GSA GUIDE

A month-by-month guide of activities, events, and actions for Gay-Straight alliances.



OUT SASKATOON

FORWARD

“A Gay Straight Alliance (GSA) is first and foremost a place of belonging. GSAs provide safety, acceptance, and a welcoming space for Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex, Agender, Aromantic, and Asexual (2SLGBTQIA) students during some of the hardest times in their lives. Today, GSAs are common across Canada and there are more and more in our Saskatchewan schools. It is our hope that the GSA Guide will provide guidance and resources to teachers, parents, and students as they work together in making GSAs sustainable and safe for years to come.

GSAs are autonomous groups, specific to the schools they are located in and the diverse groups of students within said schools. No two Queer student groups will look the same and that is exactly what we expect. This guide is a resource for GSAs to use in whatever way best serves their needs. We have provided monthly themes that include discussion topics, activities, and action plans that are flexible and can work for groups province-wide. This guide is not meant to be a set of rigid rules, but rather an inspiration for the unique activities of your own GSA. We have given some suggestions for how you can adapt activities, but ultimately, the way your GSA runs is up to you and the needs and wants of your students. When you take this resource into your GSA, we suggest you help the students decide what their priorities are for the year based on what is important to them individually and as a group. This guide is simply a resource to turn to for suggestions, and there is no one right way to use it. If you have any questions about the guide or are looking for more guidance in running a GSA, please reach out to us.

Please note that the GSA Guide uses the terms ‘2SLGBTQ+’ and ‘Queer’ interchangeably. This is because both terms can be used as umbrella terms to encompass the gender, sexual, and relationally diverse community. You will also notice that sometimes the acronym (2SLGBTQ) will include a “+” on the end and sometimes it won’t. This “+” acknowledges that the Queer community is made of many different identities beyond the few represented in the acronym. However, that is something understood to be true regardless of whether or not the “+” is present. Similarly, some people use “LGBTQ,” “Queer and Trans,” or “2SLGBTQIA+” to refer to the community and some GSAs use the phrase “Gender and Sexual Alliance” as well as “Queer-Straight Alliance.” All of these names or any others that your students suggest for your group are welcome and celebrated. We encourage you to express yourselves and your group in ways that are right for you.

With all of that said, we hope this guide invites you to be open, courageous, and have fun!”

Content Warning: Throughout your time running a GSA, sensitive content (e.g., coming out stories, having unsupportive families, mental health struggles, substance use, self harm, relationship violence, suicide, etc.) may come up and be upsetting for some or all of the students. Always be mindful of the students’ well-being and boundaries. You can find some Saskatchewan mental health supports in Appendix A.

September

MEET YOUR QUEER PEERS!

MEEETING #1

INTROS AND SAFER SPACE ACTIVITY

1. Welcome to day 1 of your GSA this year! One of the most important places to start is getting to know your students. Who are they and why are they here? Ice breakers are a great way to set the tone for the space and make your students know they are welcome and safe in this space. You can find some options in **Appendix B**, or you can come up with your own! Once you know each other, come up with some rules and expectations for the group and this space. Come forward with a few of your own rules and expectations and then open the floor for the students to come up with their own, not just for the group, but for you as the leader as well.
2. This may be a good time to have them fill out an "About Me" page that includes what their triggers are and how they feel most supported in times of crisis/ poor mental health. We recommend making your own to best fit your school and students.

MEEETING #2

MISSION AND GOALS

Start this meeting with an icebreaker (choose from the appendix or make your own). This meeting is to talk about what the students want this GSA to be and what they want to do with it. Let them voice their concerns as well as their hopes for the club. Once everyone has voiced their goals for the group, talk about how you can recruit more members to the club. Have everyone make a rough draft of a poster design to put up around the school. You can also promote an upcoming peer education workshop if you choose to set that up as a group.

MEEETING #3

POSTER MAKING

Spend this meeting bringing the poster plans you made last meeting to life! Some helpful information to include is your GSA's name, what a GSA is, what your mission is, where & when you meet, and that everyone can join a GSA, not just Queer people.

MEEETING #4

PEER EDUCATION WORKSHOP

Use this meeting as a space to educate each other in the group about what you currently know about 2SLGBTQ identities, as well as the issues that 2SLGBTQ people face in everyday life and within your school. This can also be a time to brainstorm topics that you would like to learn more about at future meetings. This can be used to decide if/when you would like to bring in a guest speaker to help educate you on those topics. OUTSaskatoon and UR Pride both have excellent education teams who are able to come to speak to your group.

NOTE

September 30th is the National Day for Truth and Reconciliation
Consider learning about Two Spirit and Indigi-Queer identities in honor of this.

October

VISIBILITY AND ACTION!

MEEETING #1

REPRESENTATION IN MEDIA

1. Activities this month will focus on learning about issues that face the 2SLGBTQ+ community. This includes issues that intersect race, gender, physical/mental disabilities, Indigeneity, and more. Today's group activity focuses on 2SLGBTQIA+ representation, or lack of representation, in the media.
2. The following link goes through what media is and why representation is important. Some of the content may be slightly outdated, but there are several discussion questions that may be useful (https://seatup.com/blog/lgbtq-representation-in-the-media/).
3. This also could be a good time to discuss and learn about Kimberlé Crenshaw's Theory of Intersectionality.

MEEETING #2

PRIVILEGE WALK

The purpose of this activity is to recognize how the intersection of power and privilege can impact our lives whether we are aware of it or not. The goal is not to blame anyone for having more power/privilege or for receiving more help in achieving goals, but to have an opportunity to identify both the obstacles and benefits experienced in our lives. (Remember that if guilt or shame arises that privilege comes from systems beyond our control, but with that power and privilege we have the opportunity to act and create change). See **Appendix C** for detailed instructions on this activity.

