

Anti-Homophobia & Gender Inclusive Education with a Focus in Conservative School Communities

Written and Researched by:
Myrna Ordon, Kim Conway, & Lexi Pufahl

Table of Contents

Introduction

Links to Case	3-6
Introduction	4
Explaining Gender Sex and Sexuality	5
	6

Name-Calling and Homophobia in Schools

BC Court Case	7-17
School Climate Quiz	8-10
Dealing with Homophobia	11
We Must Do Something About It	12
We Can Do Something About it	13
	14-17

Challenging Heterosexism & Gender Scripts in Schools

Terminology	18-27
Gender Scripts	19
Role of the Classroom Teacher	20-21
Language Dos and Don'ts	22-24
	25-27

Conservative Communities

Definition	28-38
Attitudes	29
Conservative Teachers	30-31
Alternative Policy	32
Teaching Anti-Homophobia & Gender Inclusive Education	33
Opposing Anti-Homophobia & Gender Inclusive Education	34
Conversation Prompts for Educators	35-36
How to Deal with Aggressive Parents	37
	38

Conclusion

Concluding Remarks	39-44
Glossary of Terms	40
Annotated Bibliography	41
	42-44

Introduction

Links to Case

You teach Grade 5/6 in a large, suburban school... When you started working at this school, some of your colleagues warned you that this was a **conservative community with conservative parents**. While you've taught here since September, you still aren't sure what that means or what it means for your teaching. **You have noticed the common refrain "that's so gay"** in the hallways and in class, but, then again, you heard that at your previous school too. You wonder if the cross-disciplinary unit on **sexuality** you developed there might work in this context too.

Introduction

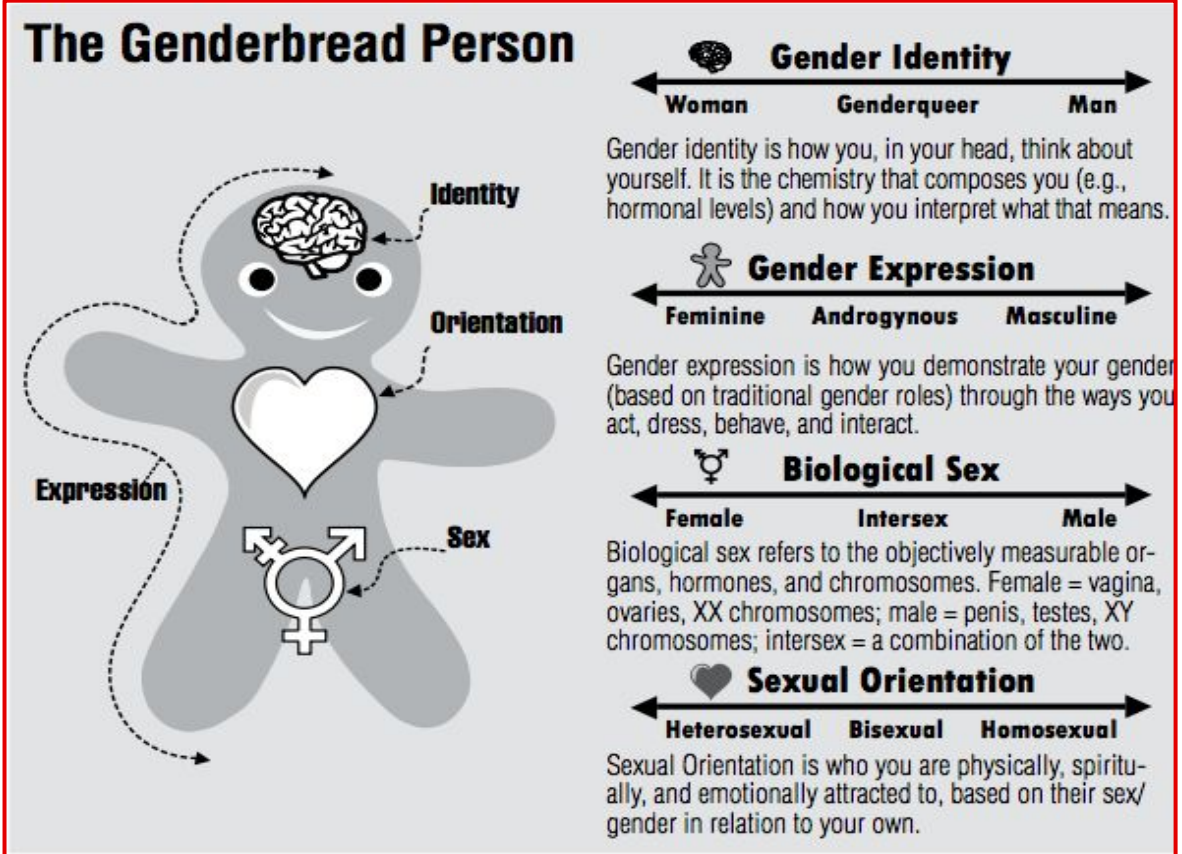
Our research package talks about the importance of including gender and sexuality education into the curriculum, and discusses how teachers can do this when faced with a conservative classroom, parents, and community.

