plans and safer schools resources.

To provide feedback on this lesson and DTL – ATV materials, please visit DTL.Egale.ca.

LESSON:

VIDEO LESSON – PERIOD 1

TIME: 1 hour and 15 min

GRADE:

DATE:

LEARNING GOAL:

I am aware of the processes of oppression and discrimination and the negative ways in which these affect trans communities.

SUCCESS CRITERIA:

I can identify and challenge some stereotypes impacting people who identify as trans.

I am aware of some of the oppression and discrimination members of trans communities face.

I am prepared to intervene in instances of transphobic or sexual violence.

CURRICULUM EXPECTATIONS:

[See Curriculum Connections Chart.](#)

MATERIALS:

- 2 Draw the Line – Against Transphobic Violence (DTL – ATV) videos (Hallway Harassment, Bathroom Panic) queued on the DTL.Egale.ca website
- Projector/Smart Board
- Speakers
- Chart Paper & Markers
- Scrap Paper / Sticky Notes
- Feedback box (a re-purposed shoebox or another container to receive anonymous feedback)

GROUPINGS/CLASSROOM SETUP:

Any setup that allows for film viewing, individual and small group work.



LESSON:

Activate / Minds On (5-10 min):

Greet students with the notion that for today's work it's especially important that everyone pay attention to the creation of 'safer space' within the classroom. If you don't already have a safer space agreement or guidelines, consider creating a basic list at this time. Ask students what they would need to feel safer talking about their own experiences of gender in this classroom. Write the list down on chart paper.

[Refer to the Safer Space Classroom Agreement for an example set of guidelines.](#)

Remind students that these guidelines are a shared contract within the classroom, and once the list is complete (meaning no one wants to add anything else) ask students

to demonstrate their consent to working within these guidelines for the rest of the conversation. Consent can be shown by students in a way that's comfortable and accessible for everyone. For example, giving a thumbs up, raising their hands, saying 'aye' or 'nay' or any of these methods in combination. If consent is not unanimous, start a discussion around what could be added to the guidelines so that everyone feels comfortable using them. Encourage students to refer to the guidelines at any point in the conversation if they feel as though something has occurred which does not align with those principals. Be sure to post these guidelines somewhere that will be easily visible throughout the day's activities.

Working on It (40 min):

Begin a discussion on trans identities and transphobia by asking the following questions to the class (15 min).

- *Has anyone heard of a figure in the media who identifies with one of the following words: trans, transgender? Can you share any examples?*
[See the LGBTQ Terms and Concepts section for definitions of these terms. For more resources on trans media representation, visit DTL.Egale.ca.](#)
- *What have we heard that these words mean?*
- *Where do we get our information on trans identities (e.g., TV, movies, print media, friends, and websites)?*
- *How are trans identities presented in the media? Are they shown as positive, negative, neutral? What are some examples?*

NOTE: Introduce the term 'transphobia' as a way of describing the typical, and historically prevalent, negative treatment and representations of trans individuals. Consider using a piece of chart paper to document the broad themes behind the transphobic examples that students share (e.g., confusion, sickness, disease, perversion, untrustworthiness, deception).

Remind students that these media representations are not always accurately representative of trans communities, and can sometimes perpetuate negative stereotypes and assumptions. Tell the students that you will now view two films from an Ontario government funded campaign that further discusses these topics.

Ask students to watch for, and make note of, the following elements when viewing the videos:

- What's the message this video is attempting to share with viewers?
- How did each character in the video contribute to the scenario portrayed here?
- Why do you think the bystanders (*people not directly*

harassing or being harassed) portrayed in this scenario acted the way that they did?

- *What are some reasons the bystanders in this scenario would have been afraid to intervene?*
- *What could the bystanders have done differently? What are some actions the bystanders could have taken to intervene?*

Watch both the *Hallway Harassment* and *Bathroom Panic* videos (5 min).

Once both videos have played, ask students to answer the above questions (either in groups, or individually) (10 min).

Return to whole class discussion, and ask for group members to share any questions or highlights from their group discussion (15 min). Follow up with some broader discussion questions:

- *Would anything be different in these videos if they didn't include any trans characters?*

Answers/points of discussion could include:

- Acts of sexual violence and discrimination would still be unacceptable, and are illegal regardless of the gender identity of those involved.
- The unacceptability of sexual violence might be clearer as there is a better established dialogue around the unacceptable nature of sexual violence towards cisgender women and girls.
- The discussion of "who's to blame" might be different, as blame is often unjustly assigned to trans people who are often accused of pushing gender boundaries, or flaunting their identity and attracting conflict.
- *Why does this project need to exist, and why do you think the Ontario government is supporting the creation of these videos?*

Answers/points of discussion could include:

- Ontario and several other provinces/territories in Canada include gender identity and gender expression as prohibited grounds for discrimination within their human rights legislation.
- Your local School Board/Region may have a commitment to trans inclusion as part of an equity policy.
- Discussions of trans identities are still relatively new within dominant North American popular narratives, and so there is a need to ensure that they are accurate, and reflect the lived realities of trans persons.