MEEETING #3

POSTER MAKING

Whether you know much about 2SLGBTQ history or not, this week is a great opportunity to learn more! Most of us only ever hear about Queer culture and history in the U.S.A, so this quiz will include Queer history in Saskatchewan and across Canada. See **Appendix D** for instructions on how to make the Kahoot quiz, and for the quiz questions.

MEEETING #4

PEER EDUCATION WORKSHOP

1. This activity emphasizes the impact of heterosexism and heteronormativity in our society. As a group, go through the definitions in Appendix E and discuss ways in which these issues have affected members of your GSA, as well as your school.
2. If the students seem hesitant to share/discuss, try using some hypothetical scenarios of some of the terms you'll find in **Appendix E**.
3. If there is time, you can also discuss ways you could address these forms of harm in your school.

NOTE The Annual GSA Summit hosted by OUTSasktoon and UR Pride is held in November. Ask your group if they want to attend!

November

LEARNING ABOUT YOURSELF AND OTHERS!

Note: See Appendix F for all links for this month

MEEETING #1

GET INFORMED WITH THE IDENTITY PAL

1. This month is all about identity. Take a look at the Identity Pal and the explanation that goes with it. Then, examine all three models and discuss the pros and cons of each model.
2. You can discuss the common features and how they differ and why. Learn about the aspects of identity, gender, sex, and sexual orientation.

Note: pay attention to Black, Indigenous, and persons-of-colour identities (BIPOC) throughout this month, and how they may have a different relationship with their identities than white people.

MEEETING #2

QUESTIONING GENDER IDENTITY AND GENDER ROLES

1. We have curated a small list of videos that highlight, examine, and break down gender identity and roles in different contexts.
2. Please be mindful of the content warnings found with the video links in **Appendix F**, and always feel free to reach out to fyrefly@outsaskatoon.ca for other resources that may better suit your students!

   See **Appendix G** for a "Gender Role Socialisation" Activity.

MEEETING #3

BEING TRANSGENDER

1. Check out the Canadian short film documentary on Skylar, a 14 year-old Trans girl from the Maritimes of Canada.
2. Following this video, discuss what the students think. You can start by asking if any of them could relate to Skylar in any way. Talk about ways that your school could be more supportive of people like Skylar.
3. If you have time, examine the history of BIPOC Trans people, especially with regard to the Queer advocacy movement and drag culture.

MEEETING #4

ARE THERE MORE THAN 2 GENDERS? THE SPECTRUM OF GENDER IDENTITY

1. for this meeting, check out the video in Appendix F titled "Traditional vs. Tran: Are There More Than 2 Genders?"
2. This video challenges prejudice about gender and misunderstandings about the difference between gender and sex. This may be frustrating for Trans students to watch. Let them know this beforehand and encourage them to watch the video with an open mind.

MEEETING #5

DISCUSSION CIRCLE

Congratulations, you've spent the last three weeks learning more about what it means to be Transgender and/or gender diverse. Take time for this meeting to discuss the potential or known experiences of Trans people in your school, and possible ways you as a group can better support the Trans community!

December

TIS' THE SEASON FOR LEARNING!

MEEETING #1

STEREOTYPES & MYTHS

1. Today's focus is bringing facts forward and challenging untruths about the lives of those who experience discrimination. There are 2 activities that your GSA can choose from.
   Option 1 is the "Gender Boxes" activity on page 11 from The Trevor Project which includes some discussion questions: https://www.thetrevorproject.org/wp-content/uploads/2017/08/75ea657f061737b608_6pm6ivozp.pdf
   Option 2 is the "Check Yourself: Understanding Your Own Beliefs" on page 9 from GLSEN Safe Space Kit: https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf
2. To end the meeting, you can discuss some stereotypes surrounding the Queer community that they have heard. You may end up discussing whether or not stereotypes are always harmful.

MEEETING #2

TAKE CARE OF YOURSELF

1. The holidays can be a difficult time for members of the Queer community. While most of us look forward to time away from work and school, for many that means prolonged time in a household with unsupportive, harmful caretakers, family members, etc.
2. Take the opportunity to discuss how everyone is feeling about going home, and how the students can support each other to ensure they have a safe space available while away from school and the GSA.

MEEETING #3

HAVE A HAPPY HOLI-GAY!

Time to relax before the break! This meeting is for you to decide as a group what to do, but enjoy and celebrate! You can engage in a sharing circle to check in with everyone and see what their plans are for the break. Maybe you decide on a movie or show to watch as a group. Maybe you can have everyone bring in an item of food, drink, and/or snack for a mini potluck to end the year! Be mindful that not everyone calls it Christmas and it's important to use inclusive language in all aspects of life!

NOTE

Saskatoon Public Library has a 2SLGBTQ+ reading list!
https://saskatoonlibrary.ca/collections/lists/

January

MAKE A RESOLUTION TO END BULLYING!

Note: See Appendix H for all links for this month

MEEETING #1

BRAINSTORMING ANTI-BULLYING CAMPAIGN

1. This month is dedicated to building an anti-bullying campaign for your school to help raise awareness on bullying.
2. Pink Shirt Day happens at the end of February, so it is important to get an early start by brainstorming ways that you can speak OUT against bullying, stand up for your pals, highlight the importance of accepting others as they are, and what it means to be anti-oppressive. See **Appendix H** for links to resources.
3. Decide what your GSA wants to do and assign tasks accordingly.

MEEETING #2

CAMPAIGN WORK-BEE

1. The intention of this meeting is to work together to plan out important details. During the meeting, you can share ideas, work on the campaign, and discuss bullying and all its characteristics with your GSA.
2. Ask one another important questions to help guide where your campaign will go.
   - Why is your campaign important?
   - How does bullying affect 2SLGBTQ identified individuals?
   - What would a school with no bullying look like? What would that feel like?
   - What can you do to stop bullying? How can you confront a bully?