With the high account of anti-gay slurs in schools (i.e. "That's so gay!"), the first section of our package aims to emphasize *the need* for educators and the entire school staff to address these discriminatory remarks. Helpful strategies on *how* this can be done are included.

The second section of our package aims to challenge heterosexism and gender scripts within our school communities. It addresses the importance of an inclusive and safe classroom environment and the vital role the teacher plays in that setting. Additionally, it includes a list of phrases/terms that an educator should avoid or exemplify in the classroom to contribute to that inclusive space.

The third section of our package looks at the conservative school community in the case and it's link to the comment of "That's so gay!" A brief look on what conservative sexual discourse looks like as well as ways for educators to counteract opposition of Anti-Homophobia education. The "Alternative Delivery" policy is highlighted as well as further strategies to deal with "aggressive" parents or guardians.

Explaining Gender, Sex, and Sexuality



The Genderbread Person exemplifies the differences between gender identity, gender expression, biological sex and sexual orientation. Note that they are not represented as binaries but as spectrums.

Name-Calling & Homophobia

in Schools

BC Court Win for Straight Student Taunted as “Homo” and “Gay”

The Story

Azmi Jubran, a heterosexual student at Handsworth Secondary School in North Vancouver, had been the victim of anti-gay bullying for five years. Jubran took legal action against the school board for neglecting to step in.

Despite testimony that he was consistently taunted with words like “faggot,” “homo” and “gay,” the BC Supreme Court ruled that a student could not take legal action against a School Board for homophobic bullying and harassment because he is heterosexual.

In April 2005, the BC Court of Appeal overturned the BC Supreme Court's ruling and said that the school is to be held responsible for failing to intervene.



Testimonies from Harassers

- The words *queer*, *faggot*, *gay*, and *homo* are simply words used as part of normal conversation
 - ***“Part of the high school vocabulary”***
- The words used were not intended to imply Jubran was homosexual. The harassers did not even perceive him to be homosexual.
 - ***These words are used “all the time” and that it’s common for a student to say “that shirt is so gay” or “the long jump is so gay” if the student did not like it***

The effect of their conduct, however, was as harmful as if they really had perceived Mr. Jubran to be homosexual. The homophobic taunts directed at Mr. Jubran attributed to him the negative perceptions, myths and stereotypes attributed to homosexuals. His harassers created an environment in which his dignity and full participation in school life were denied because the negative characteristics his harassers associated with homosexuality were attributed to him.

Two major questions centered before the BC Court of Appeal:

If a student complains of discriminatory harassment on the basis of sexual orientation, must he actually be a homosexual or perceived by his harassers to be a homosexual?

JUDGEMENT → Homophobic harassment can have a negative impact upon any student, *irrespective of one's real or perceived sexual orientation*

Is a School Board responsible where the discriminatory conduct of students violates the Code?

JUDGEMENT → Given the nature of Code of Conduct, the school board has the duty to provide students with *a discriminatory free learning environment in which they can reach their full learning potential*

School Climate Quiz



The BC court ruling in the case of Azmi Jubran should be a **wake-up call for all School Boards**. This quiz, provided by *Pride Education Network*, is a resource School Boards can use to check their ranking with respect to their intervention policies against sexuality discrimination in their schools.

How does your school rank on the Climate Quiz? Check the following questions and find out. Mark a tick for **Pass**.

1. Are all students and parents aware that homophobic name-calling and harassment are against school policy? Are they expressly prohibited in your school Code of Conduct policy?
2. Are gay, lesbian, bisexual, transgender and queer (LGBTQ) issues visible in displays or bulletin boards? Think of examples.
3. Is homophobic graffiti in the school dealt with seriously?
4. Are homophobic incidents (name calling, violence) dealt with seriously by staff? Are students consulted in this process?
5. Are LGBTQ (lesbian, gay, bisexual and transgender people) contributions included in your course curriculum? Think of examples.
6. Do you examine the resources you use for homophobic or heterosexual bias when you plan curriculum units?
7. Are there any "OUT" gay, lesbian, bisexual or transgender students, teachers, administrators or other staff at your school?
8. Does your school encourage extra-curricular activities where LGBTQ students can share experiences and resources? (E.g. Gay/Straight Alliance clubs)
9. Is there a Safe Spaces Program or anything else in place at your school for people who want to be allies of LGBTQ students or staff?
10. Has your staff had a BCTF Professional Development Day workshop on anti-homophobia education strategies and resources?

Rank Your School: Number of ticks: 8-10 = A, 7-8 = B, 5-6 = C, <5 = Fail

Dealing with Homophobic Comments and Name-Calling

DID YOU KNOW?

