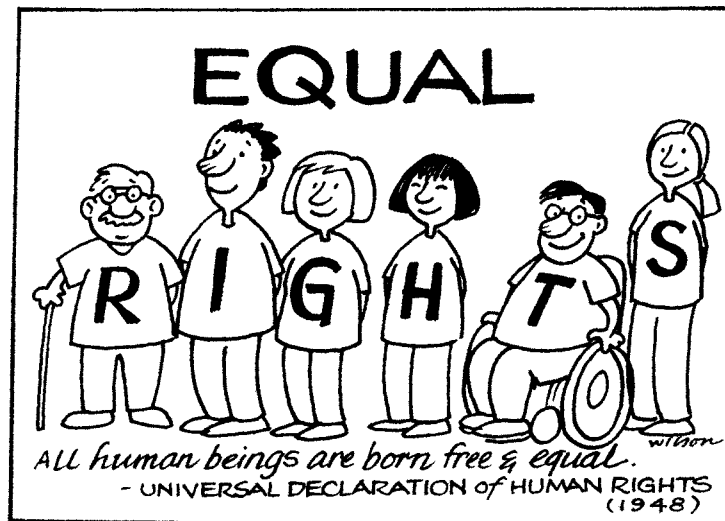


An introduction to GENDER IDENTITY AND EXPRESSION



**1-hour Education Session
for OPSEU Locals**

Facilitator Notes

Notes to Facilitator on preparation for this session

Materials for each participant:

- *Ontario Human Rights Code* for each participant
- Copy of participants' materials

Materials for Facilitator:

- Copy of Facilitator Notes

Supplies:

- Markers
- Masking tape
- Flipchart paper
- 2 pads of large sticky notes
- Red dots

Facilitator preparation for this 1-hour lunch and learn:

1. **Human Rights Code.** Ensure you have a copy of the Human Rights Code or access to it for everyone.

OPSEU Statement of Respect

Harassment or discrimination of any kind will not be tolerated at OPSEU functions.

Whenever OPSEU members gather, we welcome all peoples of the world. We will not accept any unwelcoming words, actions or behaviours against our sisters and brothers.

We accord respect to all persons, regardless of political affiliation, including people of colour, women, men, First Nations men and women, Metis or other Aboriginal peoples, members of ethno-racial groups, people with disabilities, gays, lesbians, bisexual and transgendered/ transsexual peoples, francophones and all persons whose first language is not English.

In our diversity we will build solidarity as union sisters and brothers.

If you believe that you are being harassed or discriminated against, let one of us know and we will deal with it on the spot.

If an instructor is the problem contact _____ for immediate assistance.

Facilitator's Session at a Glance

Learning objectives:

1. Identify your position on the sex and gender continuum
2. Become familiar with terminologies and their meaning
3. Link the relationship between gender identity accommodations and the Ontario Human Rights Code
4. Know how/where to get support and tools to use in issues relating to gender identity

Session outline

Time	Activities	Materials
15 min	Identify the issues <ul style="list-style-type: none"> • Introduce yourself • Have volunteers read the Statement of Respect • Review the agenda • What is Gender identity • Ask each person to complete the activity on the Genderbread Person 	Gender identity continuum
35 min	What to do if your rights under the OHRC are violated <ul style="list-style-type: none"> • Review the <i>Code</i> and what area would apply to gender identity issues (sex) • Refer to what rights people have under the <i>Code</i> • Check to see how many people know of others who have accommodation issues relating to gender identity 	OHRC pamphlet
10 min	Wrap up <ul style="list-style-type: none"> • Review the glossary of terms • Remind people of the tools they have • Review the list of places from where help is accessible to deal with the issue of gender identity • Thank people for their participation 	Glossary of terms List of helpful websites OPSEU Equity Unit

