

## Relearn and React Series



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### **Inclusion in Sport**

*(Grades 7/8 Health and Physical Education)*

# About Egale Canada

Egale is Canada's national 2SLGBTQI organization. Egale works to improve the lives of 2SLGBTQI people in Canada and to enhance the global response to 2SLGBTQI issues. Egale achieves this by informing public policy, inspiring cultural change, and promoting human rights and inclusion through research, education, awareness, and legal advocacy. Our vision is a Canada, and ultimately a world, without homophobia, biphobia, transphobia and all other forms of oppression so that every person can achieve their full potential, free from hatred and bias.

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# The Egale Relearn and React Series

The Relearn and React Series is a collection of educational toolkits with video resources created to help and support grade 7-12 teachers who wish to diversify their curriculum. The series contains curriculum-friendly teaching resources and materials featuring topics supporting 2SLGBTQI representation and inclusion within the Ontario curriculum.

Each toolkit includes:

- An educational video dedicated to the subject
- A detailed teaching guide on how to tackle the topic and guide your students through their learning journey
- A list to help you connect this topic to the current teaching curriculum
- Tailorable pre-video questions and reflection prompts
- Resources to support productive and engaging post-video discussions
- Exercises on how to help students put their knowledge into practice
- Additional resources to enrich the class according to your needs

If you wish to know more about the project, visit

<https://egale.ca/RelearnAndReactSeries/>

# Learning Outcomes

With the following toolkit, your students will:

- Identify how anti-2SLGBTQI bias in athletics and physical education affects individual students' experience of sport and school life.
- Discuss and integrate practical and effective strategies for addressing anti-2SLGBTQI bias in sport.
- Reflect on simple principles for schools and sport teams to create and maintain a respectful and safe athletic climate for 2SLGBTQI students and students belonging to equity-deserving groups.

## Connect to Curriculum: Grades 7/8 Health and Physical Education

These are ways to connect this material in the grades 7/8 Health and Physical Education curriculum. Other grades can adapt this content for use in a variety of subjects.

- **Strand A: Social-Emotional Learning Skills**
  - **Positive Motivation and Perseverance**  
This toolkit provides tools to help all students motivate and persevere in sport.
  - **Healthy Relationships**  
This toolkit promotes positive attitudes toward a variety of healthy relationship types, specifically non-heteronormative relationships.
  - **Self-Awareness and Sense of Identity**  
This toolkit provides strategies to support 2SLGBTQI awareness and pride and make space for equity-deserving groups.
  - **Critical and Creative Thinking**  
This toolkit promotes critical and creative thinking by providing alternative principles to apply to sport and physical activity.

- **Strand B: Active Living**

- **Active Participation**

This toolkit provides tools to ensure enjoyment and motivation toward physical activity for everyone.

- **Safety**

This toolkit promotes personal safety and safety of others during physical activity by providing strategies to ensure a safe and inclusive environment.

- **Strand D: Healthy Living**

- **Making Healthy Choices**

This toolkit helps students make healthy, body-positive decisions about their personal health and well-being.

- **Making Connections for Healthy Living**

This toolkit helps students make deep connections to personal health and well-being to others and the world around them.


## Teaching Guide

### Preparation: General Guidelines

Each *Relearn and React Series'* toolkit is centered around a topical three-minute educational video. As you prepare to deliver this activity with your students, we encourage you to review the toolkit video more than once.

*Prepare yourself scholarly and cognitively.* Take a look at the additional content and learn as much as you can about the topic from several sources. Explore perspectives beyond the heteronormative canon of past scholarship and encourage creativity.

*Know your students.* What topics might invite engagement from your students? What components of this learning experience may cause a reaction? Which topic might require a content warning before being introduced? Prepare proactively for the topic of the discussion. The values of our upbringing, including gender norms and biases, may mean some students are



uncomfortable because they have been taught to be. Share how the topic can be an invitation to explore one's own beliefs and think through them critically. Acknowledge discomfort, validate it, and find positive ways to help move past it without delegitimizing it.

*Establish a safe learning environment* before engaging with the class. These are important topics, and students may need to first build trust with each other and with you to fully engage with this content. As a teacher, you can support a safer learning environment in your classroom by avoiding judgment and bias, setting up ground rules for discussion, demonstrating comfort with the topics and issues, and showing care for every student's opinion.

