

Incorporating 2SLGBTQIAP+ Identities into the Family Studies Curriculum

Writers: Leah Harrison and Connor Pratt

A Project By OFSHEEA



Reviewer: Eunice Chow

Project facilitator: Theresa Aqui

2023

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Introduction

In 2013, the “updated” Family Studies curriculum was released. This revised curriculum was delayed significantly, with the revision process starting in 2007. Further, the completed draft was completed in 2010, with initial plans for implementation in 2011. The final implementation was held back, and the curriculum document was not published for another two years. During this time period, Family Studies teachers lamented the reliance on an outdated curriculum from 1999, which did not reflect the diversity of the family in the 21st century.

In 2023, Family Studies teachers find themselves in a similar situation—reliant on a curriculum document that does not reflect the families or students of today. With little communication from the Ministry of Education on the potential review of the curriculum, Family Studies teachers are challenged to deliver material that supports the reality of students' lives.

This guide sets out to support educators in delivering content that is linked to the 2013 curriculum document, but also provides teachers with the tools to evaluate the same document and other resources for accuracy and bias, to better reflect the lived experiences of students and families today.

This guide is intended for educators with all levels of background and experience. If you come across terms or language you do not know, you may wish to skip ahead and review the [2SLGBTQIAP+ Definitions](#) section of this document.

Context

Family Studies teachers have a unique opportunity to teach students life skills and help them develop their critical thinking skills to empower them to be socially responsible members of society. It is our responsibility as Family Studies teachers to ensure that we are meeting the needs of our 2SLGBTQIAP+ students. This is necessary, as 2SLGBTQIAP+ students are at higher risk of self harm, suicide, and bullying due to being marginalized and discriminated against. Family Studies teachers need to ensure 2SLGBTQIAP+ students see themselves reflected in the curriculum, and that cisgender, heterosexual and allosexual students learn about 2SLGBTQIAP+ identities as knowledge reduces stigma and decreases prejudice. Raising awareness and understanding of 2SLGBTQIAP+ identities can help reduce stigma and prejudice. Although schools in Ontario participate in events like the Day of Pink, which focuses on ending bullying, and other similar initiatives, these efforts may not be sufficient to ensure that 2SLGBTQIAP+ students feel fully included and represented in the curriculum and the classroom.

A national study of youth in grades 8 through 12 found that 79% of trans students who had been the victims of physical harassment reported that teachers and staff were ineffective in addressing transphobic harassment (Peter et al., 2021). Family Studies teachers in particular, due to the nature of the discipline, have the opportunity to take the first step in addressing homophobia and transphobia in schools by increasing knowledge of 2SLGBTQIAP+ identities by using the curriculum connections and resources in this document to help educators learn about 2SLGBTQIAP+ identities, incorporate that learning into lessons and pedagogy, and work to create a safe and affirming space for students.

In the current social context, it is important that educators take the time to educate themselves on these topics, to ensure the curriculum in their classroom includes 2SLGBTQIAP+ perspectives that represent both the students in our classrooms and the world in which we live. Lapointe explains that, “when educators justify their (hetero/cis) normative pedagogical practices by claiming ignorance (i.e., they simply do not know enough about 2SLGBTQIAP+ topics to include them in their teaching) they inherently position heterosexuality as superior to queer sexualities, and experiences” (2016, p207). The first step that educators can take is to learn, so they can begin this work in their classroom.

The way that educators go about this critical work is important, as it will influence the long standing effectiveness of this approach. Fenaughty discusses the findings from the United Nations Educational, Scientific and Cultural Organization (UNESCO) publication, *Out in the Open: Educators sector responses to violence based on sexual orientation and gender identity/expression*. Fenaughty effectively summarizes that curricular effectiveness is dependent on three things: “inclusive, if not affirming, representations of sexual and gender diversity in learning materials and curricula; the provision of ‘entry points for addressing sexual and gender diversity’ at all levels of the curriculum; and ‘age-appropriate’, ‘culturally sensitive’ ‘evidenced-based’ learning materials (2019, p628).

Educators should keep these three components in mind as they work through this guide, and implement the practices outlined within it.

Self-reflection questions for teachers, when incorporating 2SLGBTQIAP+ identities in the curriculum

Lapointe notes one of the most important things educators can do is to question their own understanding, and ask questions, rather than assume answers (2016). The following questions can be used to support this reflective process.

- What stereotypes do I have about the 2SLGBTQIAP+ community?

- How comfortable am I answering student questions about the 2SLGBTQIAP+ community?
- What steps am I taking to learn more about the 2SLGBTQIAP+ community?
 - How am I ensuring that I am learning from authentic 2SLGBTQIAP+ voices?
- Am I providing opportunities for students to share their pronouns and preferred name?
 - Am I asking students when and with whom I can use their correct pronouns and preferred name (in front of students, teachers, with parents etc)?
 - Am I ensuring I am following these specifications to keep this student safe?
- Am I sharing my pronouns with my classes to set an example and normalize sharing of pronouns?
- How will I address students being misgendered by other teachers? By students?
 - Am I prepared to discuss this with transgender and non-binary students before it happens to ensure the student has a say in how this is addressed?
- When I teach about 2SLGBTQIAP+ issues am I solely focusing on trauma?
 - How can I incorporate 2SLGBTQIAP+ joy and advocacy into my teaching?
- How will I address homophobia, biphobia, transphobia and other forms of gender and sexuality-based prejudice in the classroom? In the halls/larger school setting?
- How will I address parents who do not agree with 2SLGBTQIAP+ issues being taught in school?
- How am I reinforcing or challenging heteronormativity in my teaching?
 - When discussing family structures, am I only using heterosexual couples as examples?
 - Am I indicating a couple is heterosexual? Or is heterosexuality the default and I only denote the sexuality when it is homosexual?
- How am I reinforcing cisnormativity in my teaching?
 - Is the assumption that all feminine looking people are women and use she/her pronouns?
 - Is the assumption that all masculine looking people are men and use he/him pronouns?
 - Am I teaching about pregnancy through a cisnormative lens?
 - Using gendered terminology like mother, breastfeeding, pregnant woman?
 - Am I prepared to incorporate gender neutral terminology like gestational parent, chestfeeding, pregnant person?
- Do the statistics I use only refer to men and women?
 - Can I find statistics that have also captured data about trans people or non-binary individuals?
 - If I cannot find gender-inclusive data, am I pointing this out to students and discussing why this data might be difficult to find?

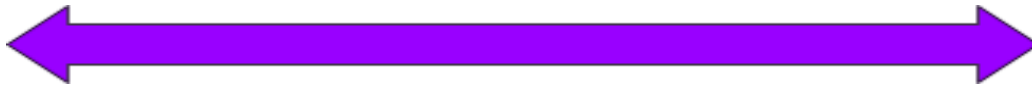
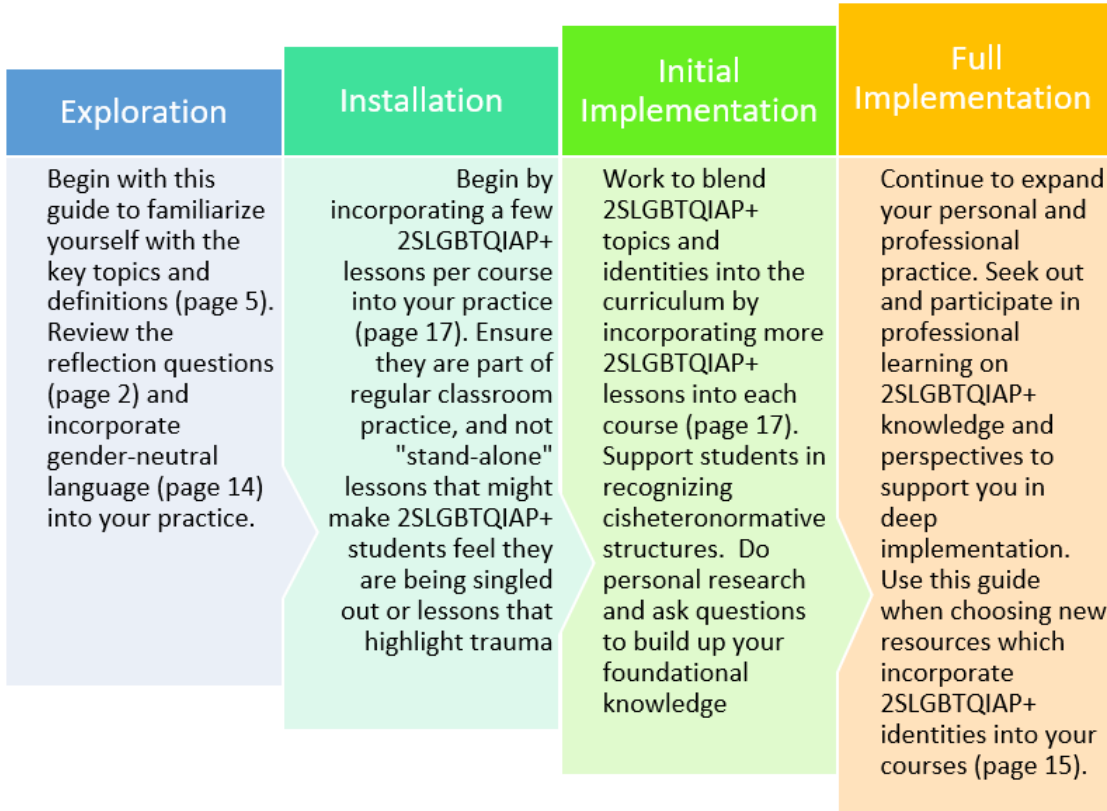
Stages of implementation

Implementation of new practices takes time and involves multiple decisions and actions, to produce meaningful change. Often, this can be structured according to a four-stage implementation model. These stages are Exploration, Installation, Initial Implementation, Full Implementation. The National Implementation Network notes that “stages of implementation do not cleanly end as another begins. Instead, stages overlap with activities related to one stage

still occurring as activities for the next stage begin. Likewise, it is often necessary to revisit previous stages when circumstances change” (n.d.).