- Transphobic and sexual violence against women and girls remains a problem within Canada and around the world, and this needs to be addressed as part of a broad commitment to the prevention of sexual violence.

Consolidation (15 min – Remainder of the Period):

Inform students that they will now have the remainder of the class to begin working individually on the following creative writing activity. This time will allow for initial brainstorming with an opportunity to complete the assignment as homework. They will have an opportunity to discuss, and share their work with classmates during the next period. Prompts could be written on chart paper or distributed as a handout:

First ask students to reflect on the following three points:

- Think of one experience within your own life, or popular media, that involved being shamed or harassed by other people regarding an aspect of your identity.
[E.g., Comments or actions regarding our gender, sexual orientation/attraction, race, ethnicity, ability, mental health, age, body size, etc.](#)*
- Consider the actions of the people involved, how they were inappropriate, the impact of the actions taken that day, and your own feelings regarding the incident.*
- Consider if there was anyone who did, or could have intervened to stop the situation, and how their intervention might have helped.*

[To prepare for this activity, read the Reflecting on Bias and Privilege, and Understanding Intersectional Identities sections of this document in advance of this lesson.](#)

With the above in mind, ask students to write a one to two page creative piece addressed to the bystander in their specific situation, or similar one, detailing how they could have made a difference for them, or others in a similar instance. This could take the form of a letter, a poem, a spoken word piece, a short story, an essay, etc.

[E.g., A letter to the stranger at the bus stop who looked the other way while you were verbally harassed by another student about your accent. This letter could outline how you felt confused that this stranger didn't say anything, and how looking over and asking "Is everything okay?" or telling the student "That is not appropriate, could you please stop?" could have made a big difference for you, or next time when they are in a similar situation.](#)

With three to five minutes left in the period, remind students that today's discussion is coming to an end, but that

they'll have opportunities to continue it in the following period. Share the Draw the Line website ([Draw-the-Line.ca](#)) somewhere visible, and encourage students to look up the campaign for further information, support and links regarding sexual violence awareness and prevention.

Once you've shared the DTL website, review the learning goal and success criteria. Ask students to put their thumbs up (agree), in the middle (neutral or unsure), or down (disagree) as you read through each of the success criteria. If areas of ambiguity remain, be sure to note them and return to them in the following period.

Next, indicate the existence and placement of the feedback box near or next to the classroom's door. Distribute a small piece of paper to each student and encourage them to use it to write down anonymous feedback, or request further information or assistance by dropping their note in the box. These pieces of paper will serve as "exit tickets" meaning every student must drop one in the box to finish the lesson and exit the classroom. Remind students that they don't have to write anything, but they must drop the ticket in the box to leave the room.

NEXT STEPS:

Students can be encouraged to continue working on their creative writing piece as homework, or if you can allow for it, during class time. The following day students will be given an opportunity to finalize their work, share, discuss, workshop and submit their creative writing pieces.

In the meantime, be sure to review the students' feedback papers that were dropped into the box at the end of the period. Consider if any of the concerns or questions raised can be addressed with the whole class in the next period, or if follow-up with specific students might be required.

MY SELF-REFLECTION:

LESSON:

VIDEO LESSON – PERIOD 2

TIME: 1 hour and 15 min

GRADE:

DATE:

LEARNING GOAL:

I am aware of the processes of oppression and discrimination and the negative ways in which these affect trans communities.

SUCCESS CRITERIA:

I can identify and challenge some stereotypes impacting people who identify as trans.

I am aware of some of the oppression and discrimination members of trans communities face.

I am prepared to intervene in instances of transphobic or sexual violence.