More practical guidelines to help you establish a safer learning environment include:

- Examining your own assumptions about your students.
- Learning about your students and helping students learn about one another.
- Using inclusive language that can represent and be understood by all in the classroom.
- Assessing how diverse perspectives are represented in the curriculum.
- Enriching your classes by using examples and materials representing diverse backgrounds.
- Considering ways in which to encourage active participation and reflection that does not ask one learner to speak for others.
- Providing constructive and frequent feedback to students.
- Establishing clear guidelines for discussion and classroom behaviour.
- Conveying care for students.<sup>1</sup>

Attending to students' social-emotional learning and class environment will help create the conditions for productive conversation, nurture relationships across lines of difference, and facilitate models of inclusiveness. Commit to being a classroom that both respects differences of opinion as well as inclusion.

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<sup>1</sup> Holley L. C. & Steiner S. (2005). Safe space: student perspectives on classroom environment. *Journal of Social Work Education* 49–64.

### A note on the use of the word “queer”

Reclamation is powerful. What was once a pejorative term for anyone falling outside of societal canons is now being reclaimed by some members of the 2SLGBTQI community. While umbrella acronyms may sometimes tend to presume gender and sexual identities are binary in nature, the term “queer” is a unifying term that challenges the assumed binary of sexual and gender identity. “Queer” is about non-heteronormativity, creativity, and diversity far beyond homonormative culture. Today, the term can be used to describe a personal identity, an academic field of study, or 2SLGBTQI communities as a whole. It is in the latter sense that the term is used throughout this document. This said, outside of the queer community, this word can still harken the darkest days of legal and societal discrimination in Canada and elsewhere. Its usage, even in 2SLGBTQI spaces, may trigger hurt or negative emotions for some people. As such, it should be utilized with caution and not used in reference to any individual without their consent.

## Challenges in 2SLGBTQI Sport Inclusion: Fighting Exclusion

The impacts of 2SLGBTQI exclusion from sport and physical activity are well-documented.<sup>2</sup> Due to the limited state of inclusion in sport, 2SLGBTQI students often do not feel safe participating actively. Further, these impacts are not simply individual: barriers to participation and representation often leave a more generalized sense among 2SLGBTQI communities that they are unwelcome, thus contributing to population-level health disparities. Research shows that the ongoing culture surrounding many sport teams and clubs has contributed to diminished physical and mental health in 2SLGBTQI students.<sup>3</sup>

According to the latest research, the 2SLGBTQI community can experience exclusion in sport in four key areas:

- **Spatial Exclusion:** the socioeconomic distance between 2SLGBTQI students and the broader community. This distance remains wide and reduces opportunities for networking and relationship building.

2 Canadian Centre for Ethics in Sport. (2022). *Power of Sport: The True Sport Report*. <https://truesportpur.ca/power-sport-true-sport-report>

3 Egale. (2020). *Sports Inclusion in Canada: Literature Review*. <https://egale.ca/awareness/sports-inclusion/>. See also Hargie, O.D., Mitchell, D. H., & Somerville, I.J. (2017). People have a knack of making you feel excluded if they catch on to your difference: Transgender experiences of exclusion in sport. *International Review for the Sociology of Sport*, 52(2), 50.



- **Social Exclusion**, also known as **relational exclusion**: when coaches, teammates, and instructors remain unaware and hostile to the varying lived experiences of 2SLGBTQI students, often resulting in learners abandoning sport altogether.
- **Functional Exclusion**: when 2SLGBTQI students are unable to benefit from the knowledge and skills gained from participation in sport, feeling as though they've been left too far behind from a young age.
- **Exclusion from Power**: when 2SLGBTQI students experience disempowerment and loss of agency over their own body and fitness, resulting in lower levels of confidence and self-esteem.<sup>4</sup>

Sport can unite people, combat social exclusion, and promote more inclusivity in many parts of our everyday lives. Through sport and physical activity, 2SLGBTQI students can connect with others with similar interests and form community bonds when the right conditions are in place. By coming together, a sense of belonging to a team, club, and community can flourish where people from varying backgrounds participate in civic activity.<sup>5</sup> Sport sociologist Ann Travers notes that while Canadian sport policy and programming iterate the idea of “sport for life, sport for all,” the 2SLGBTQI community still perceives sport spaces as a crisis point and reacts to it with caution.<sup>6</sup> For this reason, it is valuable that we critique the erasure of 2SLGBTQI athletes and uplift the voices of those individuals who have challenged the narrative that they do not belong in sport.