The stages of implementation of an inclusive 2SLGBTQIAP+ curriculum might be viewed as depicted in the graphic below. Note that feedback from students, community, social changes, continued learning, and a plethora of other factors, means that one can move back and forth along this continuum.

Stages of Implementation



2SLGBTQIAP+ Definitions

The following list has been adapted from the GSLEN (2014)

Umbrella definition used in this document

LGBTQ2IAP+ or 2SLGBTQ+: Lesbian, Gay, Bisexual, Trans, Queer, Two-Spirit, Asexual/Aromantic, Intersex, Pansexual, +additional sexual, romantic and gender-based self-definitions

Exclusionary ways of thinking:

Heteronormative/Heteronormativity: the assumption that heterosexuality is the norm. This allows, though not always intentionally, actions and policies to only reflect heterosexuals and often exclude 2SLGBTQIAP+ individuals or families.

Cisnormative/Cisnormativity: the assumption that being cisgender (when a person's gender matches the sex they were assigned at birth).

Sexuality and romantic attraction:

Aromantic: A romantic identity meaning that someone is not attracted to anyone romantically.

Asexual: A sexuality meaning that someone is not attracted to anyone sexually.

Bisexual/Biromantic: The sexual and/or romantic attraction to two or more genders.

Gay/Homosexual/Homoromantic: The sexual and/or romantic attraction to someone of the same gender.

Lesbian: A woman or trans-feminine person who is attracted to other women and trans-feminine people.

Pansexual/Panromantic: The attraction to people, regardless of their gender.

Queer: An umbrella term for a variety of different 2SLGBTQIAP+ identities. Some 2SLGBTQIAP+ people do not like or use this term as it has historically been used as a slur. Other 2SLGBTQIAP+ people have reclaimed this term and use it.

Sexual Orientation/Sexuality: Refers to who someone is attracted to sexually.

Straight/Heterosexual/Heteroromantic: The sexual and/or romantic attraction to someone of the opposite gender.

Romantic Orientation: Refers to who someone is attracted to romantically.

Biological sex, gender, and gender expression:

Agender: An identity meaning without gender or neutrality around gender.

AMAB/AFAB: Assigned male at birth / Assigned female at birth.

Bigender: An identity that is a combination of the gender binary (men and women) or (masculine and feminine).

Biological Sex: A designation given by doctors when someone is born based on their sex organs, hormones, and chromosomes. It is typically split up into three categories: female, intersex, and male.

Cisgender: An adjective meaning that someone's gender matches the biological sex they were assigned at birth.

Crossdressing/Crossdresser: Dressing as the 'opposite' gender as a form of gender expression. Someone who does this regularly may refer to themselves as a crossdresser, however crossdresser still has negative connotations and should only be used with forethought or permission.

Drag Queen/King: Someone who dresses in an extravagant way for performance, including exaggerations of gendered characteristics and norms.

FTM/MTF: Female to Male transition / Male to Female transition

Gender: Someone's internal sense of being a man, woman, or identity outside the binary. While gender is socially constructed through social norms, roles, and behaviours; how someone identifies with these norms, roles, and behaviours is their own and is valid.

Gender Affirmative Surgery: Surgical procedure(s) that change someone's body so that it may better reflect their gender. There are many different surgeries that are used to affirm someone's gender. They are typically referred to as either 'top surgery' or 'bottom surgery', though there are other surgeries used to alter secondary sex characteristics as well.

Gender Binary: The classification of gender into men and women (and only men and women).

Gender Dysphoria: The distress a transgender person may feel towards their biological sex characteristics that do not reflect their gender. Gender dysphoria is not a necessary part of being transgender, though most medical procedures do require a formal diagnosis of it from a psychiatrist, psychologist, or physician.

Gender Euphoria: The feeling of joy or happiness a transgender person may feel when seeing themselves as, or being perceived as, the gender they are.

Gender Expression: How someone externally represents their gender, this may include their hair, clothes, voice, or body. Typically described by words like feminine, masculine, and/or androgynous. Someone's gender expression may not match what is typically prescribed by their gender.

Gender Fluid: A gender identity and form of gender expression that is not fixed and varies over time.

Gender Queer/Gender Variant: A gender identity (and umbrella term) for gender(s) that consist of either, neither, or a combination of the gender binary.

Intersex: A sex designation and umbrella term for a number of conditions that cause reproductive or sexual anatomy that does not fit typical definitions of male or female. This can include differences in chromosomes, reproductive or sexual anatomy, and hormones.

Neopronoun: New (neo) pronouns used when referring to a person. Neopronouns replace pronouns like "she," "they," or "he." Examples: xe/xem/xyr, ze/hir/hirs, and ey/em/eir. While anyone can use neopronouns, they are currently predominantly used by Transgender, gender nonconforming, and non-binary people.

Non-Binary: An identity (often used as an umbrella term) to mean a gender outside of or in-between the gender binary of man and woman.

Passing: The act of being perceived as the gender one identifies with. For example a transgender woman would be considered passing, if others do not assume she's transgender and assume she is a cisgender woman.

Stealth: When a transgender person is living their life as their gender and chooses to not tell others that they are transgender.

Transition: Refers to when a person begins living as the gender they identify with. This may involve a social, legal, and/or medical transition, though not necessarily all three.

Transgender (Trans): An adjective meaning that someone's gender does not match the biological sex they were assigned at birth.

Trans-Feminine: A non-binary identity or gender expression that leans more towards femininity.

Trans-Masculine: A non-binary identity or gender expression that leans more towards masculinity.

Two-Spirit: A non-binary umbrella term for a variety of gender identities in different indigenous cultures and traditions.

Note: The list of genders and sexualities provided above is in no way exhaustive but defines the terms that are most commonly used.

Intersectionality

A critical component of equity work for all educators, and inseparable from the inclusion of 2SLGBTQIAP+ identities in the Family Studies classroom is an understanding of **Intersectionality**. The term Intersectionality was coined by Dr. Kimberlé Crenshaw in 1989 explaining how individuals exist in different social identities at the same time, and that these identities overlap and create “compounding barriers for individuals” (Canadian Center for Diversity and Inclusion, 2022 p.12). Some social identity categories include: race, gender, body size, gender expression, citizenship, religion, ability etc. Much of the representation of 2SLGBTQIAP+ people in the media focuses on cisgender, white, gay men. The media representation of disabled, people of colour, transgender, or non-binary 2SLGBTQIAP+ people is severely lacking. As a result, 2SLGBTQIAP+ students who exist within multiple historically marginalized social identities may not see themselves reflected in any media or in educational contexts which leads to further stigma, discrimination, and poor mental health. It is not only important that Family Studies teachers incorporate 2SLGBTQIAP+ identities into the curriculum, but that we ensure the representation of these identities is inclusive of other social identities and address the lived experiences of people who exist within several identity categories at once. The resources and curriculum connections found in this report are a starting point in incorporating intersectional 2SLGBTQIAP+ identities into the Family Studies curriculum.

The impact of colonialism on the 2SLGBTQIAP+ community

As Family Studies teachers it is important that we recognize the role colonialism has played in shaping social constructs of gender and sexuality. While colonialism has traditionally been seen as the force of one nation taking over the territory of another nation or nations, there is an increasing understanding that this is not just a territorial or political process, but one in which the colonizing nation(s) impose their identity on all social institutions within the colonized territory, including the institutions of government and education, families and family structures. Generations of colonial rule in countries such as the country we often call Canada, has led to long term colonial impacts on all Canadian macro and micro institutions. This knowledge can help us create a framework and knowledge base for our students to think critically about the impact of colonialism and to create safe spaces for students to express their identities, see their own realities represented and help give them the confidence to navigate the world outside of the classroom, as their authentic selves, and even agents of further change. Below are just a few ways we can consider how the 2013 curriculum still operates from a Colonial perspective.

Gender

According to Professor Rain Prud'homme-Cranford, "Many Indigenous societies have a history of gender spectrums but this was obscured and a culture of shame was built up around it" (McCoy, 2020). By creating this gender binary colonial settlers used Indigenous women as a commodity, exploiting them to gain access to land (McCoy, 2020). The gender binary that consists of only men and women is a colonial construction created to oppress Indigenous cultures around the world. The importance of knowing this information is that the Ontario Family Studies curriculum 2013 often refers to only two genders, men and women. In order for Family Studies teachers to teach the diverse identities present in our classrooms we must first identify areas in the curriculum where gender diverse identities are not present but should be. See the Curriculum Connections section for ideas to incorporate gender diversity into many of the Family Studies Courses.

Colonialism: Homophobia, biphobia, and transphobia

There are many prevailing stereotypes about which cultures are more biased against the 2SLGBTQIAP+ community. These stereotypes can inform teacher bias that impacts the ways we interact with, and teach our students. Understanding the colonial roots of these stereotypes is the first step to addressing teacher bias. Many countries had homophobic, biphobic, and transphobic ideas and laws imported to them by the British Empire. According to Buckle (2020), "There is a direct correlation between [Commonwealth] countries, and [countries that] have previously been under British rule, and countries that still have homophobic biphobic and/or transphobic legislation in their constitutions." While 25% of the world's population live in a Commonwealth country, they make up 50% of the countries that criminalize homosexuality.

Sexual orientation and gender identity were far less stigmatized and criminalized prior to European colonization: "As far back as 2400 BC tombs have been excavated in ancient Egypt with two men's bodies, Niankhkhnum and Khnumhotep, embracing each other as lovers. In addition to their acceptance of same sex relationships, Ancient Egyptians, similar to other civilisations at the time, not only acknowledge a third gender, but venerate it" (Buckle, 2020). Most of these positive or relaxed attitudes towards gender identity and sexual orientation were eradicated when colonisers forced new laws and values on Africans in the 19th and 20th centuries. Buckle continues: "Anti-LGBT laws were not only written into constitutions, but also into the minds of many African people, and after the passing of several generations, this has become dogma"(2020). Understanding that negative views and criminalization of sexual orientation and gender identity have been used as a means of oppression and control will help us dismantle anti-Black racism, anti-Indigenous racism, sexism, homophobia, biphobia, and transphobia and work towards turning our classrooms into safe spaces for our 2SLGBTQIAP+ students.