CURRICULUM EXPECTATIONS:

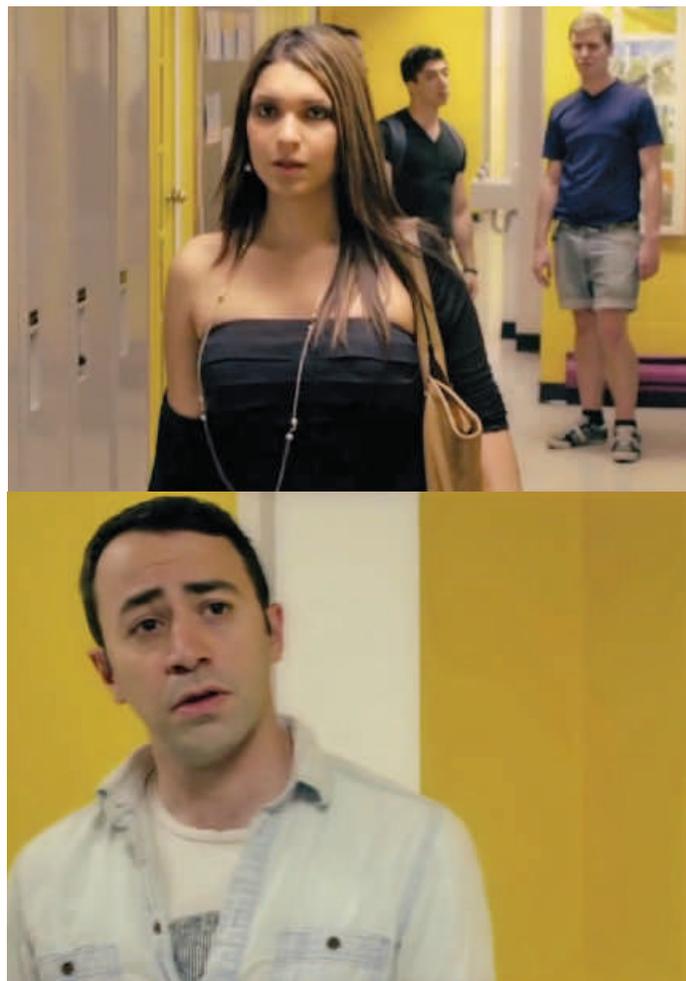
[See Curriculum Connections Chart.](#)

MATERIALS:

- 2 Draw the Line – Against Transphobic Violence (DTL – ATV) videos (Hallway Harassment, Bathroom Panic) queued on the DTL.Egale.ca website
- Projector/Smart Board
- Speakers
- Safer Space Guideline List from Period One Lesson
- Chart Paper & Markers
- Scrap Paper / Sticky Notes
- Feedback box (a re-purposed shoebox or another container to receive anonymous feedback)

GROUPINGS/CLASSROOM SETUP:

Any setup that allows for individual and small group work.



LESSON:

Activate / Minds On (5-10 min):

Remind students of the activities of the previous class, and their discussion around scenarios of transphobic and sexual violence. Draw their attention to the safer space guidelines created during the previous period and remind them that these are to steer the tone and quality of today's conversation. Request that students once again indicate their consent to working within these guidelines.

Next, discuss if any students have noticed any more representations of trans identities in the media since your last discussion? (Note: come prepared with your own timely references to spark conversation. Visit DailyNews.Egale.ca for daily updates on LGBTQ news).

Consider similar discussion prompts as used in the Activate/

Minds On section of the Period One Lesson:

- How are trans identities represented in these instances? Are they shown as positive, negative, neutral? Is this a typical representation?
- In these cases, how are trans characters positioned in relation to their communities?
E.g., As popular, as isolated, in relationships, as supported by family? Is this typical representation?
- If you had trouble finding representations of trans identities in popular media, what do you think that means?
E.g., The lack of any trans characters in mainstream drama, let alone characters who are portrayed as diverse, positive and desirable role models, has long been criticised by members of LGBTQ communities and their allies.
- Whose voices are heard? Do trans people share their own experiences, or are the voices of cisgender people used to represent and speak for trans people?

Working on It (30 – 40 min):

[To prepare for this activity, review the Reflecting on Bias and Privilege, and Understanding Intersectional Identities sections of this document in advance of this lesson.](#)

Ask students to produce the creative writing assignment they began during the previous class. Encourage a few volunteers to read/perform/present a selection of their work. Whether or not anyone volunteers, offer students a chance to share any reflections, questions or comments they might have about that assignment (15 – 20 min). Potential prompts could include:

- Why did you chose the topic you did for your assignment?
- Why did you choose the medium/format that you did?
E.g., poetry vs. short story, etc.
- Did you have any difficulty with this task? What was it?
- Did writing this assignment influence any of your thoughts about the videos we watched earlier?

Following the sharing and discussion of examples, bring the conversation to a broader conceptual level (15 - 20 min).

- Based on the stories we've created, can we see any connections between ways in which different people experience harassment, violence and bullying?
- Can we experience violence targeting two parts of our identity at once? How?
E.g., Being trans and a lesbian, or queer and First Nations, or genderqueer and using a wheelchair?
- Can someone be targeted for a similar part of their

identity as someone else, and yet experience a different level or type of harassment? Why or why not?

