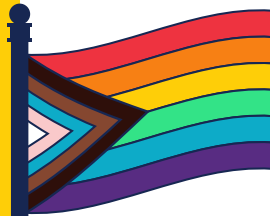


# JOURNEY TO 2SLGBTQ+ INCLUSION: A Game for Educators



2SLGBTQ+ students continue to experience significant barriers to participation in physical and health education and school-based physical activity programs. To help increase accessibility to programming and promote engagement, this game will encourage educators to reflect on their practices and consider how to reduce or eliminate these barriers.

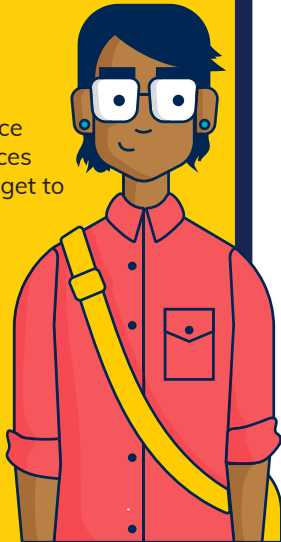
## Set Up:

- Each player chooses a small object (e.g., coin, button) as their game piece and place it on the start space.
- Find a dice or cube that players can roll to move spaces.

## Instructions:

Players take turns rolling the dice and moving the number of spaces indicated on the dice until they get to the finish. If a player lands on:

- **A dark blue space:** read the statement and then move forward 1 spot
- **A red space:** read the statement, reflect on how this impacts inclusion, and wait for the next turn to roll again



## Looking for more information?

View our guidebook on 2SLGBTQ+ Inclusion in School-Based Physical Activity at [www.phecanada.ca/2SLGBTQInclusion](http://www.phecanada.ca/2SLGBTQInclusion)

1. Only discuss someone's sexuality and/or gender with their explicit permission and do not engage in non-consensual identity disclosure.
2. Use inclusive language such as "folks" or "modified push-up" and take initiative to identify the many words and terms used regularly that are not inclusive.
3. Deadnaming is referring to a transgender or non-binary person by a name they used prior to transitioning, such as their birth name.
4. Many students who are disengaged from physical activity are interested and care about being active but feel the space, environment, or programming is not welcoming or inclusive.
5. Cooperative activities promote belonging and connection and recreational activities are supportive of individuals with feelings of gender dysphoria (psychological distress that results from an incongruence between one's sex assigned at birth and one's gender identity).
6. Split programs by skill level or competitive and non-competitive options so students are not forced to pick a program based on an unnecessary gender binary.
7. While both individuals share the same gender and sexual marginality, their respective racial and citizenship privileges will produce different lived experiences. Related to power and privilege, both individuals will have differential needs.
8. If discriminatory or exclusionary remarks are overheard, take a moment to educate the person 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.