



# Where are We Now?

Pre-Evaluation



# Fostering an LGBTQ Inclusive Environment

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# Module 1

# 519

SPACE FOR CHANGE

- 265,701 visits to The 519
- 38,450 visits to programs
- 21,661 meals served
- 5,304 participants in newcomer and refugee programs
- 4,744 attended education and training workshops
- 55,000 attendees of the Green Space Festival



# Welcome!

- Leader introductions (pronouns)
- Sharing expectations
- Course overview

# How Do We Want to Learn Together?

- Cell phones: please turn them off
- Respect: our group is diverse, please do not make assumptions
- “I Statements”: please speak only for yourself, from your experience
- Participation: join in if/how you feel comfortable

# A Note on Confidentiality

## Creating a Safe Space

A lot of the information shared is of a personal nature, please keep this in mind during and after our session today.



A photograph of two elderly men in a bedroom. One man is sitting on the edge of a bed, looking towards the camera. The other man is lying in bed, looking up at the first man. The room has a wooden bed frame, a painting on the wall, and a window with curtains. A large white text overlay "Experts?" is centered over the image.

# Experts?



# Learning Outcomes

- To challenge homophobic and transphobic language and behaviour
- To build capacity to foster a safe and LGBTQ inclusive environment
- To develop measurable actions to foster a safe and LGBTQ inclusive environment that protects the dignity of people in the LGBTQ communities

