PHE·EPS
Canada

2SLGBTQ+ Inclusion
IN SCHOOL-BASED PHYSICAL
ACTIVITY PROGRAMS

A Guidebook

Acknowledgements

ABOUT PHYSICAL AND HEALTH EDUCATION CANADA (PHE CANADA)

PHE Canada champions healthy, active kids by promoting and advancing quality health and physical education opportunities and healthy learning environments. Supporting community champions with quality programs, professional development services, and community activation initiatives, PHE Canada inspires all to live healthy, physically active lives. Find out more at www.phecanada.ca.

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Table of Contents

Introduction

Physical Health and Education Canada (PHE Canada) is dedicated to ensuring that all students are given an equal opportunity to engage in physical activity and to lead healthy lives. To achieve this outcome, it is vital that all students feel safe, included, and represented in physical activity programming (i.e., physical and health education classes and extracurricular opportunities). Concernedly, **2SLGBTQ+**[1] students continue to experience significant barriers of exclusion that hinder participation—as well as reduce the desire and motivation to engage—in school-based physical activity programs.

To help educators increase accessibility and engagement of **2SLGBTQ+** students in school-based physical activity programs, PHE Canada has partnered with Dr. Travers from Simon Fraser University and Sonali (Alyy) Patel, an LGBTQ+ intersectionality researcher, to determine both the prevalent gaps and wise practices.

This guidebook outlines the barriers for **2SLGBTQ+** participation in school-based physical activity and provides recommendations for educators to approach and address these obstacles. It specifically outlines three types of barriers that impact **2SLGBTQ+** students:

- interpersonal barriers,
- sociocultural barriers, and
- structural barriers.

For each type of barrier, the guide provides a definition, examples, and suggestions for educators.

This guidebook is intended to be used by educators and school administrators as an informative resource when developing programming, as well as a quick reference to ensure that your physical activity programs are **2SLGBTQ+** inclusive.

Throughout this guidebook, a handful of terms are bolded in pink – these terms are defined in the glossary on page 28.

[1] Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Non-Binary, and additional marginalized sexual orientations and gender identities.

Ethical Standards
for Educators

To effectively engage 2SLGBTQ+ students in school-based physical activity programs, educators need to understand and apply the following ethical standards.
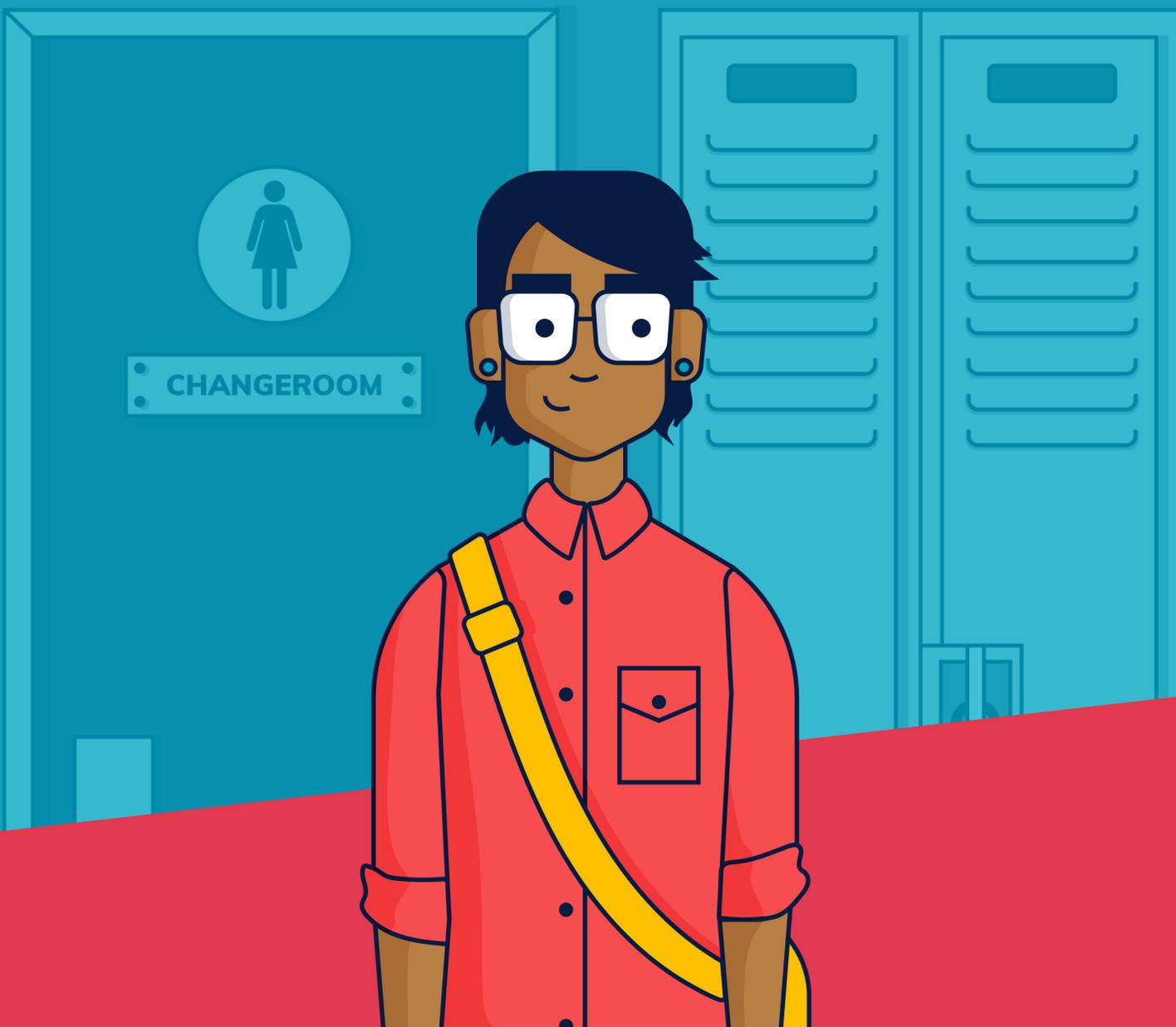
CHANGEROOM

PRACTICE CRITICAL SELF-REFLECTION—REGULARLY. CONSIDER WHAT IMPLICIT BIASES, VALUES, OR BELIEFS YOU HAVE THAT MAY BE A BARRIER TO INCLUSION.