9 out of 10 LGBT students hear the word “gay” used in a negative way often or frequently in school and nearly 3 out of 4 LGBT students report hearing their peers make homophobic remarks, such as “dyke” or “faggot,” often or frequently in school.





We **must** do something about it

Racial, ethnic, sexual and **homophobic slurs** are particularly capable of causing deep-rooted harm to the victim's self-esteem and their success at school. This is because these types of verbal abuses **reflect and continue a history of oppression**.

What happens if teachers and other adults do not act to confront name-calling and bigotry?

- *Students will get the message that hatred and discrimination against the particular group is condoned by our society and its institutions.*

Therefore, as educators it is our responsibility to create a learning environment free of discrimination. All students need to feel safe to “be” who they are.



We **can** do something about it

- Inform students that the words they are using are intended to put down “*men who love men*” or “*women who love women*”
- Explain the origin of particular slurs, or get students to do their own research
 - E.g. **faggot** [a bundle of sticks] from the Mediaeval practise of rounding up men suspected of same-sex activity, tying them together in bundles, and setting them ablaze as kindling, prior to the burning of witches [independent women]
- Make sure the school’s rules about language and name-calling are clear and easily explained to students, and that all staff agree to apply these rules so that there is a consistent message from all of the adults

We can do something about it

When students use homophobic slurs, common replies to intervention are: ***"We don't mean anything by it," "It's just a word we use,"*** or ***"Everyone says it."***

As an educator, it's important to point out to students that **it does mean something** and that **it is being used in a negative way.**

The chart on the right suggests possible questions school staff can pose to students who say "That's So Gay." Also included are the benefits and challenges of each question.

RESPONSES	BENEFITS	CHALLENGES
"What do you mean by that?"	Doesn't dismiss it.	Students might not be forthcoming.
"How do you think a gay person might feel?"	Puts responsibility on student to come up with solution.	Student may not say anything.
"Do you say that as a compliment?"	Asking this rhetorical question in a non-accusatory tone may lighten things up enough for your students to shake their heads and admit, "No."	Students may just laugh off your question, or reiterate that they're "Just joking."
"So the connotations are negative?" or "So maybe it's not a good thing?"	Not accusatory. Could open up the floor for discussion.	There's always the chance that students will still be reluctant to speak up.



We **can** do something about it

Other great resources elementary teachers can use when responding to “That’s So Gay!”

The BCTF’s

- **“That’s so gay” poster** (suggested to be posted prominently in school hallways)
- **Short-term and long-term interventions** for elementary teachers to use

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Resources/ThatsSoGayPoster.pdf>

Pride Education Network **(pp. 23–40)**

- Seven great **Anti-Homophobia Lesson Plans** that can be adapted for younger and older grades

<http://pridenet.ca/wp-content/uploads/dealing-with-name-calling.pdf>



We **can** do something about it

Other great resources elementary teachers can use when responding to
“That’s So Gay!”

“Public Service Announcements” - are they effective?

📺 <https://www.youtube.com/watch?v=sW/SoGVOQPso> - Comedian Wanda Sykes

📺 https://www.youtube.com/watch?v=b_Mlb3mYznE - Hilary Duff

📺 <https://www.youtube.com/watch?v=7ulK3ElyJHM> - Cashiers

Challenging Heterosexism
and Gender Scripts

in Schools

Terminology re: Gender

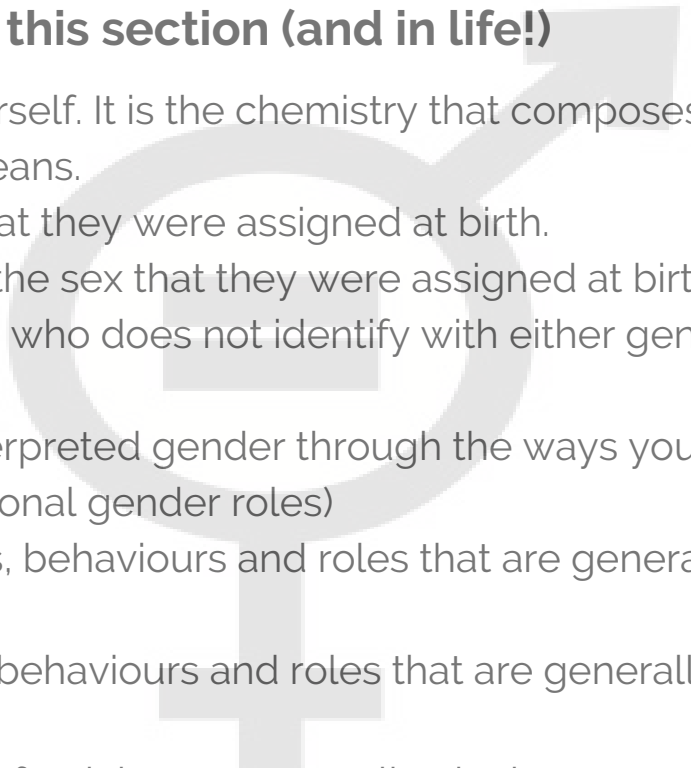
Some useful terms that will help you through this section (and in life!)