MEEETING #3

ANTI-BULLYING CAMPAIGN DAY

1. Pink Shirt Day in Saskatchewan is near the end of February. This is a perfect time to focus on your campaign and do what is needed to get the word against bullying out in your school.
2. It is also important to emphasize the origins and meaning behind Pink Shirt Day and reiterate why it is important to become aware of it.
3. Don't forget to share your campaign message on social media!

MEEETING #4

WIND DOWN

1. Congratulations! After big events and hard work, it is always a good idea to take some time to thank each other for the hard work and reflect on how things went. To make it more fun, make it a time to eat snacks, pizza, and drink pop in the meeting.
2. With delicious snacks, it is a good time to discuss your anti-bullying campaign and ask the questions:
   - What went well? What did we learn?
   - What could have gone better? How can we improve for next year?

February

LET'S BE SAFE AND SEXY!

NOTE

Saskatoon Sexual Health provides an abundance of educational resources on sexual health and relations for all ages.

MEEETING #1

WHAT IS SEXUAL HEALTH?

1. It's time to introduce sexual health 101. Sexual health involves more than sexual behaviour. It includes the physical, emotional, mental, social, and spiritual well-being of a person.
2. Lead a discussion on what sexual health is and isn't, and where students can access sexual health care and support.
3. Start by discussing what the students already know about sexual health and what they are interested in knowing more about. Be mindful that students often don't get holistic sexual education so it's important to be prepared.
   Resource: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3562741/

MEEETING #2

DATING AND RELATIONSHIPS

1. For this session, you will be exploring the characteristics of an unhealthy and healthy relationship.
2. Start the session by watching a video on the "6 differences between healthy and unhealthy love" and "Healthy and unhealthy teenage relationships" on youtube.
3. Reflect and discuss the videos by highlighting key aspects of a healthy relationship such as honesty, respect, healthy boundaries, and effective communication.
4. Have everyone take turns listing positive traits of a romantic partner, and then do the same with negative traits. Discuss why some traits are positive or negative and how to approach an unhealthy relationship.
   - 6 Differences Between Healthy and Unhealthy Love (00:00-7:08)
   - Healthy and Unhealthy Teenage Relationships (2:01)

Extra resource: Lesson 1: Understanding Healthy Relationships

MEEETING #3

SAFER SEX

1. Arrange to have a 2SLGBTQ+ sexual health educator come into your GSA (Saskatoon Sexual Health Centre, local health regions, potential teachers in the school, etc.).
2. To prepare for this guest, consider if your school has a sexual health program and if it includes 2SLGBTQ topic areas. This may inspire an advocacy project in your GSA to advocate for better sex education in your school.

MEEETING #4

COMING OUT

1. Today's discussion will focus on gaining a better understanding of coming out, the challenges that accompany coming out, and heterosexual privilege.
2. Engage in group discussions centred on thoughts, feelings, and experiences related to coming out.
3. Have participants examine heterosexual privilege through a list of examples:
   Resource: Heterosexual Privilege Checklist | Project Humanities
   Resource: The Trevor Project - Coming Out

March

WHO ARE YOUR QUEER ICONS?

MEEETING #1

ROLE MODEL TALKING CIRCLE

1. Talking circles are a great way to encourage dialogue, respect, and learning from one another. Below are some questions to get the discussion going.
   - What is a role model? Why is it important to have role models?
   - Who are your role models? Do you have any Queer role models?
2. Have everyone go and research/prepare a story on a 2SLGBTQ role model. Encourage them to specifically look at historic Queer figures in history like Marsha P. Johnson and Sylvia Rivera.
3. Students will bring back their mini-presentations and share them with the other group members. Give the students flexibility in presenting their role models. It can be as casual and/or creative as they want. Below are some guiding questions:
   - Why did I choose this person as a role model?
   - What can others learn from this person?
   - How does this individual contribute to the 2SLGBTQ community?

MEEETING #2

2SLGBTQ ROLE MODELS SHARING CIRCLE

For this meeting, join once again into a talking circle and take turns sharing about each person's 2SLGBTQ role model.

MEEETING #3

2SLGBTQ ROLE MODELS IN SPORTS

1. This week we are focused on a specific category of famous 2SLGBTQ people and that category is athletes. Historically, sports have not been an LGBTQ-inclusive environment, especially for Trans athletes. As a group, discuss the following:
   - Why do you think 2SLGBTQ athletes choose not to come out? Do you think some 2SLGBTQ identities are more accepted in sports than others?
   - How has Transphobia impacted Queer athletes?
   - How has your school treated 2SLGBTQ athletes?
2. Brainstorm ways your school could be more inclusive of 2SLGBTQ athletes.

MEEETING #4

2SLGBTQ IN MEDIA

Visibility of 2SLGBTQ individuals in media has increased drastically over the last several years, but such representation is still extremely limited. Take time to familiarise yourself with 2SLGBTQ pop culture! You can watch videos, read articles, scan Instagram/Tiktok, etc. See **Appendix I** for some examples!

MEEETING #4

ROLE MODEL POSTER MAKING

1. To close out this month, spend this meeting making posters of students' 2SLGBTQ+ Role Models and put them up around the school! This could also be done on social media, but however it's done, have fun!
2. We would love to see what you create, so please take pictures (without the students in them, for privacy reasons) and send them to fyrefly@outsaskatoon.ca, or tag OUTSaskatoon on social media.

April

WHY CAN'T WE BE FRIENDS?

MEEETING #1

HOW TO BE AN ALLY

1. Allyship is for everyone, even members of the Queer community. This month is all about learning what allyship is and how we can encourage it in others.
2. Often, members of the Queer community will think they are exempt from being discriminatory, but that is false. Being part of one marginalized identity group does not excuse you from advocating for others. For example, if you are white, you can use that privilege to advocate for the Black, Indigenous, & and Persons of Colour (BIPOC) members of the Queer community.
3. Talk about as a group what it means to be an ally. For support, check out OUTSaskatoon's Allyship pamphlet: Allyship and Solidarity

MEEETING #2

BRING A FRIEND!

