



This is the 1<sup>st</sup> affidavit  
of TANYA GAW in this case  
and was made on 14 May, 2025

NO. KEL-S-S-142409  
KELOWNA REGISTRY

IN THE SUPREME COURT OF BRITISH COLUMBIA

BETWEEN:

TYSON COOK

PLAINTIFF

AND:

ACTION4CANADA INC., GRAEME FLANNIGAN, TAMMY  
ANN MITCHELL, TORI OLASON, AND PERSON A

DEFENDANTS

**AFFIDAVIT**

I, TANYA GAW, representative for ACTION4CANADA INC., of 453, 102-15910 Fraser Highway, ,Surrey, B.C., V4N 0X9 ("Action4Canada") SWEAR THAT:

1. I am the founder and CEO of Action4Canada, the Defendant in this action and as such, have personal knowledge of the facts and matters hereinafter deposed to save and except where such facts and matters are stated to be made upon information and belief, and as to such facts and matters I verily believe them to be true.
2. I have read the Application Response and the facts contained within it are true.
3. It is Action4Canada's honestly held belief that it is inappropriate for someone to work with young children with special needs as an educational assistant in public schools, when that same person creates videos for their own publicly available Facebook, Instagram and TikTok pages with adult content, and a YouTube channel, in which they are the main character, that contains graphic content depicting murder, dismemberment, and cannibalism. This is even more of a concern where the person also is a drag queen who hosts drag queen story hour with young children and promotes these events to children by directing them to online content that contains easily accessible links to this person's other online adult content on a variety of social media platforms (i.e., Facebook, Instagram, TikTok and YouTube) that contain videos and images that are inappropriate for children.

4. Apart from the above, Action4Canada has not made any of the accusations against the Plaintiff that he alleges in his Affidavit #1 and the Petition, or at all.
5. On July 4, 2023 Action4Canada became aware of an article published online by the CBC discussing a Maple Ridge education assistant Kristin MacDonald who was fired by the school district that she worked for because of what the school district characterized as egregious misconduct. She posted on the website OnlyFans, “titillating photos and videos for about a year under the name Ava James on the website known for custom pornography.” The school district accused her of posting material on public social media accounts that “involves the sexualization of the school environment.” Another one of the accusations made by the school district was that she had capitalized on the link between being a school employee and an adult performer via her OnlyFans subscription offerings. The content does not appear to involve children or be available to children, but the school district held the opinion that someone in her position as an educational assistant working in public schools with children should not be participating in such online behaviour and terminated her employment for just cause. The article is attached as **Exhibit “A”** to my Affidavit and linked below.

<https://www.cbc.ca/news/canada/british-columbia/education-assistant-with-racy-onlyfans-account-fired-for-what-employer-calls-egregious-conduct-1.6895968>

6. Action4Canada is a Christian faith-based organization that has published content on its webpage regarding a variety of topics on political and societal issues. This page is attached as **Exhibit “B”** to my Affidavit and is linked below.

<https://action4canada.com/current-issues/>

7. One of the areas of concern to Action4Canada is the sexualization of children generally through the United Nations Comprehensive Sexuality Education (“CSE”), and Sexual Orientation and Gender Identity (“SOGI”), and the placing of pornographic and radical 2SLGBTQ+ learning resources in our schools, and the encouragement and facilitation of sex with underage minors. The Plaintiff accuses Action4Canada of making statements about him that are actually about this movement generally and not specifically about him. The specific concerns expressed about the Plaintiff are regarding his suitability to be employed by the school district as an educational assistant working with young children with special needs because of his conduct referenced in paragraph 3 above. I provide specific examples of this below.
8. The Plaintiff refers in paragraph 14 of his Affidavit #1 to a statement made on the Action4Canada website that was intended to speak to the movement generally that I have described in paragraph 7 above and not to the Plaintiff specifically. The statement is as follows:

The amendment to the Human Rights code to include “gender identity and gender expression” as a protected class is not an open invitation or defence, for men with adult sexual proclivities have access to, or permit them to sexualize and exploit, children.

9. The plaintiff also refers to another statement in paragraph 14 of his Affidavit #1 that is found on the Action4Canada website that reads:

It is, sadly, no surprise that reports of child porn and sexual abuse is on the rise. Kelowna RCMP forms unit to combat child porn invasive search.

10. Again, the above statement is intended to speak to the movement generally that I have described in paragraph 7 above and not to the Plaintiff specifically.

11. Attached as **Exhibit "C"** is a video collage of the Plaintiff found on the Action4Canada website which takes excerpts from the Plaintiff's own social media platforms and shows the Plaintiff in his drag queen persona as Frieda Whales. The link to the video is here:

<https://action4canada.com/drag-queen-freida-whales/>

- (a) The Plaintiff saying to a representative of Autism BC that he is "a local drag queen who does anything you want in drag." and that he works with autistic children and with children in the school district and in private care (0:32- 1:00)
  - (b) Excerpts from the Plaintiff's video Freida Whales in "Shutter Island" from his YouTube Channel that shows the Plaintiff dressed in his drag persona as Freida Whales (1:33) with vulgar language and cursing while singing about a custom-made straight jacket.
  - (c) Excerpts from the Plaintiff's video "Sculpture" (2:00) from his YouTube Channel that shows the plaintiff singing lyrics: "Give me something like your skin. Give me something like your eyesight. Something you will miss dearly. So carve me alive." While the Plaintiff repeatedly sings these lyrics it depicts him grabbing a large knife or machete and motioning to strike another person in the video with the blade. It then shows blood splattering on the floor and runs down the victim's arm and hand, and the blade that was used to strike the victim. Then it shows the Plaintiff putting what appears to be skin from the victim into a meat grinder as he repeatedly sings the lyrics quoted above. He then proceeds to grind what he puts into the meat grinder which comes out looking like ground meat and then he proceeds to eat this and feed it to his pig.
  - (d) The plaintiff's video "Maybe This Time" (3:36) on his You Tube page depicts the Plaintiff in his drag persona mugging a young woman in a back alley, and dragging her body wrapped in fabric down some stairs into the basement of a residence and then he takes a large pickaxe and swings at the body. Then the video shows animated blood splattering the screen.
  - (e) The bottom of this particular webpage on the Action4Canada website shows screenshots of various social media posts made by the Plaintiff on his publicly accessible social media accounts containing sexually explicit content.
12. On the Plaintiff's Instagram account, which is linked from the Plaintiff's main website that is publicly available, and from his other online content that he has created and promotes to

young children in relation to the drag queen story hour that he hosts with children, it shows the Plaintiff with other drag queen performers engaged in performances for adults containing sexually suggestive material. These two Instagram posts are marked as **Exhibits “D” and “E”** respectively and are linked below.

<https://www.instagram.com/reel/DH-A7W9R40O/>

<https://www.instagram.com/p/DG-Ep7KORHr/>

13. On the Plaintiff’s Facebook account, which is linked from the Plaintiff’s general website that is publicly available and from other online content that he has created and promotes to young children in relation to the drag queen story hour that he hosts with children, it shows the Plaintiff with other drag queen performers engaged in shows for adults containing sexually suggestive material. This post is marked as **Exhibit “F”** to my Affidavit and linked below.

<https://www.facebook.com/reel/657688320222858>

14. On the Plaintiff’s TikTok account, which is linked from the Plaintiff’s general website that is publicly available, and from his other online content that he has created and promotes to young children in relation to the drag queen story hour that he hosts with children, it shows the Plaintiff with other drag queen performers engaged in shows for adults containing sexually suggestive material. This post is marked as **Exhibit “G”** to my Affidavit and linked below.

<https://www.tiktok.com/@freidawhales>

15. The Plaintiff’s webpage that he uses to promote his drag queen story hour to children there is a prominent “Home Page” button that takes the user to the Plaintiff’s home page where all of the adult content referred to above can be easily accessed. This post is marked as **Exhibit “H”** to my Affidavit and linked below

<https://www.freidawhales.com/guppytank>

16. Action4Canada has a petition on their website for people to sign if they support our general opposition to drag performances where many of whom (although not all) have highly sexualized, inappropriate content available on the Internet. In this petition we ask that government authorities raise the age limit to 18+ for all Drag Queen Events. Our petition does not mention any specific drag queen performer. This post is marked as **Exhibit “I”** to my Affidavit and linked below

<https://action4canada.com/wp-content/uploads/drag-queen-petition-generic-May-24-2024.pdf>

17. I acknowledge that the Plaintiff’s YouTube channel currently requires anyone viewing his YouTube content to have a YouTube account. This would require the user to confirm they are 18 years of age or older. However, it is not difficult for minors to create an account that misrepresents their age or for them to access an account of an adult (parent or sibling



for example) which would allow them to gain access to this content. It is important to note that the Plaintiff's YouTube Channel did not have any restriction of access in 2023 and appears to be something the Plaintiff has changed since that time. This is corroborated by the video collage Action4Canada prepared from the Plaintiff's social media accounts in 2023 at time stamps 1:28 and 1:56 of the video marked as Exhibit "C" to my Affidavit.

18. With the Plaintiff's Instagram, Facebook, and TikTok accounts, this content is completely open and accessible to the public and children could easily access them from the Plaintiff's online promotional material that he has designed specifically to promote his drag queen story hour to young children.
19. If a person were to type the Plaintiff's drag persona name "Frieda Whales" into any search engine like Google, Edge, Firefox etc they would access his webpage which has links to his other sources of online adult content. This webpage is marked as **Exhibit "J"** to my Affidavit and linked below

<https://www.freidawhales.com/>

20. Other drag queens have publicly expressed their opinion that drag queen performances are inappropriate for children and should be reserved for adults in night clubs or other adult only settings. William Browning is a well-known drag queen performer known as Kitty Demure. He has often expressed an opinion similar to Action4Canada on this issue.
21. Below are three interviews with Mr. Browning expressing his concerns over drag queens performing in front of children and stating that drag queens should reserve their performances for adults only.

- (a) Attached as **Exhibit "K"** to my Affidavit is an interview with Mr. Browning that is found on the Action4Canada webpage linked below.

<https://rumble.com/v194tyb-drag-queen-tells-it-like-it-is-drag-queen-shows-are-not-for-kids.html>

- (b) Attached as **Exhibit "L"** to my Affidavit is an interview by Jesse Watters of Fox News with Mr. Browning that is linked below.

<https://www.youtube.com/watch?v=p7Yr0IOJtI>

- (c) Attached as **Exhibit "M"** to my Affidavit is an interview by Alexa Lavoie of Rebel News with Mr. Browning that is linked below.

<https://rumble.com/v1agsm3-drag-queen-speaks-out-against-children-at-drag-shows.html>

22. On the Action4Canada webpage the picture of the drag queen on the bottom left is Harris Kornstein with the drag queen persona Lil Miss Hot Mess. Attached as **Exhibits “N” and “O”** are articles confirming this is where we got the picture from and are linked below:

<https://jungfreiheit.de/politik/ausland/2022/drag-show-idaho/>

<https://arizonadailyindependent.com/2023/01/university-of-arizona-professor-by-day-drag-queen-by-night-targets-youth-of-all-ages/>

23. In Exhibit “O” and the second article linked above, Mr. Kornstein, aka Lil Miss Hot Mess, is a University of Arizona faculty member who advocates for performances in drag in front of minor children. Mr. Kornstein argues that :

Drag Queen Story Hour (DQSH) provides a generative extension of queer pedagogy into the world of early childhood education.... The teacher is a drag queen. She breaks the limiting stereotype of a teacher: she is loud, extravagant, and playful. She encourages children to think for themselves and even to break the rules. She is the exponential product of Ms. Frizzle and Bob the Drag Queen. She is a queer teacher. To the unimaginative adult (which-sigh-describes most of us), it might seem that the world of drag and the world of children are impossibly distant from one another.” The author of the article concludes “... even though civil libertarians might argue that Kornstein’s academic freedom should be afforded protections, advocates for children and for parental rights say that Arizona’s kids should be protected from the “queer indoctrination” being pushed by Kornstein.”

24. Contrary to the allegation made by the Plaintiff in paragraph 20 of his Affidavit #1, none of these pictures on this page are of the Plaintiff. The comments on this page pertain to sexualization of children generally by the SOGI123 and CSE movement generally and not to the Plaintiff. The comments on this page pertain to those in the movement that are working to normalize and accept activities and events for the purpose to counsel or advocate for the sexualization of children. This is demonstrated in the photos depicted on this page on the website, and are promoted by the drag queen who is shown on that page, who is Mr. Kornstein aka Lil Miss Hot Mess. This page does not reference the Plaintiff in word or image and the comments on it are not made in reference to the Plaintiff. The Plaintiff correctly notes that the other pictures on the page include a pride parade where a man is exposing his genitals to the young boy. There is no allegation that this is the Plaintiff. This is the type of activity that Action4Canada was referencing on that page that we believe is inappropriate behaviour in front of children.

25. The statement “The amendment to the Human Rights code to include "gender identity and gender expression" as a protected class is not an open invitation nor defense, for men with adult sexual proclivities to have access to, or permit them to sexualize and exploit, children.” is a general honestly held belief that Action4Canada holds that applies to anyone who exposes minors to any form of pornography/sexually explicit material, activities and organizations promoting sexual deviancy and the exploitation of the innocence of minors. Attached as **Exhibit “P”** to my Affidavit is copy of this page on the Action4Canada website that is linked below.

<https://action4canada.com/notice-of-liability-remove-explicit-books-and-radical-lgbtq-learning-resource/>

26. Action4Canada has regularly spoken out against the United Nations’ Comprehensive Sexuality Education (“CSE”) and SOGI123 in our schools and the use of age inappropriate material in children’s books in school libraries as well as the sexualization of children in the education system generally. Attached as **Exhibit “Q”** to my Affidavit is copy of this page on the Action4Canada website that is linked below.

<https://action4canada.com/cbc-lgbtq-response/>

27. Action4Canada has regularly invited other authors and speakers on our podcasts who have written articles that we have reproduced on our webpage, that share our beliefs on these issues. Jon Uhler is one such person. Mr. Uhler is a licensed clinical counsellor who works with sexual offenders. Mr. Uhler speaks about sexually explicit books, online predators, and gender transition funded by government. Attached as **Exhibit “R”** to my Affidavit is copy of this page on the Action4Canada website that is linked below.

<https://action4canada.com/analyzing-sexual-predatory-behavior-and-systemic-grooming-in-the-education-system/>

28. Christopher Rufo is another such person whose articles have been posted by Action4Canada on their website who shares general concerns about the appropriateness of drag queen story hour with young children. Attached as **Exhibit “S”** to my Affidavit is copy of this page on the Action4Canada website that is linked below.

<https://christopherrufo.com/p/the-real-story-behind-drag-queen-story-hour>

29. The opinions expressed by people like Mr. Uhler and Mr. Rufo inform and support the honestly held beliefs of Action4Canada.

30. Action4Canada, as a christian organization, believes that there are only two genders determined by biology, male and female, that marriage should be only between a man and a woman, and that children have the best outcome inside a traditional family. It is an affront to womanhood to have men impersonating women in front of children. Women have a right to protect the identity of women and to protect the innocence of children from being exploited by others attempting to normalize men impersonating women. To “exploit”, Action4Canada means taking advantage of a child’s innocence while they are

young and still developing their view of the world. Exposing children to things like drag queen story hour attempts to normalize concepts that are contrary to the christian faith.

31. When Action4Canada refers to exploitation of children it is also a reference to the use of a child for someone else's profit or gratification, and may involve various forms of abuse, neglect, and/or manipulation or indoctrination. A similar definition is used by other organizations whose mandate is to protect children from exploitation, including the Courageous Voice in the United States. Attached as **Exhibit "T"** to my Affidavit is copy of this webpage which is linked from the Action4Canada website, and the link is below.

<https://www.acourageousvoice.org/what-is-child-exploitation>

32. When Action4Canada refers to "sexualizing children" in the context of drag queens performing in front of children, it is a reference to exposing children to men impersonating women using props with exaggerated sexual features and often acting in a provocative manner. It also includes where drag queen performers invite children to attend adult content performances or provide easy access to their online adult content.

33. Statistics Canada data shows online child sexual exploitation and abuse showed an upward trend between 2014 and 2020. When children search for a drag queen performer online they are often exposed to sexually explicit and graphic material. Attached as **Exhibit "U"** to my Affidavit is copy of the Statistics Canada webpage which is linked from the Action4Canada website, and the link is below.

<https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00008-eng.htm>

34. In or about late 2022 or early 2023 the Kelowna, B.C. RCMP formed a unit to combat child porn as a result of seeing an unprecedented increase in the online sexual abuse and exploitation of children. Attached as **Exhibit "V"** to my Affidavit is copy of the Kelowna Cstanet.net news article which is linked from the Action4Canada website, and the link is below.

<https://www.castanet.net/news/Kelowna/407199/Kelowna-RCMP-forms-unit-to-combat-child-porn-in-face-of-surge#407199>

35. In June 2019 a large child pornography ring operating in the Toronto area was busted by Toronto police. The number of global registered users was nearly 60,000 and the operation reached 116 countries. The number of pornographic files uploaded was close to 400,000. The 19,000 child pornography files were downloaded 19 million times. Canada had 331 users, America 2027 and Europe 3806. Attached as **Exhibit "W"** to my Affidavit is copy of the Lifesite News webpage which is linked from the Action4Canada website, and the link is below.

<https://www.lifesitenews.com/opinion/huge-child-porn-ring-bust-in-toronto-shows-sickness-in-our-society/>

36. The Plaintiff has advertised events at which he was performing as a drag queen for "adults only", but then also indicates in the same advertisement that anyone under 19 may also

attend if accompanied by an adult. Attached as **Exhibit “X”** to my Affidavit is screenshot of an internet advertisement from the Plaintiff’s social media account, and the link is below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-Drag-Events-Adults-Only-Under-19-Welcome-with-Adult.jpg>

37. The Plaintiff has advertised events at which he was performing as 19+, but then the same advertisement indicates that all ages are able to attend even though some of the subject matter may not be suitable for children. Attached as **Exhibit “Y” and “Z”** to my Affidavit are screenshots of internet advertisements from the Plaintiff’s social media account, and the links are below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-Drag-Brunch-and-Burlesque-Adult-but-open-to-all-ages-July-23-2023.jpg>

<https://action4canada.com/wp-content/uploads/Freida-whales-non-disclosed-all-ages.pdf>

38. The Plaintiff has advertised drag queen shows at which he was performing with other drag queens, as 13+ events with inappropriate content for children. Attached as **Exhibit “AA” and “BB”** to my Affidavit are screenshots of internet advertisements from the Plaintiff’s social media account, and the links are below.

[https://action4canada.com/wp-content/uploads/Tyson-Cook-13-Le-Drag-Show-9\\_30-p.m.-\\_21h30-\\_October-14-2023.pdf](https://action4canada.com/wp-content/uploads/Tyson-Cook-13-Le-Drag-Show-9_30-p.m.-_21h30-_October-14-2023.pdf)

<https://action4canada.com/wp-content/uploads/oct-14-2.jpg>

39. The Plaintiff has participated in drag shows with other drag queens with adult content where the appropriate age of the audience is listed as “1?9” making uncertain if minor are also being invited to attend. Attached as **Exhibit “CC” and “DD”** to my Affidavit are screenshots of internet advertisements from the Plaintiff’s social media account, and the links are below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-19-plus-question-mark.jpg>

<https://action4canada.com/wp-content/uploads/tyson-cook-19-plus-.jpg>

40. Other drag queens have created promotional materials for a performance called “The Real HouseElves of the North Pole” which had the following description in its promotional materials:

“Ho ho hoes. Presenting the Real HouseElves of the North Pole. They’re sultry, sassy and way too sexual. Since being evicted by Santa for naughty behaviour (which they vehemently disagree with), they have come together to write their stories so you understand what really went on up there where the sun don’t shine.”

This show has a few versions of an advertisement for it, some which indicate that it is a 19+ show with adult humour, in other versions of the advertisement it indicates it is a 16+

show with adult humour and all minors must be present with an adult, and in other versions it indicates that it is an all ages event that is adult themed and minors must be with an adult, and in yet another version of the ad it states that it is in all ages event with adult themed content that will not be adjusted if youth are present with an adult.

Attached as **Exhibit “EE”** to my Affidavit is a screenshot of an internet advertisement for the performance, and the links are below.

<https://action4canada.com/wp-content/uploads/Ella-19-as-all-ages-scaled.jpg>

41. In paragraph 41 of the Notice of Civil Claim, the Plaintiff claims that he "has suffered and continues to suffer loss and damages, including, without limitation, loss of reputation, injury to the Plaintiff's pride and self-confidence, pain and suffering, social and economic damage, and loss of income".

In December 2023 the Plaintiff posted on his social media platforms that he had a great year as a drag queen performer. Attached as **Exhibit “FF”** to my Affidavit is a screenshot of a post from the Plaintiff's social media accounts, and the link is below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-December-confirming-lots-of-work-in-2023.jpg>

42. In December 2024 the Plaintiff posted on his social media platforms that he had a great year as a drag queen performer and participated in over 80 events and was looking forward to 2025. He states that he was already booking events well into 2025. Attached as **Exhibit “GG”** to my Affidavit is a screenshot of a post from the Plaintiff's social media accounts, and the link is below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-Dec-2024-confirming-an-abundance-of-work-in-2024.jpg>

43. Below is a list of events that the Plaintiff says in his social media that he participated in from 2018 to 2024. Attached as **Exhibit “HH”** to my Affidavit is a screenshot of a post from the Plaintiff's social media accounts, and the link is below.

[https://action4canada.com/wp-content/uploads/Tyson-Cook\\_Freida-Whales-Events-2023-2024-and-back-to-2018.pdf](https://action4canada.com/wp-content/uploads/Tyson-Cook_Freida-Whales-Events-2023-2024-and-back-to-2018.pdf)

44. At the end of 2024 the Plaintiff listed on his social media platforms the events he already had booked for 2025: Attached as **Exhibit “II”** to my Affidavit is a screenshot of a post from the Plaintiff's social media accounts, and the link is below.

<https://action4canada.com/wp-content/uploads/Tyson-Cook-Events-Booked-2025.jpg>

45. The Plaintiff also claims in paragraph 41 of the Notice of Civil Claim that his pride and self-confidence have been injured. When one observes the social media content posted by the Plaintiff it demonstrates no sign of any lack of self-confidence or pride.

46. Action4Canada has posted on its website numerous examples of sexually explicit and pornographic books that are being made available to children in schools and public libraries. These books were created in collaboration with educators to support the integration of SOGI123/CSE into the kindergarten to grade 12 curriculum. Attached as **Exhibit “JJ”** to my Affidavit is the first page of 36 of an article from the webpage and the link to the full article on the website is linked below.

<https://action4canada.com/wp-content/uploads/A4C-schools-sexually-explicit-books.pdf>

47. Action4Canada has posted on its website a copy of the SOGI toolkit for public schools for grades Kindergarten to 6, that was obtained from school district 23 in Kelowna, B.C.. In this SOGI toolkit, educators are encouraged to form “our classroom environments to reflect the diverse gender identities and sexualities of our world” (at page 2), and to use the toolkit “as a means of embedding SOGI inclusive learning into your classroom.” (at page 4) Educators are encouraged to explain the concepts of divorce, mixed race, gay and lesbian, non-binary understandings of gender and “deconstructing stereotypical gender roles” among other issues (pages 8 and 10). The toolkit encourages teachers to teach their students that people are entitled to be called by the name they identify with. (page 10) and to explore the concept of gender expression with young children and with an objective of teaching young children to express themselves free of gender norms (page 14). Action4Canada believes that it is inappropriate to introduce these topics to young children and if these topics are to be discussed with children, it is a conversation that should be had between parents and their own children. Attached as **Exhibit “KK”** to my Affidavit is the article posted on the Action4Canada webpage and the link to the article on the website is linked below.


<https://action4canada.com/wp-content/uploads/SOGI-Toolkit-Binder-with-highlights.pdf>


48. I make this my Affidavit for an Order dismissing the Plaintiff’s application and for no improper purpose.



49. I was not physically present before the person who witnessed my swearing and signing of this my Affidavit, but I was present before them by video conference when I did so.

SWORN BEFORE ME at Kelowna, British Columbia, on 14 May 2025.

  
\_\_\_\_\_  
Lee C. Turner  
A commissioner for taking affidavits for  
British Columbia

  
\_\_\_\_\_  
TANYA GAW, Representative for  
ACTION4CANADA INC.

NO. KEL-S-S-142409  
KELOWNA REGISTRY

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**IN THE SUPREME COURT OF BRITISH  
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MITCHELL, TORI OLASON, AND  
PERSON A and others

DEFENDANTS

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**AFFIDAVIT**

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British Columbia

## Education assistant with racy OnlyFans account fired for what employer calls 'egregious' conduct

Kristin MacDonald says she is pursuing a grievance over her termination



Liam Britten · CBC News · Posted: Jul 04, 2023 4:00 AM PDT | Last Updated: July 4, 2023



Kristin MacDonald worked as an educational assistant at Terry Fox Secondary in Port Coquitlam, B.C., and ran social media accounts offering paid adult content for users who are 18 years or older. She was fired from the school in June. (Martin Diotte/CBC)



A Maple Ridge education assistant who says she was struggling to make ends meet has been fired over her second job: posting racy content online, including on OnlyFans.

Kristin MacDonald, 35, has posted titillating photos and videos for about a year under the name Ava James on the website known for custom pornography.

That drew the ire of School District 43, where MacDonald had been an education assistant since 2015 at Terry Fox Secondary in Port Coquitlam.

ADVERTISEMENT

The district ordered her to shut down her adult content on social media, including on OnlyFans, in April or risk being fired.



MacDonald was told her OnlyFans account, which she runs under a pseudonym offering adult content for a paid subscription, had to be shut down. (Kristin MacDonald/OnlyFans)

She did not. On June 16 she was turfed.

"Your misconduct in this matter is egregious," read a termination letter from a district assistant superintendent, which listed six reasons for firing her.

Among them is allegedly posting material on public social media accounts that "involves the sexualization of the school environment."

- **Q&A** ['The decision is discriminatory,' says lawyer for B.C. education assistant fired for racy online content](#)

It also claims MacDonald disparaged the district in media interviews, linked her education assistant and adult performance work through those interviews, and capitalized on the link between being a school employee and adult performer via her OnlyFans subscription offerings.

- [Education assistant who set up OnlyFans account to make ends meet told to shut it down or risk firing](#)

"In the employer's view, each of the above six points independently constitutes a fundamental breach of your obligations as an employee and cause for termination of your employment," the letter reads.

"As such, your employment is terminated for just cause effective immediately."

ADVERTISEMENT



This is Exhibit " A " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25.

*[Signature]*  
A Commissioner for Taking Affidavits for British Columbia

## 'It seems very petty'

MacDonald spoke about the firing for the first time in an interview Monday because she had been travelling.

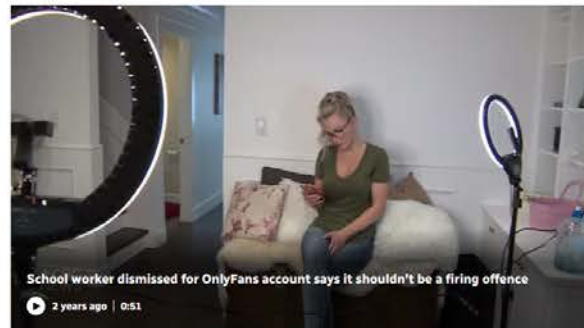
She said being fired was a foregone conclusion. She suspects a TikTok video of her in a schoolgirl outfit may have been a particular problem for the district.

"I feel like they're making connections to, you know, me defaming the education system by wearing this outfit," MacDonald said. "It's so far-fetched to me. It seems very petty."



MacDonald said she and her union have put in for a grievance. Canadian Union of Public Employees (CUPE) 561 did not immediately respond to CBC News' request for comment Monday.

**WATCH | Kristin MacDonald discusses 'misconceptions' about OnlyFans work:**



Kristin MacDonald says OnlyFans is part of the evolving face of sex work and puts women like herself more in control.

"There's been a lot of mixed emotions about it," MacDonald said. "Certainly, disappointment and everything. But I'm also optimistic that the process is not over yet."

MacDonald said being an education assistant only earned her \$1,000 every two weeks after deductions. She insisted that while on duty at school, she was solely focused on helping students and had never been the subject of complaints about her behaviour with students.

She says there needs to be more attention given to the low pay of education assistants and there needs to be less stigma around sex work. She doesn't regret speaking out.

"I feel strongly that in this day and age, we should be able to do what we want as long as it's not illegal," MacDonald said. "I'm not hurting anybody."

School District 43 did not respond to an interview request Monday.

In a late June statement, it said all employees are treated fairly and equitably when investigations are undertaken.

"The district does not comment on individual employee matters."

### ABOUT THE AUTHOR



Liam Britten  
Digital journalist

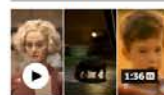
Liam Britten is an award-winning journalist for CBC Vancouver. You can contact him at [liam.britten@cbc.ca](mailto:liam.britten@cbc.ca) or follow him on Twitter: [@liam\\_britten](https://twitter.com/liam_britten).

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## Who are the men wearing women's clothing?



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*[Signature]*  
A Commissioner for Taking Affidavits for British Columbia

Sign Petition: [HERE](#) - Petition is closed

Let's take a look at Drag man, Tyson Cook, AKA Miss Freida Whales who is celebrated by the mainstream media and supported and promoted by local government.

It was not difficult to come up with the following information. Mr. Cook's extra-curricular activities are shocking to say the least. He created videos depicting murders that included cannibalism and Satanic-like rituals. His social media posts consist of sexually vulgar and profane language (see below).

[local libraries](#) for 'children'.

But of greatest concern is that he works with children with special needs as a certified [Education Assistant](#) in the Kelowna School District as well as with autistic children for AutismBC.

The amendment to the Human Rights code to include "gender identity and gender expression" as a protected class is not an open invitation nor defense, for men with adult sexual proclivities to have access to, or permit them to sexualize and exploit, children.

Please sign and share this petition (**the petition is closed**) and demand that the City of Kelowna STOP using taxpayers' money to fund Drag Queen Story Hours, and further demand that the School District reassess Mr. Cook's suitability as an EA.

The Man Behind the Drag Queen - Warning Disturbing Con...

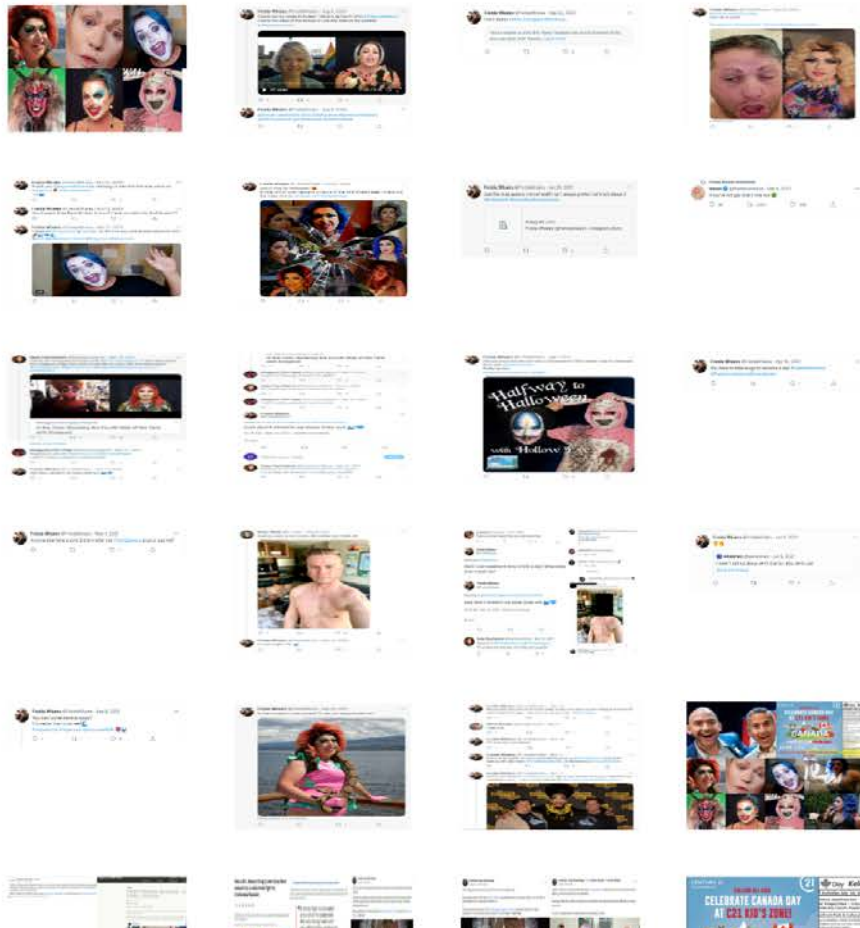
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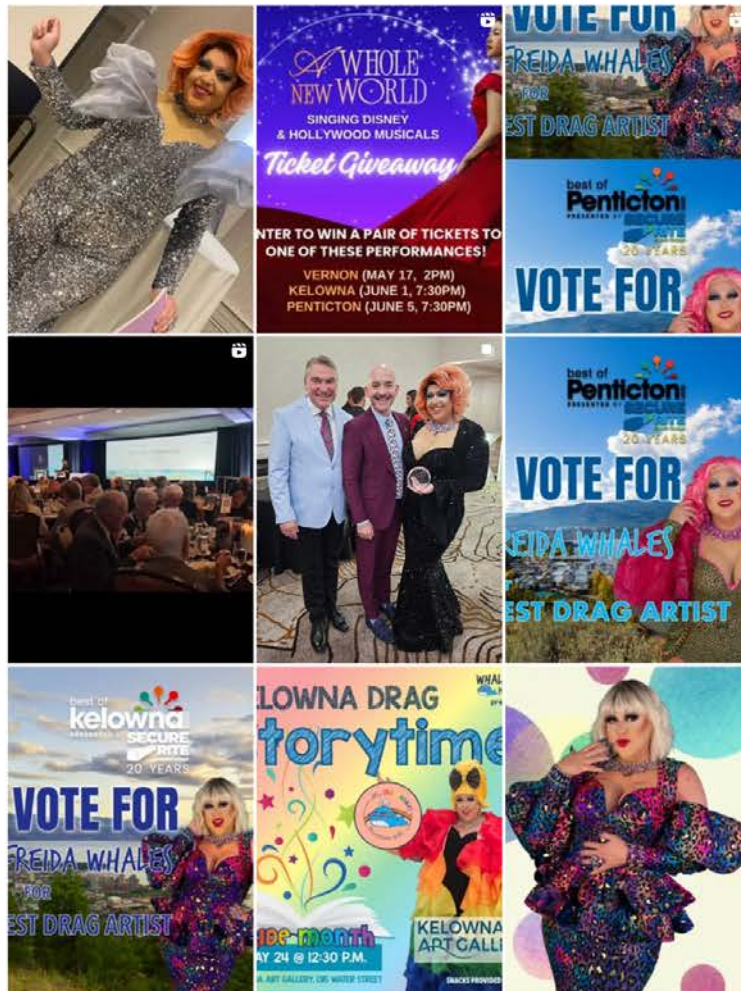
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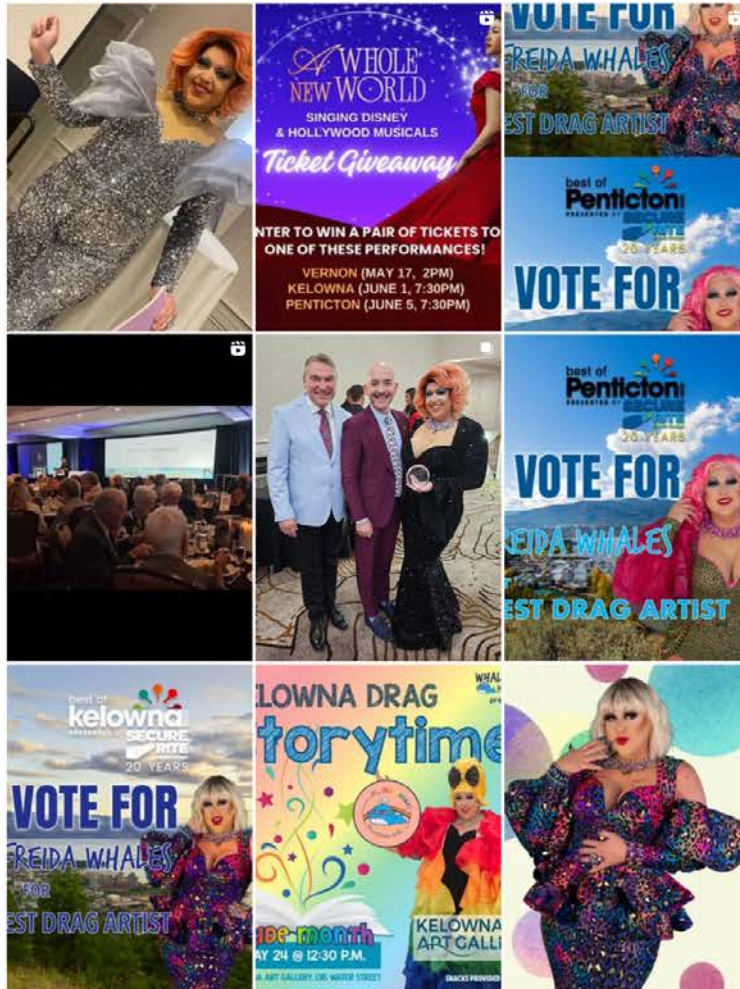


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× Reels



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@instagram




Last night was so fun! Thanks to @detonatebrewing for having us and so nice to finally work with the amazing @batty.banks stay tuned for more we will see you soon

Reelchill - Alter Ego Doec.

73

11

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**freidawhales** Freida Whales Dragqueen+Whale

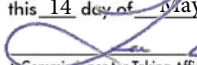
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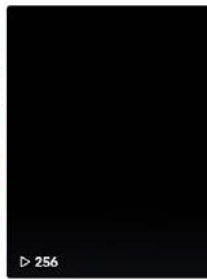
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8K



231



256



421



838



2250



2021



1911



2038



1546



1431



1219



1183



876



1227



938



743



703



635



3130



687



670



769



629



355



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PART 3: STEM CELL ELIGIBLE



PART 2: STEM CELL ELIGIBLE



PART 1: STEM CELL ELIGIBLE



447



390



217



422



320



421



## GUPPY TANK

Children and family-friendly! This section is all about stories & crafts, presented by your favourite drag ocean activist. Guaranteed to be friendly for those 10 and under.

### UPCOMING DRAG STORYTIMES



#### Kelowna Drag Storytime: Pride Month

May 24

**Kelowna Art Gallery - KELOWNA**

The Kelowna Art Gallery is once again hosting Drag Storytime with Freida Whales on Saturday, May 24, at 12:30 p.m.

Start off the Kelowna Pride month celebrations with stories, songs, rhymes, and an art activity!

**FREE ADMISSION.** Children, caregivers, and supporters welcome. We will try to accommodate everyone, but space is limited so arriving early is best.



#### Salmon Arm Community Reader

June 14

**Salmon Arm ORL Library - SALMON ARM**

The Salmon Arm ORL Library will be hosting Miss Freida Whales as a Community Reader on Saturday, June 14, at 11:00 p.m. Enjoy thirty minutes of songs, rhymes and stories.

**FREE ADMISSION.** Children, caregivers, and supporters welcome. We will try to accommodate everyone, but space is limited so arriving early is best.

### Storytime with Miss Freida Whales

↳ Guppy Tank



#### Salmon Arm Pride Project | Family...



#### Kamloops 2021 Pride Drag...

Freida helps Kamloops Pride celebrate 2021 Pride with a story a...



#### Williams Lake Pride 2021 Drag Storyti...

Join Freida Whales, as she swims over to Williams Lake with a story f...



#### Drag Queen Storytime with...

Join the Okanagan Orea, Freida Whales, for a special Drag Storytim...



#### Rainbow Reads: Fernie Pride 2021...

Join Fernie Pride Society for a very special Pride Month Story and Craf...



#### Digital Drag Storytime with...

The first edition of Digital Drag Storytime with Freida Whales - a...

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### Freida Whales colouring sheets

Click on the image to download and print a Freida Whales colouring sheet.





## Petition: Drag Queen Story Performances

“Drag Performances” that are being promoted and/or funded by the City in public spaces are open to children of all ages. Drag performers are “adult” entertainers, many of whom have highly sexualized, inappropriate content available on the internet. Their lifestyle does not reflect “family friendly” values and therefore they should not be trusted around children. We the undersigned ask that the City:

- Immediately raise the age limit to 18+ for all Drag Queen events.
- ID checks be made at the door.
- The City retract their sponsorship of these events.
- The City no longer allow Drag Shows of any kind on public property where minors could have access.

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Our City has no business supporting sexualized adult content that corrupts the morals of a child and robs them of their innocence. See attached for more information.

[illegible]



FREIDA WHALES

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Best of Kelowna



Best of Penticton

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WHALEMADE PRODUCTIONS presents DRAG BINGO WITH ROUNDS OF TRADITIONAL BINGO AND ROUNDS OF MUSIC BINGO! MAY 15 JUN 12 JUL 10 7:00 to 9:00 BINGO IS FREE TO PLAY New featuring 50/50 (one hundred of cash to go) LAKESIDER Brewhouse & Eatery 635 Anders Road, West Kelowna

Whalecome to the Tank!

FREIDA WHALES SERVICES



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Book Now



Book Now



REVIEWS FROM THE POD

I watched Freida in the Dis Knee Drag Show, and wow! Flaw. Less. From head to toe. I was so impressed with the craftsmanship of her dress, and her impeccable attention to detail. 11/10 Samantha V.

We booked a wine tour with Freida for my wife's birthday. Everyone said they had an absolute blast. Freida was easy to deal with, helpful with the planning, and a pleasure to plan with. 100% recommend. Caleb M.

I love Freida! Such an amazing presence on stage, full of wit and hilarity. She's amazing at Drag Queen Story Time and the kids (and adults) love her because she's so personable. If I didn't have a job and family, I'd buy a mermaid tail and become a full time groupie. Martina C.

BOOK NOW

Kelowna, BC, Canada missfreidawhales@gmail.com

f @ y d p in t





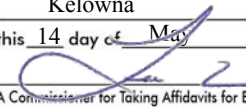
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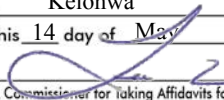
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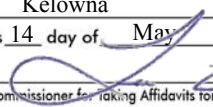
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Transvestites were supposed to perform in front of children: After outrage: "Back-to-school drag show" canceled in Idaho



Transvestites should perform in front of children

## After outrage: "Back-to-school drag show" canceled in Idaho

Abroad | September 14, 2022 | Author: JF-Online | 11 comments

In the US state of Idaho, a drag show for all ages was planned to take place to celebrate the start of school. Opponents of such events have now successfully opposed the performance. However, in Utah, transvestites danced lasciviously in front of children.

"Drag Queen" Li Miss Hot Mess talks to a little girl. For years, transvestition has become more and more part of everyday life. Photo: picture alliance/Mary Klatzer/AP Photo

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POCATELLO. The US group Southeastern-Idaho Pride has canceled a [drag show aimed at children](#) following a storm of outrage. The event, which was advertised as "family-friendly" and suitable for all ages, was scheduled to feature several transvestites, according to news portal *The Blaze*.

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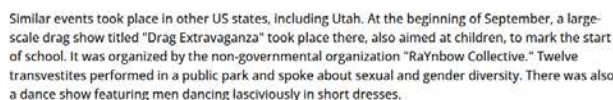
The show was supposed to take place in a cafe in the Idaho city of Pocatello. According to the group, which claims to advocate for the rights of sexual and gender minorities, the plan was to be a theatrical performance. The Twitter channel "Libs of TikTok" had highlighted the event. Numerous users expressed their outrage under the post and sought ways to take action against the performance.

### Transvestites dance lasciviously in front of children

Southeastern-Idaho Pride ultimately decided to cancel the event, citing the marketing material as having been "misinterpreted" by angry parents and Twitter users. It now needs to limit the damage to the LGBTQ community.







Similar events took place in other US states, including Utah. At the beginning of September, a large-scale drag show titled "Drag Extravaganza" took place there, also aimed at children, to mark the start of school. It was organized by the non-governmental organization "RaYnbow Collective." Twelve transvestites performed in a public park and spoke about sexual and gender diversity. There was also a dance show featuring men dancing lasciviously in short dresses.



Due to their highly sexualized portrayals, drag shows are actually part of the nightlife scene. However, in recent years, they have increasingly become part of everyday life. In the US, transvestites regularly visit kindergartens and schools to educate people about homosexuality and transgender issues. According to the *New York Post*, the group "Drag Queen Story Hour" has received approximately \$207,000 in taxpayer funding from New York schools alone to read books about homosexuality and transgender issues to children.

Such events are now also taking place in Germany. The drag artist "Olivia Jones" regularly visits daycare centers and schools to teach children about "tolerance and diversity." (cit)



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JF-Online 42 Comments — July 28, 2024 4:34 PM

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Opening ceremony of the Olympics – courage, please, only if it is free



Anabel Schunke 59 Comments — July 27, 2024 3:01 PM

GERMANY

Everything for diversity



Sven Versleegen 14 Comments — June 29, 2024 9:00

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↑ up





## University Of Arizona Professor By Day, Drag Queen By Night, Targets Youth Of All Ages

January 16, 2023 ADI Staff Reporter



Professor Harris Kornstein by day, Lil Miss Hot Mess by night.

A self-proclaimed multi-talented [University of Arizona faculty member](#), Assistant Professor Harris Kornstein, who boasts of being a drag queen "by night," aims to reach students of all ages through his brand of queer pedagogy. While he certainly has his fans and supporters based on reviews from some of his students on [Ratemyprofessor.com](#), not all of his students are comfortable with his methods.

Kornstein, who performs as "Lil Miss Hot Mess", is a board member for Drag Queen Story Hour, and author of two books targeting the children's market; *The Hips on the Drag Queen Go Swish, Swish, Swish* and *If You're a Drag Queen and You Know It*.

Kornstein, according to his biography on the [University of Arizona's Department of Public & Applied Humanities website](#), is "a scholar and artist whose research and art practice focuses on digital culture, surveillance, data and algorithms, media art/activism, visual culture, and queer theory. Their current book project documents queer and trans cultural strategies that mobilize techniques of play, misuse, and obfuscation to counter surveillance capitalism..."

It is his advocacy for performances in drag for minors, and his adherence to "drag pedagogy" which he claims "provides a performative approach to queer pedagogy," that prompted two of his students, who wish to remain anonymous for fear of retaliation, to reach out to trusted mentors with their concerns.

"Students connected with Republicans United of Arizona have shared a disturbing report from the University of Arizona regarding campus faculty and exploitation. It should no longer surprise anyone hiring standards have declined across public institutions to the point where satanic drag queens are accommodated and considered fit for employment. We would like to know who interviewed Mr. Kornstein when UoA hired him, although we suspect the University will protect and deflect for far-left activists who are hell bent to increase their influence within academia," Richard Thomas, National Chairman Republicans United LLC, told the Arizona Daily Independent. "We call on the Arizona Board of Regents to conduct an audit on all hiring procedures to ensure people like Kornstein are issued trespassing citations from schools, not jobs."

Kornstein frequently complains about "hate" from conservatives, but appeared to enjoy participating in a ceremony in which the Christian faith is mocked by the "Sisters of Perpetual Indulgence." In that ceremony, he is "sainted" before performing a "miracle" by mockingly multiplying loaves and fishes.



Kornstein argues that "Drag Queen Story Hour (DQSH) provides a generative extension of queer pedagogy into the world of early childhood education." Kornstein, along with his co-author Harper B. Keenan, Assistant Professor in the Department of Curriculum and Pedagogy at the University of British Columbia, writes that "Many elements of DQSH are common to early childhood schooling: bright colours, music, art, and imaginative play. There is an adult teacher leading a classroom of young students. What is different, though, is that the teacher is a drag queen. She breaks the limiting stereotype of a teacher: she is loud, extravagant, and playful. She encourages children to think for themselves and even to break the rules. She is the exponential product of Ms. Frizzle and Bob the Drag Queen. She is a queer teacher. To the unimaginative adult (which - sigh - describes most of us), it might seem that the world of drag and the world of children are impossibly distant from one another."

However, keeping drag queen professors and children distant from one another is his

This is Exhibit " O " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25.

*[Signature]*

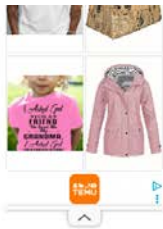
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### TRENDING

- AZ Legislature Week In Review - Week Ending May 11, 2025
- Woman Indicted For Fake Paternity Claim Against Scottsdale "The Bachelor" Star
- Arizona Supreme Court Agrees To Hear Political Donor Privacy Case
- Efforts To Renew Expiring Prop 123 Generate Partisan Wrangling
- Hamadeh Announces Winners of 2025 Congressional Art Competition
- Hobbs Vetoes Bill to Make Disability Evaluations Timely For K-12
- Arizona Tackles Physician Shortage With New Law
- Ciscomani Joins Trump's Labor Secretary On "America at Work" Tour

### FREE EGUIDE Things to Consider When BUYING A HOME





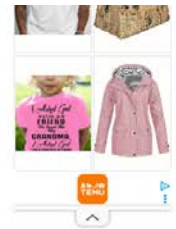
However, keeping on a queer propaganda and children distant from one another was a big part of why Arizona parents and voters elected conservative Tom Horne to serve as the new Superintendent of Public Instruction this last November.

One of the most popular issues Horne ran on and got elected on was eliminating a link on the Arizona Department of Education's website for children in search of LGBTQ+ resources, which also helped them to conceal these items from their parents.

Under former Superintendent of Public Instruction Kathy Hoffman's leadership, the "Q Chat Space" link directed young students, who wondered if they might be LGBTQ+, to chat rooms, usually hosted by members of the LGBTQ+ community. The online chat room provided a "quick escape" feature in case a kid wanted to hide it from their parents.

Horne argued that the "Q Chat Space" was illegal. Horne noted that an Arizona statute prohibits government agencies from encouraging children to hide information from their parents and that the "escape button" was deliberately designed to do just that.

As a result, even though civil libertarians might argue that Kornstein's academic freedom should be afforded protections, advocates for children and for parental rights say that Arizona's kids should be protected from the "queer indoctrination" being pushed by Kornstein.



