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COURT OF QUEEN'S BENCH  
OF ALBERTA

JUDICIAL CENTRE

MEDICINE HAT

APPLICANTS

P.T., and others; see attached Schedule "A"

RESPONDENT

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

INTERVENORS:

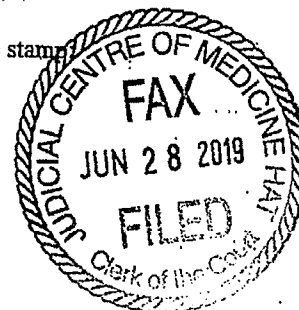
CALGARY SEXUAL HEALTH CENTRE and ASSOCIATION  
FOR REFORMED POLITICAL ACTION

DOCUMENT

AFFIDAVIT OF G.G.

ADDRESS FOR  
SERVICE AND  
CONTACT INFORMATION  
OF PARTY FILING  
THIS DOCUMENTJustice Centre for Constitutional Freedoms  
**Jay Cameron and Marty Moore**  
#253, 7620 Elbow Drive SW  
Calgary, Alberta T2V 1K2  
Phone: (403) 909-3404  
Fax: (587) 747 5310  
Email: [jcameron@jccf.ca](mailto:jcameron@jccf.ca)

Clerk's stamp



**Schedule “A” : Full Style of Cause**

**APPLICANTS**

P.T., D.T., F.R., K.R., P.H., M.T., J.V., A.S., R.M.,  
UNIVERSAL EDUCATION INSTITUTE OF CANADA,  
HEADWAY SCHOOL SOCIETY OF ALBERTA, THE  
CANADIAN REFORMED SCHOOL SOCIETY OF  
CALGARY, GOBIND MARG CHARITABLE TRUST  
FOUNDATION, CONGREGATION HOUSE OF JACOB  
MIKVEH ISRAEL, KHALSA SCHOOL CALGARY  
EDUCATION FOUNDATION, CENTRAL ALBERTA  
CHRISTIAN HIGH SCHOOL SOCIETY, SADDLELAKE  
INDIAN FULL GOSPEL MISSION, ST. MATTHEW  
EVANGELICAL LUTHERAN CHURCH OF STONY PLAIN,  
ALBERTA, CALVIN CHRISTIAN SCHOOL SOCIETY,  
CANADIAN REFORMED SCHOOL SOCIETY OF  
EDMONTON, COALDALE CANADIAN REFORMED  
SCHOOL SOCIETY, AIRDRIE KOINONIA CHRISTIAN  
SCHOOL SOCIETY, DESTINY CHRISTIAN SCHOOL  
SOCIETY, KOINONIA CHRISTIAN SCHOOL-RED DEER  
SOCIETY, COVENANT CANADIAN REFORMED SCHOOL  
SOCIETY, LACOMBE CHRISTIAN SCHOOL SOCIETY,  
PROVIDENCE CHRISTIAN SCHOOL SOCIETY, PONOKA  
CHRISTIAN SCHOOL SOCIETY, LIVING WATERS  
CHRISTIAN ACADEMY, NEWELL CHRISTIAN SCHOOL  
SOCIETY, SLAVE LAKE KOINONIA CHRISTIAN SCHOOL,  
YELLOWHEAD KOINONIA CHRISTIAN SCHOOL  
SOCIETY, THE RIMBEY CHRISTIAN SCHOOL SOCIETY,  
LIVING TRUTH CHRISTIAN SCHOOL SOCIETY,  
LIGHTHOUSE CHRISTIAN SCHOOL SOCIETY, PARENTS  
FOR CHOICE IN EDUCATION, and ASSOCIATION OF  
CHRISTIAN SCHOOLS INTERNATIONAL- WESTERN  
CANADA

**RESPONDENT**

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

**INTERVENORS:**

CALGARY SEXUAL HEALTH CENTRE and ASSOCIATION  
FOR REFORMED POLITICAL ACTION

## **AFFIDAVIT OF G.G.**

**Sworn on June 25, 2019**

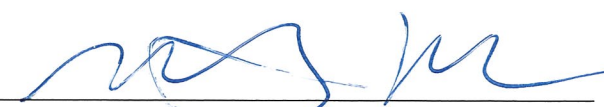
I, G.G., of Rockyview County, in the Province of Alberta, SWEAR AND SAY THAT:

1. I am a school teacher and am currently employed at a school in Alberta. I have personal knowledge of the facts herein deposed except where based on information and belief, in which case I verily believe the same to be true.
2. On Tuesday, March 12, 2019, I attended a PRISM (Professionals Respecting Individual Sexual Minorities) meeting discussing Gay-Straight Alliances (GSAs) (the “Meeting”), which was hosted by the Alberta Teachers Association Local 38. See description attached as **Exhibit “A”** to this Affidavit.
3. I took notes and made audio recordings at the Meeting, and I produced a transcript from the notes and recordings, attached as **Exhibit “B”** to this Affidavit.
4. The following points were made at the Meeting:
  - that what happens at GSAs must be kept secret: e.g. “in our GSA we say what’s said here needs to stay here, needs to remain confidential” (transcript page 2);
  - that parents are an obstacle: e.g. “We have to navigate the parents, figure it out, admin kindly support it, but the parents are actually the obstacle, we know the student will eventually go down this path but parents were the obstacle” (transcript page 8-9);
  - parents may pose a danger to their children: e.g. “And the last person that they come out to are their parents, right? And that’s where the danger may come in. And just to respect that student. We have legislation that protects us now and not disclosing that information to their parents because of a dangerous situation” (transcript page 10);
  - parental views should be disregarded: e.g. “so my principal acknowledges that our environment is welcoming for LGBTQ students, but consistently is unsupportive of initiatives to change, that (inaudible) parents... any tips? ... I wouldn’t let him let parents stop you; you take that to the bank. Right? If this is about the safety of kids. And we’re concerned about angering a few parents? Shouldn’t be an issue” (transcript page 16);
  - the importance of understanding the concept of “privilege”:
    - e.g. “In order to understand perhaps the oppression that the LGTBQ community goes through, we have to understand privilege” (transcript page 5);

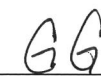
- the need to break down road blocks that “privilege the heterosexual community”:
  - e.g. “gender neutral washrooms, gender neutral terminology, even having books in the library that present different families, and using them in your classroom. Saying Dear parents/guardian, not saying Mom and Dad. Not asking how your mommy and daddy are doing today. Any other ideas?” (transcript page 8)
- teachers are protected in advocating:
  - e.g. “So current legislation, for times sake, just know no matter what we do to protect our students in the classroom, we are protected by legislation. Right. I would definitely you do have our Charter rights, you have our human rights, laws we have our school act, and we even have a little part in Alberta education about controversial issues, that we must as teachers be able to take up in our classroom. We are protected, just make sure you go by your own school and school board guidelines, do not overstep. At the end of the day, as much as I advocate for LGBTQ, I have to know boundaries for myself in a Catholic school, I have to know how far I can push things. By protecting myself and my family. But if we keep our students our focus, and keeping them safe, I think we’re safe, I really do” (transcript page 9);
- the reality of GSAs in elementary schools:
  - e.g. “Loving how elementary teachers are doing it. Because we feel like by the time. You are doing a bit of groundwork for the high schools because in a few years it will be such a normal thing” (transcript page 17); and
- the different kind of GSAs:
  - e.g. “And there are different types of GSAs, one of them is for just for feeling a safe space, that’s it. And then there are ones that are a little more for advocacy and starts to get a little more political” (transcript page 17).