E.g., Would the experience of social pressure be the same for a girl whose clothing does not fit with dominant understandings of femininity vs. a boy whose clothing does not fit with dominant understandings of masculinity?

At an appropriate point, pause the conversation and inform students that the class will be viewing the two campaign videos once again, with a deeper understanding of the issues at play.

Consolidation (20 – 30 min):

Screen both of the Draw the Line – Against Transphobic Violence videos again.

Encourage reflection on the topics raised in each video by asking students to consider the following questions in small groups:

- What was the outcome of the bystanders' actions in these scenarios?
- How could the bystanders have done more to create a positive outcome?

Answers/points of discussion could include:

- Considering why bystanders might feel unable or unwilling to act, and how they can find support to overcome those challenges.
- The potential significance of bystander intervention, versus the potential impacts of not acting.
- The negative impact of a bystander escalating conflict and using violence. This is not a safe, acceptable or sustainable way to address most instances of sexual or transphobic violence.
- The importance of considering the ongoing supports in place for survivors of transphobic and sexual violence.
 - Checking in with survivors immediately after an incident, and in the days and weeks following. Listening to their needs and requests for assistance.
 - The importance of identifying safer spaces and resource people within the school and community environment as part of a long-term safer and inclusive school strategy.
- What are some proactive solutions to address the challenges presented in these videos?

Answers/points of discussion could include:

- Creating all-gender accessible bathrooms and educating the community about their use.
- Challenging the perception that trans people are somehow not “normal.” This can be done by introducing the “genderbread person” and the term “cisgender” or by presenting the class with Canada’s history of Two Spirit peoples.
- Reminding students about the importance of consent, and how it is required at all times when touching another’s body. It’s important to emphasize that there is no exception to this rule, and that to touch a trans woman without their consent is just as much an act of violence as it would be to do so to a cis woman.
- Supporting and creating awareness for trans visibility every day, and especially on commemorative days like Trans Day of Visibility, Trans Day of Remembrance, Draw the Line Day, Spirit Day, Ally Week, International Day Against Homophobia, Biphobia and Transphobia (IDAHOT), Pink Day.
- Committing to learning more through research and dialogue with trans folks.

After ten to fifteen minutes, ask students to share their reflections in a whole class discussion. Focus the discussion on positive and proactive steps that bystanders can take to address and challenge transphobia. Remind students the focus of these discussions is on understanding how to recognize and interrupt instances of transphobic and sexual violence.

FINAL THOUGHTS

It’s important to end discussions regarding potentially triggering material with an emphasis on the support networks in place within your community. Whether this is a GSA or safer space club, Child and Youth Worker, Guidance, or Admin, make sure that you are aware that the resource is trans-inclusive before referring students to access it.

With three to five minutes left in the period, remind students that today’s discussion is coming to an end, but that they can approach you or leave a feedback note if they have further questions or concerns. Share the Draw the Line website (Draw-the-Line.ca) somewhere visible, and encourage students to look up the campaign for further information, support and links regarding sexual violence awareness and prevention.

Once you’ve shared the DTL website, review the learning goal

and success criteria. Ask students to put their thumbs up (agree), in the middle (neutral or unsure), or down (disagree) as you read through each of the success criteria. If areas of ambiguity remain, be sure to note them and consider returning to them in the following weeks.

Next, remind students about the existence and placement of the feedback box near or next to the classroom’s door. Once more, distribute a small piece of scrap paper to each student and encourage them to use it to write down anonymous feedback, or request further information or assistance by dropping their note in the box. These pieces of paper will serve as “exit tickets” meaning every student must drop one in the box to finish the lesson and exit the classroom. Remind students that they don’t have to write anything, but they must drop the ticket in the box to leave the room.

Optional Activity

As a follow up activity, consider asking students to develop a written response to the activities and discussion from these lessons. This could be modelled after a journal entry exploring the students’ thoughts, feelings and reactions to different ideas and elements that came up in these discussions, as well as offering them an opportunity to write about if and how these lessons prepared them to intervene in instances of sexual or transphobic violence.

NEXT STEPS:

Review the submissions for the creative writing assignment. Assessment can be based around the degree to which each student fulfilled the specified writing task and meaningfully engaged the topic. Reviewing this material may also provide further opportunities for insight into your classroom’s unique needs in regards to further discussions of equity and inclusion work.

Next, be sure to review the students’ feedback papers that were dropped into the box at the end of the period. Consider if any of the concerns or questions can be addressed with the whole class in the next period, or if follow-up with specific students might be required.

Finally, in reference to both of the above, consider following up on this lesson with other Draw the Line – Against Transphobic Violence (DTL – ATV) material, like the Postcard-based lesson. Otherwise, visit Draw-the-Line.ca for further projects and materials on sexual violence prevention and awareness. Visit MyGSA.ca for further LGBTQ-focused lesson plans and safer schools resources.