◀ PREVIOUS

Texas Man Indicted For Online Comments Advocating Shooting AZ Poll Workers And Killing Kids

NEXT ▶

Goodyear Police Make Arrest In Fatal Hit-And-Run



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## Notice of Liability to Remove Pornographic Books and Radical LGBTQ Learning Resources

This is Exhibit " P " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25.

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It has been reasonably pointed out, that the encouragement and facilitation of sex of under-age minors, the sexualization of our children, and making pornographic books available to them, is a form of grooming seen in cases of pedophilia. [Review the Political LGBTQ page for additional information and critical resources.](#)

## Notices of Liability

## 1) PRINT the Notice of Liability...

- Ontario version: [STOP WYNNE SEX ED](#)
- Nova Scotia version: [STOP BEYOND BASICS](#)
- Manitoba version: [STOP CERC](#)

**Special Notice: BC Legislation 2017: School Boards made responsible for Learning Resources**

"SOGI 123 is a Learning Resource and therefore School Boards in BC have the power to remove it"

## 2) Follow up letter after serving the Notice of Liability

- Ontario version: [WYNNE SEX ED](#)
- BC and all other provinces: [SOGI 123](#)

## 3) School board presentation:

- Ontario version: [WYNNE SEX ED](#)
- BC and all other provinces: [SOGI 123/CSE](#)

## 4) Drag Queens...

**Notice of Liability: Stop Drag Queen Story Hours and Pride Events**

**Petition: Ban Drag Queen Events for Children.** This petition is to be signed by residents in your local community and delivered to your elected officials, library boards, principals, etc.

## Include the following evidence when serving the NOL

- Sexually explicit and pornographic material currently available in schools and libraries across Canada

## Warning: Graphic Material

According to the Canadian Centre for Child Protection report on Child Sexual Abuse by K-12 School Personnel in Canada, 67% of offenders worked in public schools, 26% in Catholic/Christian schools, and 7% in private schools.

2017-2021 - Child Sexual Abuse and Victimization by K-12 School Personnel in Canada

1997-2017 - Child Sexual Abuse by K-12 School Personnel in Canada

**Homeschooling:** If you are considering homeschooling visit our [Homeschooling Revolution](#) page for information on how to get started.

## Additional Resources &amp; Information

## Print and Share Flyers

- [SOGI 123 Flyer](#) (all other provinces and territories)
- [Wynne Sex Ed Flyer](#) (Ontario)
- [Beyond the Basics](#) (Nova Scotia)
- [SERC](#) (Manitoba)

**SOGI 123/CSE Series: Safe and Inclusive for Whom?**

For further actions and information [Click HERE](#)

Child Protection Facts and Resources Document: [HERE](#)

Criminal Code, Indemnification, Professional Standards, "Diverse Gender Offenders", Pornography, Child Exploitation

Read more about this issue below and critical information [HERE](#)

- Review the [BC SOGI 123 Toolkit for Teachers](#) from Kelowna SD 23 (highlights in yellow and green have been provided to help bring attention to the **indoctrination and grooming tactics**) and the [SOGI 123 Lesson Plans](#) from the SOGI website.

- **Ontario (Highlighted Version) Trans-Affirming Education in Schools: An Educator Toolkit** (National Post: Overview of the Toolkit)

- [View the list of SOGI 123 Inclusive Books for K-12 Schools](#)

Quote from the SOGI website, "the following resources have been created in collaboration with educators to support integration of SOGI into the K-12 curriculum". \*\*They are openly condoning providing porn/explicit material, to minors.

- [Book name and school library location](#)
- [Book Reviews](#)

**Beware of "The Every Teacher Project":** On LGBTQ Inclusive Education in Canada's K-12 Schools.

- A group of LGBTQ activists created this report and misled education systems across Canada into promoting the unproven and controversial Gender Fluidity theory starting in Kindergarten, under the guise of "inclusion is safety." This contradicts the beliefs of the majority of Canadians and has negatively impacted the mental health of children.

Letter: [Ban Non-Government and Special Interest Group Flags](#)

**Print the Petition: Ban Non-Government Flags.** This petition is to be signed by residents in your local community and delivered to your elected officials, library boards, principals, etc.

**2023 List - Voted NO to Flying the Pride Flag. Send us your success stories so we can add them to last year's campaign!**

**Action4Canada** has created the **SOGI/CSE Notice of Liability** advising Trustees, Ministers, Teachers, Librarians etc, that they will be held personally liable for exposing minors to any form of pornography/sexually explicit material, activities or organizations promoting sexual deviancy and the exploitation of minors. Use the NOL and demand that; the SOGI-123/Comprehensive Sexuality Education (CSE) learning resource be immediately and completely removed from libraries and the education system; all of the books listed, including titles by the same authors, be immediately removed; and that all educational facilities including libraries cease and desist promotion of any and all activities, performers and

immunity, comfort, and lack of consequences means making them a safe and secure platform for any and all sexual, political and clubs that exploit vulnerable minors.

We also encourage you to further demand a [Freedom of Information request](#) for all the details (to include emails, attachments and any other correspondence of who approved these books, as well as the grounds for this approval, any instructions given from anyone else in relation to this approval, and minutes of all meetings in relation to all such approvals.

**Good News:** As a result of **Action4Canada** leaders and volunteers serving the SOGI/CSE NOL and working to bring public awareness to the agenda to sexualize children using the education system and public libraries; [the government](#); [the teachers union](#); Reg Krake, [Executive Director](#), of the ARC Foundation; the media ([report 1](#) and [report 2](#)); the BCTLA and the [Canadian Federation of Library Associations](#), are all publicly responding in an effort to defend their position, and thereby exposing themselves to greater liability. It is a criminal offense to sexualize and exploit children, and attempting to disguise it as anything other than this does not change the fact that it is unlawful.

Parents and concerned citizens, we cannot ignore this message. Our children and youth are being subjected to twisted ideologies using social justice as a means to indoctrinate and groom them. From the highly politicized radical LGBTQ agenda to the made-up critical race theory, the government has a target on our children's heads and we need to step up and put a STOP to it.

On May 15, 2022 **Action4Canada** provided an extensive [report](#) exposing the UN Agenda to sexualize children through the education system. We provided examples of [pornographic books](#) accessible to **Kindergarten through Grade twelve minors** in schools and public libraries. [The extensive list of books](#) is recommended by the ARC Foundation and SOGI-123. SOGI-123 is a learning resource that was added to school curriculums in 2016. The resource is integrated into every subject, including PE, so parents cannot opt their children out. SOGI was introduced as an anti-bullying program to gain acceptance but it is anything but. SOGI stands for Sexual Orientation and Gender Identity and is a highly politically charged sexual education that focuses on all things LGBTQ, especially converting to transgenderism. Thus the over 4500% increase in girls who are now saying they are a boy and not a girl.

According to a 2018 study there has been a **4515% increase** in girls seeking to 'transition' to the opposite sex. "Some educationalists have previously warned that the promotion of transgender issues in schools has 'sown confusion' in children's minds and that encouraging children to question gender has 'become an industry'."

**Action4Canada** has been working to expose the agenda to sexualize our children since nearly the inception of this resource but many Canadians were not willing to do anything about it out of fear of being called homophobic or racist. It is time to change this. It's time to get educated and take action.

Introducing children to this program is a portal for exposing minors to sexually explicit/pornographic materials (books, magazines, comic strips), sexually deviancy (such as teaching children to masturbate and introducing youth to organizations that are involved in exploiting minors). These are criminal offences according to [Section 163.1](#), [Section 152](#) of the Criminal Code, and the [Canadian Centre for Child Protection](#) defines them as sexual abuse.

**If you can...Pull your children out of the public schools and Universities, start or join a Home School Group, Get involved in Writing Letters and serving Notices of Liability, Decide to run for office as a School Board Trustee, Mayor or City Council. Action4Canada** is working with our Chapter leaders and reaching out to churches and communities to assist with developing a home-school option. Connect with an [A4C Chapter](#) today if you are interested or can assist with this.

#### Additional Resources:

<https://action4canada.com/political-lgbtq-activism/>



**Do NOT give up or be discouraged by the information provided in this report but instead make a commitment to do everything in your power to assist us in turning this around. Change and justice are coming!**

**The bible says in Luke 17: 1,2, "It is inevitable that stumbling blocks will come, but woe to the one through whom they come! It would be better for him to have a millstone hung around his neck and to be thrown into the sea than to cause one of these little ones to stumble."**

**Remember:** Freedom of speech, thought, belief and the right to life, liberty and security of the person are guaranteed. We do not need to beg, barter or ask for them...they are ours for the taking.

Please consider becoming a [monthly donor](#) and help Action4Canada continue to bring solutions and hope to the nation!

God bless you and God bless Canada!

The Team @  
Action4Canada



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Partnering with Action4Canada allows concerned Canadians to have the tools to address issues crucial to Canada's Sovereignty, Democracy, and our Freedom:




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This is Exhibit " Q " referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna, BC  
this 14 day of May, 20 25.  
  
A Commissioner for Taking Affidavits for British Columbia

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Protecting Faith, Family and Freedom

### PRESS RELEASE

Jonathan Montpetit, CBC Journalist, requested a comment from Action4Canada on the municipal/school board elections that took place in BC and Ontario, and wanted to know our position on "gender and sexuality." Montpetit stated, "some people we've spoken to for our story have suggested your organization's stance on these issues is "homophobic and transphobic."

Action4Canada had no interest in commenting in time for the article having anticipated it would be a biased report. We were right. "Scores of anti-trans candidates running in Ontario school board elections." CBC's article attacked candidates who have the moral integrity to expose the sexualization of our children in the education system. As for the name calling this is merely a failed attempt used to shut down opposition by those who lack the intellectual fortitude and honesty to admit the obvious, that this sexual agenda is causing great harm to minors and is an attack against the traditional family unit.

Action4Canada's PRESS RELEASE is intended to help educate the public in the absence of honest reporting.

\*\*\*\*\*  
Date: October 20, 2022

Attn: Mr. Montpetit, CBC News

Re: "School Board Politics Regarding Gender and Sexuality"

Member nations, including Canada, are not the only countries in the world where it is highly sexualized from age appropriate content. It is a agenda to radically sexualizes minors at the earliest age possible and exposes them to non-age appropriate material and unscientific ideologies. This is causing a social contagion resulting in rapid-onset gender dysphoria with an over 4000% increase in girls who now say they identify as a boy. This statistic was from 2018 and it has continued to increase since then as a direct result of the CSE resource.

In your request for comment you mentioned that there are those who are suggesting the redundant statement that Action4Canada is homophobic or transphobic. This is a tactic to subvert attention from the real issue. Name calling is used to shut down opposition by those who lack the intellectual fortitude and honesty to admit the obvious, that this agenda is causing great harm to minors and is an attack against the traditional family unit. Action4Canada supports the constitutional rights of every individual within the limits of the rule of law.

As a result of the social justice campaigns that have now become the primary focus of education our children are failing and falling behind on the basics of reading, writing and arithmetic. There are many reports showing grade-inflating, which awards higher grades than students deserve, just in order for them to pass. We would like to know why the Ministers of Education and every school board aren't addressing these issues as a top priority instead of the fixation on "gender and sexuality?" Rather than focusing on academia they are facilitating the exploitation of children for profit and political gain.

The LGBTQ activists are attempting to use the amendment to the human rights code, which provides special privilege to the LGBTQ community based on sexual orientation and gender identity, as a legal means to implement the CSE program. However, it has become evident that the CSE learning resources, implemented into the provincial educational curriculum across Canada in the past several years, have become an avenue to expose minors to sexually explicit, pornographic and inappropriate learning resources, activities and/or events. This is in violation of the criminal code and the standards of the Canadian Centre for Child Protection. The amendment to the HR code does not protect the LGBTQ activists from criminal liability. The HR code is being used out of context and for nefarious reasons.

The LGBTQ community's platform has been hijacked by radical activists who are attacking the core freedoms and rights of all Canadians and targeting minors. The political sex activists are not interested in equal rights, diversity, or inclusion. Their objective is forced compliance and acceptance of their adult sexual proclivities and ideologies.

Action4Canada is focused on addressing this reprehensible agenda and advocating for ALL children, especially the most vulnerable who are falling prey to this system of indoctrination which is sexualizing children and causing psychological and physical harm.

Regards,  
Tanya Gaw  
Founder

Please review our website to learn more, <https://action4canada.com/political-lgbtq-activism/>

Action4Canada  
102 - 15910 Fraser Hwy, Box 453, Surrey, BC V4N 0X9  
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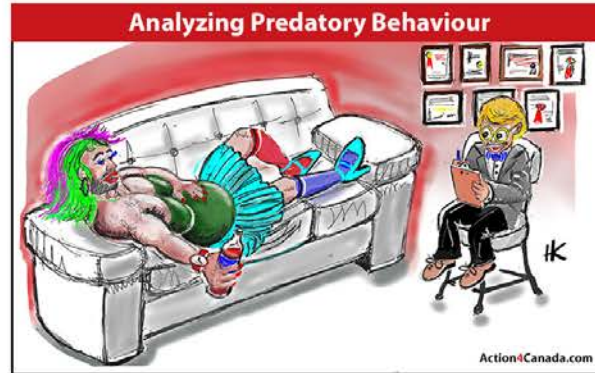
[Prayer Request](#)



This is Exhibit " R " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 2025.

*[Signature]*

A Commissioner for Taking Affidavits for British Columbia



It is important to know your opponent and understand what motivates them. Societal norms are being challenged in the most bizarre way. What would normally be considered too absurd to imagine is playing out right in front of us like a bad version of the Twilight Zone. Am I dreaming, somebody pinch me!

**Trans Fact:** The amendment to the Human Rights code to include gender identity and expression does NOT trump: everyone else's rights; cannot be used in a vexatious manner; or give a green light to groom, sexualize, indoctrinate, exploit, create anxiety and depression, or confuse children. Section 15 (1) of the Charter of Rights stipulates very clearly that we are ALL equal under the law. Period!

**Predatory Fact:** The amendment does not absolve ANY Canadian from adhering first and foremost to the criminal code. Specifically, Sections resources with crude content.

## Inside the Mind of a Predator



**When:** Wednesday, March 15, 2023 4:30pm PST/7:30pm EST [Register in Advance](#). The zoom doors open at 4:30pm PST and the Empower Hour begins at 5pm PST/8pm EST.

Jon Uhler, MS, LPC, CCTP, CSOTP, is our next, very accomplished, Empower Hour guest who will be joining us to discuss 'White Collar Sexual Psychopaths,' AKA sexual deviants. Jon has over 30 years experience as a therapist, including 14 years dealing with criminal sex offenders. As result of professionally evaluating and treating well over 4,000 sex offenders Jon has become an expert in his field and is highly qualified to provide clinical insights and risk assessments. Jon and Tanya will talk about the massive global campaign re-branding and re-framing sexual predators, who are targeting women and children, as victims in need of sympathy. As a result, these sexual deviants have successfully infiltrated the education system and all levels of government and its time to call them out!

Jon's extensive clinical practice makes him uniquely qualified: in helping educate people on how White Collar Sexual Psychopaths present themselves to the world; on how to recognize sexual predators and red flags; in personality profiling; and threat analysis. Learn more about our guest and share the [Empower Hour invite HERE](#).

## Are You Aware That Your Tax Dollars are Funding Child Mutilation?



Gender dysphoria (GD) is a term used to describe a psychological condition in which a child experiences marked incongruence between his or her experienced gender and the gender associated with the child's biological sex. Twin studies demonstrate that GD is not an innate trait. Moreover, barring pre-pubertal affirmation and hormone intervention for GD, **80-95 percent** of children with GD will accept the reality of their biological sex by late adolescence.

In February 2023 the government of Canada [announced](#) that it will now pay up to \$75,000 "per lifetime" for each federal public service employee, **and his or her dependents**, who wish to gender transition. On February 16, 2023 the BC government made changes to the requirements for 'gender affirming' surgeries in order to fast-track them. This is very serious and puts our youth at even greater risk of having their bodies mutilated, without informed consent or their parents input. Most provinces provide this surgery at the expense of taxpayers. [Read More](#)

**Solution:** JOIN an Action4Canada Chapter and the parent team to help eradicate this Agenda. Also, know who you vote for in upcoming elections and where they stand on these critical issues.

## Technology: Protect Your Children from Online Predators



Social media has always been a threat to children because of sexual predators but now there is a whole new predator actively vying for your child's attention. As reported last week, the [Transgender Industry Web](#) is well-funded by Big Pharma, the government and radical LGBTQ Lobby groups, and they are coming after our kids. There is big money to be made by pharmaceutical companies and surgeons in transitioning children.

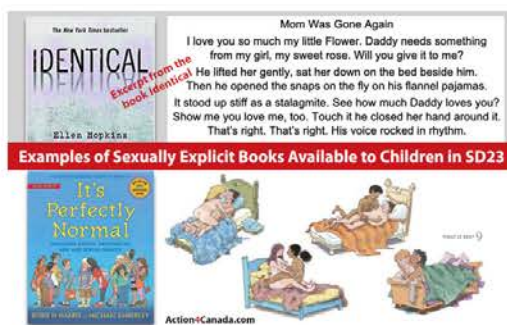
Therefore, it is really important that you do everything you can to safe-guard your children while they are using technology. Considering using an app such as [Bitdefender](#) to filter out inappropriate content and limit screen time and manually allow or block specific URLs.

If you are concerned about the invasion of your child's privacy rights then consider this:

- One in five kids ages 10 to 17 years has been solicited for sex online
- One in 33 has been aggressively solicited, including the predator attempting to set up a meeting with the child in person.
- 50,000 sexual predators are on the Web at any given time.

You can rest assured that any number of predators trolling the Web are more than happy to communicate with your child, especially if they sense parents are disengaged or absent. [Parent Monitoring Tips](#)

## Please Sign and Share this Petition



The image above shows just a small sample of the graphic and sexually explicit content and illustrations in many of the books available to children in schools across Canada. These books are not age appropriate for children and parent's concerns are being censored and ignored. Sexually exploiting children is a criminal offense and causes permanent harm and makes them vulnerable to predators.

The Kelowna, BC, SD23, is an example of one such School Board and we request your assistance in signing the following petition as we keep the pressure on. If you will recall, this is the same School Board that refused to remove the Education Assistant that works with disabled children and is also a [Drag Queen](#) with very disturbing extra-curricular activities. **Please sign the petition [HERE](#)**

**Action4Canada** Chapter leaders and members across the country are working diligently to bring awareness and get these books removed. We are having a major impact thanks to all the amazing parents and concerned citizens who are taking action!

If you are in need of prayer please reach out to our Prayer Team @ [prayer-requests@action4canada.ca](mailto:prayer-requests@action4canada.ca)

**Remember:** Freedom of speech, thought, belief and the right to life, liberty and security of the person are guaranteed. We do not need to beg, barter or ask for them...these are God-given inalienable rights and ours for the taking.

As **Action4Canada** continues to courageously defend Canadians rights and freedoms we ask that you would please consider courageously giving, either a one time donation or becoming a [monthly donor](#). **Help Action4Canada continue to bring solutions and hope to the nation!**

**God bless you and God bless Canada!**

The Team @  
**Action4Canada**



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## The Real Story Behind Drag Queen Story Hour

Aimed at children, the phenomenon is far more subversive than its defenders claim.



CHRISTOPHER F. RUFO  
OCT 21, 2022



58



6



Share

Drag Queen Story Hour—in which performers in drag read books to kids in libraries, schools, and bookstores—has become a cultural flashpoint. The political Right has denounced these performances as sexual transgressions against children, while the political Left has defended them as an expression of LGBTQ pride. The intellectual debate has even spilled into real-world conflict: right-wing militants affiliated with the [Proud Boys](#) and the [Three Percenters](#) have staged protests against drag events for children, while their counterparts in the left-wing Antifa movement have responded with offers to serve as a protection force for the drag queens.

Families with children find themselves caught in the middle. [Drag Queen Story Hour](#) pitches itself as a family-friendly event to promote reading, tolerance, and inclusion. “In spaces like this,” the organization’s website reads, “kids are able to see people who defy rigid gender restrictions and imagine a world where everyone can be their authentic selves.” But many parents, even if reluctant to say it publicly, have an instinctual distrust of adult men in women’s clothing dancing and exploring sexual themes with their children.

These concerns are justified. But to mount an effective opposition, one must first understand the sexual politics behind the glitter, sequins, and heels. This requires a working knowledge of an extensive history, from the origin of the first “queen of drag” in the late nineteenth century to the development of academic queer theory, which provides the intellectual foundation for the modern drag-for-kids movement.

The drag queen might appear as a comic figure, but he carries an utterly serious message: the deconstruction of sex, the reconstruction of child sexuality, and the subversion of middle-class family life. The ideology that drives this movement was born in the sex dungeons of San Francisco and incubated in the academy. It is now being transmitted, with official state support, in a number of public libraries and schools across the United States. By excavating the foundations of this ideology and sifting through the literature of its activists, parents and citizens can finally understand the new sexual politics and formulate a strategy for resisting it.

\*\*\*

Start with queer theory, the academic discipline born in 1984 with the publication of Gayle S. Rubin’s essay “[Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality](#).” Beginning in the late 1970s, Rubin, a lesbian writer and activist, had immersed herself in the subcultures of leather, bondage, orgies, fisting, and sado-masochism in San Francisco, migrating through an ephemeral network of BDSM (bondage, domination, sadomasochism) clubs, literary societies, and New Age spiritualist gatherings. In “Thinking Sex,” Rubin sought to reconcile her experiences in the sexual underworld with the broader forces of American society. Following the work of the French theorist Michel Foucault, Rubin sought to expose the power dynamics that shaped and repressed human sexual experience.

“Modern Western societies appraise sex acts according to a hierarchical system of sexual value,” Rubin wrote. “Marital, reproductive heterosexuals are alone at the top erotic pyramid. Clamouring below are unmarried monogamous heterosexuals in couples, followed by most other heterosexuals. . . . Stable, long-term lesbian and gay male couples are verging on respectability, but bar dykes and promiscuous gay men are hovering just above the groups at the very bottom of the pyramid. The most despised sexual castes currently include transsexuals, transvestites, fetishists, sadomasochists, sex workers such as prostitutes and porn models, and the lowliest of all, those whose eroticism transgresses generational boundaries.”

Rubin’s project—and, by extension, that of queer theory—was to interrogate, deconstruct, and subvert this sexual hierarchy and usher in a world beyond limits, much like the one she had experienced in San Francisco. The key mechanism for achieving this turn was the thesis of social construction. “The new scholarship on sexual behaviour has given sex a history and created a constructivist alternative to” the view that sex is a natural and pre-political phenomenon, Rubin wrote. “Underlying this body of work is an assumption that sexuality is constituted in society and history, not biologically ordained. This does not mean the biological capacities are not prerequisites for human sexuality. It does mean that human sexuality is not comprehensible in purely biological terms.” In other words, traditional conceptions of sex, regarding it as a natural behavior that reflects an unchanging order, are pure mythology, designed to rationalize and justify systems of oppression. For Rubin and later queer theorists, sex and gender were infinitely malleable. There was nothing permanent about human sexuality, which was, after all, “political.” Through a revolution of values, they believed, the sexual hierarchy could be torn down and rebuilt in their image.

There was some reason to believe that Rubin might be right. The sexual revolution had been conquering territory for two decades: the birth-control pill, the liberalization of laws surrounding marriage and abortion, the intellectual movements of feminism and

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A Commissioner for Taking Affidavits for British Columbia

and surrounding marriage and custody, the intellectual movements of feminism and sex liberation, the culture that had emerged around *Playboy* magazine. By 1984, as Rubin acknowledged, stable homosexual couples had achieved a certain amount of respectability in society. But Rubin, the queer theorists, and the fetishists of the BDSM subculture wanted more. They believed that they were on the cusp of fundamentally transforming sexual norms. "There [are] historical periods in which sexuality is more sharply contested and more overtly politicized," Rubin wrote. "In such periods, the domain of erotic life is, in effect, renegotiated." And, following the practice of any good negotiator, they laid out their theory of the case and their maximum demands. As Rubin explained: "A radical theory of sex must identify, describe, explain, and denounce erotic injustice and sexual oppression. Such a theory needs refined conceptual tools which can grasp the subject and hold it in view. It must build rich descriptions of sexuality as it exists in society and history. It requires a convincing critical language that can convey the barbarity of sexual persecution." Once the ground is softened and the conventions are demystified, the sexual revolutionaries could do the work of rehabilitating the figures at the bottom of the hierarchy — "transsexuals, transvestites, fetishists, sadomasochists, sex workers."

Where does this process end? At its logical conclusion: the abolition of restrictions on the behavior at the bottom end of the moral spectrum—pedophilia. Though she uses euphemisms such as "boylovers" and "men who love underaged youth," Rubin makes her case clearly and emphatically. In long passages throughout "Thinking Sex," Rubin denounces fears of child sex abuse as "erotic hysteria," rails against anti-child pornography laws, and argues for legalizing and normalizing the behavior of "those whose eroticism transgresses generational boundaries." These men are not deviants, but victims, in Rubin's telling. "Like communists and homosexuals in the 1950s, boylovers are so stigmatized that it is difficult to find defenders for their civil liberties, let alone for their erotic orientation," she explains. "Consequently, the police have feasted on them. Local police, the FBI, and watchdog postal inspectors have joined to build a huge apparatus whose sole aim is to wipe out the community of men who love underaged youth. In twenty years or so, when some of the smoke has cleared, it will be much easier to show that these men have been the victims of a savage and undeserved witch hunt." Rubin wrote fondly of those primitive hunter-gatherer tribes in New Guinea in which "boy-love" was practiced freely.

Such positions are hardly idiosyncratic within the discipline of queer theory. The father figure of the ideology, Foucault, whom Rubin relies upon for her philosophical grounding, was a notorious sadomasochist who once joined scores of other prominent intellectuals to sign a petition to legalize adult-child sexual relationships in France. Like Rubin, Foucault haunted the underground sex scene in the Western capitals and reveled in transgressive sexuality. "It could be that the child, with his own sexuality, may have desired that adult, he may even have consented, he may even have made the first moves," Foucault once told an interviewer on the question of sex between adults and minors. "And to assume that a child is incapable of explaining what happened and was incapable of giving his consent are two abuses that are intolerable, quite unacceptable."

Rubin's American compatriots made the same argument even more explicitly. Longtime Rubin collaborator Pat Califia, who would later become a transgender man, claimed that American society had turned pedophiles into "the new communists, the new niggers, the new witches." For Califia, age-of-consent laws, religious sexual mores, and families who police the sexuality of their children represented a thousand-pound bulwark against sexual freedom. "You can't liberate children and adolescents without disrupting the entire hierarchy of adult power and coercion and challenging the hegemony of antisex fundamentalist religious values," she lamented. All of it—the family, the law, the religion, the culture—was a vector of oppression, and all of it had to go.

\* \* \*

The second prerequisite for understanding Drag Queen Story Hour is to understand the historical development of the art of drag. It begins with a freed slave named William Dorsey Swann, who dressed in elaborate silk and satin women's costumes, called himself the "queen of drag," and organized sexually charged soirées in his home in Washington, D.C. Over the course of his life, Swann was convicted of petty larceny—he had stolen books from a library and dinnerware from a private residence—and then, in 1896, was charged with "keeping a disorderly house," a euphemism for running a brothel, and sentenced to 300 days in jail. From the viewpoint of modern sexual politics, the story has all the elements of the perfect left-wing archetype: Swann was a man who liberated himself from chattel slavery and then from a repressive sexual culture, despite the best efforts of the oppressors, the puritans, and the police.

Drag became explicitly political seven decades later, during the Stonewall riots of 1969, in which patrons of a gay bar in New York City rioted against police and began a wave of gay and lesbian political activism. As writer Daniel Harris explained in the counterculture journal *Salmagundi*, traditional drag performances from William Dorsey Swann until the mid-1960s were sensual experiences, "an innocuous camp pastime," but with the onset of the sexual revolution, they became forms of resistance and revolution. "After the 1960s," Harris wrote, "ideology [tightened] its grip on the aesthetic of drag when gay men began to use their costumes to reevaluate the whole concept of normality and thus carry out a crucial part of the cross-dresser's agenda: revenge." Drag performers increasingly saw their vocation as political and started street organizations such as Street Transvestite Action Revolutionaries in order to join the wave of activism rising through their communities in New York, San Francisco, and other hubs



Suddenly, drag was not a private performance but a statement of public rebellion. The queens began using costume and performance to mock the fashion, manners, and mores of Middle America. In time, the need to shock required the performers to push the limits. "Men now wear such sexually explicit outfits as ball gowns with prosthetic breasts sewn on to the outside of the dresses, black nighties with gigantic strap-on dildos, and transparent vinyl mini-skirts that reveal lacy panties with strategic rips and telltale stains suggestive of deflowerment," Harris noted. "The less drag is meant to allure, the bawdier it becomes, with men openly massaging their breasts, squeezing the bulges of their g-strings, sticking out their asses and tongues like porn stars in heat, and lying spread-eagle on their backs on parade routes with their helium heels flung into the air and their virginal prom dresses thrown over their heads."

The next critical turn occurred in 1990, with the publication of *Gender Trouble*, by the queer theorist Judith Butler. *Gender Trouble* was a bombshell: it elevated the discourse around queer sexuality from the blunt rhetoric of Gayle Rubin to a realm of highly abstract, and sometimes impenetrable, intellectualism. Butler's essential contribution was twofold: first, she saturated queer theory with postmodernism; second, she provided a theory of social change, based on the concept of "performativity," which offered a more sophisticated conceptual ground than simple carnal transgression. *Gender Trouble's* basic argument is that Western society has created a regime of "compulsory heterosexuality and phallogocentrism," which has sought to enforce a singular, unitary notion of "sex" that crushes and obscures the true complexity and variation of biological sex, gender identity, sexual orientation, and human desire. Butler argues that even the word "woman," though it relates to a biological reality, is a social construction and cannot be defined with any stable meaning or categorization. There is nothing essential about "man," "woman," or "sex"; they are all created and re-created through historically contingent human culture; or, as Butler puts it, they are all defined through their performance, which can change, shift, and adapt across time and space.

Butler's theory of social change is that once the premise is established that gender is malleable and used as an instrument of power, currently in favor of "heterosexual normativity," then the work of social reconstruction can begin. And the drag queen embodies Butler's theory of gender deconstruction. "The performance of drag plays upon the distinction between the anatomy of the performer and the gender that is being performed. But we are actually in the presence of three contingent dimensions of significant corporeality: anatomical sex, gender identity, and gender performance," Butler writes. "When such categories come into question, the *reality* of gender is also put into crisis: it becomes unclear how to distinguish the real from the unreal. And this is the occasion in which we come to understand that what we take to be 'real,' what we invoke as the naturalized knowledge of gender is, in fact, a changeable and revisable reality. Call it subversive or call it something else. Although this insight does not in itself constitute a political revolution, no political revolution is possible without a radical shift in one's notion of the possible and the real."

By the 2000s, the performance of drag had absorbed all these elements—the social-justice origin story of William Dorsey Swann, the carnal shock-and-awe of Gayle Rubin, the ethereal postmodernism of Judith Butler—and brought them together onto the stage. The queer theorist Sarah Hankins, who performed extensive field research in drag bars in the Northeast, captured the spirit of this subculture and its ideology in a study for the academic journal *Signs*. Drawing on the work of Rubin and Butler, Hankins describes three genres of drag—straight-ahead, burlesque, and genderfuck—that range from stripteases and lap dances to simulations of necrophilia, bestiality, and race fetishism. Hankins describes the world of drag as a "sociosexual economy," in which the members of "queerdom" can titillate, gratify, and reward one another with cash tips and money exchanges. "As an audience member, I have always experienced the tip exchange as payment for sexual gratification," Hankins writes. "And I am aware that by holding up dollar bills, I can satisfy my arousal, at least partially: I can bring performers' bodies close to mine and induce them to touch me or to let me touch them." Or, as one of her research subjects, the drag queen Katya Zamolodchikova, puts it: "I'm literally out there peddling my pussy for dollar bills."

The goal of drag, following the themes of Butler and Rubin, is to obliterate stable conceptions of gender through performativity and to rehabilitate the bottom of the sexual hierarchy through the elevation of the marginal. "The act of paying a dominant/domineering woman, a male supplicant, a hapless wage slave, or a boy allows the audience member to temporarily embody one or more of a number of 'bad/unnatural' social positions, for instance the pedophile, the closeted gay chickenhawk, the predatory female cougar, the sugar daddy or momma, even the sexualized youth/child themselves," Hankins writes. And the discipline of "genderfuck" takes it a step even beyond adult-child sex. As Hankins describes, this style of performance "foregrounds tropes of primitivism and degeneracy as tools of protest and liberation" and seeks to subvert taboos against "pedophilia, necrophilia, erotic object fetishism, and human-animal sex." These performances constitute the end of the line: the culmination of more than a century's work, from the silk-and-satin drag balls to the hyper-cerebral politics of deconstruction to the annihilation of traditional notions of sex.

\* \* \*

The final turn in the story of drag is, in some ways, the most surprising. As the dark side of drag pushed transgression to the limits, another faction began moving from the margins to the mainstream. Some drag queens—most notably, the drag performer RuPaul—toned down the routines, pushed the ideology deep into the background,

and presented drag as good old-fashioned, glamorous American fun. Television producers packaged this new form of drag as reality programming, softening the image of the drag queen and assimilating the genre into mass media and consumer culture.

This provided an opportunity. As the queer theorists' vanguard intellectual project was running aground on incest and bestiality fantasies, the most enterprising among them took a different tack: using the commercialization of drag and the goodwill associated with the gay and lesbian rights movement as a means of transforming drag performances into "family-friendly" events that could transmit a simplified version of queer theory to children. The key figure in this transition was a "genderqueer" college professor and drag queen named Harris Kornstein—stage name Lil Miss Hot Mess—who hosted some of the original readings in public libraries and wrote the children's book *The Hips on the Drag Queen Go Swish, Swish, Swish*. Kornstein sits on the board of Drag Queen Story Hour, the nonprofit organization that was founded by Michelle Tea in 2015 to promote "family-friendly" drag performances and has since expanded to [40 local chapters](#) that have organized hundreds of performances across the United States.

Kornstein also published the manifesto for the movement, "[Drag Pedagogy: The Playful Practice of Queer Imagination in Early Childhood](#)," with coauthor Harper Keenan, a female-to-male transgender queer theorist at the University of British Columbia. With citations to Foucault and Butler, the essay begins by applying queer theory's basic premise of social constructivism and heteronormativity to the education system. "The professional vision of educators is often shaped to reproduce the state's normative vision of its ideal citizenry. In effect, schooling functions as a way to *straighten* the child into a kind of captive alignment with the current parameters of that vision," Kornstein and Keenan write. "To state it plainly, within the historical context of the USA and Western Europe, the institutional management of gender has been used as a way of maintaining racist and capitalist modes of (re)production."

To disrupt this dynamic, the authors propose a new teaching method, "drag pedagogy," as a way of stimulating the "queer imagination," teaching kids "how to live queerly," and "bringing queer ways of knowing and being into the education of young children." As Kornstein and Keenan explain, this is an intellectual and political project that requires drag queens and activists to work toward undermining traditional notions of sexuality, replacing the biological family with the ideological family, and arousing transgressive sexual desires in young children. "Building in part from queer theory and trans studies, queer and trans pedagogies seek to actively destabilize the normative function of schooling through transformative education," they write. "This is a fundamentally different orientation than movements towards the inclusion or assimilation of LGBT people into the existing structures of school and society."

For the drag pedagogists, the traditional life path—growing up, getting married, working 40 hours a week, and raising a family—is an oppressive bourgeois norm that must be deconstructed and subverted. As the drag queens take the stage in their sexually suggestive costumes, Kornstein and Keenan argue, their task is to disrupt the "binary between womanhood and manhood," seed the room with "gender-transgressive themes," and break the "reproductive futurity" of the "nuclear family" and the "sexually monogamous marriage"—all of which are considered mechanisms of heterosexual, capitalist oppression. The books selected in many Drag Queen Story Hour performances—*Cinderelliot*, *If You're a Drag Queen and You Know It*, *The Gender Wheel*, *Bye Bye, Binary*, and *They, She, He, Easy as ABC*—promote this basic narrative. Though Drag Queen Story Hour events are often billed as "family-friendly," Kornstein and Keenan explain that this is a form of code: "It may be that DQSH is 'family friendly,' in the sense that it is accessible and inviting to families with children, but it is less a sanitizing force than it is a preparatory introduction to alternate modes of kinship. Here, DQSH is 'family friendly' in the sense of 'family' as an old-school queer code to identify and connect with other queers on the street." That is, the goal is not to reinforce the biological family but to facilitate the child's transition into the ideological family.

After the norms of gender, sexuality, marriage, and family are called into question, the drag queen can begin replacing this system of values with "queer ways of knowing and being." Kornstein and Keenan make no bones about it: the purpose of what they call drag pedagogy, or the "pedagogy of desire," is about reformulating children's relationship with sex, sexuality, and eroticism. They describe drag as a "site of queer pleasure" that promises to "turn rejection into desire" and "[transform] the labour of performance into the pleasure of participation," and DQSH as offering a "queer relationality" between adult and child. They litter their paper with sexualized language and double entendres, blurring the lines between adult sexuality and childhood innocence. In fact, as the queer pedagogist Hannah Dyer has [written](#), queer pedagogy and, by extension, drag pedagogy seek to expose the very concept of "childhood innocence" as an oppressive heteropatriarchal illusion. "Applying queer methods of analysis to studies of childhood can help to queer the rhetoric of innocence that constrains all children and help to refuse attempts to calculate the child's future before it has the opportunity to explore desire," Dyer writes.

The purpose, then, is to subvert the system of heteronormativity, which includes childhood innocence, and reengineer childhood sexuality from the ground up. And drag performances provide a visual, symbolic, and erotic method for achieving this. Kornstein and Keenan's language of the discipline—"pleasure," "desire," "bodies," "girls," "boys," "glitter," "sequins," "wigs," and "heels"—gives it away.

Of course, the organizers of Drag Queen Story Hour understand that they must



manage their public image to continue enjoying access to public libraries and public schools. They have learned how to speak in code to NGOs and to appease the anxieties of parents, while subtly promoting the ideology of queer theory to children. While many of Drag Queen Story Hour's defenders claim that these programs are designed to foster LGBTQ "acceptance" and "inclusion," Kornstein and Keenan explicitly dismiss those objectives as mere "marketing language" that provides cover for their real agenda. "Though DQSH publicly positions its impact in 'help[ing] children develop empathy, learn about gender diversity and difference, and tap into their own creativity,' we argue that its contributions can run deeper than morals and role models," they write. "As an organization, DQSH may be incentivized to recite lines about alignment with curricular standards and social-emotional learning in order to be legible within public education and philanthropic institutions. Drag itself ultimately does not take these utilitarian aims too seriously (but it is quite good at looking the part when necessary)." In other words, as a movement, Drag Queen Story Hour has learned the dance of operating a cash-flow-positive activist organization, winning government contracts, and securing access to audiences, while providing a plausible rhetorical defense against parents who might question the wisdom of adult men creating "site[s] of queer pleasure" with their children.

This gambit has been remarkably successful. Drag Queen Story Hour began with voluntary programs at public libraries, which are required by law to provide equal access to organizations regardless of political affiliation or ideology. But within a few years, those state-neutral events have turned into state-subsidized drag performances for children. The New York City Council and New York Public Library have provided taxpayer funding directly to the Drag Queen Story Hour nonprofit, sparking a trend of state-subsidized drag readings, dances, and performances across the country. Next, the New York City Public Schools, with more than \$200,000 in funding from the municipal government, began hosting dozens of drag performances in elementary, middle, and high schools in all five boroughs. Other political figures seem to want to go even further. The attorney general of Michigan has called for a "drag queen for every school." California state senator Scott Wiener has suggested in a tweet that he might propose legislation to offer "Drag Queen 101 as part of the K-12 curriculum" and mandate that students attend Drag Queen Story Time as a way to "satisfy the requirement." Both might have said this tongue in cheek—but in any case, these things have a way of going from joke to reality at the speed of light.

\* \* \*

Though the spread of sexually charged drag performances has an aura of inevitability, one should keep in mind that transgressive ideologies always contain the seeds of their own destruction.

As the movement behind drag shows for children has gained notoriety and expanded its reach, some drag performers have let the mask slip: in Minneapolis, a drag queen in heels and a pink miniskirt spread his legs open in front of children; in Portland, a large male transvestite allowed toddlers to climb on top of him, grab at his fake breasts, and press themselves against his body; and in England, a drag queen taught a group of preschoolers how to perform a sexually suggestive dance.

Scenes from drag events hosted across the United States in bars, clubs, and outdoor festivals have been even more shocking and disturbing: in Miami, a man with enormous fake breasts and dollar bills stuffed into his G-string grabs the hand of a preschool-aged girl and struts her in front of the crowd; in Washington, D.C., a drag queen wearing leather and chains teaches a young child how to dance for cash tips; in Dallas, hulking male figures with makeup smeared across their faces strip down to undergarments, simulate a female orgasm, and perform lap dances on members of a roaring audience of adults and children. Newspaper headlines have also announced abuses: "Tucson High School Counselor Behind Teen Drag Show Arrested for Relationship with Minor"; "Houston Public Library Admits Registered Child Sex Offender Read to Kids in Drag Queen Storytime"; "Drag Queen Charged with 25 Counts of Felony Child Sexual Abuse Material Possession"; "Second 'Drag Queen Story Hour' Reader in Houston Exposed as Convicted Child Sex Offender"; "Drag Queen Story Hour Activist Arrested for Child Porn, Still Living with His Adopted Kids."

Advocates of Drag Queen Story Hour might reply that these are outlier cases and that many of the child-oriented events feature drag queens reading books and talking about gender, not engaging in sexualized performances. But the spirit of drag is predicated on the transgressive sexual element and the ideology of queer theory, which cannot be erased by switching the context and softening the language. The philosophical and political project of queer theory has always been to dethrone traditional heterosexual culture and elevate what Rubin called the "sexual caste" at the bottom of the hierarchy: the transsexual, the transvestite, the fetishist, the sadomasochist, the prostitute, the porn star, and the pedophile. Drag Queen Story Hour can attempt to sanitize the routines and run criminal background checks on its performers, but the subculture of queer theory will always attract men who want to follow the ideology to its conclusions.

When parents, voters, and political leaders understand the true nature of Drag Queen Story Hour and the ideology that drives it, they will work quickly to restore the limits that have been temporarily—and recklessly—abandoned. They will draw a bright line between adult sexuality and childhood innocence, and send the perversions of "genderfuck," "primitivism," and "degeneracy" back to the margins, where they belong.

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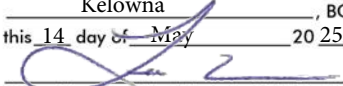
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## What Is Child Exploitation?

Amy Ever • January 4, 2024

This is Exhibit " T " referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna , BC  
this 14 day of May 20 25.  
  
A Commissioner for Taking Affidavits for British Columbia

**Child exploitation** is a dark and troubling issue that touches communities across the globe. It's the unseen struggle happening behind closed doors, on digital devices, and even in our schools, one that every parent fears yet must be bravely confronted.

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As adults responsible for safeguarding minors, recognizing and understanding this **form of abuse** is vital.

At its core, child exploitation robs children of their innocence and subjects them to frightening ordeals for others' gain. Shockingly, 3.6 million cases of such abuse are reported yearly in the U.S., with countless more likely going unnoticed.

This article will shed light on the **types and effects of child exploitation** while offering resources aimed at protection and recovery—all designed to empower you with knowledge for action against this heinous crime.

Let's take an important first step together: keep reading to learn how we can protect our children from harm's way.

### Key Takeaways

- Child exploitation is using kids for work, sex, or other bad things. Over 3.6 million abuse cases are reported each year in the U.S.
- Education programs like [A Courageous Voice](#) teach kids and adults how to stay safe from this hurtful crime.
- We must have strong laws to protect children and help those who have been hurt by child exploitation.

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## Definition of Child Exploitation

Child exploitation refers to the use of a child for someone else's profit or gratification, often involving various forms of abuse, neglect, and manipulation. This can include sexual exploitation, criminal exploitation, trafficking, and modern slavery.

It is a **WIDESPREAD** issue that requires urgent attention.

### Types of Child Exploitation

Child exploitation is a serious problem where kids are used for someone else's gain. It can happen in many different ways.

**Fact: America is the #1 consumer of human trafficking.**

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- **Sexual Exploitation:** This is when an adult manipulates and uses a child for sexual acts. Kids might be tricked into doing these acts, even if they think it's okay at the time. This can include inappropriate pictures or videos of them.
- **Online Dangers:** Predators on the internet can trick or force kids into sexual acts. They might lie about who they are or offer gifts to children online. Grooming takes place and can take weeks or months before sexual acts occur.
- **Forced Work:** Sometimes children are made to work in bad conditions without pay. They might do hard labor, be servants in people's homes, or work in factories.
- **Selling Drugs:** Some children are forced to sell illegal drugs. This is dangerous and against the law.
- **Being Taken Away:** Kidnapping children to use them for work or other cruel reasons is called trafficking. It happens both within countries and across borders.
- **Slavery Today:** Modern slavery means forcing children to do things without letting them go freely. They are treated as if they belong to someone else.

### Statistics on Child Exploitation

Understanding the various types of child exploitation is crucial, but it is equally important to grasp the extent of this issue through real-world statistics. These numbers shed light on the severity and prevalence of child exploitation globally.

Below is a summarized account of the current statistical landscape in an easy-to-understand table format.

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- 42% of Internet users aged 10 to 17 surveyed said they had seen online pornography in a recent 12-month span. Of those, 66% said they did not want to view the images and had not sought them out.
- More than three-quarters of the unwanted exposures (79%) happened at home, 9% happened at school, 5% happened at friends' homes, and 5% happened in other places including libraries.
- The National Institute of Justice estimates that 70 – 90% of children who are commercially exploited were sexually abused in a non-commercial manner before being commercially exploited.
- 1 out of 7 children ages 10-17 have been sexually solicited online.



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## Forms of Child Exploitation

Child exploitation comes in several forms, including child sexual exploitation, criminal exploitation, county lines involvement, trafficking, and modern slavery. Each form presents unique challenges that require careful understanding and targeted solutions.

### Child Sexual Exploitation

Child sexual exploitation is when someone uses a child for their own sexual needs. This can happen online or in person, and it often involves **tricking or forcing** a child to take part in sexual activities, usually for money.

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Even if the child seems to agree, it's still abuse because children **cannot legally give consent**. People who do this might make **kids watch pornography or be part of it**. They could also use **technology to harm kids** using sextortion. Sextortion is when someone threatens to share private images unless the child does what they want.

This awful crime hurts many children and leaves **scars that can last forever**. Survivors may face hard times with trust and relationships as they grow older. They might turn to drugs and alcohol to cope with the pain, as shown by 70-80% of survivors using these substances too much.

Sadly, statistics tell us that 3.6 million cases of this type of abuse get reported every year just in the U.S., showing how widespread and serious this issue is. We must teach parents, teens, and even younger kids about online safety so we can protect them better from such dangers.

### Child Criminal Exploitation

Continuing our discussion, child criminal exploitation involves coercing or manipulating minors into committing crimes. This can include drug trafficking, theft, and carrying weapons on behalf of criminal groups.

Children may be groomed and coerced through the promise of money, gifts, or protection from harm. Sadly, these vulnerable young individuals are often manipulated by older criminals who take advantage of their naivety and desperation for acceptance.

Moreover, children who experience abuse and neglect are more likely to be drawn into criminal activities as a means of survival or coping with trauma. The impact of child criminal exploitation is profound, contributing to cycles of violence and marginalization within communities already struggling with social issues.

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### Trafficking

**Child trafficking is a serious form of child exploitation**. It involves the **illegal trade and movement of children** for various purposes, such as **forced labor** or **sexual exploitation**. There are two types of human trafficking: Labor and sex

Trafficking often **occurs across borders** and can have **long-term physical and psychological effects on the victims**.

Trafficking happens everywhere, including areas in Michigan like Wayne and Oakland Counties. Detroit ranks in the top 10 in the United States for human trafficking, and child sex trafficking is included in this statistic. It's essential to raise awareness about this issue and take action to prevent it from happening.

### Modern Slavery

Modern slavery involves exploiting individuals for labor or **commercial sex** through the use of force, fraud, or coercion. It affects people of all ages, including children who are forced to work in **hazardous conditions** or engage in commercial sexual activities against their will.

Children exploited under **modern slavery** are vulnerable to physical, emotional, and psychological harm.

Children subjected to modern slavery may be trafficked **across borders or within their own country** for various purposes such as domestic servitude, forced begging, agricultural work, or participation in illicit activities.

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The exploitation often leaves deep scars on the victims and requires **comprehensive support systems** to help them heal and reintegrate into society. Efforts to combat modern slavery include establishing strong legal frameworks and enhancing law enforcement capacity and awareness among communities.

Child exploitation is a critical issue that demands our attention and collective action for its eradication. This includes implementing effective prevention measures and providing targeted support services for victims.



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## Resources for Addressing Child Exploitation

Education and prevention programs, such as the **Kids Unite Matter Program**, play a crucial role in empowering

Education and prevention programs, such as the **Kids Voices Matter Program**, play a crucial role in empowering children and teens with knowledge to protect themselves from exploitation.

Additionally, support for victims and legal measures are essential in addressing child exploitation effectively.

## Education and Prevention Programs (A Courageous Voice)

A **Courageous Voice**, based in Oakland County, Michigan, offers the **Kids Voices Matter Program**, an evidence-based, age-appropriate child safety curriculum. This program is dedicated to teaching children and teens how to maintain safety both offline and online. It provides **comprehensive** education and **empowering strategies** to children and relevant adults, enabling them to prevent, recognize, and respond effectively to bullying, cyberbullying, various forms of abuse, and digital dangers.

1. **Engage** children in age - appropriate discussions about personal boundaries and off and online safety.
2. **Empower** children with knowledge about off and online safety and who their safe adults are to talk to if they are ever in an uncomfortable situation.
3. **Educate** parents, teachers, and caregivers on recognizing signs of exploitation and providing a supportive environment for children to speak up.
4. **Collaborate** with law enforcement agencies to conduct workshops on preventing child exploitation through community engagement.
5. **Advocate** for policies prioritizing off and online, child safety prevention education.