Detailed Facilitator Notes

15 Minutes 1. Identify The Issues.

- 1.1 **Welcome** people and introduce yourself
- 1.2 **Statement of Respect:** Ask for volunteers each to read a paragraph, from page 2 of the Participant Materials. Say that all OPSEU functions begin with the reading of this statement to remind us of the diversity of our membership, and the importance of everyone's contribution.
- 1.3 **Review the agenda** for the session, page 3, and ask if there are any questions.
- 1.4 **Introduction:** Ask participants to think of what the term gender identity really means and write it on a piece of sticky paper. Participants will introduce themselves and tell us quickly what the term means to them. Refer to Task Sheet 1 on Page 4.
- 1.5 **Brainstorm:** Talk to the others at your table and come up with a group definition of the term. Assign a scribe at your table (or in your group) to tell us your group's definition for the term "gender identity"?

Facilitator Note - What is gender identity?

Gender identity is linked to a person's sense of self, and the sense of being male or female. A person's gender identity is different from their sexual orientation, which is also protected under the Code. People's gender identity may be different from their birth-assigned sex, and may include:

Transgender: People whose life experience includes existing in more than one gender. This may include people who identify as transsexual, and people who describe themselves as being on a "gender spectrum" or as living outside the categories of "man" or "woman."

Transsexual: People who were identified at birth as one sex, but who identify themselves differently. They may seek or undergo one or more medical treatments to align their bodies with their internally felt identity, such as hormone therapy, sex-reassignment surgery or other procedures.

Intersex: People who are not easily classified as "male" or "female," based on their physical characteristics at birth or after puberty. This word replaces the inappropriate term "hermaphrodite."

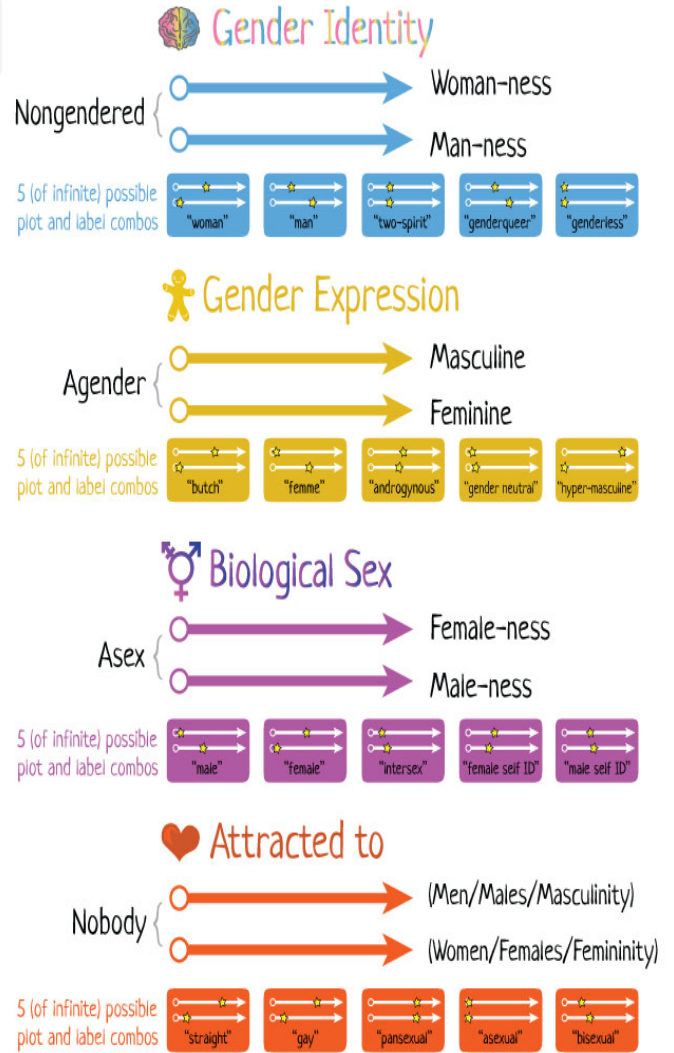
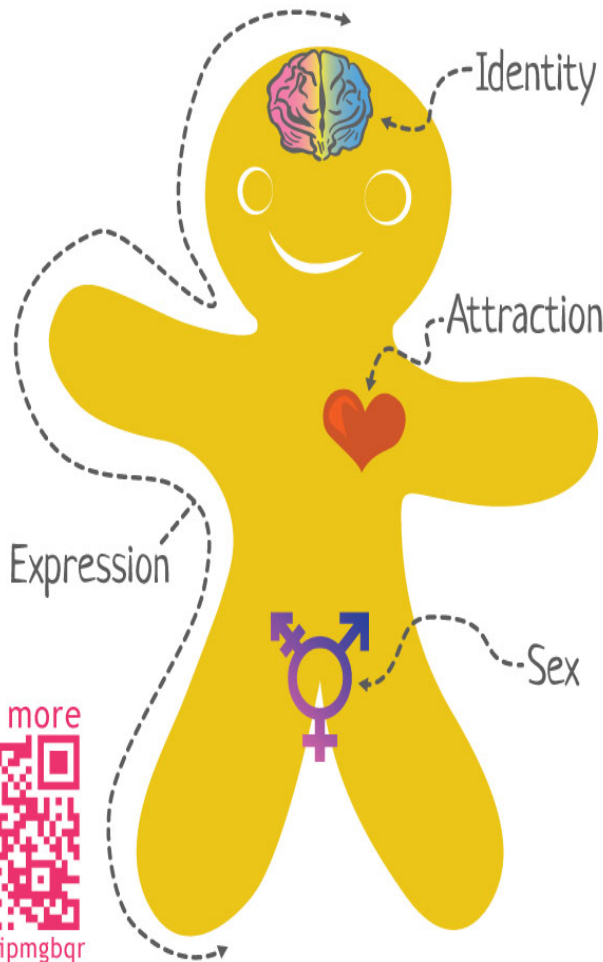
Crossdresser: A person who, for emotional and psychological well-being, dresses in clothing usually associated with the "opposite" sex.