## Challenges in 2SLGBTQI Sport Inclusion: Harassment & Abuse in Sport

While the Canadian government recognizes that all Canadians have a right to participate in sport in a safe, welcoming, inclusive, ethical, and respectful

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4 Egale. (2020). *Sports Inclusion in Canada: Literature Review*. <https://egale.ca/awareness/sports-inclusion/>

5 Herrick, S. S., & Duncan, L. R. (2018). A Qualitative Exploration of LGBTQ and Intersecting Identities Within Physical Activity Contexts. *Journal of Sport and Exercise Psychology*, 40(6), 325–335. doi: 10.1123/jsep.2018-0090, p.325.

6 Travers, A. (2016). Transgender and gender-nonconforming kids and the binary requirements of sport participation in North America. In M. Messner & M. Musto (Eds.), *Child's play: Sport in kids' worlds* (pp. 179–201). New Brunswick, NJ and London: Rutgers University Press

environment,<sup>7</sup> 2SLGBTQI athletes and students in Canada continue to experience exclusion from and violence within the world of sport at all levels.<sup>8</sup>

Due to a general atmosphere of intolerance, and often outright hostility, toward players who are openly 2SLGBTQI, many 2SLGBTQI students do not feel safe participating in sport altogether. In 2016, Statistics Canada found that 76.1% of gay men did not regularly participate in sport in the past 12 months. Of those who identified with a non-specific sexual orientation, 84.1% had reported that they did not regularly participate in sport.<sup>9</sup> Bisexual women are the least likely to participate in sport, with 87.3% reporting their lack of regular participation. To this day, homophobia, biphobia, and transphobia still affect all sport spaces. This lack of acceptance of the 2SLGBTQI community in sport leads to unsafe environments where harassment, uneasiness, anxiety, isolation, and violence toward the 2SLGBTQI community prevail. 2SLGBTQI people in sport continue to face verbal and physical assault and harassment due to homophobic, biphobic, and transphobic attitudes.<sup>10</sup> Two-thirds of LGB athletes and 85% of trans athletes report experiencing at least one episode of discrimination.<sup>11</sup> These attitudes create a “wall of silence,” lower rates of participation, and unwelcome and unsafe environments for 2SLGBTQI people in sport.<sup>12</sup>

## Challenges in 2SLGBTQI Sport Inclusion: Visibility and Allyship

Canadian sport organizations are beginning to take action for more gender-inclusive policies and environments, but much work still needs to be done. Recently, Egale has identified that out of the 57 federally funded national sport organizations (NSOs) in Canada, 53 organizations have included their policies

7 Heritage, C. (2018, August 31). Minister Duncan's Working Group on Gender Equity in Sport Identifies Initiatives to Eliminate Gender-Based ... Retrieved from <https://www.canada.ca/en/canadian-heritage/news/2018/08/minister-duncans-working-group-on-gender-equity-in-sport-identifies-initiatives-to-eliminate-gender-based-violence-in-sport.html>

8 Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, ON: Egale Canada Human Rights Trust. <https://egale.ca/awareness/still-in-every-class/>

9 Statistics Canada. Table 13-10-0602-01. *Regular participation in sports by sex and other demographic characteristics*. <https://doi.org/10.25318/1310060201-eng>

10 Doull, M., Watson, R. J., Smith, A., Homma, Y., & Saewyc, E. (2018). Are we leveling the playing field? Trends and disparities in sports participation among sexual minority youth in Canada. *Journal of sport and health science*, 7(2), 218–226. <https://doi.org/10.1016/j.jshs.2016.10.006>

11 Demers, G. (2017). SPORTS EXPERIENCES OF LESBIAN, GAY, BISEXUAL AND TRANSGENDER ATHLETES. Sport Information Resource centre. [https://sirc.ca/app/uploads/2019/10/Demers\\_KT\\_EN.pdf](https://sirc.ca/app/uploads/2019/10/Demers_KT_EN.pdf)

12 Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, ON: Egale Canada Human Rights Trust. <https://egale.ca/awareness/still-in-every-class/>



online, and only 11 have implemented “highly inclusive” policies that specifically mention the active inclusion of trans people in sport. Other sport organizations have not yet gone through their policies to update the language to include gender identity and gender expression as prohibited grounds for discrimination. In addition to the lack of trans-inclusive language across sporting institutions’ policies, many Canadian NSOs do not provide a statement of inclusion on trans and gender-diverse people in their public documentation or media.