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## Support for Victims

Child exploitation victims require **compassionate and comprehensive** support. Here are the ways to provide help:

1. **Access to Safe Spaces:** Victims need safe and secure environments where they can receive protection and care away from their abusers.
2. **Mental Health Services:** Offer access to counseling and therapy to address the trauma experienced by the victims.
3. **Legal Assistance:** Provide legal aid and advocacy to ensure victims understand their rights and receive justice.
4. **Medical Support:** Ensure that victims have access to appropriate medical care for any physical injuries or health issues resulting from the exploitation.
5. **Empowerment Programs:** Offer empowerment activities aimed at rebuilding self-esteem, confidence, and a sense of security.
6. **Educational Opportunities:** Provide access to educational resources to help victims recover and pursue their academic goals.

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## Legal Measures

Child exploitation is a serious issue that requires strong legal measures to protect children. Here are some important legal measures to address child exploitation:

1. **Child Protection Laws:** Enforce strict laws against child exploitation, including penalties for offenders and provisions for the protection and welfare of victims.
2. **Mandatory Reporting:** Mandate professionals, such as teachers and healthcare and youth workers, to report suspected cases of child exploitation to the authorities.
3. **Cybercrime Legislation:** Implement laws specifically targeting online child exploitation, including measures to hold perpetrators accountable for their online actions.
4. **International Cooperation:** Develop international collaborations and agreements to combat cross-border child exploitation, ensuring coordinated efforts to protect children globally.
5. **Victim Support Services:** Establish legal provisions for comprehensive support services for victims of child exploitation, including access to counseling, healthcare, and reintegration programs.
6. **Preventative Measures:** Develop and enforce regulations aimed at preventing child exploitation, such as licensing requirements for certain businesses and industries that may be at risk for exploiting children.
7. **Training and Education Initiatives:** Implement training programs for law enforcement personnel and professionals working with children to effectively identify and respond to cases of child exploitation.
8. **Legal Aid and Advocacy:** Ensure access to legal representation and advocacy services for children who have experienced exploitation, empowering them with knowledge about their rights within the legal system.

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## Conclusion

Child exploitation takes many forms, including **labor and sexual exploitation**. It's crucial to address child exploitation through **education, prevention programs, and strong legal measures**.

By supporting victims and **raising awareness**, we can work towards preventing child exploitation. We must take action to protect our children from the devastating impact of exploitation.

Together, we can make a real difference in combating child exploitation.



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## Online child sexual exploitation and abuse in Canada: A statistical profile of police-reported incidents and court charges, 2014 to 2020

By Dyna Ibrahim, Canadian Centre for Justice and Community Safety Statistics

Release date: May 12, 2022

The Daily release More information PDF version

### On this page

### Highlights

- Between 2014 and 2020, police reported 10,739 incidents of online sexual offences against children (where the victim had been identified by police) and 29,028 incidents of online child pornography (where the victim had not been identified).
- The overall rate of police-reported incidents of online child sexual exploitation and abuse has been on an upward trend, increasing from 50 incidents per 100,000 population in 2014, when cybercrime data were first collected nationally, to 131 per 100,000 in 2020.
- Luring a child accounted for the large majority (77%) of online sexual offences against children. In addition, 11% were non-consensual distribution of intimate images, 8% were invitation to sexual touching and 5% were other online sexual offences against children. More than two-thirds (68%) of child pornography incidents involved making or distributing child pornography and about one-third (32%) were possessing or accessing child pornography.
- Seven in ten (73%) victims identified in online sexual offences against children were girls aged 12 to 17 and 13% were girls under age 12. Boys aged 12 to 17 accounted for 11% of victims and the remaining 3% were boys under age 12.
- About two out of three (65%) victims of online child sexual offences were victimized by a stranger (39%) or a casual acquaintance (25%), and nearly one in four (23%) were victimized by a friend (8%), a family member (7%) or an intimate partner (7%).
- More than one in four (27%) online sexual offences against children involved a secondary violation, usually child pornography (17% of all online sexual offences against children).
- More than four in ten (44%) police-reported incidents of online sexual offences against children were cleared (or solved). Charges were laid or recommended in 74% of all sexual offences against children where an accused had been identified in relation to the incident. In contrast, the large majority (85%) of child pornography incidents were not cleared. Among child pornography incidents where an accused had been identified, 64% were cleared by charge.
- The vast majority (91%) of people accused of online child sexual exploitation and abuse (including sexual violations against children and child pornography) were men and boys—and they were generally much older than victims. The median age of men and boys accused of online sexual offences against children was 24 years, and men and boys accused of child pornography had a median age of 29 years. Non-consensual distribution of intimate images online involved victims and accused persons with a median age of 15.
- The *Criminal Code* includes the use of telecommunications in its definition of luring a child, and agreement or arrangement (sexual offence against a child). In addition to these two types of offences, police-reported data show that child pornography and non-consensual distribution of intimate images (involving child victims) are often committed online. In total, between 2014/2015 and 2019/2020, criminal courts in Canada processed 27,522 charges related to these child sexual offences which were likely committed online. More than eight in ten (85%) were processed in adult courts.
- Charges related to child sexual offences likely committed online were more likely to result in a guilty decision than charges involving other (likely offline) sexual violations against children: More than one in three (36%) court charges of child sexual offences likely committed online resulted in the accused being found guilty, compared with 29% of offline charges. Charges related to non-consensual distribution of intimate images were most likely to result in a guilty decision (45%).
- About six in ten (61%) court cases involving at least one charge related to a child sexual offence likely committed online involved a guilty decision as the most serious decision rendered for any of those charges. This compared to 41% of cases with at least one charge of child sexual offences likely committed offline.
- Eight in ten (80%) adults convicted of a child sexual offence likely committed online were sentenced to custody, a proportion slightly lower than the proportion of adults sentenced to custody after a guilty finding for child sexual offences likely committed offline (83%).

More than ever, technology, and the Internet in particular, has become an integral part of the daily lives of Canadians. In 2018, it was estimated that all but about 1% of Canadian households with children had access to the Internet (Frenette et al. 2020). Concerns over online safety and online victimization were exacerbated with many daily activities moving online in 2020 as Canadians grappled with the COVID-19 pandemic. As public health measures were put in place across Canada to combat the virus, many children relied on virtual learning and spent more time indoors and online (Moore et al. 2020). Undoubtedly, there are many advantages to using technology and, for children, being connected helps them learn, grow and fulfil their potential (UNICEF 2017). However, the use of technology and the Internet also comes with risks. Among the most serious risks of spending time online, especially for children, is the susceptibility to online sexual exploitation

This is Exhibit "U" referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25  
A Commissioner for Taking Affidavits for British Columbia



one of the most serious risks of spending time online, especially for children, is the susceptibility to online sexual exploitation and abuse (ECPAT 2016; UNICEF 2017).

There is no one standard definition for online child sexual exploitation and abuse. It encompasses a wide range of behaviours and situations, from sexual solicitation of a child—with or without a response from the child—to sexual grooming (the trust-building period prior to abuse), to sexual interaction online (cybersex) or offline (meeting in person), to accessing, producing or sharing images related to the abuse of children and youth (De Santisteban and Gamez-Guadix 2018; Kloess et al. 2014). It can be committed by adults or youths, and it can involve strangers or family members and acquaintances (Mitchell et al. 2005). Generally, in the Canadian legal context, the crime of online child sexual exploitation and abuse includes: child sexual abuse material, self-generated materials and sexting <sup>[1]</sup> (often distributed without consent), sextortion, <sup>[2]</sup> grooming and luring, live child sexual abuse streaming and made-to-order content (Public Safety Canada 2022).

The short- and long-term effects of childhood sexual victimization are well documented (Beitchman et al. 1991; Browne and Finkelhor 1986; Hailes et al. 2019; Olafson 2011). More recently, research on the effects of online child sexual exploitation has found that victims of this crime often suffer a range of negative impacts including psychological difficulties, negative sexual development, and subsequent substance misuse and depressive symptomatology (Carnes 2001; Hanson 2017; Ospina et al. 2010; Say et al. 2015; Whittle et al. 2013a). Additionally, victims of online child sexual exploitation continue to experience victimization through the actual or threatened re-distribution of their images, long after any contact abuse has ended (Canadian Centre for Child Protection 2017; Martin 2015).

Every child has a right to protection, as a fundamental human right. Children (under age 18) also have specific rights, recognized in the 1989 *Convention on the Rights of the Child*, given their vulnerability and dependence. In 1991, Canada ratified the United Nations *Convention on the Rights of the Child*, pledging to protect children from all forms of exploitation and abuse, among other forms of harm and endangerment. The provision and protection of children's Convention rights is the primary responsibility of governments at all levels (UNICEF Canada 2022). Canada has also signed on to the *Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography* (United Nations Human Rights Office of the High Commissioner 2022). As the use of technology among Canadians has increased in recent years, so too have Canada's efforts to protect children from online predators. In 2004, the *National Strategy for the Protection of Children from Sexual Exploitation on the Internet* was developed to combat this crime in Canada. Since then, the *National Strategy* has been renewed and expanded, and in 2019, a renewed commitment was made with the Government of Canada allocating funds to support efforts to raise awareness, reduce the stigma associated with reporting, increase Canada's ability to pursue and prosecute offenders and work together with the digital industry to find new ways to combat the sexual exploitation of children online. Most recently, budget 2021 proposed to provide \$20.7 million over five years, starting in 2021-22, for the Royal Canadian Mounted Police to enhance its ability to pursue online child sexual exploitation investigations, identify victims and remove them from abusive situations, and bring offenders to justice—including those who offend abroad (Public Safety Canada 2022).

Currently, little is known about the prevalence and characteristics of online child sexual exploitation and abuse within the Canadian context. To provide some insight, this *Juristat* article presents an analysis of police-reported data from the Uniform Crime Reporting (UCR) Survey where children and youth under the age of 18 were victims of *Criminal Code* sexual offences, and where information and communication technology was integral in the commission of the offence—better known as cybercrime. Moreover, data on court charges and cases involving sexual offences against children (which likely involved an online component) are presented using data from the Integrated Criminal Court Survey (ICCS), along with the outcomes of these cases.

Generally, only a fraction of sexual offences come to the attention of police and, subsequently, the courts (Burczycka and Conroy 2017). Further, when a sexual offence involves a child victim, the incident is even more likely to be underreported for a number of reasons. For example, some children—especially younger children—may be unable to report or seek help, may fear reporting, or may not know how to report or seek help (Finkelhor et al. 2001; Taylor and Gassner 2010). Additionally, as technology becomes more advanced, so too do the tactics used by offenders to lure and groom children for sexual exploitation and abuse, and with improved anonymity capabilities they can better hide their activities (WeProtect Global Alliance 2019). This creates challenges for law enforcement to keep up with investigating incidents related to this crime, to identify victims for protection and to bring offenders to justice. Nevertheless, the analyses presented in this article can provide a baseline of information on incidents of online child sexual exploitation and abuse that did come to the attention of Canadian police and Canadian criminal courts to better inform programs and policies related to combatting this crime. In addition, to give a more complete picture of the occurrence of this crime in Canada, some publicly available data from Canada's national tipline for the reporting of child sexual exploitation online, [Cybertip.ca](https://www.cybertip.ca), are presented in [Text box 4](#).

This report was produced with the funding support of Public Safety Canada.

#### Text box 1 Measuring and defining online child sexual exploitation and abuse using police-reported data

Beginning in 2014, <sup>[3]</sup> the Uniform Crime Reporting (UCR) Survey has collected information related to online crime through the use of a cybercrime flag. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence.

ICT includes, but is not limited to, the Internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity.

Police services can report up to four violations for each incident reported in the UCR. The UCR classifies incidents according to the most serious violation occurring in the incident (generally the offence which carries the longest maximum sentence under the *Criminal Code*), with violations against the persons always classified as more serious than other violations. In order to maintain consistency in measuring the cyber aspect of crime, analysis of cybercrime data are based on the most serious violation in the incident which was most likely to have involved ICT, referred to as the cybercrime violation (see [Text box 2](#)).

Incidents involving child pornography where an actual child victim was not identified are reported to the UCR with the most serious violation being "child pornography." When an actual child victim is identified, the incident is reported to the UCR with the most serious violation as sexual assault, sexual exploitation, or other sexual violations against children, and child pornography may be reported as a secondary violation. Because of this difference, as well as to



account for the complexities associated with investigating incidents of child pornography, analyses in this article are mainly presented in terms of two categories of offences: **online sexual offences against children**, which allows for the analysis of incident and victim characteristics, and **online child pornography**, which includes incidents where the victim was not identified. However, a summary of trends in both categories of offences are presented together at the outset.

#### Online sexual offences against children include:

- **Sexual violations against children**, which involve the following *Criminal Code* offences: sexual interference, invitation to sexual touching, sexual exploitation, parent or guardian procuring sexual activity, householder permitting prohibited sexual activity, luring a child, agreement or arrangement (sexual offences against a child) and bestiality (in presence of, or incites, a child), <sup>4</sup> and
- **Other sexual offences**, which are *Criminal Code* sexual offences that are not specific to children but where a victim was identified as being younger than 18. These include: non-consensual distribution of intimate images, sexual assault (levels 1, 2 and 3), sexual exploitation of person with disability, bestiality (commits, compels another person), voyeurism, incest and other sexual crimes.

**Online child pornography** includes incidents excluded from the category of sexual offences against children, and includes offences under section 163.1 of the *Criminal Code* which makes it illegal to make, distribute, possess or access child pornography.

Keeping with the above noted definitions and structure of the *ICJR*, the current article therefore defines **online child sexual exploitation and abuse** as police-reported cybercrime incidents involving *Criminal Code* child-specific sexual offences, including child pornography, and other *Criminal Code* sexual offences where a victim was identified as being a person younger than 18.

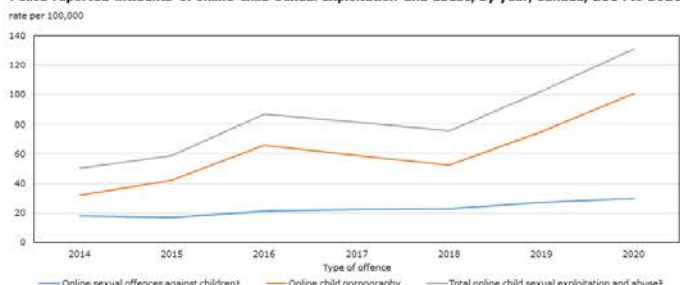
Given that there is no specific definition for the crime of online child sexual exploitation and abuse in the *Criminal Code*, details of how court charges were defined in this article are presented in the courts section below.

In this article, the terms “online,” “cyber” and “technology-facilitated (or use)” are used interchangeably and, in the context of police-reported incidents, they all refer to situations where *ICT* was indicated. Further, “children and youth” refer to people aged 17 and younger. <sup>5</sup>

## Online child sexual exploitation and abuse increases by more than one-quarter in first year of the COVID-19 pandemic

Since 2014, when nationally representative cybercrime data first became available, the number of incidents constituting police-reported online child sexual exploitation and abuse has generally been on an upward trend. By 2020, the number of incidents reported annually had significantly increased from 3,080 incidents in 2014 to 9,441. When the number of children in the Canadian population is taken into account, the overall rate of this crime nearly tripled during this time, from 50 incidents per 100,000 Canadians below the age of 18 (Chart 1).

**Chart 1**  
Police-reported incidents of online child sexual exploitation and abuse, by year, Canada, 2014 to 2020  
rate per 100,000



1. Includes sexual violations against children and other sexual offences where a victim was identified as being a person younger than 18.  
2. Defined as police-reported cybercrime incidents involving *Criminal Code* child-specific sexual offences, including child pornography, and other *Criminal Code* sexual offences where a victim was identified as being a person younger than 18.  
**Note:** An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. Rates are calculated on the basis of 100,000 population. Populations are based upon July 1 estimates from Statistics Canada, Centre for Demography. For the years 2014 and 2015, the municipal police services of Saint John, Québec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.  
**Sources:** Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

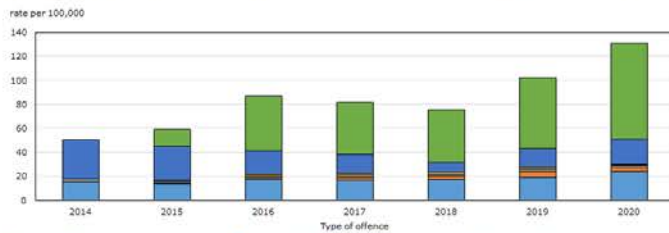
#### ► Data table for Chart 1

It is important to note that increases in the number of police-reported incidents may in part be attributable to an uptake in the use of the cybercrime flag since its inaugural year. But, there have been other indications of the occurrence of this crime being indeed on the rise in Canada including reports from [Cybertip.ca](https://www.cybertip.ca), Canada's national tipline for reporting child sexual exploitation online ([Public Safety Canada](https://www.publicsafety.gc.ca) 2021). The increases in this crime are attributable to a number of factors including wider access to the Internet across the country, coupled with its increased use and the proliferation of cell phones and other smart devices among children. See [Text Box 4](#) for more information from [Cybertip.ca](https://www.cybertip.ca).

Between 2019 and 2020, the overall police-reported rate of crime—including sexual assaults—decreased after several years of increases ([Moreau](#) 2021). These decreases were expected as lockdown conditions brought about by the COVID-19 pandemic meant there were fewer opportunities for in-person crimes to take place as people spent more time at home and many businesses closed. However, in contrast, cybercrime in general was on the rise with 31% more police-reported cybercrime incidents in 2020 than in 2019. In 2020, the first year of the pandemic, the rate of police-reported online child pornography (101 per 100,000 population) was 35% higher than in 2019, while the rate of online sexual offences against children was 10% higher (30 versus 27 per 100,000). <sup>6</sup> <sup>7</sup>

There was a 28% overall increase in the rate of online child sexual exploitation and abuse between 2019 and 2020. This increase was in large part driven by increases in the rates of both possessing or accessing child pornography (33% increase between 2019 and 2020) and making or distributing child pornography (35% increase), as well as a 22% increase in the rate of child luring offences from the previous year (Chart 2). Child pornography incidents were the main drivers of change in the overall rate of online child sexual exploitation and abuse over the seven-year period.

**Chart 2**  
Police-reported incidents of online child sexual exploitation and abuse, by type of offence and year, Canada, 2014 to 2020



0 true zero or a value rounded to zero  
1. Non-consensual distribution of intimate images became an offence in 2015 under the *Protecting Canadians from Online Crime Act*.  
2. The category "other sexual offences against children" is a catch all category that encompasses all sexual violations against children (excluding child pornography) which were facilitated by or involved the use of technology.  
3. Prior to 2015, all child pornography offences were reported to the Uniform Crime Reporting Survey under one violation code. Beginning in 2015, a second code was introduced allowing for the reporting of incidents involving making or distributing child pornography separately from incidents involving the criminal offence of possessing or accessing child pornography.  
4. Note: An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. Rates are calculated on the basis of 100,000 population. Populations are based upon July 1 estimates from Statistics Canada, Centre for Demography. For the years 2014 and 2015, the municipal police services of Saint John, Québec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.  
Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

► Data table for Chart 2

## Characteristics of online sexual offences against children and youth

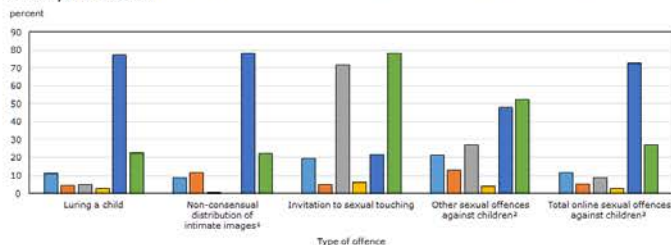
Police-reported data show that between 2014 and 2020 there were a total of 10,739 incidents of online sexual offences against children and youth, representing an average annual rate of 23 incidents per 100,000 Canadian children and youth. <sup>8</sup> <sup>9</sup>

The offence of luring a child made up the large majority (77%) of the incidents reported between 2014 and 2020 (Table 1). In 2015, the *Protecting Canadians from Online Crime Act* came into effect, making non-consensual distribution of intimate images an offence. From its introduction into the *Criminal Code* in 2015 and up to 2020, this offence accounted for 11% of the online sexual offences against children, followed by invitation to sexual touching (8%), and other online sexual offences against children made up the remaining 5% of the incidents. <sup>10</sup>

### One in six online sexual offences include a secondary offence of child pornography

Police services are able to report up to four violations for each incident to the UCR. In nearly three-quarters (73%) of online sexual offences against children reported between 2014 and 2020, no secondary violations were reported. <sup>11</sup> More than one in four (27%) incidents included at least one other violation, and more than half (53%) of these involved child pornography. Said otherwise, about one in six (17%) incidents of online child sexual violations against children also involved child pornography offences (Chart 3). Possessing or accessing (12%) child pornography was more commonly reported as a secondary violation compared to making or distributing (6%). <sup>12</sup> About one in ten (9%) incidents also involved other sexual offences.

**Chart 3**  
Police-reported incidents of online sexual offences against children, by type of secondary violation, Canada, 2014 to 2020



0 true zero or a value rounded to zero  
1. Non-consensual distribution of intimate images became an offence in 2015 under the *Protecting Canadians from Online Crime Act*.  
2. The category "other sexual offences against children" is a catch all category that encompasses all sexual violations against children (excluding child pornography) which were facilitated by or involved the use of technology.  
3. Includes sexual violations against children and other sexual offences where a victim was identified as being a person younger than 18.  
Note: An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. Excludes 6% of incidents where the cyber-related violation is not the most serious in the incident. Police services can report up to four violations per incident. Therefore totals may add up to more than 100%. For the years 2014 and 2015, the municipal police services of Saint John, Québec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.  
Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

► Data table for Chart 3

Police-reported incidents of online sexual offences against children rarely indicated the co-occurrence of offences related to the sex trade (3%). When a sex-trade-related offence was reported as a secondary violation, it was usually in conjunction with the offence of invitation to sexual touching (6%). Given that the UCR classifies incidents according to the most serious violation occurring in the incident, no human trafficking offences (whether *Criminal Code* offences or violations against the *Immigration and Refugee Protection Act* which makes trafficking of persons illegal) were reported as secondary violations in online child sexual offences. However, it is worth noting that examining data reported between 2018 and 2020 involving human trafficking as the most serious violation in the incident revealed a co-occurrence of human trafficking and child sexual offences, though there was no indication that these child-specific offences were facilitated online. More specifically, 11% of human trafficking incidents reported over these three years, where a secondary violation was reported, involved sexual offences against children or child pornography, but there was no indication that the child sexual violations were cybercrime. <sup>13</sup> It has been reported that sexually exploiting children, particularly through grooming and luring them online, can sometimes lead child victims into the sex trade or human trafficking. For example, personal information, images and videos used or shared online can be accessed and used by traffickers to identify, communicate with and lure potential victims, or to blackmail or coerce them. However, these pathways cannot be measured through the UCR (Atwater Library and Computer Centre, 2017; Farley et al. 2013; Kotrla



It is important to note that while police services are able to report up to four violations for each incident to the UCR, reporting of these secondary violations is not mandatory. Therefore information on related offences may be underestimated.

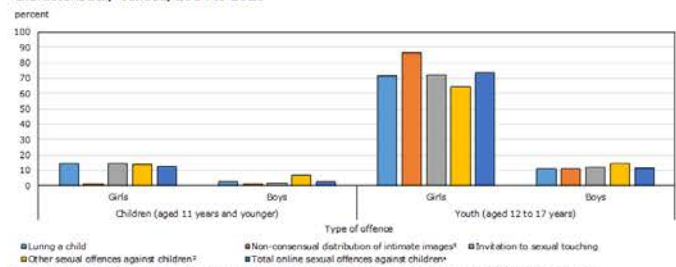
### Youth aged 12 to 17 make up the majority of victims of online child sexual offences, and victims are usually girls

In total, 7,743 children were identified as victims of sexual violations facilitated through online means between 2014 and 2020 (Table 2).<sup>14</sup> In addition, 1,243 children were also identified as victims in these incidents, but where the cybercrime violation was not the most serious violation against them.<sup>15</sup>

Youth between the ages of 12 and 17 made up the majority of victims of online child sexual offences. More specifically, more than seven in ten (73%) victims identified in online child sexual offences were older girls aged 12 to 17, and 13% of all victims were younger girls under 12 (Chart 4).<sup>16</sup>

Boys were generally less likely to be victims in police-reported incidents of online child sexual offences. It is important to note, however, that sexual offences involving men and boys as victims are often underreported (Sivagurunathan et al. 2019; Weiss 2009). Older boys aged 12 to 17 were more likely to be the victims identified in online child sexual offences than boys younger than this age range (11% and 3%, respectively).

**Chart 4**  
Victims of police-reported online sexual offences against children, by type of offence and victim characteristics, Canada, 2014 to 2020



1. Non-consensual distribution of intimate images became an offence in 2013 under the Protecting Canadians from Online Crime Act.  
2. The category "other sexual offences against children" is a catch-all category that encompasses all sexual violations against children (excluding child pornography) which were facilitated by or involved the use of technology.  
3. Includes sexual violations against children and other sexual offences where a victim was identified as being a person younger than 18.  
Note: An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. Calculations are based on victim records, where the most serious violation against the victim was identified as the cyber violation. Victims where the gender or the age was unknown are excluded. Given that small counts of victims identified as "gender diverse" may exist, the UCR data available to the public has been rounded to assign these counts to either "female" or "male" in order to ensure the protection of confidentiality and privacy. Victims identified as gender diverse have been assigned to either female or male based on the regional distribution of victims' gender. Percentages may not total 100% due to rounding. For the years 2014 and 2015, the municipal police services of Saint John, Quebec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John was excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.  
Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

#### ► Data table for Chart 4

These findings are consistent with previously published results which found that the rate of police-reported violent crime is highest against girls aged 12 to 17, and that the rate of sexual offences in particular are higher among girls in this age group compared with their boy counterparts, and younger girls and boys (Conroy 2018; Cotter and Beaupré 2014).

Although they made up the large majority of victims in all offence categories, girls aged 12 to 17 were especially overrepresented as targets of non-consensual distribution of intimate images (86%). Meanwhile, about one in ten (11%) victims of this crime were boys in this age group.

Children younger than 12 were generally less likely to be the victims in police-reported incidents of online sexual exploitation and abuse. However, when a younger child victim was identified in these incidents, they were more often the victims of other violent sexual offences facilitated by technology. More specifically, one in seven (14%) victims of other online sexual offences were girls younger than 12, and 7% were boys younger than 12.

Overall, young children under the age of 8 were underrepresented in police-reported incidents of online sexual offences (1%). The lower proportion of very young children being reported as victims of online sexual offences may be attributable to a number of factors including: less access to online communication and reduced autonomy, and behavioural differences between younger and older children (Kuoppamäki et al. 2011; Ospina et al. 2010; Whittle et al. 2013b). Additionally, as reporting to police among younger children depends on the adults around them, it is likely that police-reported incidents involving very young children are an underestimation—related to cybercrime or otherwise. Results from the 2017 International Survivors Survey conducted by the Canadian Centre for Child Protection show that for over half (56%) of victims whose child sexual abuse had been recorded, the abuse began before age 5 (Canadian Centre for Child Protection 2017).

### About two in three victims of online sexual offences are victimized by a stranger or casual acquaintance

Previously published police-reported data show that, in general, woman and girl victims of sexual offences are less commonly victimized by a stranger (Conroy 2018; Rotenberg 2017). Conversely, and likely due to the anonymity of crimes committed online, about two-thirds (65%) of victims of online child sexual offences were victimized by a stranger (39%) or a casual acquaintance (25%) and for nearly one in four victims (23%) the perpetrator was someone close to them, either a friend (8%), a family member (7%) or an intimate partner (7%).<sup>17</sup> <sup>18</sup> However, there were variations depending on the type of offence and age group of the victim (Table 3).

Children younger than 12, who represented 15% of all victims of online sexual offences against children, were more often victimized by a stranger (57% compared with 36% of youth victims). Children younger than 12 were more likely than youth aged 12 to 17 to be victims of online sexual offences involving a family member as the perpetrator (12% versus 6%). It has been found that when it comes to online child sexual exploitation and abuse, younger children are particularly vulnerable to abuse by an adult or older peers within the family or in a setting or relationship where there is a position of trust (UNICEF 2017). Younger children who were victims of luring were most often victimized by a stranger (63%).

Like younger children, youth aged 12 to 17 who were victims of luring a child were also most often victimized by a stranger, but fewer youth were victimized by a stranger compared with younger children (45% versus 63%). A casual acquaintance was accused of luring a child for one-quarter (25%) of youth victims. Similarly, invitation to sexual touching



often involved a stranger (30%) or a casual acquaintance (31%) as the accused among youth victims. Among younger children who were victims of this crime, 38% were victimized by a stranger and 11% by a casual acquaintance. A notable 17% of victims younger than 12 were the victims of invitation to sexual touching by a family member, a proportion almost double that of youth victims of this crime (9%).

### Almost half of youth victims of non-consensual distribution of intimate images victimized by intimate partner or friend

The offence of non-consensual distribution of intimate images is a crime that can involve people of any age as victims or offenders. However, research suggests that “sexting”—the act of consensually sharing sexually explicit messages, images or self-generated sexualised images of themselves—is quite common among youth (Chaudhary et al. 2017; Madigan et al. 2018; Soyeon et al. 2020). Given that the act of sexting is popular among youth, there may be an increased likelihood of youth sharing such images beyond the intended recipient.

Non-consensual distribution of intimate images, an offence predominantly involving youth aged 12 to 17, more commonly involved an accused person known to the victim. Almost half (48%) of all youth victims of this offence were victimized by an intimate partner (28%) or a friend (21%), and for more than one-third (36%) of youth victims, the accused was a casual acquaintance.<sup>19</sup> A stranger was the accused for about one in ten (11%) victims.

The prevalence of this crime among youth, combined with the overrepresentation of youth as both perpetrators (as seen below) and victims of non-consensual distribution of intimate images, along with the finding that this type of offence typically involved victims and accused persons known to each other, is an indication that youth are particularly vulnerable to this type of crime.

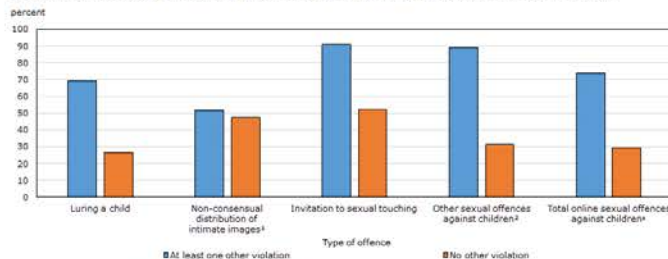
### Charges more likely when incidents involved multiple violations

Crimes that are sexual in nature are less likely to be solved by police for various reasons, including investigative challenges as well as the characteristics of the incidents which come to the attention of police, such as delays in reporting and less available case information compared to physical assaults, for example (Rotenberg 2017). The occurrence of these crimes, or even some aspects of their facilitation online, can present further complications and challenges for investigators to identify and locate perpetrators.

More than half (56%) of online child sexual offences reported to police between 2014 and 2020 were not cleared, meaning police were not able to identify an accused person in relation to the incident, while the remaining 44% of the incidents were solved. The majority (74%) of incidents that were cleared were cleared by the laying or recommendation of a charge, and 26% were cleared otherwise.<sup>20</sup> Overall, charges were laid or recommended in less than one-third (32%) of all online child sexual offence incidents that came to the attention of police during this time.

Incidents involving at least one other violation were much more likely to be solved. Overall, more than seven in ten (74%) incidents of online sexual offences against children where there was a secondary violation were cleared (Chart 5). In comparison, three in ten (30%) incidents with no other violations were cleared. Further, incidents were much more likely to be cleared with a charge when they involved multiple violations. More specifically, among incidents that were cleared, charges were laid or recommended in the large majority (88%) of online child sexual offence incidents involving secondary violations (Table 4). This was much higher than the proportion of incidents resulting in charges being laid or recommended when there were no secondary violations in the incident (58%).

**Chart 5**  
Percent of police-reported incidents of online sexual offences against children that were cleared, by type of offence and the presence or absence of secondary violations, Canada, 2014 to 2020



1. Non-consensual distribution of intimate images became an offence in 2015 under the Protecting Canadians from Online Crime Act.  
2. The category “other sexual offences against children” is a catch all category that encompasses all sexual violations against children (excluding child pornography) which were facilitated by or involved the use of technology.  
3. Includes sexual violations against children and other sexual offences where a victim was identified as being a person younger than 18.  
**Note:** An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. An incident is considered to be cleared when a charge is laid or recommended against an accused, or when it is dealt with by other means. For the years 2014 and 2015, the municipal police services of Saint John, Quebec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.  
**Sources:** Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

► Data table for Chart 5

Incidents involving invitation to sexual touching had the highest charge rate (96%). However, this was also the type of online sexual offence against children and youth most likely to involve multiple violations in the incident. Nevertheless, charges were more common in incidents involving this crime when there was a secondary violation compared to those without (97% versus 83%).

### Non-consensual distribution of intimate images least likely to lead to charges

Just under half (48%) of police-reported non-consensual distribution of intimate images, a crime less likely to involve secondary violations, were cleared. Further, these incidents were least likely to result in charges—about three in ten (29%) incidents where an accused was identified were cleared by charge.

Notably, non-consensual distribution of intimate images was most likely to be cleared otherwise (71%, compared to 26% overall). Given that youth make up the majority of people accused in non-consensual distribution of intimate images of children (see below), this finding is in line with a previous study which found that youth were less likely to be charged in peer-to-peer sexual offences than when the incident involved a child victim and a youth accused (Allen 2016).<sup>21</sup> The Youth Criminal Justice Act ensures that efforts are made to deal with youth accused of crime through means other than the laying of charges, such as giving them warnings or placing them in diversionary programs. The rate of youth who are formally charged has therefore been on a decline (Keighley 2017).

When the analysis of incident clearance rates is limited to incidents where victim data were provided, incidents that involved child victims were less likely to be cleared than incidents where the victims were youth (30% versus 49%).<sup>22</sup> Although incidents involving child victims were also less likely to have a secondary violation than those involving youth victims (23% versus 31%), the finding was still true even after taking into account the existence of a secondary violation in the incident: 61% of incidents involving both child victims and secondary violations were cleared, compared with 72% of incidents involving youth victims and secondary violations. Similarly, 20% of incidents involving child victims without secondary violations were cleared compared to 39% of incidents involving youth victims where there were no secondary violations. This finding might speak to the challenges of investigating incidents involving younger children as they are less likely to be witnesses or provide detailed information about the incident.

#### Text box 2

##### Online child sexual offences involving a more serious violation, and other incidents involving making sexually explicit material available to children

When an incident has been flagged as *Cybercrime*, any or all of the violations in the incident may have involved the use of technology. For analytical purposes, a specific violation within each cybercrime incident is identified as the cyber-related violation. This violation is the most serious in the incident which was most likely to have involved information and communication technology.

In the vast majority (98%) of incidents reported by police between 2014 and 2020 involving online child sexual crimes, the cybercrime violation was the most serious offence in the incident. For a minority of incidents (2% or 812 incidents), a different violation in the incident was identified as the most serious in the incident. These incidents most often involved luring a child (37% or 298 incidents), invitation to sexual touching (31% or 253 incidents) or child pornography (22% or 182 incidents) as the cybercrime violation.

In the large majority (75%) of these incidents where the cyber violation was identified as a secondary offence, sexual interference was the most serious violation reported and one in five (20%) involved sexual assault (level 1). Charges were laid in nearly nine out of ten (88%) incidents involving online child sexual offences where there was a more serious violation in the incident—and this proportion jumps to 96% when looking at all incidents that were solved, and 4% were cleared otherwise.

##### Making sexually explicit material available to children

Section 171.1 of the *Criminal Code* makes transmitting, making available, distributing or selling sexually explicit material to a child for the purpose of facilitating the commission of an offence, in and of itself, a criminal offence. Understanding the characteristics of this crime in the context of online child sexual exploitation and abuse is critically important as it has been found to be a method that offenders employ to groom child victims for exploitation as well as during the abuse. For example, sexual material is often introduced by offenders soon after contacting children online or by showing child victims adult pornography during the commission of the abuse ([Canadian Centre for Child Protection 2017; Winters et al. 2017](#)).

Between 2014 and 2020, there were 602 police-reported technology-facilitated incidents of making sexually explicit material available to children. Similar to online child sexual exploitation and abuse, more incidents were reported with each passing year since cybercrime data became available, with 25 incidents reported in 2014 compared with 147 incidents in 2020.

Making sexually explicit material available to children was the most serious violation in almost all (96%) incidents where this cybercrime was indicated. Similar to incidents of online child sexual exploitation and abuse, the remaining 25 incidents involved sexual interference as the most serious violation in the incident.

A secondary violation was reported in over half (53%) of online incidents of making sexually explicit material available to children, with child luring being the most commonly reported secondary violation (39% of all cyber incidents of making sexually explicit material available to children where it was the most serious violation in the incident).<sup>23</sup> More than one in ten (13%) incidents involved possessing or accessing child pornography and 7% had making or distributing child pornography as a secondary violation.

Over half (53%) of online incidents of making sexually explicit material available to children were cleared—most (83% of all cleared incidents) by the laying or recommendation of a charge. Consistent with what was seen in police-reported online child sexual exploitation and abuse incidents more generally, the charge rate was driven by the presence of a secondary violation: when the incident involved a secondary violation, it was about three times more likely to be cleared by charge (95% compared with 33% when a secondary violation was not identified).

## Characteristics of online child pornography

Until now, the analysis has presented police-reported online abuse data wherein a victim had been identified. The following section will examine incidents of child pornography, wherein a victim had not been identified and, thus, information about victimized children was not known to the police.

There is a significant number of child pornography images on the Internet, and the number of reports of such child sexual abuse material continues to increase ([Canadian Centre for Child Protection 2022a](#)). As such, counts of police-reported child pornography incidents included in this article likely represent cases that have been actioned or opened by police in a given year, and not necessarily all cases that have come to their attention over this period.<sup>24</sup>

Of note, the *Criminal Code* does not limit the definition of child pornography to instances where telecommunications or online means are used. However, given the online focus of this article, and to allow for comparisons to be drawn between offence types, only child pornography incidents where information and communication technology (ICT) was indicated are included. However, it is likely that a large share of police-reported child pornography incidents over the seven years included in this article were in fact cyber-related (see [Text box 3](#)).

#### Text box 3

##### Cybercrime as a percentage of all crime, 2018-2020

Prior to 2018, all cybercrime data collected through the Uniform Crime Reporting (UCR) Survey were kept in a separate database. However, in order to allow for a more comparative analysis between cybercrime data and non-



cyber-related crime, beginning in 2018, cybercrime data were merged with all other UCR incident data. Due to this change and any differences in the data processing methodologies before and after the 2018 merge, analysis differentiating cybercrime from non-cybercrime incidents can only be conducted using data from 2018 onward.

Overall, 2% of all crimes reported to police between 2018 and 2020 were cybercrime. Two-thirds (68%) of cybercrime incidents did not involve violations against the person. In fact, more than half (54%) of cybercrime incidents are related to fraud. <sup>25</sup> Violations against the person (also known as violent crime, and excludes child pornography offences) accounted for about one-third (32%) of cybercrime incidents reported during this time—most commonly harassment (14%), uttering threats (8%) or extortion (4%). <sup>26</sup>

Child pornography represented 11% of all cybercrime incidents: 9% were making or distributing, and the remaining 2% were related to possessing or accessing child pornography.

Online sexual offences against children accounted for 4% of all cybercrime. <sup>27</sup> In other words, over the three-year period, online child sexual offences accounted for about 0.1% of all police-reported incidents.

Notably, by their *Criminal Code* definitions, the two criminal offences of luring a child, and agreement or arrangement (sexual offence against a child) are characterized by the use of telecommunication in the committing of the offence and are thus assumed to have occurred online.

Further, nearly two-thirds (63%) of child pornography incidents reported between 2018 and 2020 were flagged as cybercrime. Lower proportions of incidents involving non-consensual distribution of intimate images (39%) and invitation to sexual touching offences (13%) were flagged as cybercrime.

For additional information on police-reported cybercrime, see [Statistics Canada 2021](#).

### **Child pornography represents more than two-thirds of all police-reported online child sexual exploitation and abuse incidents**

Between 2014 and 2020, Canadian police reported a total of 29,028 incidents of online child pornography. <sup>28</sup> This means, overall, in nearly three-quarters (73%) of all police-reported incidents of online child sexual exploitation and abuse, a victim was not identified.

This is not to imply that child pornography is a victimless crime. Rather, it simply means that the police were unable to identify the actual victims. Police can rely solely on the images they come across in which perpetrators can hide any identifying features of the victims, making it difficult for police or automated web crawlers (tools used to sift through the web detecting images) to make matches to victims. In police data, however as previously mentioned, child pornography was indicated as a secondary offence in 17% of online child sexual exploitation and abuse incidents where a victim had been identified. Additionally, victim accounts and testimony play an important role in the criminal justice process. For example, victims are often the main witnesses and assist in police investigations and the identification of perpetrators, and their assessment of the impact of the crime on their life carries weight on court decisions and outcomes for the accused ([Cameron 2003](#); [Department of Justice 2021](#); [Haskell and Randall 2019](#)). Further, children whose sexual abuse had been recorded (whether distributed or not) experience many negative outcomes including negative family life both as children and later on as adults, difficulties engaging in romantic or sexual relationships in adulthood, and negative economic outcomes in adulthood ([Canadian Centre for Child Protection 2017](#)).

While it cannot be measured through police-reported data, the nature of online sexual victimization is such that it perpetuates repeat victimization. Images of the same victim could be duplicated and shared many times, further victimizing the victim even after the contact aspect of the offence has ended.

### **Two-thirds of online child pornography incidents involve making or distributing**

In the UCR, child pornography offences are grouped into two categories: child pornography (possessing or accessing) and child pornography (making or distributing). <sup>29</sup> About one in three (32%) online child pornography incidents involved possessing or accessing child pornography, while two-thirds (68%) involved making or distributing child pornography.

Virtually all (99%) online child pornography incidents did not have a different secondary violation identified in the incident. Any secondary violations identified were in relation to making or distributing offences which were identified as the most serious violation in an incident and where the secondary violation was possessing or accessing child pornography.

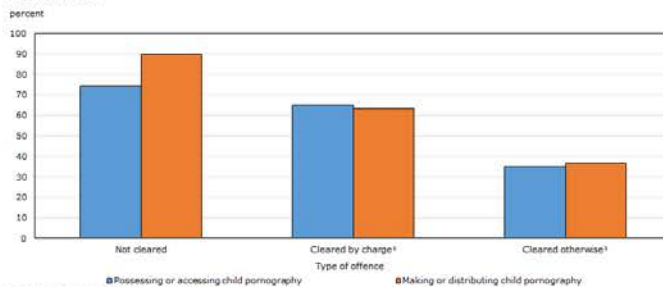
### **Charges less common in incidents of online child pornography**

There are a number of known factors which could impact whether or not charges are laid, including victim and accused characteristics such as gender or age, the nature of the relationship between the victim and the accused, and level of harm or injuries to the victim ([Baiden et al. 2017](#); [Dawson and Hutton 2014](#)). Additionally, as noted, online sexual offences against children were more likely to result in charges when they involved multiple violations. However, the complexities and challenges of investigating online offences, and in particular child pornography, make it difficult to identify victims and locate offenders, subsequently affecting the charge rates for this crime.

The large majority (85%) of police-reported online child pornography incidents were not cleared. This means that, in addition to these incidents not having any victim information, no accused persons were identified. This could be in part due to the fact that even when an incident is reported to police, often anonymously, it is still difficult to locate or pinpoint the exact location of the accused. This is especially true when the child pornography was discovered in, or accessed using, a public or communal space or Internet Protocol (IP) address, and with an accused who may have changed locations. For the remaining incidents, 10% were cleared by charge and 5% were cleared otherwise, proportions much lower than incidents where the child victim was identified (32% and 11%, respectively). In other words, 64% of child pornography incidents that were cleared involved the laying or recommendation of charges, compared with 74% of incidents where a victim was identified.

Incidents involving the making or distributing of child pornography were less likely to be cleared (90% were not cleared, by charge or otherwise) and were slightly less likely to have charges laid even when an accused is identified (63%; Chart 6). In comparison, 65% of possessing or accessing child pornography incidents that were solved were cleared by charge and 35% were cleared otherwise.

**Chart 6**  
**Clearance status of police-reported online child pornography incidents, by type of offence, Canada, 2014 to 2020**



1. Calculations are based on cleared incidents.

**Note:** Child pornography incidents include offences under section 163.1 of the Criminal Code which make it illegal to make, distribute, possess or access child pornography. An incident is considered to be online if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. An incident is considered to be cleared when a charge is laid or recommended against an accused, or when it is dealt with by other means. For the years 2014 and 2015, the municipal police services of Saint John, Quebec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.

**Sources:** Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

► Data table for Chart 6

#### Text box 4 Cybertip.ca

The Canadian Centre for Child Protection (C3P) is a national charity dedicated to the personal safety of all children. The organization's goal is to reduce the sexual abuse and exploitation of children through programs, services, and resources for Canadian families, educators, child-serving organizations, law enforcement, and other parties. C3P also operates [Cybertip.ca](https://www.cybertip.ca)® — Canada's national tipline to report child sexual abuse and exploitation on the internet; and Project Arachnid® — a web platform designed to detect known images of child sexual abuse material (CSAM) on the clear and dark web and issue removal notices to industry. [Cybertip.ca](https://www.cybertip.ca) has been operational since September 26, 2002, and was adopted under the Government of Canada's *National Strategy for the Protection of Children from Sexual Exploitation on the Internet* in May 2004. In December 2011, C3P (through the [Cybertip.ca](https://www.cybertip.ca) program) was named within the regulations under *Canada's Act respecting the mandatory reporting of Internet child pornography by persons who provide an Internet service* as the designated reporting entity under Section 2.

Reports to [Cybertip.ca](https://www.cybertip.ca) are submitted by the public relating to one of eight types of online crimes committed against children: CSAM; luring; non-consensual distribution of intimate images; making explicit material available for a child; agreement or arrangement with another person to commit a sexual offence against a child; commercial sexual exploitation of children; child trafficking and travelling to sexually exploit a child.

In 2020, there were 33,903 reports processed by [Cybertip.ca](https://www.cybertip.ca).<sup>30</sup> The vast majority (94%) of these reports were child pornography incidents. Non-consensual distribution of intimate images (3%) and luring (2%) accounted for about 5% of the incidents.<sup>31</sup>

Just under half (49%) of these reports originated from an international jurisdiction.<sup>32</sup> Among the remaining reports which originated in Canada, the most common reporting jurisdictions were Ontario (27% of all reports), Quebec (5%), British Columbia (4%) and Alberta (3%).

Among all reports received in 2020, 12% (or 4,135 reports) were forwarded to Canadian police or child welfare agencies. About seven in ten (71%) reports were forwarded to the Royal Canadian Mounted Police's National Child Exploitation Crime Centre.<sup>33</sup> Corresponding to the origin of the reports received, the remaining reports were forwarded to local jurisdictions, most commonly Ontario (11%), Quebec (5%), Alberta (4%) and British Columbia (4%).

[Cybertip.ca](https://www.cybertip.ca) data indicate that online child sexual exploitation and abuse is on the rise. The national tipline processed more than 4 million reports between 2014 and 2020. In 2021, [Cybertip.ca](https://www.cybertip.ca) saw a 37% increase over the previous year in the overall online victimization of children, 83% increase in reports of online luring, 38% increase in reports of non-consensual distribution of intimate images, 74% increase in reports of sextortion on online platforms often used by youth, and an increase in youth's intimate images appearing on adult pornography sites and being shared on popular social media platforms ([Canadian Centre for Child Protection 2022a](https://www.cccp.ca/2022a)).

Analysis presented in this text box are based on data published by [Cybertip.ca](https://www.cybertip.ca) ([Canadian Centre for Child Protection 2022b](https://www.cccp.ca/2022b)).

For more information about [Cybertip.ca](https://www.cybertip.ca) visit: [About Cybertip.ca](https://www.cccp.ca/about)

## Characteristics of people accused of online child sexual exploitation and abuse offences

### Fewer accused persons identified in child pornography incidents

Between 2014 and 2020, police services across Canada identified 9,766 individuals as accused in incidents involving online child sexual exploitation and abuse.<sup>34</sup>

While online child pornography incidents made up a larger share of incidents reported, fewer people were identified as accused in relation to these incidents. Specifically, 49% of persons accused in relation to online child sexual exploitation and abuse were accused of child pornography. In contrast, there were proportionally more people accused in incidents of child luring (32%), non-consensual distribution of intimate images (8%) and invitation to sexual touching (7%). An additional 4% were accused in other online-related sexual offences against children.

The median age of victims of online child sexual offences reported between 2014 and 2020 was 14 years for girls and boys. In contrast, accused persons in these types of crimes were generally older. The median age of an accused person in an online sexual offence against a child (excluding child pornography) was 23 years, and this nine-year difference between the median accused and victim age is attributable to the number of adult men accused in these incidents. Specifically, while victims are usually young girls, the vast majority (93%) of accused persons in incidents where victims



were identified were men with a median age of 24 years, compared with a median age of 15 years among accused women and girls (Table 5).

These findings are consistent with previous research on police-reported sexual assaults (not necessarily cyber-related), which found that a large majority of incidents involving child victims were perpetrated by people who were ten or more years older than their victims, many of whom met the age-based criteria of clinical pedophilia (Rotenberg 2017).

Men accused in incidents involving invitation to sexual touching or other online sexual offences against children were generally much older than victims, with a median age of 28 and 35 years, respectively. While, overall, women accused were generally younger than the men accused, women involved in invitation to sexual touching or other online sexual offences against children were generally older (median age of 29 and 23, respectively, compared to victims of these crimes who had a median age of 13 and 15, respectively). In sum, regardless of the gender of the accused, incidents involving the invitation to sexual touching or other sexual offences against children are not often perpetrated by childhood peers, but rather by adults who are considerably older than victims.

While women and girls generally represented a small proportion (7%) of all accused in police-reported online child sexual offences where a victim was identified, they were overrepresented (23%) as persons accused in the non-consensual distribution of intimate images. Among both men and boys accused, and women and girls accused, youth between 12 and 17 years of age were responsible for the majority of the non-consensual distribution of intimate images incidents (89% and 94%, respectively). In other words, non-consensual distribution of intimate images often involved peers, with victims and accused persons having the same median age of 15, each.

### **Compared to online sexual offences against children, more women and girls accused in child pornography incidents, most often youth**

Similar to online sexual offences against children, men and boys made up the large majority (89%) of persons accused in online child pornography incidents. However, there were more women and girls accused in child pornography incidents than online child sexual offences against children. Specifically, over one in ten people accused of possessing or accessing child pornography (11%) or making or distributing child pornography (12%) were women and girls, compared with 7% of persons accused in online child sexual offences against children (where a victim was identified).