1. Everyone needs a strong support system in their lives, especially members of marginalized communities like the Queer community. For this meeting, encourage group members to bring a friend (or more than one) to the meeting to continue the talk about allyship.
2. Discuss ways students feel they like support as members of the Queer community, and then discuss things that make them feel loved and supported that others do.
3. Debrief as a group how everyone can be the best allies in their relationships in their lives.

MEEETING #3

ALLYSHIP TAKES ACTION!

1. So far as a group you have discussed what allyship means, how members can be allies for others, and what members need from others to feel supported. The students have shown they have talked the talk, but can they put their words into action?
2. Discuss issues that the students have seen within the school that harms members of the Queer community and discuss potential, achievable solutions to these issues. As a group, what can you do to practice allyship in your school? Do all students have access to gender-affirming washrooms? Are there activities that split people up by gender happening in the school? Is there a like of positive messaging and affirmations being traded throughout the school? Be creative and plan to execute your plan by the end of the school year!

MEEETING #4

PRIDE FESTIVAL PLANNING

1. Pride month is coming up quickly and this is a great way to encourage allyship from others and practice it yourself. Pride month is also a time to celebrate the Queer community and everything about the 2SLGBTQ+ community!
2. Depending on how your group wants to be involved with Pride, it's best to get a head start on planning. Do you want to be in your local parade? Run a fundraiser? Host a school event? Start researching and get planning!

May

TIME TO GIVE BACK!

MEEETING #1

COMMUNITY BRAINSTORMING

1. Last month you talked about how you can be an ally, and how you can use your allyship to support your surrounding community, starting with the school. Hopefully by now you have an idea of what sort of project you'd like to do. Now is the time to find the resources that will help you do it!
2. During this meeting, take a look at the various community resources available around you and discuss how you as a group can get involved. See what resources they provide that could help you achieve your goals, and see what you could do to support what they are doing as an organization.
3. Try setting a goal for the month to build connections with people, groups, and organizations outside of your school. Build relationships and see what collaboration can do within and beyond your school!

MEEETING #2

GUEST SPEAKER/TOUR

For this week, either arrange for a guest speaker from a local group/organization to come speak to your students or arrange a tour of a local organization's building to learn more about what they are doing to support the community.

Note: May is a very busy month for many community-based organizations, especially 2SLGBTQ+ ones, so try to book at least one month in advance. The earlier the better.

MEEETING #3

VOLUNTEERING IS FOR EVERYONE

Make this the week for volunteering. This can be individual, as a group, or even as a school. Are there any community events happening that you can get involved with? Maybe you do a community clean-up, with all the snow finally gone (hopefully). Whatever you do, use your imagination, and those community connections you have put together!

MEEETING #4

PRIDE FESTIVAL PREP

1. As you know, Pride is coming up fast. Last month you started thinking about what your group wants to do for Pride, now it's time to start putting those thoughts into action.
2. There are often ways to get involved with your local festivals, and Pride events are almost always volunteer-run, so consider supporting events already in the works instead of or as well as planning your own!
3. That being said, planning your own school event is also very valuable, so use this time to prepare for that in whatever ways are needed!

MEEETING #5

PRIDE FESTIVAL PREP/WORK-BEE

This is a free week to use as you need to gear up for Pride Month!

June

TIME TO CELEBRATE AND UPLIFT YOUR COMMUNITY!

MEEETING #1

PRIDE HISTORY/FILM

1. For Grades 7+ (or use your discretion): Educate the students on the Toronto Bathhouse Raids of 1981 that stemmed the Pride movement in Canada. Show them this short video on the experience of those impacted by the raids - Toronto Bathhouse Raids (1981) | The Canadian Encyclopedia
   - Operation Soap: The police raids that targeted Toronto's queer community in the 1980s
2. Either instead of, or along with the Bath house raids video, begin watching the documentary on the Canadian Military 2SLGBTQ purge of the Cold War called "The Fruit Machine".
   - The Fruit Machine | A TVO Original Documentary

   CONTENT WARNING: this is a heavy documentary but is important for people to understand Canadian History. You are encouraged to watch it in full before showing your students

   ***from time code 39:47 to 41:59** there is a discussion of sexual assault. We recommend skipping over this section for students. If you have older/mature students and think it'd be okay, make sure you get anonymous, informed consent to watch this part from ALL STUDENTS. If someone says no, skip over the section.

MEEETING #2

PRIDE HISTORY/FILM

Finish watching The Fruit Machine.

MEEETING #3

PRIDE TALK

1. This meeting is really up to your group and their plans for Pride. Use this time to finish planning any events you're hosting in your school, prepare to attend your local parade or anything in between.
2. We encourage GSAs to get creative during Pride, and this is time to ensure you have the time and resources to execute your plan!

MEEETING #4

GSA WRAP-UP

1. The school year is ending, and so is your GSA. Take this time to reflect on your year as a group: what were your favourite events? What did you learn? What would you like more/less of next year? Will you meet up over the summer?
2. This can also be a time to send off those who are moving on to a new school/who are graduating!

OUTSASKATOON: WHAT WE DO

EDUCATION

We believe that education is one of our greatest tools in working to eliminate all harm that Two Spirit, Trans, and Queer people experience. Whether you're looking for professional development training for your staff or a presentation for your class, we can provide the right educational training for you.

PEER SUPPORT

Peer support allows people to ask questions and explore their feelings in a confidential, non-judgmental environment with those who have been through similar experiences. OUTSaskatoon staff are available to chat with anyone who drops in or calls our centre. We also now have a Community Support Advocate who will assist with referrals, system navigation, and ongoing peer support.

