



*Clarington*

# **Inclusive Language Manual**

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## **Clarington's Land Acknowledgement**

The Municipality of Clarington is situated within the traditional and treaty territory of the Mississaugas and Chippewas of the Anishinabeg, known today as the Williams Treaties First Nations. Our work on these lands acknowledges their resilience and their longstanding contributions to the area now known as the Municipality of Clarington.

## **Clarington's Commitment to Truth and Reconciliation:**

We are committed to embracing our journey to understanding our treaty relationships and the invaluable social, economic, cultural, and political contributions of Indigenous peoples to Clarington. We will continue to reflect and acknowledge the importance of integrating Truth and Reconciliation into our communities where we live, learn and work.

## Guiding Principles to Using Inclusive Language

Inclusive language includes words and phrases that can be used to help make all members of the team feel welcomed and accepted. The words we use and the way we speak to one another can have a big impact on the people we are interacting with, influencing how they feel about themselves and how others perceive them.

Following some simple guiding principles of inclusive language can help to create a safe, welcoming and inclusive environment for our colleagues and teams.

- Be open to recognizing and challenging stereotypes. Historically, language has been used to oppress and discriminate against equity-deserving groups. Be open and curious and do not let the fear of using the 'wrong' word keep important conversations and learnings from taking place.
- Make a conscious choice to use respectful language. This ensures that we are acknowledging and honouring an individual's identity and creating an inclusive and understanding environment.
- Recognize that language evolves as societal values change over time. We need to adapt our vocabulary and choose words that are considered appropriate in the current time. This shows commitment to building inclusive spaces, and respect for the reasons those changes were made.
- Embrace the Cultural Proficiency spectrum, which helps us to shift from tolerating difference to embracing equity. See Appendix 1- Cultural Proficiency Continuum.



## Using this Manual

The Inclusive Language Manual is created using the concepts of diversity and inclusion.

- **Diversity** is about the individual and the unique traits that make up a person - race, gender, gender identity and expression, religion, age, language, sexual orientation, social class, ability, family make up etc.
- **Inclusion** is how individuals are brought together to be part of the community while including differences. An inclusive organizational culture is one where all individuals are welcome and valued for their uniqueness, talents, skills and abilities. Inclusion creates a sense of belonging where difference enriches the culture for all.

Applying the learning in this manual will help increase awareness about relevant terminology and help us to avoid using language that is insensitive or demeaning.

You will find suggestions on what words to avoid, alternate options and opportunities to expand understanding through self-led activities.

This manual invites you to become more aware of communities around you and prompts you to bring diverse perspectives into your daily activities.

The manual is a living document, intended to be updated and changed with time. The terminology used and recommendations in this manual are current and will be replaced with new approaches as language shifts and changes.

If there is something in the manual that you feel could be updated, or is missing, please let us know at [diversity@clarington.net](mailto:diversity@clarington.net).

# 1 Focus on Ability

Statistics Canada defines a person with a disability to include anyone who reports being limited in their daily activities due to long-term health conditions or being limited to doing tasks with a lot of difficulty.

It is important to note that not all disabilities are visible or permanent. Think of people with cognitive challenges, learning differences, anxiety, or depression. At some point in our lives, it is likely that we will experience some form of disability.

Although there has been a societal shift to better understand and respect people with disabilities, discrimination still exists. Discriminatory language related to persons with disabilities includes derogatory labelling, making them invisible, emphasizing the disability over the person and stereotyping.

Inclusive language is a good place to start when including persons with disabilities. Consider people first, disability second.