Best practices when including 2SLGBTQIAP+ identities in the classroom

One of the best ways to promote 2SLGBTQIAP+ inclusion is to ensure that practices are embedded at every level within your teaching practice. This approach requires that materials, language and classroom practices are consistent, and are not included as token lessons. Lessons and resources should be included throughout the course, and not delivered only with links to publicly recognized events, such as Day of Pink, Day of Silence, or Pride Month.

Research indicates that failure to contextualize 2SLGBTQIAP+ days and events by holding them only as single-day events, creates a form of ‘othering,’ as it minimizes the degree to which these topics are recognized as isolated events separate from everyday learning. Instead, embedding these topics, along with recognizing key dates, can prevent 2SLGBTQIAP+ students from feeling ‘othered’ on these single-day events, and ensure the entire student body sees these topics as not something that is done once in awhile, but rather a way of learning and knowing (Lapointe, 2016).

Importance of inclusion

GLSEN explains how curriculum functions both as windows and as mirrors (n.d.). This organization notes that curriculum serves “as a mirror when it reflects individuals and their experiences back to themselves” (GLSEN, n.d.). If we consider our curriculum as a mirror, we are able to consider the way that 2SLGBTQIAP+ students, as well as students with 2SLGBTQIAP+ families need to see their realities reflected in our classrooms. At the same time, the curriculum also serves as a window, which can provide an opportunity for students to understand the perspectives of individuals from many different gender identities and sexual orientations. GLSEN explains that “[t]hese windows can offer views of worlds that may be real or imagined, familiar or strange. Applied to [2SLGBTQIAP+] inclusive curricular content, these mirrors and windows can help create a more positive environment and healthy self-concept for 2SLGBTQIAP+ students while also raising the awareness of all students” (n.d.). Educators must both consider the thoughtful and purposeful inclusion of 2SLGBTQIAP+ identities in the classroom, as well as provide instruction on these topics for students who may be less aware of the diversity of gender and sexual identities.

Presenting a realistic and balanced view

Fenaughty notes that it is important to ensure that the way in which content is delivered does not produce the opposite effect of representing an already marginalized group as being always disadvantaged victims (2019). This can be done by ensuring topics are blended, rather than

added on, and offering a balanced view that does not present only narratives of marginalization and trauma.

When selecting resources, showing films, and discussing current events and issues, it is important to not solely focus on challenges and trauma that 2SLGBTQIAP+ individuals face. Focusing on trauma is a pervasive perspective in much of the media that may be shared in class. Hinojosa discusses how in the last 60 years of film and television, over 275 lesbian and bisexual characters die or are killed as part of the main plot (2021). This is often the case with many 2SLGBTQIAP+ characters, so much so that this is referred to as the “bury your gays” trope. To this end, when selecting 2SLGBTQIAP+ media for the classroom consider choosing resources that do not focus solely on trauma and challenges. This does not mean that challenges should never be mentioned, but only as a small part of a larger story that celebrates diversity and leaves students with a well-rounded view of the 2SLGBTQIAP+ identity.

Building a community of respect

All students enter the classroom from their own backgrounds, identities, and opinions. As a result, initial classroom conversations about 2SLGBTQIAP+ identities and issues may be fraught.

Fenaughty explains that discomfort is both expected and important if something is to change (2021). To this end, “learners should be supported to identify and evaluate what strategies, structures, and actions might be most appropriate,” and should be supported in determining how to use this discomfort to facilitate change (Fenaughty, 2021).

Establishing a classroom environment, where inclusive language which includes all sexualities and gender identities is used, sets the stage for these conversations to take place respectfully. Starting on the first day of class will help to establish classroom norms for discussion, as well as addressing possible challenges and issues early. Below are some tips:

Determine classroom norms for challenging conversations. Consider Singleton’s Four Agreements for Courageous Conversations about Race, as they can easily be adapted when discussing other dimensions of identity and inequity (2015). The adapted agreements are summarized below:

1. Stay Engaged

- Remain morally, emotionally, intellectually and relationally involved in the conversation. The natural inclination moves away, either physically or mentally from an uncomfortable conversation. Disengagement halts progress from the dialogue.

2. Speak Your Truth

- Often a fear of offending, appearing angry or sounding ignorant leads to silence. This prevents the sharing of ideas, while individuals remain silent, which stalls conversation and prevents all participants from learning. Rules for open discussion, as well as reflective questions, such as “what information do you

think forms this perspective,” or “what about this perspective might be challenged by someone else,” can help proactively present balance, while still allowing individuals to speak up.

3. Experience Discomfort

- Growth, deeper understandings and eventual institutional change often come from moments of discomfort. When students know to expect this and are invested in hearing different perspectives, think about them and then see how they fit into their own world view.

4. Expect and Accept Non-Closure

- As much as participants may want a definitive answer or end to the conversation; in these cases, the process of the dialogue is a critical part of slowly developing a better understanding and working towards a better understanding for all participants, rather than a “quick fix.”

Remind students that these conversations can be challenging, but they should be conducted in a way to move understanding forward.

Importance of building a culture of respect in the classroom

Creating a safe space for 2SLGBTQIAP+ students in your classroom begins with building a culture of respect. Disrupting homophobic, biphobic, and transphobic language will help your students to recognize that it is unacceptable in your classroom. This can be a significant indicator to 2SLGBTQIAP+ students that this is a safe space for them. Many students indicate that their teachers ignored homophobic, biphobic, and transphobic language in schools. This is evidenced in the 2021 Egale final report on their school climate survey that found that 2SLGBTQIAP+ students in Canada felt that teachers and school staff intervened when inappropriate remarks were made based on sexual orientation or gender identity 12% always, and 24% most of the time (Peter et al., 2021, p.112). The report indicated that 32% of respondents were more likely to experience positive mental health and wellbeing compared to 6% who attended schools that were unsupportive of 2SLGBTQIAP+ identities (2021, p.113). Students were also more likely to attend school regularly when they felt safe in regards to their gender identity and sexuality (54%) (2021, p.114).

Ensuring you know your students is the first step. Personal profiles that ask about pronouns, preferred names, who you can use pronouns and preferred names with, academic needs, special interests, etc. will help you to gain valuable information about your students. Gathering this data will make it easier for you to start to get to know your students as individuals. Modeling appropriate language and pronoun use demonstrates to students how they are expected to speak in a classroom setting. The above will help you to start creating a classroom environment where students feel that their identities are respected and affirmed.

Keep in mind that initially setting these expectations but not following through can be damaging to students, as it undermines the concept of a “safe space.” It is important that educators make a personal commitment to this work, and work to consistently apply these principles. This does not mean that there will not be challenges, or moments when the teacher realizes that they may have handled something the “wrong way.” In these cases, an open acknowledgment of the error, and a promise to work harder in future allows students to see the educator as someone working on their deep-seated allyship, rather than engaging in performative acts.

Committing to maintaining the classroom environment

By using, explaining, and modeling 2SLGBTQIAP+ inclusive language in your classroom, you are creating an environment of inclusion. It is essential that you address language and attitudes that challenge the environment of inclusion immediately. If students see that oppressive or derogatory language is tolerated, it can undermine both the classroom environment as well as any of the impact of the topics you are teaching, as students may see it only as lip service.

Lapointe explains that it is critical that anti-2SLGBTQIAP+ behaviours are addressed and discussed in the classroom, as they create teachable moments (2016). This, along with 2SLGBTQI+ content integrated into the classroom support students from internalizing cisheteronormative assumptions “that position homosexuality as unnatural and abnormal” (Lapointe, 2016, p.211).

Using inclusive language

Much of the language that has traditionally been used in schools is, though often unintentionally, cisheteronormative (cisgendered and heteronormative); that is to say that it presents heterosexuality, allosexuality as well as cisgendered identities as the norm.

Considering inclusive language in our classrooms is a multi-pronged approach. Firstly, the language used by the teacher and students should be inclusive of all students and their families. Also, when possible, dialogue and resources should also be inclusive.

The language used to address students in the classroom should represent all students in the classroom. When addressing the entire class, inclusive language such as folks (or folx), team, everyone or even an informal “y’all” can go a long way from presuming a binary (male/female) identity for students. Further, when possible, familiarize yourself with the pronouns your students would like you to use; practice these pronouns and use them when referring to your students. Do so when speaking with colleagues; this is both important in helping educators fully internalize a student’s pronouns and chosen name, as well as demonstrates a deep-standing respect to the student in all contexts, not just the classroom.

Secondly, when delivering content, avoid presenting cisheteronormative identities as the norm. This can be particularly difficult with some of the current curriculum as written, and with many of the resources used in the Family Studies discipline. As such, a critical reflection is important prior to delivering content. For example, as Raising Healthy Children (HPC3O) is written,

heterosexual families are presented as the norm, while same-sex or polyamorous families are variations of the “family.” This places these other types of families as “other”, rather than as a part of the possible variety of families. Proactively presenting a variety of family types when discussing families, and not as exceptions to the nuclear family, ensures that no one type of family is considered to be the “other.”

It is important for all students to see 2SLGBTQIAP+ individuals and identities in current and positive lights, as well as families to see that inclusive family types are represented.