5. I swear this Affidavit bona fide and for no improper purpose.

SWORN BEFORE ME at Red Deer, )  
 in the Province of Alberta, this 28<sup>th</sup> day of )  
 June, 2019. )

  
 Commissioner for Oaths in and for the )  
 Province of Alberta )

*Marty Moore*  
*Barrister + Solicitor*

  
 G.G.

## **PRISM (Professionals Respecting Individual Sexual Minorities)**

This workshop is intended to stimulate a critical dialogue that examines teacher, student, school and community attitudes, dispositions, and beliefs about gender identity and sexual minority and issues in Alberta schools. Schools, classrooms and communities should model inclusion where all students are valued, respected, welcomed and made to feel safe and cared for regardless of their race, ethnicity, ability, class, gender, religion, sexual orientation, gender expression and gender identity.

This workshop is NOT designed to discuss issues related to religion, sexual practices or moral values. This workshop is designed to support the School Act amendments from June 2015 (Bill 10), requiring that schools will be welcoming, caring, respectful and safe learning environments, free from discrimination and bullying. These amendments also include the right for students to request a student organization or activity that promotes equity and non-discrimination, such as a Gay-Straight Alliance (GSA) or Queer-Straight Alliance (QSA). All of the activities in this workshop are examples of activities that can be appropriately used with students in a GSA.

<b>Location</b>	<i>Glenmore Inn</i> 1000 Glenmore Ct SE Calgary, AB T2C 2E6
<b>Time/Date</b>	<i>Tuesday, March 12, 2019</i> 8:30am – 12:00pm Includes continental breakfast & mid-morning snack
<b>Audience</b>	Grades K – 12 Teachers & Administrators
<b>Registration</b>	<i>Registration is limited to 40 applications.</i> Substitute coverage will be provided for the morning by Calgary Public Teachers. Successful applicants will be notified by the ATA office and will receive a substitute code at that time. Email confirmations will be sent by March 8, 2019. Please let Tracy Hodal know if you are unable to attend the session once it has been confirmed so another person can participate.
<b>Deadline</b>	<i>Wednesday March 6, 2019</i>

Register: <http://bit.ly/prismmarch>

THIS IS EXHIBIT " A "  
referred to in the Affidavit of

G.G

Sworn before me this 25<sup>th</sup>

day of June A.D. 20 19

[Signature]  
A Commissioner in and for the Province of Alberta

Marty Moore  
Barrister + Solicitor



G.G.Sworn before me this 25<sup>th</sup>day of June A.D. 20 19Marty Moore  
A Commissioner in and for the Province of AlbertaBarrister & Solicitor

Transcript Event ATA PRISM – Calgary Teacher's Association Workshop

## PRISM (Professionals Respecting Individual Sexual Minorities)

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Start Time	End Time	Transcript
0:00	5:20	Inaudible – walking and settling in group
5:30		<p>Colleague: What do you think the chances are of getting in on an email?.....</p> <p>█: I never have success it takes up too much data.</p> <p>Ambient noise</p> <p>Colleague: █ is the password, would've taken me a while to get in on that one.</p> <p>█: █? OK...</p> <p>Ambient noise</p>
14:59	21:00 mins	<p>Colleague: █.</p> <p>█: In Calgary?</p> <p>█</p> <p>█</p> <p>Colleague: █</p> <p>█</p> <p>Colleague: What school are you at?</p> <p>Colleague: █ middle school, southwest school, █ area, out there. Brand new school. Do you like it?</p> <p>Colleague: It's high maintenance, not my style, helicoptering</p> <p>Colleague: Almost as bad as what I get. Would you tell someone to eat your vegetables?</p> <p>Colleague: Kids are there. Parents are very intimidating. Judging everything you do. Kids are very entitled. Middle school.</p> <p>█: Is that where you are? Middle School?</p> <p>█ I'm a student at █ – █. Trying to figure out what to do.</p> <p>Colleague: Are you enjoying the journey?</p> <p>█ Life, stressful, like any other part of life. Look at life differently.</p>

		<p>Discussion overlapping about characteristics of school and personal lives.</p> <p>Colleague: Details about location. Challenges for other reasons. Apathetic, disengaged parents. Can't even make quorum for council meetings.</p> <p>Discussing interviews the colleagues have had.</p>
21:00	25:05	<p>Call to order: We have two representatives here. One is PD committee. We do lots of professional development throughout the year. We have another workshop happening next Tuesday after school. Sign in at back. Gets your sub paid for. If you haven't signed in.</p> <p>Diversity and Inclusive Education committee – double duty committee. Help ensure diversity. Inaudible.</p>
		<p>Associate Instructor with ATA. My year doing it. I absolutely love it. Inaudible. It's my heart, it's my passion. I just finished doing my masters in Transgender Students and Catholic Schools. Doing a presentation on ...entire presentation on students....teachers..... I also teach social studies at Saint . Prior to that - .... (inaudible parts).</p> <p>Before we start, I want to acknowledge that we are on Treaty 7 lands, ancestral lands of Blackfoot confederacy, We acknowledge the many Metis and Inuit people many generations. Grateful for the traditional knowledge keepers and elders who are still with us today, and those who have gone before us our recognition of this land is ..... of reconciliation and an expression of gratitude for those whose territories we preside on...</p>
25:06	27:58	<p>AP: Outcomes for today is to look at and understand current legislation and educational policy with regards to the LGBTQ population in schools. Set the role of teachers for supporting sexual and gender minorities in Alberta schools and for various strategies to create intersectional (inaudible) sexual and gender minority students and reflect upon our own attitudes and beliefs and dispositions in a non threatening environment.</p> <p>Because we talk about sensitive topics and topics we see on the news does split the population. I see it in my classroom. Anytime you talk about these ideas ... It is always a good idea to set ground rules. If you are establishing a GSA in schools this is probably the first thing you want to do..... even in the context of social studies, when I talk about Harvey Milk in my Social Studies class I always say let's establish some ground rules. .... I am going to talk about him from a social studies perspective and you may have an old ideas and beliefs grounded in these rules.</p> <p>What are the rules you would come up with, or your students and staff would come up with when talking about these sensitive issues?</p> <p>Colleague: respect first, everyone feels valued and, what always comes in to play, in our GSA we say what's said here needs to stay here, needs to remain confidential.</p> <p>AP: Kids need to feel safe, people need to feel safe.</p> <p>: We can't hear.</p> <p>AP: respect, confidentiality, openness, a sense of safety, a sense of acceptance.</p>
28:13	30:00	<p>AP: We just started our first GSA at the high school I'm at. The first thing I did, kids broke out in different groups, lets establish some guidelines that you think we should</p>