This lack of support by many Canadian NSOs makes it even more important for Health and Physical Education teachers to take a stand and lead by example. Consider that students are more successful in classes when the content is tied to their lives, especially when it comes to role models like health and physical education teachers. Research shows that 62% of 2SLGBTQI students feel unsafe at school, and at least 42% of them have reported verbal harassment about their sexual orientation, 57% about their gender expression, and 54% about their gender.<sup>13</sup> Providing a safe and welcoming environment in sport education is even more important if one considers that, as Egale Canada’s latest research reveals, “washrooms, change rooms, hallways, and physical education classes are considered particularly unsafe places for 2SLGBTQ students, especially among trans students and cisgender LGBTQ girls.”<sup>14</sup> In addition, studies show that 2SLGBTQI students in schools with an inclusive curriculum were less likely to miss school due to feeling unsafe or uncomfortable and were less likely to say they might not graduate high school.<sup>15</sup>

Egale Canada’s recent in-depth study on the state of 2SLGBTQI inclusion in Canadian classrooms shows how crucial it is for teachers and educators to ensure that there is 2SLGBTQI visibility in classrooms and demonstrate allyship

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13 Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, ON: Egale Canada Human Rights Trust. <https://egale.ca/awareness/still-in-every-class/>. Also, Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation’s schools. New York: GLSEN <https://www.glsen.org/research/2021-national-school-climate-survey>

14 Peter, T., Campbell, C.P., & Taylor, C. (2021). Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, ON: Egale Canada Human Rights Trust. <https://egale.ca/awareness/still-in-every-class/>

15 Kosciw, J. G., Clark, C. M., & Menard, L. (2022). *The 2021 National School Climate Survey: The experiences of LGBTQ+ youth in our nation’s schools*. New York: GLSEN <https://www.glsen.org/research/2021-national-school-climate-survey>

through inclusive curricula and resources.<sup>16</sup> By celebrating queer and trans contributions to sport and giving space to 2SLGBTQI athletes' voices, you will help lessen these systemic binds and show that 2SLGBTQI advocacy belongs to all classrooms.

## Pride in Sport from Day One – Queering the Olympics

The main goal of this toolkit is simple: we want 2SLGBTQI kids to feel safe and be proud of participating in sport. Sport is good for them: good for their health, mind, and social life. We would love to help you build pride in what they do because there's a lot to be proud of.

In order to do so, we believe there is no better place to start than the most important sport competition on the planet: the Olympic games. While today's Olympics are still a place lacking in support and visibility to the 2SLGBTQI community (let's not forget Jean Drapeau's infamous Olympic queer cleanup for the 1976 Montreal Summer Olympics and the ongoing toxic discourse around transgender athletes),<sup>17</sup> the original Olympics did not just provide space for queer folks – it was one of the most celebrates spaces for queer folks (Bullough, 1979).<sup>18</sup>

### Current 2SLGBTQI Issues In Sport

It is impossible to put together this toolkit without acknowledging how the Olympics, the World Cup, and basically any sport tournament continues to be a vessel for gender disparity and inequality. Here is a list of resources to give your students a glimpse of some of the many issues and obstacles the 2SLGBTQI community faces in the world of sport today.

#### Athletic Equality Index

- <https://www.athleteally.org/>

<sup>16</sup> Peter, T., Campbell, C.P., & Taylor, C. (2021). *Still in every class in every school: Final report on the second climate survey on homophobia, biphobia, and transphobia in Canadian schools*. Toronto, ON: Egale Canada Human Rights Trust. <https://egale.ca/awareness/still-in-every-class/>

<sup>17</sup> <https://worldqueerstory.org/2018/08/15/montreals-olympic-clean-up/>

<sup>18</sup> On this subject, it is important to stress that while queer experiences were deeply embedded in Hellenistic culture, the terms "cisgender," "heterosexual," "queer," and 2SLGBTQI would not apply to the ancient Hellenistic world. For a more in-depth conversation of gender and desire in ancient Greece, see Winkler, 1990.