Trans: An umbrella term used to describe individuals who, to varying degrees, do not conform to what society usually defines as a man or a woman.

- 1.6 Take a look at the Genderbread Person (a copy of which is in Page 6 of their materials) and ask them to place themselves individually, on the spot/s they think they are at. This is information only for you. Explain that participants do not need to share this with anyone.

The Genderbread Person v2.0 by its pronounced METROsexual.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



Facilitator Note: Explain to participants what these terms mean. Refer participants to <http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/> for more details on the subject.

Identify the Issues: Task Sheet 1

Think of the word Gender Identity.

1. Write on a piece of sticky paper what it means to you.
2. Introduce yourself to us using your first name and tell us what the words “gender identity” means to you. In your table group, work on a definition using the words you came up with. Assign someone to give us your group’s definition.
3. Use a red dot from your table and on the Genderbread Person, identify where you would position yourself.

1.7 People give their definition

Keep it moving – Refer participants to the definition taken from the Human Rights Commission website on Page 5 of their materials.

35 minutes 2. The Ontario Human Rights Code

Note: Please have a copy of the Code

2.1 Use these questions to have a brief conversation with people about The Ontario Human Rights Code

- How many have ever heard of the *Ontario Human Rights Code*? Show of hands. Ask participants to read what the *Code* says in their manuals.
- What does it cover in relation to gender identity? (e.g. freedom from discrimination, freedom from harassment) Take a few responses.
- What violations have you seen/experienced as it relates to the ground under which gender identity is covered? Accommodations, bathroom use, acceptance of dress, pronoun references, etc.
- In your table group prepare an action plan using the Task Sheet provided on 9.

2.2 Read the scenario together and the section on the *Human Rights Code*

- In your small groups assess the scenario using the attached questions
- Take up the reporting in a large group

The Ontario Human Rights Code

The *Ontario Human Rights Code* (the *Code*) provides for equal rights and opportunities, and freedom from discrimination. The *Code* recognizes the dignity and worth of every person in Ontario, in employment, housing, facilities and services, contracts, and membership in unions, trade or professional associations.