Gender Identity: How you, in your head, think about yourself. It is the chemistry that composes you (e.g. hormone levels) and how you interpret what that means.

- **Cis-gender:** A person who identifies with the sex that they were assigned at birth.
- **Transgender:** A person who does not identify with the sex that they were assigned at birth.
- **Gender Neutral/Gender Nonconformist:** A person who does not identify with either gender (female/male)

Gender Expression: How you demonstrate your self-interpreted gender through the ways you dress, act behave, and interact (based on society's traditional gender roles)

- **Feminine:** A socially constructed set of attributes, behaviours and roles that are generally associated with women
- **Masculine:** A socially constructed set of attributes, behaviours and roles that are generally associated with men
- **Androgynous/Gender Ambiguous:** Neither overtly feminine nor masculine in the way one dresses, acts, behaves or interacts



Gender Scripts

Gender is a **social construct** defined by society's **Gender Scripts**. Gender, from a Western perspective, can be defined by these Gender Scripts:

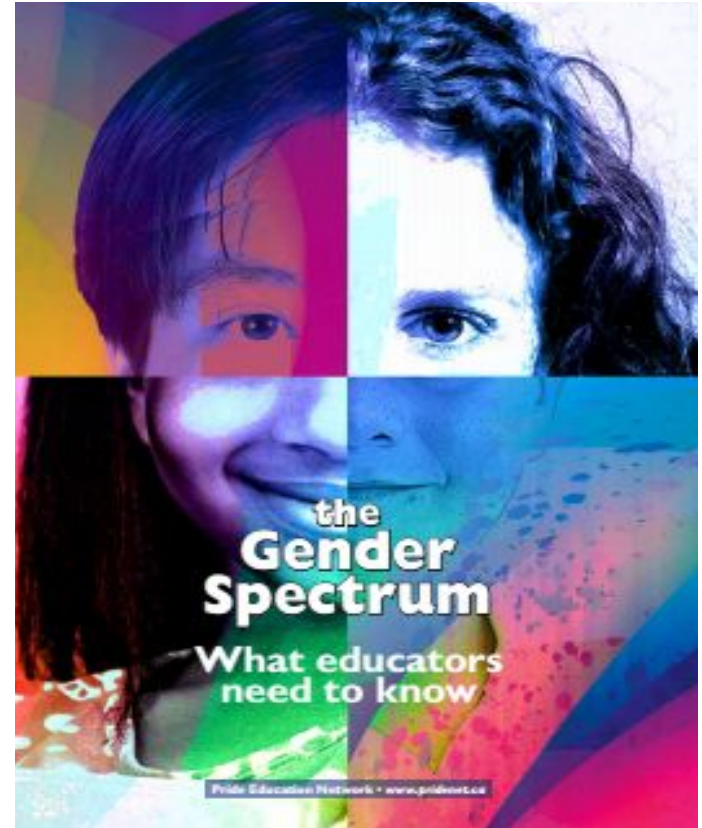
1. Gender is determined at birth or sooner, based on one's physical anatomy. People whose gender identity is the same as their biological sex are normal, natural, moral, and healthy. Trans and two-spirit people are abnormal, unnatural, immoral or ill.

2. Men should have a masculine gender expression. They should be strong, rational, and self-reliant. They are naturally aggressive. **Women should have a feminine gender expression.** They should be gentle and caring. They are naturally weak and emotional.

3. Femininity is inferior to masculinity. Women (especially trans women) are inferior to men. **Feminine men are inferior to masculine men.** Since masculinity is superior, masculine voices carry more weight and masculine people are better suited to the most powerful roles in society.

How to Rewrite Gender Scripts

1. People have the right to self-determine their gender identity. **We should respect and affirm each person's gender identity.**
2. **We should respect and affirm each person's gender expression.** This includes gender expansive people, such as men who behave, dress or interact in feminine ways and women who behave, dress or interact in masculine ways. It also includes people who express themselves in androgynous ways and people who explore gender for pleasure and performance.
3. **Femininity is just as good as masculinity.** Feminine voices should carry as much weight as masculine voices. Feminine people can be excellent leaders.
4. **There are more than two gender identities** (male and female) **and more than two forms of gender expression** (masculine and feminine).



Pride Network, The Gender Spectrum (2013)

Roles of the Classroom Teacher (3)

1. Professionalism

Model respect for gender diversity. Treat trans, two-spirit and gender expansive students, staff, parents, and community members with dignity and respect.

Parent communication. Build trust with parents by informing them of your educational philosophy and curriculum plans. Listen to and respectfully address their concerns in a manner that does not compromise the safety and inclusion of trans, two-spirit, and gender expansive students.