## Safe Sport Training

- <https://safesport.coach.ca/>

## Homophobia and Transphobia in Sport: A Timeline

- <https://outonthefields.com/evidence-timeline/>

## Homophobia in International Sport: An Infographic

- <https://outonthefields.com/wp-content/uploads/2020/11/Homophobia-in-Sport-Globally.jpg>

## November 2022, FIFA Bans Players' LGBTQ+ Solidarity Symbols at the World Cup

- <https://www.cbc.ca/radio/asithappens/fifa-rainbow-arambands-1.6659204>
- <https://www.them.us/story/world-cup-qatar-arambands>

## FINA votes to restrict transgender participation in elite women's competition


- <https://www.cbc.ca/sport/olympics/summer/aquatics/fina-swimming-transgender-elite-women-1.6494060>
- <https://tinyurl.com/cntransgenderswimmers2022>

## The Caster Semenya case

- <https://youtu.be/GvqZnhBn-Wg> (Short, class-friendly animation)
- <https://www.vox.com/identities/2019/5/3/18526723/caster-semenya-800-gender-race-intersex-athletes>
- <https://tinyurl.com/nprcastersemenya>

Organizations like Egale continue to fight for equal rights in sport and true fair play. You can help us by sharing these resources in class and with your colleagues and friends.

Started in 776 BCE and conceived as a sacred series of athletic competitions among representatives of the city-states of Ancient Greece, the Olympics were one of the most important events of the year and had an enormous impact on the religious and political life of the Greek *poleis*. The competition was so important that, during the celebration of the games, all participating city-states would announce an *ekecheiria*, or Olympic truce, to ensure that athletes and religious pilgrims could safely travel from their cities to the tournaments. Even



more importantly, the games were so important in Ancient Greek society that the four-year cycle between games became an official way to measure time: the Olympiad.

While the main Olympics – reflecting Ancient Greece’s patriarchal society – were for men only and excluded women for centuries, women had their own sporting events, such as the Heraean games.<sup>19</sup> During these games, which were dedicated to Zeus’s consort Hera, young women ran and wrestled as an homage to the Amazon warrior women, a race of super-warriors. Spartan women were particularly renowned for their outstanding ability as wrestlers, a fame that endured well into the age of the Roman Empire.

While any modern term to define the 2SLGBTQI community would not have been understood by the people attending the ancient Olympics, homosocial and homoerotic practices were **the norm** among the athletes and soldiers that participated in the games. On this subject, the city-state of Thebes used to lead by example, surpassing even Sparta. The Sacred Band of Thebes, the first professional standing army funded by the state in Greek history, was founded on the principle that men intimately devoted to one another would fight more fiercely as a cohesive unit. The Thebans considered the emotional bond between the men to be “sacred,” in reference to the sacred vows that male Theban lovers would make to each other at the shrine of Iolaus, the mythological lover of the hero Hercules.<sup>20</sup> While homosocial and homoerotic practices were performed to various degrees, but without proper legal status in Athens and Sparta, in Thebes, they were actively encouraged and even legally incentivized. These emotional bonds turned Theban soldiers and athletes into a force to be reckoned with.

While modern Western history has often misinterpreted Greek body ideals to justify their own norms, an in-depth analysis of ancient sources reveals an intense cultural pride and love for their own bodies was also shared by all athletes, regardless of gender, body type, and body size. Ancient Greeks were proud of their bodies and thought that acts of body shaming (such as the act of

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<sup>19</sup> For an in-depth perspective on women in ancient Hellenic sports and the Heraean Games, see Emery, 1984, and Spears, 1984.