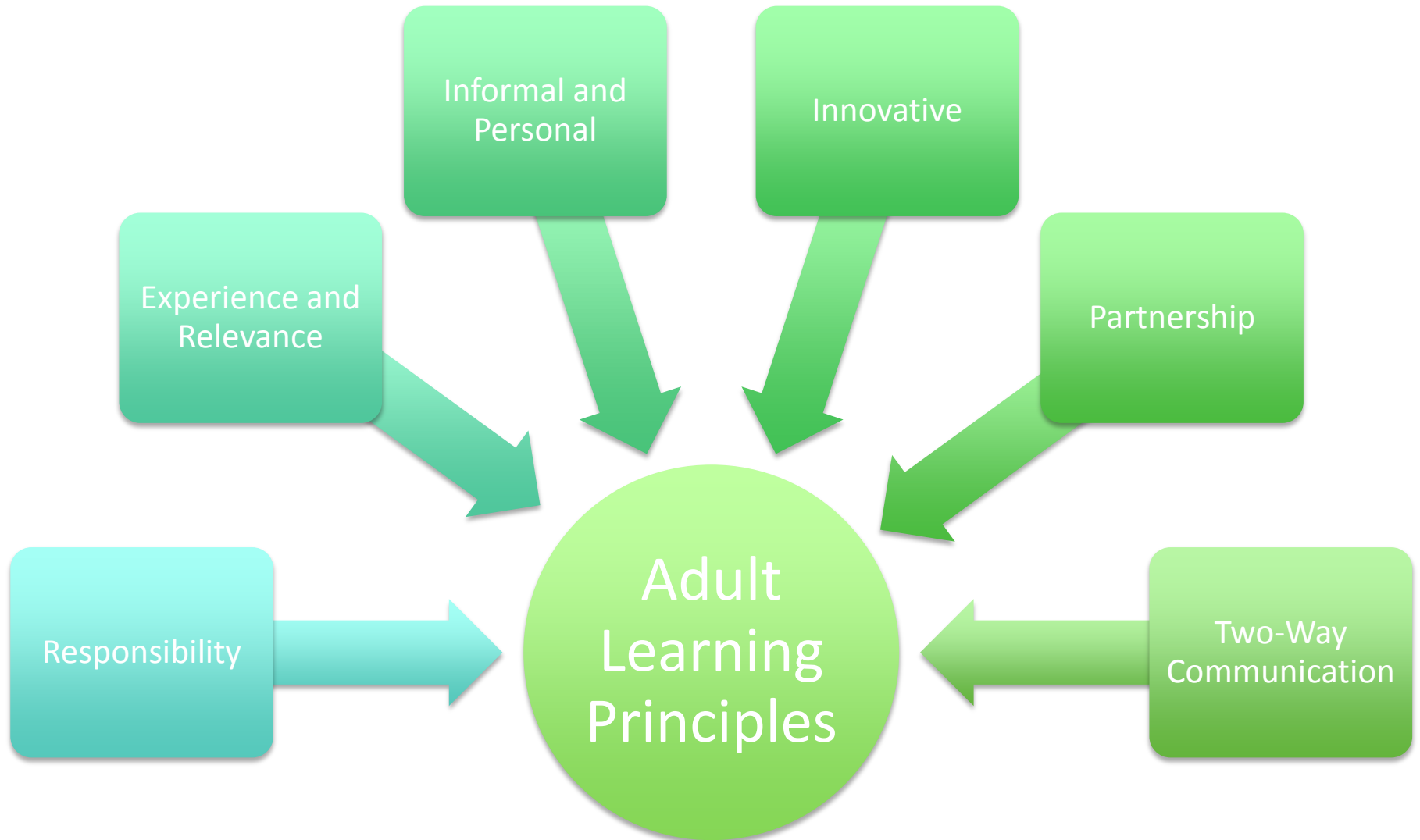
# Learning Objectives

- To identify and discuss common words to express sexual orientation, gender identity and gender expression in Canada
- To identify and discuss examples of homophobic and transphobic language and behaviour
- To identify and discuss examples of homophobic and transphobic discrimination and harassment

# Learning Objectives (cont.)

- To demonstrate and share an empathetic understanding of the experiences of the LGBTQ communities
- To propose ways to make the environment safe and inclusive for LGBTQ colleagues and clients

# Principles of Adult Learning



# Module 2

# The Matching Activity

## Objectives

- Help participants understand and feel more comfortable using common words to express sexual orientation, gender identity and gender expression in Canada
- Create familiarity / comfort among participants



# The Matching Activity

## Instructions

- Circulate through the room to find the person whose definition matches your word; or whose word matches your definition
- When you think you have found your match, please sit together

# The Matching Activity

## Definitions

### Gay

- A person who is emotionally, physically, spiritually, and/or sexually attracted to people of the same gender.

# The Matching Activity

## Definitions

### Lesbian

- A woman who is emotionally, physically, spiritually, and/or sexually attracted to women.

# The Matching Activity

## Definitions

### Bisexual

- A person who is emotionally, physically, spiritually, and/or sexually attracted to people of more than one gender.

# The Matching Activity

## Definitions

### Trans

- An umbrella term referring to people with diverse gender identities and expressions that may differ from stereotypical gender norms.

# The Matching Activity

## Definitions

### Intersex

- A person born with biological and/or physical characteristics that are not easily characterized by medical definitions of male or female.



# The Matching Activity

## Definitions

### Queer

- A word that was formerly used solely as a derogatory slur and has been reclaimed as a term of defiant pride.

# The Matching Activity

## Definitions

### Questioning

- A period where a person explores their own sexual identity, orientation and/or gender.

# The Matching Activity

## Definitions

### Two-Spirit

- A cultural and spiritual identity used by some Aboriginal peoples who have both masculine and feminine spirits.

# Gender Quiz

## Objective

- To understand the relationship between gender identity, gender expression, sex, and sexual orientation

# Gender Quiz

## Instructions

- In small groups, place the terms you have received under one of the 4 headings that you believe best describes the word.