Everyone has personal biases, values, and beliefs—whether they be explicit or implicit—that influence everyday thoughts and behaviours. Think about your professional and personal experiences and how they may unknowingly be a barrier to providing inclusive programming. Sometimes when people truly reflect, they are surprised about their perspectives. But, they can then address these perspectives to ensure their students learn and grow in an environment that is more welcoming and accepting. Educators can lose confidence in themselves or be discouraged when they realize they have been perpetuating stereotypes or unknowingly creating barriers for students. This reaction is common, but the most important thing is to act and make the necessary changes to your programming for the well-being of your students.

ACCEPT THAT YOU CAN ALWAYS LEARN MORE— AND BE OK WITH THAT.

Social culture is dynamic and fluid. Wise practices change over time. Some norms, opinions, and language that have been historically accepted are oppressive and inappropriate today. As a professional, seek out reading, research, and other opportunities to educate yourself on creating a more inclusive environment for 2SLGBTQ+ students.

DON'T WAIT FOR 2SLGBTQ+ STUDENTS TO "COME OUT" TO YOU.

Take the initiative to create physical activity programming that is inclusive and accessible for 2SLGBTQ+ students in advance, instead of waiting for a student to disclose their identity to you. 2SLGBTQ+ students experience heightened levels of stress, anxiety, and fear of discrimination. These factors may deter them from disclosing their identity and/or gender-/sexuality-specific needs to educators. Therefore, it is integral for educators at both the elementary and secondary levels to develop programming under the assumption that you have 2SLGBTQ+ students in your classroom.

DON'T SHIFT THE BURDEN ONTO VULNERABLE STUDENTS.

2SLGBTQ+ students experience stressful pressures regarding visibility and invisibility. Being welcomed and feeling "seen" for who they are is a significant indicator of health and well-being. However, many **2SLGBTQ+** students fail to experience this in school. It is equally important for students to have full autonomy and ability regarding personal identity disclosure— that is, if, when, and how to share their **2SLGBTQ+** identity with others. Pressure can be placed on queer, trans, and non-binary students to be visible (e.g., to join the Gay-Straight Alliance, engage in the work of educating the school community about sexual and gender diversity). Many of these students resent what they believe to be a deflection of responsibility on the part of adults in the school, as well as ignorance toward the burden being placed on vulnerable students. As such, it is important for educators to **find the right balance between amplifying student voices and adults taking ample responsibility** to effectively address barriers and design inclusive programming.

PHYSICAL EDUCATION DEPT

AVOID 'BEATING AROUND THE BUSH' ON 2SLGBTQ+ TOPICS.

Be clear, direct, and explicit when discussing 2SLGBTQ+ topics. If you are uncomfortable doing so, invite a staff or administrative member to help you facilitate this discussion or seek support from a local 2SLGBTQ+ organization. Many organizations have information on the inclusion of 2SLGBTQ+ individuals and physical activity.

ALLOW STUDENTS TO LEAD.

Co-create inclusive physical activity spaces with your students. By providing opportunities for students to decide which activities they want to participate in, you are actively creating a more welcoming and engaging environment for all students. Understand that students know a good deal about their own needs and those of their peers. Have open discussions with your students with the intention to listen and learn.

DO NOT MAKE ASSUMPTIONS.

Avoid making assumptions about the needs and experiences of 2SLGBTQ+ students. If you are unsure, it is always best to ask. Be honest with students about your intention to learn about how to best support 2SLGBTQ+ students. Remember that you do not have

to do this alone. Ask for help when you need it. Students, colleagues, your school's Gay-Straight Alliance, and/or local 2SLGBTQ+ organizations may be a great local resource for support. Avoid making assumptions about who is 2SLGBTQ+. See page 6 for more information about intersectional awareness.

RECOGNIZE THAT IDENTITIES ARE IN A STATE OF FLUX.

Do not assume that sexual orientation and gender identity are fixed, because gender and sexuality are inherently fluid. Students frequently report shifting identities on the 2SLGBTQ+ spectrum. However, do not assume these shifts are related to their being youth. Sexual orientation and gender identity shifts occur over a lifetime.

COMMIT TO CREATING SAFER SPACES.

2SLGBTQ+ students do not feel safe or welcome in any number of spaces. This feeling may occur in changerooms, classrooms, or the school itself—spaces that were built and are dominated by binary and cisgender individuals. Consider how you can create or advocate for physical spaces that are safer for 2SLGBTQ+ students.

Intersectional
Awareness

It is important to remember that 2SLGBTQ+ students come from different racial, ethnic, religious, and socioeconomic backgrounds. The experiences and needs of Black, Indigenous, Brown, and Asian 2SLGBTQ+ students will likely be different from those of White 2SLGBTQ+ students as well as from each other. It is also critical for educators to eliminate the assumption that racial and religious minority students perpetuate homophobia, biphobia, lesbophobia, queerphobia, and transphobia, as this belief is fundamentally untrue. Instead, educators are encouraged to seek out a diverse range of resources to support all 2SLGBTQ+ students.

Understanding Intersectional Identities

The Wheel of Power/Privilege illustrated on this page provides a simplified understanding of intersectional identities. Every individual is multidimensional, in that each person has multiple identities that make up who they are. All individuals can locate themselves in each slice of the wheel below. Those who locate an identity closer towards the center are considered to have a more privileged identity. Those who locate an identity further outward are considered to have a more marginalized identity.