Gender-neutral language

Part of ensuring all students feel included is ensuring you are using gender neutral language into your teaching. This includes questions to get you thinking about ways you may not be using gender inclusive language, and suggestions for gender neutral alternatives. Consider the following when conversing with students and other educators, as well as when selecting and editing resources for classroom use:

- What do you do if you misgender someone (accidentally use the wrong pronoun)
 - Quickly correct yourself and move on
 - Do not apologize profusely as this puts the onus on the other person to tend to your emotions when they are the ones who have been harmed
 - Do not tell the person that “this is really hard for you”, or that you have “known them as (insert pronouns they used to use) for so long so it is going to take you time to get it right”
 - It is your responsibility to use the correct pronouns for your students. Do not make this interaction about how you are feeling by prioritizing your feelings over the student’s
 - Practice using this person’s correct pronouns with other people or when thinking about them so that you are less likely to make a mistake
 - Discuss with students who you can use their pronouns with (other teachers, students, parents, guardians, etc.)
- Include diverse pronouns in examples (she/he/they) including neopronouns (ex: ze/zir). (See “From zi and zir to they/them: Here’s why you should respect gender pronouns” in the Resource Section)
- Include diverse relationships in examples/case studies etc.
- Images on slide decks should include a variety of gender expressions (ex: women dressed in masculine attire, men dressed in feminine clothing, androgynously dressed people, etc.)
- Challenge gendered language when students and colleagues use it
- When discussing relationships/families/etc., ensure you are explicitly indicating that a couple is heterosexual if they are. By not indicating this, heterosexuality can be seen as the silent default, especially when homosexual relationships are specifically noted as such
- Find gender neutral or inclusive alternatives for gendered words
 - Examples:
 - Gestational parent or pregnant person instead of mother/pregnant woman
 - Chestfeeding or nursing can be used instead of breastfeeding

Guidelines for selecting resources:

Societal understandings of gender and sexual identities continue to expand; as a result, resources can become outdated within a few years. Educators must continue learning to ensure that contemporary language and social discourse are front and center in classroom resources and discussions.

Where possible, aim to select resources that do NOT place cis-hetero (cis gender heterosexual) identities as the norm. Further, aim to curate curriculum language, as well as resources, to ensure they do not classify anything outside cisheteronormativity as “other” or “in addition to.” If it is not possible to avoid these types of resources, use these as an opportunity for students to critically analyze them for bias and non-inclusive language. Another approach is to modify the resource and update the language to make it more inclusive.

Representing multiple identities does not mean changing aggregate data based on gendered criteria (such as Statistics Canada data that classifies population based on gender). These resources are still relevant. Changes can be made to ensure that is not the only data that students are provided with. For example, families with single mothers are more likely to live in poverty. This statistic can also be looked at from an intersectional lens, and consider how single 2SLGBTQIAP+, particularly BIPOC (Black Indigenous and People of Colour) parents are further marginalized.

Further, historical data can be looked at with the understanding that aggregate statistics will reflect social changes. For example, Canada did not include same-sex relationships in cohabitation statistics until 2001 (National Post, 2002), and did not expand gender categories beyond male and female until 2022 (Statistics Canada, 2022).

The following considerations can support teachers in determining the inclusivity of resources as they pertain to both the realities of students and families:

Self reflection check-list for teachers when evaluating resources:

When evaluating resources, teachers should ask themselves the following questions:

- Does the resource use gender-specific language or present the male/female binary as the norm? (e.g. *when a mother and father are deciding on proceeding with gendered testing, they may consider...*)
 - This presumes that only a man and woman will have a child or that the gestational parent identifies as a woman and mother
- Does the resource reinforce gendered roles and expectations? (e.g. all women want to get married to men and have children)

- Are students who do not fit into the gender binary (trans, non-binary, intersex) being left out? (e.g. “when boys and girls start puberty” instead of “when adolescents start puberty”. If specific information is needed use “assigned female at birth” or “assigned male at birth.” This could be changed to when adolescents start puberty. If specific information is needed using assigned female at birth/assigned male at birth is more inclusive than girls/boys)
- Does the resource assume sexual attraction is inevitable or something that all individuals will experience (ignoring asexual identities)? (e.g. when individuals start to experience sexual attraction...)
- Are elements of biology conflated with gendered pronouns (e.g. her uterus and his testicles?) You can use they/them pronouns to be more inclusive

Including all families in your content:

- Does the resource assume a hetero-parental family (a family with parents of the opposite sex)?
- Are the many ways in which children come into a family represented? (including, but not limited to: surrogacy, egg/sperm donation, reciprocal IVF, adoption, family by association, chosen families)
- Is sexual intercourse presented as the expected method of reproduction, and all other methods are considered as “other”?
- Are many different family types represented? (including, but not limited to: same-sex families, families with non-binary parents, polyamorous families)
- Are gendered terms used when identifying individuals within the family (e.g. sons and daughters rather than children, brother/sister rather than siblings)?

As noted in below, resources may not be inclusive or students may find non-inclusive resources in their own research. Where possible, students should be encouraged to use inclusive language when presenting information.

What if language in the resource is NOT inclusive?

In some cases, it is not possible to find resources that use gender inclusive language. Likewise, when students are conducting research, they will not always be able to find resources that will include gender inclusive language. As discussed later in this resource, one of the most common examples of this is when researching topics like pregnancy, childbirth and nursing. While classroom discussions may use language inclusive of trans and non-binary parents, much of the research online will include the language of “pregnant woman/mother.” Acknowledge that the language is outdated, and the students can “read in” the more inclusive language used in class, such as pregnant person or gestational parent. For an extension activity, students can brainstorm ways in which information on such topics could be communicated in more gender inclusive language.

Curriculum Connections

Below is a grid of curriculum expectations, along with suggestions and resource links that can be applied to most Family Studies courses. It's important to note that this list should be used as a starting point since families and identities are constantly evolving and changing. Keep in mind that the family is a dynamic and complex social institution, and identity expression is a fluid and ongoing process.

HIF1/2O - Exploring Family Studies		
Overall	Specific	Connections/Resources
B1. Adolescent Development: describe important changes that are associated with adolescent development, and explain their influence on the behaviour and needs of young people;	B1.3 explain the connection between adolescents' developmental needs and their individual behaviour (e.g., how identity development and the corresponding need to belong to a group can affect social behaviours; how rapid physical development affects behaviours related to sleep and diet) Teacher prompts: "Have you ever felt pressured by your peers to engage in behaviour that you were uncomfortable with? Have you ever expressed opinions you didn't hold in order to be accepted by or fit in better with a group? What do you think accounts for this type of behaviour?" "What are some ways in which classroom practices might be modified to recognize adolescent developmental needs?"	<ul style="list-style-type: none"> ● how identity development and the corresponding need to belong to a group can affect social behaviours ● Teacher Prompts: ● Have you ever felt pressured by your peers to engage in behaviour that you were uncomfortable with? <ul style="list-style-type: none"> ○ How might this impact 2SLGBTQIAP+ students? ● Explain that adolescent development includes gender identity and sexual orientation. Explain using the Gender bread person
B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;	B2.1 describe various types of relationships in which adolescents are involved (e.g., relationships with family, friends, and people in the local community; collegial, intimate, and sexual relationships) Teacher prompts: "What is meant by the term universe of	<ul style="list-style-type: none"> ● Include 2SLGBTQIAP+ pairings in examples ● Same sex ● Trans ● Non binary ● Relationships with family <ul style="list-style-type: none"> ○ Chosen family

	<p>obligation? What relationships are in your universe of obligation?" "If there is a conflict between the needs of your friends and the needs of your family, to whom do you feel the most obligation? Why?" "What types of attitudes and behaviour are necessary for you to 'be there' for your family? For your family to 'be there' for you?"</p>	<ul style="list-style-type: none"> ○ Biological family
<p>B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships;</p>	<p>B2.2 describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension) Teacher prompts: "What rewards do we experience from healthy relationships?" "How do you know when a relationship is unhealthy?"</p>	<ul style="list-style-type: none"> ● Include 2SLGBTQIAP+ examples ● Explain types of unhealthy relationships <ul style="list-style-type: none"> ○ Unhealthy example: 2SLGBTQIAP+ couple where one person is forcing the other person to come out before they are ready ● Include 2SLGBTQIAP+ relationships when discussing dating violence <ul style="list-style-type: none"> ○ Speak out: Addressing 2SLGBTQ youth dating violence report
	<p>B2.3 identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)</p>	<ul style="list-style-type: none"> ● Include information about Anti-bullying program: Pink Shirt Day www.pinkshirtday.ca ● Have students consider why Pink Shirt Day is necessary and it helps 2SLGBTQIAP+ youth

	<p>B2.4 describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (e.g., describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions; using role play, demonstrate how to listen attentively when talking with parents or caregivers, or how to speak confidently during a job interview)</p>	<ul style="list-style-type: none"> ● Explain to students the importance of using correct pronouns <ul style="list-style-type: none"> ○ How to tell people your pronouns ○ How to ask people what their pronouns are ○ What to do when you make a mistake with someone's pronouns ○ Why it's important to use correct pronouns ● What are pronouns?
<p>B3. Family Lifestyles: describe lifestyles in diverse families and the impact of a range of factors, including social and cultural factors, on these lifestyles.</p>	<p>B3.2 describe differences in lifestyle among families from diverse backgrounds (e.g., food choices; social life; gender roles; family celebrations and traditions; views on health and wellness; religious expression) Teacher prompts: "In what ways can social interactions between friends be affected by the ethnocultural, socio-economic, racial, linguistic, and/or faith backgrounds of their respective families?" "What impact do religious observances such as Ramadan or Shabbat have on the behaviour of observant families?" "What differences in leisure time pursuits or the division of labour would you expect to see in a working-class family and an upper-middleclass family?" "How might Aboriginal families living in urban locations and those living on reserves differ in their approach to family and community traditions?"</p>	<ul style="list-style-type: none"> ● Include 2SLGBTQIAP+ family examples ● What is a family? ● Different kinds of Families
<p>C2. Managing Resources: demonstrate an understanding of strategies</p>	<p>C2.4 identify resources within their community that are available to support the needs</p>	<ul style="list-style-type: none"> ● In groups, students can find resources in their