42:08	45:57	<p>Video: <a href="https://goodmenproject.com/featured-content/defining-lgbtq-and-the-rest-of-the-queer-alphabet-that-sometimes-follows-lbkr/">https://goodmenproject.com/featured-content/defining-lgbtq-and-the-rest-of-the-queer-alphabet-that-sometimes-follows-lbkr/</a></p> <p>Paraphrasing... You've probably heard LGBTQ2IAAP+, but how many words behinds these letters do you actually understand. Things get tricky. Let's start with the basics. Lesbian: Gay: members of same sex, most often men attracted to men. Bisexual: men and women. Transgender: identifies sexually and emotionally with a gender that does not match their biological sex. It also functions as an umbrella term for trans women, men, and transsexual, alters themselves physically to match up with their gender identity. Gender and sexuality are not the same. Orientation is who you go to bed with, identity is who you go to bed as.</p> <p>Q – first confusing letter. This one stands for all of the letters together as a whole. All LGBTQ people as a whole, some people also use queer as a general term to identify themselves if they don't feel they fit. Next Q fits a large group. Questioning, wondering whether or not they are a part of the community, or are still questioning their gender identity or sexual preference.</p> <p>Intersex develop intersex babies. It should also be noted that hermaphrodites should not be used to describe these types of people . Doctors assign a gender at birth</p> <p>Asexual, only romantic attraction not sexual attraction towards any gender,. Not to be confused with agender which describes people who identify as neither male or female.</p> <p>Ally – a person who supports the causes of the LGBTQ community without identifying as LGBTQ. ideally this would describe everyone in the world as part of LGBTQ + but we aren't there yet.</p> <p>Pansexuality .....broader. Attraction to personality....</p> <p>2S = 2 spirit native American term describe both feminine and masculine qualities.</p> <p>That's the queer alphabet. Even if you don't fit into categories we hope you have a better understanding of people around you and even yourself and will work towards being a better ally for queer people around you and throughout the world.</p>
45:58	50:45	<p>AP: Um, I just want to bring your attention to when we talk about LGBTQ, it is about our gender identity and sexual identity and they are not related. It is just a group of people who have experienced some sort of oppression throughout the years and they support These 2 groups for each other. I'm excited for time when we actually do sexual diversity separate from gender diversity. So much to go with each. Its two very, very different groups. Are there any other letters you may have heard of that wasn't on this video?</p> <p>Colleague: What's the difference between transgender and transsexual.</p> <p>AP: We're getting there. I have a section coming up.</p> <p>Inaudible question.</p> <p>AP: 2 spirited? – is the native American term – almost genderless that we have a little bit of both, within our entire identity.</p> <p>So therefore, how do you see and define yourself – who you love, who you care for, who you are attracted to, and at the end of the day, does it really matter how you answer these questions? To how you're treated as a human being. There's this little video, not long,</p> <p><a href="https://www.youtube.com/watch?v=b-xScLlevw0">https://www.youtube.com/watch?v=b-xScLlevw0</a></p>

50:46	55:18	<p>AP: In order to understand perhaps the oppression that the LGBTQ community goes through, we have to understand privilege. I am not too sure if you are familiar with Peggy Mackintosh Knapsack of white privilege. But she's a researcher who unpacks the different privileges that people have in society. That we are born sometimes ahead of other people, even before we try to work at it. The LGBTQ community has taken this privilege and started to relay it in their own diversity. So it started with this idea that of white privilege that perhaps there is a group in society, based on your skin color, that is born ahead of another racial group, and because of these traits that they are born with, they already have you know they are already ahead in life in some aspects. This is about privilege in terms of our sexuality and our sexual identities. So privilege is unearned benefits given to people who fit into a specific social group. These benefits are considered unearned because they come automatically with membership in this group, they often include race, gender, class, sexual orientation, language, and ability. This is a tough one to digest, right? because sometimes we introduce this concept of privilege, a lot of people feel unnecessarily guilt. Or they get very defensive in saying: you know what? "I worked very hard to get where I am, and it has nothing to do with skin color, age or what my parents were able to give me. "</p> <p>One of the first thing to study diverse issues, poverty, race, gender, there are people that have privilege. Maybe not even to understand that we, as teachers come in with our own privilege into the class groups. And in some ways, we start to exert that privilege onto our students. OK? And this is a tough one, because especially with the high school students I teach, this is a new concept for them, it is hard for a lot of people to understand even as teachers and as adults, but I think once we just acknowledge it, then we can start to see how maybe our system and our society starts to put this unnecessary bias onto society and that's what makes kids and people feel uncomfortable, sometimes you don't even realize it, sometimes the first step is acknowledging there is privilege, not meant to make you feel guilty, or make you feel, um, not to polarize society, its actually meant to bring society together.</p>
55:19	1:04:28	<p>AP: Sheet of paper at back table here, just consider what it means to have privilege in society, and maybe even provide examples of who has had privilege in the history, and what it could look like. So one person from each table, please come grab a sheet from back here.</p> <p>Colleagues around table during group work:</p> <p>This is interesting we just did a gender fluid....Good stuff to share with the staff. ....Grade 5. Depends how open their parents are. Make some room. "Privilege in society and history" So what is the question? I look at that and I think, yes, and... it's a given. Historically I think.. monarchy and stuff. Different financials. Social. Everything. Yeah. We could add so many to that. Privilege is also ethnicity, financial, monarchy. I know I see it a lot with my students – good health based on your parents education level, you get fed up as a baby, your parents knowing – health education, even when a baby is fed, toddler fed, interaction, amount of time, how much they're talked to, nurtured, upper east side mom's, you're already a leg up, I don't think that's nature, that's nurture, difficult to put down. Economic, is that what you mean – both parents have to work, no time, economic + education, I immediately read everything I could and met with nurses when my sons were born. Whereas a lot of parents I teach are in survival mode, their kids are sitting in a car seat all day long looking at the TV or inhaling second hand smoke five hours a day. There education is not where they should be based on their age. Immigrants happy to be here. That's going to hinder</p>

		<p>their success, in regards to who they were, where they were, they could've been in a dire need to change, now they're in a very good position comparison to people who are not here, brought up amongst all of us, which isn't fair.</p> <p>I definitely think I have privilege because [REDACTED], not the same economic status, not the same privilege as I do. I think that's where Education comes in, its all interconnected right?, some of my families seem to not be able to get a leg up, it seems like. You know their parents. same as their parents, raised in a harsh environment. Intergenerational. Raised in a situation, we were raised by people who have the tools to change. How to survive it. They have that Time to teach, pass those values down. My friend was Raised by a single Mom family and she said she had to work very hard, to not be the stereotype, I didn't understand. You have a lovely husband. Yes, she said, but technically if you were raised by a single mom, you are predisposed to be a single mom. Have to be conscious of it. I thought about it. What do you mean? I needed to see it from her perspective. You are aware and make Conscious choice – yeah yeah. I guess alot of things we talk about branch out into other things. Subconscious influences. But a conscious choice.</p>
1:04:40	1:08:00	<p>AP: If you could choose one thing to share with the entire group...will come back together as one big group.</p> <p>Colleagues: We will choose this one spoke to us. You didn't say much.</p> <p>[REDACTED] I was just listening a lot. I am an [REDACTED] as well. These are the Determinants of health – they look at across the world. #1 economic, #2 education. Ethnicity is no where on there – they have biology, your personal biology. I find the word Caucasian very difficult, I don't think it means anything, just like the word "white" –it does bother me. You can be a White Jew and be extremely persecuted. My family came from the [REDACTED], and they were murdered there and then when they came to Canada they were put in internment camps and yet my son at university is charged all the time with being privileged but he is [REDACTED]. But He is a tall white male –I know she says this is not divisive, it is extremely divisive. He's been screamed at, shouted at because he's a tall white male so I have a problem with that word.</p> <p>Colleague: Do you think there is another word that is appropriate?</p> <p>[REDACTED] I mean He lives in constant fear his whole time at university because he is a tall white male but he is severely [REDACTED] and people tell him to shut up that he doesn't have a right to speak etc. There is no way around it this whole idea of privilege.</p> <p>Colleague: That's taking it to the extreme. Then you are no longer being inclusive.</p> <p>[REDACTED] but most people do take it to the extreme.</p> <p>AP: People at the back. What did you get for "privilege"?</p> <p>Colleagues and [REDACTED] finishing discussion: If he says "what does that mean". They say "you don't know you are privileged but you are". It's a trap.</p> <p>Colleague: But he's [REDACTED]? Hmm. That seems contrary to what this is about....</p>
1:08:02	1:09:43	<p>AP: a lot of people come here and change their name to have a Canadian name... (inaudible colleague sharing).</p> <p>There are some things that you aren't based on your story. There are, your ability to see privilege depends on what your truth is, your framework, and how you look at the rest of the world and whether or not you see privilege.</p> <p>AP: Yes. And it works both ways. A lot of people don't want to acknowledge their privilege.</p>