**Anatomical**

**Female**

**Intersex**

**Sex**

**Assigned at Birth**

**Genitalia**

**Male**



Individual

Transgender

Trans

Internal

Transsexual

Gender

Woman

Man

Identity

Personal

Genderqueer

Lived Identity

Two-Spirit

Cisgender

**Masculine**

**Pronoun**

**Voice**

**Feminine**

# **Gender Expression**

**Make-up**

**Public**

**Appearance**

**Clothing**

**Hair**

**Asexual**

**Lesbian**

**Gay**

# **Sexual Orientation**

**Straight**

**Bisexual**

**Curious**

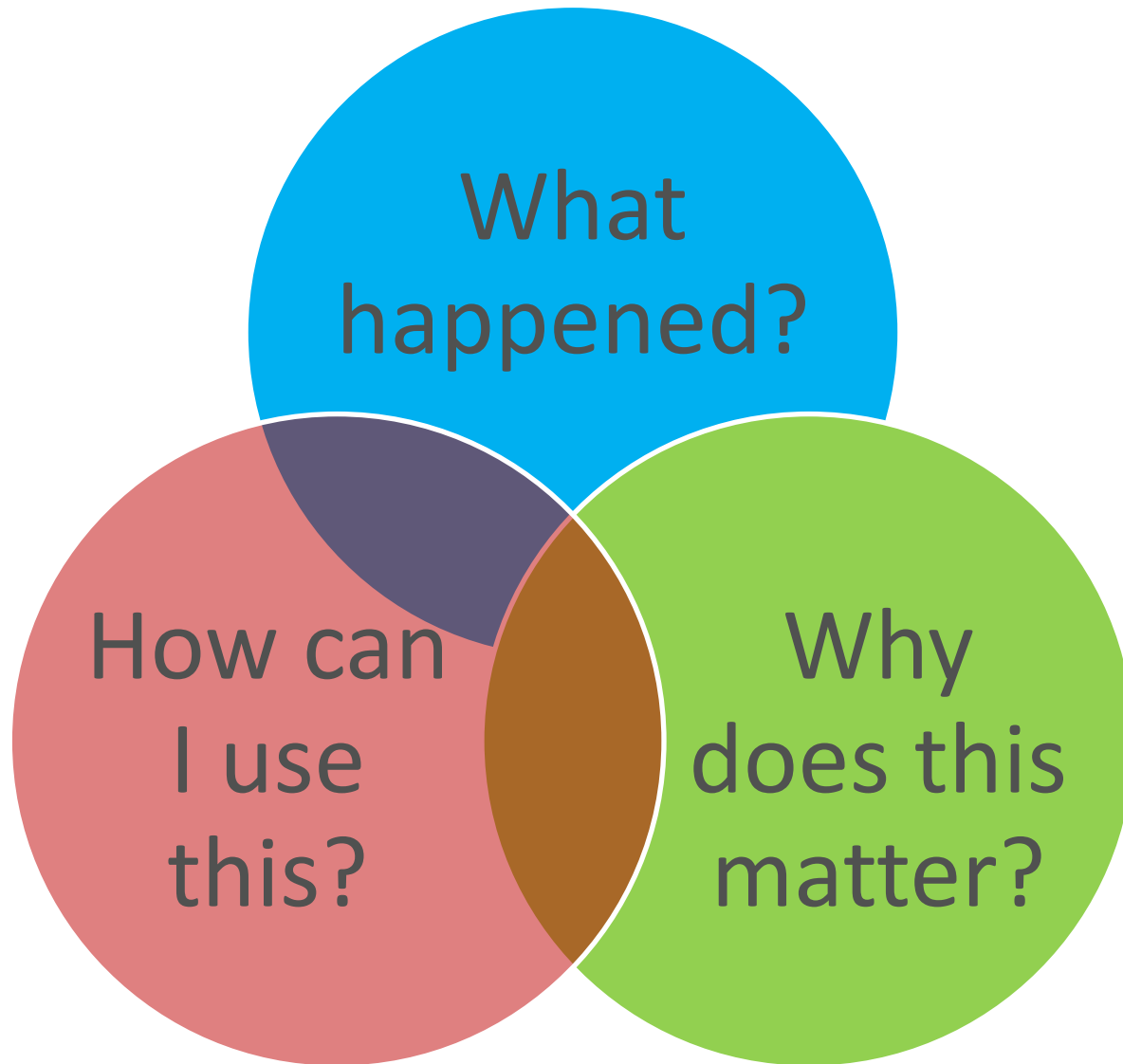
**Pansexual**

# The Personal Learning Log:

## Objective

- Reflect on our personal learning so far

# Personal Learning Log



# Break



# Module 3

# Charting a Map to Trans Inclusion

## Objectives

- To gain a deeper understanding of the barriers faced by trans people in regards to housing.
- To facilitate a deeper understanding of what trans inclusion can look like in your organization

# Map to Trans Inclusion

## Instructions – Step 1

- Split into groups as described by facilitators.
- Take a moment with your group to discuss the infographics.
- Write down 3 barriers one might encounter to trans inclusion and how to address those barriers in regards to housing.

# Map to Trans Inclusion

## Instructions – Step 2

- Create a map which outlines the steps and processes your organization can implement to address your group's theme.
- Ensure that your maps discuss policy, environment and the outcomes of this work.
- Make sure you think about and address barriers you might face in doing this work.

# Charting a Map to Trans Inclusion

## Catalyst for Change

(ex. Ontario Human Rights Code,  
a family member is transitioning)

## Vehicle

Who is driving the  
vehicle/change forward?

Who is along for the ride  
(passengers)?

## Barriers

Who is not along for the  
ride/included?

Who is putting up road  
blocks or barriers?

Who is watching the vehicle  
pass by?

## Action

How do you stop and pick people  
up?

How do you take down those  
road blocks or barriers?

How do you engage people who  
are watching?

# Map to Trans Inclusion – Gallery Walk

An opportunity to see what other groups have discussed

- Feel free to add things to the maps, but only with consent of the map's creators

# Learning Marketplace

## Instructions

- Read the scenario provided to your group.
- Express your responses to the questions in a creative way – words or images

# Learning Marketplace:

## Objectives

- Challenge assumptions and develop a new perspective
- Develop an empathetic understanding of the experiences of the LGBTQ community and present key findings



# Learning Marketplace

## Questions

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Learning Marketplace

## Take Up of Scenario #1

- Alicia is a trans woman living in a supportive housing unit in Ottawa. Due to a particularly cold winter, some of the water pipes froze in the housing complex causing flooding and subsequent damages to her suite and the unit above hers. When the plumber arrived, he worked for hours, and finished the job on the unit above Alicia's apartment. The plumber eventually came down to work on her unit. While working on the repairs, Alicia asked the plumber how long the repairs would take. The plumber looked angry, gestured towards a photo of Alicia and her female partner on the wall and replied, "you people are so difficult; you think you deserve everything". The plumber then packed up his tools and walked out, leaving the repairs unfinished.