Each identity intersects with the other, thus, producing an intersectional identity. However, the specific experience of an individual differs depending on how much power/privilege is associated with identity. For instance, a racialized, **queer**, **non-binary** immigrant has a different experience than a White, queer, non-binary person with birth-right citizenship. Although they both share the same gender and sexual marginality, their respective racial and citizenship privileges will produce dissimilar lived experiences. Therefore, both individuals in this instance will have differential needs.
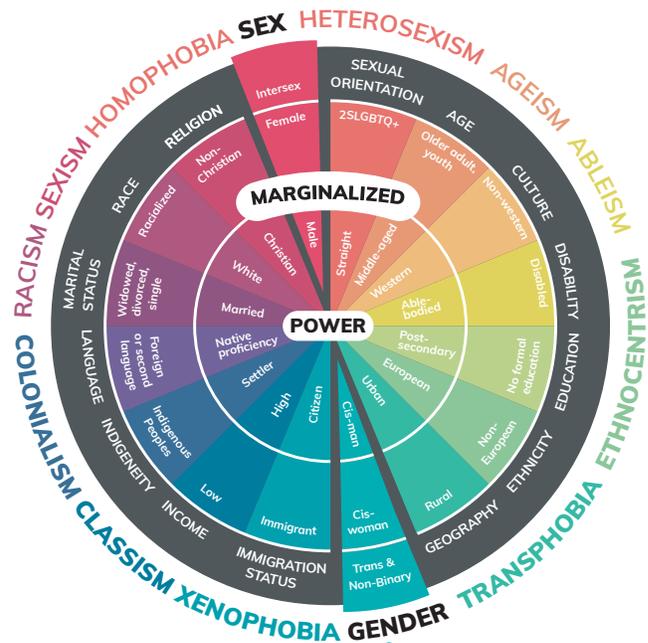
SOME GENDER IDENTITY TERMS INCLUDE:

| Agender | Genderfluid | Gender-neutral | Transgender man |
| Bigender | Genderqueer | Non-binary | Transgender woman |

Adapted from Sylvia Duckworth's Wheel of Power/Privilege

Developing and Teaching Culturally Inclusive 2SLGBTQ+ Programming

Below are some tips for developing and teaching physical activity programming that is both **2SLGBTQ+** and culturally inclusive.

EXPAND BEYOND WESTERN-NORMATIVE ACTIVITIES

by incorporating traditional games and activities of Indigenous, Black, Brown, Hispanic, Asian, and non-Western cultures.

- Incorporate Indigenous games, as well as their cultural and physical elements in physical activity programming in a respectful and appropriate manner.

- Incorporate activities such as yoga in a manner that respects and attributes credit to South Asian culture.

CONSIDER CONSULTING LOCAL INDIGENOUS AND RACIALIZED COMMUNITIES AND/OR ORGANIZATIONS

for support in designing programming that is culturally sensitive and appropriate.

EXPLAIN THE CULTURAL SIGNIFICANCE AND ROOTS OF THE SELECTED ACTIVITIES

when teaching them in-class, to foster a positive learning space as well as to avoid perpetuating cultural appropriation.

CHALLENGE INSTITUTIONAL NORMS

of inappropriate and/or outdated themes pertaining to school mascots and team names, which can negatively impact Indigenous and/or **Two-Spirit** students.

Intersectionality Resources

Reading:

Cassidy, W. & Jackson, M. (2005). The Need for Equality in Education: An Intersectionality Examination of Labeling and Zero Tolerance Practices. McGill Journal of Education, 40(3), 435-456.

Meyer, U. (2007). In The Name of Identity: Teaching Cultural Awareness in the Intercultural Classroom. Paper Presented at Cologne University of Applied Sciences, Germany.

Summarized Info Pages:

2SLGBTQIA+ Black Indigenous People of Colour Voices in History from the Canadian Centre for Gender + Sexual Diversity

10 Tips for Putting Intersectionality into Practice from The Opportunity Agenda

Interpersonal
Barriers

Definition of **Interpersonal Barriers**

Interpersonal barriers are those which exist within relationships between similar or different groups of people who are defined by their status and respective power (e.g., staff and students, administration and students, students and students).

Interpersonal barriers occur in the context of interactions and communication in classrooms, changerooms, or the broader school environment. Most often, these barriers emerge because of individuals' actions and behaviours towards **2SLGBTQ+** students. Barriers may include—but are not limited to—**microaggressions**, **micro-invalidations**, mockery (i.e., making fun of someone), patronizing and/or degrading comments, and verbal harassment.

Examples of **Interpersonal Barriers** in Physical Activity Programs

Interpersonal Violence Against 2SLGBTQ+ Students:

- Non-consensual identity disclosure (i.e., "outing" or discussing someone's sexuality and/or gender without their explicit permission)

- Peers invading the privacy of **2SLGBTQ+** students (i.e., being asked personal and invasive questions beyond their comfort levels)

Queerphobia in Vulnerable Spaces:

- Shaming, stigmatizing, or **othering lesbian**, **bisexual**, and **queer** sexualities in the girls' changerooms (targeted and non-targeted comments). For instance, students report girls passing comments that associate lesbians with predatory behaviour (e.g., "I hope there's no lesbians watching me change.") induced feelings of shame and discomfort among **queer**, **questioning**, and students who are not "out".

- Shaming, stigmatizing, or **othering gay**, **bisexual**, and **queer** sexualities in the boys' changerooms (targeted and non-targeted comments).

- Students comparing and shaming bodies in changeroom facilities. For instance, **trans**, **non-binary,** and **questioning** students feel uncomfortable and unwelcome because of unsolicited comparisons of breast sizes by student peers while changing.

Ignorance and Invalidation:

- Educators monitoring which bathroom students use (cisgender or all-gender). This may include watching students as they walk into bathrooms and/or denying access to gender-neutral washrooms if a student does not "look **2SLGBTQ+**" or if the educator is unaware of the student's gender identity.