The profile of women and girls accused in child pornography incidents mirrored that of women and girls accused in non-consensual distribution of intimate images. For example, the vast majority of women and girls accused in child pornography offences, whether possessing or accessing (82%) or making or distributing (72%), were aged 12 to 17. However, unlike men and boys accused in incidents of non-consensual distribution of intimate images who were also usually youth, child pornography offences less often involved boys aged 12 to 17 as the accused—the youth accused in these incidents represented about one-quarter (26%) of all men and boys accused.<sup>35</sup> Instead, more than half of men and boys accused of possessing or accessing child pornography (53%) or making or distributing child pornography (56%) were aged 25 to 64. Overall, men accused of online child pornography incidents had a median age of 29.

### **Women more often accused with others, men generally acted alone**

Persons accused in online child sexual exploitation and abuse between 2014 and 2020 were identified in connection with 8,768 incidents. Less than one in ten (7%) of these incidents where an accused had been identified involved multiple accused—that is, more than one person was involved as a suspect in the crime. About one out of six (16%) people accused were involved in an incident alongside at least one other accused person.

Accused women and girls were much more likely to be involved in online child sexual exploitation and abuse incidents where there were multiple accused, while men and boys generally were the only accused in these incidents. Specifically, more than half (56%) of women and girls accused were involved in multi-accused incidents compared to 13% of accused men and boys. This difference was observed across all offence categories included in online child sexual exploitation and abuse. However, the gap was smaller for people accused of non-consensual distribution of intimate images, with 64% of women and girls, and 47% of men and boys accused in these incidents being involved in multi-accused incidents.

#### **Text box 5** **Where are online child sexual exploitation and abuse incidents reported? A focus on geography from 2018-2020**

Unlike crimes that take place offline, which can generally be pinpointed to a particular physical location or vicinity, the borderless and spatially non-restrictive nature of online activities means that a victim of cybercrime might reside in one area, but the perpetrator can be anywhere. For example, according to a 2017 global report (UNICEF 2017), the vast majority of the world's child sexual abuse websites are hosted in five countries, among which Canada is one.<sup>36</sup> Therefore, understanding where victims are likely to be targeted and the physical location of where accused persons are identified, provide two different and important points of focus for people and organizations working to combat this crime in Canada and elsewhere. Therefore, this text box focuses on geography, presenting police-reported data related to where incidents involving identified victims and accused occur.

In Canada, local police services may deal with initial complaints or reports of online child sexual exploitation and abuse. However, the National Child Exploitation Coordination Centre (NCECC) is the Canadian body responsible for conducting investigations related to this crime, and is the point of contact for international agencies reporting child sexual exploitation materials which were uploaded in Canada. The NCECC is an extension of the Royal Canadian Mounted Police (RCMP) and provides services and support to Canadian and international police (Royal Canadian Mounted Police 2019).

Any geographical comparisons related to crime using police-reported data may be impacted by jurisdictional priorities, regional programs and policies, and reporting practices. Online child sexual exploitation and abuse incidents are likely among those more susceptible to these biases. For example, the presence or absence of designated Internet Child Exploitation Units or experts in investigating these types of crimes within a particular police service could impact the ability to identify victims or locate offenders. Additionally, as noted previously, reporting of child sexual abuse images by Internet Service Providers is mandatory in Canada. Therefore, locations where internet service providers reside or where technology hubs exist in Canada may influence the number of reports of online child pornography to particular police services. Further, reporting practices, for example whether the number of open or active investigations or total number of incidents are being reported, particularly for child pornography incidents—may impact the number of incidents reported to the Uniform Crime Reporting Survey (UCR).

Due to data coverage limitations affecting data collected prior to 2018, analysis based on geography are limited to data collected from 2018 to 2020 only (see [Data sources](#)).

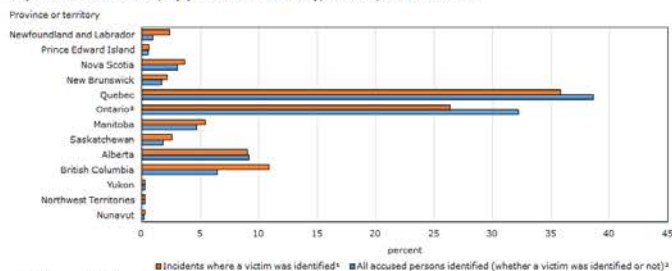
### More accused persons identified in the territories and Quebec relative to population

From 2018 to 2020, there were 5,761 police-reported incidents of online child sexual offences where a victim was identified, and approximately 4,800 people were identified as accused. These numbers represented an average annual rate of 27 incidents per 100,000 children and youth in Canada, and about 5 people accused for every 100,000 population aged 12 and over ([Table 6](#)). <sup>37</sup>

The largest proportion of persons accused of online child sexual exploitation and abuse (regardless of whether a victim was identified) was in Quebec (39%) followed by Ontario (32%) (Text box 5 Chart 1). <sup>38</sup> When population size is taken into account, Quebec had a rate of 8 people accused per 100,000 population, the highest among the provinces, followed by Manitoba (7 per 100,000). While, combined, the territories represented less than 1% of all accused persons identified in police-reported online child sexual exploitation and abuse over the three years, the rates of accused in the territories were higher than the national average. The average annual rates of accused in the Yukon (12 per 100,000), Nunavut (12) and the Northwest Territories (11) were higher than the Canadian average (5).

Incident rates where a victim was identified were highest in the Yukon (57 incidents per 100,000 children and youth) and the Northwest Territories (53 per 100,000). Among the provinces, Newfoundland and Labrador reported the highest incident rate where a victim was identified (52 per 100,000 population).

**Text box 5 Chart 1**  
Incidents involving identified victims, and accused persons in police-reported online child sexual exploitation and abuse, by province or territory, Canada, 2018 to 2020



1. Includes sexual violations against children and other sexual offences where a victim was identified as being a person younger than 18.  
2. Calculations are based on accused persons identified in connection with an incident where an online child sexual exploitation and abuse offence (including child pornography) was identified as the cyber violation. Children under 12 years of age cannot be prosecuted for criminal activities and, as such, are excluded. Also excluded accused persons where the gender was unknown.  
3. Excludes a small number of incidents (representing 0.7%) reported by the National Child Exploitation Coordination Centre, but which were included in the total for calculating the proportions.  
**Note:** An incident is considered to be an online incident if it was flagged as a cybercrime. An incident is flagged as a cybercrime when the crime targets information and communication technology (ICT), or when the crime used ICT to commit the offence. ICT includes, but is not limited to, the internet, computers, servers, digital technology, digital telecommunications devices, phones and networks. Crimes committed over text and through messages using social media platforms are also considered cybercrime activity. Percentages may not total 100% due to rounding. The municipal police service of Saint John was excluded.  
**Source:** Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Uniform Crime Reporting Survey.

► Data table for Text box 5 Chart 1

### Child luring victims more commonly reported in Quebec, British Columbia and Manitoba

Across all provinces and territories, child luring offences accounted for the majority of the online sexual violations where a child was identified. However during the three years between 2018 and 2020, in some parts of Canada such as in Quebec (84%), Manitoba (82%) and British Columbia (82%), this crime accounted for larger proportions of the incidents reported. It is important to note that these are the regions where victims reported to police, though where the accused resided was usually unknown.

Overall, when it comes to incidents where a victim had not been identified (child pornography), British Columbia accounted for nearly half (49%) of the incidents reported over the three years, and the vast majority (93%) of all child sexual exploitation and abuse incidents reported by the province over this time. That is to say that police services in British Columbia were made aware of the existence of online child sexual exploitation which could have originated in any part of the world. Quebec (17%), Ontario (12%) and Alberta (7%) followed British Columbia in the proportion of child pornography incidents in Canada. However, as mentioned previously, police-reported child pornography incidents where a victim or accused had not been identified are particularly susceptible to reporting biases. Therefore, geographical analysis of these incidents do not necessarily reflect where these crimes are originating or where victims are, but may indicate differences in how police services are reporting these incidents to the [UCR](#).

Additionally, it is important to reiterate that geographical differences seen may reflect the presence or absence of special programs or policies targeted at addressing this issue at the provincial or territorial level. For example, in Quebec, the *Sûreté du Québec* has had a provincial strategy since 2012. As part of the strategy, there are coordinated specialized units across the province dedicated to detecting and investigating cybercrime (for more information about the work of these specialized units see [The Sûreté du Québec 2022](#)). In British Columbia, some work was initiated by the British Columbia Behavioural Sciences Group – Integrated Child Exploitation Unit (BSG) using software developed by the Child Rescue Coalition to identify computers located in the province that were used to access or share child pornography on the Internet, from which they could open an investigation (for more information on the software see [Child Rescue Coalition 2020](#)). Such initiatives and policies may impact the number of these incidents reported in the regions implementing them.

## Court charges and outcomes of child sexual offences likely committed or facilitated online

The Integrated Criminal Court Survey (ICCS) collects statistical information on adult criminal and youth court cases involving *Criminal Code* and other federal statute offences.

Sections 172.1(1)(2) and 172.2(2) of the *Criminal Code* explicitly mention the use of telecommunications in its definitions of two offences relating to the sexual victimization of children: luring a child, and agreement or arrangement (sexual offence against a child). An analysis of court charges involving these offences are presented in this section, along with charges of other *Criminal Code* violations that have a higher chance of being committed or facilitated online, namely,

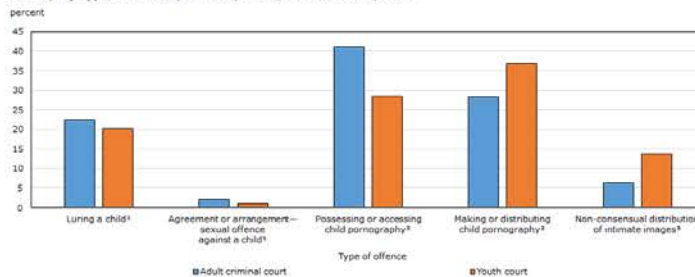


child pornography and the non-consensual distribution of intimate images (based on what is shown in police-reported data; see [Text box 3](#)).<sup>39</sup> In this section, combined, these offences are also referred to as online child sexual offences.

From April 2014 to March 2020, criminal courts in Canada processed 27,522 charges related to child sexual offences which were likely committed or facilitated online.<sup>40</sup> These charges were processed as part of 9,138 completed cases which comprised 58,984 total charges.<sup>41</sup> Based on the number of total charges and cases completed over these six years, adult cases averaged 6.8 charges per case, and youth cases had an average of 4.7 charges per case. More specifically, adult cases averaged 3.1 charges related to online child sexual offences compared with 2.6 such charges per case in youth courts.

As seen with police-reported data, in both adult criminal and youth courts, child pornography which includes making or distributing, and possessing or accessing child pornography made up the largest proportion of online child sexual offence charges that were processed over the 6 years (69% of the adult charges and 65% of the youth charges). Overall, over eight out of every ten (85%) charges related to online child sexual offences were processed in adult courts. Charges of possessing or accessing child pornography were the most common type of charge related to child sexual offences likely committed online in adult courts (41% versus 29% in youth courts), while the most common type of charge processed in youth courts was related to the making or distribution of child pornography (37% versus 28%) (Chart 7).<sup>42</sup> Consistent with incidents reported to police, youth courts also processed proportionally more charges related to the non-consensual distribution of intimate images than adult courts (14% compared to 6% of adult charges).

**Chart 7**  
Charges processed in adult criminal and youth courts related to offences likely committed or facilitated online, by type of offence, Canada, 2014/2015 to 2019/2020



1. An offence specific to child victims and defined in the *Criminal Code* by the use of telecommunications, and is therefore assumed to have occurred online.  
2. An offence specific to child victims but not defined in the *Criminal Code* by the use of telecommunications, however, police data indicates are likely committed online.  
3. Non-consensual distribution of intimate images became an offence in 2015 under the *Protecting Canadians from Online Crime Act*. This is an offence not specific to child victims only and is not defined in the *Criminal Code* by the use of telecommunication. However, police data indicate this offence most often involved youth, and a large proportion (38% of police-reported incidents between 2018 and 2020) are likely committed online.  
Note: This chart presents data for offences relating to the online sexual victimization of children according to their *Criminal Code* definition, and offences involving other *Criminal Code* violations that have a higher likelihood of being committed or facilitated online, based on what is shown in police-reported data.  
Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Integrated Criminal Court Survey.

► Data table for Chart 7

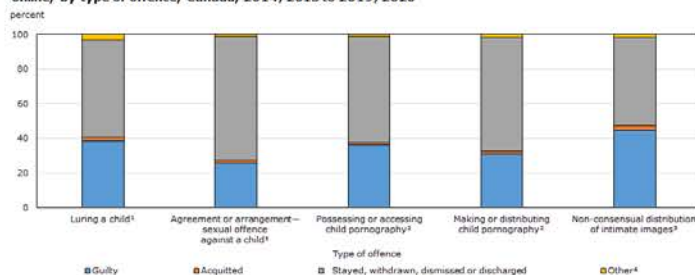
Between April 2014 and March 2020, less than four in ten (36%) charges laid for child sexual offences likely committed online resulted in a guilty finding. About six in ten (61%) of these charges were stayed, withdrawn, dismissed or discharged. Further, 2% of child sexual offence charges likely committed online were acquitted.<sup>43</sup> Charges related to child sexual offences likely committed online were more likely to result in a guilty decision than charges involving other sexual violations against children—which were likely committed offline: 29% of these charges resulted in a guilty finding, 62% were stayed, withdrawn, dismissed or discharged, and the accused was acquitted for 7% of the charges.<sup>44</sup>

Proving sexual crimes in court is a challenge that has been well documented ([Dodge 2018](#); [Randall 2010](#); [Sheehy 1999](#)). However, the higher prevalence of charges related to sexual offences committed online resulting in a guilty decision may indicate that, when brought to court, these crimes are easier to prove than other types of sexual crimes. The presence of physical evidence, or traceable online prints or records may contribute to the court outcomes observed.

### Charges of non-consensual distribution of intimate images most likely to result in a finding of guilt

Perpetrators were most commonly found guilty of charges related to non-consensual distribution of intimate images (45%), followed by child luring charges (38%) (Chart 8). Agreement or arrangement (sexual offence against a child) charges were least likely among these offence types to result in a finding of guilt (26%)—the majority of these charges were stayed, withdrawn, dismissed or discharged (72%).

**Chart 8**  
Adult criminal and youth court decisions for charges related to offences likely committed or facilitated online, by type of offence, Canada, 2014/2015 to 2019/2020



1. An offence specific to child victims and defined in the *Criminal Code* by the use of telecommunications, and is therefore assumed to have occurred online.  
2. An offence specific to child victims but not defined in the *Criminal Code* by the use of telecommunications, however, police data indicates are likely committed online.  
3. Non-consensual distribution of intimate images became an offence in 2015 under the *Protecting Canadians from Online Crime Act*. This is an offence not specific to child victims only and is not defined in the *Criminal Code* by the use of telecommunication. However, police data indicate this offence most often involved youth, and a large proportion (38% of police-reported incidents between 2018 and 2020) are likely committed online.  
4. Other decisions include final decisions of found not criminally responsible and waived out of province or territory. This category also includes any order where a guilty decision was not recorded, the court's acceptance of a special plea, cases which raise Charter arguments and cases where the accused was found unfit to stand trial.  
Note: This chart presents data for offences relating to the online sexual victimization of children according to their *Criminal Code* definition, and offences involving other *Criminal Code* violations that have a higher likelihood of being committed or facilitated online, based on what is shown in police-reported data.  
Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Integrated Criminal Court Survey.

► Data table for Chart 8

### Guilty finding related to online child sexual offence charges more common in youth courts

Online child sexual offence charges processed in youth courts were more likely to result in a guilty decision than the same type of charges processed in adult courts. Overall, 45% of charges processed in youth courts related to child sexual offences likely committed online resulted in a guilty finding for the charges, compared with about one-third (34%) of

offences likely committed online resulted in a guilty finding for the charge, compared with about one-third (34%) of charges processed in adult courts (Table 7). This difference was largely driven by a greater number of charges related to child luring, and agreement or arrangement (sexual offences against a child) resulting in a finding of guilt in youth courts than adult courts. More than half (56%) of child luring charges and nearly as many (45%) agreement or arrangement charges processed in youth courts resulted in a guilty decision, compared with 36% and 24% in adult courts, respectively. In adult courts, these charges were more likely to have been stayed, withdrawn, dismissed or discharged.

These findings were also reflected when considering decisions rendered for child-specific sexual offence charges that were likely committed offline. Just under four in ten (39%) child sexual offence charges for crimes likely committed offline that were processed in youth courts between April 2014 and March 2020 resulted in a guilty finding, and 52% were stayed, withdrawn, dismissed or discharged. In comparison, 26% of those processed in adult courts resulted in a guilty finding, and 65% were stayed, withdrawn, dismissed or discharged.

These findings may be partly attributable to cases processed in adult courts being more likely to include more charges as part of a case, giving prosecutors more opportunities to prove guilt or the accused accepting a guilty plea related to other charges within the case, and charges related to online child sexual offences getting dropped (Sheehy 2012; Spohn 2001). A case can have more than one charge, which may include multiple charges for the same offence or other related charges. Further, these charges are not mutually exclusive and, as such, a case can also involve multiple types of child sexual offence charges.

While a finding of guilt for charges related to online child sexual offences were more common in youth courts, among online child sexual offence charges processed in adult courts, the proportion of charges resulting in a finding of guilty varied by type of offence. For example, a guilty finding for charges related to non-consensual distribution of intimate images was most common among younger adults aged 18 to 24, and appeared to decrease with age. Conversely, a guilty decision related to possessing or accessing child pornography charges appeared to increase with age, with people aged 55 and over being most likely to be found guilty.

### Higher proportion of cases involving child sexual offences likely committed online result in guilty decision compared to cases with other sexual offences

In more than six in ten (61%) completed cases with at least one charge related to online child sexual offences, the most serious decision for any of these offences was guilty.<sup>45</sup> In comparison, 41% of cases with at least one charge of child sexual offences likely committed offline resulted in a finding of guilt for any of those charges. Cases involving offline child sexual offence charges were more likely to result in other types of decisions as the most serious decisions for those charges including stayed, withdrawn, dismissed or discharges (49% versus 35% of online cases), acquitted (8% versus 3%) or other decisions (2% versus 1%).

### Slightly fewer women are found guilty of online child sexual offence charges

The large majority (95%) of charges processed in both adult and youth courts related to child sexual offences likely committed online involved a man as the perpetrator, whereas 5% involved women as perpetrators.<sup>46</sup> <sup>47</sup> Men were slightly more likely than women to be convicted of a charge specific to a child sexual offence likely committed online, with 36% of charges involving men receiving a guilty decision, compared with 34% of charges involving women (Table 7). Men were more likely to be convicted of making or distributing child pornography charges (31%), possessing or accessing child pornography charges (36%) and charges related to non-consensual distribution of intimate images (45%), compared with 29%, 24% and 39%, respectively, among charges involving women. In contrast, women were significantly more likely to be found guilty of child luring (54% of charges involving women), and agreement or arrangement—sexual offence against a child (34%), compared to men (37% and 25%, respectively).

### Most adults sentenced to custody, probation most common in youth courts

In adult courts, eight out of every ten guilty cases involving child sexual offences likely committed online led to a custodial sentence (80%) (Table 7).<sup>48</sup> In youth courts, however, 1 in 25 (4%) youth found guilty of an offence likely committed online were sentenced to custody or supervision. Convicted youth were more likely to be sentenced to probation (61%).<sup>49</sup>

Sentencing outcomes for adults and youth convicted of child sexual offences likely committed online followed similar trends of cases involving child sexual offences likely committed offline. However, the proportion of adults sentenced to custody for child sexual offences likely committed online was slightly lower compared to those likely committed offline (80% versus 83%), and slightly more probationary sentences were seen in these cases compared to child sexual offence cases likely committed offline (8% compared to 4%, respectively). Similarly, in youth courts, the proportion of youth sentenced to custody was lower than for cases involving child sexual offences likely committed offline (4% versus 8%), while the same proportion of cases receiving probation were seen in online and offline cases (61% each).

## Summary

Online child sexual exploitation and abuse is a criminal offence in Canada which encompasses a wide range of behaviours including those related to child sexual abuse material, self-generated materials and sexting, sextortion, grooming and luring, live child sexual abuse streaming and made-to-order content.

Since 2014, when nationally representative cybercrime data first became available, the number of incidents constituting police-reported online child sexual exploitation and abuse has generally been on an upward trend. By 2020, the overall rate of this crime had reached 131 incidents per 100,000 Canadian children and youth, from 50 per 100,000 in 2014. Although the increase over this time may be partly attributable to an uptake in the use of the cybercrime flag which was newly introduced to all police services in Canada in 2014, these increases support reports from external data sources, specifically data from [Cybertip.ca](https://www.cybertip.ca), Canada's national tipline for the reporting of child exploitation on the Internet.

In total, between 2014 and 2020, police reported 10,739 incidents of online sexual offences against children, where a victim had been identified, and 29,028 incidents of online child pornography—which are incidents where the actual victim had not been identified by the police. Child luring offences accounted for the large majority (77%) of the incidents where a victim was identified, while non-consensual distribution of intimate images (11%), invitation to sexual touching (8%) and other online sexual offences against children (5%) made up smaller proportions of the incidents. As for child pornography incidents, two-thirds (68%) of incidents involved making or distributing child pornography, and the remaining one-third (32%) were incidents involving possessing or accessing child pornography.



The nature of crimes that take place online, beyond the sexual contact and recording or streaming of child sexual abuse, is such that victims and offenders are usually not together, in the same location. This creates a challenge for police investigations of online child sexual exploitation and abuse incidents, regardless of whether a victim is identified. More than half (56%) of police-reported online child sexual offences where a victim was identified were not cleared, meaning police were not able to identify an accused person in relation to the incident, and the proportion is even higher (85%) when a victim is not identified (i.e., child pornography). In general, charges were more likely to be laid when the online child sexual offence involved multiple violations.

Between 2014/2015 to 2019/2020, criminal courts across Canada processed 27,522 charges related to child sexual offences which were likely committed or facilitated online. The majority (85%) of these charges were processed in adult courts. For about six in ten (61%) cases involving at least one charge of online child sexual offence, the most serious decision rendered for any of those charges was guilty. In comparison, the most serious decision in 41% of cases involving at least one charge of offline child sexual offences resulted in a guilty finding as the most serious for any of those charges. Similar to findings related to child sexual offences likely committed offline, convictions related to offences likely committed online most often resulted in custody for adults and probation for youth.

### Limitations and considerations

There are many limitations to collecting and reporting data on online child sexual exploitation. The current article presents an overview of the data that have come to the attention of, and subsequently been reported by, police services. While the article aims to provide insight on the extent of this issue in Canada using official crime data, it is important to emphasize a number of limitations and considerations which underscore the underreporting that exists within the data. Below are some of the most notable limitations, among others, in no particular order:

- There has been an increase in reporting of online child pornography since the implementation of the *National Strategy for the Protection of Children from Sexual Exploitation on the Internet* and [Cybertip.ca](#). Increased caseload may challenge the capacity of law enforcement agencies; the resulting increased caseload may mean that police services are triaging cases and concentrating on combined files for the most serious cases, which may have an impact on the characteristics and outcomes of cases over time ([Reith 2017](#)).
- The nature of cybercrime is such that victims and accused can be located anywhere. Victims can be targeted in Canada though the perpetrator may be located outside of Canada and, conversely, Canadian offenders might target victims abroad. Therefore, investigations related to this crime cross jurisdictional, national and international boundaries.
- Only a fraction of sexual assault incidents come to the attention of police; even fewer do when the victim is a child. ([Burczycka and Conroy 2017](#); [Finkelhor et al. 2001](#); [Taylor and Gassner 2010](#)).
- Technological advancements, increased anonymity capabilities and the proliferation of smart devices with live streaming capabilities mean reduced footprint on devices, creating additional challenges for law enforcement ([WeProtect Global Alliance 2019](#)). When live streaming instances are uncovered, data collected through the Uniform Crime Reporting Survey cannot be broken down further to distinguish between accessing and possessing child pornography. Therefore, it is not possible to examine incidents involving live streaming or other distinctions between these two offence categories.

### Future research

The current analysis presented an overview of police-reported data involving online child sexual offences, and a snapshot of court case outcomes involving some of these violations. Repeating this type of analysis can give further insight on how this crime may be shifting or changing over time, as technology advances.

Additionally, an analysis using data linking police and court data, can provide a clearer examination of the pathways of these crimes in the justice system. Linked data can also be leveraged to examine repeat contact with police to shed light on the online and offline aspect of child sexual victimization. Such analysis could be an important next step in answering research questions related to how offenders may be advancing in their criminality, and the potential impact of decisions made in the justice system on outcomes.

Finally, continued incorporation of data from external sources such [Cybertip.ca](#) and other sources including international data, would allow for a deeper dive into the other aspects of this crime that do not come to the attention of police. As reported, the majority of incidents reported by police involve unidentified victims and offenders. These data sources may shed further light on the nature of these crimes, and where victims and accused persons may be located.

## Detailed data tables

[Table 1 Police-reported online sexual offences against children, by type of offence and year, Canada, 2014 to 2020](#)

[Table 2 Victims of police-reported online sexual offences against children, by type of offence and victim characteristics, Canada, 2014 to 2020](#)

[Table 3 Victims of police-reported online sexual offences against children, by type of offence and accused to victim relationship, Canada, 2014 to 2020](#)

[Table 4 Clearance status of police-reported online sexual offences against children, by type of offence, Canada, 2014 to 2020](#)

[Table 5 Characteristics of persons accused in police-reported online child sexual exploitation and abuse incidents, by type of offence and accused characteristics, Canada, 2014 to 2020](#)

[Table 6 Police-reported online sexual offences against children, and accused persons identified in online child sexual exploitation and abuse incidents, by province or territory, Canada, 2018 to 2020](#)

[Table 7 Charges processed in adult criminal and youth courts related to offences likely committed or facilitated online, by type of offence, and characteristics or outcomes, Canada, 2014/2015 to 2019/2020](#)

## Data sources

### Incident-based Uniform Crime Reporting Survey

The Incident-based Uniform Crime Reporting (UCR2) Survey collects detailed information on criminal incidents that have come to the attention of, and have been substantiated by, police services in Canada. Information includes characteristics of victims, accused persons and incidents. In 2020, data from police services covered 99% of the population of Canada. The count for a particular year represents incidents reported during that year, regardless of when the incident actually occurred.

For the years 2014 and 2015, the municipal police services of Saint John, Québec and Calgary, and the Ontario Provincial Police were excluded. For the year 2016, the municipal police services of Saint John and Calgary, and the Ontario Provincial Police were excluded. For the year 2017, the municipal police service of Saint John and the Ontario Provincial Police were excluded. For the years 2018 to 2020, the municipal police service of Saint John was excluded.

### Integrated Criminal Court Survey

The Integrated Criminal Court Survey (ICCS) collects statistical information on adult and youth court cases involving *Criminal Code* and other federal statute offences.

All adult courts have reported to the adult component of the survey since the 2006/2007 fiscal year. Information from superior courts in Ontario, Manitoba and Saskatchewan as well as municipal courts in Quebec was not available for extraction from their electronic reporting systems and was therefore not reported to the survey. Superior court information for Prince Edward Island was unavailable until 2018/2019.

A completed charge refers to a formal accusation against an accused person or company involving a federal statute offence that was processed by the courts and received a final decision. A case is defined as one or more charges against an accused person or company that were processed by the courts at the same time and received a final decision. A case combines all charges against the same person having one or more key overlapping dates (date of offence, date of initiation, date of first appearance, date of decision, or date of sentencing) into a single case.

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## Notes

- 1** Sexting refers to the process by which someone intentionally shares sexually explicit messages, images or self-generated sexualised images of themselves ([FCPAT 2016](#)).
- 2** Defined as use of coercion and threats to extort child sexual exploitation images or videos from youth (either by other youth or adult offenders).
- 3** The cybercrime flag was introduced prior to 2014 as a pilot project involving select police services. The flag was rolled out to most police services beginning in 2014.
- 4** In this article, sexual violations against children excludes the offence of making sexually explicit material available to children. However, a separate examination of this offence is included in [Text box 2](#).
- 5** In the *Criminal Code*, some sexual violations against children are specific to certain age groups. For example, the offence of sexual interference applies to children younger than 16, and the offence of sexual exploitation applies to victims aged 16 and 17.
- 6** Data presented in this article are based on incidents that were flagged as cybercrime, and incident rates are based on the number of children and youth in the Canadian population. Therefore, results presented may differ from other published reports, including [Moreau 2021](#).
- 7** Throughout this article, calculations are based on unrounded figures and totals may not add up due to rounding.
- 8** This number represents the count of all cyber-related incidents involving child-specific sexual offences and all other incidents involving cyber-related sexual offences where a victim was identified as someone younger than 18.
- 9** This rate is the average of the annual rates from 2014 to 2020. Rates are calculated on the basis of 100,000 population. Populations are based upon July 1st estimates from Statistics Canada, Centre for Demography.
- 10** The category "other sexual offences against children" is a catch-all category that encompasses all sexual violations against children (excluding child pornography) which were facilitated by or involved the use of technology.
- 11** Information on secondary violations excludes 6% of online sexual offences against children where the cyber-related violation was not the most serious in the incident. In those instances, the violation identified as the cyber-related violation was the secondary violation, and a different violation type was identified as the most serious in the incident (see [Text box 2](#)).
- 12** An incident can involve more than one secondary violation. Therefore, sum of parts may not add up to the total, and proportions do not add up to 100%.
- 13** Analysis is limited to the years 2018 to 2020 because prior to 2018, all cybercrime data collected through the Uniform Crime Reporting Survey were kept in a separate database.
- 14** In the Uniform Crime Reporting Survey, the reporting of victim information is not mandatory for some sexual offences. Therefore, the number of victims represents an underestimation, and is lower than the count of incidents reported.
- 15** A police-reported incident may involve multiple victims or multiple violations. In the current article, analysis of victim characteristics are based on victims where an online child sexual offence was the most serious violation against them.
- 16** In this article, age- and gender-based analyses are based on victim records, and exclude situations where the victim's age or gender was unknown. Given that small counts of victims identified as "gender diverse" may exist, the the Uniform Crime Reporting data available to the public has been recoded to assign these counts to either "female" or "male" in order to ensure the protection of confidentiality and privacy. In this article, victims and accused persons identified as gender diverse have been assigned to either female or male based on the regional distribution of victims' gender.
- 17** The accused-to-victim relationship was not known for 8% of victims overall.
- 18** See [footnote 7](#).
- 19** See [footnote 7](#).
- 20** Cleared otherwise could include, for example, the victim requested that no further action be taken, the incident had been cleared by another agency, the accused person was already sentenced or charged in another incident, or charges were not laid or recommended as a matter of departmental discretion or a policy beyond the control of the department.
- 21** Please see section below, under the heading "[Characteristics of people accused of online child sexual exploitation and abuse offences](#)", for more information.
- 22** Based on incidents where a victim was identified, and where the cyber-related violation was the most serious violation against the victim.
- 23** Based on online incidents of making sexually explicit material available to children where it was the most



- serious violation in the incident.
- 24 The use of the term “child pornography” within the current article is to cite and reference the *Criminal Code* definition under section 163.1, which makes it illegal to make, distribute, possess or access child pornography.
- 25 In this article, “fraud” also includes identify fraud and identity theft.
- 26 The term “harassment” includes criminal harassment and indecent or harassing communications.
- 27 Includes cyber-related sexual violations against children and cybercrime incidents involving other sexual offences where a victim was identified as being younger than 18.
- 28 In virtually all (99%) online child pornography incidents, the child pornography offence was identified as the most serious violation in the incident. For the remaining 182 incidents, a more serious violation was identified (see [Text box 2](#)). Analysis of online child pornography incidents includes all of the incidents where child pornography was identified as the cybercrime violation.
- 29 Prior to 2015, all child pornography offences were reported to the Uniform Crime Reporting Survey under one violation code. Beginning in 2015, a second code was introduced allowing for the reporting of incidents involving making or distributing child pornography separately from incidents involving the criminal offence of possessing or accessing child pornography. Analysis of child pornography incidents in this article will refer to these two offence categories, collectively. However, it is not possible to further break down these offences into individual *Criminal Code* sections.
- 30 Excludes all Project Arachnid reports processed by [Cybertip.ca](#)
- 31 See [footnote 7](#).
- 32 International jurisdiction includes but is not limited to reports from individuals outside of Canada concerned about the sexual exploitation of a child as well as reports of websites hosted in Canada from non-Canadian cybertip organizations.
- 33 Reports are sent to the Royal Canadian Mounted Police’s National Child Exploitation Crime Centre (NCECC) when triage shows victim or person of interest resides outside of Canada.
- 34 Excludes persons younger than 12 who cannot be held criminally responsible. Also excludes 34 accused records where the gender of the accused was unknown or cannot be determined, or where the accused was a registered company.
- 35 In comparison, 89% of all men and boys accused of non-consensual distribution of intimate images were youth.
- 36 The four other countries reported were the Netherlands, the United States, France and the Russian Federation.
- 37 These rates are the averages of the annual rates from 2018 to 2020. Rates are calculated on the basis of 100,000 population. Populations are based upon July 1st estimates from Statistics Canada, Centre for Demography.
- 38 Calculations for Ontario exclude a small number of incidents (representing 0.7% of incidents) reported by the National Child Exploitation Coordination Centre, but which were included in the total for calculating the proportions.
- 39 Although the offence of non-consensual distribution of intimate images is not specific to child victims only, police data indicates this offence most often involved youth, and as such, are included in these analyses.
- 40 The Integrated Criminal Court Survey collects data on a fiscal year basis.
- 41 A completed case is one or more charges against an accused person or company, which were processed by the courts at the same time, and received a final decision. A case is not deemed complete until all charges in that case are disposed of (i.e., have received a final decision).
- 42 In order to maintain consistency with police-reported data, *Criminal Code* subsections related to possessing or accessing child pornography are grouped together (includes 163.1, 163.1(1), 163.1(4), 163.1(4.1), and 163.1(4.2)), and making or distributing child pornography are grouped together (includes (163.1(2) and 163.1(3)).
- 43 Calculations include other decisions including final decisions of found not criminally responsible and waived out of province or territory, and any order where a guilty decision was not recorded, the court’s acceptance of a special plea, cases which raise Charter arguments and cases where the accused was found unfit to stand trial.
- 44 For the comparison to other child sexual offences that were likely committed offline, all sexual violations against children were grouped together excluding those likely committed online (luring a child, agreement or arrangement (sexual offence against a child), child pornography and non-consensual distribution of intimate images). For a list of the offences included in sexual violations against children, see [Text box 1](#).
- 45 Guilty findings include a finding of guilt imposed by the court, as well as guilty pleas, and cases where an absolute or conditional discharge has been imposed.
- 46 Based on charges where the sex of the perpetrator was known.
- 47 On the Integrated Criminal Court Survey (ICCS), the sex of the accused is captured as male or female or unknown. The ICCS does not explicitly distinguish between sex and gender. Each province and territory is asked to indicate whether the accused person is male or female, as defined by each of their respective information systems (with the exception of Quebec, where sex is determined on the basis of the accused person’s name, producing a relatively higher rate of sex unknown).
- 48 To allow for the analysis of sentencing information, data presented is limited to cases where the most serious sentence was related to a guilty finding for a child sexual offence likely committed online. Therefore, the analyses are based on 6,821 cases, or 75% of all cases.
- 49 The *Youth Criminal Justice Act* (YCJA) aims to divert youth offenders involved in less serious types of crime with extrajudicial measures such as warnings or cautions. For those youth who do make it into the court system.

the YCJA offers sentencing options not available to adults, such as deferred custody and supervision orders, intensive support and supervision, and orders to attend a non-residential program (Taylor-Butts and Bressan 2009) and stipulates that all alternatives to custody that are reasonable in the circumstances must be considered prior to committing a young person to custody (*Youth Criminal Justice Act 2002*).

Date modified: 2022-05-12

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OPINION

# Huge child porn ring bust in Toronto shows sickness in our society

A child pornography ring operating in Toronto was busted this week by Toronto police. In total, there were servers with a capacity of 1,000 terabytes.

This is Exhibit " W " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25.

*[Signature]*  
A Commissioner for Taking Affidavits for British Columbia

Everyday  
For  
Life  
Canada

Tue Jun 25, 2019 - 8:35 pm EDT

June 25, 2019 (Everyday for Life Canada) — A child pornography ring operating in Toronto was busted this week by Toronto police. The computer servers were housed in a building in North York. It's frightening to think that families live in a neighbourhood while this evil and demonic activity was routinely taking place. The worldwide Internet service made hardcore child pornography available to customers for a fee. The police referred to the activities as a "big box store" and described the computer files as "really, really horrific."

In total there were servers with a capacity of 1,000 terabytes. That is huge. The number of global registered users was nearly 60,000, but only 12,000 have been identified. The operation reached 116 countries and the number of pornographic files uploaded was close to 400,000. The 19,000 child pornographic files were downloaded 19,000,000 times. Canada had 331 users, America 2,027 and Europe 3,806.

What a horrible and sickening story. It's demonic in nature and scope. In Canada alone, there were 331 people involved. How can any police force investigate that many individuals? They can't. And remember that the figure comes from the 12,000 identified users. But in all there were 60,000. Most of them will never be investigated or charged. Just think of the number of victims that are out there. These are lives in Canada and the world that will only know pain, abuse and suffering.

The police investigation is one thing but there is another important question that needs to be asked: why is this sexual evil so widespread in our society? Why sexually attack and victimize children who are innocent and know nothing about sex? These questions have no simple answer. However, we have managed to hyper-sexualize our society over the last two generations, starting with the sexual revolution. Many have pushed for every sexual orientation and pleasure to be normalized. The United Nations and our public schools are doing the same thing. It's all about "inclusive and diversity" education. There is a fallout in promoting a sexualized society without limits. Children too get sexualized. They get hurt and abused. So, will the next step be to legalize pedophilia? Let's hope not. We need to protect children from being over-sexualized and exploited.

Five men have been arrested in Toronto and the police are looking for another suspect. Here's the Ontario Provincial Police talking about what they describe as a "monstrous child porn bust." And we should never forget what Matthew 18:6 teaches about this evil: "If anyone causes one of these little ones — those who believe in me — to stumble, it would be better for them to have a large millstone hung around their neck and to be drowned in the depths of the sea."



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3 PM EDT - 5:00 PM EDT - **Drag & Runaways**

**Agos** Anyone under 19 must be accompanied by an adult.

**Website** <https://www.freddiewhales.com/events>

**Contact** [misscheatwhales@gmail.com](mailto:misscheatwhales@gmail.com) (Freddie Whales)

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**WHALEMADE PRESENTS**

**POD PRIDE Runaways Drag Brunch**

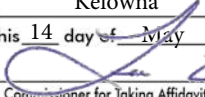
**SATURDAY, JUNE 24**

**DOORS AT 11:00 A.M., SHOW AT 11:30 A.M.**

**Hosted by** **FREDDIE WHALES**

**with** **KUCHIA BUSH**  
**PETER PACKER**  
**OTHER NATURE**  
**VALERIE ROSE**

Join the Okanagan's favorite brunch crew, Freddie Whales and the pod, for a pride month brunch! This show features the diverse talents of Kuchia Bush, Other Nature, Peter Packer, Valerie Rose, and hosted by Miss Freddie Whales. Doors at 11:00 a.m., show at 11:30 a.m. Seating will be placed to best fill the venue. Some seats may be communal (great way to make friends). [freddiewhales.com](https://www.freddiewhales.com)

This is Exhibit " X " referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
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A Commissioner for Taking Affidavits for British Columbia

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OROLO Restaurant & Cocktail Bar - 381 Martin St, Porticton, British Columbia

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Jul 23, 2023 11:00 AM - 4:00 PM

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21+

Website

<https://www.timefamily.com/events>

Contact

[ross@timefamily.com](mailto:ross@timefamily.com) (778-956-9250)

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OROLO

RE: July 23 drag brunch

From: info@timefamily.ca info@timefamily.ca

To: [REDACTED]

CC: [REDACTED]

Date: Monday, June 26th, 2023 at 4:45 PM

[REDACTED]

No. 9 is at [REDACTED] and held in our main dining lounge. Though given the nature of drag shows there may be some subject matter which may not be suitable for children.

Thank you,

[REDACTED]

Sales & Marketing Manager - 1846 Family of Wines

361 Martin Street

Porticton, BC

(236) 422-2556 ext 309

Cell 778-956-9250

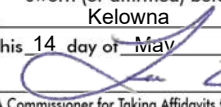
This is Exhibit "Y" referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 2025.

*[Signature]*  
A Commissioner for Taking Affidavits for British Columbia



**RE: July 23 drag brunch**

From info@timewines.ca <info@timewines.ca>  
To Graeme Flannigan <graemeflannigan@proton.me>, info@timewines.ca  
CC bc-sos@action4canada.ca  
Date Monday, June 26th, 2023 at 4:45 PM

This is Exhibit " Z " referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna, BC  
this 14 day of May, 2025.  
  
A Commissioner for Taking Affidavits for British Columbia

Hi Graeme,

No it is all ages and held in our main dining lounge. Though given the nature of frag shows there may be some subject matter which may not be suitable for children.

Thank you,

Megan McKay Hall

Sales & Marketing Manager - TIME Family of Wines

361 Martin Street

Penticton, BC

(236) 422-2556 ext 109

Cell 778-956-9250



**From:** Graeme Flannigan <graemeflannigan@proton.me>

**Sent:** Monday, June 26, 2023 2:22 PM

**To:** Info <info@timewines.ca>

**Cc:** bc-sos@action4canada.ca

**Subject:** July 23 drag brunch

Is this event 19+?

<https://www.exploretock.com/time-winery-kitchen-penticton/experience/399646/freida-whales-brunch-july-23-2023?date=2023-07-23&size=2&time=12%3A00>



This is Exhibit "AA" referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 2025.

A Commissioner for Taking Affidavits for British Columbia

## Le Drag Show

Le 14 octobre, 2023, 21h30 à 23h00

MARY IRWIN THEATRE, Kelowna Rotary Centre for the Arts

Register Now (<https://checkout.eventcreate.com/le-drag-show-9-30-p-m/select-buy>)

**SVP LISEZ ATTENTIVEMENT** : Cet accès GRATUIT est réservé aux membres de la communauté UBCO seulement. Maximum de 2 billets par membre de la communauté UBCO. Veuillez réclamer votre(vos) billet(s) à la porte d'entrée et présentez votre carte d'identité UCBO (étudiant ou employé).

Préparez-vous pour une expérience inoubliable avec la sensationnelle diva franco-canadienne, Rita Baga !

Le Drag Show\*. Fait sur mesure pour la Nuit Blanche, le spectacle mettra aussi en vedette les talents locaux, Freida Whales et Ella Lamoureux. Ne manquez pas cette occasion unique d'assister à une soirée remplie de glamour et de performances époustouflantes !



Le spectacle est présenté par le Centre Culturel Francophone de l'Okanagan et **Espaces francophones** (<https://blogs.ubc.ca/espacesfrancophones/>) dans le cadre de la programmation **Nuit Blanche** (<https://www.nuitblanchekelowna.ca/>) Kelowna.

*\*Le Drag Show est un événement 13 ans et + présenté en anglais avec des touches de français.*

Pour plus d'information : [www.nuitblanchekelowna.ca/rita-bagafr](http://www.nuitblanchekelowna.ca/rita-bagafr)  
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*Les informations personnelles recueillies à partir de ce formulaire ne seront utilisées à aucune fin autre que la confirmation d'achat de(s) billet(s) ainsi que la liste des invités.*

-----  
***PLEASE READ CAREFULLY: This FREE access is reserved for UBCO community only. Maximum 2 tickets per member of UBCO community. Ticket holders must show a valid UBCO I.D. (student or employee) and claim their ticket(s) at the main door entrance.***

*Prepare yourself for an unforgettable experience with the sensational French Canadian Diva, Rita Baga!*

*Joining her for this special event are the equally dazzling local drag artists Freida Whales and Ella Lamoureux. Don't miss this unique showcase of talent, glamour, and show-stopping performances !*

*Le Drag Show\* is presented by the Centre Culturel Francophone de l'Okanagan and **Espaces francophones** (<https://blogs.ubc.ca/espacesfrancophones/>) as part of **Nuit Blanche** (<https://www.nuitblanchekelowna.ca/>) Kelowna's programing.*

*\*Le Drag Show is a 13+ event presented in English with sprinkles of French.*

*More info: [www.nuitblanchekelowna.ca/rita-baga-en](http://www.nuitblanchekelowna.ca/rita-baga-en) ([//www.nuitblanchekelowna.ca/rita-baga-en](http://www.nuitblanchekelowna.ca/rita-baga-en))*

*The information collected from this form will not be used for any purpose other than ticket(s) purchase confirmation and attendance guest list.*

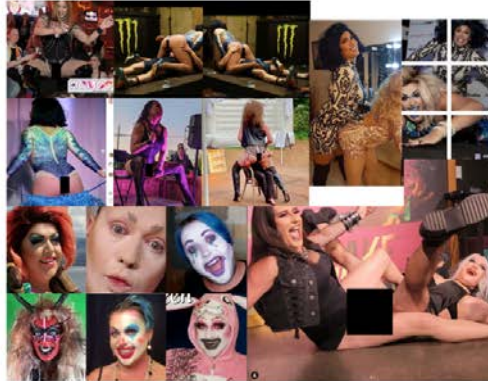
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Event website powered by EventCreate (<https://www.eventcreate.com/>)

Statistics and Counselling in Canada and the Ministry of Education and Child Care



This is Exhibit "BB" referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna, BC  
this 14 day of May 20 25.  
A Commissioner for Taking Affidavits for British Columbia



WHALEMADE PRODUCTIONS

FOR THE LOVE OF DRAG! VOL 3 GLAMOUR & GORE

THE SCHUBERT CENTRE THE EMERALD ROOM

SAT OCT 26TH

DOORS 7 PM SHOW 7:45 PM

FEATURING:

FRIDA WHALES

FUCHSIA BUSH

PETER PACKER

WANDA LUST

MICK VAN DYKE

TICKETS: WAVE SALE: \$20 ADVANCE: \$25 AT DOOR: \$30

TICKETS AND INFO AT FREIDAWHALES.COM

freidawhales and 2 others

Talking Heads • Psycho Killer (2005 Remaster)

freidawhales Get ready for this monster mash!! We cordially invite you to an unforgettable evening of spine-chilling entertainment. Prepare yourself for a monstrous extravaganza featuring a cast of the most extraordinary creatures; with Freida Whales as your host, and starring Wanda Lust, Fuchsia Bush, Peter Packer, and Other Nature, and featuring Dangerous D and Mick Van Dyke! Feel like doing the Transylvania twist? Stick around after the show and dance until the bell tolls!!

Creep us, freak us, make us gag - come dressed in your most creative looks for a chance to win the Costume contest!!

The bar is open, the stage is ready, all we need is you! Secure your tickets now and prepare for a night of monstrous proportions! 19+ show

Doors at 7:00 p.m., show at 7:45 p.m.

Wave Sale: \$20 tickets +GST (until Sept 26)

Advance Online: \$25 tickets +GST

At door: \$30 tickets

Seating is on a first come basis. Some seats may be communal (great way to make friends!).

Liked by syren.call and others

September 11, 2024

This is Exhibit "CC" referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25. Commissioner for Taking Affidavits for British Columbia



19+

WHALEMADE PRODUCTIONS PRESENTS

PRIDE DRAG SHOW



HOSTED BY FREIDA WHALES

SAT AUG 24 @ KOOTENAY WEST DISTILLING

1180 CEDAR AVE. TRAIL

\$25 TICKETS | \$30 AT THE DOOR

TWO SHOWS: 6:30 PM AND 9:00 PM

freidawhales and whalemade productions  
Poison • Nothin' But A Good Time

freidawhales Join your local legend and Kootenay queen Sophonda Dick for a drag spectacle like no other! Hosted by award-winning drag artist Freida Whales, and featuring Wanda Lust, winner of Kelowna's Next Drag Superstar, and our other amazing pod member Syren Call, as we dazzle y'all at Trail's first big Pride!

Two shows to make sure no one misses out! Grab these tickets they are limited and won't last long! 1 ♀ 9+ show

First show from 6:30 to 8:30 p.m.

Second show from 9:00 to 11:00 p.m.

Advance Online: \$25 tickets + GST

At door: \$30 tickets

♂eating is on a first come basis. Some seats may be communal (great way to make friends!).

42w

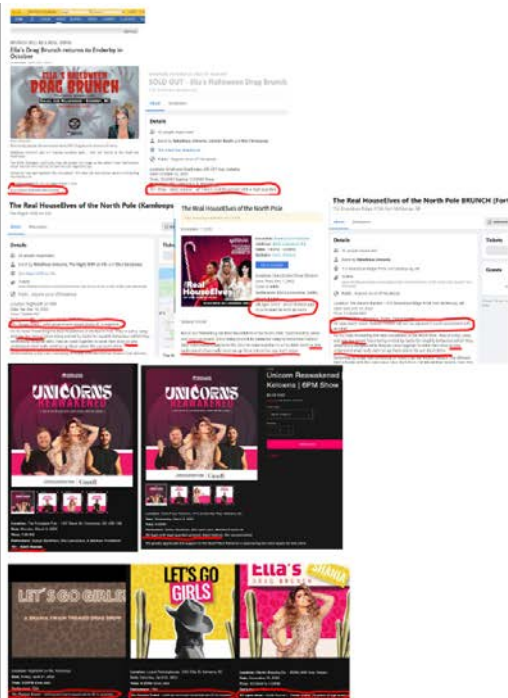
Liked by tickleberries and others

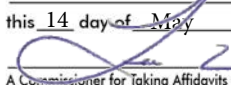
June 14, 2024

Add a comment...

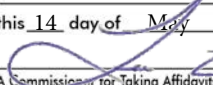
This is Exhibit "DD" referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May, 2025.

  
A Commissioner for Taking Affidavits for British Columbia



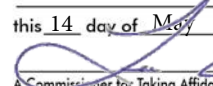
This is Exhibit "EE" referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna, BC  
this 14 day of May, 2025.  
  