1:09:44	1:12:42	<p>This table: we talked a lot about birthrate, status race, new privilege my child will have,</p> <p>This table: See it through the lens of intersectionality. We can see these issues race gender, the idea of gender, we all have some sort of privilege and we have to acknowledge, person of color, for example, [REDACTED], however I think I do have benefits as a male, privilege benefits all of that. I do have challenges because of language and color, however, I do benefit from being male in society, that is male predominant.</p> <p>When we talk about females, the lack of protection for women in labor force, glass ceiling wages, being a female privileged white people, advantage over people of color, fit within the spectrum and color LGBTQ community, challenges moving into the labor force. Concept of intersectionality, it is not easy, how can we all benefit, how can we all provide certain types of values, why male is highly needed and highly valued. conversation is needed.</p>
1:12:43	1:18:07	<p>AP: There is that concept of of intersectionality, where me as a female, [REDACTED] I do have some aspects where I'm not privileged, but as in Canada, born to a good family, that perhaps is another set of privileges I do have, my husband [REDACTED] time I travel, he's always like let's get our privilege to get us somewhere. to use something, you know it's crazy, when you really do pay attention, people do serve him first, he says something people listen, ALL research does support that. Its crazy.</p> <p>Middle table here:</p> <p>I think we agree with everybody. There is 2 that people didn't bring up – body image, sometimes your education, where you go to school, you are an alumni, when they interview you you should be more ahead possibly, you get the job because you have a certain body type ..... they might not say it to their face, but.....that's how they hire.</p> <p>Thank you. Very true. Back table:</p> <p>What spoke to us was economic status in education, when a baby is born the social group they are born into, social influences perception of the world. Extreme setting – mom's in new York, playdates, exposed to preppy setting, whereas there could be the opposite, surrounded by that group of people, and you don't know anything else. Until you get older, its hard to break those ideas. Includes what a child eats, higher economic status, eating better, get more exercise, things like that so they will be set up more for success.</p> <p>Next table over here...</p> <p>We talked a lot about started with where the kids were. (inaudible) We also talked about family and social supports. (inaudible).</p> <p>We talked about CIS privilege – privilege of sex gender, getting through your day... benefit ..... inaudible....</p> <p>(inaudible table responses ... discussion around indigenous honoring of different identities.)</p>
1:18:07	1:19:10	<p>My understanding is Cis is a prefix that may mean that your gender is the same as your biological sex. Transgender. Trans means movement.</p> <p>AP: Yep. Its fluid. So Cis is usually. I hate to use this word to normalize what society normalizes. You are born with an identity that matches your identity and your expression.</p>
1:19:11	1:22:27	<p>Video – Caterpillar and snail: Sometimes You're a Caterpillar .</p> <p><a href="https://www.youtube.com/watch?v=hRiWgx4sHGg">https://www.youtube.com/watch?v=hRiWgx4sHGg</a></p>

		(A video about privilege). I don't know what it is like to be you and you don't know what it is like to be me... (gay, race, religion, etc).
1:22:27	1:24:43	<p>AP: Considering that video and our talk on privilege, what are some roadblocks that we presently have in our school community that privilege the heterosexual community.</p> <p>Answers from teachers repeated by AP: Sports teams, valentines day dances. Even when we say "boys on this side, girls on that side" Even when we say "hey guys". "Mr. and Mrs". "Mom or Dad". (Inaudible answer)...</p> <p>AP: Human sexuality curriculum, one in Ontario that's going back to 1998. Colleague: demographically only male or female. We're getting better at removing that barrier. Colleague: My kids had a mother's day tea. I thought: We don't do this anymore.</p>
1:24:43	1:25:27	<p>AP: How can we all care or break down these roadblocks to ensure equity for everyone in our school?</p> <p>Colleague: We have to be aware of them first. Made aware, through professional development like this.</p> <p>AP: Yep, good. Awareness is the key. What else?</p> <p>Colleague: Inaudible.</p> <p>AP: gender neutral washrooms, gender neutral terminology, even having books in the library that present different families, and using them in your classroom. Saying Dear parents/guardian, not saying Mom and Dad. Not asking how your mommy and daddy are doing today. Any other ideas?</p> <p>Colleague: (inaudible).</p>
1:25:28	1:29:39	<p>AP: What situations do you think might make the LGBTQ community uncomfortable? (inaudible answer). --- I know somebody commented on why are we asking about sexual orientation?</p> <p>Colleague: During lockdown. Kids go into male and female changerooms – one kid was wandering the halls right before, and we found out later that they don't feel comfortable in the other changeroom..... They never use it so.....</p> <p>Colleague: I had a student who come back from a (inaudible)..... very unpleasant experience, transgender, not yet comfortable at the GSA, just because he's not that comfortable with himself yet, so he needs to be in my room as a safe place until he's comfortable to talk, knowing that there's other places for them, right.</p> <p>Colleague: I have a student teacher who's gender non-conforming, and they have to choose what pronouns the students call them by..... Inaudible.</p> <p>Grade 6, navigating conversations around that, not ignoring it. It's hard to know.....because they said they are gay,navigating conversations around that, not ignoring it. You can have conversations about what you are comfortable with. I acknowledging I've heard you, when you are making choices about what you are going to hear, you could require extra .....</p> <p>What Age level of classes, families that don't believe in this. They come back and they want to... (inaudible).</p> <p>AP: How did your admin respond. Its an admin issue.</p>
1:29:30	1:31:06	<p>AP: how do you make someone in your classroom feels safe when you know other families don't share that time perspective. That's when admin comes in and has a talk and makes sure each and everyone of your students feel safe and protected despite.....</p> <p>Colleague: There are only so many things you can reveal. We have to navigate the parents, figure it out, admin kindly support it, but the parents are actually the obstacle, we know the student will eventually go down this path but parents were the</p>