<p>and skills that can be used to manage resources to meet the needs of the family and its individual members;</p>	<p>of individuals and families (e.g., parks and playgrounds; libraries; recreation centres; walk-in clinics and hospitals; food banks; employment services; phone lines, websites, and centres to help teens)</p>	<p>community/town/province (parks, walk-in clinics, libraries etc) include a prompt for students to find 2SLGBTQIAP+ resources.</p> <ul style="list-style-type: none"> ● Have students work on Google Search phrases that might help (ie. “[name of community] and sexual health clinic.” <ul style="list-style-type: none"> ○ Students can explain what the resource does and how they support youth ● A few central organizations are listed below: <ul style="list-style-type: none"> ○ LGBT youthline ○ The 519 ○ Five/Fourteen ○ Pflag has Ontario chapters ○ Rainbow Optimist Club -Southwestern Ontario ○ Binders Out
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<h2>HFN1/2O - Food and Nutrition</h2>		
Overall	Specific	Connections/Resources
<p>B1. Canada’s Food Guide: demonstrate an understanding of the nutritional and health recommendations in Canada’s Food Guide;</p>	<p>B1.1 describe the key messages and recommendations in Canada’s Food Guide (e.g., food illustrations included, foods emphasized, statements about exercise)</p>	<p>Older versions of the Food Guide gave recommendations based on age and gender.</p> <p>When discussing Canada’s Food Guide, note that the guide gives a foundation for all individuals.</p>

<p>C3. Media, Advertising, and Food: demonstrate an understanding of how media and advertising messages affect food choices.</p>	<p>C3.2 analyse techniques that are commonly used to promote food products (e.g., celebrity endorsements, selective limiting of information, scare tactics, brand recognition, product placement, end-of-aisle displays)</p>	<p>How food commercials are paving the way for LGBTQ representation in advertising</p> <p>Question for students</p> <ul style="list-style-type: none"> • In what ways do food commercials get us to buy specific foods? What techniques do food commercials use to persuade audiences? • What does the increase in 2SLGBTQIAP+ representation in food advertisements tell us about changing social norms in society? • How might the inclusion of more 2SLGBTQIAP+ people in food advertising increase sales of specific foods?
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<h2>HFC3M/E - Food and Culture</h2>		
Overall	Specific	Connections/Resources
<p>B2. Food Guidelines: demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries;</p>	<p>B2.1 describe key recommendations in Canada's Food Guide (e.g., choose dark green and orange vegetables and orange fruit more often; choose lower-fat milk products)</p>	<p>When discussing Canada's food guide, focus on eating well for each body, rather than identifying the type of body or sex or gender of the person.</p>
	<p>B2.3 compare recommendations in Canada's Food Guide with those in food guidelines from other countries (e.g., Dietary Guidelines for Americans, Mediterranean Food Guide,</p>	<p>Some international food guides still list food requirements by gender</p> <p>Question for students:</p> <ul style="list-style-type: none"> • Many food guides from other countries

	French Food Guide, Chinese Food Guide)	have recommendations based on gender. Why do you think Canada removed this, and did not include it in the new food guide?
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HFA4U - Nutrition and Health		
Overall	Specific	Connections/Resources
B2. Food Guides: demonstrate an understanding of Canada's Food Guide and its role in promoting physical health;	<p>B2.1 (HFA4U) explain why Canada's Food Guide has changed over time (e.g., in response to new scientific information, greater diversity in the Canadian population, increased availability of internationally marketed crops, lobbying by food-marketing boards) Teacher prompt: "Considering the results of recent nutrition research, what recommendations do you think will be incorporated into the next version of Canada's Food Guide?"</p> <p>B2.1 (HFA4C) describe the evolution of Canada's Food Guide over time (e.g., changes in name, food groups, objectives, serving amounts, key recommendations) Teacher prompts: "What are the main differences between the current and previous versions of Canada's Food Guide?" "What new recommendations appear?"</p>	<p>Look at changes related to the addition of gender in the new food guide.</p> <p>Current pregnancy recommendations do not indicate the gender of the pregnant individual, but still includes breastfeeding Eating healthy when pregnant and breastfeeding</p> <p>Questions for students:</p> <ul style="list-style-type: none"> • What might we expect to see in future guides? • How might guides continue to be more inclusive?
C1. Nutrition throughout the Lifespan: demonstrate an understanding of food- and nutrition-related issues	C1.1 analyse developments throughout the lifespan (e.g., during pre-pregnancy, pregnancy, lactation, infancy,	Ensure that language when discussing pregnancy and lactation is inclusive.

at different stages in the lifespan	toddler and preschool years, elementary school years, pre-adolescence, adolescence, adulthood, senior years) to determine how they affect nutritional needs	<p>Include chestfeeding when discussing breastfeeding. What is chestfeeding and why is it important?</p> <p>Check for gendered language when addressing age (e.g. osteoporosis is linked to a decline in estrogen - not an "issue for older women"</p>
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HHS4U/C - Families in Canada		
Overall	Specific	Connections/Resources
B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;	B2.1 explain the development of intimate relationships according to a variety of theoretical perspectives (e.g., psychodynamic, evolutionary, structural functionalist, conflict theory, feminist theory, queer theory perspectives) –	<p>Make note of the shift to intersectional feminism, in relation to 1st, 2nd and 3rd wave feminism.</p> <p>Intersectional Feminism: What is it and why it matters now</p> <p>Mention to students that intimate relationships can take many forms, and are not always sexual.</p> <p>Outline the basics of Queer Theory</p> <p>Queer Theory: Background</p> <p>A student friendly zine that looks at relationships in queer contexts and asks individuals to place themselves on spectrums Queer Relationships Zine</p>

<p>B2. The Development of Intimate Relationships: demonstrate an understanding of theoretical perspectives and research on the development of intimate relationships;</p>	<p>B2.2 compare various theories of attraction and mate selection (e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs) Teacher prompt: “Which theories of attraction and mate selection predict similar outcomes? Which theories contradict one another?” HHS4U</p> <p>B2.2 describe various theories of attraction and mate selection (e.g., evolutionary theory, filter theory, social homogamy theory, the theory of complementary needs) HHS4C</p> <p>B2.3 assess various theories of attraction, mate selection, and the development of intimate relationships with reference to current research that supports or contradicts them. HHS4U</p> <p>B2.3 describe current research that supports or contradicts various theories of attraction, mate selection, and the development of intimate relationships HHS4C</p>	<p>Include 2SLGBTQIAP+ relationships when discussing theories of attraction</p>
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<p>B3. The Development of Family and Parent-Child Relationships: demonstrate an understanding of theoretical perspectives and research on the development of family and parent-child relationships.</p>	<p>B3.1 describe the functions of the family (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services), and explain the ways in which these functions are met in diverse family forms (e.g., single-parent families, two-parent families [both same-sex and heterosexual], grandparent-led families, extended families, childless families) HHS4U</p> <p>B3.1 describe the functions of families (e.g., reproduction, socialization of children, physical maintenance of members, nurturance and love, social control, production of goods and services) HHS4C</p>	<p>Note that the curriculum does NOT include polyfamilies (families where the parents are polyamorous. There may be 3 or more parents in these families) . This can be included in diverse family types</p> <p>Canadian precedent for multiple parent families:</p> <p>3 Adults in polyamorous family declared legal parents</p> <p>Students can consider the impact of gendered expectations on the division of labour, as the same things are navigated in same-sex families</p> <p>Why LGBTQ couples split household tasks more equally</p> <p>Growing numbers of individuals reporting being in poly families</p> <p>By the numbers: The growing acknowledgement of polyamory</p> <p>Include the many ways that families may reproduce, including the options for 2SLGBTQIAP+ individuals. This blog lays out many possible ways of having children</p> <p>Considerations for planning your LGBTQ+ family</p>
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<p>C1. The Effects on Individuals: demonstrate an understanding of the impact of norms, roles, and social institutions on individuals throughout the lifespan;</p>	<p>C1.1 assess ways in which norms, values, and expectations (e.g., cultural or social norms and expectations, gender expectations, familial values and expectations) influence individual decisions throughout the lifespan (e.g., with regard to educational choices, career choices, choices about sexuality and relationships) HHS4U</p> <p>C1.1 explain ways in which norms, values, and expectations (e.g., cultural and societal norms and expectations, gender expectations, familial values and expectations) influence individual decisions throughout the lifespan (e.g., with regard to educational choices, career choices, choices about sexuality and relationships) HHS4C</p> <p>C1.3 analyse the impact of social institutions (e.g., the family; the media; educational, religious, economic, and political institutions) on the socialization of individuals throughout the lifespan HHS4U</p> <p>C1.3 explain the impact of social institutions (e.g., the family; the media; educational, religious, economic, and political institutions) on the socialization of individuals throughout the lifespan HHS4C</p>	<p>Questions for students:</p> <ul style="list-style-type: none"> ● How do social norms, values, gender roles and expectations influence an individual's educational choices? How does the media, family, education, government, religion, and the economy impact these choices? ● How do social norms, values, gender roles and expectations influence an individual's career choices? How does the media, family, education, government, religion, and the economy impact these choices? ● How do social norms, values, gender roles and expectations influence an individual's choices on how they express their sexuality and what types of relationships they choose to be in? How does the media, family, education, government, religion, and the economy impact these choices?
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<p>C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;</p>	<p>C2.1 analyse ways in which social norms and expectations (e.g., cultural and religious norms; expectations of peers, friends, and parents) can influence the establishment and maintenance of healthy intimate relationships. HHS4U</p> <p>C2.1 explain how social norms and expectations (e.g., cultural and religious norms; expectations of peers, friends, parents) can influence the establishment and maintenance of healthy intimate relationships HHS4C</p>	<p>Ask students questions that allow them to question cisheteronormative norms and expectations:</p> <ul style="list-style-type: none"> • How do cisheteronormative expectations continue to influence relationships? • Do relationships need to be intimate by the same definitions? Asexual and aromantic relationships? <p>That's so Aromantic!</p>
<p>C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;</p>	<p>C2.2 explain mate-selection, courtship, and marriage customs (e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy) in various cultures, religions, and historical periods. HHS4U</p> <p>C2.2 describe mate-selection, courtship, and marriage customs (e.g., arranged and free-choice marriages; use of matchmakers; civil, religious, and tribal marriage ceremonies; polygamy and monogamy) in various cultures, religions, and historical periods HHS4C</p>	<p>What to be aware of:</p> <p>As noted in the last section, not all individuals will be interested in courtship and/or mate selection or these relationships may not be sexual in nature.</p> <p>It is important to note the difference between polygamy and polyamory/consensual non-monogamy. This healthline article outlines key differences: Polyamory vs. Polygamy</p>