COUNSELLING

We provide free short-term counselling for individuals who are questioning their sexuality or gender, and address mental health concerns. We also support parents, families, and friends who need aid to foster supportive relationships with 2SLGBTQ loved ones. Our counsellors provide 2SLGBTQ-affirming therapies and are trauma-informed practitioners.

DROP-IN CENTER

Our Drop-in Center is a safe space where people can meet, browse through our Queer-themed library, access our public-use computers, have a coffee, and receive support. We also have meeting space available for community groups.

GROUPS AND PROGRAMS

Our ongoing social support groups include Rainbow Parents & Families, Rainbow Coffee, Rainbow Proud Younger Youth (PYY), Two Spirit Tuesdays, Gender Revolution, and Coffee Row. We also hold many events throughout the year like the Saskatoon AIDS Walk, the Saskatchewan GSA Summit, Glitter Gala, and more!

PRIDE HOME

OUTSaskatoon opened Pride Home in January 2017 in order to provide a place for 2SLGBTQ youth to live open and free lives. Pride Home is a place where gender and sexually diverse youth are celebrated and supported and where they have the support and services that they need to thrive.

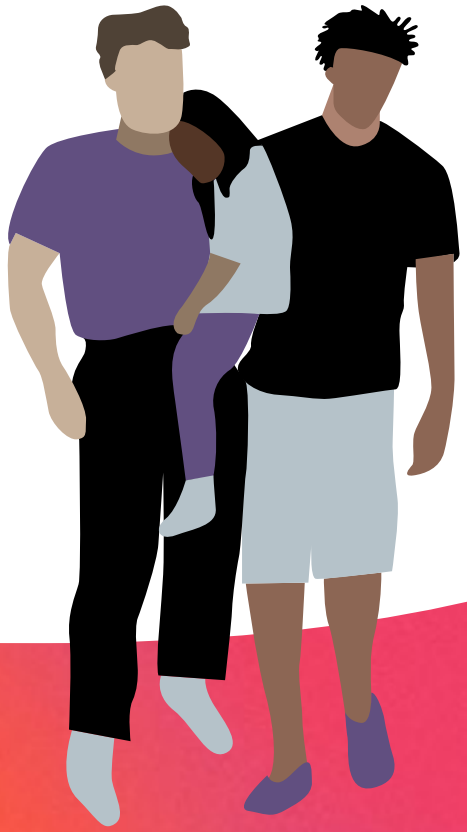
CAMP FYREFLY

Camp fYrefly Saskatchewan is an educational, artistic and personal learning retreat for 2SLGBTQ+ and allied youth between the ages of 14 and 24. The camp is peer-driven and jam-packed with drama, music, writing, visual art, empowerment and reflection exercises, anti-oppression work, personal growth opportunities, healthy socialization, and in-depth learning activities about specific youth topics and social issues.

SASKATOON SEXUAL HEALTH CENTER (SSH)

Two Spirit, Trans, and Queer affirming sexual health services are offered through our partners and friends at Saskatoon Sexual Health. SSH offers sexual and reproductive health education, advocacy, clinical and abortion services to Saskatoon and the surrounding area with an emphasis on safe, inclusive, empowering clinical care and education.

...and so much more. Find everything we have to offer on our website at www.OUTSaskatoon.ca



APPENDICES

APPENDIX A:
MENTAL HEALTH SUPPORTS

KIDS HELP LINE

Phone: 1-800-668-6868

Text CONNECT to 686868

CRISIS TEXT LINE

Text HOME to 74174

MOBILE CRISIS

Saskatoon: (306)-993-6200

Regina: (306)-757-0127

Prince Albert: (306)-764-1011

OUTSASKATOON

General Inquiries

Phone: (306)-665-1224

Email: Hello@outsaskatoon.ca

Peer Support

Phone: (306)-665-1224 Ext.170

Email: peer.navigator@outsaskatoon.ca

UR PRIDE CENTRE FOR SEXUALITY AND GENDER DIVERSITY (REGINA)

Phone: (306)-586-8811 Ext. 207

Email: contactus@urpride.ca

PLANNED PARENTHOOD REGINA

Phone: (306)-522-0902

Email: Admin.ppr@sasktel.net

SASKATOON SEXUAL ASSAULT & INFORMATION CENTRE (SSAIC)

Phone: (306)-224-2294

Email: info@ssaic.ca

SASKATOON SEXUAL HEALTH

Phone: (306)-224-7989

Email: hello@saskatoonsh.ca

TRANS LIFELINE

Phone: (877)-330-6366



APPENDIX B:
ICE BREAKERS

1 LINES AND BLOBS

In this icebreaker, students are prompted to either line up in some particular order (by birthday, for example) or gather in "blobs" based on something they have in common (similar shoes, for example). What's great about this game is that it helps students quickly discover things they have in common.
It's also ridiculously easy: Students don't have to come up with anything clever, and they can respond to every question without thinking too hard about it. This game keeps students moving and talking,
and it builds a sense of belonging and community in your classroom.

Here are some sample prompts you can use for this game:

a. Line up in alphabetical order by your first names.

b. Line up in alphabetical order by your last names.

c. Gather with people who have the same favourite video game as you.

e. Line up in order of your birthdays, from January 1 through December 31.

d. Line up in order of how many languages you speak.

e. Gather into 3 blobs: Those who have LOTS of chores at home, those who have A FEW chores at home, and those who have NO chores at home.

f. Gather with people who have the same favourite season as you.

2 THIS OR THAT

This icebreaker has students informally debate on light topics such as "Which animal makes a better pet…dog or cat?" Students have to choose a position, then physically move to the side of the room that most closely represents their opinion—one side means dogs, the other side means cats—and then talk about why they chose that spot. This game has always been a HUGE hit with any group I've ever taught: It builds student confidence by talking in front of their peers, it helps students quickly find kindred spirits, and it's also just a lot of fun.