		obstacle, they were still one way or the other– outside the normal classrooms, parents can make our job easier or harder.
1:31:07	1:31:55	Colleague: I think it also depends on your relationship with the parent. In my classroom I had a child who is very open and who had been homeschooled and we talked about it several times. One parent emailed me and we had a chat and I sat with him and it was fine. He was worried that his daughter said I don't want to talk about it and the other girls wanted to talk about it and she just was more comfortable saying "I just don't want to hear about it anymore". I just said, I support you. I don't think it always has to go to the admin. Because they are really busy but it also depends on the situation. Because if you are comfortable doing that and leading that and it is coming from you and if you are showing that you are supportive in any situation. It sometimes feels like tattling.
1:31:56	1:32:41	Colleague: I think it's important that we educate the people around it's not just about isolating the person that might be different than the others, we've had some incredible speakers come in, Tad Milmine <a href="https://www.theglobeandmail.com/news/alberta/gay-calgary-police-officer-promotes-anti-bullying-program-of-hope/article23138055/">https://www.theglobeandmail.com/news/alberta/gay-calgary-police-officer-promotes-anti-bullying-program-of-hope/article23138055/</a> He's raised in a horrific situation, now turns out he's gay as well, impact on middle school 5-9 was profound, kids coming and apologizing, I didn't understand now I understand. Just building that understanding.
1:32:41	1:34:37	AP: Having heterosexual privilege is different, it isn't visible. It's not like race that's visible. not like gender where it's somewhat visible. Heterosexual privilege in current society is like the air we breathe. You don't notice it, you don't pay attention because it's all around you. However, when you are nonheterosexual, you are always conscious that you are different than most and that you don't fit in. So current legislation, for times sake, just know no matter what we do to protect our students in the classroom, we are protected by legislation. Right. I would definitely you do have our Charter rights, you have our human rights, laws we have our school act, and we even have a little part in Alberta education about controversial issues, that we must as teachers be able to take up in our classroom. We are protected, just make sure you go by your own school and school board guidelines, do not overstep. At the end of the day, as much as I advocate for LGBTQ, I have to know boundaries for myself in a Catholic school, I have to know how far I can push things. By protecting myself and my family. But if we keep our students our focus, and keeping them safe, I think we're safe, I really do.
1:34:38	1:37:11	AP: Here's the gender spectrum I was talking about, there is lots here. There's gender identity, gender expression, biological sex and sexual orientation. Gender identity, we all have a gender identity. Whether it matches with our biological sex or not, we all feel a sense of gender identity. Unfortunately, Throughout the centuries, our gender identity has been labeled or classified as male and female. Those are just labels, we do have an identity and our society attaches labels to it. The GI we are talking about where people don't feel it matches their biological sex. Some people go to the point where do they want to have surgery to reconstruct their biological what they were born with, and that is...someone had the question difference between TG and TS, Transsexual are the people who do change their biological sex. gender expression is how we express ourselves. It doesn't necessarily have to be that internal gender identity, the way we feel inside, and the way we express ourselves on the outside, are two different things. They could be male, or female- both. Our biological sex are the

		organs we were born with. Our sexual orientation is the heterosexual where we are either sexually or even romantically attracted to the gender of opposite of us, or the gender that matches our gender. So, it's a huge spectrum. It's probably important to look at gender and sexuality as a spectrum, rather than its this or that. (Showed Gender Unicorn visual)
1:37:12	1:45:04	AP: anyone want to watch a little more about gender expression or identity. Laughter. Trans 101: The Basics <a href="https://www.youtube.com/watch?v=-3ZpTxigRw">https://www.youtube.com/watch?v=-3ZpTxigRw</a> (see video for details)
1:45:05	1:47:49	AP: Alright here is another nice visual about transgender. Probably the best way to approach somebody who is transitioning in their classrooms, just ask them how they want to be addressed. Do they mind pronouns, what name do they want you to call them? (Showing information from page 12-13 from the Rainbow Toolkit for GLBTQQ produced for parents and guardians by Family Services a la famille Ottawa). <a href="https://familyservicesottawa.org/children-youth-and-families/around-the-rainbow/">https://familyservicesottawa.org/children-youth-and-families/around-the-rainbow/</a> Keeping it simple. So gender identity is for things that determine gender is self identity. When I talk about this with my own students - Gender identity and biological sex are two different things, and things that don't determine gender are what you wear, your first name, your pronouns, your hobbies, your makeup, and your gender. It's important to remember that people's beliefs about Sexual Orientation and Gender Identity are a reflection of the diversity of lived experiences. The bottom line is that we need to have the right and the ability to self-identify in ways that make sense to us. Everyone is different, and everyone in our classroom has a different lived experience. And just to keep that in the back of our head is I think is really important. You make a mistake, own up to your mistake. Sorry, I assumed wrong. I learned very early on, my second year teaching, I had a trans student in my class who over the years I'm still in connection with and I called her/him, and I was just mortified when I learned that I shouldn't have been doing that, and His journey was.....tough. Who here knows somebody who is LGBTQ? And this is why it's important, right?. Making the invisible visible.
1:47:49	1:49:25	AP: (referring to screen where publication was posted from Public Health Agency of Canada) This is 2014, I know it's not very recent, some things like this only come out every 4 years, this is the most recent research we have in Canada. Out of 105,000 junior high and senior high students, in the Toronto district board, found that about 8% of people identify as non-heterosexual or questioning their sexual orientation. It could possibly be higher than this. So, when people say I have no LGBTQ students in my classroom, its statistically probably not true. Ok? (Notes: stats on screen said children 8-10 years old experience same sex attraction) The average coming out age is now 15-16, and I actually think it's would be 14 now. Okay? Coming out is a process, it is um, it's not a one day shot like "Oh I came out I'm fine". It is a process. And to acknowledge it as a process, right, we could have students who come out to us personally, and to no one else. And the last person that they come out to are their parents, right? And that's where the danger may come in. And just to respect that student. We have legislation that protects us now and not disclosing that information to their parents because of a dangerous situation.
1:49:26	1:51:31	AP: There is homophobia and transphobia in our society, there really is. I remember teaching in my social studies class, I was doing Harvey Milk, and I was telling the students how proud I was of the school to be so accepting of diversity in this school, and that there is no other school that is as accepting as the school I was at, because