## 1.1 Making Better Choices with Language – Focus on Ability

Preferred	Avoid
<p>A person who has... A person with...</p>	<p>Afflicted with, a victim of, deformed, handicapped, Mongoloid, struggling with, suffering from, troubled with, the blind, the deaf, the disabled, the learning disabled</p>
<p>A person with cognitive challenges</p>	<p>Don't make jokes that something is "crazy"; that "you have early onset dementia"; or are "having a senior's moment" when you forget something</p>
<p>A person who has mental health issues, developmental or intellectual disabilities</p>	<p>Crazy, disadvantaged, feeble-minded, having mental disorders, idiot, imbecile, insane, lunatic, mental, moron, nuts, psycho, retarded, schizo, vegetable</p>

Joe uses a mobility device	Joe is confined to a wheelchair
Mac is partially sighted or has vision loss	Mac is partially blind
People who are Deaf, a member of the Deaf community, Deaf culture (use capitalization for Deaf)	Deaf and dumb, deaf-mute, the deaf
Person with a physical disability, a person using a wheelchair or mobility device	Crip, crippled, disadvantaged, handicapped, invalid, freaks, lame, wheelchair-bound
Person with epilepsy	An epileptic
Person with hearing loss	The hard of hearing, the hearing impaired
Person with paraplegia, woman who is paralyzed, man with spinal cord injury, people with mobility challenges	Crippled, handicapped
People without disabilities	Able-bodied, healthy, normal, regular, whole
Sign-language interpreter	Translator
Specify the disability only if relevant	Special needs

### What can I do to be more inclusive?

- Be self-reflective and check your own attitudes towards persons with disabilities.
- Inform yourself about disabilities. <https://www.disabled-world.com/disability/types/>

- Learn about what services exist in your community and share the information if asked.
- Avoid pitying, speaking for, or ignoring persons with disabilities. Know that people with disabilities are not super heroes, or miracles.
- Know that people with disabilities are not their diagnosis.
- Don't assume what a person can or cannot do based on their disability or ability.
- If you want to assist a person with a disability, ask them first if they want some help. Help them in the way they want it done.
- As an employer, provide accommodations that are relevant to the person's needs, not what you think they need.
- Only park in an accessible parking spot if you are eligible to use this space.
- Speak directly to a person with hearing loss even if they have an interpreter. Do not raise your voice unless asked to do so.
- Speak to people with vision loss rather than touching them. If you want to assist, ask them if and how they would like to be assisted.
- Do not pet or offer treats to a service animal as they are working when they are assisting their owner.
- Persons with cognitive challenges may not understand instructions. Offer different ways to explain what you are saying and avoid repeating yourself. Use clear simple language.
- Learn about accessibility apps like AIRA, BlindSquare, and Seeing AI.
- Learn to be a sighted guide.



## 2 Focus on Age

Ageism is the stereotyping and discrimination of individuals based on their age.

Seniors are often dismissed because some think they cannot contribute due to assumed physical or mental decline. Youth are dismissed for their perceived lack of experience. These beliefs are stereotypes that cause discrimination and exclusion for youth and seniors limiting their participation in our city.

Many seniors today are physically active and engaged in the community evidenced by their volunteerism. Youth are trendsetters and create new language, much of it linked to new technologies.

### 2.1 Making Better Choices with Language – Focus on Age

Preferred	Avoid
If relevant to the conversation, ask an older adult how they would like to be addressed. Some like senior, older adult, or elder.	Ancient, bag of bones, biddy, blue-hairs, codger, grandpa, granny, honey, geysers, Jurassic, long in the tooth, prehistoric, oldies, old bat, old boy, old girl, old goat, old man, old-school, old-timer, old woman, stale dated, set in his ways, sweetie, Hey “Boomer”
If relevant to the conversation, ask a young adult how they would like to be addressed. Some like youth, young adult, young person, young man, and young woman.	Any diminutive term, baby mamma, baby man, junior, kid, kiddo, punk, wet behind the ears, young punk, young whippersnapper, young lady / man, honey, dear, hun, girl, big guy, cutie
Address youth and seniors directly with respect.	Avoid statements like “act your age”, “you’ll understand some day”, “it’s not like that anymore”, and “that’s ancient history”.

## What can I do to be more inclusive?

- Take the time to explain your ideas to older adults and youth. Don't assume that they cannot understand because of their age.
- Don't assume older adults are not open to new ideas or youth can't grasp an idea.
- If you are in a front-line role, ensure that you provide equal time to youth or older adults as you would for others. Don't assume they have a lot of time on their hands, or their time is less valuable.
- Be aware that not all older adults have hearing loss.
- Invite youth and older adults into conversations at family or social gatherings. Notice when they are not participating in the conversation and assist them to feel included.
- Youth bring new perspectives and older adults have experience that can add dimension to any project. Include them in consultations to get a broader perspective.
- Some older adults prefer in person over online interaction. Make options available to make sure they are welcome.
- Don't treat youth or elders as if they don't have an opinion.
- Don't assume older adults are not comfortable with new technologies.
- Don't take over decision-making from youth or older adults.