- Educators making, ignoring, or condoning **homophobic**, **biphobic**, **queerphobic**, and **transphobic** remarks in physical activity settings (including a failure of educators to intervene and stop this behaviour).

- Educators dismissing or disregarding the existence of **2SLGBTQ+** identities and failing to discuss **2SLGBTQ+** issues and experiences.

- Enforcing the stereotype that one must "look **2SLGBTQ+**"—an approach which is harmful to students who are not out or who are questioning, and often excludes **queer** students of colour.

How are **interpersonal barriers** problematic?

Interpersonal barriers significantly contribute to diminishing the motivation of **2SLGBTQ+** students to participate in physical activity programs. Specifically, interpersonal barriers cause **2SLGBTQ+** students to feel unsafe in physical activity spaces.

Suggestions for Educators

Educators can take proactive measures to dismantle existing interpersonal barriers and to prevent the onset of additional ones in school-based physical activity programs.

Inclusive Program Design

Consider these suggestions for designing physical activity programs to dismantle and prevent interpersonal barriers:

SET CLEAR EXPECTATIONS—TOGETHER.

Set the standard at the beginning of your semester or school year by clearly identifying behaviours that will not be tolerated in changerooms, classrooms, physical activity spaces, or anywhere. These behaviours include: **lesbophobic** and **queerphobic** comments, body-shaming, and body comparisons. Because group norms are best co-created, put time aside to develop and set expectations with student support and feedback.

CONVEY THE IMPORTANCE OF 2SLGBTQ+ INCLUSION.

Regularly have open and educational discussions with your class/team to explain why **lesbophobic**, **homophobic**, **queerphobic**, **biphobic**, and **transphobic** comments are inappropriate and unacceptable. This can also include comments outside the school setting, such as on social media. These comments are prejudiced and marginalizing in any environment.

EDUCATE OTHERS.

If you overhear staff or students making discriminatory or exclusionary remarks, take a moment to educate them by explaining why their behaviour is harmful. Educating others is a more effective preventative mechanism than creating conflict with them or not providing an understanding of why their remarks are unacceptable.

ALLOW FRIEND REQUESTS FOR PHE ENROLLMENT.

Some students report that having their friends in the same PHE course or program was helpful for their feelings of belonging and connection. If possible, encourage and honour friend requests for enrollment in school-based physical activity programs.

Questions for
Critical Self-Reflection

Reflect on these questions when designing school-based physical activity programming.

- Do you assume that students skip class or disengage from physical activity because they don't care? Or do you have compassion and empathy for students while trying to better understand the reasons why a student does not feel comfortable participating?

- During classroom discussions on 2SLGBTQ+ topics, do you go beyond the basic content to convey/explain the significance of why 2SLGBTQ+ inclusion is important?

- Do you regularly remind students not to shame or stigmatize lesbian, gay, bisexual, transgender, non-binary, and queer students, and instead, encourage everyone to understand, empathize, and support their peers regardless of their identity intersections?

- Do you represent a wide range of genders and sexualities in your instruction (e.g., media examples, discussing intersectional 2SLGBTQ+ experiences)?

- Do you regularly ask students for feedback about how your instruction could be more inclusive?

- Do you have open discussions with students about how you could do better to support 2SLGBTQ+ students as an instructor?

Sociocultural
Barriers
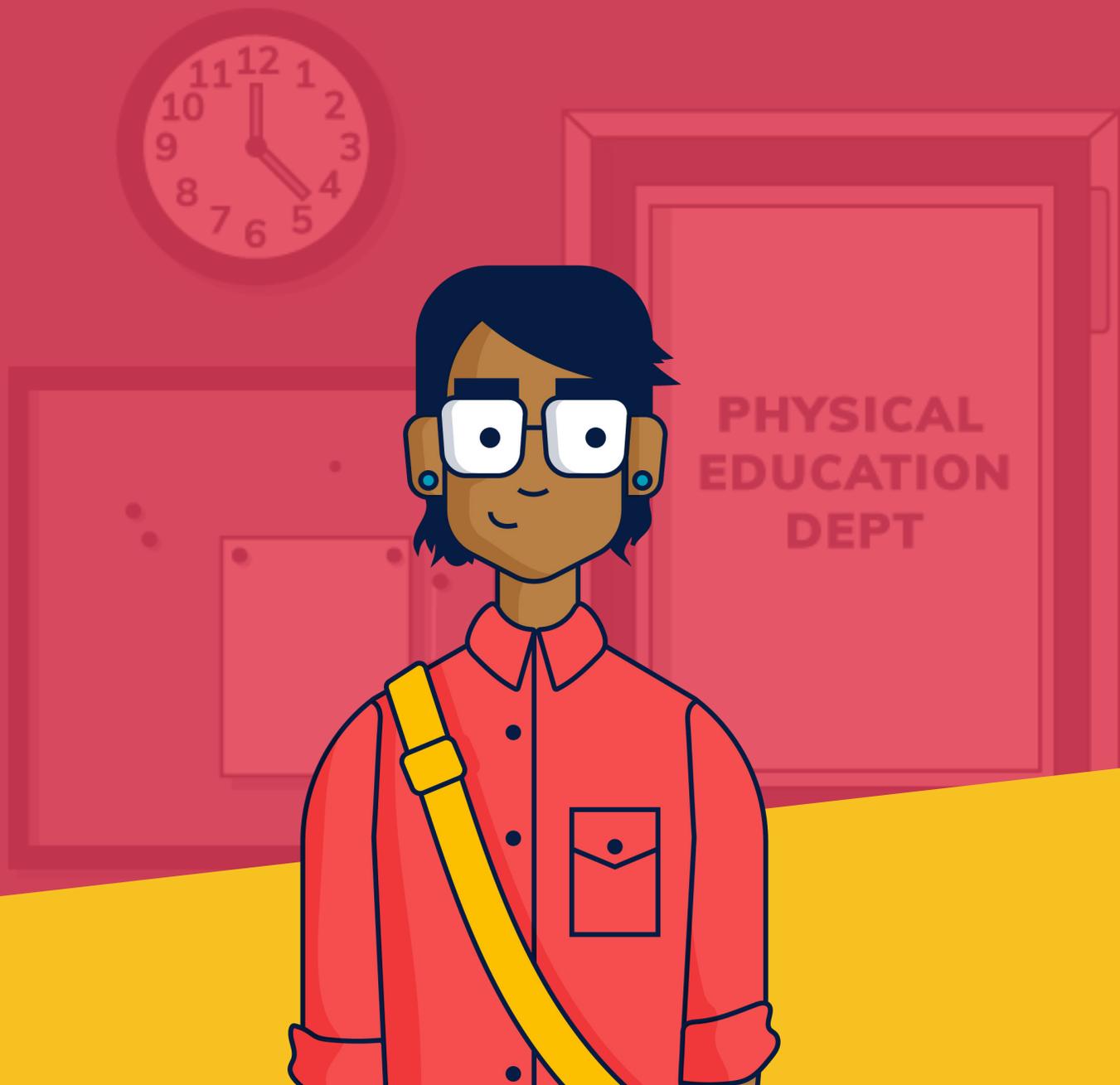
Definition of **Sociocultural Barriers**