To provide feedback on this lesson and DTL – ATV materials, please visit DTL.Egale.ca.

SAFER SPACE

CLASSROOM AGREEMENT

Below is an example of a classroom agreement that outlines some basic guidelines for safer and more productive discussion and activities amongst students. Consider each of these guidelines as potential elements of an agreement for your own classroom. Before engaging in this activity, it may be useful to review any accountability measures available to you, such as the Code of Conduct or Anti-Bullying/Anti-Harassment policy. Referencing these documents when creating this agreement will help reinforce the importance of these guidelines both inside and outside of the classroom. Consider referencing the support of administration, and the school board as a way of reinforcing the importance of this work within the school community.

It's recommended that you build your classroom agreement with input from students, which also increases the likelihood that they'll make use of it throughout your discussions. Most importantly, make sure everyone understands and consents to working within these guidelines before going forward in discussion. Then post them on the wall for future reference and revisit them whenever necessary. Consider using the following paragraph, or something similar, to introduce the agreement making process:

"Today's conversation is about making a space to ask questions and learn new information, and for this reason I want to talk with you about how we can make sure everyone can have a safer, respectful conversation. I've got some ideas that we can start with, and then I'd like to hear from you about anything you'd like to add. Here we go."

Respect

Respect encompasses a great deal of information in one word. It can be discussed here in terms of what respectful conversation and dialogue might look like to your students. This could include guidelines such as

- Ensuring people do not interrupt, or talk over others (e.g., will hands be raised? Will you use a 'talking stick'?).
- Ensuring that appropriate language is used. There is zero tolerance for homophobic or transphobic words and phrases: such as "tranny," "she-male," "that's so gay," "dyke."

Ideally, this can be framed in reference to the 'Golden Rule,' the notion that students should treat others the way that they themselves would like to be treated. If possible, consider adding reference to existent school policy that outlines expectations for students around respectful behaviour.

Openness

Openness specifically refers to the way in which individuals approach the opportunity to engage with the words, ideas, and experiences of others in the classroom. It can be framed by referencing that each participant in a conversation brings their own experience, and related ideas, and that students may thus be exposed to new and different perspectives. This guideline encourages students to prepare themselves for conversation by remaining receptive to the differing viewpoints of others within the classroom community.

I-Statements

I-statements can be simply explained as statements that speak from one's own lived experiences through use of the word 'I' (e.g., "I feel," "I'm having trouble understanding..." or "I've experienced..."). Using I-Statements is a conversational technique that helps focus each statement on an individual's experience while simultaneously limiting the potential to make generalisations and/or play the role of 'Devil's advocate.'

Confidentiality

In this case confidentiality refers to the importance of understanding how each of us can share the stories and statements of others in an appropriate and consensual way. Within group conversation, students can consider these aspects when telling stories of their friends, families or associates. Do they have explicit permission from that person to tell their story? Are they considering the impacts of sharing this story or information? Participants can be encouraged to be sure of each of the previous points before sharing any story heard before, during, or after the session.

Share the Air

Here the term air refers to extent to which a student speaks or shares ideas during an activity. Encourage students to consider their airtime. Are they speaking more or less than everyone else? What can they do to ensure their own voice is heard, while also making space for the voices of their peers?

Awkwardness is Okay!

Remind students that much of equity education and social justice work involves discussing and ‘unpacking’ powerful subjects in a way that often leaves participants feeling emotionally awkward or potentially uncomfortable. Remind students that this is common, and often accompanies some of the self-reflection and discovery necessary to challenge well-established stereotypes and biases embedded within our cultures.

For example, when discussing trans women, uncomfortability and awkwardness often come from societally ingrained, rigid definitions of the gender binary and how men/women are “supposed to act,” as well as a socially sanctioned sexism and devaluing of femininity. In cases like this one encourage students to ask themselves “why” they are experiencing discomfort as a tool to uncover potential further learnings. At the same time, students should be encouraged to voice their concerns when a conversation or topic becomes traumatic, or potentially triggering of previous trauma.

The above classroom guideline suggestions are only some of what could be a much longer and more specific list. When developing a similar document with your students, be sure to allow for a final review of all contents before asking students to provide unanimous consent to working within the terms of your agreement. Remind students that the group can review the agreement at any time if they feel as though the guidelines are not being observed or respected.

DAYS OF SIGNIFICANCE

The following is a list of some LGBTQ and sexual violence related days of significance, ordered chronologically. Every year each of these days offers an excellent opportunity to link classroom discussions of transphobia, sexual violence, and LGBTQ inclusion with broader campaigns. Further information and links for each listing are available online at DTL.Egale.ca.