# Learning Marketplace

## Take Up of Scenario #1

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Learning Marketplace

## Take Up of Scenario #2

- Taylor has been a strong advocate for LGBTQ rights in their community for the past 25 years and they are well-known in for their activism. They sit on the board of directors for their housing complex. Due to a worsening disability, Taylor will soon need to use a wheelchair for mobility. Taylor spoke with the other board of directors and explained their situation and asked for ramps to be installed throughout the housing complex to ensure they have access to all the spaces they frequent. The board members agree to discuss Taylor's request at the next board meeting. As Taylor leaves, they overhear one of the board members explaining to their child "that is what happens to you when you have AIDS" while gesturing towards them.

# Learning Marketplace

## Take Up of Scenario #2

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Learning Marketplace

## Take Up of Scenario #3

- A lesbian couple lives with their two teenage sons in a community housing complex in Toronto. They are the only visibly LGBTQ family in the building. Although their children are very well behaved, some of their neighbors constantly complain about their “bad” behavior and often refer to the fact that there is no male role model for the boys to learn from. After months of harassment, one of women gets in an argument with a community housing worker and tells him that the neighbors need to leave them and their sons alone. A few weeks later, the women receive an eviction letter, which alleges that they threatened another resident of the building.

# Learning Marketplace

## Take Up of Scenario #3

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Learning Marketplace

## Take Up of Scenario #4

- Hassan and Jason are a gay couple who are interested in moving into a rent-geared-to-income townhouse in Sudbury. When they met with the housing worker in charge of allocating the units, the worker said that the townhouses are only for families and couples. Hassan informs the worker that they are a couple. The worker replied that the units are only for “real families” and that the units in question have extra space in anticipation of the couple having children. The worker said “you obviously won’t be having kids anytime soon, why not give the unit to someone who needs the space?”



# Learning Marketplace

## Take Up of Scenario #4

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Learning Marketplace

## Take Up of Scenario #5

- Anil is a genderqueer person living in a women's co-op housing complex. Although they express their gender differently each day, they have never had any issues with their fellow tenants or housing workers. One day as Anil is on their way to work, they notice the letter carrier is delivering mail to the building. They unlock their mailbox and start making small talk with the letter carrier, when the letter carrier suspiciously asks if they are a resident of the housing complex. When Anil replies that they are in fact a resident, the letter carrier begins arguing that the building is a place for *real* women only, that Anil has no right to be there, and that they are going to make a complaint about them.

# Learning Marketplace

## Take Up of Scenario #5

- From an LGBTQ perspective, what is the issue in your scenario?
- If this problem occurred in your organization, what steps could you take to improve the situation?
- How could you find ways to avoid this issue in the workplace?

# Think, Feel, Say, Do!

## Objectives

- Gather input from a variety of stakeholders; develop a better understanding of priorities
- Identify a strategic vision that will drive future planning

# Think, Feel, Say, Do!

## Instructions

- “In three (3) years’ time, what do we want to think, feel, say, do about LGBTQ equality?”
- Write each answer on a Post-It note.

# Hear It! Stop It!

## Objective

- Take time to set personal goals that will support LGBTQ equality within your organization

# HEAR STOP IT! IT! #NOBYSTANDERS

**I will never be a bystander to homophobic, biphobic or transphobic language.**

**If I hear it, I will stop it.**

**I commit to standing up for human rights for everyone and to never be a bystander.**



**The519.org**

inspired by @stonewalluk



# Hear It! Stop It!



# Hear It! Stop It!


## Instructions

On your pledge card, write how will you show your support for the LGBTQ community in the next:

- 24 hours
- 30 days
- 60 days

# Hear It! Stop It!

## Addressing the Envelope



Full Name  
Preferred Address  
City, Province  
Postal Code

Home  
Or  
Work

# Hear It! Stop It!

Getting involved on social media

## Facebook

- @HearItStopIt
- #NoBystanders



## Twitter

- @HearItStopIt
- #NoBystanders
- #RespectYourElders





# Where Are We Now?

# Take Away for Learning

- What is one thing you have taken away from today's learning?



# Thank You!

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