A Commissioner for Taking Affidavits for British Columbia



This is Exhibit " FF " referred to in the  
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Kelowna, BC  
this 14 day of May, 2025.  
  
A Commissioner for Taking Affidavits for British Columbia





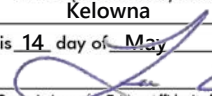
This is Exhibit "GG" referred to in the  
Affidavit of Tanya Gaw  
sworn (or affirmed) before me at  
Kelowna, BC  
this 14 day of May, 2025.  
  
A Commissioner for Taking Affidavits for British Columbia



# Freida Whales

3.1K followers • 107 following

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This is Exhibit " HH " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC this 14 day of May 20 25.  
  
A Commissioner for Taking Affidavits for British Columbia

## Events

[Upcoming](#) [Past](#)



Sun, Dec 22  
**Drag Karaoke at the Curling Club**  
Kelowna Curling Club · Kelowna  
Event by Freida Whales



Fri, Dec 20  
**Prohibited: The Broken Hearts Club Drag Show - Holiday Edition**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



Sun, Dec 15  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Dec 14  
**SOLD OUT - It's All About Drag: Holiday Brunch**  
JAC's On The Beach · Peachland  
Event by Freida Whales



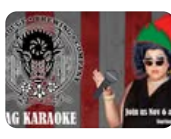
Thu, Dec 12  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Sat, Dec 7  
**For the Love of Drag! Vol. 4 - Holiday Edition**  
Schubert Centre · Vernon  
Event by Freida Whales



Thu, Dec 5  
**Drag Bingo Night at Globe (Big White Mountain)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Wed, Dec 4  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales

+4



Sat, Nov 23  
**The Hub Drag Brunch**  
The HUB on Martin · Penticton  
Event by Freida Whales



Sun, Nov 17  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Thu, Nov 14  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, Nov 6  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sun, Nov 3  
**It's All About Drag: Sunday Brunch**  
JAC's On The Beach · Peachland  
Event by Freida Whales



Sat, Oct 26  
**For the Love of Drag! Vol. 3 - Glamour & Gore**  
Schubert Centre · Vernon  
Event by Freida Whales



Fri, Oct 25  
**Glamour & Gore: A Haunted Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



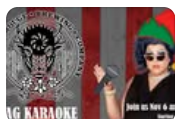
Sun, Oct 20  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Thu, Oct 10  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Sat, Oct 5  
**Canooligans Drag Show**  
Canooligans' · Salmon Arm  
Event by Freida Whales



Wed, Oct 2  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sun, Sep 15  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Fri, Sep 13  
**Friday the 13th Slasher Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



Thu, Sep 12  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Sat, Sep 7  
**Sage Pub Pride Drag Show**  
The Sage Pub · Osoyoos  
Event by Freida Whales



Wed, Sep 4  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Aug 24  
**Pride Drag Show**  
Kootenay West Distilling · Trail  
Event by Freida Whales



Sun, Aug 18  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Aug 17  
**For the Love of Pride! Vol. 2 - PRIDE Edition!**  
Schubert Centre · Vernon  
Event by Freida Whales



Thu, Aug 8  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, Aug 7  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sun, Jul 28  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales





Sun, Jul 21  
**Prohibited: A Crown & Thieves Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



Fri, Jul 12  
**Slackwater Drag Show**  
Slackwater Brewing · Penticton  
Event by Freida Whales



Thu, Jul 11  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Fri, Jul 5  
**Fundraiser Drag Bingo**  
Schubert Centre · Vernon  
Event by Freida Whales



Sun, Jun 30  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Thu, Jun 27  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Jun 22  
**Canooligans Drag Show**  
Canooligans' · Salmon Arm  
Event by Freida Whales



Thu, Jun 6  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, Jun 5  
**Trans March & Celebration**  
Revelry Food+Music Hub · Kelowna  
Event by Kelowna Pride



Sun, Jun 2  
**Pride Drag Brunch at the Delta Grand**  
Delta Grand Okanagan Resort · Kelowna  
Event by Freida Whales



Sat, Jun 1  
**Kelowna Drag Storytime**  
Kelowna Art Gallery · Kelowna  
Event by Freida Whales



Sun, May 26  
**Buffalo Rouge Drag Bingo**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, May 25  
**For the Love of Drag! Vol. 1**  
Schubert Centre · Vernon  
Event by Freida Whales



Thu, May 23  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



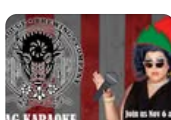
Thu, May 16  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, May 15  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



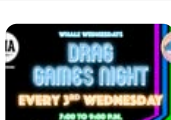
Sat, May 11  
**Crown & Thieves Mother's Day Eve Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



Thu, Apr 25  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



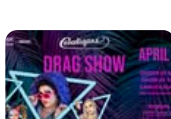
Thu, Apr 18  
**Charity Drag Bingo**  
Three Lakes Brewing · Kelowna  
Event by Freida Whales



Wed, Apr 17  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Sat, Apr 13  
**Dragged to Death: A Drag Murder Mystery Party**  
Holiday Park Resort - RV & Condo Resort · Kelowna  
Event by Freida Whales



Sat, Apr 6  
**Canooligans Drag Show**  
Canooligans' · Salmon Arm  
Event by Freida Whales





Thu, Apr 4  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Sat, Mar 30  
**Easter Drag & Burlesque Brunch**  
Slackwater Brewing · Penticton  
Event by Freida Whales



Thu, Mar 28  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Thu, Mar 21  
**Lakesider Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, Mar 20  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Sat, Mar 16  
**Heartbreakers: The Rebirth at BBDB**  
Record City · Vernon  
Event by Freida Whales



Fri, Mar 8  
**Prohibited: A Crown & Thieves Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales



Sat, Mar 2  
**Revelstoke's Razzle Dazzle Drag Extravaganza**  
Revelstoke Legion Branch 46 · Revelstoke  
Event by Freida Whales



Thu, Feb 29  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Feb 24  
**Upside Cider Drag Show**  
Upside Cider · Kelowna  
Event by Freida Whales



Thu, Feb 22  
**Drag Bingo**  
Lakesider Brewing · West Kelowna  
Event by Freida Whales



Wed, Feb 21  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Sat, Feb 17  
**Drag Show at Globe Cafe & Tapas Bar (Big White Mountain)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Sat, Feb 10  
**Vernon Drag Storytime with Freida Whales**  
Vernon Public Art Gallery · Vernon  
Event by Freida Whales



Wed, Feb 7  
**Drag Games Night at Globe (Big White Mountain)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Sat, Jan 27  
**Kelowna Drag Storytime with Freida Whales**  
Kelowna Art Gallery · Kelowna  
Event by Freida Whales



Sat, Jan 27  
**Drag Story Time with Freida Whales!**  
Penticton Art Gallery · Penticton  
Event by Penticton Art Gallery



Thu, Jan 25  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



Wed, Dec 4  
**Drag Karaoke - Buffalo Rouge**  
Buffalo Rouge Brewing Co. · Kelowna  
Event by Freida Whales



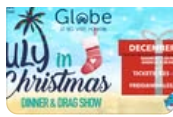
Sat, Jan 20  
**Drag Show at Globe Cafe & Tapas Bar (Big White Mountain)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Wed, Jan 17  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Wed, Jan 3  
**Drag Games Night at Globe (Big White Mountain)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Fri, Dec 22, 2023

**July in Christmas Dinner & Drag Show at Globe (Big White Mountain)**

Globe Cafe & Tapas Bar · Kootenay Boundary

Event by Freida Whales



Fri, Dec 22, 2023

**Drag Show at Globe Cafe & Tapas Bar (Big White Mountain)**

Globe Cafe & Tapas Bar · Kootenay Boundary

Event by Freida Whales



Sat, Feb 17

**Drag Show at Globe Cafe & Tapas Bar (Big White Mountain)**

Globe Cafe & Tapas Bar · Kootenay Boundary

Event by Freida Whales



Sat, Dec 16, 2023

**July in Christmas Drag Show at Status Nightclub (Vernon)**

Status Nightclub Vernon · Vernon

Event by Freida Whales



Wed, Dec 13, 2023

**BNA Drag Games Night**

BNA Brewing Co. & Eatery · Kelowna

Event by Freida Whales



Sat, Dec 9, 2023

**July in Christmas Drag Show at Slackwater Brewing (Penticton)**

Slackwater Brewing · Penticton

Event by Freida Whales



Fri, Dec 8, 2023

**July in Christmas Drag Show at Crown & Thieves (West Kelowna)**

Crown & Thieves · West Kelowna

Event by Freida Whales



Wed, Dec 6, 2023

**Drag Games Night at Globe (Big White Mountain)**

Globe Cafe & Tapas Bar · Kootenay Boundary

Event by Freida Whales



Wed, Feb 7

**Drag Games Night at Globe (Big White Mountain)**

Globe Cafe & Tapas Bar · Kootenay Boundary

Event by Freida Whales



Sat, Nov 25, 2023

**Drag & Paint Party - featuring Freida Whales**

Kamloops Art Party · Kamloops

Event by Kamloops Art Party

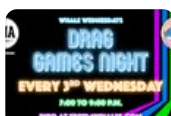


Thu, Nov 23, 2023

**Rustic Reel Drag Karaoke**

Rustic Reel Brewing Co. · Kelowna

Event by Freida Whales



Wed, Nov 15, 2023

**BNA Drag Games Night**

BNA Brewing Co. & Eatery · Kelowna

Event by Freida Whales



Sat, Oct 28, 2023

**Return of the Creatures of Okanagan Lake**

Crown & Thieves · West Kelowna

Event by Freida Whales



Fri, Oct 27, 2023

**The Creatures Walk Among Us: Drag & Burlesque Show**

Slackwater Brewing · Penticton

Event by Freida Whales



Thu, Oct 26, 2023

**Rustic Reel Drag Karaoke**

Rustic Reel Brewing Co. · Kelowna

Event by Freida Whales



Sat, Oct 21, 2023

**Creatures of Okanagan Lake Drag Show**

Status Nightclub Vernon · Vernon

Event by Freida Whales



Wed, Oct 18, 2023

**BNA Drag Games Night**

BNA Brewing Co. & Eatery · Kelowna

Event by Freida Whales



Sat, Sep 30, 2023

**Drag Me to Dinner: Dragged to Death - A Drag Murder Mystery Party**

The Nest · Penticton

Event by Freida Whales



Thu, Sep 28, 2023

**Rustic Reel Drag Karaoke**

Rustic Reel Brewing Co. · Kelowna

Event by Freida Whales



Thu, Nov 23, 2023

**Rustic Reel Drag Karaoke**

Rustic Reel Brewing Co. · Kelowna

Event by Freida Whales



Sat, Sep 23, 2023

**Sage Pub: Pride Drag & Burlesque Show**


The Sage Pub · Osoyoos




Wed, Sep 20, 2023

**BNA Drag Games Night**


BNA Brewing Co. & Eatery · Kelowna




Wed, May 15  
**BNA Drag Games Night**





Sat, Sep 16, 2023  
**Back to School Drag Show**





**Freida Whales**





- 


Fri, Sep 15, 2023  
**Prohibited: A Crown & Thieves Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales
- 


Thu, Aug 24, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales
- 


Mon, Aug 21, 2023  
**POSTPONED: Date TBD - Drag & Paint Party - featuring Freida Whales**  
Kamloops Art Party · Kamloops  
Event by Kamloops Art Party
- 


Sun, Aug 13, 2023  
**Bottled Bombshells Drag Brunch**  
Black Pine Social · North Okanagan  
Event by Freida Whales
- 


Thu, Aug 10, 2023  
**Prohibited: A Crown & Thieves Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales
- 


Thu, Jul 27, 2023  
**Drag Karaoke - Disney Night!!**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales
- 


Sun, Jul 23, 2023  
**OROLO Drag Brunch & Burlesque**  
TIME Family of Wines · Penticton  
Event by Freida Whales
- 


Fri, Jul 7, 2023  
**It's Freida Whales's Birthday! DRAG & BURLESQUE CRUISE**  
Kelowna Cruises · Kelowna  
Event by Freida Whales
- 


Fri, Jun 30, 2023  
**Prohibited: A Crown & Thieves Drag Show**  
Crown & Thieves · West Kelowna  
Event by Freida Whales
- 


Sun, Jun 25, 2023  
**Pod Pride Drag & Burlesque Brunch**  
Slackwater Brewing · Penticton  
Event by Freida Whales
- 


Thu, Jun 22, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales
- 


Sat, Jun 17, 2023  
**Pod Pride Drag & Burlesque**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales
- 


Thu, Jun 8, 2023  
**Kelowna Pride Trans March & Celebration 2023**  
"The Sails" · Kelowna  
Event by Kelowna Pride
- 


Thu, May 25, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales
- 

Sun, May 14, 2023  
**Mother's Day Drag & Burlesque Brunch**  
Slackwater Brewing · Penticton  
Event by Freida Whales
- 

Sat, May 6, 2023  
**Runaways Lounge Drag & Burlesque Show**  
Runaways Lounge · Kelowna  
Event by Freida Whales
- 

Sat, Apr 29, 2023  
**Drag & Burlesque Show: The Sage Pub**  
The Sage Pub · Osoyoos  
Event by Freida Whales
- 

Thu, Apr 27, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales
- 

Sat, Apr 22, 2023  
**Drag & Burlesque Show: The Smoke Show**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales
- 

Wed, Apr 19, 2023  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales





Sat, Mar 25, 2023  
**Upside Cider Drag Show**  
Upside Cider · Kelowna  
Event by Freida Whales



Thu, Mar 23, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales



Wed, Mar 15, 2023  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Fri, Mar 3, 2023  
**Runaways Lounge Drag & Burlesque Show**  
Runaways Lounge · Kelowna  
Event by Freida Whales



Sat, Feb 25, 2023  
**Drag Show: The Sage Pub**  
The Sage Pub · Osoyoos  
Event by Freida Whales



Thu, Feb 23, 2023  
**Rustic Reel Drag Karaoke**  
Rustic Reel Brewing Co. · Kelowna  
Event by Freida Whales



Sat, Feb 18, 2023  
**Drag Show: Heartbreakers**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales



Wed, Feb 15, 2023  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Sat, Jan 21, 2023  
**Drag Show: Big White**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Wed, Jan 18, 2023  
**BNA Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Thu, Jan 5, 2023  
**Drag Games Night at Globe Cafe (Big White)**  
Globe Cafe & Tapas Bar · Kootenay Boundary  
Event by Freida Whales



Sat, Dec 17, 2022  
**Holidrag Extravaganza Drag & Burlesque Show - VERNON**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales



Wed, Dec 14, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Wed, Dec 14, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Fri, Dec 9, 2022  
**Holidrag Extravaganza Drag & Burlesque Show - KELOWNA**  
Runaways Lounge · Kelowna  
Event by Freida Whales



Sat, Dec 3, 2022  
**Holidrag Extravaganza Drag & Burlesque Brunch - PENTICTON**  
Slackwater Brewing · Penticton  
Event by Freida Whales



Sat, Nov 12, 2022  
**Vibrant Vine Drag Show**  
The Vibrant Vine · Kelowna  
Event by Freida Whales



Wed, Nov 9, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Wed, Nov 9, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Sat, Oct 29, 2022  
**Runaways Halloween Drag Brunch**  
Runaways Lounge · Kelowna  
Event by Freida Whales



Sat, Oct 22, 2022  
**Freida Whales - Drag & Burlesque LATE SHOW [Penticton Beer Week]**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing



Sat, Oct 22, 2022  
**Freida Whales - Drag & Burlesque EARLY SHOW [Penticton Beer Week]**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing





Fri, Oct 21, 2022  
**Drag Show: Nightmare Fuel**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales



Wed, Oct 12, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Wed, Sep 14, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Wed, Dec 14, 2022  
**Drag Games Night**  
BNA Brewing Co. & Eatery · Kelowna  
Event by Freida Whales



Tue, Aug 16, 2022  
**SITN DRAG WINE TOUR WITH FREIDA WHALES**  
Event by Freida Whales



Sat, Aug 13, 2022  
**Pride Drag Show**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales



Fri, Aug 12, 2022  
**Drag Cruise**  
Kelowna Cruises · Kelowna  
Event by Freida Whales



Sat, Aug 6, 2022  
**Freida Whales - Peach Fest Weekend Drag & Burlesque Brunch**  
218 Martin Street,Penticton,V2A 5K3,CA · Penticton



Tue, Jul 19, 2022  
**Drag Queen Wine Tours**  
Event by Freida Whales



Fri, Jul 15, 2022  
**Drag Cruise - Freida Whales birthday!**  
Kelowna Cruises · Kelowna  
Event by Freida Whales



Sun, Jul 3, 2022  
**Freida Whales Drag July Long Extravaganza**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing



Sun, Jun 26, 2022  
**Drag Brunch with Freida Whales and Her Pod**  
TIME Family of Wines · Penticton  
Event by TIME Family of Wines



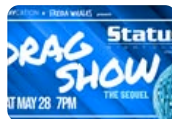
Sat, Jun 18, 2022  
**A Night of Drag & Burlesque**  
The Effie Arts Collective · Kamloops  
Event by Freida Whales



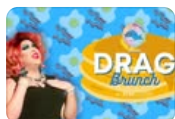
Sat, Jun 18, 2022  
**A Night of Drag & Burlesque**  
The Effie Arts Collective · Kamloops  
Event by Freida Whales



Sat, Jun 18, 2022  
**A Night of Drag & Burlesque**  
The Effie Arts Collective · Kamloops  
Event by Freida Whales



Sat, May 28, 2022  
**Status Nightclub Drag Show**  
Status Nightclub Vernon · Vernon  
Event by Status Nightclub Vernon



Sat, May 21, 2022  
**Freida Whales May Long Weekend Drag Brunch SOLD OUT**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing



Sat, Apr 23, 2022  
**Status Nightclub Drag Show**  
Status Nightclub Vernon · Vernon  
Event by Freida Whales



Sat, Apr 16, 2022  
**Freida Whales Easter Extravaganza Drag Show**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing



Thu, Apr 28, 2022  
**KARAOKE!**  
Friends of Dorothy Lounge · Kelowna  
Event by Friends of Dorothy Lounge - Kelowna



Wed, Apr 27, 2022  
**Whale Wednesdays**  
BNA Brewing Co. & Eatery · Kelowna  
Event by BNA Brewing Co. & Eatery



Sat, Feb 19, 2022  
**FREIDA WHALES DOUBLE SHOW!**  
Slackwater Brewing · Penticton  
Event by Slackwater Brewing



**Come catch FREIDA WHALES as she takes over the Slackwater Stage!**

Slackwater Brewing · Penticton

Event by Slackwater Brewing



**DunnENZIES Drag Brunch: Holiday edition**

DunnENZIES Pizza Co. · Kelowna

Event by Freida Whales



Sun, Dec 12, 2021

**DunnENZIES Drag Bunch: Holiday edition with Kendall Gender!**

DunnENZIES Pizza Co. · Kelowna

Event by Freida Whales



Sat, Oct 30, 2021

**Haunted Pride Drag Show**

BNA Brewing Co. & Eatery · Kelowna

Event by Freida Whales



Sat, Oct 23, 2021

**Pride Pumpkin Party & Drag Show**

Event by Harpur Farm and Pumpkin Patch



Wed, Feb 16, 2022

**Whale Wednesdays**

BNA Brewing Co. & Eatery · Kelowna

Event by BNA Brewing Co. & Eatery



Sat, Jul 24, 2021

**Drag Show at Harpur Farm (Sold Out)**

Harpur Farm and Pumpkin Patch · Salmon Arm

Event by Harpur Farm and Pumpkin Patch



Sat, Feb 27, 2021

**Shantay You Stay: Morgan McMichaels**

Event by Unicorns.live



Sat, Feb 6, 2021

**Shantay You Stay: Mrs. Kasha Davis**

Event by Unicorns.live



Sat, Dec 19, 2020

**Naughty & Nice Variety Show**

DunnENZIES Pizza Co. · Kelowna

Event by Freida Whales



Sat, Dec 19, 2020

**Naughty & Nice Variety Show**

DunnENZIES Pizza Co. · Kelowna

Event by Freida Whales



Sat, Dec 19, 2020

**Naughty & Nice Variety Show**

DunnENZIES Pizza Co. · Kelowna

Event by Freida Whales



Sat, Sep 19, 2020

**Find out how to #exploreKelowna Like a Queen**

Tourism Kelowna · Kelowna

Event by Tourism Kelowna



Thu, Sep 10, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Sep 3, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Aug 27, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Mon, Aug 24, 2020

**Storytime with Freida Whales**

Event by Unicorns.live



Thu, Aug 20, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Aug 13, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Aug 6, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

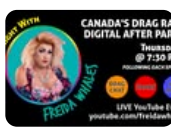
Event by Freida Whales



Thu, Jul 30, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Jul 23, 2020

**TV Night with Freida Whales - Canada's Drag Race Digital After Party**

Event by Freida Whales



Thu, Jul 16, 2020  
**TV Night with Freida Whales - Canada's Drag Race Digital After Party**  
Event by Freida Whales



Thu, Jul 9, 2020  
**TV Night with Freida Whales - Canada's Drag Race Digital After Party**  
Event by Freida Whales



Thu, Jul 2, 2020  
**TV Night With Freida Whales!**  
DunnEnzies Pizza Co. · Kelowna  
Event by Freida Whales



Thu, Jul 2, 2020  
**TV Night with Freida Whales - Canada's Drag Race Digital After Party**  
Event by Freida Whales



Thu, Sep 10, 2020  
**TV Night with Freida Whales - Canada's Drag Race Digital After Party**  
Event by Freida Whales



Tue, Jun 23, 2020  
**Drag Queen Storytime with Freida Whales**  
Event by Unicorns.live



Sat, Mar 28, 2020  
**Digital Drag Story Time With Freida Whales**  
Event by Freida Whales



Wed, Mar 25, 2020  
**Digital Whale Wednesday!**  
Event by Freida Whales



Mon, Mar 23, 2020  
**Coastal Confluence Video Premiere with Freida & Freeda**  
Event by Freeda Whales



Sat, Mar 21, 2020  
**Digital Drag story time FacebookLive**  
Event by Freida Whales



Wed, Mar 18, 2020  
**Digital Whale Wednesday Facebook Live**  
Event by Freida Whales



Sat, Feb 29, 2020  
**Sun Peaks: wipeOUT**  
Masa's Bar + Grill · Sun Peaks  
Event by Peak Pride



Sat, Jan 4, 2020  
**Peak Pride at RED: wipeOUT**  
Rafters Lounge · Rossland  
Event by Peak Pride



Sat, Jan 4, 2020  
**Peak Pride at RED: Parade**  
Red Mountain (Rossland) · Rossland  
Event by Peak Pride



Sat, Dec 7, 2019  
**WipeOUT SilverStar**  
The Red Antler · North Okanagan  
Event by Peak Pride



Sun, Nov 24, 2019  
**SOLD OUT - Drag Brunch**  
Summerhill Pyramid Winery · Kelowna  
Event by Kelowna Pride



Sat, Sep 21, 2019  
**Femme Fatale Presents: Ambiguous Kamloops**



Fri, Sep 20, 2019  
**Femme Fatale Presents: Ambiguous**  
Sapphire Nightclub · Kelowna



Sat, Nov 16, 2019  
**Drag Queen Story Time with Miss Freida Whales**  
Event by Downtown Kelowna, Rutland, Mission Libraries



Fri, Aug 30, 2019  
**Cabernet Cabaret an Underground Drag Show**  
The Vibrant Vine, 3240 Pooley Rd, Kelowna, British Columbia · Kelowna




Sat, Aug 24, 2019  
**Drag Show - Anne Munition's Farewell Show**  
Muninn's Post · Kelowna  
Event by Alexa Nerezza




Mon, Aug 19, 2019  
**Drag Me to the Movies Youth Party**  
Mastermind Studios · Kamloops  
Event by Kamloops Pride

Sat, Jul 13, 2019




- 

Event by OkanaganOffers.com
- 

Sat, Jun 22, 2019

**Pride Cruise - MOIST**

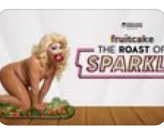
Kelowna Cruises · Kelowna

Event by OkanaganOffers.com
- 

Sat, Apr 27, 2019

**Pop PUNK Drag Show - Studs N Stilettos**


Muninn's Post · Kelowna

Event by Jenna Telz
- 

Fri, Mar 22, 2019

**FruitCake: The ROAST of Sparkle**


Sapphire · Kelowna

Event by Kelowna.LGBT
- 

Sat, Dec 15, 2018

**NaughtyMare Before Xmas - Drag Show**


Muninn's Post · Kelowna

Event by Jenna Telz
- 

Sat, Sep 22, 2018

**Jenna's Drag Birthday! Dungeons and Drag Queens II - Drag Show**


Muninn's Post · Kelowna

Event by Jenna Telz
- 


Sun, Jun 3, 2018

**Synthetica - Drag Show and Party**

OK Corral Cabaret · Kelowna

Event by Jenna Telz
- 


Muninn's Post · Kelowna

Event by Jenna Telz
- 

Sat, Jun 15, 2019


**Drag Queen Storytime**

Indigo Kelowna · Kelowna

Event by Indigo Kelowna
- 

Fri, Apr 5, 2019


**Peak Pride at Big White**

Event by Peak Pride
- 

Sat, Feb 2, 2019

**SOLD OUT - Dis Knee - Check Description For Encore Show & Party.**


Muninn's Post · Kelowna

Event by Jenna Telz
- 

Sat, Nov 3, 2018

**Studs N' Stilettos: Alexa's bday - Drag Show**

Muninn's Post · Kelowna

Event by Jenna Telz
- 

Sun, Jul 1, 2018

**Synthetica: Canada Day Drag show and Fireworks Viewing**

Muninn's Post · Kelowna

Event by Jenna Telz


## Followers

FollowersFollowing

Freida Whales's list of followers is unavailable.


## Check-ins

Recent

- 


**Kelowna, British Columbia**

British Columbia

Visited on July 9, 2023
- 


**Status Nightclub Vernon**

Vernon, British Columbia

Visited on June 21, 2023
- 


**The Sage Pub**

Osoyoos, British Columbia

Visited on April 30, 2023
- 

**Vernon, British Columbia**

British Columbia

Visited on April 23, 2023
- 

**Kelowna, British Columbia**












British Columbia

+4

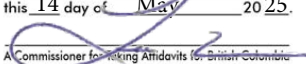


**Events**

Upcoming Past

 <p>Thu, Jan 9, 2025 at 7 PM and 3 more  <b>Lakesider Drag Bingo</b>            Lakesider Brewing - West Kelowna...</p> <p>☆ Interested ↗</p>	 <p>Sun, Jan 19, 2025 at 5 PM and 2 more  <b>Buffalo Rouge Drag Bingo</b>            Buffalo Rouge Brewing Co. - Kelowna...</p> <p>☆ Interested ↗</p>
 <p>Thu, Jan 9, 2025 at 7 PM  <b>Lakesider Drag Bingo</b>            Lakesider Brewing - West Kelowna...</p> <p>☆ Interested ↗</p>	 <p>Sat, Jan 11, 2025 at 9 PM  <b>Drag Show at Globe Restaurant (Big White)</b>            Globe Restaurant, Big White Ski Resort, Kelowna, BC, Canada...</p> <p>☆ Interested ↗</p>
 <p>Sun, Jan 19, 2025 at 5 PM  <b>Buffalo Rouge Drag Bingo</b>            Buffalo Rouge Brewing Co. - Kelowna...</p> <p>☆ Interested ↗</p>	 <p>Sat, Feb 8, 2025 at 6 PM  <b>It's All About Drag: Supper Show</b>            JAC's On The Beach - Peachland Event by Freida Whales</p> <p>☆ Interested ↗</p>
 <p>Thu, Feb 13, 2025 at 7 PM  <b>Lakesider Drag Bingo</b>            Lakesider Brewing - West Kelowna...</p> <p>☆ Interested ↗</p>	 <p>Sun, Feb 16, 2025 at 5 PM  <b>Buffalo Rouge Drag Bingo</b>            Buffalo Rouge Brewing Co. - Kelowna...</p> <p>☆ Interested ↗</p>
 <p>Thu, Mar 13, 2025 at 7 PM  <b>Lakesider Drag Bingo</b>            Lakesider Brewing - West Kelowna...</p> <p>☆ Interested ↗</p>	 <p>Sun, Mar 16, 2025 at 5 PM  <b>Buffalo Rouge Drag Bingo</b>            Buffalo Rouge Brewing Co. - Kelowna...</p> <p>☆ Interested ↗</p>
 <p>Thu, Apr 10, 2025 at 7 PM  <b>Lakesider Drag Bingo</b>            Lakesider Brewing - West Kelowna...</p> <p>☆ Interested ↗</p>	

This is Exhibit " II " referred to in the Affidavit of Tanya Gaw sworn (or affirmed) before me at Kelowna, BC, this 14 day of May, 2025.

  
 A Commissioner for Taking Affidavits for British Columbia

## WARNING: SEXUALLY EXPLICIT MATERIALS

(FOR EVIDENTIARY PURPOSES ONLY)

THE FOLLOWING INFORMATION SHOULD NOT  
BE VIEWED BY MINORS UNDER THE AGE OF 19

171.1 (1) Every person commits an offence who transmits, makes available, distributes or sells sexually explicit material to (a) a person who is, or who the accused believes is, under the age of 18 years, for the purpose of facilitating the commission of an offence under subsection 153(1), section 155, 163.1, 170 or 171 or subsection 212(1), (2), (2.1) or (4)...

163.1 (1) In this section, child pornography means (a) a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means, (i) that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or...

## Sexually Explicit and Pornographic Books Currently Available in Schools and Libraries across Canada

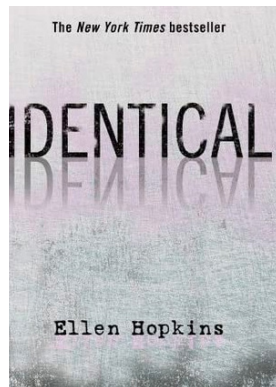
On the following pages are samples from sexually explicit and pornographic books that are being made available to children via schools and public libraries. We have also included screenshots that show some of the books in library catalogues as further evidence.

The following list of books has been created in collaboration with educators to support integration of SOGI/CSE into the K-12 curriculum. All of these books, and any other titles by the same authors, plus any books of the same genre must be immediately removed from all branches of the education system as well as from public libraries across Canada: <https://action4canada.com/wp-content/uploads/List-of-SOGI-Inclusive-Books-for-K-12-Schools.pdf>

CSE/SOGI 123 (Comprehensive Sexual Education/Sexual Orientation and Gender Identity) are Trojan horses that were brought into schools under the guise of anti-bullying and to teach children to be "inclusive" and support LGBTQ2+ students. However, introducing children to this program is a portal for exposing minors to sexually explicit/pornographic materials (books, magazines, comic strips), sexually deviancy (such as teaching children to masturbate and introducing youth to organizations that are involved in exploiting minors). These are criminal offences according to s.163.1, s.152 and s.171 of the Criminal Code, and the Canadian Centre for Child Protection defines them as sexual abuse.

How does viewing pornography affect tweens and teens?

- Pornography is not reality. It creates confusing expectations, attitudes and beliefs about what to expect in a healthy sexual interaction.
- Pornography makes sexual violence seem okay, that being aggressive will get you what you want and that "no" means "yes."
- Pornography reinforces gender stereotypes such as guys call all the shots and girls are meant to be used for a sexual purpose.
- It portrays people as objects; a thing to be used and not as a person.



# Identical

by Ellen Hopkins

## RED FLAGS

This book contains incest, child sexual abuse, and profanity.

## Mom was Gone Again

He lifted her gently, sat her down on the bed beside him. Then he opened the snaps on the fly of his flannel pyjamas.

It stood up, stiff as a stalagmite. See how much Daddy loves you? Show me you love me too. Touch it. He closed her hand around it.

I know it sounds bad, but I wanted to touch it too. I didn't know what it meant, only that it made Daddy happy. I wanted to make him happy too.

That's right. That's right. His voice rocked in rhythm with his body. Oh yes, my Kaleigh loves me. My little flower...

Hopkins, Ellen.

## Identical

Call Number: F Hop hc

☆ ☆ ☆ ☆ ☆ (0)

Book

[Log In](#)

**OVERVIEW**

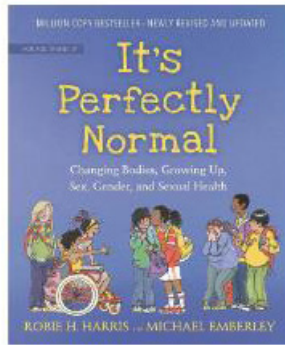
Sixteen-year-old identical twin daughters of a district-court judge and a candidate for the United States House of Representatives, Kaeleigh and Raeanne Gardella desperately struggle with secrets that have already torn them and their family apart.

[EXPLORE](#) [REVIEWS](#) [MORE INFO](#) [AWARDS](#) [COPIES](#) [CITATIONS](#)

**COPIES AT ECOLE MISSION SENIOR SECONDARY SCHOOL**

Call Number	Barcode	Status	Description	Sublocation
F Hop hc	T 380715	Checked Out		





# It's Perfectly Normal

by Robie H Harris

## RED FLAGS

This book contains sexually explicit excerpts and commentary. The book also contains "obscene" illustrations

## Introduction: Lots of Questions

Sex is about a lot of things—bodies, growing up, families, babies, love, caring, curiosity, feelings, respect, responsibility, biology, and health. There are times when sickness and danger can be a part of sex, too. Most kids wonder about and have lots of questions about sex. It's also perfectly normal to want to know about sex

October 5, 2022

## Part One: What Is Sex?

The dictionary tells us even more about sex. It says, 4: Sexual desire. Sex is also the desire to be physically close to someone, as close as you can be. Do you ever really want or crave something? That's desire, like when you really want someone to be your best friend or when you really want chocolate ice cream

October 5, 2022

The dictionary tells us one more thing about sex. It says, 5: Sexual intercourse. Sex can also mean sexual intercourse. Some people call sexual intercourse "having sex."

October 5, 2022

One kind of sexual intercourse happens when a person with a female body and a person with a male body are so close to each other that the penis goes inside the vagina, and the vagina stretches in a way that fits around the penis. This kind of touching can make the whole body feel good—feel sexy. And when this kind of sexual intercourse happens, it is possible for a female body and a male body—once their reproductive organs have grown up—to make a baby.

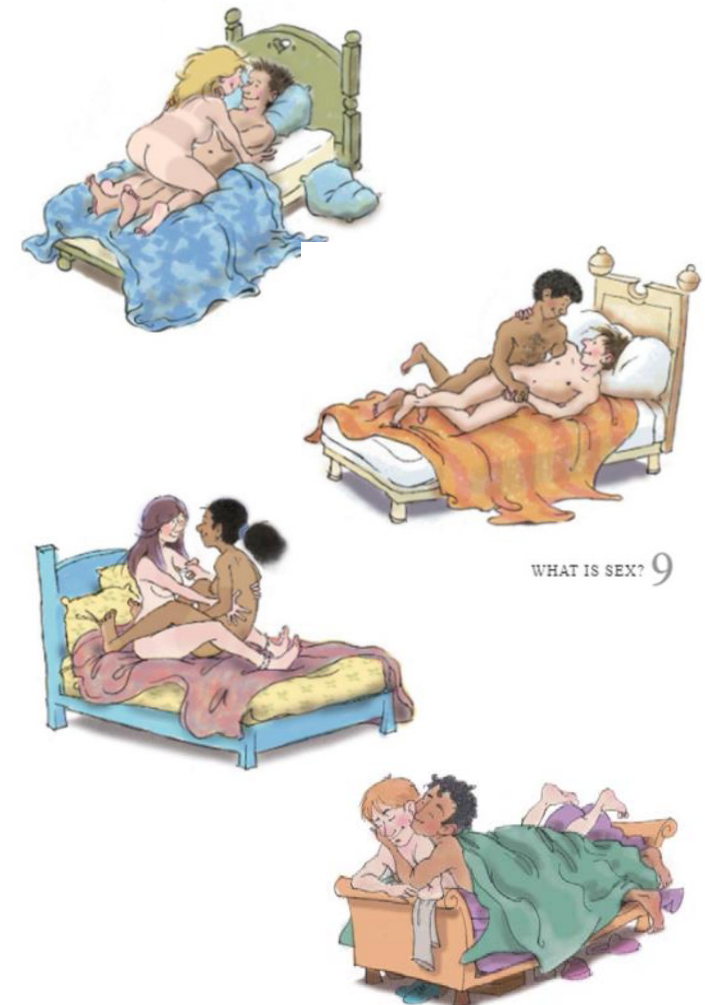
October 5, 2022

Another kind of sexual intercourse happens when the sexual parts of two people who have female bodies touch or when the sexual parts of two people who have male bodies touch. This kind of touching can make the whole body feel good—feel sexy. Since male bodies have only sperm cells and no egg cells—and since female bodies have only egg cells and no sperm cells—the beginning cells of a baby cannot start to grow and a pregnancy cannot begin when two people of the same sex have sexual intercourse.

October 5, 2022

Sometimes people use the word sexuality to talk about sex. When people use the word sexuality, they are usually talking about everything in our daily lives that makes us sexual human beings—our gender, our sexual feelings, thoughts, and desires, as well as any sexual contact, from sexual touching to sexual intercourse.

October 5, 2022



15  
Perfectly Normal  
Masturbation



Some people think that masturbation is wrong or harmful. And some religions call masturbation a sin. But masturbating cannot hurt you. And it does not result in pregnancy or in getting or passing on infections that are spread through sexual contact.

Many people masturbate. Many don't. Whether you

masturbate or not is your choice. Masturbating is perfectly normal.

When people masturbate, they usually rub their sex organs with their hands or with something soft, like a pillow. Girls often rub their clitoris; boys often rub their penis. Both the clitoris and the penis are sensitive to touch.

*Some people think that masturbation is wrong or harmful. And some religions call masturbation a sin. But masturbating cannot hurt you. And it does not result in pregnancy or in getting or passing on infections that are spread through sexual contact. Many people masturbate. Many don't. Whether you masturbate or not is your choice. Masturbating is perfectly normal. When people masturbate, they usually rub their sex organs with their hands or with something soft, like a pillow. Girls often rub their clitoris; boys often rub their penis. Both the clitoris and the penis are sensitive to touch.*

After a bit, a person's vagina becomes moist and slippery, and the clitoris becomes hard. After a bit, a person's penis becomes erect, stiff, and larger. Sometimes a bit of clear fluid that may contain a few sperm comes out of the tip of the penis and makes it wet. This is usually when two people begin to feel excited about each other.

But in fact, there are different kinds of sexual intercourse — vaginal intercourse, oral intercourse, and anal intercourse.

When a person with a female body and a person with a male body are having vaginal intercourse, the erect penis goes into and inside the vagina, which stretches in a way that fits around the penis. The wetness from the vagina makes it easier for the penis to go into the vagina.

Vaginal intercourse is also called vaginal sex. As the two people move back and forth in rhythm, the movement of the penis inside the vagina soon feels very good. They may hug and kiss and touch each other even more as all of this is going on and feel more and more excited.



When these feelings come to a climax, semen is ejaculated from the penis and spurts into the vagina, and the muscles in the vagina and uterus tighten and finally relax. This is called having an orgasm. Often, right after an orgasm, a small amount of fluid may come out of the vagina and out of the penis.

It's Perfectly Normal. Changing Bodies, Growing Up

## 4 Making Love Sexual Intercourse

The dictionary tells us one more thing about sex. It says:

1. Sexual intercourse.

Sex can also mean sexual intercourse. Some people call sexual intercourse "having sex."

Now or is going to it?

Getting to WHAT?

Oh, wow and I wonder if you can feel our own same about sex as the movie people.

Most often, sexual intercourse happens when two people feel very sexy and very attracted to each other and may also have very loving and romantic feelings about each other. These feelings often make them want to or decide to be very close to each other in a sexual way. People can have these feelings for people of a different gender, or for people of the same gender, or for all genders.

One kind of sexual intercourse happens when a person with a female body and a person with a male body are so close to each other that the penis goes inside the vagina, and the vagina stretches in a way that fits around the penis.

This kind of touching can make the whole body feel good — feel sexy. And when this kind of sexual intercourse happens, it is possible for a female body and a male body — once their reproductive organs have grown up — to make a baby.

This is what I thought it was about.

I'd rather not think about it.

Most people don't have sexual intercourse only when

8 IT'S PERFECTLY NORMAL

## COPIES AT ANDERSON ELEMENTARY

Call Number	Barcode	Status	Description	Sublocation
613.9 HAR	38059000132862	Available		

## OFF-SITE COPIES ( 3 )

Call Number	Barcode	Status	Description	Site
613.9 HAR	38057000110235	Available		General Currie Elementary
613.9 HAR	38030000122476	Available		McKay Elementary
613.9 HAR	38040000106783	Available		McKinney Elementary

Select 1 - 8

Last loaded

1

[\[tag:twfcr.bc.catalogue.libraries.coop.2022:bblio-record\\_entry/111013689\] It's perfectly normal : changing bodies, growing up, sex and sexual health.](#) Book  
[Harris, Robie H.](#)  
Call number: J 613.9 HAR  
Publisher: Somerville, Mass. : Candlewick Press, 2014.  
ISBN: 978076368723 (pbk. 1 :  
Edition: 20th Anniversary edition.  
Phys. Desc.: 96 pages : color illustrations ; 27 cm.

Library	Shelving location	Call number	Status
<a href="#">Williams Lake Branch</a>	Juvenile Non-fiction	J 613.9 HAR	Available

1 of 1 copy available at BC Interlibrary Connect.  
1 of 1 copy available at Cariboo Regional Library.

✓ Place Hold  
➕ Add to basket  
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2

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[Harris, Robie H.](#)  
Call number: J 613.907 HAR  
Publisher: Cambridge, MA : Candlewick Press, c1996.  
ISBN: 9781564021991 :  
Edition: 1st ed.  
Phys. Desc.: 89 p. : col. ill. ; 26 cm.

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[Harris, Robie H.](#)  
Call number: J 613.9071 HAR  
Publisher: Somerville, Massachusetts : Candlewick Press, 2021.  
ISBN: 1536207217  
Edition: Fifth edition 2021.  
Phys. Desc.: 116 pages : color illustrations ; 27 cm

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[Harris, Robie H.](#)  
Call number: J 613.90712 HAR  
Publisher: Somerville, Massachusetts : Candlewick Press, 2021.  
ISBN: 9781536207200  
Edition: Fifth hardcover edition.  
Phys. Desc.: 116 pages : colour illustrations ; 27 cm

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[Harris, Robie H.](#)  
Publisher: Somerville, Mass. : Candlewick Press, c2009.  
ISBN: 978076369849 (electronic bk.)  
Edition: 3rd ed.  
Phys. Desc.: 1 online resource : col. ill.  
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[Harris, Robie H.](#)  
Call number: J 613.90712 HAR  
Publisher: Somerville, Mass. : Candlewick Press, c2009.  
ISBN: 9780763644840  
Edition: 3rd ed.  
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[Simpke, Brian J.](#)  
Call number: 649.1 SCH  
Publisher: Mississauga, Ont. : John Wiley & Sons, c2011.  
ISBN: 9780470576058 (pbk)  
Phys. Desc.: x, 276 p. ; 22 cm.

8

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Call number: PRE  
Publisher: Burbank, CA : Distributed by Warner Home Video, [2011]  
ISBN: 0780671546  
Phys. Desc.: 5 videodiscs (963 min.) : sd., col. ; 4 3/4 in.

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# All Boys Aren't Blue

by George M Johnson

He reached his hand down and pulled out my dick. He quickly went to giving me head. I just sat back and enjoyed it as I could tell he was, too. He was also definitely experienced in what he was doing, because he went to work quite confidently. He then came up and asked me if I wanted to try on him. I said sure. I began and he said, "Watch your teeth." I didn't want to let him know I was inexperienced. So, I slowed down and took my time and luckily got into a good rhythm. He didn't know I was a virgin, and I did my best to act dominant like my favorite porn star. I was an actor, and this was my movie.

There was so much excitement running through my body. This was much more than losing my virginity. For once, I was consenting to the sexual satisfaction of my body. This moment also confirmed that sex could look how I wanted it to look. And that it could be passionate and kind, but most importantly, fun and satisfying. His body felt great in my mouth.

I had previously topped someone who clearly enjoyed it, but he had been enjoying anal sex before I ever came along. He knew what to expect. I didn't. As an avid porn watcher, the only thing I knew about anal sex previously was that it was painful, or at least played up as such on the cameras.

Nervous and drunk, I listened and got on my stomach. He got on top and slowly inserted himself into me. It was the worst pain I think I had ever felt in my life. He then added more lube and tried again, which felt better but not by much. He began his stroking motion. Eventually, I felt a mix of pleasure with the pain.

I can't say that I didn't enjoy it, because I did. But it was painful for sure. In those few minutes though, I can say that he was gentle. His aim wasn't to hurt me, and my aim was for him to be pleased, too. He didn't last long inside of me, thankfully. He gave me a kiss before he pulled out. I didn't stay long, nor did I masturbate after. I was in a state of shock. I just wanted to get back home.

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**Title**  
All Boys Aren't Blue: a memoir-manifesto

**Call No**  
FIC (NF) JQH

**Authors**  
Johnson, George M. (George Matthew), 1985-

**Subjects**  
Johnson, George M., 1985- (George Matthew).--Childhood and youth  
Gay men--Identity  
African American gay men.  
Memoir.  
Non-fiction reads as fiction

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General

**Dimensions**  
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**All Boys Aren't Blue: a memoir-manifesto**

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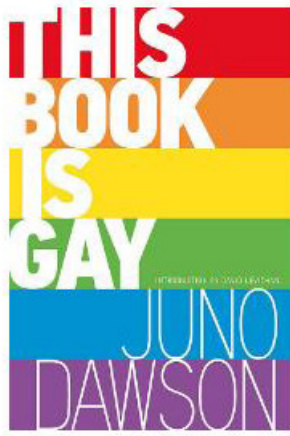
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# This Book is Gay

by Juno Dawson

## RED FLAGS

This book contains sexually explicit excerpts and commentary. The book also contains "obscene" illustrations

## You can't mistake our biology

**Biological differences between gay and straight** [44](#)

- Gay men and straight women have equally proportioned brain hemispheres. Gay women and straight men have slightly larger right hemispheres.
- Gay men have slightly longer and thicker winkies. Excellent.
- The amygdala of gay men is more responsive to porn than those of straight men. So we have bigger dicks and we're hornier. Jus' sayin'.

## Where to meet people like you

**Be aware that many dating sites have a minimum age of eighteen, although some people arrange dates through Twitter or Facebook too.** [156](#)

"I've had dates (and consequently sex) with people I've met through Twitter, but they've come along as a result of my normal interactions on there rather than anything deliberate. Facebook is different—that's reserved for people I actually 'know.'"

**APPS** [156](#)

The smartphone revolution understood that, like anything in the twenty-first century, we'd eventually want to be able to download sex. It wouldn't surprise me if, in a couple of years, we can download the idea of sex so convincingly that we won't have to bother with the messy bodily fluids and pesky emotional stuff at all. It is a fact that although grown-up adult types are sometimes looking for a serious relationship, sometimes they are just looking for a spot of sexyfuntime. You may come to establish that gay and bi men in particular do seem to quite like sex. OK, nearly everyone likes sex, but gay guys really seem to have cornered the market. Remember, this is fine as long as you're honest and always use a condom. Gay and bi men have taken to app sex like ducks to sexy water.

**THE GREAT SEX-APP** [158](#)

Debate Pro sex app "I have used Grindr—the advantages are you can get what you want quickly. The downside is that its the same people repeatedly, so can get boring very quickly, and there is an awful lot of 'Hi, how are you?', which people could do without.

**"I've downloaded Grindr and chatted/sexted men on it but have never physically met men via it. If one was in need of a sexual encounter, whether it be a hookup or something less casual, one could almost always find something. However, the men on these apps tend to be shallow when it comes to appearances and sexual identity (i.e., 'looking for masc,' 'white and Asian only.')"** [159](#)

**•If you're THAT HORNY that you want to do a "sex meet," meet the "trick" in a public place for a drink first. That way you can assess if you fancy them in the flesh/they are not a twitchy-eyed freakazoid before letting them into your house. This is much, MUCH safer, obviously.** [161](#)

## The ins and outs of gay sex

**This chapter is about sex. Therefore it has sex in it. WELL, DUH. If you are a younger reader and feel you aren't ready for the finer details of same-sex pairings, then simply skip this whole chapter.** [167](#)

HOWEVER, before you do, I'd like to remind you that we taught you all about straight sex when you were ELEVEN YEARS OLD during sixth grade. The fact that they didn't also teach you what same-sex couples do is nothing less than institutionalized homophobia. Straight sex was presented as the norm to make five percent of the population feel abnormal. Is there something icky about gay sex? Is there something wrong with it? I challenge any politician to discuss this with me. I WILL RUIN THEM.

This chapter is simply all the stuff teachers SHOULD be saying if they want to be inclusive of people with same-sex feelings.

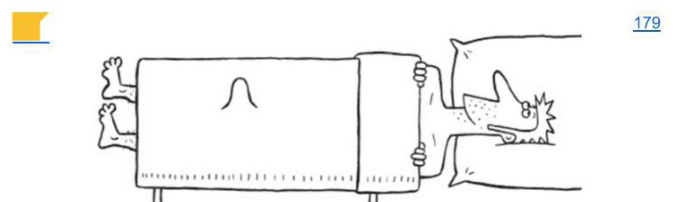
**Part One: Boy-on-Boy Sex** [173](#)

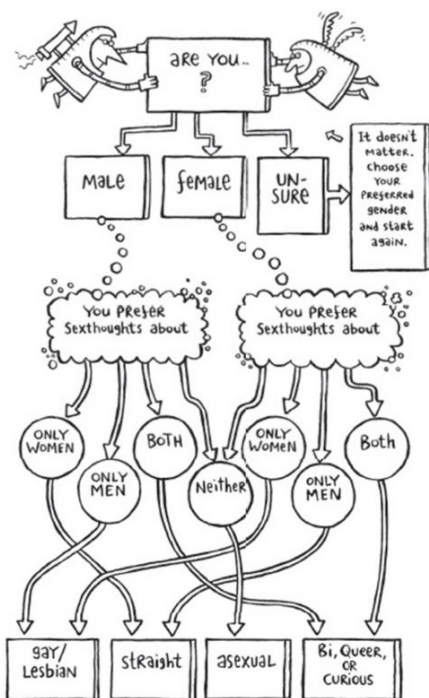
Here is a diagram of a boy. If you are also a boy, you are probably aware which parts FEEL NICE when you touch them, but here's a rough guide.