Professional development. Reflect on your practice. Be aware of your strengths and areas for improvement as a gender-inclusive teacher. Continue to educate yourself about gender issues.

Create a Gay-Straight Alliance (GSA) Club at your school. Make sure the GSA explicitly welcomes trans, two-spirit and gender expansive students.

Advocate for trans, two-spirit and gender expansive students. Work to have your school board or school adopt the model policy.

Roles of the Classroom Teacher Cont'd

2. Curriculum

Use resources that reflect gender diversity on a regular basis. Select textbooks, storybooks, novels, worksheets, videos, music and websites that show people with non-stereotypical appearances, behaviours and/or interests.

Celebrate national and international days and events that raise awareness about gender issues.

Teach students how to be allies to trans, two-spirit and gender expansive students.

Teach students how to protect themselves from gender-based bullying and harassment. Ensure students know how to identify and respond to sexism, homophobia, and heterosexism. Teach students the skills of resiliency.

Don't make assumptions about the gender of students' parents or the gender that students will be romantically attracted to, particularly in family life education classes.

Roles of the Classroom Teacher Cont'd

3. Classroom Environment

At the beginning of the year, **share your commitment to creating a safe, bullying-free environment for all students**. Show students they can count on you to follow through on your commitment to them.

Address the class in non-gendered ways (i.e. avoid “boys and girls”).

Seat students in non-gendered ways. Question students who seat themselves with only same-gendered people.

Line students up randomly, not by gender.

Create mixed-gender groups and teams.

Encourage girls to be vocal and active participants in the classroom. Track how often you take comments and answers from boys. Make sure girls get equal airtime.

Display signs, posters, safe space stickers, class books, and library books that depict a range of gender presentations.

Language Dos and Don'ts

Recognize that not everyone identifies as either male or female.

DON'T

- Refer to students at boys/girls or ladies/gentleman

- Force people to declare their gender on forms

DO

- Address your class in gender neutral ways

- Provide a blank line for students to fill in and make the question optional

Use sex and gender related terminology correctly.

DON'T

- Say "transvestite" or "tranny"

- Use the word "hermaphrodite."

DO

- Use the same language that the person you are speaking about uses to describe themselves

- Say "person who is intersex"

Honour the expressed gender identity of others.

DON'T

- Guess which pronoun to use for another person if you're not sure

DO

- Ask them in a respectful and private manner

Language Dos and Don'ts Cont'd

Use gender neutral language when gender is irrelevant.

DON'T

- Use terms such as businessman, housewife, male nurse, woman pilot, woman doctor, postman, fireman, etc.

DO

- Use terms like businessperson, homemaker, nurse, pilot, doctor, mail carrier, firefighter.

Do not harass or discriminate against others based on gender.

DON'T

- Tolerate or make sexist, homophobic, or transphobic remarks.

DO

- Label the form of harassment, point out the impact of the behaviour on others and insist on a change in future behaviour.

Avoid reinforcing gender stereotypes.

DON'T

- Say phrases like "boys will be boys" or he's "all boy."
- Shame boys by questioning their gender (i.e. "you boys are running like a bunch of girls").

DO

- Question what these phrases assume about what it means to be male or female.
- Motivate students by affirming their identities and capabilities.

Language Dos and Don'ts Cont'd

Respect people's privacy.

DON'T

- Ask trans or two-spirit people about whether they take hormones or have had surgeries.
- Disclose people's trans or two-spirit identities without their permission.

Avoid making heterosexist statements.

DON'T

- Assume that all families contain a mom and a dad.
- Say, during sexual health education, that it is normal to develop romantic feelings for the opposite sex.

DO

- Acknowledge that families come in many forms
- Say that it is common to develop romantic feelings for other people.

Pay attention to your body language.

DON'T

- Model discomfort or a disapproving attitude when discussing gender and sexuality

DO

- consider what your tone of voice, talking speed, volume, eye contact, gestures and stance communicate about your attitude and comfort level

Anti-Homophobia & Gender
Inclusive Education

in a
Conservative Community

What does it mean to be *conservative*?

🔍 What kind of conservative community is suggested in the case?

- It is important to consider that **not all conservatives** share the same characteristics, or fit under one category. There are varying levels of beliefs when it comes to politics, religion, economics, education and sexuality.
- The fact that a comment like **“That’s so gay!”** is made frequently in a school community could suggest that the community is conservative in terms of sexuality.

Conservative defined: - “disposed to preserve existing conditions institutions, etc., or to restore **traditional** ones, and to limit change.”

- **Traditional** in style or matter; avoiding novelty or showiness.

-*Dictionary.com*



Table 1. Orientations to education.