		<p>people were all friends. I had a student come up to me after that class and he showed me his phone. And, I think it was one of those social platforms, that was anonymous, anonymous messages from somebody in the school saying "you're so gay, no one likes you, you should kill yourself, you're too flamboyant, nobody loves you. When I see you in the hallway I'm going to punch you because you are so gay, blah, blah..." I was mortified. I had no idea. I told him to go to the cops, this is unacceptable. He refused. I went to the cops, I said "I have this kid who is being bullied for his sexuality on social media, can you help me?" And the cops said "I can't do anything unless he comes to me and shows me these messages". So I went to the kid, with another teacher and tried to talk him into it, "listen, you know, you need to show the cops, people can't get away with this stuff, you are letting him or her get away with this". He was adamant in saying "If I went to the cops that's showing I'm affected, I don't want to show that person I'm affected by these messages". He ended up graduating and, he's going through his own journey. But Transphobia and homophobia are real in schools. They really are.</p>
1:51:32	1:52:45	<p>Colleague: I teach in a public school. The Transgender student in my class, um, he's Catholic and so am I. And so we talk about religion a lot, because he likes to come in and say things like: "I don't think you're a normal Catholic." And I said "well, I think I'm what we're supposed to be". But right now it's Lent, and so we've been having conversations and he's saying things like: "I really want to go back to church. Is there a safe place for me to go?" And we had this conversation that right now," it might not be the safest place for him to be out in the open, and if that's what he wants his church experience to be. Maybe not yet. And so there are other ways and you and I can do things and we can talk and we can do those things until you are ready." Is there something I can do more to facilitate that? So I have called one priest that I do know, and I have said, ok, here's my kid, could we... but he's not ready. But is there anything else I can do?</p>
1:52:46	1:53:24	<p>AP: I think what you did, starting off with the right priest, is a good idea, because, I mean we all watch the news, there are priests that are off to one side, and there are priests that are more open. There are church groups that are specifically for LGBTQ kids, within the church. There are, I can talk to you after.</p> <p>Colleague: Yes</p> <p>AP: And there's no questions asked. At all, and that's what's so great about this group.</p> <p>Colleague: awesome.</p>
1:53:25	1:58:34	<p>AP: (setting up new group activity) If we could just number 1-2-1-2.....What we're going to do is inner circle outer circle activity. We will have 2's on inside, facing outside, 1's facing 2's. (Partnering)...</p> <p>I'm going to ask a series of questions, 2 minutes per question. Just going to be discussing the question with person in front of you. High Five person in front of you.</p> <p>AP: First question is, what is the most common question asked when a child is born, and why?</p> <p>(inaudible conversation). I was partnered with a [REDACTED] who expressed disapproval for the medical system for their "stubborn assignment of gender at birth" noting this was an act of white privilege. He asked me what I thought. I introduced myself as [REDACTED] a teacher who had worked in [REDACTED]. I expressed concern about this perception as I felt it portrayed medical professionals unfairly and in a biased manner, [REDACTED], [REDACTED] first concern was not for the gender assignment but for the health of the child. I explained the APGAR score and</p>

		asked if he thought that a biological indication of gender was unimportant and why? He did not answer – and we were asked to change partners.
1:58:20	2:02:05	AP: Next question: what are some of the gender stereotypes about males and females we have come to realize are not true? (inaudible conversation) My partner and I discussed colors, preferences in music, art, etc. We disagreed on dress norms in society – if they were important or not. I shared I believed a gender binary was important – my beliefs are based on my faith. Partner said “we don’t share the same beliefs then... and I agreed but asked if they thought people with different worldviews could agree to respect each other’s position or was disagreement considered harm? Then, we were asked to change partners.
2:02:06	2:05:18	AP: what are some things you have heard about sexual and gender minorities that you have come to realize are not true? (inaudible conversation). My partner spoke for most of the time relating many items related to the “heteronormative bias and privileged positions historically in society in the past”. I inquired for clarification. The person relayed a list including: most people are heterosexual, homosexuality is morally wrong, sexuality is fixed and not fluid, people who are homosexual can’t have children (and shouldn’t have children), that transgender people have a dysfunction or it isn’t normal, that these are psychological diseases”. I did not have time to respond or ask for clarification as the announcement to change happened.
2:05:19	2:09:48	AP: What is the impact of binary labeling and stereotyping on society? (inaudible) I introduced myself as a student of sexual health, as an observer. My partner asked if she could ask me a question that was “probably not acceptable amongst teachers”. I said “yes”. She then leaned forward and whispered to me (the room was noisy) if I truly believed that small children were old enough to question their gender. I asked her to “tell me more” about the reason for her question, noting it was an interesting question. She relayed that she felt [REDACTED] was “pushing her 5 year old child, encouraged by a kindergarten teacher, to be a girl instead of a boy because he liked to dance”. So, she said, [REDACTED] was buying [REDACTED] only pink, girls clothes now to help [REDACTED] transition and explore his “true self.” She wondered, [REDACTED] I could comment on if this would harm him medically (psychologically) in his child development in the future? I noted that I could see she was deeply concerned and I couldn’t comment based on this limited information [REDACTED] [REDACTED] I suggested, though, that she approach [REDACTED] with her concerns in an open manner and/or pursue some reading on the subject. She noted she would look for some and consider this... and enjoyed talking to me and knowing not all people were “rushing into this belief”....
2:09:49	2:11:20	AP: anyone want to share, conversations that went on? Colleague: (inaudible question) Colleague 2: (inaudible at start) A couple of years ago our pencil sharpener broke in school.. (inaudible) and a student wanted to take it to the woodworking shop (inaudible). You’re a girl this way, you’re a boy this way. I will take it to Mr. (inaudible) I said “no, no, no, I can fix the pencil sharpener. I have a screwdriver I can take it apart and fix it.” And he looked so annoyed and said “I have to take this to a male teacher he is the only one who can fix it in the school. Why? Also, [REDACTED] and my [REDACTED]. (inaudible) There is family pressure for me to have a boy. Your family is not complete without a boy, blah, blah blah...”

2:11:21	2:12:02	<p>AP: I have [REDACTED] and the question I am asked is, when are you going to make your family complete yet? I am like, well, regardless if we have another [REDACTED] or not, another [REDACTED] will just bring more love into our family, and our family is complete, thank you. Yeah.</p> <p>Colleague: My little [REDACTED] still laughs with me, but I-I didn't get to have a [REDACTED] [REDACTED] Will you dress up in pretty dresses for me? Mark Twain's Mom did it until he was six, I'm sure it will be ok. He says: Hard pass, Mom, Hard pass....I'm not going to stress about it (inaudible) but if they'll let me... and probably also say no. (inaudible)</p>
2:12:03	2:14:13	<p>AP: (slide with factors listed: Invisibility, Fear/Hatred/ Silence). These factors serve to reinforce the heterosexism in our society. Invisibility. OK? There is no books out there that are being used all the time, that shows the gender and sexual diversity of our actual society. OK? TV shows. Other than Modern Family, is there any other TV shows that actually normalize, not reinforce those stereotypes but normalize sexual or gender diversity? Or a movie, right?</p> <p>Colleague: Modern Family... (Oh)</p> <p>AP: Yeah, but... yeah</p> <p>Colleague: I would say. Commercials. Two men on a couch looks like they are going to start a movie or something. You are starting to see more of that.</p> <p>AP: Ok, Ok good.</p> <p>Colleague: Australian TV seems to be way more. Yeah, They've often got transgendered people in main roles.</p> <p>AP: Yeah....</p> <p>Colleague 2: I've got two – one is the Alladin (?) report. One is Riverdale, but again, its still a stereotype of, of the, the gay relationship, we had 2 – Geordie Shore, which is the British version of the Jersey Shore, oh my God, but exceptions beyond belief, beyond belief. They are so loving when one of them comes out, and they are, like all the guys who are straight are like we don't care. We totally love you and accept you the way that we are and we, yeah, we can still share a bench Even though that's your sexual orientation and its on loving and accepting. Have a glass of wine and watch it. Its totally (inaudible) laughter.</p> <p>Colleague 3: Queer Eye as well</p>
2:14:14	2:15:09	<p>AP: Queer eye – is that still on?</p> <p>Crowd: Ohhhh. Its so good.</p> <p>AP: OK. Yes</p> <p>Colleague: Alberta Treasure Branch they have posters all around their branches with two males hugging each other and underneath it says "we are here to help build relationships"</p> <p>AP: Awwwww.</p> <p>Colleague: and I was like this is a big step. (inaudible)</p> <p>AP: Yeah, yeah</p> <p>Colleague 2: (inaudible) shows that show challenges more like Sex Education. New one? British One. On Netflix. Character development. Really good.</p> <p>Colleague3: Brooklyn 99. The character, that's one I really like the show and the series. She had both types of relationships. That was kind of thrown in – it was no big deal. (inaudible).I really liked the show.</p>
2:15:10	2:17:58	<p>AP: OK. Other factors here. With hatred. (referring back to screen). Sometimes the fear of not knowing, does manifest into hatred, and it could even manifest into</p>