Sociocultural barriers are the social norms, attitudes, and implicit expectations that are deeply entrenched in the culture (i.e., social context) of physical activity. These norms, attitudes, and expectations are collectively determined and reinforced by educators, administrators, and students. It is vital to ensure that the culture of physical activity in your school is inclusive and welcoming for **2SLGBTQ+** students to feel safe and interested to participate.
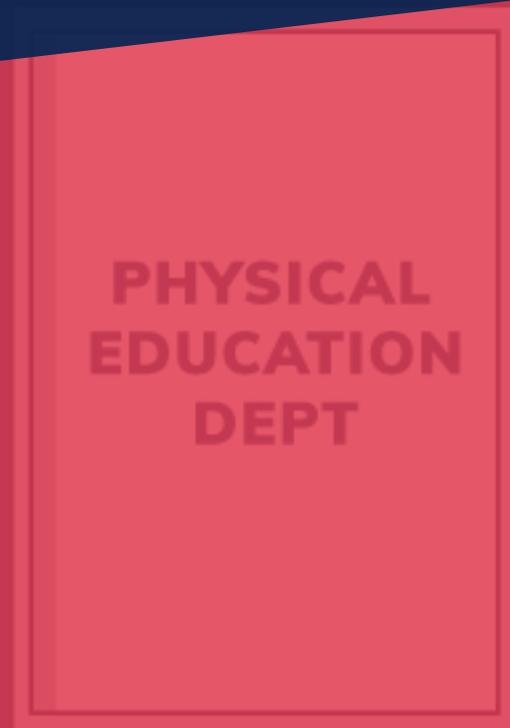
Examples of Sociocultural Barriers
in Physical Activity Programs

Competitive Spaces:

- Promoting competitive attitudes (i.e., educators prioritizing athletic abilities over engaging in physical activity for its health and wellness benefits).

### Toxic Masculinity and Misogyny:

- Coaches and educators making sexist and **misogynistic** remarks in physical activity settings (e.g., "girl push-up" and "you run like a girl").

- Associating athletic ability with gender (i.e., perpetuating a narrative that girls are less athletic than boys).

Normalization of Heterosexuality and Cisgenderism:

- Limiting discussions to heterosexuality and/or assuming all students are heterosexual and cisgender.

Educators as the "Sage on the Stage":

- Perpetuating the cultural norm that educators are the leaders and knowledge-holders. This can be unwelcoming for marginalized students and may be reinforced by educators failing to seek student input, refusing to learn from students and/or to update material, enforcing a hierarchal learning environment, etc.
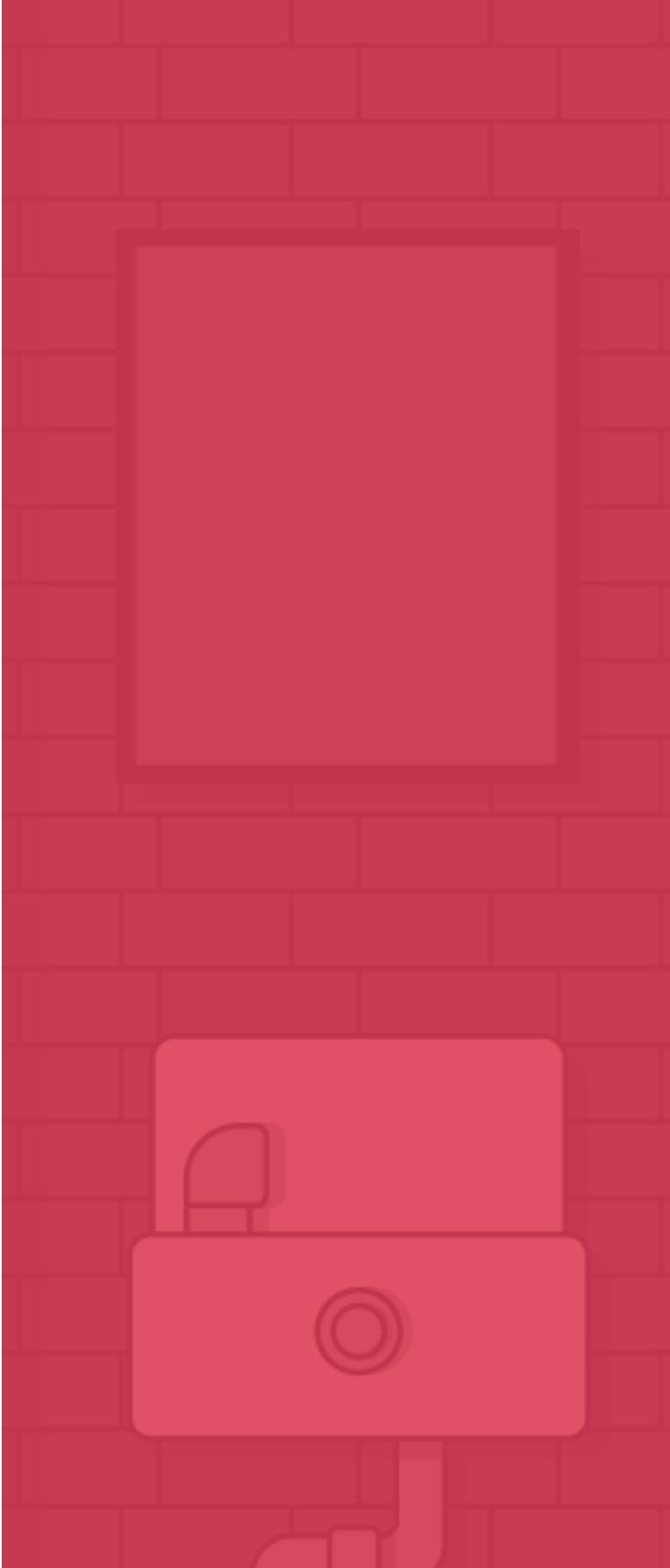
How are **sociocultural barriers** problematic?