	Orientation			
	Conservative	Liberal	Critical	Post-modern
Approximate time of origin	Pre-1960s	1960s	1970s	1990s
Belief about education	Education should maintain the <i>status quo</i> . It should identify, describe and reinforce the prevailing values, beliefs and practices of society, and 'transmit' them to students.	Education develops the individual potential of all students, rewarding achievement and encouraging competitive activity. It is based on developing knowledge and skills, especially inquiry and decision-making skills.	Education can help create a 'better' society/reality by encouraging students to identify values and practices that are unjust or unsustainable, to propose alternatives, and to take appropriate action to begin bringing those alternatives to fruition.	Education can demystify 'truth'/'reality' and problematise knowledge. Theories of the social are explored – such that the hegemonies (or discursive assumptions of a time or culture) are revealed, allowing new possibilities and conceptual play.
Goal of educators	To maintain social stability and protect the existing interests of various groups in society.	To promote individual excellence/happiness and social progress, and reward students according to their performance.	To bring about a more peaceful, just and sustainable world through students' actions.	To develop in students an oppositional position in relation to the dominant order/the possibility of any shared 'reality', self-reflexivity and awareness of partiality.
Role of students in shaping curriculum	Students leave unquestioned the dominant values and practices of society.	Students identify aspects of society in need of reform, but leave untouched questions of radical change to beliefs or practices.	Students ask probing questions about the most deep-seated values and assumptions in society. They instigate 'real-world' social action to redress inequities and combat prejudice.	Students can both de-construct and co-construct sexual 'truths' and systems, as all knowledge is seen as constructed and relational. Students are placed in an oppositional subject position through which they can interrogate constructions of 'reality' and intervene in their reconstitution.

Conservative Education - attitudes towards educators and students in the institute of a school
(Jones, 2011)

Conservative Attitudes Towards Sexual Education

- Is there a reason why a comment like **“That’s so gay!”** or other derogatory remarks are made in a **conservative school community**?
 - Students are receiving incorrect information, or not enough information.. It’s okay to “pathologise” a gender identity that does not conform the conservative view.

Conservative Sexual Discourse:

- Predetermined by the dominant (Jones, 2011)
- Feminine heterosexual female or masculine heterosexual male - anything other than this “bipolar opposition” is **disregarded**: “invisible, pathologized, demonised or declared a fallacy or a mistaken choice.” (Jones, 2011)
- Authority centred; for example, teacher delivers the information.
- Censorship, lectures, sermons, hell houses and camps clinics (1800-1900s) (Jones, 2011)

Examples of Conservative Approaches

- **Sexual Morality** - “Alternative” sexual preferences or identity are considered sinful.
- **Christian/Ex-Gay Redemption** - Gay, lesbian and bisexual people are “confused” and encouraged to “renounce” their lifestyle through Christianity; to become “ex-gay.” (Jones, 2011)

The Conservative Teacher: A “Negotiation”

Although the personal views of the teacher in Case 7 are not specified, the conflicting views between teacher and anti-homophobia education could be further investigated.

What if you, the teacher, have conservative views when it comes to anti-homophobia education? How will you conduct your teaching practice?

- A Canadian study surveyed pre-service teachers and their feelings towards teaching Anti-Homophobia education. According to their responses, there was a “continuum of comfort levels with undertaking anti-homophobia education.” (Goldstein, Collins & Halder, 2008)

One particular teacher candidate described their religious belief “as somewhat orthodox and, as such, she **did not fully condone homosexuality.**” However, they were **open to anti-homophobia education** as it was a part of “**equity or human rights education to her students.**” (Goldstein, Collins & Halder, 2008)

- The study suggests that teacher education for pre-service teachers as well as professional development are prime opportunities to negotiate personal views with professional obligations. (Goldstein, Collins & Halder, 2008) We are fortunate at **UBC** to have a **social justice component** to our **teacher education.** This raises our awareness and educates ourselves on delicate topics; how we can create a gender-inclusive (inclusive all around) and non-discriminatory classroom environment.

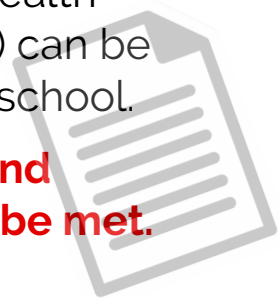
Alternative Delivery Policy

There is no “opting out.”

Anti-homophobia education has just as much importance as anti-racism education. (Pride Education Network, 2017)

With an **agreement** between the **school**, the **parent/guardian**, and the **student**, topics of **reproduction** and **sexuality** (as part of Physical and Health Education K-10 ONLY) can be addressed outside of school.

Learning standards and outcomes MUST still be met.



Policy in full

The Physical and Health Education and Planning 10 provincial curricula include topics related to reproduction and sexuality that some students and their parents/guardians may feel more comfortable addressing by means other than instruction by a teacher in a regular classroom setting. These include learning standards and learning outcomes outlined in the following education program guides:

- Physical and Health Education K-9
- Physical and Health Education 10
- Planning 10

In such instances, students, with their parents' or guardians' consent, may arrange to address topics related to reproduction and sexuality by an alternative means. This must be arranged in consultation with their school. The alternate means must be agreed upon by the students, their parents or guardians, and the school.