**Doing the Sex** [175](#)

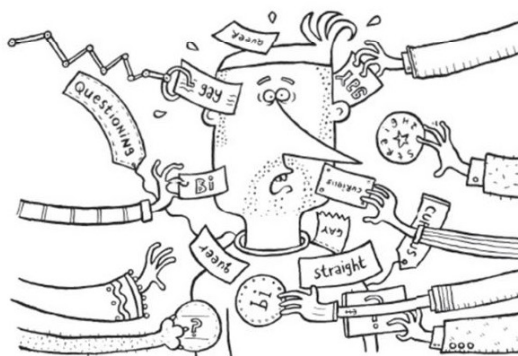
Two men can pleasure each other in a variety of fun ways.

1. Handies: Perhaps the most important skill you will master as a gay or bi man is the timeless classic, the hand job. The good news is, you can practice on yourself. The bad news is, each guy has become very used to his own way of getting himself off. Learning how to find a partner's personal style can take ages, but it can be very rewarding when you do.





## THE NAME GAME



So, you may have **SEXTHOUGHTS** about people of the same gender as you, OR you may have questions regarding your own gender. Loads of people—even people who end up identifying as straight and cis—have these thoughts and questions. I think it's far odder to have NEVER thought about it. I'm a gay man, but I've considered having sexyfuntime with women plenty of times. Funnily enough, it's yet to "turn me."

This is all fine. The fact that you've identified your sexthoughts is probably the hardest part, so reward yourself with a delicious piece of cake.

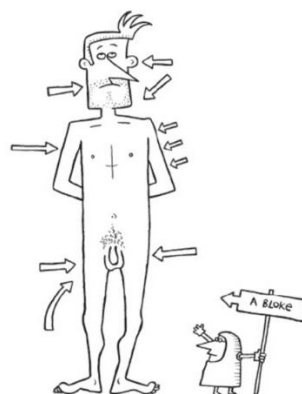
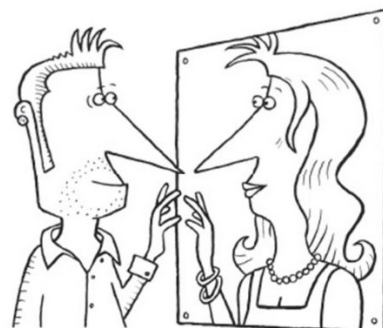
BUT now we get to the bit where you actually have to make a choice.

1. You can choose to do nothing. You can sit on these feelings and hope they go away.
2. You can acknowledge them and act on them—have the sex you wanna have or wear the clothes you wanna wear—but choose not to define yourself.
3. You can act on them AND adopt an identity to define yourself. This is the bit where you'd get the membership card and become part of a community.

2. **Blowies:** Oral sex is popping another dude's peen in your mouth or, indeed, popping yours in his. There is only one hard and fast rule when it comes to blow jobs—WATCH THE TEETH. Lips and tongue, yes; teeth, NO. Again, girls can take it in turns to perform oral sex or, if feeling adventurous, they can perform it at the same time.

3. **Toys and strap-ons:** Some women like these; some don't. Much has been written about why gay women would seek to play with a replacement penis, but I say who the heck cares—if it feels nice, go for it! Moreover, a man is more than a penis—just because a woman wants something a bit penis-shaped doesn't mean she fancies broad-shouldered, beardy, no-boobed men.

Toys, dildos, vibrators, and strap-ons all fulfill the same purpose—a prosthesis to insert into the vagina. As with gay men, one woman isn't the "man." Two women having same-sex sex are both (yup) women!



Part One: Boy-on-Boy Sex

Here is a diagram of a boy. If you are also a boy, you are probably aware which parts **FEEL NICE** when you touch them, but here's a rough guide.

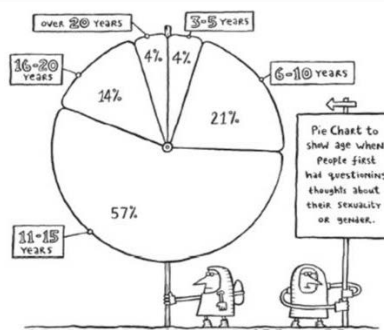
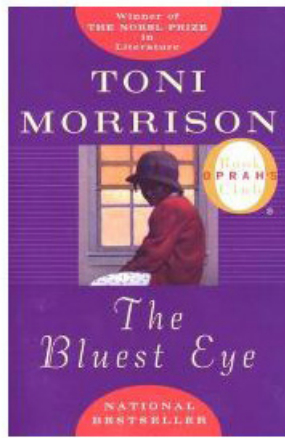


FIGURE 1

As you can see, almost a quarter of the sample were having same-sex sexthoughts and/or thoughts regarding their gender before puberty, with over half at puberty.





# The Bluest Eye

by Toni Morrison

## RED FLAGS

Sexual Content, Child Abuse, Child Sexual Abuse, Graphic Sexual and Explicit Content

Start

Nor do they know that she will give him her body sparingly and partially. He must enter her surreptitiously, lifting the hem of her nightgown only to her navel. He must rest his weight on his elbows when they make love, ostensibly to avoid hurting her breasts but actually to keep her from having to touch or feel too much of him. While he moves inside her, she will wonder why they didn't put the necessary but private parts of the body in some more convenient place—like the armpit, for example, or the palm of the hand. Someplace one could get to easily, and quickly, without undressing. She stiffens when she feels one of her paper curlers coming undone from the activity of love; imprints in her mind which one it is that is coming loose so she can quickly secure it once he is through. She hopes he will not sweat—the damp may get into her hair; and that she will remain dry between her legs—she hates the glistening sound they make when she is moist. When she senses some spasm about to grip him, she will make rapid movements with her hips, press her fingernails into his back, suck in her breath, and pretend she is having an orgasm. She 85 might wonder again, for the six hundredth time, what it would be like to have that feeling while her husband's penis is inside her. The closest thing to it was the time she was walking down the street and her napkin slipped free of her sanitary belt. It moved gently between her legs as she walked. Gently, ever so gently. And then a slight and distinctly delicious sensation collected in her crotch. As the delight grew, she had to stop in the street, hold her thighs together to contain it. That must be what it is like, she thinks, but it never happens while he is inside her. When he withdraws, she pulls her nightgown down, slips out of the bed and into the bathroom with relief.

64

September 15, 2022

Then he will lean his head down and bite my tit. Then I don't want him to rub my stomach anymore. I want him to put his hand between my legs. I pretend to wake up, and turn to him, but not opening my legs. I want him to open them for me. He does, and I be soft and wet where his fingers are strong and hard. I be softer than I ever been before. All my strength in his hand. My brain curls up like wilted leaves. A funny, empty feeling is in my hands. I want to grab holt of something, so I hold his head. His mouth is under my chin. Then I don't want his hand between my legs no more, because I think I am softening away. I stretch my legs open, and he is on top of me. Too heavy to hold, and too light not to. He puts his thing in me. In me. In me. I wrap my feet around his back so he can't get away. His face is next to mine. The bed springs sounds like them crickets used to back home.

98

September 15, 2022

He puts his fingers in mine, and we stretches our arms outwaise like Jesus on the cross. I hold on tight. My fingers and my feet hold on tight, because everything else is going, going. I know he wants me to come first. But I can't. Not until he does. Not until I feel him loving me. Just me. Sinking into me. Not until I know that my flesh is all that be on his mind. That he couldn't stop if he had to. That he would die rather than take his thing out of me. Of me. Not until he has let go of all he has, and give it to me. To me. To me. When he does, I feel a power. I be strong, I be pretty, I be young. And then I wait. He 131 shivers and tosses his head. Now I be strong enough, pretty enough, and young enough to let him make me come. I take my fingers out of his and put my hands on his behind. My legs drop back onto the bed. I don't make no noise, because the chil'ren might hear. I begin to feel those little bits of color floating up into me—deep in me. That streak of green from the june-bug light, the purple from the berries trickling along my thighs, Mama's lemonade yellow runs sweet in me. Then I feel like I'm laughing between my legs, and the laughing gets all mixed up with the colors, and I'm afraid I'll come, and afraid I won't. But I know I will. And I do. And it be rainbow all inside. And it lasts and lasts and lasts. I want to thank him, but don't know how, so I pat him like you do a baby. He asks me if I'm all right. I say yes. He gets off me and lies down to sleep. I want to say something, but I don't. I don't want to take my mind offen the rainbow. I should get up and go to the toilet, but I don't. Besides, Cholly is asleep with his leg thrown over me. I can't move and don't want to. "But it ain't like that anymore. Most times he's thrashing away inside me before I'm woke, and through when I am. The rest of the time I can't even be next to his stinking drunk self. But I don't care 'bout it no more.

99

September 15, 2022

She tickled his ribs with her fingertips. He giggled and grabbed his rib cage. They were on top of each other in a moment. She corkscrewing her hands into his clothes. He returning the play, digging into the neck of her dress, and then under her dress. When he got his hand in her bloomers, she suddenly stopped laughing and looked serious. Cholly, frightened, was about to take his hand away, but she held his wrist so he couldn't move it. He examined her then with his fingers, and she kissed his face and mouth. Cholly found her muscadine-lipped mouth distracting. Darlene released his head, shifted her body, and pulled down her pants. After some trouble with the buttons, Cholly dropped his pants down to his knees. Their bodies began to make sense to him, and it was not as difficult as he had thought it would be. She moaned a little, but the excitement collecting inside him made him close his eyes and regard her moans as no more than pine sighs over his head. Just as he felt an explosion threaten, Darlene froze and cried out. He thought he had hurt her, but when he looked at her face, she was staring wildly at something over his shoulder. He jerked around.

113

September 15, 2022



The tenderness welled up in him, and he sank to his knees, his eyes on the foot of his daughter. Crawling on all fours toward her, he raised his hand and caught the foot in an upward stroke. Pecola lost her balance and was about to careen to the floor. Cholly raised his other hand to her hips to save her from falling. He put his head down and nibbled at the back of her leg. His mouth trembled at the firm sweetness of the flesh. He closed his eyes, letting his fingers dig into her waist. The rigidity of her shocked body, the silence of her stunned throat, was better than Pauline's easy laughter had been. The confused mixture of his memories of Pauline and the doing of a wild and forbidden thing excited him, and a bolt of desire ran down his genitals, giving it length, and softening the lips of his anus. Surrounding all of this lust was a border of politeness. He wanted to fuck 163 her—tenderly. But the tenderness would not hold. The tightness of her vagina was more than he could bear. His soul seemed to slip down to his guts and fly out into her, and the gigantic thrust he made into her then provoked the only sound she made—a hollow suck of air in the back of her throat. Like the rapid loss of air from a circus balloon. Following the disintegration—the falling away—of sexual desire, he was conscious of her wet, soapy hands on his wrists, the fingers clenching, but whether her grip was from a hopeless but stubborn struggle to be free, or from some other emotion, he could not tell. Removing himself from her was so painful to him he cut it short and snatched his genitals out of the dry harbor of her vagina. She appeared to have fainted. Cholly stood up and could see only her grayish panties, so sad and limp around her ankles. Again the hatred mixed with tenderness. The hatred would not let him pick her up, the tenderness forced him to cover her. So when the child regained consciousness, she was lying on the kitchen floor under a heavy quilt, trying to connect the pain between her legs with the face of her mother looming over her.

126

September 15, 2022

He could have been an active homosexual but lacked the courage. Bestiality did not occur to him, and sodomy was quite out of the question, for he did not experience sustained erections and could not endure the thought of somebody else's. And besides, the one thing that disgusted him more than entering and caressing a woman was caressing and being caressed by a man. In any case, his cravings, although intense, never relished physical contact. He abhorred flesh on flesh. Body odor, breath odor, overwhelmed him. The sight of dried matter in the corner of the eye, decayed or missing teeth, ear wax, blackheads, moles, blisters, skin crusts—all the natural excretions and protections the body was capable of—disquieted him. His attentions therefore gradually settled on those humans whose bodies were least offensive—children. And since he was too diffident to confront homosexuality, and since little boys were insulting, scary, and stubborn, he further limited his interests to little girls. They were usually manageable and frequently seductive. His sexuality was anything but lewd; his patronage of little girls smacked of innocence and was associated in his 167 mind with cleanliness.

129

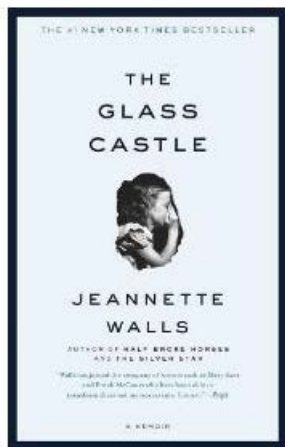
September 15, 2022

But someday I will die. I was always so kind. Why do I have to die? The little girls. The little girls are the only things I'll miss. Do you know that when I touched their sturdy little tits and bit them—just a little—I felt I was being friendly? I didn't want to kiss their mouths or sleep in the bed with them or take a child bride for my own. Playful, I felt, and friendly. Not like the newspapers said. Not like the people whispered. And they didn't mind at all. Not at all. Remember how so many of them came back? No one would even try to understand that. If I'd been hurting them, would they have come back? Two of them, Doreen and Sugar Babe, they'd come together. I gave them mints, money, and they'd eat ice cream with their legs open while I played with them. It was like a party. And there wasn't nastiness, and there wasn't any filth, and there wasn't any odor, and there wasn't any groaning—just the light white laughter of little girls and me. And there wasn't any look—any long funny look—any long funny Velma look afterward. No look that makes you feel dirty afterward. That makes you want to die. With little girls it is all clean and good and friendly.

142

September 15, 2022





# The Glass Castle

by Jeannette Walls

## RED FLAGS:

- Sexual Content (Masturbation, Molestation,
- Sexual Assaults)
- Physical abuse (Peer to Peer)
- Extreme Violence
- Bigotry
- Alcohol & Drug Use (Beer/Cigarettes, Alcoholism & Drunk Driving)
- Extreme Profanity
- Condemnation of Christianity
- Mental Health Issues
- Extreme Poverty
- Child Abuse, Abandonment and Neglect
- Solicitation of Prostitutes
- Adult Situations

## PROFANITY COUNT:

(and other sensitive words)

- f\*ck 1
- p\*ssy 1
- c\*nt 1
- a\*s 4
- b\*tch 9 (sonofabitch, etc.)
- b\*stard 6
- n\*gger 6 (n\*ggers, N\*ggerville, n\*gger lover)
- screw 1
- whore 8
- faggot 1
- rape 3

- drunk 21
- beer 21
- pissed 3
- shit 7 (shit-hole, bullshit, shit-for-brains)
- demon 17
- damn 44
- Jesus 2 (in vain, Jesus H. Christ)
- virgin 1
- penis 1
- wanker 2 (also wanking off)
- God 34 (in vain, oh my God, by God, godforsaken, Goddamn, Goddammit)

I started stealing matches from Dad. I'd go behind the trailer and light them. I loved the scratching sound of the match against the sandpapery brown strip when I struck it, and the way the flame leaped out of the red-coated tip with a pop and a hiss. I'd feel its heat near my fingertips, then wave it out triumphantly. I lit pieces of paper and little piles of brush and held my breath until the moment when they seemed about to blaze up out of control. Then I'd stomp on the flames and call out the curse words Dad used, like "Dumb-ass sonofabitch!" and "Cocksucker!"

27

September 5, 2022

"You flea-bitten drunk!" Grandma would scream. "You goddamned flint-faced hag!" Dad would shout back. "You no-good two-bit pud-sucking bastard!" "You scaly castrating banshee bitch!"

32

September 5, 2022

"Tell us a story about yourself, Dad!" we'd beg him. "Awww. You don't want to hear another story about me," he'd say. "Yes, we do! We do!" we'd insist. "Well, okay," he'd say. He'd pause and chuckle at some memory. "There's many a damned foolhardy thing that your old man has done, but this one was harebrained even for a crazy sonofabitch like Rex Walls."

36

September 5, 2022

"Nothing, probably," I said. "I just think maybe I saw something in the bedroom." Dad raised his eyebrows. "But it was probably just a figment of my overly active imagination." "Did you get a good look at it?" he asked. "Not really." "You must have seen it. Was it a big old hairy sonofabitch with the damndest-looking teeth and claws?" "That's it!" "And did it have pointed ears and evil eyes with fire in 'em, and did it stare at you all wicked-like?" he asked. "Yes! Yes! You've seen it, too?" "Better believe I have. It's that old ornery bastard Demon."

48

September 5, 2022

Dad said something about freaks of nature, and Mom called Dad a Mr. Know-It-All Smarty-Pants who refused to believe that she was special. Dad said something about Jesus H. Christ on a goddamn crutch not taking that much time to gestate. Mom got upset at Dad's blasphemy, reached her foot over to the driver's side, and stomped on the brake. It was the middle of the night, and Mom bolted out of the car and ran into the darkness. "You crazy bitch!" Dad hollered. "Get your goddamn ass back in this car!" "You make me, Mr. Tough Guy!" she screamed as she ran away.

54

September 5, 2022

"They're for suckers who rely on luck." Dad knew all about statistics, and he explained how the casinos stacked the odds against the slot players. When Dad gambled, he preferred poker and pool—games of skill, not chance. "Whoever coined the phrase 'a man's got to play the hand that was dealt him' was most certainly one piss-poor bluffer," Dad said.

67

September 5, 2022

Goddammit, Rose Mary," Dad snapped. "Do you think I'm a fucking idiot?" "What?" Mom asked, throwing her arms up in the air. "Am I not allowed to give my daughter a sock?" She winked at me again, just in case I didn't get it.

89

September 5, 2022

The neighborhood also had its share of perverts. Mostly, they were shabby, hunched men with wheedling voices who hung around on street corners and followed us to and from school, trying to give us boosts when we climbed a fence, offering us candy and loose change if we would go play with them. We called them creeps and hollered at them to leave us alone, but I worried about hurting their feelings because I couldn't help wondering if maybe they were telling the truth, that all they wanted was to be our friends.

114

September 5, 2022



The next day, when Dad came home and we told him what had happened, he said he was going to kill that lowlife sonofabitch. He and Brian and I went out on a serious Pervert Hunt. Our blood up, we searched the streets for hours, but we never did find the guy. I asked Mom and Dad if we should close the doors and windows when we went to sleep. They wouldn't consider it. We needed the fresh air, they said, and it was essential that we refuse to surrender to fear. So the windows stayed open. Maureen kept having nightmares of men in Halloween masks. And every now and then, when Brian and I were feeling revved up, he'd get a machete and I'd get a baseball bat and we'd go Pervert Hunting, clearing the streets of the creeps who preyed on kids.

September 5, 2022

Dad yanked out the silverware drawer and hurled the forks and spoons and knives across the room, then picked up one of the chairs and smashed it on Grandpa's table. "Rose Mary, where the goddamn hell are you, you stinking bitch?" he yelled. "Where is that whore hiding?"

September 5, 2022

The family who had it the toughest on Little Hobart Street, I would have to say, was the Pastors. The mother, Ginnie Sue Pastor, was the town whore. Ginnie Sue Pastor was thirty-three years old and had eight daughters and one son. Their names all ended with Y. Her husband, Clarence Pastor, had black lung and sat on the front porch of their huge sagging house all day long, but he never smiled or waved at passersby. Just sat there like he was frozen. Everyone in town said he'd been impotent for years and none of the Pastor kids was his.

September 5, 2022

Ginnie Sue Pastor pretty much kept to herself. At first I wondered if she lay around in a lacy negligee all day, smoking cigarettes and waiting for gentlemen callers. Back in Battle Mountain, the women lounging on the front porch of the Green Lantern—I'd long since figured out what they really did—wore white lipstick and black mascara and partially unbuttoned blouses that showed the tops of their brassieres. But Ginnie Sue Pastor didn't look like a whore. She was a blowsy woman with dyed yellow hair, and from time to time we saw her out in the front yard, chopping wood or filling a scuttle from the coal pile. She usually wore the same kinds of aprons and canvas farm coats worn by the rest of the women on Little Hobart Street. She looked like any other mom.

September 5, 2022

Of course I went. I'd never gotten inside the Green Lantern, but now I'd get an up-close look at a genuine prostitute. There were lots of things I wanted to know: Was whoring easy money? Was it ever any fun, or was it just gross? Did Kathy and her sisters and her father all know Ginnie Sue Pastor was a whore? What did they think of it? I didn't plan on flat out asking these questions, but I did think that by getting inside the Pastors' house and meeting Ginnie Sue, I'd come away with some idea of the answers.

September 5, 2022

Sweet Man came in crying, and Ginnie Sue picked him up and let him suck some mayonnaise off her finger. "You did good on that bird," Ginnie Sue told me. "You strike me as the kind of girl who's one day going to be eating roast chicken and those on-fire desserts just as much as you want." She winked. It was only on the way home that I realized I hadn't gotten answers to any of my questions. While I was sitting there talking to Ginnie Sue, I'd even forgotten she was a whore. One thing about whoring: It put a chicken on the table.

Grandpa and Uncle Stanley did have a working bathroom, so every weekend some of us went over to take a bath. One time I was sitting next to Uncle Stanley on the couch in his room, watching Hee Haw and waiting for my turn in the tub. Grandpa was off at the Moose Lodge, where he spent the better part of every day; Lori was taking her bath; and Mom was at the table in Grandpa's room working on a crossword puzzle. I felt Stanley's hand creeping onto my thigh. I looked at him, but he was staring at the Hee Haw Honeys so intently that I couldn't be sure he was doing it on purpose, so I knocked his hand away without saying anything. A few minutes later, the hand came creeping back. I looked down and saw that Uncle Stanley's pants were unzipped and he was playing with himself. I felt like hitting him, but I was afraid I'd get in trouble the way Lori had after punching Erma, so I hurried out to Mom. "Mom, Uncle Stanley is behaving inappropriately," I said. "Oh, you're probably imagining it," she said. "He groped me! And he's wanking off!" Mom cocked her head and looked concerned. "Poor Stanley," she said. "He's so lonely." "But it was gross!" Mom asked me if I was okay. I shrugged and nodded. "Well, there you go," she said. She said that sexual assault was a crime of perception. "If you don't think you're hurt, then you aren't," she said. "So many women make such a big deal out of these things. But you're stronger than that." She went back to her crossword puzzle.

September 5, 2022

### Part III: Welch

That day I was leaving the house at the same time as Uncle Stanley. He never had the wherewithal to learn to drive, but someone from the appliance store where he worked was picking him up. He asked if I wanted a ride, too. When I told him where I was headed, he frowned. "That's Niggerville," he said. "What you going there for?" Stanley didn't want his friend to drive me there, so I walked. When I got back home later in the afternoon, the house was empty except for Erma, who never set foot outside. She stood in the kitchen, stirring a pot of green beans and taking swigs from the bottle of hooch in her pocket. "So, how was Niggerville?" she asked. Erma was always going on about "the niggers." Her and Grandpa's house was on Court Street, on the edge of the black neighborhood. It galled her when they started moving into that section of town, and she always said it was their fault that Welch had gone downhill. When you were sitting in the living room, where Erma always kept the shades drawn, you could hear groups of black people walking into town, talking and laughing. "Goddamn niggers," Erma always muttered. "The reason I have not gone out of this house in fifteen years is because I do not want to see or be seen by a nigger." Mom and Dad had always forbidden us to use that word. It was much worse than any curse word, they told us. But since Erma was my grandmother, I never said anything when she used it. Erma kept stirring the beans. "Keep this up and people are going to think you're a nigger lover," she said.

September 5, 2022

They'd been gone for a minute or two when I heard Brian weakly protesting. I went into Grandpa's bedroom and saw Erma kneeling on the floor in front of Brian, grabbing at the crotch of his pants, squeezing and kneading while mumbling to herself and telling Brian to hold still, goddammit. Brian, his cheeks wet with tears, was holding his hands protectively between his legs. "Erma, you leave him alone!" I shouted. Erma, still on her knees, twisted around and glared at me. "Why, you little bitch!" she said. Lori heard the commotion and came running. I told Lori that Erma was touching Brian in a way she ought not to be. Erma said she was merely mending Brian's inseam and that she shouldn't have to defend herself against some lying little whore's accusations. "I know what I saw," I said. "She's a pervert!" Erma reached over to slap me, but Lori caught her hand. "Let's all calm down," Lori said in the same voice she used when Mom and Dad got carried away, arguing. "Everybody. Calm down." Erma jerked her hand out of Lori's grasp and slapped her so hard that Lori's glasses went flying across the room. Lori, who had turned thirteen, slapped her back. Erma hit Lori again, and this time Lori struck Erma a blow in the jaw. Then they flew at each other, tussling and flailing and pulling hair, locked together, with Brian and me cheering on Lori until we woke up Uncle Stanley, who staggered into the room and pushed them apart.

September 5, 2022





# Melissa

(previously published as George)

by Alex Gino

## RED FLAGS

Materials designed for Pre K and Elementary students are age inappropriate and hyper-sexualize children, and gender ideology propaganda

### Chapter I: Secrets

HOW TO HAVE PERFECT SKIN, TWELVE FRESH SUMMER HAIRCUTS, HOW TO TELL A HOTTIE YOU LIKE HIM, and WILD WINTER WARDROBES. George was only a few years younger than the girls smiling at her from the glossy pages. She thought of them as her friends.

September 3, 2022

"That's it." Scott grinned, oblivious to George's panic. "That's my little bro! Growing up and looking at dirty magazines." "Oh," George said out loud. She knew what dirty magazines were. She almost laughed. The girls in the magazines she was looking at wore a lot more clothes than that, even the ones at the beach. George relaxed, at least a little.

### Chapter III: Acting is Just Pretend

Mom, what if I'm a girl? George had seen an interview on television a few months ago with a beautiful woman named Tina. She had golden-brown skin, thick hair with blond highlights, and long, sparkling fingernails. The interviewer said that Tina had been born a boy, then asked her whether she'd had the surgery. The woman replied that she was a transgender woman and that what she had between her legs was nobody's business but hers and her boyfriend's.

September 3, 2022

So George knew it could be done. A boy could become a girl. She had since read on the Internet that you could take girl hormones that would change your body, and you could get a bunch of different surgeries if you wanted them and had the money. This was called transition. You could even start before you were eighteen with pills called androgen blockers that stopped the boy hormones already inside you from turning your body into a man's. But for that, you needed your parents' permission.

September 3, 2022

George knew that Mom was trying to help. But George didn't have a normal problem. She wasn't scared of snakes. She hadn't failed a math test. She was a girl, and no one knew it.

September 3, 2022

### Chapter VIII: Some Jerk

Kelly took a deep breath. "And I'm sorry I ignored you last week." She scratched her neck. "And you know what? If you think you're a girl ... "George braced for Kelly's next words. "Then I think you're a girl too!" Kelly leaped onto her best friend and gave her a hug so big they both nearly toppled over.

September 3, 2022

As the principal spoke, George's eyes scanned the wall behind her. List upon list of phone numbers and email addresses were taped up to the lower half, interspersed with handwritten notes held up with thumbtacks pressed directly into the wall. Dozens of signs hung above, telling kids to eat right, not to take drugs, to do their homework, and not to be a bully. A sign in the far corner showed a large rainbow flag flying on a black background. Below the flag, the sign said SUPPORT SAFE SPACES FOR GAY, LESBIAN, BISEXUAL, AND TRANSGENDER YOUTH.

September 3, 2022

Reading the word transgender sent a shiver down George's spine. She wondered where she could find a safe space like that, and if there would be other girls like her there. Maybe they could talk about makeup together. Maybe they could even try some on.

September 3, 2022

### Chapter IX: Dinner at Arnie's

"George, I'm going to be honest. I worry about you. There are a lot of kids like Jeff out there, and plenty who are worse." Mom blew a puff of air up at her bangs. "I mean, being gay is one thing. Kids are coming out much earlier than when I was young. It won't be easy, but we'll deal with it. But being that kind of gay?" Mom shook her head. "That's something else entirely." "I'm not any kind of gay." At least, George didn't think she was gay. She didn't know who she liked, really, boys or girls.

September 3, 2022



"That's more than just being gay. No wonder she's freaking out." "I know." Scott put down his fork. "So do you?" "Do I what?" "Think you're a girl?" "Yes." George was surprised at how easy that question was to answer. "Oh." Scott ripped a hunk off a roll with his teeth and chewed thoughtfully.

81

September 3, 2022

So I figured you were gay. But I didn't think you were like that." Scott popped a corn fritter into his mouth. "So, like, do you want to"—he made a gesture with two fingers like a pair of scissors—"go all the way?" George squeezed her legs together. "Maybe someday," she said. "Weird. But it kinda makes sense. No offense, but you don't make a very good boy."

82

September 3, 2022

(meaning "neither a boy nor a girl"), I was nineteen, and I took that word and I consumed it—ate it and became it, because it was already me. I can only imagine how my life would be if I had seen someone more like me in a book or three when I was younger. As many of us do, I wrote the book I wanted to read as a kid

Melissa is a transgender girl. If you are talking with someone who doesn't know what that means, you can say that she is a girl who the world sees as a boy, or a girl who was assigned male at birth. You can also say that she is a girl, but she's the only one who knows it. Notice that all of these say first that she is a girl. Also note that transgender (or trans) is an adjective, not a noun. That means you always need a noun after it, like transgender woman.

120

September 3, 2022

## Chapter XI: Invitations

Jeff snickered again. "I heard you were in our class play, Charlotte." "He was, and he was great!" said Kelly. "Oh, shut up. I'm talking to George here. He's more of a girl than you'll ever be."

96

September 3, 2022

"Trying to be a boy is really hard. Mom blinked a few times, and when she opened her eyes again, a teardrop fell down her cheek. "I'm sorry, Gee. I'm so sorry." She pulled George toward her and hugged her tight. "You really do feel like a girl, don't you?" "Yeah, I do. Remember that time I was little, when you found me wearing your skirt as a dress?" "Yes." "And remember how I wanted to be a ballerina and it drove Scott crazy because he said I couldn't because I was a boy?"

98

September 3, 2022

George knew that seeing a therapist was the first step secret girls like her took when they wanted everyone to see who they were. "And then maybe I could grow my hair out and be a girl?"

99

September 3, 2022

Q: I think I might be transgender (or gay, lesbian, bisexual, queer, etc.). What should I do? A: First of all, be proud that you're figuring out who you are. And remember that you don't need all the answers today, and the answers can change. If you can access the Internet, you can read up on as well as connect with other LGBTQIAP+ people. You might be able to find a youth group in your area, or an online community. Check the shelves of your local library. There might be some great books there, and if there are, you might talk more directly with your librarian. Librarians love to connect people with the right resources (it's literally their job!), and they often know about local groups.

123

September 3, 2022

Other things you can do: • Read up on transgender issues on your own, and when you have questions, seek out answers without asking a trans person in your life to be your information resource. • Don't ask invasive questions about a trans person's body or surgery. They may choose to share, and if they do, thank them for trusting you with the information. • Don't compliment people on how well they "pass" or give unrequested advice. Everyone's way of being trans is different, and saying someone "doesn't even look trans" doesn't usually feel like a compliment. • Don't just say the "right things" around your trans friends. Raise issues even and especially when everyone in the room is cisgender. • Don't share private information about people. If someone wants to share that they are transgender, that is their choice, not yours. • A major and regular concern for trans people is safe, public restroom usage. Let your friend know that you're w

125

September 3, 2022

## FAQ (AOTAWTS)

What I can say is that I didn't grow up with any positive representations of transgender people in books or other media. The first time I encountered the word genderqueer

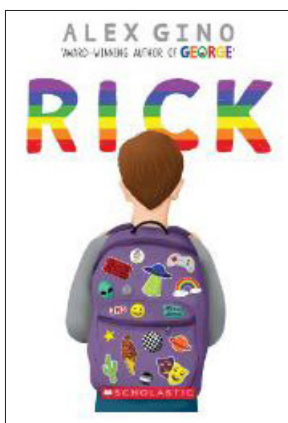
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# Rick

by Alex Gino

## CHAPTER I: RICK RAMSEY, RIGHT HAND MAN

"This game is awesome. You can actually crack a bottle on a guy's head and the shards embed in his skull." "Lemme see!" Rick dropped into the empty chair. Jeff pressed a series of buttons, and a hulking character on the screen picked up a bottle that read XXX and cracked it over the skull of a skinny little guy drinking at the bar.

8

September 3, 2022

## CHAPTER II: SHE DOESN'T USE THAT NAME ANYMORE

Or lately, to stare at, if there was a girl he deemed pretty. This morning, it was a girl. "Check out the hottie!" Jeff said in greeting. He tossed his head vaguely across the schoolyard.

13

September 3, 2022

"Which one?" Rick hated when Jeff called girls hotties. He made it sound like they were sexy pancakes.

13

July 13, 2021

"You know," said Jeff, "I saw a lady walking around on the beach without her clothes this summer." "You told me. You sure she wasn't just wearing a bathing suit the color of her skin?" "No, dude, I told you! She was super naked. And hot too. Everyone was staring. Men, women, kids. Even the fish."

13

July 13, 2021

r. "You look good." Rick meant it. Not the way Jeff would, but more like she looked happy. Last year, her hair had been in her face and her eyes were almost always focused on the ground. Now her reddish-brown hair was brushed back and her eyes were looking right at Rick. "Thanks." Rick's brain felt like a vacuum, and the next words that came to his mind popped right out of his mouth. "So you're ...?" "I'm a girl. A transgender girl. I wanted to come to school as myself last year, but my mom said I should wait for a fresh start in middle school." "That makes sense, I guess." Melissa shrugged. "It would have been nice to stop hiding sooner." "That makes sense too." Rick gave a small, awkward smile. He would have thought it would be weird to meet a transgender girl, but it wasn't, really. At least, not if the girl was Melissa. He continued, "So I guess I know what you're excited about this year."

16

September 3, 2022

When the bell rang, the room devolved into a whirl of chaos. Rick found himself right behind Melissa in the rush to the door, where the kid who had been next to Melissa in the yard waited, bouncing in place. From the front, her T-shirt read, WARNING: RUNS WITH SCISSORS.

17

"Remember that girl in the blue skirt from this morning?" "You mean the hot one?" "Yeah, well, she sits in front of me in homeroom, and I found something out ..." "How was she close up?"

17

September 3, 2022

## CHAPTER IV: PLATO WAS GAY, EVEN DURING SCIENCE CLASS

"I know just the place!" said the girl with the braid. "Has anyone heard of the Rainbow Spectrum? It's an after-school club for LGBTQIAP+ rights. I know about it because my sister helped start it a couple of years ago, when she was in eighth grade."

33

July 13, 2021

Rick was still thinking about the Rainbow Spectrum that evening. Sometimes Rick wondered whether he was gay because he had never had a crush on a girl. But he had never had a crush on a boy either, so how could he be gay?

34

July 13, 2021

## CHAPTER V: THE KETCHUP KERFUFFLE

There were rainbows at the top and bottom of the poster, and big, bold letters that read All Are Welcome. Jeff hit Rick on the shoulder to get his attention. "Whoa, Rick. Check this out. A buncha gay kids are meeting up! Gross!"

37

July 13, 2021

"And then that lesbo tried to tell me that I was harassing her!" "Whoa, dude!" said maybe-Matt. "What did you call her?" "And before you answer that," said maybe-Mark, "you oughta know my aunt's a lesbian." "And she could kick your butt!" added maybe-Matt. "She does aikido. She's scary!" "So now you guys are gonna go all gay on me too?"

38

July 13, 2021

"Did you tell her you were gay?" Scott twisted his fork into a pile of mashed potatoes. "You know I'm okay with that, right? Before Dad left, he made me promise to take care of you. He said you were like that." "I'm not gay," George said. "Why did everyone think she was gay?" "Whatever. I don't care. My friend Matt is gay. It's no big deal." "But it was a big deal. I told her I think I'm a girl." "Oh." That was all Scott said at first. "Oh."

81

September 3, 2022

## CHAPTER VI: ON BEST FRIENDS

"Sorry. I shouldn't make fun of your friends." Grandpa Ray's eyes shifted left and then right. "Not even if they're jerks!" 45

July 13, 2021

with just Kelly, Leila from science class, and the faculty adviser staring at him, or full of gay kids and lesbian kids and bisexual kids and transgender kids.

July 13, 2021

I can already tell this is going to be an exciting year. Before we do anything else, let's do a go-round, where we all introduce ourselves. In addition to sharing your name, grade, and preferred pronouns, 50

July 13, 2021

Zoe was the girl with the patched-up jean jacket. "Hi, I'm Zoe, I'm in eighth grade, and I'm bisexual. My preferred pronouns are she and her. And I'm here because I think LGBTQIAP+ rights are really important." 50

July 13, 2021

"Yeah, so I'm Green, and I'm in sixth grade and enby." Green saw some puzzled looks from around the room and clarified, "Enby from NB, or nonbinary." 51

July 13, 2021

"I'm in sixth grade, and my pronouns are he and his. I'm a straight guy, as far as I can tell, but my moms are queer." 53

July 13, 2021

"I'm Leila. I'm in sixth grade and use she and her, and I don't really know yet, but I've been doing a lot of reading and thinking, and I might be bisexual." 53

My name is Melissa, and I use she and her. I'm in sixth grade, I'm Kelly's BFF, and my connection to the community is that I'm a transgender girl." 53

July 13, 2021

Kelly went next. "Hi. I'm Kelly Arden. I'm straight, but I'm a proud ally." "Not to be harsh," said Zoe, "but ally isn't really an identity to be proud of. And you're new, but we talked about this last year, and we don't use that word as a noun here anymore. Alllying is something you do, not someone you are." "Then what's the A for in LGBTQIAP+?" asked Kelly. "Asexual," said Zoe. A few kids nodded, but others looked confused. "Asexuality is when you don't have any interest in, like, ever doing the deed with anyone." 54

July 13, 2021

Others wanted to protest local businesses that didn't support LGBTQIAP+ rights. 55

July 13, 2021

## CHAPTER IX: PRONOUNS AND PURPOSE

I want to apologize for my ignorance last week. The singular they has a rich history in English, and as I learned on one blog, it is more important to be respectful than to be right. 66

July 13, 2021

Any ideas what the other letters stand for?" 67

July 13, 2021

"Bisexual!" "Transgender!" "Intersex!" 67

July 13, 2021

## CHAPTER X: SECRETS SHARED

"Oh, phew." Rick sat back down. He had never seen an adult quite so nervous to say something before, especially not to a kid. He put his hand on Grandpa Ray's knee and patted it a few times. Grandpa Ray put his hand on top of Rick's and rested it there. Rick could feel Grandpa Ray's bony knee through his pants. 77

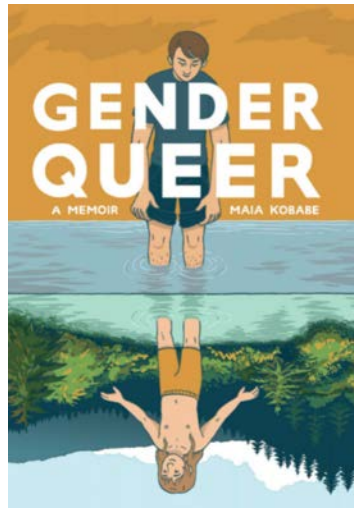
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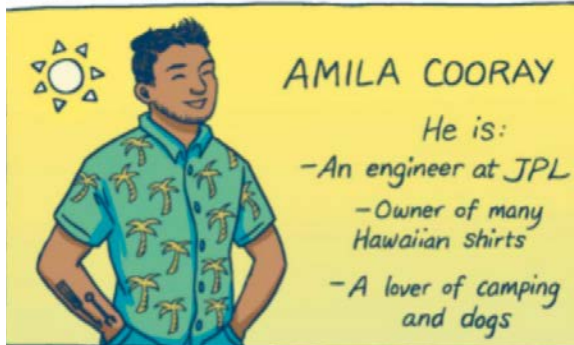




## Gender Queer

by Maia Kobabe

AT THANKSGIVING IN 2015, MY SISTER BROUGHT HER NEW BOYFRIEND TO STAY WITH ME AND MY PARENTS FOR THE FIRST TIME.



AMILA IS THE FIRST PERSON I'VE WATCHED TAKE TESTOSTERONE.



75

ALISON BECHDEL WRITES IN *FUN HOME* ABOUT DISCOVERING MASTURBATION SOON AFTER HER FIRST PERIOD (PAGE 170).



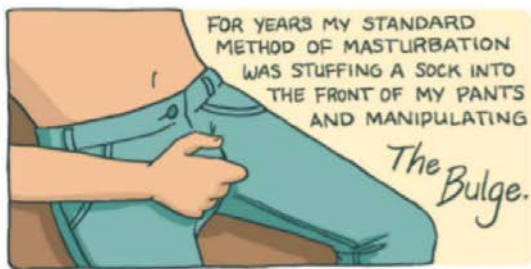
I DISCOVERED IT AT AROUND THE SAME AGE, FOLLOWED BY THE FURTHER REALIZATION THAT MY ABILITY TO BECOME AROUSED WAS GOVERNED BY A STRICT LAW OF DIMINISHING RETURNS.



THE MORE I HAD TO INTERACT WITH MY GENITALS THE LESS LIKELY I WAS TO REACH A POINT OF ANY SATISFACTION. THE BEST FANTASY WAS ONE THAT DIDN'T REQUIRE ANY PHYSICAL TOUCH AT ALL.

136





\* I PROMISE I'M A REALLY SAFE DRIVER.

62

WHEN I FINALLY GOT OLD ENOUGH TO NOT BE EMBARRASSED TALKING ABOUT THIS STUFF WITH MY SISTER:



63



629


AS IF I HAD BEEN STABBED THROUGH MY ENTIRE BODY AND WITH THIS CAME A WAVE OF PSYCHOLOGICAL HORROR



AT THE REALIZATION THAT THINGS CAN GO INSIDE MY BODY

629





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Title Details

Gender Queer: A Memoir

Call No

GN 306.768 K0B

Authors

Kirkham, Maia  
Kirkham, Phoebe

Subjects

Kirkham, Maia--Biography--Comic books, strips, etc.  
 Kirkham, Maia  
 Gender-nonconforming people--United States--Biography--Comic books, strips, etc.  
 Asexual people--United States--Biography--Comic books, strips, etc.  
 Sexual minority youth--United States--Biography--Comic books, strips, etc.  
 Sexual minorities--United States--Biography--Comic books, strips, etc.  
 Asexuality (Sexual orientation)--Comic books, strips, etc.  
 Gender identity--Comic books, strips, etc.  
 Graphic novels.  
 Asexuality (Sexual orientation)--Comic books, strips, etc.  
 Sexual minority youth.  
 Asexual people.  
 Asexuality (Sexual orientation)  
 Coming out (Sexual orientation)

Language

English

Published

[Portland, OR] : Oni-Lion Forge Publishing Group, [2019]

Publication Desc

239 pages : color illustrations ; (paperback)


ISBN

9781583040022

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2018958115

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

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Title

Gender Queer - A Memoir

Call No

FIC (GN) KOB

Authors

Kibabe, Maia

Kibabe, Phoebe

Subjects

Kibabe, Maia

Gender identity—Comic books, strips, etc.

Sexuality (Sexual orientation)—Comic books, strips, etc.

Graphic novels.

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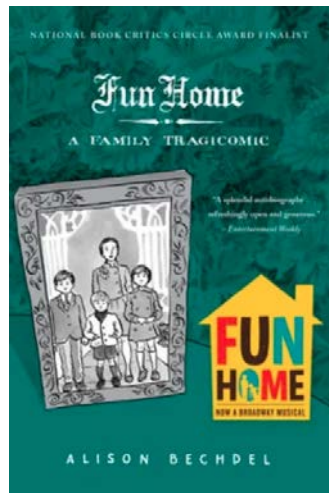





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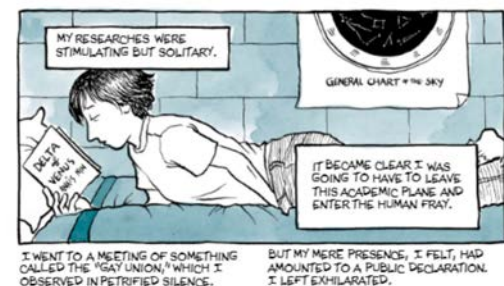
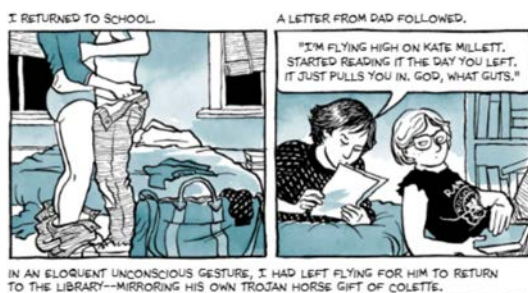
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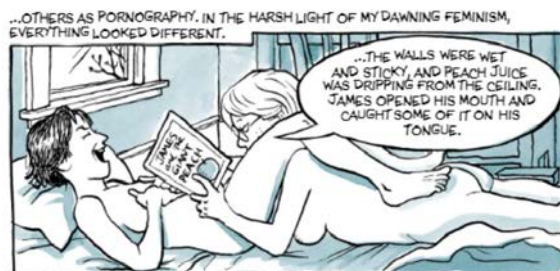


# Fun Home

by Alison Bechdel







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**Authors**  
Bechdel, Alison, 1960-

**Subjects**  
Bechdel, Alison, 1960--Childhood and youth--Comic books, strips, etc.  
Bechdel, Alison, 1960--Homosexual  
Bechdel, Alison, 1960--Test (DQid.C/Pa00194087)  
Bechdel, Alison, 1960--LGBTQ gnd  
Bechdel, Alison, 1960--Lecknade serie: ssc  
Bechdel, Alison, 1960--Comic books, strips, etc. sears  
Maharsh Avid gnd  
Caricature--United States--Family relationships--Comic books, strips, etc.  
Homosexuality--United States--Comic books, strips, etc.  
Closeted grry--United States--Comic books, strips, etc.  
Families--United States--Comic books, strips, etc.  
Fathers and daughters--United States--Comic books, strips, etc.  
Family Relations.  
Homosexuality.  
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**Published**  
Boston : Houghton Mifflin, [2006].

