

How School Staff and Youth Programmers Can Harness Queer- and Trans-Informed Knowledge and Resources

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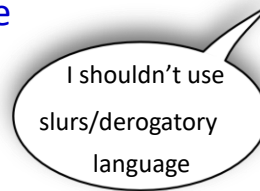
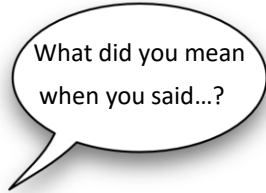
Land Acknowledgement and Anti-Colonial Programming Commitment

The Centre for School Mental Health, Western University, is located on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This geographic region was originally cared for by the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples. Chippewa of the Thames First Nation (part of the Anishinaabe); Oneida Nation of the Thames (part of the Haudenosaunee); and Munsee-Delaware Nation (part of the Leni-Lunaape) are proximal Indigenous communities in this area. The Centre wishes to recognize and celebrate traditional and contemporary Indigenous peoples' knowledges and contributions on Treaty 6 and 7 land. We call on settlers who utilize this resource to learn about regional treaties, original peoples, and histories in their area and infuse traditional ways of knowing and being into their youth programming.

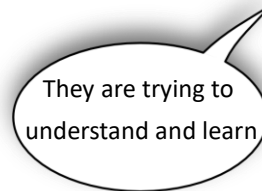
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Group Guidelines

- Ask if you don't know
- Be mindful of language use



- Group confidentiality
- Assume best intentions



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Introductions

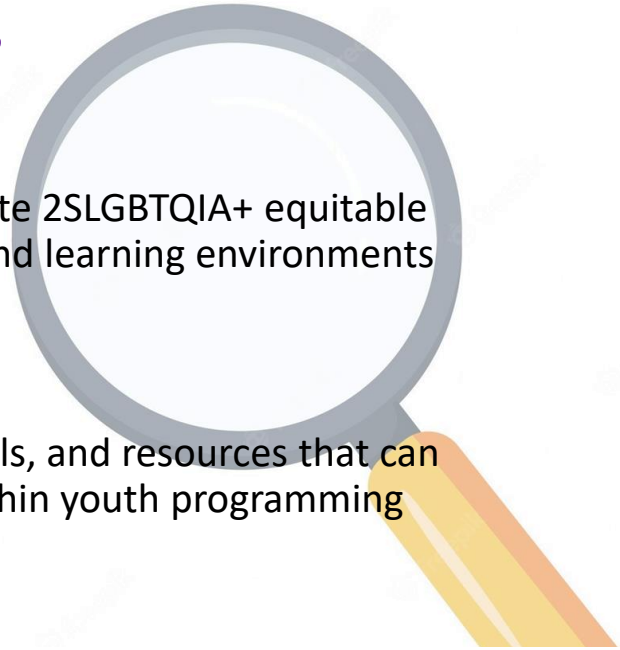
- Name
- Pronouns (e.g., they/they/their; she/they; he/him/his, she/her/hers, per/pers, etc.)
- Land and Original Peoples Recognition
- Role and Interest in Supporting 2SLGBTQIA+ Youth



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Learning Objectives

- Understand how to promote 2SLGBTQIA+ equitable and affirmative teaching and learning environments
- Identify programs, materials, and resources that can be infused at school or within youth programming settings



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Land

Building a welcoming, inclusive, and safe foundation for learning in all educational spaces

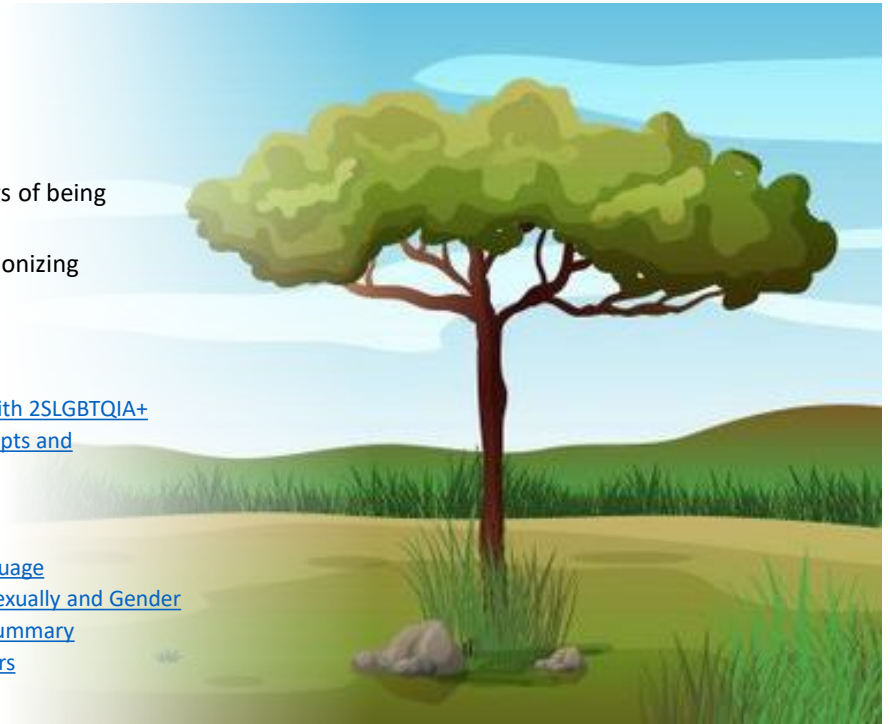
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Foundation

- interlocking identities/ways of being
- anti-hetero/cisnormative
- anti-oppressive and decolonizing
- trauma-informed

Resources:

- [Building Capacity to Work with 2SLGBTQIA+ Youth: Understanding Concepts and Terminology](#)
- [2SLGBTQIA+ Terms](#)
- [Human Identity](#)
- [Affirming and Inclusive Language](#)
- [Trauma-Informed Care for Sexually and Gender Diverse Youth: A Research Summary](#)
- [Intersectionality for Educators](#)



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Atmosphere

Creating equitable and affirmative climates in all learning environments

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Climate

- anti-discriminatory
- 2SLGBTQIA+ affirmative and celebratory content
- infused/integrated

Resources:

- [Still In Every Class In Every School: Final Report on the Second Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools](#)
- [2SLGBTQIA+ Youth's Experiences and Protective Factors](#)
- [Supporting LGBTQ Students of Color](#)
- [Pronoun usage guide for teachers](#)
- [Pronoun form](#)
- [Gender Support Plan](#)



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Water

Riding the wave and using current resources, events, and expertise to continually shape affirming learning and school environments

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Coalition

- collaborate with champions (e.g., DEDI leaders)
- current resources, events, and expertise
- ongoing journey

Resources:

- [Developing 2SLGBTQIA-Inclusive Classroom Resources](#)
- [Sample Lesson Plans](#)
- [Healthy Relationships Program for 2SLGBTQIA+ Youth](#)



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Sun

Shining the light on
student-centered
learning

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Student-Centered

- youth voice and choice
- youth involved in decision-making committees
- courageous conversations
- learn with and from community

Resources:

- [GLSEN's Challenging Assumptions Activity](#)
- [GLSEN's Learning Empowerment and Self Identification Activity](#)
- [Draw-the-Line Postcard Activity](#)