<sup>20</sup> Romm James S. 2021. *The Sacred Band: Three Hundred Theban Lovers Fighting to Save Greek Freedom*. New York NY: Scribner.

wearing too many clothes during an athletic game) were barbaric. Full nudity or partial nudity during athletic challenges was a welcome mark of pride that artists, poets, and politicians appreciated equally.<sup>21</sup>

### **Ancient Greece and “the West”**

While the modern Olympic games were established in the late 1800s with the desire to create a direct link between Ancient Greece and “Western culture,” the relationship between Hellenic culture and the modern notion of “the West” is a misconception that needs to be addressed.

#### **Hellenic culture always looked East**

Originally, ancient Greece was a northeastern Mediterranean civilization with deep tensions (but also fruitful relationships) with Egypt and the Persian Empire. At the apex of its expansion right after the death of Alexander III of Macedon (356 BCE – 323 BCE), Hellenistic kingdoms were established throughout south-west Asia (Seleucid Empire, Kingdom of Pergamon), north-east Africa (Ptolemaic Kingdom) and South Asia (Greco-Bactrian Kingdom, Indo-Greek Kingdom). During this period, Hellenistic culture came to represent a fusion of the ancient Greek world with Western Asian, Northeastern African, and Southwestern Asian cultures. Very few Western European territories attracted the attention of Hellenistic Greece.

#### **Greco-Roman culture moved East**

During the Roman domination of Greece and other Hellenistic kingdoms, eastern Mediterranean culture greatly influenced Roman culture in all its aspects. While the Roman Republic and Empire expanded in Europe, North Africa, and the Middle East, its richest provinces remained on the Eastern side of the Mediterranean. When Ancient Rome fell in 476 CE, the Roman Empire moved its capital to Constantinople (modern-day Istanbul) and survived until 1453.

#### **A diverse, non-western world**

From its beginning to its end, Ancient Greek, Hellenistic, and Roman cultures were a complex and diverse reality representing peoples spanning from South Asia to Northwest Africa. It is a series of cultures belonging to all the peoples and territories that lived in it.

<sup>21</sup> For in-depth research on the role of nudity and bodily pride in ancient Greece and the Hellenistic world, see Lee M. M., 2015. See also Cifarelli, 2019. For an insightful perspective on the origins of nudity pride in the Grek and Hellenistic world, see Murray, 2022.

## Be an Olympian: Everyday Sport Lessons from the Original Olympics

While we actively push for the Olympic games to become more diverse and welcoming towards the 2SLGBTQI community, there are some lessons that we can learn from the original Olympics to help us make sport at all levels more inclusive today. These principles, illustrated in the educational video attached to this toolkit, are the following:

- Embrace your beauty
- Love is your strength
- Foster peace
- Represent your community
- Share your joy

These principles are not generally reflected in mainstream sport media today, in large part due to the relative lack of interest or imperative in making sport more inclusive toward members of 2SLGBTQI communities or other equity-deserving groups. This said, some of these principles do align with other guidelines commonly used in sport today (see, for example, True Sport's principles: *go for it, play fair, respect others, keep it fun, stay healthy, include everyone, give back*).<sup>22</sup> We believe both sets of principles can co-exist and complement one another, providing support and visibility for 2SLGBTQI athletes and helping to make *all* students feel more welcome and represented.

These principles are a new, contemporary reading inspired by a deep dive into the ancient sources depicting the original Olympics. They are meant to highlight important aspects of ancient sport practices that got purposely lost in "traditional" modern sport because, one can argue, they revealed other ways of being and living that do not align with our current binary and hetero-centric views of the world. By exploring these tenets with your students, you will support a safer and more diverse approach to sport and help us rewrite history more objectively.

<sup>22</sup> [https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportprinciples-english\\_6.pdf](https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportprinciples-english_6.pdf)



Let's take a closer look at each one :

## Embrace your beauty.



Original Olympic culture is all about self-love. All bodies are beautiful and deserving.<sup>23</sup> No matter your race, gender, looks, abilities, or where you are at in your journey of self-discovery: love yourself, body and mind, because you are beautiful and worthy. Be proud of showing your most authentic self to the world and support all those who choose to do the same.

### Why it matters

Many contemporary approaches to health and sport promote a standardized form of beauty that is unhealthy, strictly gender binary, and non-inclusive. While beauty ideals greatly varied in antiquity, the reality of athleticism was highly diverse and more queer-friendly. No matter the discipline, human bodies were all celebrated as a spark of the divine. A more positive attitude to every body type would help all students, especially those questioning, transitioning, or not feeling at ease with their bodies. Celebrate all body types and all abilities that make all bodies worthy of visibility and representation in sport.