**Publication Desc**  
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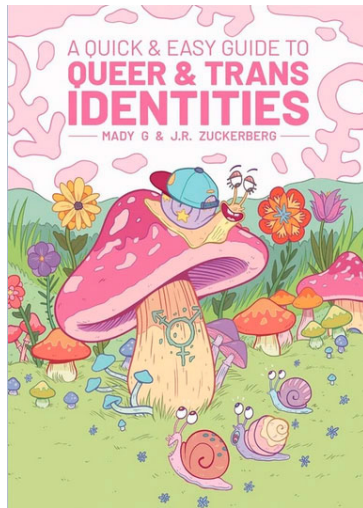
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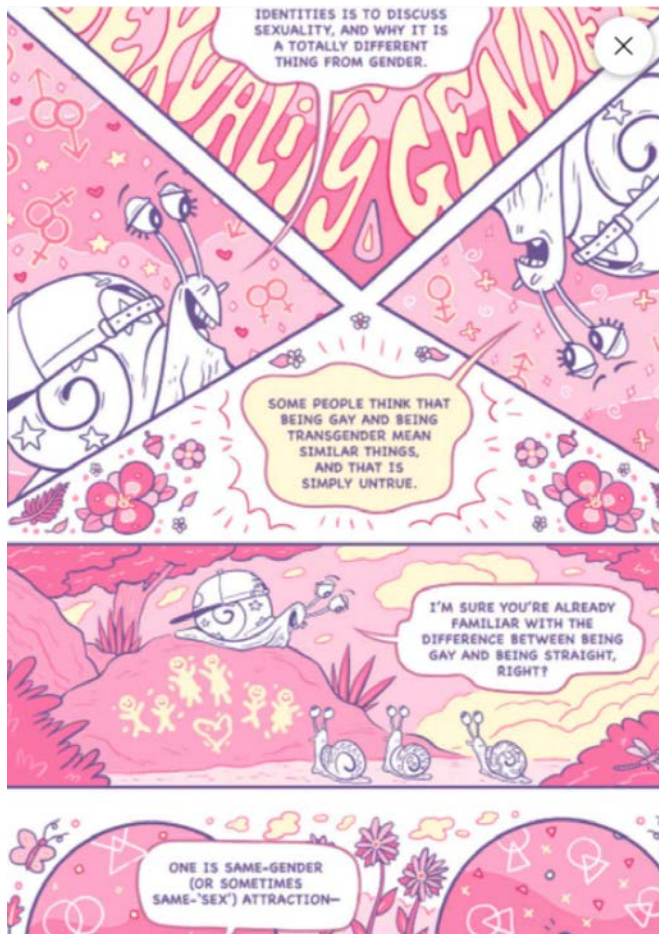
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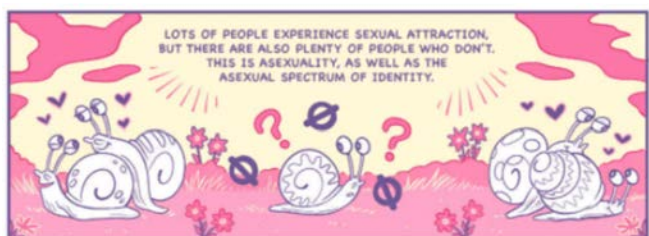
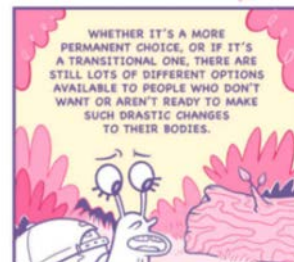
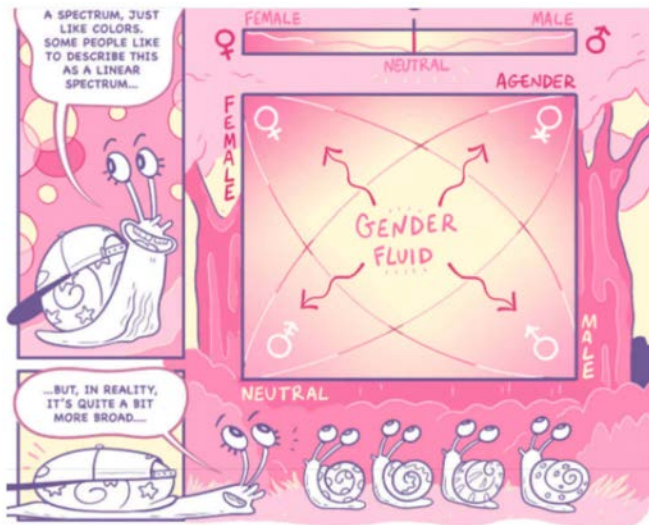


# A Quick and Easy Guide to Queer and Trans Identities

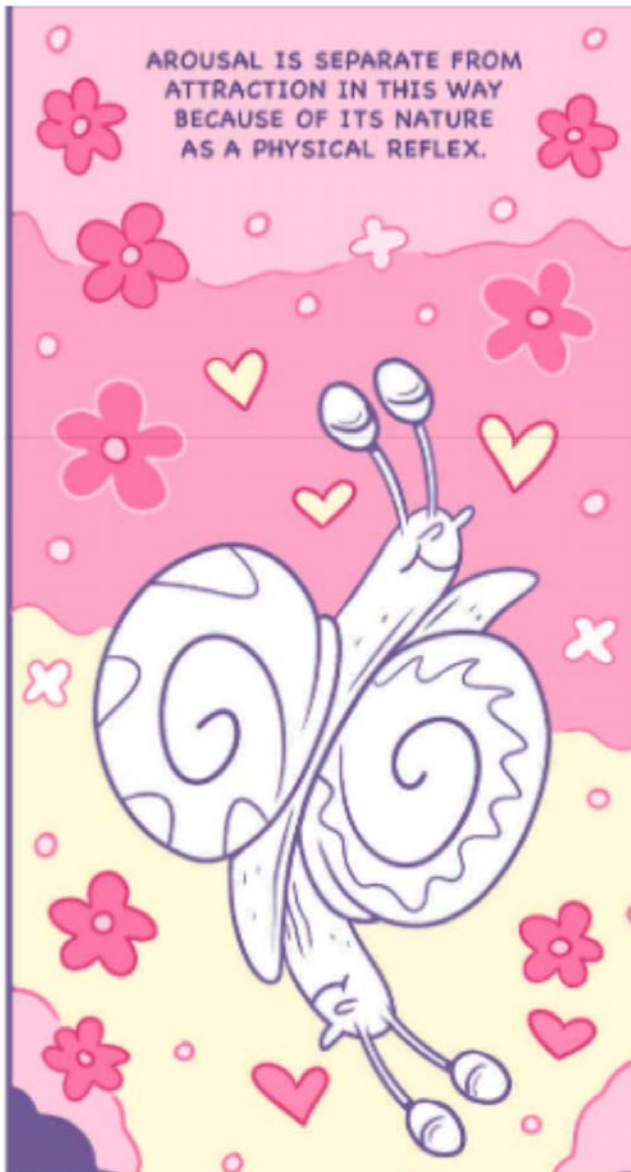
by Mady G & JR Zuckerberg



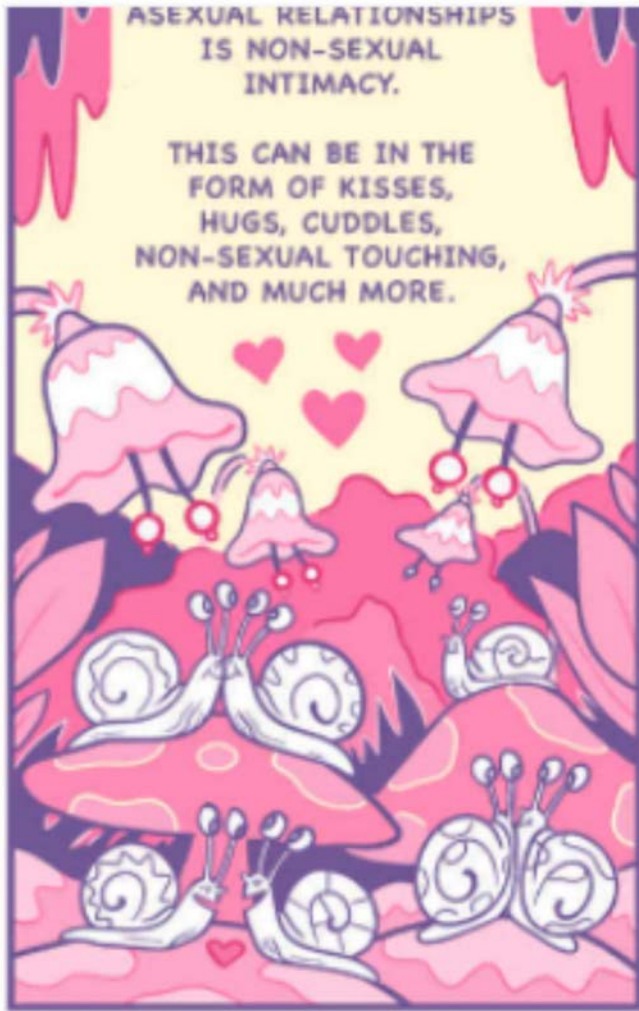












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**Title**  
A quick & easy guide to queer & trans identities -- Quick and easy guide to queer and trans identities.

**Call No**  
HAW NP 306.76 ZUC

**Edition**  
First edition.

**Authors**  
G. Mady (Mady M. Guider)  
Zurbrugg, J. R.

**Subjects**  
Sexual minority community--Juvenile literature.  
Transgender people--Juvenile literature.  
Gender identity--Juvenile literature.  
Gender-nonconforming people--Juvenile literature.  
Sexual minority community--Comic books, strips, etc.  
Transgender people--Comic books, strips, etc.  
Gender identity--Comic books, strips, etc.  
Gender-nonconforming people--Comic books, strips, etc.  
Graphic novels.  
Sexual minority community--Transgender people.  
Gender identity.  
Transgender Persons.  
Gay Lesbian.  
LGBTQ+.  
Rainbow.

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**Book**

**A quick & easy guide to queer & trans identities**  
-- Quick and easy guide to queer and trans identities.

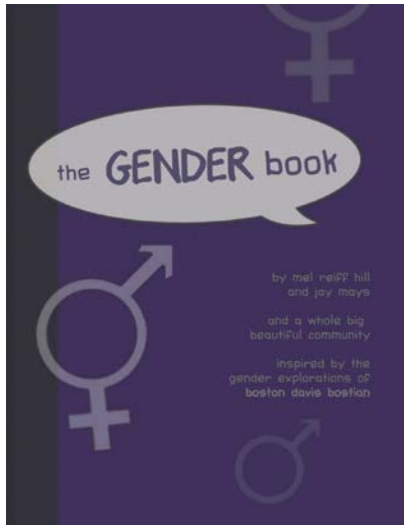
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# The Gender Book

by Mel Reiff Hill and Jay Mays

**FILL OUT THE SURVEY!**

my name is \_\_\_\_\_

I describe my gender identity as \_\_\_\_\_

my pronouns are \_\_\_\_\_

I think gender is... \_\_\_\_\_

The communities I'm a part of are \_\_\_\_\_

I experience gender in my communities as \_\_\_\_\_

What I think people don't realize is \_\_\_\_\_

The question I would have on this survey is \_\_\_\_\_

My answer to that question is \_\_\_\_\_

These are the same questions we asked over 200 people to answer to help build this book. What would you say?

**TABLE OF CONTENTS**

introduction and stuff you already know	p. 1
misconceptions & why they aren't true	p. 2
defining gender is hard to do	p. 3
gender associations	p. 4
a brief history of gender	p. 5
gender across cultures	p. 6
gender on the brain	p. 7
gender versus sex	p. 8
all about intersex	p. 9
gender in kids	p. 10
systems of thinking about gender	p. 11
cisgender and transgender	p. 12
gender identity	p. 13
your gender expression	p. 14
gender perception	p. 15
gender language & pronouns	p. 16
gender and sexuality	p. 17
the transgender umbrella	p. 18
butches, sissies, and androgynes	p. 19
drag kings and drag queens	p. 20
crossdressers	p. 21
trans women	p. 22
trans men	p. 23
other transgender identities	p. 24
gender across communities	p. 25
sample life timeline	p. 26
walk in our shoes	pp. 27-28
challenges and conclusions	p. 29
how to be an ally to gender minorities	p. 30
gender games and study questions!	p. 31
Full length surveys	pp. 32-34
glossary of terms	pp. 35-36
endnotes and further reading	p. 37
thank yous and acknowledgements	p. 38
bonus pull-out gender booklet	pp. 39-42
about the book's creators	p. 42
Fun Facts and index of topics	p. 43

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



# GENDER EXPRESSION

Oh cool, I get it. Gender expression is about the ways I communicate my gender to other people. This includes my short hair, baseball cap, how I don't wear makeup, how I refer to myself, the way I talk, and even the activities I enjoy. Though the specifics change every time I get dressed, I notice I tend to use a consistently masculine palette overall. However, I might present a little differently depending on my mood that day, and the context - you know, whether I'm going to church with my grandma or a party with my friends. But that's just me. How do you wear your gender?

Vocal Pitch  
Word Choice

14

# GENDER PERCEPTION

how is your gender seen?  
how do you see others?

Haircut & style  
Facial color, shape, hair  
Clothing & Accessories  
Body size & shape

How closely does your view of yourself align to how others see you?

It's not very darn close at all, and that hurts. Inside...I'm a girly girl, I like pink and fairy tales and don't want to be strong all the time, but I'm type cast by my size and by my gender, and no one bothers to get to know who I really am inside.

-Em's survey response

\* Many people suffer slurs and physical harm just because they do not conform to gender roles. The murder of Willie Houston, harassed initially for holding his wife's purse, is a tragic reminder of how fear of gender nonconformity affects us all.

"Passing"

# PRONOUNS

are a language's shortcuts used to describe people, places, or things. We're most interested in the uses for people. In English, personal pronouns tend to be gendered, though since the 1980s there's been a movement for a gender-neutral pronoun to avoid awkward contractions like s/he, which appeals greatly to folks outside the gender binary.

Hey Naomi, so I never did ask, which pronouns should I use for you?

I used to think these were all the pronouns out there for people, but the more folks I meet, the more I learn. Choosing our own pronouns can be really empowering.

pronoun	gender
he/him	masculine
she/her	feminine
they/them	neutral
ze/hir	neutral
phe/per	neutral
thon/thon	neutral
ey/em	neutral

they  
he She

I like ze/hir, thanks for asking, Mel!

Yeah, it's good to know. Sometimes I get offended if people assume my pronouns without asking, you know? I rarely mind a polite question about the words I use to describe myself, as long as it's kind.

example

He left his dog with his pal.  
She took her power tools.  
They are a good friend.  
Ze likes to brush hir teeth.  
Phe named per goldfish Bob.  
Thon did all of thon's dishes.  
Ey looked at em skeptically.

MORE Gender Neutral Pronouns

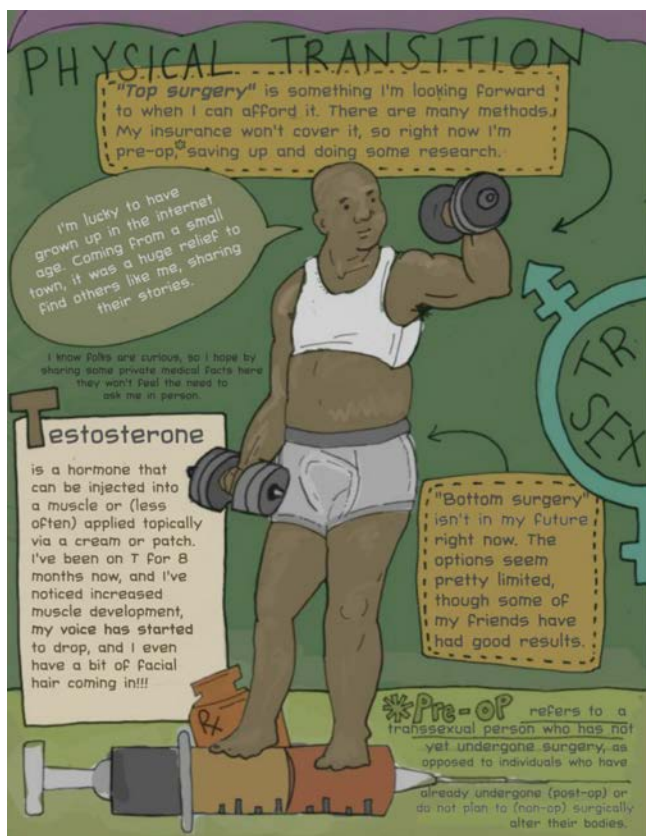
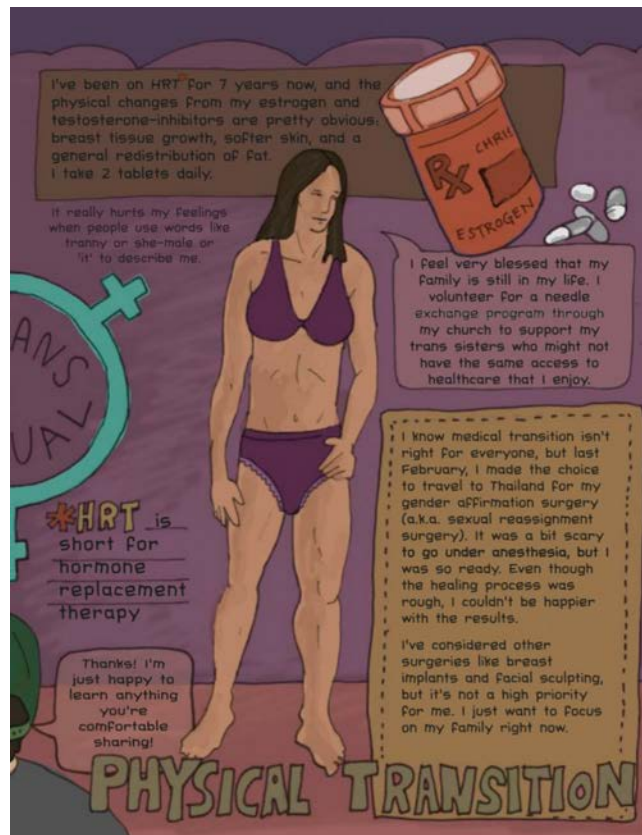
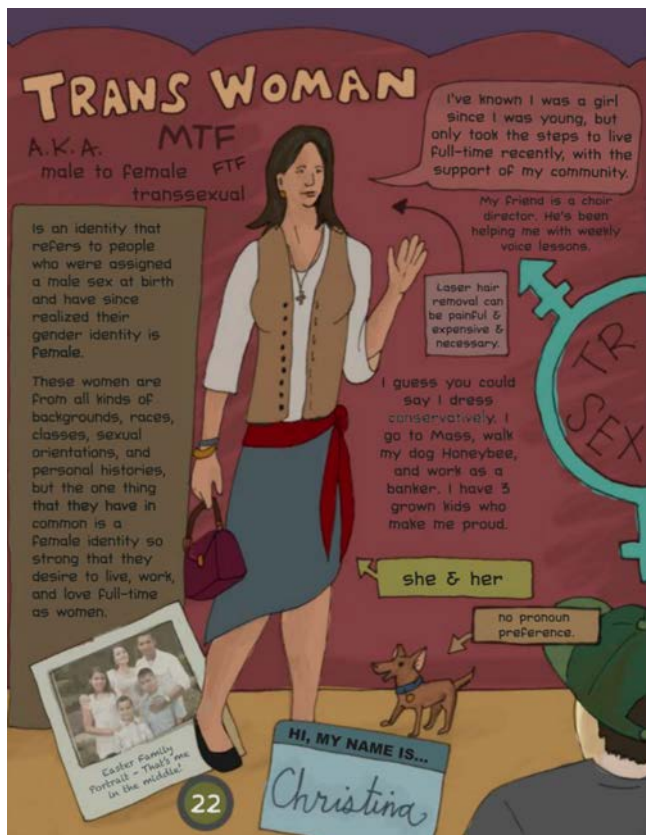
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one, xe,  
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yo, co,  
re, ne,  
hu, ta,  
ve

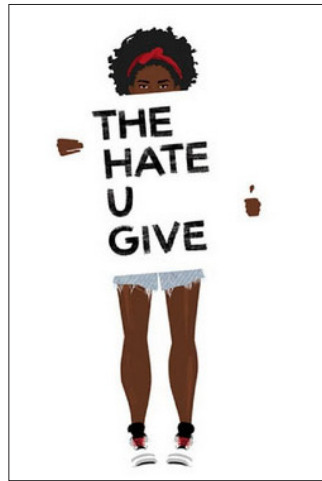
try it!

the "pronoun game" is a fact of life for many transgender folks and their allies. See if you can go 24 hours without gendering someone with your language. ("Alex took Alex's dog to the park.") It can be tricky! Often, though, it's the best course of action when you don't know someone's pronouns yet.

16







# The Hate U Give

by Angie Thomas

Chris slumps in his seat. "I don't know. I don't want it to happen again though."

"Niggas tired of taking shit," DeVante says, between heavy breaths. "Like Starr said, they don't give a fuck about us, so we don't give a fuck. Burn this **bitch** down."

"But they don't live here!" Seven says. "They don't give a *damn* what happens to this neighborhood."

"What we supposed to do then?" DeVante snaps. "All that 'Kumbaya' peaceful shit clearly don't work. They don't listen till we tear something up."

"Those businesses though," I say.

"What about them?" DeVante asks. "My momma used to work at that McDonald's, and they barely paid her. That pawnshop ripped us off a hell of a lot of times. Nah, I don't give a fuck about neither one of them **bitches**."

I get it. Daddy almost lost his wedding ring to that pawnshop once. He actually threatened to burn it down. Kinda ironic it's burning now.

But if the looters decide to ignore the "black owned" tags, they could end up hitting

I might have to **kill** somebody tonight.

It could be somebody I know. It could be a stranger. It could be somebody who's never battled before. It could be somebody who's a pro at it. It doesn't matter how many punch lines they spit or how nice their flow is. I'll have to **kill** them.

First, I gotta get the call. To get the call, I gotta get the hell out of Mrs. Murray's class.

Some multiple-choice questions take up most of my laptop, but the clock though. The clock is everything. According to it, there are ten minutes until four thirty, and according to Aunt Pooh, who knows somebody who knows somebody, DJ Hype calls between four thirty and five thirty. I swear if I miss him, I . . .

He sounds like my parents. That's exactly why they don't let me "go nowhere," as Kenya puts it. At least not around Garden Heights.

I send Kenya a text, hoping she's all right. Doubt those bullets were meant for her, but bullets go where they wanna go.

Kenya texts back kinda quick.

**I'm fine.**

**I see that **bitch** tho. Bout to handle her ass.**

**Where u at?**

Is this chick for real? We just ran for our lives, and she's ready to fight? I don't even answer that dumb shit.

"What about them?" DeVante asks. "My momma used to work at that McDonald's, and they barely paid her. That pawnshop ripped us off a hell of a lot of times. Nah, I don't give a fuck about neither one of them **bitches**."

I get it. Daddy almost lost his wedding ring to that pawnshop once. He actually threatened to burn it down. Kinda ironic it's burning now.



"Are you absolutely sure you don't want me to kick Chris's ass?" Hailey asks.

I told her and Maya about Condomgate, and as far as they're concerned Chris is eternally banished to Asshole Land.

"Yes," I say, for the hundredth time. "You're violent, Hails."

"When it comes to my friends, possibly. Seriously though, why would he even? God, boys and their fucking sex drive."

I snort. "Is that why you and Luke haven't gotten together?"

She lightly elbows me. "Shut up."

I laugh. "Why won't you admit you like him?"

"What makes you think I like him?"

"Really, Hailey?"

"Whatever, Starr. This isn't about me. This is about you and your sex-driven boyfriend."

"He's not sex-driven," I say.

"Then what do you call it?"

"He was horny at that moment."

"Same thing!"

The network's already got a bunch of emails in support of me. I haven't seen any of them, but I received the best message in a text from Kenya.

**Bout time you spoke out.**

**Don't let this fame go to your head tho.**

The interview trended online. When I looked this morning, people were still talking about it. Black Twitter and Tumblr have my back. Some assholes want me dead.

King's not too happy either. Kenya told me he's heated that I dry snitched.

The Saturday news programs discussed the interview too, dissecting my words like I'm the president or something. This one network is outraged by my "disregard for cops." I'm not sure how they got that out the interview. It's not like I was on some NWA "Fuck the Police" type shit. I simply said I'd ask the man if he wished he shot me too.

People say misery loves company, but I think it's like that with anger too. I'm not the only one pissed—everyone around me is. They didn't have to be sitting in the passenger's seat when it happened. My anger is theirs, and theirs is mine.

A car stereo loudly plays a record-scratching sound, then Ice Cube says, *"Fuck the police, coming straight from the underground. A young nigga got it bad 'cause I'm brown."*

You'd think it was a concert the way people react, rapping along and jumping to the beat. DeVante and Seven yell out the lyrics. Chris nods along and mumbles the words. He goes silent every time Cube says "nigga." As he should.

When that hook hits, a collective "Fuck the police" thunders off Magnolia Avenue, probably loud enough to reach the heavens.

I yell it out too. Part of me is like, "What about Uncle Carlos the cop?" But this isn't about him or his coworkers who do their jobs right. This is about One-Fifteen, those detectives with their bullshit questions, and those cops who made Daddy lie on the ground. Fuck them.

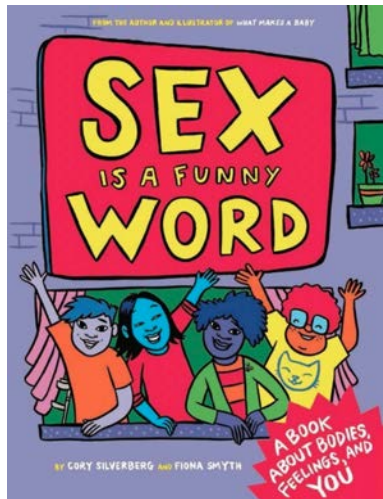
Seven hops off the bench. "C'mon," he says, as Chris and I climb off too. "We need to get outta here."

"Fuck the police! Fuck the police!" DeVante continues to shout.

"Vante, man, c'mon!" says Seven.

"I ain't scared of them! Fuck the police!"

There's a loud pop. An object sails into the air, lands in the middle of the street, and explodes in a ball of fire.



# Sex is a Funny Word

by Cory Silverberg and Fiona Smyth

Sometimes the people looking see a big clitoris and think it's a penis. Sometimes they see a small penis and think it's a clitoris. Sometimes they aren't sure.

## Clitoris

The clitoris is a middle part that is both inside and outside the body. The clitoris can be very sensitive, and touching it can feel warm and tingly.

Some clitorises are bigger than others. Some are easy to see and feel, and some are not.

Between the cheeks, there is a hole or opening where poo (also called feces) comes out. This hole is called the anus.

Like other holes in the body, the anus is usually very sensitive, which means it can feel good to touch but can also hurt if we are rough with it.

Because the anus is where the outside of our body meets the inside, and because it is where poo comes out, we need to wash our hands after touching it.

You may have discovered that touching some parts of your body, especially the middle parts, can make you feel warm and tingly.

Grown-ups call this kind of touch masturbation.

Masturbation is when we touch ourselves, usually our middle parts, to get that warm and tingly feeling.

Touching isn't just something we do with other people. We also touch ourselves.

We touch ourselves all the time, in all kinds of places, for all kinds of reasons.

Touching yourself is one way to learn about yourself, your body, and your feelings.

Most bodies have nipples.

Usually a body has two nipples. Some bodies have one, and others can have three or more.

Nipples come in lots of shapes and sizes and colors. As a body grows and changes, nipples grow and change too.

Some nipples are sensitive and some are not. Nipples can feel very good to touch, but if you pinch them it can hurt!

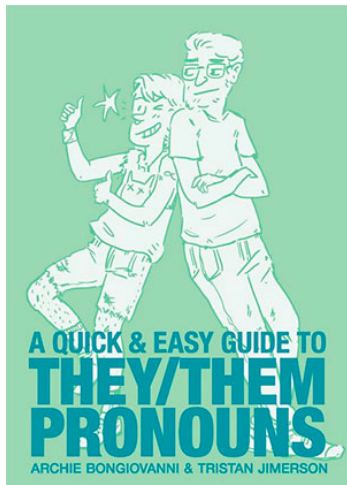






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613.9 SIL	38008000153576	Available		Garden City Elementary
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613.9 SIL	38019000090478	Available		Kidd Elementary
613.9 SIL	38004880119944	Available		Kingswood Elementary
613.9 SIL	38046380081868	Available		Maple Lane Elementary
613.9 SIL	38030000130560	Available		McKay Elementary
613.9 SIL	38040000109696	Available		McKinney Elementary
613.9 SIL	38005058204038	Available		McNeely Elementary
613.9 SIL	38000180212587	Available		Mitchell Elementary
613.9 SIL	38047000123239	Available		Quilchena Elementary
613.9 SIL	38063380074025	Available		Spul'u'kwuks Elementary
613.9 SIL	38041380190645	Available		Steves Elementary
613.9 SIL	38017000130997	Available		Tait Elementary
613.9 SIL	38054000073695	Available		Talmey Elementary
613.9 SIL	38013380051432	Available		Thompson Elementary
613.9 SIL	38023000064855	Available		Tomsett Elementary
613.9 SIL	38026380150129	Available		Walter Lee Elementary
613.9 SIL	38049000153240	Available		Westwind Elementary
613.9 SIL	38016000081887	Available		Whiteside Elementary
613.9 SIL	38002080034673	Available		Woodward Elementary
TR 613.9 SIL	38056000073146	Available		Wowk Elementary





# A Quick & Easy Guide to They/Them Pronouns

by Archie Bongiovanni and Tristan Jimerson

★ **Archie Bongiovanni** has been drawing comics for over a decade, which also means that they're a part-time server. They've published monthly comics on *Autostraddle*, and have also drawn for *The Nib* and *Everyday Feminism*. They publish a lot of work from their own printer. They also teach comic courses to high schoolers at a local library, run a huge queer book club, and work at a feminist-owned sex shop. They will always eat the entire bag of Doritos in one sitting.




**A QUICK REFERENCE CHART FOR YOUR CONVENIENCE!**

Subject	Object	Possessive determiner	Possessive pronoun	Reflexive
She	Her	Her	Hers	Herself
He	Him	His	His	Himself
They	Them	Their	Theirs	Themselves
Ze	Hir	Hir	Hirs	Hirself
Carol	Carol	Carol's	Carol's	Carol

Here's what it all looks like next to each other! I included one of the (many) gender neutral pronouns besides they/them (in this case ze/hir).

Also, some folks don't want any pronouns associated with themselves and prefer for us to just use their names.



**WHY PRONOUNS MATTER**

Excuse me, ma'am?

Hey, girl.

Her shirt is weird.

But she seems nice!

That woman over there.

Miss? Watch out, lady.





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-- Quick and easy guide to they/them pronouns

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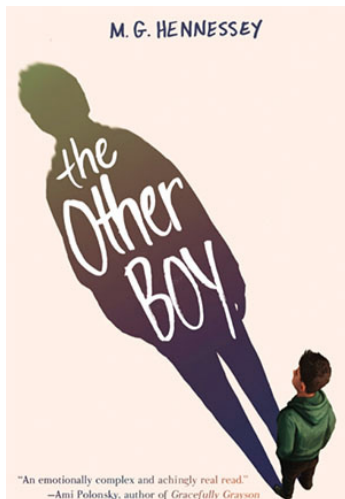
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# The Other Boy

by M G Hennessey

## PAGE 27:

"All right." Briskly, she closed the folder, adjusted her glasses, and looked at my parents. "Why don't you two step out for a minute while I do a quick exam?"

Dad looked disgruntled, but Mom was already gathering up her purse. After they left, Dr. Anne did the normal routine: checking my eyes and ears, pressing her fingers along my stomach and back. The whole time, she asked questions. "Still no side effects from the blocker?"

"Not really," I said. When I was nine, I'd started getting implants of a hormone blocker in my arm. Just a headache every once in a while.

She nodded and flipped open the chart again. "And we put in the last one a year ago, so we'll switch that out for you today. So how have you been feeling lately?"

"Fine."

"No bad thoughts?" she asked, flipping over my arms to examine them.

"No, I'm good," I assured her. "Really."

## PAGE 28:

"Great." Dr. Anne gave me a real smile then, showing all her teeth. "I think maybe it's time to decide whether to start the testosterone."

"Okay," I said, experiencing a thrill of excitement. This was the main reason we were here. It was why I'd been willing to miss such an important baseball game.

She patted my leg. "All right. Let's call your parents back in."

I kind of tuned out while Dr. Anne ran through the medical stuff. Dad nodded along, while Mom just looked bored and a little annoyed; we'd talked about all this before.

But then Dr. Anne got to the part about starting testosterone shots. "Most of the other boys Shane's age will be kicking into puberty high gear over the next year," she explained. "Ideally, it would be great if he could develop along with them."

"Sure, sure," Dad said, but I wondered if any of this was registering. Dad had a bad habit of acting like he was listening when he really wasn't.

"There are drawbacks, of course," Dr. Anne's eyes slid across to my mother, who suddenly looked worried.

## PAGE 29:

Dad's forehead wrinkled. "What kind of drawbacks?"

Dr. Anne gave him a patient smile. "Basically, so far the hormone blockers have prevented Shane from going through female puberty. But once we add testosterone to the mix, he'll develop as a man. His voice will deepen, he'll get an Adam's apple and more body and facial hair, he'll be more muscular."

That all sounded great to me. I could hardly wait to start shaving; heck, I might even grow a mustache.

"Okay," Dad said slowly. "But if he stops taking the shots, that's reversible too, right?"

"Not entirely," Dr. Anne said. I could tell she was choosing her words carefully. "Some of the changes will be permanent. Others could be reversed surgically, or they'll just go away. But Shane will have skipped female puberty, which means he most likely won't be able to have children naturally."

There was a long moment of silence. I could see Dad processing this, and I didn't like the look on his face. "It's cool," I interjected. "Mom and me have already talked about it—"

"Wait," Dad said, holding up a hand. "You're telling me she'll never be able to have kids?"

"He," Mom growled. It drove her crazy when he used the wrong pronouns. Honestly, it drove me crazy, too, but in a different way. Kind of an all-the-air-sucked-out-of-the-room way.

"Not naturally, no," Dr. Anne said calmly. "And that's a serious decision."

"I'm fine with it," I said hurriedly. "Really, I—"

"You're twelve," Dad said. "You don't know what you want."

I stared at my sneakers, feeling sick. This all seemed to be spinning out of control, and there wasn't anything I could do to stop it.

"So we're supposed to decide this today?" Dad said incredulously. "It just seems really fast."

"We've been discussing it for a long time now," Mom said.

The way she said *long time* made it pretty clear what she meant, and she wasn't wrong. If Dad had ever come to a doctor's appointment before, this wouldn't be such a surprise.

Dr. Anne looked uncomfortable. "We don't have to decide anything today, of course. Shane can come back in six months, or a year."

"I think that would be best," Dad sat back, looking relieved.

"No!"

## PAGE 30:

There was a heavy silence after the door closed behind her. Dad was looking everywhere but at us. Mom was glaring at him.

"I can't believe you," Mom finally said.

I stiffened. They had a rule about not fighting in front of me, but I got the sense that was about to be broken.

"This just caught me off guard." Dad ran a hand down his face. His eyes settled on me, and he tried to smile. "I guess I should've come to more appointments, huh?"

I shrugged. *Probably. Too late now.*

"This is the only reason we came up this weekend," Mom said, the anger plain in her voice.

"I don't see why waiting is such a big deal," Dad said defensively. "The doctor doesn't seem to think so."

"I do," I muttered.

"Shane, honey, I've been on board with all the rest of it. The blockers and . . . whatever." He waved his hand vaguely. "But this . . . I mean, it's so permanent."

Exactly, I thought. This would permanently make me who I was supposed to be all along.

"Well, we both have to agree," Mom said, "since we share legal custody."

Dad exhaled hard. He looked old, and tired, and in spite of everything I felt a pang of sympathy. He was trying, but this was all just too complicated for him sometimes.

Still, when he said, "I can't decide this today. Sorry," something withered inside me. Without looking at us he left, shutting the door behind him.

## PAGE 34:

promised to try and convince Dad, but I didn't hold out much hope. I'd probably be on blockers until I was eighteen and legally old enough to decide for myself. Imagining six more years of this made me want to scream.

Afternoon sunlight flooded in, casting everything in a bright yellow glow. Stella's cat was asleep on a perch in the window. I rubbed his head while I stared out across the rooftops. A fog bank was descending from Twin Peaks, like an ominous cloud of white gas out of a horror movie, creeping across the city and smothering it block by block. Soon the house would be enveloped, and I'd barely be able to see across the street.

Which would match my mood, anyway. My phone buzzed and I dug it out of my pocket. There were two texts from Josh. The first read, **Dude, we won!!! 4-2.**

I should've been stoked about that—winning meant we'd go to regionals in a couple of weeks. But instead, I felt resentful that they'd been able to win without me. The next text said, **Call me. It wuz totally awesome.**

I tossed the phone on the dresser, not in the mood to talk to anyone. Instead, I lay down on the bed and glared at the ceiling. I'd never been so angry with my dad before. First, he surprised me with his new fiancée, then he completely destroyed something I'd been looking forward to for months.

I punched the pillow hard. If he didn't want a son, fine. Turned out I didn't really want a dad anymore, either.

## PAGE 47:

I was pretty bleary at school the next day, because Dad and I stayed up late eating junk food and watching a movie about alien robots. But I felt about a million times better. On the phone last night, Mom promised to talk to Dr. Anne about the testosterone. She said we might even be able to get it in a day or so.

I couldn't stop thinking about it. Dr. Anne had said the changes might take time: it would be just like regular puberty, and everyone went through it at different rates. But I was kind of hoping I'd at least start growing chest hair, like Dad.



## PAGE 54:

The next morning I examined myself in the mirror, lifting my arms and flexing my biceps. Then I leaned in to check if I'd sprouted a mustache yet.

Nothing, which was a little disappointing. Mom had given me the first shot as soon as we got back from the drugstore. I'd never liked needles, but this one was pretty small and hadn't hurt much. And heck, I'd do pretty much anything for chest hair.

When Dr. Anne had explained over Skype how **testosterone** worked, she'd warned that it would take time to notice any changes. I'd jokingly asked if doubling up on the shots would make it go faster; she'd laughed, but then got really serious about how bad things could happen. "Just stick to the dosage, Shane," she'd said. "Trust me, it'll all come in time."

Easy for her to say—she wasn't in junior high.

At least *something* was happening, even if I couldn't see it yet. I pulled on a shirt and took the stairs two at a time. Mom was in the kitchen, holding her head in both hands. When she saw me, she smiled weakly. "How are you feeling, honey?"

"Fine, Mom. Normal."

"Good."

## PAGE 74:

But Dad explained that we don't all have the same dream."

"That was cool of him," I offered.

"Oh, my parents are great," Madeline said. "Even though they don't totally get me, they're always on my side." She laughed and added, "You should see my mom's face when we go shopping. She hates all the clothes I like. But she never says anything."

"Cool," I said again, thinking about my dad. Even though he'd agreed to the **testosterone**, it was pretty obvious he still hoped that one day I'd wake up and want to be a girl. Most people weren't lucky enough to have both parents on their side all the time. It explained why Madeline never seemed to care what people thought about her. I wished I could feel that way.

Halfway through the movie, there was a knock at the door. Madeline's dad stuck his head in and said, "Shane's mom is here."

In the hallway, I made a point of shaking both their hands and thanking them for having me over. Her parents seemed a lot more relaxed. I said, "Bye, Madeline. See you."

"Bye." Her cheeks were flushed again, and she looked happy; she bounced a little on the balls of her feet and waved as we drove away.

## PAGE 77:

"Definitely." Alejandra was a few inches taller than me now. Her hair was longer, and her face had thinned out. She was also more . . . developed.

Catching me looking at her chest, she laughed and said, "Yup, these are new too. Thanks, **estrogen**!"

"Um . . . congratulations?" I muttered, slumping down in the chair and secretly wishing the floor would swallow me up. I felt a sudden pang for the elementary group. Playing tag and swinging across monkey bars sounded pretty good right about now.

"Thanks." Alejandra laughed again, but not unkindly. Sizing me up, she asked, "So which grade are you in now?"

"Sixth."

"Yeah? Are you on the T yet?"

"Just started," I confessed.

She nodded her head approvingly. "You'll see. Big changes coming soon."

"I hope so," I muttered.

## PAGE 97:

mom agreed to let me **transition** in fifth grade. So I came back from Christmas break wearing the skirt uniform to school instead of the pants. People I thought were my friends called me names. I got beat up every day, and when I told the teachers, they said that was God's way of punishing me."

"Seriously?" I said, dumbfounded. "How is that legal?"

She shrugged. "Catholic school. But you said your principal was cool?"

"Yeah, pretty much. Except he didn't know what to say, really."

She nodded knowingly. "People bend over backward to be nice, acting like you're all fragile or something. They don't realize it makes you feel like more of a freak."

"Totally," I said. "You should've heard my coach today. He actually compared me to a kangaroo."

"What?" Alejandra burst out laughing. "You're kidding!"

"Nope." I shook my head, unable to suppress a grin. "He said he didn't care if I was a girl, a boy, or a kangaroo."

Alejandra leaned in again. "You should show up tomorrow in a kangaroo costume!"

I laughed. "Yeah, that would be hilarious."

HOME > RESULTS FOR THE OTHER BOY > THE OTHER BOY

See

Call Number	Barcode	Status	Description	Site
FIC HEN	38059000150492	Checked Out		Anderson Elementary
FIC HEN	38060080110182	Available		Blair Elementary
FIC HEN	38014000122611	Available		Blundell Elementary
FIC HEN	38043380140018	Checked Out		Bridge Elementary
FIC HEN	38035000080509	Checked Out		Brighthouse Elementary
FIC HEN	38005000150032	Available		Byng Elementary
FIC HEN	38015380159453	Available		Cook Elementary
FIC HEN	38037000088508	Available		DeBeck Elementary
FIC HEN	38052000178688	Available		Diefenbaker Elementary
FIC HEN	38002380180283	Checked Out		Dixon Elementary
FIC HEN	38021000082257	Available		Errington Elementary
FIC HEN	38027000106129	Checked Out		Ferris Elementary
FIC HEN	38008000152693	Available		Garden City Elementary
FIC HEN	38057000082194	Available		General Currie Elementary
FIC HEN	38025000051451	Available		Gilmore Elementary
FIC HEN	38009000033537	Available		Grauer Elementary
FIC HEN	38000680103393	Available		Hamilton Elementary
FIC HEN	38053380168646	Available		Homma Elementary
FIC HEN	38053380185731	Available		Homma Elementary
FIC HEN	38053380188065	Available		Homma Elementary
FIC HEN	38053380188123	Available		Homma Elementary
FIC HEN	38053380188131	Available		Homma Elementary
FIC HEN	38053380188149	Available		Homma Elementary
FIC HEN	38019000090098	Available		Kidd Elementary
FIC HEN	38004880140031	Available		Kingswood Elementary
FIC HEN	38046380081975	Available		Maple Lane Elementary
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FIC HEN	38047000122611	Checked Out		Quilchena Elementary
FIC HEN	38063380074058	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191357	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191365	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191373	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191449	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191456	Available		Spul'u'kwuks Elementary
NS FIC HEN	38063380191464	Available		Spul'u'kwuks Elementary
FIC HEN	38041380190033	Available		Steves Elementary
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FIC HEN	38016000089856	Available		Whiteside Elementary
FIC HEN	38002080070032	Available		Woodward Elementary
FIC HEN	38056000072619	Checked Out		Wowk Elementary

## Review of the SOGI 123 Toolkit Binder: Teaching Resources

**SOGI 123 is not a curriculum, it is a set of learning resources according to the sogieducation.com website:**

- "There is no "SOGI curriculum."  
"SOGI is a topic that can be addressed throughout many subjects and school activities."
- "SOGI 123 lesson plans are an optional resource for educators. They align with your provincial curriculum and are meant to be customized by educators as they desire."

The BC Public School Policy regarding Learning Resources (effective July 1, 2017) states that "school boards are fully in control of choosing learning resources", Therefore, they also have the power to remove them.

**SOGI 123 sexualizes children.** According to the Criminal Code of Canada it is unlawful to sexualize children. The American Psychological Association (APA) defines Sexuality as:

1. the capacity to derive pleasure from various forms of sexual activity and behavior, particularly from sexual intercourse.
2. all aspects of sexual behavior, including **gender identity, orientation**, attitudes, and activity.

**Sexualization:** the act of endowing with sexual characteristics, or of excessively emphasizing those characteristics (Dictionary.com)

**Indoctrination:** the process of repeating an idea or belief to someone until they accept it without criticism or question (Cambridge Dictionary).

**Grooming** is when someone builds trust with a child, and sometimes the adults around them, to gain access to and control the child by normalizing certain behaviours and expectations (Government of Canada).

Examples of grooming:

- Make promises of a better life
- Cause division saying "your parents are too strict" or "your parents don't understand you"
- Normalize sexual behaviours by showing the child sexual images or videos
- Threaten or pressure a child to do what they ask

## Table of Contents:

Introduction.....	2
What is SOGI and Why is it Important?.....	2
The “1,2,3” in SOGI.....	4
Addressing Concerns/Misconceptions.....	5
Lesson Plan – <i>What is A Family?</i> (K/1).....	6
Lesson Plan – <i>Introducing Teddy: A Gentle Story About Gender and Friendship</i> (K- 2)...10	
Lesson Plan – <i>Be Who You Are: With the Book by Todd Parr (Grades: K, 1 2, 3)</i> .....13	
Lesson Plan – Gender Identity & Pronouns (Part 1) (K, 1, 2, 3).....	17
Lesson Plan – Gender Identity & Pronouns (Part 2) (K, 1, 2, 3).....	22
Lesson Plan – <i>A Red Crayon’s Story (Emotions &amp; Feelings)</i> (K-4).....	24
Lesson Plan – Questioning Gender Expectations/Stereotypes (Gr.2,3,4,5,6).....	27
Lesson Plan – “Call Me Tree”: Gender Identity and Diversity (5,6).....	32
Lesson Plan – LGBTQ Human Rights (Gr.5,6,7).....	35
Lesson Plan – LGBTQ+ Discrimination & The Universal Declaration of Human Rights (Gr.5 & 6).....	37

**Yellow highlights blatant indoctrination and exploitation of children.**

**Green highlights A4C's commentary.**



## Introduction:

**Publically, they claim SOGI 123 is for everyone**

This SOGI digital binder is a collection of resources for teachers across the school district to enrich their teaching practices. The goal is to provide curriculum focused learning that is centered around issues facing members of the 2SLGBTQ+ community. In this binder is a collection of lesson plans that are anchored in texts from each school's SOGI toolkit. Use of these lesson plans are not mandatory, but it will give teachers a jumping off point for discussing SOGI topics. When using these lessons, we suggest notifying your school administrator.

## What is SOGI and Why is It Important?

### What is SOGI?

SOGI is an acronym that stands for Sexual Orientation (who you are attracted to) and Gender Identity (how you express your gender). SOGI aims to benefit all students through inclusive education practices.

### Why is SOGI important?

Every subject and grade level reflect a core competency of understanding and uplifting diversity. Our classrooms should be not just a mirror to reflect students' own lives, but also a window into others' experiences. (Dr. Rudine Sims Bishop). Just like we embed Indigenous texts and ways of learning into our classrooms, and feature authors of diverse races and ethnicities, we should also be forming our classroom environments to reflect the diverse gender identities and sexualities of our world.

The data below reflects the real-world implications of honouring SOGI in our classrooms:

- 2SLGBTQ+ youth are 7x more likely than their heterosexual counterparts to attempt suicide (28% compared to 4%) (BC Gov.)
- Discrimination of 2SLGBTQ+ students is 3x more common than in heterosexual youth (Catherine, Tracey, 2011)
- 2SLGBTQ+ students skip school at almost three times the rate (30.2%) of their non-2SLGBTQ+ peers (Catherine, Tracey, 2011)
- 46.5% of non-2SLGBTQ+ students view at least one place in their school as unsafe for 2SLGBTQ+ students (Catherine, Tracey, 2011)

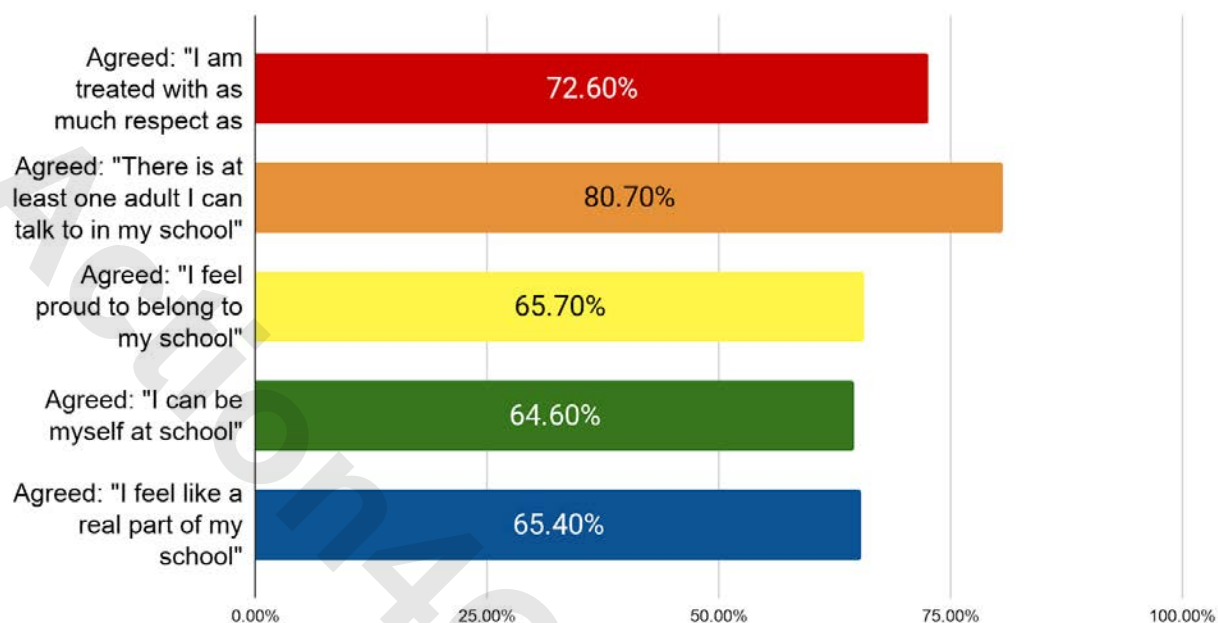
**Fact: Individuals who medically transition have a 19x higher suicide rate than controls overall, and 40 times higher for female-to-male individuals**

<https://link.springer.com/article/10.1007/s11930-023-00358-x>

<https://www.tandfonline.com/doi/full/10.1080/0092623X.2022.2150346>

**Graph:** 2SLGBTQ+ students with inclusive curriculum reported higher levels of agreement with the following prompts:

Positive LGBTQ-Inclusive Curriculum (LGBTQ Students)



### Who is SOGI for?

SOGI is every student, teacher, faculty, and administrator within BC and Alberta. In 2017 the B.C. Government surveyed high school students in the province and found that 19% of high school students identify as 2SLGBTQ+ or not exclusively straight. This includes 1% of students who identify as transgender and 5% of Indigenous students that identify as Two-Spirit. The presence of an accepting adult in a student's life can help reduce their suicide attempts by 40% (Trevor Project). Likewise, transgender and non-binary students who have people using their preferred pronouns are half as likely to attempt suicide than students who do not have their pronouns accepted. (Trevor Project). You can be that safe, understanding adult for 2SLGBTQ+ students.

**In 2023 the number of grade seven and eight high school students identifying as LGBTQ is 32%...and yet they say that SOGI does not encourage the adoption of being LGBTQ**

<https://www.zerohedge.com/political/concerns-raised-over-number-students-identifying-lgbt>

## What Does the 1,2 & 3 Stand For?

### **SOGI 1 - Policies and Procedures**

Inclusive policies and procedures that reference SOGI have been proven to reduce discrimination, suicidal ideation and suicide attempts for all students (SOGI Education). See School District 23's SOGI policies/procedures here: SD 23 SOGI: [401](#), [450](#), [452](#)

### **SOGI 2 - Inclusive Environments**

Inclusive environments refer to the inclusive operations, language and practices embedded into our classrooms and schools (SOGI Education). [SOGI Inclusive Checklist](#)

### **Indoctrination**

### **SOGI 3 - Teaching Resources**

SOGI is not its own curriculum, but one aspect of diversity that is embedded in every grade level and across subject areas. SOGI curriculum is for all students and is about learning to treat everyone with dignity and respect (SOGI Education). We encourage you to explore the lesson plans in this resource as a means of embedding SOGI inclusive learning into your classroom.

**Deception: "not its own curriculum"..."SOGI curriculum"...**

**Fact: SOGI 123 is a learning resource, not a curriculum, that has been embedded into every subject so that parents cannot opt their children out.**



## **Addressing Concerns/Misconceptions:**

### **“I thought SOGI 123 was only designed for LGBTQ+ students!”**

- Actually, everyone has a sexual orientation and a gender identity. These terms are not exclusively related to the 2SLGBTQ+ community.

### **“Children are too young to be exposed to this subject matter!”**

- According to the experts, between the ages of 2 and 3 children begin to express their gender identity (Caitlin Ryan (2009) Family Acceptance Project). In addition, no one is too young to learn about love and respect for diverse individuals and families in our school community.

**Children are not sexual and therefore they should not be exposed to this ideology. There are only two genders, male and female and therefore boys and girls should only be encouraged to embrace their sex assigned at birth.**

### **“Won’t this encourage more children to identify as 2SLGBTIQ+?”**

- SOGI 123 does not encourage the adoption of an 2SLGBTQ identity, it merely elevates representation for 2SLGBTQ individuals while simultaneously building empathy in non-2SLGBTQ students.

**In 2023 the number of grade seven and eight high school students identifying as LGBTQ is 32%...and yet they say that SOGI does not encourage the adoption of being LGBTQ**

<https://www.zerohedge.com/political/concerns-raised-over-number-students-identifying-lgbt>

### **“Shouldn’t this be in the sex ed curriculum?”**

- SOGI 123 is not about sexual health education but is instead about creating a safe and supportive environment that is wholly representative of diverse identities.

### **“Talking about SOGI is too controversial for the classroom.”**

- It is never controversial to talk about the identities of the students in your classroom and school.