<p>C2. The Effects on Intimate Relationships: demonstrate an understanding of the impact of norms, roles, and social institutions on intimate relationships;</p>	<p>C2.3 analyse ways in which roles are negotiated in intimate relationships (e.g., with reference to division of labour, patterns of authority, decision making). HHS4U</p> <p>C2.3 describe ways in which roles are negotiated in intimate relationships (e.g., with reference to division of labour, patterns of authority) HHS3C</p>	<p>Studies on the division of labour among 2SLGBTQIAP+ families can actually support students in identifying factors beyond gender that impact the division of labour. This scholarly article divides reasons up into group and considers factors beyond gender that are at play Division of Labor Among Transgender and Gender Non-binary Parents</p> <p>A more informal look, with personal stories can offer similar discussions. How Same-Sex Couples Divide Chores, and What It Reveals About Modern Parenting</p>
<p>C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.</p>	<p>C3.1 explain a range of factors that can influence decisions about having children (e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about overconsumption of resources) HHS4U</p>	<p>What to consider:</p> <p>Include ways that same-sex families and families with Trans or non-binary parents may need to consider.</p> <p>This blog lays out many possible ways of having children Considerations for planning your LGBTQ+ family</p> <p>Students can consider the added cost for any family considering using a method like surrogacy Surrogacy in Canada</p>

	<p>C3.1 describe a range of factors that can influence decisions about having children (e.g., fertility; access to assisted reproductive technologies; access to birth control; religious beliefs regarding birth control and abortion; adoption policies and practices; the stability of an intimate relationship; considerations regarding the number and spacing of children; age and health; financial status; educational, career, and personal goals; cultural/religious background; the influence of friends or family; concerns about over-consumption of resources) HHC4C</p>	
<p>C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.</p>	<p>C3.3 assess government policy and legislation that is intended to support and protect families (e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents' rights) HHS4U</p>	<p>Many resources on this topic will use the language of “pregnant women” and “breastfeeding.” Inclusive terms to use: “pregnant individuals” or “pregnant people” include the term chestfeeding when discussing breastfeeding</p> <p>What is chestfeeding and why is it important?</p>

	<p>C3.3 describe government policy and legislation that is intended to support and protect families (e.g., parental and maternity leave benefits, protection from discrimination on the grounds of family status, protection against discrimination because of pregnancy, the right to breastfeed in public, adoption rights for same-sex couples, subsidized childcare, grandparents' rights) HHS4C</p>	
<p>C3. The Effects on Family and Parent-Child Relationships: demonstrate an understanding of factors that can affect decisions about whether to have and how to care for children, and of the impact of norms, roles, and social institutions on family and parent-child relationships.</p>	<p>C3.4 analyse the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds (e.g., with reference to child rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization) HHS4U</p> <p>C3.4 describe the role of the family as an agent of socialization in different cultures and historical periods and among groups from various religious backgrounds (e.g., with reference to child rearing practices, parental expectations, attitudes towards sexuality, education, gender socialization) HHS3C</p>	<p>Have students research how families act as agents of socialization.</p> <p>Parents' Socialization of Gender in Children</p> <p>Parenting a gender non conforming child</p> <p>It was all going well until the nail polish incident... Now I'm an expert on gender stereotypes and children. I'd best start with my own failings</p> <p>'Gayby Baby' documentary gives voice to children of same-sex parents: Weikle</p>

	<p>D2.1 analyse the significance of recent demographic trends relating to intimate relationships (e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; the number of people living independently; serial monogamy; an increase in arranged marriages) HHS4U</p> <p>D2.1 describe recent demographic trends relating to intimate relationships (e.g., with regard to adolescent sexual activity; cohabitation, marriage, and divorce rates; same-sex marriage; delayed age of marriage; an increase in the number of people living independently; serial monogamy; an increase in arranged marriages) HHS4C</p>	<p>Some resources students can use to analyze and describe demographic trends related to relationships:</p> <p>Polyamory in Canada: Research on an Emerging Family Structure</p> <p>Comprehensive sexual health assessments for adolescents</p> <p>Family and household characteristics of lesbian, gay and bisexual people in Canada</p>
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<p>D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development. HHS4U</p>	<p>D3.1 analyse the impact of major social and economic changes on the historical evolution of the family (e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices). HHS4U</p> <p>D3.1 describe the impact of major social and economic changes on the historical evolution of the family (e.g., with reference to complementary roles for men, women, and children in peasant families in agricultural economies; family relations in slave economies; male breadwinners and stay-at-home mothers and children in middle-class families and child labour in working-class families in industrializing economies; the impact on child labour of the development of compulsory education policies; changes in child-rearing practices) HHS4C</p>	<p>Question for students:</p> <p>Would changes in laws that legalized same-sex marriage and adoption by same-sex couples contribute to a rise in diverse family types?</p> <p>The changing face of Canadian families</p>
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<p>D3. Trends and Challenges in the Family and in Parent-Child Relationships: demonstrate an understanding of demographic trends related to the family and to parent-child relationships and of the impact of social issues and challenges on family development. HHS4U</p>	<p>D3.2 analyse the significance of recent demographic trends relating to parent-child relationships (e.g., with reference to family forms, birth rates, age at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment). HHS4U</p> <p>D3.2 describe recent demographic trends relating to parent-child relationships (e.g., with reference to family forms, birth rates, age at childbearing, child custody arrangements, caregiving responsibilities, life expectancy, employment status of family members, educational attainment) HHS4C</p>	<p>Students can use this resource from the Vanier Institute to analyze demographic trends and the increase in same-sex families raising children.</p> <p>Same-Sex families raising children</p>
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<h2>HHG4M1 Human Development Throughout the Lifespan</h2>		
Overall Expectations	Specific Expectations	Connections/Resources
<p>B2. demonstrate an understanding of threats to healthy development throughout the lifespan and of a variety of protective factors that can increase an individual's resilience and reduce the impact of these threats.</p>	<p>B2.1 describe how threats to healthy development and their impact at various stages of life</p> <p>B2.2 explain how protective factors at the individual, familial, and community level</p> <p>B2.3 describe ways in which government policies and initiatives by non-governmental</p>	<p>Risk and resilience case study: HIV/AIDS crisis: What was the HIV/AIDS crisis?</p> <p>In groups students can read articles and answer questions.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> ■ What risk factors made it more difficult for people living with HIV/AIDS at the time? (Ex: government

	<p>organizations (NGOs) at the local and global levels can function as protective factors that reduce the impact of threats to human development at different stages of the lifespan</p>	<p>policies, unsupportive families, stigma, discrimination)</p> <ul style="list-style-type: none"> ■ What protective factors helped people living with HIV/AIDS at the time? (Ex. community organizations, activists/advocacy groups) ■ What government/non governmental organizations helped people living with HIV/AIDS during this time? <p>Articles:</p> <p>How AIDS activists changed Canadian Health Policy</p> <p>HIV/AIDS an Epidemic Among Aboriginal Communities in Canada</p> <p>Haitian immigrants dropped from CDD's list of AIDS high risks</p> <p>Community social service agencies beginning to feel impact of AIDS</p> <p>Explain to students <u>U=U</u>: Undetectable viral loads equals untransmissible Reinforce with students that HIV/AIDS is not a “gay” disease, but that stigma caused many to die and face discrimination</p>
<p>D4. Factors Affecting Cognitive Development and Language Use: analyze the effects of contextual factors on cognitive development and language use throughout the lifespan.</p>	<p>D4.1 explain the effects of individual differences (e.g., differences related to giftedness, developmental delays, attention deficit disorder, autism, school anxiety, aphasia, depression, schizophrenia,</p>	<p>Questions for students:</p> <ul style="list-style-type: none"> ● What is the impact of homophobia and transphobia on 2SLGBTQIAP+ youth mental health? ● Lesbian, Gay, Bisexual, Trans &

	<p>dementia, Alzheimer’s, birth order, gender) on cognitive development throughout the lifespan Teacher prompt: “What have researchers found about the differences in cognitive development of first-borns in comparison to later-born children?”</p>	<p>Queer Identified people and Mental Health</p> <ul style="list-style-type: none"> ● Find resources that can help 2SLGBTQIAP+ youth in Ontario. ● Have students read: Queer youth joy is a radical act <ul style="list-style-type: none"> ○ What is the Youth Pride Prom? ○ What event does Jonathan Kwong lead? ○ Where does Jonathan say joy comes from? ○ What is the Magic City Acceptance Academy? ○ Why do you think events like the Youth Pride Prom, Jonathan Kwong’s storytelling, and a school like the Magic City Acceptance Academy are important for 2SLGBTQIAP+ youth’s mental health? ○ Why do you think the author states that queer youth joy is a radical act?
<p>E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;</p>	<p>E1.2 describe the development of emotion throughout the lifespan (e.g., early emotions, stranger anxiety, emotional fluctuations, socioemotional selectivity) Teacher prompts: “What are the first emotions that infants show?” “What differences might there be in the</p>	<p>Questions for students:</p> <ul style="list-style-type: none"> ● How does gender bias impact how people are taught to express emotions? <ul style="list-style-type: none"> ○ How are people assigned female at birth expected to express emotions? What