### Practical approaches

Help students appreciate and embrace body diversity in and outside of class/sporting space. Encourage body-positive attitudes and discourage the over-valuing of any specific body type as the right/best one; and make everyone feel worthy. Provide opportunities for students to develop critical understandings of beauty and “fitness” and “health” by showing a wide array of bodies belonging to different genders, cultures, body types, abilities, etc. Support body positivity vocally and publicly, by using diversity-driven learning content, and by hanging posters and instructional materials that give visibility to all kinds of bodies in your classroom and school gym.

<sup>23</sup> On this subject, more specifically on Diotima's ladder of love, see Santas, 1979, and Arieti, 1979. For a more modern perspective on Hellenistic esthetics and body positivity, see Medina, 2019.

## Love is your strength.



Original Olympic culture saw love as the ultimate strength. According to them, feelings of deep friendship and romantic love are sacred and make athletes and teams unbeatable. Support love in any form and make it your greatest strength.

### Why it matters

The world of sport has a long way to go in making its structures, spaces, and culture 2SLGBTQI-friendly. Students who identify as 2SLGBTQI frequently experience verbal and physical harassment, which makes it extremely hard for them to appreciate sport. Many experience barriers to entry arising from outdated eligibility criteria. Acknowledging that love is a strength, regardless of gender, is a step forward toward openness and acceptance.

### Practical approaches

Discuss consensual love and romantic relationships of all types and across the entire gender spectrum. Openly support all players' relationships. Use 2SLGBTQI athletes as role models in your classes as well as in your educational material and vocally support 2SLGBTQI athletes that come out.

## Foster peace.



Ancient Olympics were a time of peace and dialogue between peoples. Show and demand respect for everyone involved in your sporting experience, both on and off the field. Support peace and dialogue, and play with integrity.

### Why it matters

Sport can be a place for healthy and safe competition, but it can also give rise to resentment, intolerance, and violence. The Ancient Olympics were a time of peace, diplomacy, and cultural exchange. Teach your students to be an instrument of change and foster dialogue and peaceful resolutions on and off the field.

### Practical approaches

Work actively to address any form of verbal or physical harassment/abuse toward others. Do not gatekeep sport; make everyone feel welcome. Educate others on issues related to diversity and inclusion in sport and what you/your school has done to address those issues locally. Encourage everyone to play while guaranteeing their safety, inside and outside the sporting space.

## Represent your community.



While modern Olympics celebrate contemporary nation-states, ancient Olympic athletes represented their cities and communities. Be a positive example for your community, respect others, and encourage your sport group to make a difference in local communities.

### Why it matters

Community pride is a great unifier, but it can also spark many forms of intolerance. While national and local representation is covered by many sport events, communities and equity-deserving groups are often left aside. By allowing your students to safely represent the school team while showing pride for their heritage and the communities they belong to (whether it is the 2SLGBTQI community or any other equity-deserving group), you will enable them to build pride for and give back to their own community.

### Practical approaches

Encourage students to exercise wearing the clothes they prefer, and to display their pride in or solidarity with a community they love (wrist bands, community colours, etc.) in combination with their sport outfit. Have your class or sport team support local charities, non-profits, and equity-deserving communities. Support publicly all the communities that your students represent, and demand safety and respect for them in every school space.

## Share your joy.



The original Olympic games were more than just sport tournaments; they were a place for diplomacy, art, and entertainment. Find the joy in sport and sport-related activities and share it with others, on and off the field. Make room for everyone in the celebrations, and support everyone when times are tough.

### Why it matters

Everyone can do sport, and everyone should benefit from sport. However, today sports are not fun for everyone. Many 2SLGBTQI students experience sport as a place of violence and harassment. By creating a safe environment and giving everyone a chance to contribute to sport in their own way, you ignite their interest in being a part of it. Creating a safe and diverse environment for everyone is key to genuinely opening the world of sport to everyone.