People who are discriminated against or harassed because of gender identity are legally protected under the ground of sex. This includes transsexual, transgender and intersex persons, cross-dressers, and other people whose gender identity or expression is, or is seen to be, different from their birth-identified sex.

Scenario

Julia, who identifies as a transgender person has just been hired in your workplace. She is not comfortable using the men's washroom. Julia is told that she is not allowed to use the women's washroom.

Her manager defends this by explaining that other staff members have expressed discomfort.

My action plan: Task Sheet 2

1. Is this discrimination? If so, what can you do to help the individual?

2. What obstacles do you think you will encounter?

3. What is the one recommendation you can make do to raise awareness of this issue?

4. How can you be an ally in your workplace or local for issues like this?

Facilitator Tips:

Discrimination: Yes, Julia is being discriminated against. Raise awareness of the issue and garner support from co-workers.

Obstacles: Resentment, not enough support from others, reprisals from the supervisor.

Recommendation: That the workplace needs a policy that clearly states that a transsexual employee has the right to use the washroom they identify with, while providing education to resolve staff concerns and to prevent future harassment and discrimination.

Being an ally:

- Advocate for transgender and gender variant people to be protected in anti-discrimination and harassment policies.
- Use appropriate language.
- Remove systemic and environmental barriers that are not inclusive of gender variance.
- Demand a respectful environment for all people.
- Understand the duty to accommodate as outlined in federal and provincial human rights legislation.
- Be aware of personal biases and, the potential negative impact on those around you.
- Educate yourself, friends, family and coworkers.
- Challenge discriminatory behaviour when you encounter it.

Note: Organizations cannot discriminate, must deal with harassment complaints, and must provide a non-discriminatory environment for transgender people. This also applies to “third parties,” such as people doing contract work or who regularly come into contact with the organization. Individuals should be recognized as the gender they live in, and be given access to washrooms and change facilities on this basis, unless they specifically ask for other accommodation (such as for safety or privacy reasons).

2.3 Discussion: Take it a step further – Task Sheet 3

Have a discussion with participants to find out what they have experienced/witnessed in their workplaces. (Take a sampling of responses)

Ask participants to think of themselves as guiding Julia who has come for assistance and think of where you would look for help. Using the flipchart paper provided, sticky notes and felt markers, make a list of:

- Organizations that offer assistance
- Allies in the community
- Websites for help
- Internal allies at OPSEU

Know your Resources: Task Sheet 3

Work as a group.

Think of places you can refer people who have come to you for assistance with an issue relating to accommodation.

Using the flipchart paper provided, sticky notes and felt markers, make a list of:

- Organizations that offer assistance
- Allies in the community
- Websites for help
- Internal allies at OPSEU

(If there is less time, each group can be asked to work on one area only)

- 2.4** Answer any questions that arise e.g. Which department in OPSEU can give direction to members as to how to proceed? The Equity Unit. They have the link on their website to all the committees and caucuses. e.g. Rainbow Alliance

Refer participants to the list of helpful resources in their manual.

10 minutes 3. Wrap Up

3.1 Review the glossary of terms

Review the glossary of terms with participants and inform them that there is space in their manuals for them to write in additional terms that they know. Take a few minutes to go over terms to avoid.

- 3.2** Remind people of the resources on page 11 onwards of their participant materials.

- 3.3** Thank participants for their time and wrap the session.

Helpful Resources

Definitions

Gender identity and gender role

Gender identity is defined as a personal conception of oneself as male or female (or rarely, both or neither). This concept is intimately related to the concept of gender role, which is defined as the outward manifestations of personality that reflect the gender identity. Gender identity, in nearly all instances, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors; gender role, on the other hand, is manifested within society by observable factors such as behavior and appearance. For example, if a person considers himself a male and is most comfortable referring to his personal gender in masculine terms, then his gender identity is male. However, his gender role is male only if he demonstrates typically male characteristics in behavior, dress, and/or mannerisms.