Pink Shirt Day, February
International Transgender Day of Visibility, March 31
Day of Silence, April
International Day of Pink, Second Wednesday in April
Sexual Assault Awareness Month, May
International Day Against Homophobia,
Transphobia, and Biphobia, May 17
Stonewall Riots Anniversary, June 28
Ally Week, October
Spirit Day, October

National Coming Out Day, October 11
Intersex Awareness Day, October 26
Intersex Day of Remembrance, November 8
International Day for the Elimination of Violence Against Women, November 25
Transgender Day of Remembrance, November 20
National Day of Remembrance and Action on Violence Against Women (Canada), December 6
Human Rights Day, December 10

RESOURCES

The following is a brief list of organizations who provide support and resources for trans identified individuals, as well as those interested in further discussions of the impacts of transphobia and sexual violence. For a more detailed list, including local supports, please visit [DTL.Egale.ca](https://www.dtl.egale.ca)

CRISIS SUPPORTS:

TRANS LIFELINE 1 877 330 6366 [translifeline.org](https://www.translifeline.org)

Trans Lifeline is a non-profit dedicated to the well-being of transgender people. We run a hotline staffed by transgender people for transgender people. Trans Lifeline volunteers are ready to respond to whatever support needs members of our community might have.

LESBIAN GAY BI TRANS YOUTH LINE 1 800 268 9688 [youthline.ca](https://www.youthline.ca)

The Lesbian Gay Bi Trans Youth Line is a toll-free service provided by youth for youth. We're here to offer support, information and referrals specific to your concerns. We are here because we want to be there for you – to be part of your community. We may not have lived your experiences exactly, but we can probably relate. We too, are lesbian, gay, bisexual, transgender, transsexual, two-spirit or queer.

KID'S HELP PHONE 1 800 668 6868 [kidshelpphone.ca](https://www.kidshelpphone.ca)

Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Every day, professional counsellors provide support to young people across the country.

FURTHER INFORMATION ON TRANS IDENTITIES, TRANSPHOBIA AND SEXUAL VIOLENCE:

DRAW THE LINE [draw-the-line.ca](https://www.draw-the-line.ca)

'Draw The Line' is an interactive campaign that aims to engage Ontarians in a dialogue about sexual violence. The campaign challenges common myths about sexual violence and equips bystanders with information on how to intervene safely and effectively.

EGALE CANADA HUMAN RIGHTS TRUST [egale.ca](https://www.egale.ca)

Egale Canada Human Rights Trust (Egale) is Canada's only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement. Visit [Egale.ca](https://www.egale.ca) for access to a variety of resources including the online learning hub containing educational resources specifically focused on trans and gender non-conforming identities.

MYGSA.CA [mygsa.ca](https://www.mygsa.ca)

MyGSA.ca is Canada's website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community. The site provides students, educators, and parents/caregivers with a variety of resources and information to assist in the creation of safer school communities. This includes a step-by-step guide to starting a GSA (Gay-Straight / Gender-Sexuality Alliance) as well as links to LGBTQ themed books, movies, lessons, and resource documents.

LGBTQ TERMS AND CONCEPTS

ASSOCIATED WITH LGBTQ EDUCATION

The following definitions are intended to provide a common language, answer questions and provide clarifications regarding a variety of terms related to LGBTQ identities. This is not an exhaustive list of language, but instead provides some basic terminology to support an introduction to the topics presented as part of DTL – ATV. A more detailed list can be found online at DTL.Egale.ca.

GENERAL TERMS

SEX/ASSIGNED SEX	The classification of a person as male, female or intersex based on biological characteristics, including chromosomes, hormones, external genitalia and reproductive organs. Most often, sex is assigned by a medical professional at birth and is based on a visual assessment of external genitalia.
GENDER	Gender is a system that operates in a social context to classify people, often based on their assigned sex. In many contexts this takes the form of a binary classification of either ‘man’ or ‘woman’; in other contexts, this includes a broader spectrum.
ATTRACTION	Often referred to as sexual orientation, this classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic, and/or sexual interest in other people, often based on their sex and/or gender. Attraction may form the basis for aspects of one’s identity and/or behaviour.
GENDER IDENTITY	A person’s deeply felt internal and individual experience of gender. This could include an internal sense of being a man, woman, both, neither or another gender entirely. A person’s gender may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others.
GENDER EXPRESSION	The way a person presents and communicates gender within a social context. Gender can be expressed through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours, which are often associated with masculinity and femininity. The ways in which gender is expressed are culturally specific and may change over time. May also be referred to as gender presentation or gender performance.
SEX/GENDER BINARY	The notion that there are only two possible sexes (male/female) and genders (man/woman), and that they are opposite, distinct and uniform categories. This view also asserts that gender is determined by sex.
GENDER FLUIDITY	Gender fluidity refers to the potential for change in ideas, experiences, and expressions of gender at an individual and/or societal level. This concept recognizes the potential for individual movement within a gender spectrum when it comes to self-presentation or expression. For some people this concept is embodied by self-identifying as ‘gender fluid.’