	<p>ways in which a teenage girl and an elderly woman express anger? What would account for these differences?"</p>	<p>happens when they don't express emotions in "feminine" ways?</p> <ul style="list-style-type: none"> ○ How are people assigned male at birth expected to express emotions? ○ What happens when they don't express emotions in "masculine" ways? ○ How does this impact the way transgender, non-binary, and gender non-conforming people are expected to express their emotions?
<p>E1. Social-Emotional Development: demonstrate an understanding of social-emotional development throughout the lifespan and of ways of influencing such development;</p>	<p>E1.3 describe ways in which parents and caregivers can promote secure attachment in infants and children (e.g., nurturing, responsive care, breastfeeding)</p>	<p>Today's Parent article on chest feeding It's time to add 'chestfeeding' to your vocabulary</p>
<p>E2. Personality and Identity: demonstrate an understanding of various influences on personality development and identity formation throughout the lifespan;</p>	<p>E2.1 explain the process of identity formation throughout the lifespan (e.g., with reference to gender identity, ethnic identity, identity statuses)</p>	<p>Have students investigate gender identity formation: Gender Identity</p>

HNC3C Understanding Fashion

Overall Expectations	Specific Expectations	Connections/Resources
<p>B2. Media Influences: demonstrate an understanding of how media influence fashion;</p> <p>B3. Fashion Cycles and Trends: demonstrate an understanding of fashion cycles and trends and of factors that influence them</p> <p>C1. Consumer Behaviour and Fashion Marketing: demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry</p>	<p>B2.2 analyse how the media influence social norms with respect to fashion, and describe the effect these norms can have</p> <p>B3.3 analyse how social factors, including current events, influence fashion trends</p> <p>C1.3 explain how marketing in the fashion industry can affect consumer behaviour</p>	<p>Degendering Fashion Seamwork Magazine If the entire fashion industry de-gendered all of their fashion: What would the consequences be for:</p> <ul style="list-style-type: none"> ○ Clothing Stores ○ Individuals ● Have students research brands that are making clothes for bodies, not gender. Kirrin Finch Wild Fang TomboyX CLHu -Clothes for Humans
<p>C1. Consumer Behaviour and Fashion Marketing: demonstrate an understanding of consumer behaviour and marketing strategies, including specific social marketing promotions, associated with the fashion industry</p>	<p>C1.3 explain how marketing in the fashion industry can affect consumer behaviour (e.g., impulse buying, accessorizing, combination buying, buying items endorsed by celebrities)</p> <p>C1.4 describe strategies that consumers can use to make informed and responsible fashion purchases (e.g., checking textile labels, comparison shopping, checking warranties/guarantees, wardrobe assessment, checking return policies, investigating the working conditions under which the garment was produced and sold)</p>	<p>Have students read: The problem with the “rainbow washing” of LGBTQ+ pride Have students investigate several 2SLGBTQIAP+ owned fashion brands and research what they sell and how they support the 2SLGBTQIAP+ community.</p> <p>Suggested brands: Flavnt Streetwear Wildfang Queer Gear TomboyX</p> <p>Have the class create a list of strategies to support the 2SLGBTQIAP+ community when making fashion purchases. Have students consider how</p>

		some companies produce performative items. For example, many of Old Navy's shirts with Pride and "Love is Love " slogans are produced in Bangladesh, where same-sex relationships are illegal.
D3. Procedures, Skills, and Techniques: demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.	D3.1 demonstrate the ability to follow preconstruction procedures (e.g., measuring; interpreting patterns, including their abbreviations, and laying out patterns; selecting and preparing fabrics; fitting and altering patterns; understanding knitting, crocheting, or jewellery-making instructions) when creating fashion products	Choose gender neutral sewing patterns and fabric. For example, pj pants, t-shirts, sweatshirts, tote bags etc. If you choose to include gendered clothing, like skirts and dresses, have pants and shorts options for students as well. Ensure that all students regardless of gender feel safe and comfortable choosing any of the sewing patterns of fabrics. Do not refer to feminine clothing as girls or women's clothing- as all clothing can be worn by anyone of any gender.

HNB4C The World of Fashion		
Overall Expectations	Specific Expectations	Connections/Resources
B1. Fashion History: demonstrate an understanding of the impact on fashion of historical and technological developments and social issues; C3. Globalization and Social Responsibility: demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the	B1.1 analyse the impact on the fashion industry of historical developments and social issues C3.3 analyse the impact of globalization on the fashion industry	Degendering Fashion Seamwork Magazine If the entire fashion industry de-gendered all of their fashion: What would the consequences be for: <ul style="list-style-type: none"> o Clothing Stores o Individuals

industry		
<p>B1. Fashion History: demonstrate an understanding of the impact on fashion of historical and technological developments and social issues;</p>	<p>B1.1 analyse the impact on the fashion industry of historical developments and social issues (e.g., economic conditions, class structure, gender roles, religious practices, environmental issues, trade and exploration, colonization, industrialization, natural disasters, labour practices in the garment industry, scientific discoveries and technological changes)</p>	<p>Students read articles and create discussion questions regarding gender roles and gendered standards of beauty in the fashion industry. Students participate in round table discussions about their assigned articles and discuss the questions they created.</p> <p>Beyond the binary Fashion's new look Redefining male beauty</p>
<p>C3. Globalization and Social Responsibility: demonstrate an understanding of the impact of globalization on the fashion industry and of strategies for reducing the negative impact of the industry</p>	<p>C3.4 describe strategies that consumers can adopt to make socially responsible fashion choices (e.g., buying less, buying sweatshop-free clothing, buying fabrics that are sustainable, engaging in letter writing campaigns or boycotts against unethical practices or companies, creating fashion items from recycled materials, buying second-hand clothing, washing clothing less frequently)</p>	<p>Rainbow Washing is a thing. here's why it needs to stop</p> <p>Students investigate companies that sell pride themed clothing but support anti-2SLGBTQIAP+ causes</p> <ul style="list-style-type: none"> ● Disney ● Walmart ● Amazon ● New Balance ● Salvation Army <p>Students then research companies that the support 2SLGBTQIAP+ community</p> <p>43 Brands that are giving back for Pride month 2022</p>
<p>D3. Procedures, Skills, and Techniques: describe a wide range of procedures, skills, and techniques used in the creation of fashion products, and demonstrate the ability to use appropriate procedures, skills, and techniques when creating fashion products.</p>	<p>D3.2 demonstrate the ability to follow preconstruction procedures (e.g., measuring; interpreting patterns, including their abbreviations, and laying out patterns; selecting and preparing fabrics; fitting and altering patterns; understanding knitting, crocheting, or</p>	<p>Choose gender neutral sewing patterns and fabric. For example, pj pants, t-shirts, sweatshirts, tote bags etc. If you choose to include gendered clothing, like skirts and dresses, have pants and shorts options for students as well. Ensure that all students regardless of gender feel safe and comfortable choosing any of the sewing</p>

	jewellery-making instructions) when creating fashion products	patterns of fabrics. Do not refer to feminine clothing as girls or women's clothing- as all clothing can be worn by anyone of any gender.
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HPW3C Working with Infants and Young Children

Overall Expectations	Specific Expectations	Connections/Resources
B1. Patterns in Infant and Child Development: demonstrate an understanding of patterns of social, emotional, cognitive, linguistic, and physical development in infants and children from birth to six years of age;	B1.4 describe findings of recent brain research that contribute to our understanding of development in early childhood (e.g., information about critical periods, brain plasticity, different centres in the brain)	Gender identity development explained: Gender Identity
B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development in children C2. Workplace Expectations: explain the legal and social workplace expectations for employment in early childhood education in Ontario;	B3.3 describe developmentally appropriate learning environments for children from birth to six years of age C2.4 identify the responsibilities of early childhood educators in promoting the socialization and healthy development of children (e.g., providing positive role models; providing a safe environment; fostering environmental awareness; using age-appropriate, accurate information when responding to children's questions and comments about their bodies; recognizing indicators of mental illness and/or mental	Children's books about diverse families and people Creating inclusive environments for 2SLGBTQIAP+ children and their parents LGBTQ Children's books

	health problems; treating all people, including children, equitably regardless of race, ability, sex, or family structure)	
E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children.	<p>E3.2 identify and evaluate a variety of strategies and activities used in early learning programs to create bias-free environments that support diversity Teacher prompts: “What kind of materials would you select for a playschool in order to support cultural diversity?” “How would you respond if children in your program wanted to play ‘Cowboys and Indians’?”</p> <p>E3.3 identify a variety of ways in which family, community, and culture influence young children’s behaviour</p>	<p>Impact of children’s media on children</p> <p>Kids books have a lack of diversity problem, powerful image shows</p> <p>Not just queer coded. These Disney villains were designed by a gay man</p> <p>Questions to ask students:</p> <ul style="list-style-type: none"> • What is the impact of the queer-coding of villains in children’s media? • How does a lack of diversity in children’s media impact children? (religion, race, sexual orientation, disability, etc.)
E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect young children.	<p>E3.3 identify a variety of ways in which family, community, and culture influence young children’s behaviour</p> <p>E3.4 describe strategies that can be used in early learning programs to challenge gender stereotypes</p>	<p>Have students brainstorm a list of gender stereotypes. Then brainstorm a list of places where/from whom children learn gender stereotypes.</p> <p>Have students read: Girls today care less about gender stereotypes, parents still entrenched in bias, LEGO study says</p>

		<p>Discuss what the impact is of parents having different gender expectations than their children.</p> <p>In pairs or groups, students brainstorm ways to create activities for young children that challenge gender stereotypes.</p>
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HPD4C - Working With School-Age Children and Adolescents		
Overall	Specific	Connections/Resources
<p>C2. Workplace Expectations: explain the legal and social workplace expectations related to working with school-age children and adolescents in Ontario;</p>	<p>C2.4 identify ways in which people who work with school-age children and adolescents carry out their responsibility to promote children’s socialization and healthy development</p>	<p>Have students read and summarize key ideas in Developing LGBTQ inclusive classroom resources</p> <p>Questions for students in groups:</p> <ul style="list-style-type: none"> • What role do you think teachers/educators play in creating inclusive environments for school age children and adolescents?