Thus, gender role is often an outward expression of gender identity, but not necessarily so. In most individuals, gender identity and gender role are congruous. Assessing the acquisition of this congruity, or recognizing incongruity (resulting in gender-variant behavior), is important in the developing child. It is important also to note that cultural differences abound in the expression of one's gender role, and, in certain societies, such nuances in accepted gender norms can also play some part in the definition of gender identity.

<http://emedicine.medscape.com/article/917990-overview>

Glossary of Terms

ALLY:

A person, regardless of his or her sexual orientation, who supports the human, civil, and sexual rights of sexual minorities.

BISEXUAL:

A person who is attracted physically and emotionally to both males and females.

CISGENDER: Cisgender is a term used to describe people who, for the most part, identify as the gender they were assigned at birth. For example, if a doctor said “it’s a boy!” when you were born, and you identify as a man, then you could be described as cisgender. In other words, ‘cisgender’ is used to describe people who are not transgender.

COMING OUT:

Often refers to “Coming out of the closet”— the act of disclosing one’s sexual orientation or gender identity (e.g., to friends, family members, colleagues)

CROSSDRESSER:

A person who for emotional, psychological well-being, dress in clothes associated with the opposite gender.

DISCRIMINATION:

Discrimination because of gender identity is any action based on a person’s sex or gender, intentional or not, that imposes burdens on a person or group and not on others, or that withholds or limits access to benefits available to other members of society. This can be obvious or subtle.

Discrimination can also happen on a bigger, systemic level, such as when a rule or policy may appear to be neutral, but is not designed in an inclusive way. This may harm the rights of people because of their gender identity.

THE DUTY TO ACCOMMODATE:

Under the *Code*, employers, unions, landlords and service providers have a legal duty to accommodate people because of their gender identity. The goal of accommodation is to allow people to equally benefit from and take part in services, housing or the workplace.

Accommodation is a shared responsibility. Everyone involved, including the person asking for accommodation, should cooperate in the process, share information, and jointly explore accommodation solutions.

GAY:

A person who is physically and emotionally attracted to someone of the same sex. The word gay can refer to both males and females, but is commonly used to identify males only.

GENDER EXPRESSION: the external presentation or appearance of a person's gender, such as dress, mannerisms, hair style, and speech. A person's gender expression may differ from one's gender identity.

Source: http://members.efn.org/~lanegg/education/Transgender_Terms.pdf

GENDER IDENTITY:

A person's internal sense or feeling of being male or female, which may or may not be the same as one's biological sex.

GENDER FLUIDITY: Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women and men. For some people, gender fluidity extends beyond behavior and interests, and actually serves to specifically define their gender identity. In other words, a person may feel they are more female on some days and more male on others, or possibly feel that neither term describes them accurately. Their identity is seen as being gender fluid.

Source: <http://www.genderdiversity.org/resources/terminology/#genderfluidity>

GENDERISM: is the belief that there are & should only be two genders & and that one's gender, or and most aspects of it are inevitably tied to biological sex.

Source : <http://www.queensu.ca/humanrights/tap/3discrimination.htm>

GENDER NON-CONFORMING: A term for individuals whose gender expression is different from the societal expectations based on their assigned sex at birth. Gender Non-conforming individuals may or may not pursue any physical changes, such as hormonal or surgical interventions. Gender non-conforming individuals may or may not identify as trans, male or female.

Source: <http://www.gaycenter.org/gip/transbasics/glossary>

GENDER QUEER:

Used to describe individuals who perceive their gender to be neither that of a male or female but outside of the gender binary.

GENDER VARIANT:

A term to refer to individuals whose expressions of gender do not conform to the dominant gender forms of masculinity and femininity.

HARASSMENT:

Harassment is a form of discrimination. It includes comments, jokes, name-calling, or behaviour or display of pictures that insult or demean you because of your gender identity.

No person should be treated differently while at work, at school, trying to rent an apartment, eating a meal in a restaurant, or at any other time, because of their gender identity.

