

## SCENARIO #1

A Female-to-Male (FTM) athlete has started their social transition, and has asked coaches and players to use a different name and pronouns for them, but wants to keep playing on the girls' U12 team they have been a part of for the last four years.

What is the appropriate response?

If not taking hormones, the athlete should be able to remain on the team - simply address the athlete by requested name and pronouns. Educate team and inform them to do the same. Enforce respect.

What are the best guidelines to refer to?

[CCES: Creating Inclusive Environments for Trans Participants in Canadian Sport](#)

What can an administrator do to make the athlete feel safe and supported?

Ask the player how they would like to be supported. Educate team, coaches, and players about gender identity. Assist in changing any media listings, publications, websites, and other areas to reflect appropriate name and pronouns they use.

What can a coach do to help create an inclusive environment?

Eliminate gendered language: avoid saying, "good job, ladies" even for a girls team. Use appropriate pronouns and name and correct yourself if you slip up. Enforce that other athletes use appropriate name and pronouns as well.

## SCENARIO #2

A gender fluid athlete is preparing to join a provincial team that only offers female disciplines, which differs from their sex assigned at birth.

What is the appropriate response?

Allow the athlete to participate.

What are the best guidelines to refer to?

[Manitoba High Schools Athletic Association policy on transgender students](#)

## SCENARIO #3

A female athlete has recently come out to her team as a lesbian, which has led to lots of calls from concerned parents of other teammates, some of whom are asking to use a different change facility.

What is the appropriate response?

Non-LGBTQ athletes and coaches sometimes express fear or discomfort about sharing a locker room with openly LGBTQ team members. This discomfort is often based on the stereotype that LGBTQ teammates pose a sexual threat. Sometimes athletes and coaches become uncomfortable only after an LGBTQ teammate has come out. If they were comfortable before, what makes them uncomfortable now? If nothing has changed except the knowledge that a teammate is LGBTQ, the discomfort is from one's own fears or prejudices. This should be addressed through education or counseling for those who are uncomfortable.

When developing policy governing locker room behavior, the key issue is to be sure that policy is based on broad principles of fairness and commitment to safety for all and not on fear or stereotypes about lesbian, gay or bisexual people.

- Develop & enforce sexual harassment policy that applies to all regardless of sexual orientation or gender. Educate athletes, coaches, and other athletics staff about sexual harassment policy so that they know their rights and responsibilities
- Educate athletes about LGBTQ issues. Address fears or stereotypes about the presence of LGBTQ people in the locker room.
- Make a privacy area for changing clothes and showering for any athlete to use.
- Make parents who express concerns about LGBTQ people in the locker room aware of expectations of respectful treatment for all including non-discrimination policies that include sexual orientation and gender identity/expression.

What are the best guidelines to refer to?

[CAAWS: Leading the Way: Working with LGBTQ Athletes and Coaches](#)

What can an administrator do to make the athlete feel safe and supported?  
Affirm the athlete has every right to use the locker room. Address the situation immediately and directly with those who are objecting to her being in the locker room. Schedule education workshops/trainings for coaches and administrators about LGBTQ inclusion in the locker rooms and in sport.

What can a coach do to help create an inclusive environment?

Address any negative comments or actions, bullying, or excluding behaviour immediately. Continue to include the athlete who identifies as lesbian and make sure she feels included among her peers.

Emphasize that on our team, we care about working together and doing the best we can together, and that one's sexual orientation does not impact their ability to play.

## **SCENARIO #4**

A Female-to-Male (FTM) athlete wants to continue playing with the women's team for one more year.

Uniforms in this particular sport are skirts rather than shorts and the athlete isn't comfortable wearing a skirt.

What is the appropriate response?

All team members should have access to uniforms that are appropriate for their sport and that they feel comfortable wearing. No student should be required to wear a gendered uniform that conflicts with the student's gender identity.

What are the best guidelines to refer to?

[NCAA: Champions of Respect](#)

What can an administrator do to make the athlete feel safe and supported?

Provide reasonable similar uniform that is not gendered.

What can a coach do to help create an inclusive environment?

Allow all athletes to wear uniform that is consistent with team colors and style but not gendered.