The alternate delivery policy does not allow students to “opt-out” of learning about these topics. It is expected that students will, in consultation with their school, demonstrate their knowledge of the learning standard(s) or learning outcomes they have arranged to address by alternative means.

This alternate delivery policy does **not** apply to any other learning standards or learning outcomes in the education program guides listed above. Nor does it apply to any other British Columbia provincial curriculum.

(BC Ministry of Education, 2016)

Teaching Anti-Homophobia Education and Gender Inclusiveness in a Conservative School Environment

So how does an educator go about addressing anti-homophobia and gender inclusiveness in a school community that is conservative?

- Educators must understand the effects of homophobia are similar to racism.
- There is a legal obligation to create a safe learning environment for all students. (Pride Network Education, 2017)
- Understand your classroom climate and the students in it. Be aware of ethnicity and religious practices.
- Maintain ongoing communication on topics to be discussed in your classroom with parents/guardians. Communication is vital in cooperative and respectful relationships with the students' families. (Goldstein et al., 2008)

With Anti-Homophobia education policies, parents or guardians may have opposition to its implementation or delivery. The *Pride Education Network* has come up with “quick responses” to these possible objections.



Questioning/Opposing Anti-Homophobia Education

"Parent Rights"

"This is against our rights as parents to teach our own set of family values."

- As teachers, **we do not condone children being removed from our classes** when we teach about **Aboriginal people, people of colour, people with disabilities, or gays and lesbians**.
- You can teach your child your own values at home. **Public schools** teach everyone about **respecting diversity** and **valuing everyone**.
- This is **not about parent rights**. Children have the right to an **inclusive education** free from discrimination.

"Religious and Cultural Objections"

"This is against our religion/culture."

- As teachers, we **do not condone children being removed** from our classes when we engage in anti racism education. This issue is no different.
- All children, including yours, have **a right to an education free from discrimination**.
- Teachers and principals have a **legal obligation** to **respond** to all forms of **harassment** and **discrimination** in schools.
- *(Note: Don't enter into debates about meanings or merits of scriptural texts.)*

Opposing Anti-Homophobia Education Continued

Sexuality

"It's recruitment or teaching about sex!"

- **No one** suddenly **chooses** to become lesbian or gay simply because they heard about the topic in school.
- Anti-homophobia education at the elementary level **does not include** discussion about **sex or sexual practices**.
- Secondary students need accurate information about relationships and safe sex. **Lack of information can have tragic consequences for youth.**

Age Appropriateness

"My child is too young for this topic!"

- Children are already learning **homophobic slurs** starting in the **primary years**. My job is to make school **safe** and counter all name-calling.
- All families deserve to be represented in the curriculum. The mandatory provincial curriculum **includes diverse family structures**.
- It is our job as educators to teach accurate, **up-to-date information** to every child, including yours.

Conversation Prompts for Educators

Unsure of how to lead a conversation with a parent or guardian in a **respectful manner**? These prompts can allow for them to recognize the **importance of inclusion** with their child and their peers in a safe environment.

In response, reframe the objection in terms of universally held beliefs:

- *"Do you believe that all students should be safe at school?"*
- *"Do you believe that every educator must work to safeguard the rights of those students who are, or who may be perceived as, different from the majority?"*
- *"Do you believe that schools should make all students confident in themselves?"*
- *"Do you believe that all students are deserving of dignity and respect at school?"*

It sometimes diffuses the anger and hostility to acknowledge their feelings with comments such as:

- *"I hear what you're saying. You seem to have strong opinions here."*
- *"Thank you for your honesty in making that comment."*
- *"I don't agree because... "*
- *"In my experience, I have found that... "*

How To Deal With Aggressive Parents (General)



It is inevitable to have a conflict free teaching career. Parents or guardians may be passionate about their child(ren) and this can translate to anger. Here are some things to keep in mind:

- Parents/guardians are motivated by their love for their child.
- Like any argument, it is best to let the situation "cool down."
- Don't provide a resolution that you can't deliver!
- Don't throw your hands up in the air and say "I can't help you!" or provide no answers/solutions. Educators must keep trying.
- Allow for **TIME** and to **LISTEN**.
- Find out what is their concern and how to help with that concern.
- Be professional - no profanity, criticizing, blaming, giving or responding to threats.
- Remember, your **school administration** is your **ally**; they are there for you. Get them involved if the conflict escalates.

(Shepard, 2011)

Conclusion

Concluding Remarks

As educators, we are faced with many complex tasks when it comes to social justice issues. When it comes to inappropriate remarks in regards to race, religion or sexuality, we need to recognize our roles as safe space initiators.