HETEROSEXISM:

The assumption that everyone is heterosexual and that this sexual orientation is superior. Heterosexism is often expressed in more subtle forms than homophobia.

INTERNALIZED HOMOPHOBIA:

A diminished sense of personal self-worth or esteem felt by an individual as a result of the experienced or presumed homophobia of others.

INTERSEX:

People not easily classified as either male or female based upon physical characteristics.

LESBIAN:

A female who is attracted physically and emotionally to other females.

LGBTTIQQ2S:

A commonly used acronym for the constellation of lesbian, gay, bisexual, transgender, transsexual, intersex, queer, questioning and two-spirited individuals. Sexual minority is a synonymous term.

PERCEIVED GENDER: what another person assumes one's gender is in a given interaction. Some people's gender expression is commonly misinterpreted or confused and is different from their identity/expression.

Source: http://members.efn.org/~lanegg/education/Transgender_Terms.pdf

NEUTROIS: is a term used to describe persons who are [agendered](#) and also seek to be without the physical characteristics of their sex (e.g. genitalia, breasts, body and facial hair).

Source: <http://www.asexuality.org/wiki/index.php?title=Neutrois>

SEXUAL ORIENTATION:

A person's affection and sexual attraction to other persons.

SEX REASSIGNMENT SURGERY:

This is sometimes referred to as either sex change or gender reassignment surgery and is a surgical procedure to change the genitals and secondary sex characteristics from one gender to another.

TRANSGENDER:

Individuals who are not comfortable with, or who reject, in whole or in part, their birth assigned gender identities. The word is generally viewed as an umbrella term that unifies people who identify as transsexual, transgenderist, intersexed or as a crossdresser.

TRANSGENDERISTS:

Individuals who self-identify and live as the opposite gender but have decided not to undergo sex reassignment surgery.

TRANSPHOBIA:

Is the term used to describe the prejudice and discrimination directed at people who stray from the rigid gender expectations of our society. While the term is relatively new; the oppression that it describes is not.

Source : <http://www.queensu.ca/humanrights/tap/3discrimination.htm>

TRANSSEXUAL:

A person who experiences intense personal and emotional discomfort with their assigned birth gender and may undergo treatment (e.g. hormones and/or surgery) to transition gender.

TRANSITION:

Refers to the process of changing from one's birth sex to one's self perceived gender. This process may involve dressing in the manner of the self-perceived gender, changing one's name to reflect the self perceived gender, and undergoing hormone therapy and/or sex reassignment surgery to change one's secondary sex characteristics to reflect the self perceived gender.

TWO-SPIRITED:

Some Aboriginal people identify themselves as two-spirit rather than as bisexual, gay, lesbian or Transgendered. Historically, in many Aboriginal cultures, two-spirited persons were respected leaders and medicine people. Before colonization, two spirited persons were often accorded special status based upon their unique abilities to understand both male and female perspectives.

Source: *Ontario Human Rights Commission Policy on discrimination and harassment based on gender identity -*

<http://www.ohrc.on.ca/en/resources/Policies/PolicyGenderIdent/pdf>

Transgender Terminology to AVOID

Problematic Terminology

Problematic: "transgenders," "a transgender"

Preferred: "transgender people," "a transgender person"

Transgender should be used as an adjective, not as a noun. Do not say, "Tony is a transgender," or "The parade included many transgenders." Instead say, "Tony is a transgender person," or "The parade included many transgender people."

Problematic: "transgendered"

Preferred: "transgender"

The word transgender never needs the extraneous "ed" at the end of the word. In fact, such a construction is grammatically incorrect. Only verbs can be transformed into participles by adding "-ed" to the end of the word, and transgender is an adjective, not a verb.

Problematic: "sex change," "pre-operative," "post-operative"

Preferred: "transition"

Referring to a sex change operation, or using terms such as pre- or post-operative, inaccurately suggests that one must have surgery in order to truly change one's sex.

Problematic: "hermaphrodite"

Preferred: "intersex person"

The word "hermaphrodite" is an outdated, stigmatizing and misleading word, usually used to sensationalize intersex people.