### Practical approaches

Sport can be a great source of joy. Share your joy in sport by making sure everyone can enjoy it. If your team wins, share the cheers with all the team and supporters. If your team doesn't win, acknowledge the work done by everyone, and support anyone who needs help. If someone does not feel safe in participating in a sport, understand their position and invite them to contribute, finding a correlated activity they might like. The world of sport entertainment is much more than just athletes, there is something for everyone.

As a teacher, you have the unique opportunity to shape the lives of your students and create a positive and inclusive learning environment. By bringing these ideas into your classroom, you can inspire your students to be more compassionate, empathetic, and accepting of others in and outside the field. These tenets can serve as powerful guiding principles for promoting inclusivity

and diversity in your classroom, as they encourage students to celebrate their differences and to see the value in one another. By cultivating a classroom culture that prioritizes these ideas, you can help create a more positive and supportive learning environment for all your students.

## Pre-Video Reflection and Discussion Guide

Before showing the video clip in class, consider dividing your students into small groups (roughly four people per group) and ask them to reflect on two or more of these questions:

- In your opinion, what are the most important principles to keep in mind when playing sport?
- Take a look at this set of principles.<sup>24</sup> What would you add to it to make it more inclusive?
- What are some obstacles that certain groups might face, such as 2SLGBTQI people, that could dissuade them from participating in sport?
- What are some ways we ensure everyone feels respected and welcome to participate in sport?

## Post-Video Reflection and Discussion Guide

These are some of the questions you might want to ask your students after watching the video clip:

- Did anything surprise you from the video? Who was your favorite character and why?
- How do you think these principles can help all people feel more welcome in the world of sport?
- Why do you think it's important to talk about the original Olympics?
- If competitive sport is about athletic excellence, why is it important to give support and visibility to 2SLGBTQI athletes?

<sup>24</sup> You can use this set, but feel free to use other resources: [https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportprinciples-english\\_6.pdf](https://truesportpur.ca/sites/default/files/content/docs/pdf/truesportprinciples-english_6.pdf)

- What might encourage more 2SLGBTQI people to pursue sport?
- How can you bring the lessons of the Olympics into any space to foster love and inclusivity?

## Knowledge in Practice

In order for students to reflect on how to put the Olympian tenets into practice, you could ask them to apply these principles to their physical education classes, sport training, and games for two weeks. At the end of that period, ask them to create a short report and write down at least one practical example of how they applied each Olympic principle in their life.

## Additional Content and Research

These resources can be used to further understand the rationale that went into creating this resource. Here you will also find all the aggregated resources shared throughout the document together with some additional links.

### Online Resources

#### **Sports Inclusion in Canada: Literature Review**

<https://egale.ca/awareness/sports-inclusion/>

#### **Sports Inclusion Toolkit Checklist**

<https://egale.ca/wp-content/uploads/2017/07/LGBTQI2S-Sports-Inclusion-Toolkit-Checklist-3.pdf>

#### **2SLGBTQI Sports Inclusion Playbook**

<https://egale.ca/awareness/sports-inclusion-playbook/>

#### **In Your Corner: Connecting LGBTQI2S Sport Communities**

<https://egale.ca/egale-in-action/inyourcorner/>

#### **Still In Every Class in Every School**

<https://egale.ca/awareness/still-in-every-class/>

## **A Guide to Virtual GSAs**

<https://egale.ca/awareness/a-guide-to-virtual-gsas/>

## **Affirming and Inclusive Language**

<https://egale.ca/awareness/affirming-and-inclusive-language/>

## **Tackling Anti-2SLGBTQI Cyberbullying in Schools**

<https://egale.ca/awareness/tackling-anti-2slgbtqi-cyberbullying-in-schools/>

## **Affirming Adults: A Safe Return to Class**

<https://egale.ca/awareness/safe-return-to-class/>

## **Athlete Ally**

<https://www.athleteally.org/>

## **Safe Sport Training**

<https://safesport.coach.ca/>

## **So You Want to ‘Save Women’s Sports’? - New York Times**

<https://www.nytimes.com/2021/03/24/opinion/trans-athletes-womens-sports.html>

## **You Can Play Project**

<https://www.youcanplayproject.org/>

## **Power of Sport: Delivering When it Counts**

<https://www.cces.ca/news/power-sport-delivering-when-it-counts>

## **Power of Sport: The True Sport Report**

<https://truesportpur.ca/power-sport-true-sport-report>



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