We have found in our research that educators can benefit from the vast amounts of LGBTQ+, Anti-Homophobia Education and Gender Inclusive resources available. To move forward, we must fully educate ourselves in regards to unfamiliar terminology and strategies to address derogatory comments. We need to negotiate our own views and that of our students' families for protection from discrimination and establish safe learning spaces for ALL.

Glossary of Terms

Gender Expansive refers to a person who does not conform to society's expectations of their gender role or gender expression. It is a broad term that includes boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways; in addition to trans students.

Gender Expression refers to the way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerisms, activities, etc.

Gender Identity refers to one's understanding of oneself as a girl (or woman), boy (or man), or both, or neither, regardless of one's sex assigned at birth.

Trans Students refers to students whose gender identity is different from the sex they were assigned at birth. This includes students who were assigned male at birth but identify as female, students who were assigned female at birth but identify as male, and students who identify as both or neither male nor female.

Two-Spirit Students refers to First Nations, Metis and Inuit students who identify as having a dual gender identity, gender expression, or gender role.

Annotated Bibliography

BCTF That's So Gay Poster. (n.d.). Retrieved January 25, 2017, from <https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/Resources/ThatsSoGayPoster.pdf>

This resource, created by the BCTF, provides a poster titled "That's so gay" that is suggested to be put up in the hallways of BC schools to help combat homophobic slurs within schools. It also contains possible interventions for both elementary and secondary school teachers to use in schools when responding to "That's so gay" taunts.

Dealing with Name-Calling. (2010.). *Pride Education Network*. Retrieved January 25, 2017, from <http://pridenet.ca/wp-content/uploads/dealing-with-name-calling.pdf>

Located within the Pride Education Network website, this resource relates extremely well to our case 7 issue of dealing with homophobic slurs as it addresses how educators can respond to such taunts. The resource begins with the rationale behind anti-gay comments and the harm that they can cause. It then discusses possible strategies teachers and school staff can use to positively change the school culture. Finally, anti-homophobia lesson plans and additional helpful websites are provided for educators.

DePalma, R., & Atkinson, E. (2010). The nature of institutional heteronormativity in primary schools and practice-based responses. *Teaching and Teacher Education*, 26(8), 1669-1676. Retrieved from: <http://www.sciencedirect.com.ezproxy.library.ubc.ca/science/journal/0742051X/26>

Annotated Bibliography

Edwards, N. (2010). Using Nail Polish to Teach About Gender and Homophobia. *Teaching Sociology*, 38 (4), 362-372. Retrieved from: <http://www.jstor.org/stable/27896551>

Goldstein, T., Collins, A., & Halder, M. (2008;2007;2006;). Anti-homophobia education in public schooling: A canadian case study of policy implementation. *Journal of Gay & Lesbian Social Services*, 19(3-4), 47-66. doi:10.1080/10538720802161540

A helpful resource when looking at the conflicts surrounding anti-homophobia education in school. The article focuses on a study of pre-service teachers and their feelings towards teaching anti-homophobia education and policy implementation. It is emphasized that educators need to see homophobia as a social justice issue, that effects are similar to that of racism. Social justice courses in teacher education programs are also suggested as positive preparation for teachers.

Jackson, J. (2010). "How do you spell homosexual?:" Naturally queer moments in K-12 classrooms. *International Journal of Critical Pedagogy*. 3(1), 36-51. Retrieved from: <https://libjournal.uncg.edu/ojs/index.php/ijcp/article/viewFile/69/54>

Annotated Bibliography

Jones, T. (2011). A sexuality education discourses framework: Conservative, liberal, critical and postmodern. *American Journal of Sexuality Education*, 6, 133-175.
<http://www.tandfonline.com.ezproxy.library.ubc.ca/toc/wajs20/6/2#.VL58FkvIbOw>

An excellent overview and critical analysis of sexual education discourse. The article provides surrounding theory for four approaches: conservative, liberal, critical and postmodern. Each of the four explore the its own sexual education discourse - how sex ed is taught in schools basically. A total of 28 discourses are explained which fall under the four "exemplars." For each sexual discourse (eg. "Storks and Fairies") relevant theorists or figures are highlighted as well as its origins. Furthermore, how children are being informed of sexuality and how society perceives sexuality is discussed. To link the "conservative" aspect of the case issue to the issue of heteronormativity, this resource provides overall background knowledge and frameworks to contribute to a package. What does conservative sexual education look like?

ThinkB4YouSpeak Guide for Educators of Grades 6-12. (n.d.). *GLSEN*. Retrieved January 22, 2017, from <http://www.glsen.org/article/thinkb4youspeak-guide-educators-grades-6-12>

Think B4 You Speak is an excellent guide for educators of grades 6-12 to use when implementing anti-homophobia education into their curriculum. Of specific interest to our resource package were the strategies teachers can use when responding to anti-gay slurs, and the data and research in the *Did You Know?* boxes from the GLSEN 2007 National School Climate Survey that provided us with important statistics regarding the prevalence of anti-gay slurs within schools.