Defamatory Terminology

Defamatory: "deceptive," "fooling," "pretending," "posing," or "masquerading"

Gender identity is an integral part of a person's identity. Please do not characterize transgender people as "deceptive," as "fooling" other people, or as "pretending" to be, "posing" or "masquerading" as a man or a woman. Such descriptions are extremely insulting.

Defamatory: "she-male," "he-she," "it," "trannie," "tranny," "gender-bender"

These words only serve to dehumanize transgender people and should not be used.

Source: <http://www.gaycenter.org/gip/transbasics/glossary>

Why Canada should protect gender identity

Dan Irving and Jennifer Evans

Special to Globe and Mail Update

Published Wednesday, Dec. 01, 2010 5:00AM EST

Canada is well positioned to make a landmark statement in the coming weeks to recognize gender identity within the Criminal Code and the Human Rights Act. Since New Democratic MP Bill Siksay's private member's bill was presented to the Commons justice committee in the summer, it has garnered the support of the Canadian Bar Association and the major public sector union PSAC, and was recently endorsed by Vancouver city council.

Transgendered player switches teams

Mr. Siksay's efforts to garner official protection against unlawful and discriminatory treatment of transsexual and transgendered persons would go a great way in destigmatizing those whose lives fall outside what dominant society considers as normal.

While Canada has made great strides in opening marriage and adoption to same-sex partners, there is still a case to be made for ensuring vital social and legal protections to members of transsexual and transgendered communities. Adopting Bill C-389 would not end discrimination. But it would go a long way in protecting those who still face physical violence, economic disadvantage and social ostracism for being perceived as different.

There are multiple reasons why society struggles to understand the regular challenges many transsexual and transgendered persons face. Society takes for granted that there are two distinct sexes, with two corresponding ways of expressing gender identity. And we have concocted a range of stereotypes to reinforce the supposed chasms of difference between men and women, boys and girls.

Despite the fact that biologists such as Brown University professor Anne Fausto-Sterling have demonstrated that "nature" itself yields not two distinct sexes but as many as five in a small but still significant number of cases, we still think male or female is something constant and unchanging. Sex is not only something viewed as uncomplicated and self-evident, but masculinity and femininity are tied to one's birth-assigned sex. To many, men are from Mars and women from Venus, and "normal" sexual desire is focused toward the opposite sex.

Although we've successfully widened legal categories to consider same-sex relationships, we still struggle to understand why some people desire differently. Is it nature or nurture, chromosomally determined or learned behaviour? If there is any answer, it is that there is no single explanation for the different ways people understand their bodies and desires.

Transsexual and transgendered individuals expose the shortcomings of our narrow categories. Because they trouble this vision of male and female, they have been “socially erased,” to borrow a term from Concordia Professor Viviane Namaste. The result is a serious dearth in understanding concerning trans identities and everyday experience.

This lack of understanding can take on many forms, from workplace discrimination to physical, emotional and sexual violence. The lack of education concerning the existence of trans people and their various societal contributions has a significantly negative impact on this demographic. Many trans people, especially transsexual women from visible minorities, struggle to gain access to education, employment, health care and essential social services. As a result, many trans persons are placed at high risk of impoverishment, illness, homelessness and violence.

As faculty members teaching in the sexual studies minor program at Carleton University, we are not surprised by the comments offered by Charles McVety, president of the Canada Christian College in Toronto in The Globe. Mr. McVety’s use of the language of pedophilia, and other forms of sexual predation, criminal opportunism and violence within female-specific spaces serves as a perfect example of the pathologization, criminalization and fear-mongering that continues to mark the lives of those within the trans communities.

Often, it has been visible trans people themselves who have been victims of sexual, physical and emotional violence within gender segregated public spaces. This fall, a female-bodied mature student was punched when trying to access the women’s washroom at St. Thomas University in New Brunswick. While this news story made the rounds in the blogosphere and in the queer press, it is perhaps unsurprising why it failed to garner mainstream attention.