Sample questions for This or That:

a. Would you rather live in the country or the city?

b. Should all students be required to learn a second language?

c. Which is worse: bad breath or body odour?

d. Would you rather be indoors or outdoors?

e. Which is better: Playing sports or watching sports?

f. Would you rather travel every single day or never leave home?

3 TWO TRUTHS AND A LIE

Each person comes up with three statements about themselves. 2 of the statements are true and the third is a lie. Students can deliver the statements in any order they choose. Once they have said their three statements, everyone else gets to guess which statement is the lie.

4 SNOWBALL FIGHT

Students write on a piece of paper 2 or 3 interesting facts about themselves that they'd like to share. Tell them not to write their name on the paper! Then, they wad up the paper into a "snowball". Have all of the students toss their snowballs toward the centre of the room (or any empty space. You may need to make one) on the count of three, and then everyone goes and picks up a snowball. Students take turns reading aloud snowballs and either they or the class as a whole tries to guess who wrote each.

APPENDIX C:
PRIVILEGE WALK INSTRUCTIONS

This walk is designed with questions spanning many different areas of marginalization, because the goal of this walk is to understand intersectionality. This iteration of the walk is especially recommended for high school youth where students have had time to bond with each other but haven't explored the idea of intersectionality in a formal way. This activity can bring up discomfort and animosity if not approached gently and intentionally. Make sure you clarify how having privilege does not mean you are a bad person, nor does it mean you have had an easy life. It's nothing to target or attack people with and that behaviour will not be tolerated. A safe space is needed for this activity and it requires everyone's collaboration. Though it isn't the perfect exercise, the privilege walk is a less confrontational way to discuss privilege and promote reflection and allyship.

You will need a wide open space, (gym or move the desks in a classroom to create space) and a way to create a "starting line" for the students. They will start in a straight line beside each other. The line should be in a space where there is room for people to move forward or backward. Give the following instructions: "I will read statements aloud. Please move if it applies to you. If you don't feel comfortable acknowledging that a statement applies to you, simply don't move. No one needs to know it applies to you". Make sure that after you say a statement, you pause to let students move. When you have finished reading the statements, have everyone acknowledge where they are situated in a room. If you want, you can put something desirable (like candy) at the front of the room, and have them note how much easier it would be for those farthest ahead to get the treat. When the activity is done, form a circle to debrief, and potentially share the aforementioned treat.

STATEMENTS

1. If you are right-handed, take one step forward

2. If English is your first language, take one step forward

3. If one or both of your parents have a college/university degree, take one step forward

4. If you primarily rely or have relied on public transportation, take one step back

5. If you are almost always surrounded by people who look like you no matter what setting you're in, take one step forward

6. If you consistently feel unsafe walking alone at night, take one step back

7. If your family has ever hired support for cleaning, cooking, driving, childcare, or any other daily/weekly tasks, take one step forward

8. If you go through your everyday life without fear of sexual assault, take one step forward

9. If you have stress surrounding using gendered washrooms, take one step back

10. If you studied an accurate, respectful history of your ancestors in school, take one step forward

11. If you often feel that your parents are too busy to spend time with you, take one step back

12. If you have ever been made fun of/bullied for things you can't change or are out of your control, take one step back

13. If you have never been referred to as a slur, take one step forward

14. If your family has ever been forced out of your home country into a different one, either for safety or by force (deportation), take one step back

15. If you would never think twice about calling the police when trouble occurs, take on step forward

16. If your family has easy, reliable access to the internet, take one step forward

17. If it is easy for you to access any/all healthcare that you need when you need it, take one step forward.

18. If you can show affection for a romantic partner in public without fear of ridicule/violence, take one step forward

19. If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back

20. If you have a visible disability, take one step back

21. If you have an invisible illness/disability, take one step back

22. If you've ever felt discouraged from an activity because of race, class, ethnicity, gender, disability, or sexuality, take one step back

23. If you ever felt like changing your appearance/habits/behaviour would help you fit in better, take one step back

24. If people have made hurtful/frustrating assumptions about you because of stereotypes, take one step back

25. If you consistently see yourself represented in media, take one step forward

26. If you feel good about how your identity is represented in media, take one step forward

27. If you have ever been spoken over because you could not articulate your thoughts fast enough, take one step back

28. If you come from a single-parent/caregiver household, take one step back

29. If you live in an area with a lot of crime/drug use, take one step back

30. If mental illness runs in your family, take one step back

31. If you have never been expected to be able to speak for a whole group of people who share your identity, take one step forward

32. If you can make a mistake without it being associated with your racial/gender/sexual identity, take one step forward

33. If you've never been unsure about whether you can afford college/university, take one step forward

34. If this is the first time you've thought about what privilege really is, take one step forward

APPENDIX D:
2SLGBTQ+ KNOWLEDGE KAHOOT QUIZ TEMPLATE

This can be a fun activity for students to test their knowledge of the Queer community. Feel free to take this template and use it as you wish, whether that be as a Kahoot or in a different way that works best for your groups' needs

Note: If you want to use a Kahoot, all students need access to either their phone, a tablet, or a laptop/computer to participate. For instructions on how to turn these questions into a Kahoot, see this video: How to create a kahoot - tutorial

KNOWLEDGE QUIZ

(adapted from Lavender Health's LGBTQ Knowledge Quiz)

1. In 1975, a graduate student at the University of Saskatchewan's College of Education was suspended from his position supervising student teachers after attempting to start a Queer student organization. This turned into a historic court case that put 2SLGBTQ+ advocacy issues into the public eye in Canada. What is the name of said student?