Sociocultural barriers contribute to fostering a culture of exclusion within physical activity, in part by perpetuating a narrative that only **cisgender**, heterosexual boys should engage in physical activity. In other words, sociocultural barriers create an environment in which girls, **non-binary**, and **2SLGBTQ+** students feel unwelcome to participate.

School-based physical activity environments can play a crucial role in shaping the cultural climate of the entire school, in a way that is unwelcoming to girls, young women, and **2SLGBTQ+** students. In this sense, it is understood that sociocultural barriers—particularly those which arise from a competitive atmosphere in school sports—influence the environment of a school as a whole.

The culture of physical activity is harder to shift than intervening in interpersonal barriers. However, it is possible for educators to influence this shift by consistently working towards enforcing positive, inclusive social norms and attitudes.

Suggestions for Educators

To be inclusive of all students, educators can take measures to address certain sociocultural barriers in physical activity programs.

Inclusive Program Design

Consider these suggestions for designing physical activity programs that address certain sociocultural barriers:

BE MINDFUL OF LANGUAGE.

Avoid using sexist/misogynistic language to describe physical activities (e.g., say "modified push-up" instead of "girl push up"). As educators, you interact with youth, the architects of new terminology. Thus, it is recommended that you take advantage of your position to continually learn new language and forms of expression from students.

USE CORRECT PRONOUNS.

Normalize asking all students what their pronouns are at the beginning of a semester or school year. It is helpful to show students that you care by introducing yourself with your pronouns (i.e., he/him, she/her, they/them, she/they, he/they, etc.).

FOSTER A COOPERATIVE ENVIRONMENT.

Physical activity is often seen as being inherently competitive even though many physical activities focus on cooperation and recreation. Create an environment where students see cooperation as paramount. For students who enjoy competition, it can be included in activities of their choice. Above all, encourage fun and personal development in physical activity programming.

OFFER ALTERNATIVE ACTIVITIES.

Activities that involve running and jumping can induce feelings of gender dysphoria for non-binary and trans students. These activities function to remind students of developing body parts that they are uncomfortable with (e.g., breasts). As well, these activities may not be fully safe or comfortable for students who bind and/or tuck. Embed activities into your program design as an alternative to activities that may induce gender dysphoria. Offer student choice regardless of whether you are aware of a gender marginalized student in your class.

SUPPORT STUDENTS LEADING CHANGE, BUT DON'T RELY ON THEM.

Recognize that while some students are leading change and enjoy this opportunity, they should not be obligated to undertake it. 2SLGBTQ+ students must not be made to carry the burden of representation. It is not their job to educate students and staff.

Questions for
Critical Self-Reflection

Reflect on these questions when designing physical activity programming to effectively address certain sociocultural barriers.

- Does your physical activity programming allow students to choose from a variety of different activities?

- Does your physical activity programming promote cooperation and focus on the health and wellness of all?

- Do you use gender-neutral and **2SLGBTQ+**-inclusive language in your instruction?

- Do you ask for and use, students' pronouns?

- Do you consciously or subconsciously associate athletic skill level with gender?

- Do you consciously or subconsciously prioritize or focus on athletic students rather than provide equal attention and support to all students?

- Do you embed accommodations for **2SLGBTQ+** students into your programming? Or do you expect students to be "out and proud" to receive accommodations?