		<p>violence. What we don't know, we're scared of. And, so as teachers we do have a role in educating, right? And even then a lot of people may not be ready to hear just quite yet, just planting that seed is probably the first step. Silence could be just as worse as that hatred, right? Seeing something happening and then ignoring it speaks a lot. Any others?</p> <p>Colleague: I think as teachers we really need to model the way. I remember years ago, 2 high schools ago, 2 boys I had came in the morning and they were usually just in the morning kind of boring or whatever and they were just full of beans and just super happy. And I said "oh well, its just nice to see you come in so happy into the classroom. They said "We had a great weekend". And I said "what did you do to show up so happy and pumped?" "We went over to the gay district in Edmonton by MacDonalds and we beat up gays" And my social studies lesson plan was thrown out the window and we spent the entire period discussing it. And If we just say "oh" and then move into our planned lesson, I think we send the wrong message. And those boys, by the end of the period came up to me afterwards and they were so upset. Not with me. But with themselves. They said "we didn't realize. We didn't know". But, if we don't say anything when we hear a horror story. We need to speak out as professionals.</p>
2:17:59	2:19:44	<p>AP: Yes</p> <p>Colleague: (inaudible) there's that kind of mindset its not my issue. That's society. We don't just walk by.(inaudible)</p> <p>Colleague 2: There's also like – when that does affect you when you are LGBT listening in the classroom when it comes up it takes on a whole different political angle um like, how badly do I want to expose myself to professional risk? So, you end up struggling with that (inaudible) the other angle..like most (inaudible)– homosexuals stay silent (inaudible) and let it slide. (Inaudible)</p> <p>AP and others: Yeah, yeah.</p> <p>Colleague continues: I deserve a safe and caring workplace, too, and think that same thing like (inaudible).</p> <p>AP: I always tell my kids "who here is for human rights?" And everyone will put there hands up. I say: "If you are here for human rights, that's for all humans, you don't say I'm just for racial rights but I'm not for LGBTQ. You can't do that. If you are for human rights, you're for everyone's rights. And, and, until you start to acknowledge you are for everyone's rights then don't call yourself a human rights person."</p>
2:19:45	2:22:17	<p>AP: any others? We talked about binaries and stereotypes, and they are harmful. They do limit a student's ability to express themselves in ways that are considered outside the norm for their gender. Unexamined assumptions about gender and sexual identity often reinforce the idea that our identities are fixed and unchanging. I remember talking about this to my students and I'm like, you know what. Why is it?</p> <p>Why did Lego have to come out with pink lego, right? Why, why is it that that's how they're trying to attract little girls to play with lego? What was wrong with the red and yellow and blue Lego pieces. And one of my students said like "Oh yeah you're one of those sensitive people, you can't change things, you have to change things, and like in Oh Canada – I was like you know what, it starts with these little things, and unless we can't tackle the big things, unless we tackle the little things. And it's the little things that is actually causing the big things to happen. And unless we're cognizant about what is happening in society, because we've got, we're now a society that just lets things happen we don't question things anymore. If we don't question things, we</p>

		<p>won't change. OK? I was telling the kids, I was like, you know what, like at the very least, question what's going on around you, and, and if you think it's wrong, say something. Because change doesn't happen like – Gandhi didn't look at change and say "ok let's get rid of the British, just like that". No, it's the little things. It's taking the salt march right? It's starting, getting Indian people to wear their own clothing. It's not saying we're going to topple the British government. It's the small things that lead to that bigger impact. I'm telling kids, start questioning things, like start to take your assumptions and question your own assumptions. Right? Why do you have to play with that pink Lego? Why can't little boys wear tutus? Why? Why? Is it hurting anyone? Ok?</p>
2:22:18	2:24:21	<p>AP: The key aspect I want you to remember is that people are different from one another, and gender does not fit into set standards. A standard set that describes behaviors.</p> <p>AP: There is a little part in your guides that does a little survey of your school environment and school safety, and overall wellbeing, and maybe as a part of your PD, by bringing light to these issues, you could photocopy that and start to plant the seed and give your staff that little survey. Maybe at one meeting. Grab the result and then talk about it in another meeting and maybe we can challenge the staff to start talking about why things are the way they are. Maybe even start to think about, if you gave your students this survey, would it change? And One really cool thing that the GSA that I'm helping facilitate at my school is, the kids themselves came out with their own survey. The results were very interesting. It was a very small sample. I'm actually challenging them to bring it to more students if. Do you feel safe in the schools? They just surveyed our GSA – 100% of their kids "said not in all classrooms". 100 % and When it went to the greater community, you know, it was a little bit larger that kids didn't feel safe. But it will show you how kids really feel? Ok?</p>
2:24:21	2:25:21	<p>AP: So guidelines for Best Practices, Alberta Education. There was a question about (referring to question left for her to answer from group): "so my principal acknowledges that our environment is welcoming for LGBTQ students, but consistently is unsupportive of initiatives to change, that (inaudible) parents...any tips?</p> <p>Um. I wouldn't....Go on the website and print this out, lots of great processes. But I wouldn't let him let parents stop you. you take that to the bank. Right? If This is about the safety of kids. And we're concerned about angering a few parents? Shouldn't be an issue. OK? We've had a lot of angry parents about our GSA. A lot. Like I can't even tell you (laughs) what some of them have said. But we're still going and its to keep kids safe.</p>
2:25:22	2:27:08	<p>AP: And another question here: How did you start your GSA? I think its really important to include allies. Right? You don't want to target those kids. you need to welcome allies. And those allies would really help those other kids have their voice. And feel secure. I really think starting GSAs we need allies.</p> <p>Yes?</p> <p>Colleague: I have allies in the school and we just started a group and in the area I work in currently it's called a support group because we're trialling it before we take it to council. We have a full parent council that (inaudible) what this is about. My question is: How do we get more, do I have the students go out there, but I don't want to label them. Go "oh, I have this group meeting, come!" So I'm kind of thinking</p>