**Then why are parents and citizens in Canada and around the world, rising up en-masse in protest against SOGI 123?**

## Lesson Plan – What is A Family?

(K/1)

### **Lesson Overview:**

This lesson explores the diverse types of families that exist in society. The interactive activity teaches students that all families are special, express love and support their family members in similar ways to other families and are of equal importance and value within society. The lesson can be followed by a book/lesson featuring same-sex parents.

### **Curricular Connections: Social Studies – K/1 and Physical Health Education – K/1**

#### **Big Ideas:**

- Our communities are diverse and made of individuals who have a lot in common (SS K)
- Healthy communities recognize and respect the diversity of individuals (SS 1)
- Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships (PHE K/1)

#### **Curricular Competencies:**

- Explore different perspectives on people, places, issues, or events in their lives (SS 1)
- Develop and demonstrate respectful behaviour when participating in activities with others (PHE K/1)
- Identify caring behaviours among classmates and within families (PHE K/1)

#### **Content:**

- Ways in which individuals and families differ and are the same. Sample topic: **Same-sex families (SS K)**
- Caring behaviours in groups and families (PHE K/1)

#### **Core Competencies:**

- Communication – Acquire, interpret and present information (includes inquiries)
- Creative Thinking – Generating ideas
- Critical Thinking – Analyze and critique
- Personal and Cultural Identity – Relationships and cultural contexts
- Personal Awareness and Responsibility – Self-determination
- Social Responsibility – Valuing Diversity

#### **First Peoples Principles of Learning:**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history, and story
- Learning requires **exploration of one's identity**

## Teaching Strategies and Questions

Ask students “Who’s in a family?” Record their ideas on chart paper along with key words and picture symbols (i.e. people’s heads) so that non-readers can tell who is who. Be careful not to draw girls and boys in gender stereotypical ways (i.e. stick figures with skirts or pants) or using gendered colours (i.e. pink and blue). Instead you could use letters with the stick figures, ie. F=Father, M=Mother, etc

Prior to reading about diverse families, ask students to listen and watch for the different kinds of families they see within the book, and how these families are like theirs.

Emphasize that while there are many ways that families are different, there are even more ways that families are the same. The most important is that families love each other. **Indoctrinating and exploiting children’s innocence.**

## Recommended Books for Teaching Family Diversity:

**The Family Book** by Todd Parr – Short, colourful and whimsical

**Who’s in A Family?** by Robert Skutch and Laura Nienhaus – Introduces a wide range of families described as “the people who love you the most”.

**All Families are Special** by Norma Simon and Teresa Flavin – Students tell their teacher about their many different kinds of families.

**Families** by Shelly Rotner and Sheila Reynolds – Family diversity depicted through simple text and photographs.

**The Great Big Book of Families** by Mary Hoffman – Discusses different families, homes, celebrations, etc.

After reading, show students a chart with different kinds of families on it (you may need to refer back to specific pages in the books)

- Adoptive Parents
- Foster Parents
- Families with Step Parents
- Couples without Children
- Extended Families
- Same Ethnicity Families
- Multi-Ethnic Families
- Gay and Lesbian (Two Dads or Two Moms) Parented Families
- Single Parent Families

## Lesson Instructions:

Ask students to take turns using a pointer and being “the teacher” to point out where their own family may fit. Some students may identify with multiple categories, which can reinforce that “identity” includes several different parts of who they are. Help those who might be challenged to identify their own family. (Make sure you know the families of all students well before you teach this lesson).



When you mention gay and lesbian parented families, some children may giggle or think that these are bad words. **Take this teachable moment to let students know that these are the proper words to describe people who fall in love with someone of the same gender.** "Gay" is usually used to describe two men, but can be used for two women also. "Lesbian" is only used for two women who fall in love. It's not OK to use these words in a mean way, or to tease someone.

On another day, you may wish to read a second family diversity story and see if the students can pick out the different kinds of families and match them to the ones on the chart. Return to your chart throughout the unit to re-teach the names of the different kinds of families. **Using repetition to indoctrinate children/normalization**

### Assessment

- Use the final page of "Who's in a Family?" which depicts all the families (without words) and ask students individually to point to different kinds of families as you verbally prompt them with questions i.e. Can you find the single parent family? Can you point to the family with two moms? Where is the multi-ethnic family?
- Use formative assessment strategies to have students brainstorm how families are the same and differ using a T-Chart and scribing their ideas within small groups or as a class.

### Recommended Videos for Teaching Family Diversity

**Our Family: A film about family diversity** – 2016, Not in Our School -

<https://www.niot.org/nios-video/our-family> (7:31) – Prim/Int

This upbeat and touching video allows children to see and appreciate their own families, and to learn about those who are different from themselves. All kinds of families are featured and a teacher's guide is also available.

**That's a Family!** – 2000, New Day Films – <https://www.newday.com/film/thats-family> (Trailer 3:21, Film 35min) - Prim/Int

That's a Family! stretches the minds and touches the hearts of people of all ages. Children from over 50 diverse families open the door to their homes, and explain things like divorce, mixed race, gay and lesbian, adoption, single parent, and guardian, letting us know what they wish others would understand about their families. This film also comes with an extensive Discussion and Teaching Guide.

### Possible Extensions

**Homophobia** is still a problem in society. As such, this unit on families is a terrific opportunity to do another lesson and read a book about same-sex parents. Because it is

based on a true story and features a student favourite (penguins) we recommend a lesson featured on TEACH BC using:

- **And Tango Makes Three** by Justin Richardson and Peter Parnell – Heart-warming true story of two male penguins who yearn to have a family.

Another option is the book, **ABC - A Family Alphabet Book** by Bobbie Combs and the following activity can help extend this conversation.

- Prior to reading, brainstorm all the activities your students do with their own parents and guardians on a T-chart. Add picture symbols to the words you scribe on the chart.
- Read the story and ask students to watch for other activities that families do together.
- After reading, add additional ideas to the chart from the story based upon student responses.

Other titles to extend the conversation about same-sex parents:

- **Stella Brings the Family** by Miriam B. Schiffer and Holly Clifton-Brown - Stella has two dads and no mom to invite for Mother's Day. What will she do?
- **Donovan's Big Day** by Leslea Newman and Mike Dutton – Donovan prepares to be the ring bearer when Mommy and Mama get married!
- **Daddy, Papa, and Me** by Leslea Newman and Carol Thompson – Board book showing loving family activities in a two-dad family.
- **Mommy, Mama, and Me** by Leslea Newman and Carol Thompson - Board book showing loving family activities in a two-mom family.

**Created By:** Steve Mulligan

**Source:** SOGleducation.org/TeachBC

## Lesson Plan – Introducing Teddy: A Gentle Story About Gender and Friendship

(K, 1, 2)

### Curricular Connections: ELA (K, 1, 2)

#### Big ideas – Kindergarten - Grade 2:

- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves and our families.
- Everyone has a unique story to share.
- Through listening and speaking, we connect with others and share our world.

#### Curricular Competencies:

- Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
- Recognize the importance of story in personal, family, and community identity.
- Use personal experience and knowledge to connect to stories and other texts to make meaning. **To question gender identity?**
- Recognize the structure of story.

#### Developing Understandings:

- A person's appearance can change.
  - Sometimes the change is subtle or superficial.
  - Sometimes the change is more profound.
- People are entitled to be called by the name that they identify with.
  - When people identify the name that they want to be called, it is respectful to use it.
- How to be a good friend.

**Introducing the idea that gender is fluid.**

**Introduction of LGBTQ allies and interference with parental role**

#### Summary of Classroom Visit (i.e., Lesson Plan):

**Further indoctrination**

I started by introducing myself and asking if students had seen me around the school. I talked about how sometimes when they see me, I might look different. I asked them to brainstorm ways they might notice that I looked different. Suggestions that were generated were wearing a hat one day, wearing different shoes, getting a haircut, etc.



Some possible differences:

- Wearing different clothing
- Changing hair styles; differences in beard (clean-shaven, stubble, trimmed beard, fuller beard)
- Gaining or losing weight
- Having a visible injury (wearing a cast or bandage, having a bruise); getting sunburnt
- Etc.

I talked about how sometimes they might see me and one day I might have a full beard. On other days, I would have no beard. And on other days, I might have something somewhere in between. I elaborated on how sometimes when I've had a beard for a while, it gets kind of fuzzy, and when I shave it off, people don't always recognize me because I look different, but they are always able to recognize that I'm still the same person in the end.

**Understanding:** Regardless of physical appearance, I am still the same person.

I then spoke to students about my name. I had been introduced as Mr. Gidinski, and I explained to them that most people call me Mr. G. I also shared with them that my friends call me Bryan. I used this to illustrate that I have 3 names, and that names are important. I asked them how they would know what they should call me, to which they responded, "we could just ask you what you wanted us to call you." We all want to be addressed by the name that is most comfortable for us. Kids gave examples of how they had two names. Someone shared their first name and then their middle name. Another shared that his name was Benjamin, but he preferred to be called Ben. A trans student identified that she used a different name last year. In each scenario, students were asked how to determine which name to call someone, to which the simple answer was "we call someone the name they ask us to call them."

Some possible reasons why someone might have more than one name:

- Changing your name (or adding a new one) after immigrating
- Changing your last name to match your spouse
- Having first, middle, and last names
- Having a nickname
- Being referred to by your last name (e.g., Mr. Gidinski)

**Steps  
towards  
teaching  
children to  
identify as  
the  
opposite  
sex.**

- Etc.

**Understanding:** When someone shares their name, it is respectful for us to use the name they ask us to use.

We then talked about how to be a good friend, and we worked together to identify things that good friends do – e.g., sharing, playing together, being silly together, etc. Next, I shared *Introducing Teddy*, a book touching on appearance, names, and friendships, with the class, pausing to ask questions in order to clarify understanding(s) and emphasize how the activities at the end of the story mirror the activities at its beginning.

The story presented in *Introducing Teddy* can be deconstructed on a number of levels that vary in sophistication. Depth of engagement will be dependent on the developmental level of students as well as on which topics are most relevant to the social dynamics in the classroom.

**In more advanced classrooms, *Introducing Teddy* and this lesson plan can be a springboard for conversations about:**

- 1.) Non-binary understandings of gender.
- 2.) Deconstructing stereotypical gender roles (i.e., Errol plays with Teddy and hosts tea parties, while Ava rides a scooter and builds a robot)

**Created By:** Jessica Walton & Bryan Gidinski

**Source:** SOGleducation.org/TeachBC

**Using animals to play on the innocence of children, to be more accepting of this agenda.**

**This programming is creating confusion, anxiety, inner turmoil, depression and causing children to distrust their own innate instincts and question the values taught to them by their parents. Children are instructed to keep secrets which creates divided loyalties that isolates them from their family (grooming).**

**This is an attack against the natural family to deconstruct societal norms.**

## Lesson Plan – Be Who You Are: With the Book by Todd Parr

(Grades: K, 1 2, & 3)

### Curricular Connections: SS & ELA

**Aka overview of steps of indoctrination**

#### Big Ideas:

- Our communities are diverse and made of individuals who have a lot in common. (K)
- Stories and other texts help us learn about ourselves and our families. (K)
- Everyone has a unique story to share. (K,1,2)
- Through listening and speaking, we connect with others and share our world. (K,1,2)
- Healthy communities recognize and respect the diversity of individuals and care for the local environment. (1)
- Stories and other texts help us learn about ourselves and our families and communities (K,1,2,3)

#### Curricular Competencies:

- Engage as listeners, views and readers to develop understanding of self, identity, and community.
- Recognize the importance of story in personal, family, and community identity
- Exchange ideas and perspectives to build shared understanding
- 

#### Content:

- Ways in which individuals differ and are the same (K)
- Diverse cultures, backgrounds and perspectives within the local and other communities (1)
- Reading strategies (K,1,2,3)

**Form of indoctrinating children through "reading strategies"**

#### Goals

- To help students share and explore their identities through discussion of literature and art.
- To provide students with an opportunity to share some of their identities with classmates and teachers.
- To explore the concept of personal expression with students and to embrace differences in the classroom community.
- To explore the concept of gender expression with students.



## Objectives

- Students will listen to a book read aloud and discuss its meaning.
- Students will create a drawing that celebrates who they are.
- Students will share their drawings and discuss what is unique about themselves.

## Educators' Notes

It is natural for young children to notice differences. This lesson offers an opportunity to build classroom community by giving students a chance to share and learn about each other's differences. Each student will create a detailed drawing of themselves after reading the book *Be Who You Are* by Todd Parr as a class. This book provides a wonderful opportunity to discuss identity and gender expression with young children. One of the learning objectives of this lesson is to teach children to accept and embrace the many ways students may choose to express who they are through clothing and hairstyles, free of gender norms. Indoctrination

## Materials Needed:

- *Be Who You Are* by Todd Parr
- Pencils, black permanent markers, colored pencils, crayons or markers (make sure to have lots of good choices for skin tones and hair tones)
- Optional video: [Todd Parr Reads Be Who You Are](#)
- Optional video: *I Love My Hair* by Sesame Street

## Lesson Overview

### Read And Discuss The Book

**Be old. Be young. Be a different color.**

- Pause on this page and have students talk about how we all have different skin colors.
- Ask them if people are really purple, green and yellow? (This is a great teachable moment opportunity — students will often mention toys such as Legos minifigures being yellow, and you can point out that it would be very inclusive if more toymakers made all of their people/minifigures in skin tones that look like real people.)
- Let students know that when they draw themselves, you will be providing many beautiful shades of brown for skin tones and that students can also decide if they want to draw like Todd Parr and make their skin tone or hair tone a rainbow color.
- Ask students if anything else is missing in the image. (Students usually notice that Todd Parr does not draw noses on people, but he does draw noses on animals.) You may want to encourage your students to draw noses in their self portraits.

- Talk to students about how we all have different colors and textures of hair and that this is one of the many things that makes us beautiful and different. This bilingual Sesame Street video is wonderful for K-1 students: [I Love My Hair](#).

### **Wear everything you need to be you.**

- Let them know that at (\_\_\_\_\_) school, everyone gets to wear what makes them feel happy and comfortable without being teased. (*Jacob's New Dress* is a great book to further explore this concept).
- Tell students this can be called gender expression.
- Remind students that we cannot assume someone's gender identity (she, he, neither or both) based upon how they look. There are lots of ways to be a girl, boy, both or neither.

### **Speak your language.**

**"both or neither" are not supported by science.**

- Ask your students how many of them are multilingual.
- Emphasize that this is a beautiful example of being who you are and that it is a gift to know many languages.

### **Try new things.**

- Have a few students share something new that they have tried recently.

### **"Be Who You Are" Self-Portrait Project**

- Have students write at the top of a piece of paper "Be Who You Are" with their name written just below. Students who are multilingual can write it in many languages. You may want to pre-print a paper that says "Be Who You Are" at the top.
- Have students draw a picture of their full body selves with a pencil.
- Encourage them to add lots of details that are special to them —hairstyles, clothing styles, etc. Let students know that if they have always wanted to wear a bow tie with rainbow suspenders, for example, they can draw themselves this way.
- Students can also change their hair to a style that represents their true selves — maybe a student has always wanted short hair or has wanted to dye their hair pink.
- After they have drawn themselves in pencil with lots of details, have students trace over the pencil lines with a black permanent marker.
- Once students are done outlining, they can color in their drawing of themselves with crayons, colored pencils or markers.

**See how the language is building...their true selves....never mind who their mom and dad brought home from the hospital...whether a beautiful son or a daughter....**

### **Sharing Their Portraits**

- Give students an opportunity to share their work with each other and talk about things that are different and special about them.

### **Extensions**

- Put all of the students' artwork up in your classroom or in the hallway with the title "Be Who You Are."

- Do this lesson prior to an open house or back to school night for families so that the images will be on display that night.
- Have students create digital drawings of themselves in the style of Todd Parr.

### **Assessment and Evaluation**

- Offer an opportunity for students to share their artwork with each other in pairs. Direct students to share one thing they like about their picture with a classmate. Next, ask students to give an appreciation to their partner about their picture.
- **While the students are sharing their work with each other, are they using vocabulary and showing comprehension of the concept of gender expression?**
- Assessment for this lesson will be mostly informal. You should observe your students' reactions during class and small-group discussions. By paying attention to their conversations and individual responses, **you can assess their comprehension of diversity** and their ability to apply this comprehension by exploring their own differences with respect.

**Created By:** Michele Hatchell

**Source:** [Welcomingschools.org](http://Welcomingschools.org)



## Lesson Plan – Gender Identity and Pronouns (Part 1)

(K, 1, 2, 3)

### **Curricular Connections: ELA/ Social Studies / PHE**

#### **ELA K-3:**

- Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community (K/1/2/3)
- Recognize the importance of story in personal, family, and community identity (K/1)
- Demonstrate awareness of (2) / Explain (3) the role that story plays in personal, family, and community identity
- Use personal experience and knowledge to connect to stories and other texts to make meaning (2/3)

#### **Social Studies K-3:**

- Explore the ways in which individuals differ and are the same (K)
- Explore different perspectives on people, places, issues, or events in their lives (1)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues or events (2/3)

#### **PHE K-3:**

- Develop and demonstrate respectful behaviour when participating in activities with others (K/1/2)
- Identify caring behaviours among classmates and within families (K/1)
- Identify personal skills, interests, and preferences and describe how they influence **self-identity** (2) **Planting seeds to self-identify**
- Describe factors that influence **mental well-being** and **self-identity** (3)
- Nature and consequences of bullying (3)

#### **Rationale**

Storybooks are an excellent way to learn about ourselves as well as the world around us. By incorporating books with gender-diverse characters in the classroom, students will appreciate the **gender spectrum, fluidity, and the use of gender pronouns**. Students who do not identify within **a rigid gender binary or with the gender they were assigned at birth** may feel validated by seeing their lived experience respectfully represented in the classroom.

Everyone has a unique story to share. Stories help us learn about ourselves, our families, and other people. Curiosity and wonder leads us to new discoveries about ourselves and the world around us. By reading **10,000 Dresses**, we build personal and social competency, respect for difference and **acknowledgement of gender diversity and gender identity**.

**Suggested prior lesson:** Expanding Notions of Gender in Early Primary  
(SOGleducation.org/sogi3)

Nothing subtle about the indoctrination... "Gender spectrum"... this is where they instruct children to identify where they best align on a gender spectrum chart: boy...girl... or somewhere in between.



Creating a mental/emotional crisis and then providing a solution: self-identification and transitioning.

### Student Objectives

Students will be able to comprehend and connect with the story through reading, listening, and viewing. Students will begin to develop an understanding of gender identity. Students will engage as listeners, viewers and readers to develop an understanding of the use of gender pronouns, "she", "he", and "they." Students will begin to appreciate that when we use a person's correct gender pronouns, we respect that person and validate their gender identity. Using the role-play activity, students will be able to draw connections based on prior knowledge, comprehend various elements within the story, and draw connections between the story and the world around them.

### Materials Needed

The picture book, *10,000 Dresses* by Marcus Ewert  
Whiteboard or chart paper.

Indoctrination... K-3 would never, ever consider identifying as a different gender or using pronouns

### Teacher Notes

- Discussions and role-play activity should take place during one lesson
- See part 2 for worksheet activities to take place on a separate day

### Read-Aloud: 20 minutes

- Prior to reading the story, ask students to make some predictions based on the cover and title of the story and to keep things in the back of their minds for discussion and worksheets afterwards
  - Ask students, "Based on the cover, what do we think we know about Bailey?" If the students make guesses about gender, ask what clues they are using.
- Read the story as a class
  - During the read-aloud possible questions to ask students:
    - (At various points in the story) How do you think Bailey is feeling right now?
    - If you were Bailey's friend, what would you say to her?

- What do you think Bailey should do?

**SOGI teaches children to accept other people's delusions and to reject Science & Biology. Call a boy a girl, a he a she?**

**Discussion:** 15-20 minutes

- 1) Have these sentences pre-written on the board or chart paper. "Bailey loved the dress with all her heart." "She went to find her mother." Show students the page, then show and read the sentences and ask what clues tell us that Bailey is a girl. Discuss how pronouns help us to talk without saying a person's name over and over. Think of some other examples with students.
- 2) Turn to page 9. Explain to students that this is a really interesting page because Bailey's mom says that Bailey is a boy. A little while later, Bailey's father and brother also call her a boy. Ask students:
  - Why do you think they do that?
  - What do you think it means when Bailey says she "doesn't feel like a boy"?

Possible teacher response: When babies are born, doctors and parents usually decide if the baby is a boy or girl. However, not everybody will grow up feeling like or identifying as a boy or a girl, just like Bailey.

**Doctors/parents do not 'decide' if a baby is a boy or girl...biology does.**
- 3) Ask students, do you think Bailey will always feel this way?  
Possible Teacher Response: For some people, these feelings are very strong and forever. Sometimes people who feel this way use the word Transgender to describe themselves. For other people, these feelings are not as strong and may change over time. What is important is for everyone to be respected and to be themselves. **Remember...this is K-3. Teaching non-sexual, prepubescent children about sexual matters and deceiving them. Indoctrination.**
- 4) Ask students, what does it mean to feel like a boy? Or feel like a girl? Do people ever feel like a bit of both? **Indoctrinating and confusing children.**  
Possible Teacher Response: If this feeling of being both is strong, people sometimes don't like being called "he" or "she". Often people who feel this way like us to use "they" or "them", just like when we don't know the gender of a person. Eg. "I'm not sure who my teacher will be next year, but I'm sure they will be great!" It is important to respect and use the names and pronouns that people want us to use.
- 5) Ask students, how do you think Bailey feels when her mother, father, and brother all call her a boy? What do you think Bailey's family should do instead?  
**Creating LGBTQ allies and interfering with a parent/child relationship**
- 6) Turn to the last page of the book. Ask students, how does Bailey feel when Laurel says, "you're the coolest girl I've ever met, Bailey!"?



- 7) Ask students, if Bailey was a student in our class what could we do to make her feel good about who she is?"

*Possible teacher response:* call Bailey "she", do not call Bailey a boy, invite her to play a game, etc.

### Role Play Extension

Explain role-play pronoun activity with students as a group. Each student will get a piece of paper with a person's name and pronoun. As students walk around the classroom, everyone will take turns introducing themselves and asking each other what their name and pronouns are (based on their cards). To demonstrate, the teacher will choose a student volunteer and each take a name/pronoun card.

**This could be devastating for a child who is coerced into participating but too fearful to speak up and be shamed or ostracized.**

Teacher: Hi, what is your name?

Student (reading from card): My name is Alex (for example).

Teacher: Nice to meet you, Alex. Do you want me to call you he, she, or they? Student: Please call me they.

Take this opportunity to see if students have any questions.

### Student Activity: 5 minutes

Hand out name/pronoun cards (try not to use familiar student names) to students and ask everybody to walk around the classroom and introduce themselves/ask each other what their names are and what pronouns they should use (based on the cards). Remind them that in this game we're pretending to be other people and not ourselves. If students start to get silly or act out gender stereotypes (based on their card) take this as an opportunity to discuss this – for example, explaining how acting out a specific group of people or particular person in an exaggerated way isn't real and can be hurtful.

**Compelled Speech. Manipulating and shaming children so they will conform.**

### Follow-Up

Please see part 2 for additional related activities and worksheets.

Follow-up discussions over time are encouraged to solidify the information presented in this lesson. It is important to model respect for pronouns and gender identity throughout the year– this could take place by asking a volunteer in the classroom what their name is and if we should call them "he", "she", or "they", or bringing up the discussion when reading another storybook.

### Adaptations

Students who may need more time with the book directly (i.e. if they couldn't hear the reading of the story, see the pictures, or simply require more time) are encouraged to work in smaller groups with the teacher or teacher's aide to go over the story again. The book may also be kept at the front of the classroom or on the teacher's desk for

students to look through as needed. For younger grades, the role-play activity may need to be done as a group where the teacher models the name/pronoun cards with students. **Repetition, in order to thoroughly indoctrinate a child.**

**Created By:** Kate Paterson

**Source:** [SOGleducation.org/TeachBC](http://SOGleducation.org/TeachBC)

Action4Canada.com

## Lesson Plan – Gender Identity & Pronouns (Part 2)

(K, 1, 2, 3)

### Materials Needed

The picture book, *10,000 Dresses* by Marcus Ewert

Colouring material

Printed worksheets

### Teacher Notes

- Part 2 should take place on a separate day from part 1 so as to not overwhelm students with information
- Re-read *10,000 Dresses* a second time and then assign the worksheets. Re-reading the story may also provide students more time to think about the plot and characters
- Allocate enough time for students to begin work on the worksheets, however these may be continued over multiple days
- Use worksheets adaptable for grade K-3. For example, kindergarten students may focus on the "Story Retelling" worksheet, while grades 1-3 may focus more on writing and comprehension

### Read-Aloud and Discussion: 15-20 minutes

- Tell students that you are going to re-read *10,000 Dresses*
- Allow time for any comments or questions that come up during the read-aloud
- This is a great opportunity to revisit some previous discussions on gender and pronoun use from previous lesson

### Teacher Modelling: 5 minutes

Explain various elements of the worksheet(s) with students as a group. Ask if there are any questions. Teachers may provide examples for filling in the worksheets. For instance, "Bailey feels happy that she has a friend who can help her make dresses", "Bailey feels respected when people call her 'she'", "Bailey feels sad when people call her a boy".

### Indoctrination.

### Student Activity: 30 minutes

After reading the story, ask students to work on worksheet(s). Worksheets may be spread out over many lessons or used as teacher sees fit:

Ask students to design (using crayons or pencil crayons) a dress for Bailey, using elements from the story and other outside knowledge. Discourage students from drastically altering Bailey's appearance (i.e. do not "make her into a boy" or overtly change her hair or physical appearance). Should this occur, begin a group discussion on respecting Bailey by designing a dress that she would like. Discussion may also lead



to gender fluidity – boys and girls do not look, behave, or feel just one certain way.

"Bailey is/can/feels", "I see, I think, I wonder..." and "Predicting character feelings" asks students to draw upon their predictions prior to reading the story, thoughts and curiosities while reading the story, and any conclusions, lingering thoughts, or future predictions after the story.

**Indoctrinating and confusing children.**

### Follow-Up

Depending on which worksheets the teacher decides to use, work may be continued over a few lessons. Students may hand work in for assessment (elements of story, story comprehension, letter formation, sentence structure, conventions). A follow-up discussion is encouraged, should anything come up in student responses on the worksheets (for example, homophobia or transphobia).

### Adaptations

Students who may need more time with the book directly (i.e. if they couldn't hear the reading of the story, see the pictures, or simply require more time) are encouraged to work in smaller groups with the teacher or teacher's aide to go over the story again. The book may also be kept at the front of the classroom or on the teacher's desk for students to look through as needed. More time (or fewer worksheets) may be allocated to students who need more time to complete tasks.

**If they aren't embracing the new ideology stay on them until they do.**

**Created By:** Kate Paterson

**Source:** SOGleducation.org/TeachBC

## Lesson Plan – A Red Crayon's Story (Emotions & Feelings)

(K-4)

### Curricular Connections:

1. Personal Awareness & Responsibility
  1. I can sometimes recognize emotions.
  2. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions
2. Social Responsibility
  1. I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
  2. I can demonstrate respectful and inclusive behaviour.
  3. I am aware of how others may feel and take steps to help them feel included.

### Book Overview:

Funny, insightful, and colorful, *Red: A Crayon's Story*, by Michael Hall, is about being true to your inner self and following your own path despite obstacles that may come your way.

Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! This funny, heartwarming, colorful picture book about finding the courage to be true to your inner self can be read on multiple levels, and it offers something for everyone. <https://goo.gl/jMu6Os>

**Indoctrination**

### Lesson Overview: Theme of emotional regulation

*(This lesson can take place over several days to explore the topics piece by piece)*

1. Read the book to the class.
  - Explore the images and how the main character is feeling.
2. Talk about Feelings
  - Are there times you have to show different feelings than you have

**Emotion regulation is the ability to exert control over one's own emotional state. However, this Lesson Plan manipulates children's emotions.**

- Sad but have to be brave / happy? (You lost your favourite thing in the world, but have to go to a birthday party instead of looking for it)
- Happy but have to be composed? (You won first place, but your best friend was hurt in the race)
- It's ok to be angry at something / someone, but it's not ok to hurt others. It's about working through your feelings.

### 3. Touching on depression / anxiety

- There are times when it's ok to be sad, happy, brave, upset...
- It's about sharing those feelings with others who can help, if needed.

### 4. Moving from emotional to physical - Red crayon was blue inside. Their inside did not match the outside.

- How do you think Red felt when everyone else told them to change?
- How would you feel if someone kept telling you to change?

Are there times that you don't feel the way you look?

- What if you felt different inside?
- **What if you felt like an owl inside** but everyone else kept telling you that you were a person? How would that make you feel? **Subtle step, introducing Furies.**
- What if I felt like a boy / girl inside but person kept telling me that I am a girl / boy because of the way I look? Would that be ok?
- What if I looked like a boy but wanted to wear a dress?
- What if a boy wanted to join a dance class or play with barbies?
- What if a girl wanted to join hockey or play with trucks?

### 5. Drawing activity

- Allow the students to draw a time that they felt different inside from what they showed outside (emotions, attitudes, physicality)
- **Allow students to keep the image private between you and them to keep the activity safe.** If they would like to share with the class, they can, but is not a requirement.
- They can follow up with journaling to explain the picture, if desired (see #6)

OR

### 6. Journaling Activity (*this can be an extension or substitute for #5, depending on your students*)

- As an extension: Students can write about what they drew, and why they drew it. They can explain the situation that they drew and what happened just before and after.
- As a substitute: Students can write about a time that they felt different inside from what they showed on the outside. What made them feel different? How did they show themselves differently? How did it feel at that time?

### 7. Moving from person to language - Using examples that relate to diversity and acceptance



- When I grew up, I spoke French in my home. Does that mean I couldn't speak to someone who didn't speak French? It meant that I could speak to more people and make more friends.
  - What words can we use to show that we are accepting / welcoming of differences?
  - What if we notice someone that is different or notice that the inside may not match the outside?
  - How do we help make them feel comfortable / welcomed?
8. Activity: Ask students to create a welcoming board that can be placed / displayed in the hallway
- What do they want to include on it? (Language, Images, Title)

Further Resources:

King & King - <https://goo.gl/yILAtg>

Tango Makes Three - <https://goo.gl/ShWg4N> My Princess Boy - <https://goo.gl/quCQxr>

Not Every Princess - <https://goo.gl/Thbkva>

I Am Jazz - <https://goo.gl/kE20TV>

Call Me Tree - <https://goo.gl/wvsKaG> & <https://goo.gl/i186Qf>

**Created By:** Nichelle Penney

**Source:** SOGleducation.org/TeachBC

## Lesson Plan – Questioning Gender Expectations/Stereotypes

(Based on content from *The Gender Spectrum: What Educators Need to Know*)

(Gr.2,3,4,5,6)

QR Code for Lesson Plan:



### Curricular Connections:

- **ELA 2/3** - The role that story plays in personal, family, and community identity
- **ELA 4/5** - Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- **PHE 2/3** - Identify personal skills, interests, and preferences and describe how they influence self-identity
- **PHE 4/5** - Describe factors that positively influence mental well-being and self-identity

### Overview

This lesson will explore identity, the societal stereotypes often held about gender, how these affect us, and how we can encourage one another to be authentic to our passions and interests.

Teachers should be familiar with the terms **biological sex** (which is assigned at birth based on external characteristics) and is sometimes different from **gender identity** (which is someone's personal sense of being a girl/woman, a boy/man, or somewhere in between along the gender spectrum). **Sexualizing children.**

This lesson can be followed by a lesson on gender identity, entitled "Gender Identity, Media, and Stereotypes" which is also available on the [TEACH BC website](#).

### Lesson Plan – Part One: Gender Stereotypes

Introduce the lesson by telling students that you will be talking about identity, in other words, what makes a person who they are. Part of a person's identity is defined by their interests, what they're good at, and often the things they like to do.

Ask students to talk in small groups about things they are good at or like to do. These can be things they like to do at school, after-school or at home. They should write 3 things each on 3 separate post-it notes (or small pieces of paper). Now ask for their help to place these activities (with words and picture icons) in a large Venn diagram on the board (or using string on the carpet). Use the headings of "Only for Girls", "For Anyone" or "Only for Boys".

What about colours? Are some only for boys, or only for girls? Engage students in discussion about the items. Hopefully they should all eventually land under, "For Anyone".

Next ask if there are activities that are more popular among boys or girls. Sometimes when something is popular for many boys, people begin to think that it's ONLY for boys, or if it's popular with many girls they think it's ONLY for girls. Is this true? These ideas are called **stereotypes**.

- Who gets to decide what a person should like?
- Are there certain jobs that are only for men or only for women?
- What if someone likes something that people don't think is right for them based on their gender? How might they be treated by other kids and sometimes even adults?
- How might this make them feel? Could this feeling affect their interests and even choice of job in the future?

### Manipulating student's emotions

Next read two stories about kids who felt like this.

- Boy stereotypes: *Henry Holton Takes the Ice* by Sandra Bradley, *The Only Boy in Ballet Class* by Denise Gruska, *Oliver Button is a Sissy* by Tomie dePaola, or *The Sissy Duckling* by Harvey Fierstein
- Girl stereotypes: *A Fire Engine for Ruthie* by Leslea Newman, *Allie's Basketball Dream* by Barbara E. Barber, *The Worst Princess* by Anna Kemp or *The Paper Bag Princess* by Robert Munsch

Ask students to talk about how the main characters challenged or handled the pressure to follow gender stereotypes. Have they ever felt this pressure? How did they handle it? When people follow their true passions, abilities and strengths they are happier and the world gets their best.

### Activity

- Letter Writing – Ask students to write a letter to one of the characters from the stories to tell the character what they think about their decision to be true to themselves. Have them include what they will do if they see this happening to a friend in future and whom they could seek help from if they were teased because of what they like or who they are. LGBTQ ally

### Lesson Plan - Part Two: Celebrating Gender Freedom

Tell the students that you are going to read a book, and when they hear a gender stereotype, they can say "What?" and give a thumbs down to show how limiting gender stereotypes can be. Ex. "Blue is only for boys."

Read the book "Of Course They Do" by Marie-Sabine Roger



## Activities

- **Learn "The Rainbow Song"** – by Lora Bird (VSB Primary Teacher)  
This song teaches children about gender diversity, kindness and acceptance of differences. **Focused solely on LGBTQ**  
<https://drive.google.com/file/d/1U48ZmZawuApOgoBquDL8142a7EPvViFE/view>
- How can we as friends support and encourage each other to do the things we really enjoy, regardless of gender?
- Ask students to imagine a world where there are no expectations of what they should like based on their gender. Is there anything that they would like to do or try? Do they have an idea of what they'd like to be when they grow up? Draw a picture and possibly write about themselves doing something they really like doing, would like to try or would like to be when they grow up. It doesn't matter if this idea challenges gender expectations or not, just that it reflects their true passions and interests.

## Useful Videos

**Creating Gender Inclusive Schools** - 2016 (Trailer 2min, Film 21 min) - Professional

This short film shows how elementary schools can talk about gender diversity and stereotypes in an inclusive, fun and age-appropriate way. Ideal for teachers, administrators, staff and parents, but can also be used to promote discussion among students. Brainstorm what actions you can take to make your school more gender inclusive. The full film (21 min) can be purchased at [New Day films](http://NewDayfilms.com).

<https://vimeo.com/154811690>

**This video teaches students that "gender is non-binary it's a spectrum"**

**Tomboy** - 2010 (11:48) - Prim/Int \*Canadian

Animated short film about a girl who is teased because she doesn't follow gender stereotypes.

<https://vimeo.com/10772672>

**Like a Girl** - 2014 (3:18) - Prim/Int/Sec

This "Always" ad compares our stereotypical ideas about the term "Like A Girl" to the ideas of young girls themselves.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

**Like a Girl** – Unstoppable 2015 (2:44) - Prim/Int/Sec

This "Always" ad continues the discussion about the messages society gives to girls which reduces confidence and often results in them quitting certain activities.

<https://www.youtube.com/watch?v=VhB3l1gCz2E>

**Inspire Her Mind** - 2014 (1:02) - Int/Sec

This "Verizon" ad movingly demonstrates the negative impact of gender stereotypes on girls.

<https://www.youtube.com/watch?v=XP3cyRRAfXQ>

**If We Used Childhood Gender Stereotypes on Adults** - 2014 (1:47) - Int/Sec

This comical BuzzFeed video imagines what the workplace would look like if we subjected adults to the same gender messages we regularly send to children.

<https://youtu.be/381belOZreA>

### Possible Extensions

- This lesson can easily be a part of a unit on diversity, respect and equality and could include lessons on family diversity (see SOGleducation.org/sogi3), ethnic and cultural diversity, levels of ability, etc. By understanding and rejecting stereotypes, students can help to create a world where everyone feels respected and able to be authentic and proud of themselves. By knowing about diversity and the importance of equality, they are better able to speak up, keep themselves safe and to seek help when required.
- A natural progression from this lesson could be **a lesson on Gender Identity where students learn that everyone has their own idea of their own gender** and this may not be the same as others, and that's OK and needs to be respected.
- Sexism - Ask students if they think it's harder for boys who cross into "girl culture" or for girls who cross into "boy culture"? Why do they think one is harder? Introduce the concept of sexism to the class. For example, boys are often harshly teased for engaging in activities perceived to be part of girl culture (ie. dance, figure skating) because these pursuits are seen as lesser. Similarly, girls are sometimes excluded from activities perceived to be the domain of boy culture (i.e. hockey, football, etc.). Also, boys and girls are sometimes teased and targeted with sexist language.... "You throw like a girl!" What effect does this have on these kids? What effect does it have on other kids?
- Homophobia - Talk with students about how people are sometimes called homophobic names if they are perceived to be gay/lesbian because of their appearance or types of activities they participate in. The words "gay" and "lesbian" are OK words to use when talking about who someone loves, but never in a teasing or mean way. You can also mention that a person can't be gay or lesbian (**our sexual orientation**) until their body starts changing into an adult and they develop romantic attractions for others. **Indoctrination, exploitation and sexualization**
- Questions for students:
  - **Ask if they can tell who might be gay/lesbian by their appearance or activities they enjoy.**
  - **How might an older student who says they are gay/lesbian be treated by classmates? This is G 2-6. Most children have not yet reached puberty.**
  - How can we make our school a more welcoming and inclusive place for people who may be different because they don't follow gender stereotypes?
  - Discuss with students how homophobia and sexism sometimes limit girls' and boys' choices because of the pressure their family and friends sometimes place upon them. Ask if this is fair or not. Talk about equality with your students and have them discuss how boys and girls should be treated fairly, irrespective of the activities they enjoy and want to be involved in.

- o To follow through on this topic, teach all students how to dance, how to bake and to throw a football. When you go skating, remind students that they can ask for hockey skates or figure skates based on what they'd like to do or try out that day.

**Assessment**

Use their contributions to assess their knowledge of self, identity, respect for differences, gender stereotypes, understanding of the harm caused by teasing, and ways to care for each other.

**Created By:** Steve Mulligan

**Source:** [SOGleducation.org/TeachBC](http://SOGleducation.org/TeachBC)



## Lesson Plan – “Call Me Tree”: Gender Identity and Diversity

(5,6)

### **Curricular Connections:**

#### Communication

1. I can understand and share information about a topic that is important to me
2. I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose.

#### 2. Creative Thinking

1. I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
2. I can get new ideas in areas in which I have an interest and build my skills to make them work.

**Book Overview:** For one young child, it all begins as a tiny seed that is free to grow and to reach out to others while standing strong and tall – just like a tree in the natural world. In this spare, lyrically written story, we join a child on a journey of self-discovery. Finding a way to grow from the inside out, just like a tree, the child develops as an individual comfortable in the natural world and in relationships with others. The child begins “Within/ The deep dark earth,” like a seed, ready to grow and then dream and reach out to the world. Soon the child discovers birds and the sky and other children: “Trees and trees / Just like me!” Each is different too. The child embraces them all because “All trees have roots / All trees belong.”

Maya Christina Gonzalez once again combines her talents as an artist and a storyteller to craft a gentle, empowering story about belonging, connecting with nature, and becoming your fullest self. Young readers will be inspired to dream and reach, reach and dream . . . and to be as free and unique as trees.

<https://goo.gl/wvsKaG> - Gender Free Version <https://goo.gl/i186Qf>

**Lesson Overview: \*Note :** This lesson would benefit from a symbolism lesson beforehand to help the students understand representation in general and for personal reasons. Lessons can be viewed from the following links: <https://goo.gl/ZhDwBR> <https://goo.gl/EC9n5q> <https://goo.gl/shNMng>

### **Lesson Plan - theme of self discovery**

1. Read the book to the class.
  - a. Explore the images and how the main character is feeling.
2. Journaling
  - What type of tree do you see yourself as?
  - What does your tree look like?
  - What is hanging from your tree that would represent you?
- i. Remember they should be items that symbolise who you are and what you're interested in.

### 3. Art Project

- Introduce the next step, letting the students know that this is an art assignment, but will not count as an art mark (this alleviates the concern some students have around not being a good artist)

Students are to take their journal entry and turn it into an image

### 4. They are to create a tree in some form (options below) and hang things from it to show who they are in a symbolic way

- A soccer ball because they love to play soccer
- A light bulb because they always have good ideas
- A rainbow because they like to be inclusive / have friends who may identify as LGBTQ / identify themselves as LGBTQ

**indoctrination**

### 5. Give your students choice (if it's open ended, it will allow for more creativity and freedom of thought):

Draw Paint Pastels Pencil Crayons	Create Online - Grab pictures - Collage	Draw a life size image (outline of a student) - Arms / hands become the branches / leaves
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The above are suggestions, not limitations

### 4. Explore with the students (discuss as a class and one-on-one) a. Where are your branches?

### i. Up / down / twisty / broken / strong / thick / thin... b. Where are the items hanging from?

- Items on the top (because you show EVERYTHING of who you are)
- Items in the middle because you only show / tell those things to others
- Items on the bottom because you like to keep those things to yourself

Before the next journal entry, the teacher should explore what an artist statement is, and why it is important.

**An Artist Statement:** A general introduction to your work, a body of work, or a specific project. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph. The second paragraph should go into detail about how these issues or ideas are presented in the work.

### 5. Artist Statement Worksheets Links/QR Codes:



### 6. Journaling - follow-up

- Students will reflect on their original entry in comparison with their art project.
  - Did the tree come out as they expected?

ii. What changed from beginning to end?

iii. Are they pleased with the outcome?

New entry

iv. What is hanging from their tree?

v. Why did they select those items

vi. What do they represent?

#### 7. Final Activity

- Students will place their tree around the room.
- Teacher can set it up as a class presentation, gallery walk, or Q & A (as some suggestions), but should leave it optional for students to discuss their piece as to not put anyone on the spot if they are uncomfortable sharing.
- This can also be done one-on-one with the teacher, or expressed through the journal entry.

#### Further Resources:

King & King - <https://goo.gl/yILAtg>

Tango Makes Three - <https://goo.gl/ShWg4N>

My Princess Boy - <https://goo.gl/quCQxr> Not Every Princess - <https://goo.gl/Thbkva>

I Am Jazz - <https://goo.gl/kE20TV>

Red: A Crayon's Story - <https://goo.gl/jMu6Os>

**LGBTQ resources only. How does this represent all children in the class?**

**Created By:** Nichelle Penney

**Source:** SOGleducation.org/TeachBC



## Lesson Plan – LGBTQ Human Rights

(Gr.5,6,7)

### Curricular Connections:

**Socials 5** - Human rights and responses to discrimination in Canadian society

**Socials 6** - Global poverty and inequality issues, including class structure and gender

**Socials 7** - Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places

### Overview

This lesson will explore the history of LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer\* or Questioning) rights in Canada and make comparisons to other countries around the world. It will highlight that different governments vary in their level of protection for human rights and freedoms, and that these protections often build, but sometimes are taken away over time. **This topic sexualizes children.**

\* Usage of the word "Queer" - Since the early 20th century, queer has had the meaning "gay or lesbian," and for much of the time has been used with disparaging intent and perceived as insulting. Since the 1980s, queer has increasingly been adopted especially among younger members of the gay and lesbian community as a positive term of self-reference. However, the term is not universally accepted within the LGBT community, and might still be viewed by some as degrading. Queer is also a term used by activists and academics: *queer politics*; *scholars of queer literature*. And the term has more recently come to include any person whose **sexuality or gender identity** falls outside the heterosexual mainstream or the gender binary. A person identifying as queer can be gay, lesbian, bisexual, transgender, gender-fluid, etc., but the use of queer avoids any specific label. It often replaces the acronym LGBTQ, which is limited because it relies on letters to include each identity. **Sexualizing children.**

### Teaching Strategies and Questions

Start by looking at your school's Code of Conduct.

- Why do we have this? It is meant to reflect the BC Human Rights Code. What is included when we talk about human rights?
- Which groups are named in the BC Human Rights Code? Why these groups? (historically targeted, often face discrimination)
- Who was Martin Luther King Jr and what did he do?
- Who was Viola Desmond and what did she do? (In 2018 on Canada's \$10 bill)
- Does anyone know any other people who have fought for civil rights or human rights?
- What about gay and lesbian people? Have you heard the acronym LGBT or LGBTQ? It stands for Lesbian, Gay, Bisexual, Transgender, and the Q can mean Queer or

Questioning. These are OK words to use as long as they're used respectfully and not hurtfully.

- Do you think that LGBTQ people have ever been treated unfairly? How? (employment, housing, marriage, benefits)
- Do you know anyone who has fought for LGBTQ equality and human rights?

### Activities

- Read *The Harvey Milk Story* by Kari Krakow
- Read [The Story of Jim Egan](#) on opentextbc.ca
- Read a [newspaper article](#) or watch a [video news story](#) about Tru Wilson
- Design a postage stamp to honor someone who has fought for human rights. Write a persuasive paragraph to support your stamp.
- Divide students into groups and have half the class create a timeline for LGBTQ rights in Canada, and the other half, LGBTQ rights in the United States.
- Explore this [Map of Sexual Orientation Laws from ILGA](#) to see where rights are stronger or weaker.
  - Do they notice any connections with the rights of all people in a country?
  - What causes these differences between countries?
  - Are there factors that determine how progressive a country may be with respect to human rights?
  - Can changes in one place affect another?
  - How do they think a map showing rights for Transgender people would look? Why?
  - Is gender identity and expression protected in Canada? How about our province? Do human rights in a country always move forward? What factors may cause human rights to be reversed?
  - Can students find examples of recent changes in human rights for LGBTQ people in Canada or other countries?

### Assessment

- Can students identify the grounds named in the BC Human Rights Code?
- Can students identify the ways that the BC Human Rights Code protects people from discrimination?
- Can students identify similarities and differences between the progress of LGBTQ rights in Canada versus other parts of the world?

**Created By:** Steve Mulligan

**Source:** SOGleducation.org/TeachBC

**The amendment to the BC Human Rights code to include gender identity and expression is not a green light to sexualize children nor does it give activists the right to impose their ideologies on others or trample over the human rights of others, such as religious rights.**

# Lesson Plan – 2SLGBTQ+ Discrimination & The Universal Declaration of Human Rights

(Gr.5 & 6)

## **Curricular Connections:**

Gr. 6 - Big Idea:

- Systems of government vary in their respect for human rights and freedoms.

Gr. 6 Content:

- Inequality issues

Gr. 5 - Big Idea:

- Canada's policies and treatment of minority peoples have negative and positive legacies.

Gr. 5 Content:

- Human rights and responses to discrimination in Canadian Society

Gr. 5 & 6 Curricular Competencies:

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.

**Student Objectives:** To explore **sexual orientation** laws, discrimination and injustices in Canada and around the world.

Students will be using the UN's Universal Declaration of Human Rights and applying this to explore discrimination and injustices against LGBTQ+ peoples. Provocations of **sexual orientation** laws around the world, legalisation of **same-sex marriage** and Canadian personal stories of LGBTQ+ discrimination, students will engage in critical thinking regarding which articles of the Universal Declaration of Human Rights are being violated in Canada and around the world.

## **Guiding Questions:**

- How are LGBTQ+ people around the world treated?
- What are your rights in Canada? In another country?
- Which of the Universal Declaration of Human Rights are being violated by the unjust treatment of LGBTQ+ people in Canada and around the world?

## **Lesson Instruction:**

Use the provocations below (or select your own) to explore sexual orientation laws and discrimination locally and around the world. Consider setting up provocation stations



around the room or school, putting one provocation at each station. Students can work individually, partner and/or group and can record their thinking using the [Student Handout](#) as they rotate through the stations. Students will be using the [Universal Declaration of Human Rights](#) to consider which rights are being violated for the different provocations. In their handouts, students are asked to justify their thinking explaining why they have chosen the different Human Rights articles. Spend time after making students thinking visible and sharing their thinking with the class. Have each student or group share 2 articles that they believe were violated and allowing students to express their feelings regarding the different provocations.

**Materials Needed: See HyperLinks Below**

[Student Handout](#) (See Next Page)

[Universal Declaration of Human Rights](#)

[Provocation: Sexual Orientation Laws Around the World](#)

[Provocation: Legalisation of Same-Sex Marriage](#)

[Provocation: UN SPECIAL PROCEDURES & LGBTI ISSUES](#)

[Provocation: Jim Egan - Canadian LGBTQ+ Rights Pioneer](#)

[Provocation: Mission, B.C. Teen Bullied for Being Trans](#)

**Assessment:**

- Can students identify the ways in which LGBTQ+ rights are being violated according to the Universal Declaration of Human Rights code in Canada and around the world?
- Can students justify their thinking by providing reasons/evidence for the rights violations they identified?

**Created By:** Olivia Lord & Jay Marees

Are students being taught about other Human Rights such as religion? Are they being taught that Christians suffer the most extreme persecution in the world? Canada is founded on Christian biblical principles. Are students being taught these values?

The Natural family is the cornerstone of a thriving society. The ultimate goal of SOGI 123 is to dismantle heteronormativity which is nonsensical and destructive to the basic building blocks of society.

As evidenced in the SOGI Toolkit for teachers, children are being constantly inundated with propaganda that is founded on an unscientific ideology. As a result, students are suffering from increased depression and suicidal ideations. The learning resources are causing a mass social contagion wherein children are "self-identifying" as trans and being fast-tracked onto harmful hormone blockers and surgeries that permanently mutilates their bodies, and sterilizes them.

As stated in the introduction of this toolkit SOGI is not about diversity or inclusion, "The goal is to provide curriculum focused learning that is centered around issues facing members of the 2SLGBTQ+ community

SOGI 123 is causing measurable harm and must be removed in its entirety from the education system.