Structural
Barriers
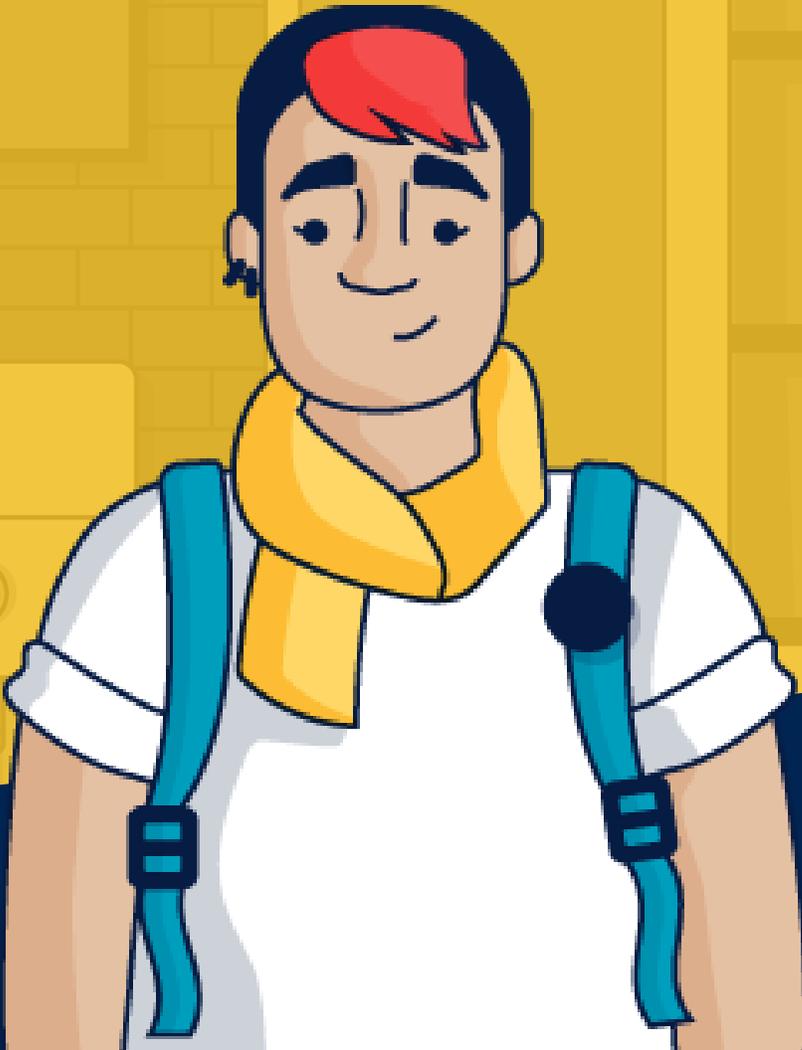
Definition of **Structural Barriers**

Structural barriers are policies and practices that systematically disadvantage a marginalized group. Structural barriers are deeply entrenched in the design of school-based physical activity programs making participation in these activities inaccessible for many 2SLGBTQ+ students. These barriers are often the hardest to address. However, structural barriers are the most important for educators to challenge because these barriers directly prevent 2SLGBTQ+ students from participating.

Examples of Structural Barriers
in Physical Activity Programs

Changerooms:

- Mandatory requirement to change for physical education class or physical activity programs.

- Open changerooms (i.e., no stalls).

- **Binary** changerooms (girls and boys).

- Gender inclusive washroom/changing space located at a distant location or in an administrative space, forcing the student to "out" or alienate themselves to access it.

Gender Segregation:

- Gender segregated physical education classes.

- Gender segregated physical activity teams or activities.

Anti-Trans Rhetoric:

- Trans-misogynistic narrative that trans-girls have a physical advantage over their cisgender counterparts.

How are **structural barriers** problematic?

Structural barriers prevent the opportunity for **2SLGBTQ+** students to participate in physical activity programs. Structural barriers especially impact non-binary and transgender students, who are systematically excluded from the design of school-based physical activities.

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Suggestions for Educators

Educators must consider the structural barriers that exist in school-based physical activity programs to support the inclusion of 2SLGBTQ+ students. Additionally, all educators can take measures to advocate for the elimination of structural barriers for 2SLGBTQ+ students' participation in school-based physical activity programs.

Inclusive Program Design

Consider these suggestions for designing school-based physical activity programs to address some structural barriers:

OFFER ALL-GENDER TEAMS AND PROGRAMS.

Forcing students to pick between the girls or boys team/class is uncomfortable, limiting, and traumatizing for trans and non-binary students. As well, the mandatory requirement for students to fit themselves into the gender binary erases and invalidates the existence of non-binary students. Instead of splitting teams and classes by gender, consider splitting by skill level or competitive/non-competitive physical activity.

ADVOCATE FOR ALL-GENDER CHANGE ROOMS WITH STALLS.

The changeroom is a vulnerable and, at times, traumatizing site for 2SLGBTQ+ students, especially when students are forced to change in an open space with their peers. Changerooms with stalls would make physical activity much more comfortable and accessible not just for 2SLGBTQ+ students but for all students. Speak with your administration or school board officials to start the conversation about how funding could be provided to address these structural barriers.

ALLOW STUDENTS TO PARTICIPATE WITHOUT CHANGING.

The requirement to change into physical activity clothing (i.e., shorts, t-shirt) deters many 2SLGBTQ+ students who wish to avoid the changeroom space. To increase engagement and make physical activities more accessible for 2SLGBTQ+ students, make changing into physical activity clothing optional.

Questions for
Critical Self-Reflection

Reflect on these questions when designing school-based physical activity programming to address certain structural barriers.

- How do you ensure that all students feel safe and comfortable in changeroom spaces?

- Do you advocate for **2SLGBTQ+** inclusive physical activity spaces regardless of whether there is an openly **queer**, **trans**, or **non-binary** student in your class/school?

- Is there ample opportunity for students to provide feedback and inform you of the challenges and barriers they are experiencing with physical activity programming?

- Do you offer all-gender options in your physical activity programming?

- Can students participate without having to change into physical activity clothing?

Transforming Culture and Policy for 2SLGBTQ+ Inclusion

Travers (2022, forthcoming) makes a distinction between gender conforming and gender transforming transgender-inclusion policies:

- gender conforming transgender participation policies seek to accommodate **trans** people within existing institutions and cultures
- gender transforming policies require physical activity institutions and cultures to change.

The former is much easier to achieve than the latter because it does not trouble or disrupt physical/organizational infrastructure and taken-for-granted assumptions and beliefs. However, the status quo of sex-based spaces, facilities, programs, and activities, reinforces sexist and anti-**2SLGBTQ+** norms that operate to stigmatize and exclude.

Appropriate **2SLGBTQ+** inclusion policies are important. But they must be accompanied by significant cultural work on the part of school districts and school communities to address institutional and cultural barriers. Otherwise, these policies will fail to achieve even the bare minimum standard for inclusion.

As an example, research shows that despite policies being in place to support the full and safe participation of transgender students in sex-segregated physical activity programs, none of the trans youth participants was aware of these policies. Trans-inclusive policies are most sufficient to improve the experiences of trans students in school-based physical activity programs when paired with cultural transformation. If the policy is implemented without being promoted and enforced, it has little impact on the experience of students. Therefore, deliberate institutional and cultural change must follow policy change, and the voices of **2SLGBTQ+** students must be included every step of the way.