LGBTQ	An acronym for “Lesbian, Gay, Bisexual, Transgender, Transsexual, Two Spirit, Queer and Questioning” people. This acronym is often used as an umbrella term to encompass a broad spectrum of identities related to gender and attraction. This acronym takes many forms and can include: LGBPTTIQQ2sAAS+.
ALLY	An ally is someone who believes in the dignity and respect of all people and takes action by supporting and/or advocating with groups experiencing social injustice. An ally does not identify as a member of the group they are supporting (e.g., a heterosexual person can act as an ally for gay people and communities; a cisgender lesbian can act as an ally for trans people and communities).
INTERSECTIONALITY	A lens of analysis of social relations and structures within a given society. The concept of intersectionality recognizes how each person simultaneously exists within multiple and overlapping identity categories (including but not limited to: ability, attraction, body size, citizenship, class, creed, ethnicity, gender expression, gender identity, race, religion). The ways in which an individual experiences systemic privilege and oppression are impacted by the interplay of these identity categories, depending on how they are valued by social institutions.
SPECTRUM	This is a terms that is often paired with sex or gender to recognize that people may have a range of experiences (and realities) in both of these aspects of identity.
TRANSITION	Refers to a variety of social, medical and/or legal changes that some trans people may pursue to affirm their gender identity. There is no checklist or average time for a transition process and no universal goal or end point. Each person decides what meets their needs.

SEX

INTERSEX	Refers to a person whose chromosomal, hormonal or anatomical sex characteristics fall outside the conventional classifications of male or female. The designation of “intersex” can be experienced as stigmatizing given the history of medical practitioners imposing it as a diagnosis requiring correction, often through non-consensual surgical or pharmaceutical intervention on infants, children and young adults (some people may not be identified as “intersex” until puberty or even later in life).
FAAB	An acronym that refers to someone who was assigned female sex at birth. It stands for Female-Assigned at Birth. This may also be expressed as Coercively Assigned Female at Birth (CAFAB).
MAAB	An acronym that refers to someone who was assigned male sex at birth. It stands for Male-Assigned at Birth. This may also be expressed as Coercively Assigned Male at Birth (CAMAB).

ATTRACTION

ASEXUAL	A person who may not experience sexual attraction or who has little or no interest in sexual activity.
BISEXUAL	A person who experiences attraction to both men and women. Some bisexual people use this term to express attraction to both their own sex and/or gender, as well as to people of a different sex and/or gender.
GAY	A person who experiences attraction to people of the same sex and/or gender—gay can include both male-identified individuals and female-identified individuals, or refer to male-identified individuals only.
HETEROSEXUAL	A person who experiences attraction to people of a different sex and/or gender. Also referred to as “straight”.

LESBIAN	A female-identified person who experiences attraction to people of the same sex and/or gender.
PANSEXUAL	A person who experiences attraction to people of diverse sexes and/or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and/or genders that exist across a spectrum and to challenge the sex/gender binary.

GENDER IDENTITY

CISGENDER	A person whose gender identity corresponds with the sex assigned to them at birth (e.g., a cisgender man is someone who identifies as a man and who was assigned male sex at birth).
GENDERQUEER	A person whose gender identity and/or expression may not correspond with social and cultural gender expectations. Individuals who identify as genderqueer may move between genders, identify with multiple genders, or reject the gender binary or gender altogether.
GENDER DIVERSE	An umbrella term for gender identities and/or gender expressions that differ from cultural or societal expectations based on assigned sex.
TRANSGENDER	A person who does not identify either fully or in part with the gender associated with the sex assigned to them at birth—often used as an umbrella term to represent a wide range of gender identities and expressions.
TRANS	Often used as an umbrella term to encompass a variety of gender-diverse identities, including transgender, transsexual and genderqueer. Some people may identify with these or other specific terms, but not with the term trans. Similarly, some people may identify as trans, but not with other terms under the trans umbrella.
TRANS MAN	A person whose sex assigned at birth is female or intersex, and who identifies as a man, may identify as a trans man. May also be referred to as FtM/F2M (Female-to-Male) or ItM/I2M (Intersex-to-Male).
TRANS WOMAN	A person whose sex assigned at birth is male or intersex, and who identifies as a woman, may identify as a trans woman. May also be referred to as MtF/M2F (Male-to-Female) or ItF/I2F (Intersex-to-Female).