   Answer: Doug Wilson - While Wilson may have lost the court battle, his case and its publicity made significant progress in terms of gay rights visibility in Saskatchewan and across Canada. The Wilson case brought national attention to the reality that gay and lesbian people had no legal protection, and so garnered sympathy for these activists' cause. Because of his sexuality Doug Wilson was never able to become a teacher, but he did go on to become a prominent gay activist. (Deifenbaker Center, 2020)

2. Which version of the Bible was named after a ruler who was known to have both male and female lovers?

   Answer: The King James Bible

3. Which U.S. president wrote romantic letters to his college roommate, stating how much he missed their physical contact and sharing a bed?

   Answer: Abraham Lincoln

4. When did the first gay rights group form in Canada?

   After a particularly brutal year of police harassment in gay bars and clubs, the Association for Social Knowledge (ASK) formed in 1964 in Vancouver. Drawing inspiration from similar groups in the United States and the Netherlands, ASK set its sights on tackling institutional homophobia. It threw parties and organized public discussions about topics ranging from gay marriage to "drag and transvestitism (no longer an appropriate term for Transgender people." Ultimately, starting a conversation was the goal. (K: British Columbia, An Untold History)

5. What is the name of one of the leading activists for 2SLGBTQ+ rights in Saskatoon and the surrounding area from 1972 until his death in 2014? Hint: he was one of the founders of what we know as OUTSaskatoon today.

Answer: Gens Hellquist - Hellquist founded Saskatoon's earliest gay organization and spent his life providing services to LGBT people and promoting the acceptance of sexual and gender diversity. Throughout his life Hellquist formed many activist groups including Saskatoon Gay Liberation and Gay & Lesbian Health Services. He worked with police to stop gay bashing and in March of 2001 he created the Canadian Rainbow Health Coalition. Hellquist was also a staunch defender of LGBT rights, and took a firm stand against hate speech and inequality (CBC, 2013).

6 During his run as Prime Minister of Canada, Pierre Trudeau assisted in partially decriminalising homosexuality in Canada. What year did this happen?

1969

7 During the 1960s and 1970s, the term 'Queer' was used as a slur to attack 2SLGBTQ Canadians, but that highly uncommon today. When did the term 'Queer' begin to be reclaimed in academic literature and beyond?

The late 1980s

8 What was the first country in the world to legalize same-sex marriage?

Denmark, in 1989

9 When did Canada legalize same-sex marriage?

2005

10 Churches that accept 2SLGBTQ+ people as valid and treat them with the same respect as anyone else without trying to change them are called affirming churches. Which National Church denomination is the only one in Canada to declare itself affirming at the highest ruling level?

The United Church of Canada

11 Who was the world renowned sculptor and painter who also wrote poetry about his love for men?

Michelangelo

12 Who was the first openly Two-Spirit Member of Parliament in Canada, and when were they elected?

Blake Desjarlais, 2021

12 What famous female painter, whose self portraits expressed the suffering she felt in her life, was bisexual?

Frida Kahlo

14 What popular symbol of gay male pride originated in Nazi concentration camps?

The pink triangle - this symbol was used to signify which prisoners in camps were there due to "crimes of homosexuality"

15 What year was the term Two Spirit coined?

1990 - The term was first coined in Winnipeg at the 3rd annual Native American and Canadian Aboriginal LGBT Peoples gathering. The founding group wanted the term to reflect the historical acceptance of gender diverse peoples, the ceremonial roles they held, and the understanding of diverse sexual identities within Indigenous communities in pre-contact times.

APPENDIX E:
DEALING WITH HOMOPHOBIA - DEFINITIONS

TERMS

- **Intersectionality:** the ways that aspects of identity intersect and overlap to create varying levels of social power. These intersections cannot be analysed separately from each other.
- **Privilege:** the lack of barriers in a persons' life that others may face solely due to parts of their identity that they cannot change. It is something you are born into, and does not mean your life is easy.
- **Oppression:** A force/power of certain groups over others that often results in feelings of powerlessness, depression, and inequity. Oppression occurs structurally (government and educational systems) and interpersonally.
- **Heteronormativity:** The assumption that everyone is heterosexual, based upon the belief that heterosexuality, based upon the gender binary, is the norm. Heteronormativity includes norms, practices, and institutions that promote heterosexual relationships, binary gender roles, and promotes reproductive sex above all other sexual practices.
- **Heterosexism:** Attitudes, bias, and discrimination against 2SLGBTQ people based upon the belief that heterosexuality is superior and the norm. Heterosexism comes from heteronormative beliefs; that the gender binary and opposite-sex attraction is the only correct practices of gender and sexual orientation. Heterosexism results in legislation and institutions that do not support 2SLGBTQ rights.
- **Cisnormativity:** The assumption that everyone is cisgender, based upon the belief that gender is determined by sex traits. These beliefs position cisgender people as superior to Transgender people which results in discrimination. An example of cisnormativity is gender reveal parties and the belief that a baby's gender assignment at birth will remain constant throughout their lifetime.
- **Cissexism:** Attitudes, bias, and discrimination against Transgender people based upon the belief that cisgender people are superior and Transgender people are inferior. An example of cissexism is disregarding a Trans person's identity, name, and pronouns.
- **Homophobia:** Discrimination that is targeted at 2SLGBTQ people, or those perceived to be part of the community. Homophobia relies on beliefs that being part of the 2SLGBTQ community is unnatural and abnormal and that this justifies discrimination, acts of hate, and violence.
- **Transphobia:** Discrimination that is targeted at Transgender people. Transphobia relies on beliefs that being Transgender is unnatural and abnormal and that this justifies discrimination, acts of hate, and violence towards Trans people.

APPENDIX F:
NOVEMBER LINKS

MEETING 1 — Identity Models

Educator note: The goal of identity models is to show everyone that all people have a gender identity. Use of fictional representations like a unicorn can perpetuate this belief of viewing the 2SLGBTQ community as an "other" rather than just existing as part of all gender identities.