Travers. (2022). Sport: Transgender, and Non-binary Experience. Oxford Handbook of Sport, L. Wenner, ed., forthcoming.

Conclusion

Interpersonal, sociocultural, and structural barriers significantly contribute to reducing the **2SLGBTQ+** students' motivation to participate in physical activity programming. It is important for educators to embed **2SLGBTQ+** inclusion into physical activity programs because these barriers often cause traumatizing experiences for **2SLGBTQ+** students. These experiences create lifelong aversion and deterrence from participation in physical activities.

As an educator or school administrator, it is essential that you involve students in their learning by encouraging student voice as well as being knowledgeable about their experiences. These elements are of paramount importance when you plan and implement your programming to provide **2SLGBTQ+** students with an equal opportunity to live healthy, active lifestyles.

Additionally, educators must take measures to address and advocate for **trans** and **non-binary** inclusion in school-based physical activities. Because these students are systemically excluded, it is vital to create an environment where **trans** and **non-binary** students are provided the motivation and opportunities to participate in physical activity programming.

Finally, it is crucial that educators work towards **2SLGBTQ+** inclusion regardless of whether there is an openly **queer**, **trans**, or **non-binary** student in your program. Do not expect students to "come out" to you or "come out" to themselves. Many students are still figuring out their gender and sexual identities during elementary and high school. Therefore, it is vital to provide a safer environment for students to do so without being forced to conform to a **gender binary** or feel ashamed of their **queer** feelings. Moreover, the suggestions here serve as an effective universal design which will benefit not only **2SLGBTQ+** students, but also the broader student population.

These inclusive program design recommendations are not considered best practices, but rather "good practices"—to embrace the necessary open-endedness of **2SLGBTQ+** inclusion. What works well for the next five years may not work well beyond the next ten. Good practices are evolving to keep up with evolving identity categories and the ongoing emergence of new knowledge. Fostering opportunities for new knowledge to develop and flourish is an integral part of the **2SLGBTQ+** inclusion process and an important step for the inclusion of **2SLGBTQ+** students in school-based physical activity programs.

Glossary of Terms

Term	Definition
Bind	Also known as chest-binding. Binding is a technique used to minimize the appearance of a person's breasts. Some transgender men or gender-nonconforming individuals use binders (compression undergarments) to bind the breasts to the body, creating a flatter chest.
Bisexual	Bisexual refers to a person who is romantically and/or sexually attracted to both men and women.
Cisgender	Cisgender refers to a person whose gender identity corresponds with their assigned sex at birth.
Gay	Gay refers to a person who is romantically and/or sexually attracted to the similar gender.
[Gender] Binary	The gender binary refers to a binary wherein two gender options are available—man or woman—both of which are cisgender.
Gender Dysphoria	Gender dysphoria refers to psychological distress that results from an incongruence between one's sex assigned at birth and one's gender identity.
Lesbian	Lesbian refers to a woman who is romantically and/or sexually attracted to women. The term lesbian has recently expanded to also include non-binary individuals.
2SLGBTQ+	An acronym that encompasses gender and sexual identities on a spectrum. The acronym includes lesbian, gay, bisexual, transgender, queer, two-spirit, plus more.
Micro-invalidations	Verbal comments or behaviours that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a marginalized person.

Microaggressions	A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group.
Misogyny	Misogyny refers to the dislike of, contempt for, or ingrained prejudice against women.
Non-Binary	Non-binary is an umbrella term that encompasses gender identities that do not conform to the gender binary of woman or man. Specifically, the spectrum of gender identities encompasses within non-binary are not exclusively masculine or feminine.
Othering	Othering refers to a view or treatment of a person or group of people as intrinsically different, and thereby, alienate them.
Phobi[a/c]	**Biphobi[a/c]:** Biphobia is aversion toward bisexuality and bisexual people as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation, or of negative stereotypes about people who are bisexual. Other forms of biphobia include bisexual erasure. **Homophobi[a/c]:** Homophobia encompasses a range of negative attitudes and feelings towards people who are identified or perceived as being lesbian, gay, bisexual, or queer. **Lesbophobi[a/c]:** Lesbophobia comprises various forms of negativity towards lesbians as individuals, as couples, or as a social group. **Queerphobi[a/c]:** Queerphobia is the more inclusive term replacing homophobia. See homophobia. **Transphobi[a/c]:** Transphobia is the dislike of, prejudice against, and aversion to transgender people. It can take the form of discrimination, negative stereotypes about transgender people, invalidation of gender identity, use of a "dead name" (e.g., their birth name or a nickname no longer used), misgendering, and more.
Queer	Queer is an umbrella term encompassing all gender and sexual identities. The term queer refers to anyone who is not heterosexual or cisgender.

Questioning	Questioning refers to an individual who is in the process of figuring out their gender and/or sexual identity.
Toxic Masculinity	Toxic masculinity refers to negative aspects of exaggerated masculine traits. It is a cultural concept of manliness that glorifies stoicism, strength, virility, and dominance, and that is socially maladaptive or harmful to mental health.
Transgender	Transgender refers to an individual whose gender identity or gender expression differs from the sex that they were assigned at birth.
Tuck	Tucking is a technique used to hide the crotch bulge of the penis and testicles so that they are not conspicuous through clothing. Tucking is commonly practiced by transgender, non-binary, and androgynous individuals.
Two-Spirit	A term that can be used by Indigenous people who experience gender and/or same sex attraction. It can also be used to refer to the balance between maleness or femaleness of a person, or a fluidity between masculinity and femininity.

Resources

2 Spirits in Motion

Egale Canada

LGBT Youthline

LGBTQ2 Secretariat

The Enchanté Network

Trans Student Educational Resources

The Canadian Centre for
Gender and Sexual Diversity