It was decades of misunderstanding and unequal treatment that prompted Mr. Siksay to sponsor Bill C-389. The proposal to enshrine “gender identity” and “gender expression” within the Criminal Code and the Human Rights Act is significant for members of sex and gender minority communities because it offers hard won symbolic recognition.

While trans citizens are protected under existing human rights categories, the formal acknowledgment of gender identity provides legal grounds to resist exclusion and fight misogynist violence. The bill also lends itself to strengthening grassroots initiatives to empower trans communities. Instead of resting on fear and misinformation, Bill C-389 provides the opportunity for meaningful discourse on gender identities and the ways that those of us with transgender experiences contribute our various skills towards enriching Canadian society.

Dan Irving is sexuality studies minor program co-ordinator and Jennifer Evans is associate professor of history at Carleton University.

Useful Links

PFLAG Canada - <http://www.pflagcanada.ca/en/index-e.php>

Egale Canada - <http://www.egale.ca>

Youth Resource – www.youthresource.com

Ontario Human Rights Commission – www.ohrc.on.ca

Ontario Human Rights Commission Policy on discrimination and harassment based on gender identity - <http://www.ohrc.on.ca/en/resources/Policies/PolicyGenderIdent/pdf>

Social Justice Tribunal Ontario - <http://www.sjto.gov.on.ca/english/default.html>

OPSEU website: www.opseu.org

Equity Unit at OPSEU: <http://www.opseu.org/committees/equity/equityindex.htm>

Additional Resource on Organizations

Canadian Federation for Sexual Health
Gender Identity and Sexual Orientation
www.cfsh.ca/Your_Sexual_Health/Gender-Identity-and-Sexual-Orientation/
Canadian Federation for Sexual Health
1 Nicholas Street, Suite 430
Ottawa, Ontario K1N 7B7
Tel: (613) 241-4474 • Fax: (613) 241-7550
Email: admin@cfsh.ca
www.cfsh.ca

Canadian Rainbow Health Coalition
www.rainbowhealth.ca
P.O. Box 3043
Saskatoon, Saskatchewan S7K 3S9
Toll Free: 1-800-955-5129 • Fax: (306) 955-5132
Email: info@rainbowhealth.ca
The Canadian Rainbow Health Coalition (CRHC) is a national organization whose objective is to address the various health and wellness issues that people who have sexual and emotional relationships with people of the same gender, or A gender identity that does not conform to the identity assigned to them at birth, encounter.

Canadian Professional Association for Transgender Health
www.cpath.ca
201-1770 Fort Street,
Victoria, British Columbia V8R 1J5
Tel: (250) 592-6183 • Fax: (250) 592-6123
Email: info@cpath.ca
The Canadian Professional Association for Transgender Health (CPATH) is a professional organization devoted to the health care of individuals with gender variant identities.

Centre for Suicide Prevention
www.suicideinfo.ca
Suite 320, 1202 Centre Street S.E.
Calgary, Alberta T2G 5A5
Tel: (403) 245-3900 • Fax: (403) 245-0299
Email: csp@suicideinfo.ca
The Centre for Suicide Prevention (CSP) is an education centre specializing in curriculum development; training programs; library and information services. The purpose of the Centre is to inform and equip people with additional knowledge and skills in the prevention of suicide.

EGALE
www.egale.ca
Tel: (613) 230-1043
Toll Free: 1-888-204-7777 • Fax: (416) 642-6435
Email: egale.canada@egale.ca
Egale Canada is a national organization committed to advancing equality and justice for lesbian, gay, bisexual and trans-identified people, and their families, across Canada.

Gender Identity Research and Education Society
www.gires.org.uk
Milverley, The Warren
Ashted, Surrey, KT21 2SP
Tel: 01372 801554
Email: info@gires.org.uk
The focus GIRES is on people who experience atypical gender identity development, especially trans people, whether or not they are also affected by lesbian, gay, bisexual or intersex issues