		<ul style="list-style-type: none"> • Create one activity for either school age children or adolescents that incorporates the ideas you have learned about in “Developing LGBTQ inclusive classroom resources” and 10 Tips for building a more LGBTQ inclusive classroom
E1. Issues and Challenges: demonstrate an understanding of a variety of strategies for helping school-age children and adolescents deal with issues and challenges;	E1.3 identify specific challenges faced by people who work with school-age children and adolescents, and describe effective strategies for addressing them (e.g., strategies for engaging children with exceptionalities, supporting children living in poverty, responding sensitively and appropriately to diversity)	<p>Students can use this resource to research ways to create affirming spaces for transgender and non-binary school age children and adolescents</p> <p>Affirming gender in elementary schools: social transitioning</p>
E3. Social and Cultural Variations: demonstrate an understanding of how a variety of social and cultural factors affect school-age children and adolescents.	E3.1 describe local and global variations in family forms (e.g., extended families, families led by same-sex partners, polygamous families)	<p>Include variations of poly families. This article presents several examples.</p> <p>Polyamorous parenting: The surprising benefits of the ultimate modern family</p>

	<p>E3.4 describe strategies and activities that can be used in formal and informal settings to ensure that environments for children and adolescents are free from bias and respectful of diversity</p>	<p>Students can read the resources below and create a list of strategies to create 2SLGBTQIAP+ affirming environments</p> <p>Creating an affirming space in the classroom for LGBTQIA+ students</p> <p>Creating a gender affirming classroom</p> <p>Safe and Caring schools for Two-Spirited youth</p>
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<h2>HPC30 - Raising Healthy Children</h2>		
Overall	Specific	Connections/Resources
<p>B1. Pregnancy, Birth, and Postnatal Care: describe factors that contribute to the healthy development of children before and during birth, and in the first few months after birth;</p>	<p>B1.1 outline the stages in the biological process of conception, pregnancy, and birth</p> <p>B 1.2 identify appropriate prenatal and postnatal care and support programs and facilities that are available for parents in their community (e.g., prenatal classes, breastfeeding clinics, Native friendship centres, Ontario early years centres, Canadian Down Syndrome Society)</p>	<p>Use gender inclusive language when discussing conception, pregnancy and birth.</p> <p>See this guide on how to navigate these conversations- Using gender inclusive language in pregnancy and postpartum</p>

	<p>B1.3 identify various hereditary and genetic factors that influence fetal development (e.g., sex-linked diseases, the Rh factor, chromosomal abnormalities, sex)</p> <p>B1.6 describe ways in which partners and/or support persons can contribute to a healthy pregnancy (e.g., attending prenatal classes, helping to prepare healthy food for the pregnant woman)</p>	
<p>B2. Growth and Development: Stages and Influences: describe patterns in the healthy, social, emotional, cognitive, linguistic, and physical development of young children;</p>	<p>B2.6 outline strategies parents can use to communicate with young children about their bodies (e.g., using proper names for all body parts, providing accurate information when answering questions about reproduction.</p>	<p>Ensure that you are using gender inclusive language when discussing body parts (instead of boys and girls, use assigned male at birth/assigned female at birth).</p>
<p>B3. Infant and Child Nutrition: demonstrate an understanding of the importance of nutrition for healthy development.</p>	<p>B3.1 explain the unique importance of breastfeeding for the health of the baby, the birth mother, and the family (e.g., its role in meeting infant nutritional needs, preventing obesity, reducing the risk of breast cancer, promoting mother-infant bonding)</p>	<p>Use gender inclusive language when discussing breastfeeding/chestfeeding, pregnancy, gestational parent/infant bonding, etc.</p> <p>What is chestfeeding and why is it important?</p>

	B3.2 identify ways in which partners and/or support persons can participate in infant care and support breastfeeding mothers (e.g., bathing the infant, changing diapers, bottle feeding the infant with pumped breast milk when the mother is unavailable)	
C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;	C1.1 identify the factors involved in deciding to become a parent (e.g., social pressures, cultural influences, physical and emotional maturity, values, economic stability, fertility)	Include the added decision making and possible cost (surrogacy, adoption, insemination etc.) for 2SLGBTQIAP+ individuals hoping to grow their family.
C1. Preparing for Parenting: demonstrate an understanding of how to prepare for the responsibilities of being a parent;	C1.5 evaluate the effectiveness of various methods for contraception and the prevention of sexually transmitted infections (STIs) (e.g., abstinence; barrier methods – male and female condoms, diaphragm, sponge; hormonal methods – oral contraceptives, injectable contraceptives, transdermal patch, vaginal ring; intrauterine device) Teacher prompt: “What criteria should a couple use to determine the best method of contraception for them?”	Use inclusive language when outlining what to consider when planning for safer sex. This teen guide offers inclusive tips Safer Sex for LGBTQ+ Teens!

<p>D1. Family Variations: demonstrate an understanding of social and cultural variations in family forms and child-rearing approaches;</p>	<p>D1.1 analyse their own personal understanding of the terms family and parent, and assess the possible biases that may be inherent in this understanding</p>	<p>Have students brainstorm in pairs a definition of family and a definition of parent. Have students add all of their ideas to a jamboard or class mindmap. Discuss with students what representations of families and parents look like in the media.</p> <p>Have students analyze the class responses and identify types of families and parents that are missing from their definition. If students haven't added them include same-sex parents, transgender parents, non-binary parents, polyamorous families.</p> <p>Questions for students:</p> <ul style="list-style-type: none"> • What informed your definition of family and parent? (where do we get ideas about what a family is and what a parent is?) • Why is it important that we look at our definitions and look for types of families/parents that are not included?
	<p>D1.2 identify the functions of the family and explain how these functions may be carried out through a variety of family forms (e.g., same-sex couples with children, lone-parent families)</p>	<p>Include variations of polyamorous families. This article presents several examples.</p>

		Polyamorous parenting: The surprising benefits of the ultimate modern family
<p>D3. Common and Diverse Experiences of Childhood: demonstrate an understanding of common and diverse experiences of young children in a variety of cultures and historical periods.</p>	<p>D3.3 compare expectations for male and female children in their own and other cultures</p>	<p>Discuss the impact of gendered expectations.</p> <p>Questions for students:</p> <ul style="list-style-type: none"> ● How might gendered expectations limit or benefit female children? ● How might gendered expectations limit or benefit male children? ● How might gendered expectations limit or benefit transgender or non-binary children <p>This is what happens when gender roles are forced on kids</p> <p>Gender stereotypes in childhood: what's the harm?</p>

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Resource Links

Video Links

[Different kinds of families](#)

[What are pronouns?](#)

[What is a family?](#)

Language and Pronoun Resource

[Affirming and Inclusive Language](#)

[From zi and zir to they/them: Here's why you should respect gender pronouns.](#)

[Genderbread person explained](#)

Resources for Students

[Binders Out Program](#)

[LGBT Youthline](#)

[Rainbow Optimist Club](#)

[Support for 2SLGBTQIAP+ teens in foster care](#)

Other Resources by Topic

['Gayby Baby' documentary gives voice to children of same-sex parents: Weikle](#)

[2SLGBTQ youth dating violence](#)

[3 Adults in polyamorous family declared legal parents](#)

[43 Brands that are giving back for Pride month 2022](#)

[Beyond the binary: As beauty brands head into the future, "for her" and "for him" may be a thing of the past.](#)

[By the numbers: The growing acknowledgement of polyamory](#)

[Comprehensive sexual health assessments for adolescents](#)

[Considerations for planning your LGBTQ+ family](#)

[Degendering Fashion](#)

[Division of Labor Among Transgender and Gender Non-binary Parents](#)

[Family and household characteristics of lesbian, gay and bisexual people in Canada](#)

[Fashion's new look: Trans models on the runway](#)

[HIV: Undetectable equals untransmissible \(U=U\)](#)

[How AIDS activists changed Canadian health policy.](#)

[How food commercials are paving the way for LGBTQ representation in advertising](#)

[How parents and caregivers can promote healthy development of gender identity and expression](#)

[How Same-Sex Couples Divide Chores, and What It Reveals About Modern Parenting](#)

[Intersectional Feminism: What is it and why it matters now](#)

[It was all going well until the nail polish incident... Now I'm an expert on gender stereotypes and children. I'd best start with my own failings](#)

[It's time to add 'chestfeeding' to your vocabulary](#)

[Kids books have a lack of diversity problem, powerful image shows](#)

[Lesbian, Gay, Bisexual, Trans & Queer identified People and Mental Health](#)

[Parenting a gender non conforming child](#)

[Parents' Socialization of Gender in Children](#)

[Pflag Canada \(parents supporting 2SLGBTQIAP+ children and youth\)](#)

[Pink Shirt Day](#)

[Polyamory in Canada: Research on an Emerging Family Structure](#)

[Queer Relationships Zin](#)

[Queer Theory: Background](#)

[Queer youth joy is a radical act.](#)

[Rainbow washing is a thing, here's why it needs to stop.](#)

[Redefining male beauty standards.](#)

[Same-Sex families raising children](#)

[Speak out: Addressing 2SLGBTQ youth dating violence report](#)

[That's so Aromantic!](#)

[The changing face of Canadian families](#)

[The problem with 'rainbow washing' of LGBTQ+ pride.](#)

[Trans and Nonbinary Youth Webinar Resources EGALE](#)

[What is chestfeeding and why is it important?](#)

[What is the HIV/AIDS Crisis?](#)

[Why LGBTQ couples split household tasks more equally](#)