- Identity pal: [need to make] - see sketch model and attached PDF of current Identity Pal Model
- Genderbread Person: https://www.genderbread.org/resource/genderbread-person-v4-0
- Gender Unicorn: https://transstudent.org/gender

MEETING 2 — Questioning Identity Norms

We understand it's not realistic to watch all of these videos in one meeting, and some are more appropriate for different age groups than others. You can pick as many videos as you want or something else entirely.

- Gender - explained | CBC Kids News - quick and clear way to explain the difference between gender, sex, and sexual orientation (2.23)
- Do All Transgender People Think The Same? | Spectrum(time: 12.30)
- .Middle School Boys vs Girls: Are Boys Stronger than Girls? | Middle Ground(time: 24.25)

MEETING 3 — Being Transgender

NOTE (clarify this to the students): the parents in this video refer to Skylar pre-transition using her deadname, Dylan, and he/him pronouns. It is later clarified in the video that this is how Skylar chooses to refer to herself pre-transition as if Dylan is a separate person. Therefore, because Skylar does this and has consented to this, it is not necessarily a bad thing in this video. THAT BEING SAID, ask the students how they feel about this. Generally speaking, you should never use someone's dead name and incorrect pronouns to refer to them pre-transition. It should not be Skylar's responsibility to become comfortable with hearing her deadname, but her parents' responsibility to kick that habit.

- I Am Skylar

MEETING 4

Are there more than 2 genders? The spectrum of gender identity

Facilitator note: please watch this video beforehand and use your best judgement as to whether this appropriate for your students or not.

Things to highlight: there is nothing a Trans person has to do to be Trans beyond identifying as Trans. You don't need surgery and hormones to be Trans.

Traditional vs Trans: Are There More Than 2 Genders? | Middle Ground- time: 13.23

APPENDIX G:
GENDER SOCIALISATION ACTIVITY

This activity was adapted from Lavender Health's Gender Role Socialisation Activity

This exercise is designed to help the group explore gender role socialisation. As you consider how to answer the different questions, think about the responses someone from a different background than your own might have for each question (e.g., people from different cultures, with different gender and sexual identities, different ages, etc,).

1. When did you realize what your gender was (i.e., boy, girl, nonbinary, Transgender, etc.)? How did you know?

2. What were social influences that helped you learn what it means to be your gender in Canada (or where you grew up)?

3. Are there certain activities that you associate with one gender more than a different gender? How did you come to those assumptions?

4. How have others contributed to your understanding of gender? For example, what did you learn about gender from your parents, siblings, classmates, teachers, or religious leader growing up?

5. Were there occasions when your understanding of gender roles was different than those around you? How did you deal with this?

6. How have others around you reacted to someone who doesn't fit into gender norms (e.g., someone who behaves in a way that is outside what's expected for their assumed gender)?

7. How do gender stereotypes affect the physical, mental, and social health and wellbeing of people? How might this change from context to context (e.g. at home, at school, in public, etc.)

8. How do you view your role as a member of your school's Queer community in discussing gender roles and the expected associated behaviors?

APPENDIX H:
JANUARY LINKS

MEETING 1 — Brainstorming anti-bullying initiatives

Links:

- https://www.stompoutbullying.org/campaigns
- https://www.screenagersmovie.com/resources/anti-bullying-campaigns
- https://www.ptotoday.com/pto-today-articles/article/7979-10-simple-anti-bullying-programs-to-try-at-your-school

MEETING 2 — Pink Shirt Day Planning

Pink Shirt Day Resources

- https://saskpinkshirtday.ca/
- https://www.pinkshirtday.org.nz/about/history/#:~:text=Origins%20of%20Pink%20Shirt%20Day,to%20wear%20the%20next%20day.

MEETING 3 — Extra resources: Bullying in the 2SLGBTQ+ communities

Bullying is an intentional, aggressive act that usually includes an imbalance of power between two people or two groups of people. Being bullied is hard enough for any given youth, but when you include the additional challenges of being 2SLGBTQ it can negatively impact a youth's development and mental health 2slgbtq youth are at an increased risk of being bullied over those youth who are non-2slgbtw. 2SLGBTQ youth may continuously live in fear of discrimination, violence, and a lack of support from family and friends. Discrimination not only affects an 2SLGBTW youth's personal aspirations and self-esteem, but also takes aim at them for being true to who they are.

- https://www.stopbullying.gov/bullying/lgbtq
- https://www.bullyingcanada.ca/about-us/

APPENDIX I:
2SLGBTQ+ CELEBRITIES/PUBLIC FIGURES

- Elliot Page - actor
- Janelle Monet - singer/actor
- Dr. James Makokis - advocate
- Jonathan van Ness - influencer/advocate
- Billy Porter - singer/actor
- Gotmik - drag performer
- Lil Nas X - singer
- Jojo Siwa - singer/dancer/influencer
- Kristen Stewart - actor
- Dylan Mulvany - Tiktok influencer
- Tessa Thompson - actor
- Kissy Duerré - Tiktok influencer/advocate
- Chelazon Leroux - drag performer
- Mumilaaq Qaqqaq - former politician/ advocate
- Janis Irwin - politician
- Wild Black - singer
- Mae Martin - comedian/actor
- Matt Bernstein - influencer/advocate
- Taylor Small - politician
- Theo Germaine - actor
- Schuyler Bailar - athlete/advocate
- Juliana Joel - actor
- Ariana DeBose - actor/singer
- Ncuti Gatwa - Actor
- Storme Webber - artist/performer
- Daniel Quasar - advocate
- Kehlani - singer
- Uzoma Asagwara - politician
- Ilona Verley - drag performer
- Dr. Jill Andrew - politician
- Priyanka - drag performer
- Kama La Mackerel - artist/performer
- Jen Sungshine - artist/performer
- T'ánchá́y Redvers - drag performer/advocate
- Joshua Whitehead - author
- Arielle Twist - artist/author
- Catherine Hernandez - author/screenwriter
- KD Lang - singer
- Blake Desjarlais - politician