

CREATING A SAFER CLASSROOM:

Creating a safe classroom starts before discrimination shows up. Make it clear that you accept and affirm all students and that your classroom is an inclusive and welcoming place for 2SLGBTQ+ students because many identify school as an unsafe place (Peter, Campbell & Taylor, 2021¹).

¹Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, ON: Egale Canada Human Rights Trust.



WHAT TO DO:

DISCUSS

- Ensure students understand 2SLGBTQ+ inclusion and why it is important.
- Facilitate and encourage open dialogue amongst students regarding 2SLGBTQ+ inclusion after establishing guidelines on respect and safety.
- Conversations around prejudice can be difficult for some students. Share information about in-school and community resources for mental health and social support.
- Following your school's guidelines on classroom visitors, invite local 2SLGBTQ+ guest speakers to present. This could be on inclusion but also on more general topics (e.g., queer-owned business owners presenting on entrepreneurship).

More FROM SAFER:

Use the QR Code below to access additional tipsheets and info on the SAFER project.





CREATE VISIBILITY

- Show inclusion through symbols in your class e.g pride flags, photos of racialized queer/trans people).
- Highlight stories of queer and trans people who are not just victims. This can include examples of success and joy, and lives filled with love, to remind students that 2SLGBTQ+ people and students are valuable and equal to their straight peers.

CHALLENGE DISCRIMINATION

- Intersectionality is integral to inclusion. Stereotypes about who “can” and/or “can’t be” queer and/or trans need to be addressed and corrected by highlighting racialized, disabled, and religious queer and trans people.
- Address what stereotypes exist about sexual and gender diversity amongst different groups of people (e.g how might the experience of a South Asian queer person be different from that of a White queer person).
- Model your own learning and efforts to address unconscious bias if a student points out when you rely on stereotypes or misconceptions. Continue to educate yourself by engaging with 2SLGBTQ+ community groups that welcome teachers.

RESOURCES:

Developing LGBTQ-Inclusive Classroom Resources:

https://www.glsen.org/sites/default/files/2019-11/GLSEN_LGBTQ_Inclusive_Curriculum_Resource_2019_0.pdf

Creating Welcoming and Trans-Inclusive Environments (Wisdom2action):

<https://www.wisdom2action.org/wp-content/uploads/2022/12/Creating-Welcoming-and-Trans-Inclusive-Environments.pdf>

Creating Safer Spaces in Schools for LGBTQ Youth:

<https://www.thetrevorproject.org/resources/article/creating-safer-spaces-in-schools-for-lgbtq-youth/>