TERMS ASSOCIATED WITH BOTH ATTRACTION AND GENDER IDENTITY

QUEER	A term used by some in LGBTQ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction (as with the acronym LGBTQ), or by an individual to reflect the interrelatedness of these aspects of their identity. Queer was historically a derogatory term for difference, used in particular to insult homosexuality and LGBTQ people. Although sometimes still used as a slur, the term has been reclaimed by some members of LGBTQ communities.
QUESTIONING	An umbrella term that often reflects a process of reconciling three different pieces of information: 1) The feelings you have within yourself about the attraction(s) you experience and/or how you experience gender; 2) The language you have available to you to frame those feelings; and 3) The sense you have of how this will impact your interactions with other people in a social context.

TWO SPIRIT (OR 2-SPIRIT)	An English umbrella term that reflects the many words used in different Aboriginal languages to affirm the interrelatedness of multiple aspects of identity—including gender, sexuality, community, culture and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, some Aboriginal cultures recognized Two Spirit people as respected members of their communities. Two Spirit people were often accorded special status based upon their unique abilities to understand and move between masculine and feminine perspectives, acting as visionaries, healers and medicine people. Some Aboriginal people identify as Two Spirit rather than, or in addition to, identifying as lesbian, gay, bisexual, trans or queer.
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DISCRIMINATION ON THE BASIS OF GENDER IDENTITY AND ATTRACTION

CISNORMATIVITY	A cultural and societal bias, often unconscious, that privileges cisgender identities and gender norms, and ignores or underrepresents trans identities and/or gender diversity by assuming that all people are cisgender and will express their gender in a way that aligns with perceived gender norms.
CISSEXISM	Prejudice and discrimination against trans or gender diverse identities and/or expressions. This includes the presumption that being cisgender is the superior and more desirable gender identity.
TRANSPHOBIA	Fear and/or hatred of any transgression of perceived gender norms, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is trans and/or gender diverse (or perceived to be) can be the target of transphobia.
HETERONORMATIVITY	A cultural and societal bias, often unconscious, that privileges heterosexuality, and ignores or underrepresents diversity in attraction and behaviour by assuming all people are heterosexual.
HETEROSEXISM	Prejudice and discrimination in favour of heterosexuality. This includes the presumption of heterosexuality as the superior and more desirable form of attraction.
HOMOPHOBIA	Fear and/or hatred of homosexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is LGB (or assumed to be) can be the target of homophobia.
MONONORMATIVITY	A cultural and societal bias, often unconscious, that privileges attraction to a single sex and/or gender, and ignores or underrepresents diversity in attraction and behaviour by assuming all people are monosexual.
MONOSEXISM (BINEGATIVITY)	Prejudice and discrimination in favour of single sex and/or gender attraction. This includes the presumption of monosexuality as the superior and more desirable form of attraction.
BIPHOBIA	Fear and/or hatred of bisexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is or is assumed to be bisexual or experiences attraction to multiple sexes and/or genders can be the target of biphobia.
PERCEIVED GENDER IDENTITY	The assumption that a person is trans, cisgender or genderqueer without knowing what their gender identity actually is. Perceptions about gender identity are often predicated on stereotypes relating to gender expression (e.g., what a man “should” look like).
PERCEIVED ATTRACTION	The assumption that a person is lesbian, gay, bisexual or heterosexual without knowing how they actually experience attraction. Perceptions about attraction are often predicated on stereotypes relating to gender expression (e.g., what a heterosexual woman “should” look like).
SEXUAL VIOLENCE	Any act, action, behaviour, or comment of a sexual nature, committed or uttered without the consent of the person subjected to it, in order to control and dominate.

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HOW TO USE DTL – ATV PROJECT MATERIALS

As part of Draw the Line – Against Transphobic Violence, Egale created this guide to provide educators with resources for further background learning on key concepts and information regarding trans identities. These materials were created in response to feedback from educators who indicated they required resources that build understanding around trans identities before further engaging in classroom discussion regarding the subject.

To benefit from the integrated nature of campaign materials, we recommend educators follow a few simple steps:

1.

CHECK



Look over the DTL – ATV Postcards and Video materials.

4.

CHECK



Review the Lessons for the Postcards and Videos, as well as the Reflection Questions.

2.

CHECK



Complete the Reflection Questions for Educators.

5.

CHECK



Map steps to creating and implementing a successful classroom activity.

3.

CHECK



Watch the Trans Women Speak Out documentary and read through this Educators' Guide.

DRAW-THE-LINE.CA

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