		<p>the students could do it, but I know we can reach out, but I don't want to send an email because I don't want the kids who are going to (inaudible) and then bullying gets started, that teeter totter, how do I invite more people who I know without labeling them?</p> <p>Colleague 2: Just out of curiosity, how did you recruit your initial students.</p> <p>Colleague 1: Um. It was actually a girl who came to me and she said "can we start this group?" because I actually started some other girl and boy power groups for different reasons. And she said "well why can't we have this group too? So I said "sure". So then we took it to council and she kind of. We went out and was marketing, I guess, in a sense (laughter from crowd).</p>
2:27:09	2:28:23	<p>Colleague: I know some other GSA groups, that they would have their initial small group, and then every now and then they would have an open house. If we're going to have a GSA we should invite all students. Maybe its an open door and they would have like cupcakes, or something that would get kids more interested in dropping by to see what's its about. So it wasn't like just three people are coming to check it out. GSAs are for everyone to (inaudible) People coming through (inaudible) and then people who are on your radar are like, Oh yeah, this might be for me.</p> <p>AP: Um. We established a mission statement, and we posted that mission statement, and we said, "if you believe in this, you should come and join us". And it was very, like I said, if you believe in rights for all. Diversity, Including your LGBTQ community, you should come to our meeting. We had pizza and movie/slash pizza night and that brought a lot of students</p>
2:28:24	2:29:56	<p>Colleague: I am from an elementary setting. What would be appropriate to talk about in a GSA? (inaudible question asked) I honestly just started it. We've had, like 3 sessions and the first session, we just talked and I said what do you want to... and I just let them...some of them identify what they were and some of them stepped back. Um. The second one, some of them they wanted to start doing kindness around pink shirt day, so they're making jars of nice things, so if you have a bad day you can pull that out. So that's what we're working on right now. It's kind of free flowing cause it's the first one. I mean I have lots of manuals I could follow but I'm very, like open (inaudible)</p> <p>Colleague: One of the things you could do because its (inaudible) you could tell them because it is student led (yeah) that they could pick whoever they feel comfortable, right, as an ally. It is not your responsibility to lead the conversation. It would be based on whatever they want to have the conversation and they (inaudible) we give them a list of resources and they can come in and they are really good and they could come and they would have those conversations and then you (inaudible). We are not in conversations with these students.</p> <p>Colleague 2: (inaudible) online these resources. That's the frustrating part.</p>
2:29:57	2:30:21	<p>I'm junior high, I haven't met anyone else in junior high yet. So, for me, coming here today. We've started our GSA and its been great. But its, beyond like making posters and wanting to do art, we're at that point now where I'm wanting them to lead it and none of them want to do anything, so I don't want to be leading it, but at the same time, I don't want it to be just like a space where there's nothing happening. (inaudible).</p>
2:30:22	2:31:21	<p>Colleague: So, ok. [REDACTED], and has been part of a GSA. But I think one thing that she has said to me is that. She goes sometimes, sometimes she doesn't. But its like sometimes she doesn't really have much time but she's also just a [REDACTED] year old</p>

		<p>girl. And, um, she even said: "Part of me doesn't want to go and do work. It's not a class. It's not a class. Just have a safe place to have lunch. Just be with other kids. So sometimes I think secretly we want to organize, we want to advise, we want to see the payoff right away but I think the research shows just having GSA's in schools, regardless of what happens there, is what (inaudible) in schools. Cause I've had the same thing in my GSA in my where I'm like "so guys..." And they're like "yeah, we're just eating our lunch today and I'm like "that's it..." (laughter and inaudible).</p> <p>AP: There's a lot to be said about a safe space at lunch.</p> <p>Colleague: right.</p>
2:31:22	2:32:41	<p>Colleague: (inaudible) So. Having had to do this kind of research at my school I can tell you ...just having a supportive adult is actually shown to have positive impact on academic outcomes. So, if like she said, if all you are doing is hanging out having lunch you are actually giving a kid what they need. Um, but I will say because I tend to be a little bit more vocal, the first time I got strongarmed into going to our GSA, was</p> <p>Colleague 2: (laughter) he was our guest speaker.</p> <p>Colleague 1: was I told the kids, on the CBE homepage, there's an LGBTQ inclusive, inclusivity policy. Go read it. I'm going to come back next week and I'll know if you did your homework or not because if you're not angry about what you see in our school after you read that, I will know you haven't read it. And that kind of changed the tone of the convo...I don't know, but it definitely woke up kids. Oh! this is not ok. and we've had kids like losing their minds on their class for saying "reading is gay". For example. Speaking at Pep rallies and things like that. Just because you kind of nudge them comfortably, all of a sudden they feel how to do that themselves. And in some cases, they were like "I'll put myself out there and speak about this issue because bullying's so bad it can't get worse."</p>
2:32:42	2:34:57	<p>Colleague (referring to GSA that had the guest): We have a whole school now. We're four years into our GSA (inaudible)</p> <p>Colleague at same table: Loving how elementary teachers are doing it. Because we feel like by the time. You are doing a bit of groundwork for the high schools because in a few years it will be such a normal thing.</p> <p>Colleague speaker: Just hear that you are doing it right.</p> <p>(inaudible further comments of support related to starting GSAs early so that kids are well into actively leading groups and taking action when they get to high school)</p> <p>Colleague: a place for them to just come. Painting nails or something. (inaudible).</p> <p>Makeup or whatever. They could come and they could come up with ideas but if you have an open space for them, they will come up with ideas.</p>
2:34:58	2:36:21	<p>AP: There is this GSA and QSA in Alberta, how to get started and just ideas that the ATA has. (Showing Alberta ATA resources) And there are different types of GSAs, one of them is for just for feeling a safe space, that's it. And then there are ones that are a little more for advocacy and starts to get a little more political. Like for the Older grades. They need counselors, what's safe and what's not safe, you're putting yourself out there. (inaudible) There's also this website, it's the Alberta Teachers GSA network, on Facebook. There are a few people who have posted some conferences for GSAs to attend, nice community to see what other people in Alberta are doing.</p>
2:36:22	2:37:14	<p>Colleague: Didn't you say there was also a GSA professional learning network?</p> <p>Colleague: I don't go.. (inaudible)</p> <p>Colleague: Um that's a teacher's GSA. But there's also a teacher's GSA learning network for teachers who are leading GSAs and want to learn more and chit chat with</p>

		other teachers who are leading GSAs as well. If you can find those. Maybe online in the system. I haven't really . (inaudible).
2:37:14		<p>AP: (Puts up website: <a href="http://www.nohomophobes.com/#!all-time/">http://www.nohomophobes.com/#!all-time/</a>).. Ok, Um...Silence. Let's just talk about the silence. The ultimate tragedy is not the oppression and cruelty of bad people, but the silence is overt by the good people. There is this website. I'm not too sure that you're familiar with it. It's called nohomophobes.com. It was developed by a professor who was at U of A, and he is now at McGill I'd like to say – and his name is Dr. Kristopher Wells, it's Kristopher with a 'K'. If you just search him up, he has a tremendous amount of research, he's also been all over the news the past few months. He created this website that tracks homophobic language on twitter. And. Just to show that this language is still being used. OK? So This is how much it's been used today – if you go to last week. That's how much it's been used. And at all time, there it is. So, this stat, this language is being used. And to let it go silent, is probably not the best thing to do. Is to actually acknowledge that you shouldn't be saying that. When I put this up, one of my students is like: "Is that real?" And he went on this twitter and he typed one of those words. And said, see it didn't go up, its not real." I'm like, "oh my God, take it down from your twitter. Do you know what happens to people who use their social media and start to use that language? Like, you will be tracked down and people will hate on you. You can't use this language. You just can't". "What if I mean it as a joke? What if I don't mean it in a derogatory sense?" And I think, that's where you put your plans down and there's a teachable moment. There's this really neat lesson....</p>