### 3 Focus on Gender

Historically society has demonstrated favour for men and has discriminated against women. Despite the progress towards gender equity, women may still be portrayed as subordinate, dependent, junior, sexualized or invisible. Women experience discrimination when their contribution is undervalued.

Inequity is compounded when combined with discrimination related to a woman’s Indigenous ancestry, race, ethnicity, physical or mental ability, sexual orientation etc.

Women with intersection of gender and race face racism and prejudice that white women do not experience. Yet as women, they face barriers that men in their same social group do not experience. As a result, it is crucial to make efforts to reduce discrimination between men and women, but also within gender groups.

Women also experience extremely high levels of violence. Seven of 10 people who experienced violence in relationships are women. Half of all women in Canada have experience a least one incident of physical or sexual violence since the age of sixteen. Women are far more likely to feel unsafe in community, which limits how they participate in all aspects of their lives.

#### 3.1 Making Better Choices with Gender-Neutral Language

Preferred	Avoid
Actor for male or female actors	Actress is diminutive
Artificially constructed, manufactured, synthetic	Man-made
Best candidate for the job	Best man for the job
Businessperson, executive, manager, entrepreneur	Businessman or businesswoman

<b>Chair, chairperson, coordinator, head, lead, moderator, facilitator, director</b>	Chairman, chairwoman
<b>Clerical staff, office worker, personal assistant</b>	The girls, girl Friday
<b>Fair, sporting</b>	Sportsmanlike
<b>Firefighter</b>	Fireman
<b>Humans, people, human race, humanity, ancestors</b>	Man, mankind, forefathers
<b>Labourer, worker, employee, staff</b>	Workman
<b>Maintenance person, tradesperson, technician, carpenter</b>	Tradesman
<b>Manager, supervisor, foreperson</b>	Foreman
<b>Men</b>	Boys (for adults)
<b>Woman on the ice when referring to a female player</b>	Man on the ice
<b>Partner, spouse</b>	My old man, my old lady, girlfriend, boyfriend,
<b>Person's name</b>	Honey, sweetie, baby, darling, love (for coworkers, community members, strangers)

Police	Police man, policewoman
Staff time, staff the booth, labour hours, work hours	Man hours, man the booth
Team player	Sportsmanship
Women	Girls (for adults), chicks, broads, babes, guys, honey, hun, dear, young lady
Workforce, staff	Manpower

### What can I do to be more inclusive?

- Check your assumptions about what women and men can do.
- Consider if and how you supervise men and women differently.
- Avoid making gender-based jokes that are demeaning and offensive.
- Speak up when you notice something that is offensive or demeaning.
- Avoid swearing, put downs or name-calling as they are often sexist or discriminatory.
- Inform yourself about services in your community by volunteering with a shelter, Boys and Girls Club, etc.
- Learn about the #MeToo movement.
- Get involved in your community by participating in community action groups like International Women’s Day march, Take Back the Night, White Ribbon Campaign, Missing and Murdered Indigenous Women’s Walk, etc.

# 4 Focus on Indigenous Peoples

Indigenous Peoples in Canada include First Nations, Inuit and Métis with more than 70 languages and 630 Nations. First Nations is a political identity that brings together over 630 different First Nations, primarily those south of the Arctic. Inuit are from the Canadian Arctic. The Metis are a distinct Nation with European fathers and Indigenous mothers.

Indigenous Peoples in Canada have experienced the impacts of colonization since European contact, which has firmly entrenched discrimination (e.g. the *Indian Act*, Missing and Murdered Indigenous Women, Residential schools). Indigenous Peoples today are survivors of what has been described as cultural genocide.

The Residential Schools system (1835-1996), set up by the Canadian government and administered by churches, is at the centre of the cultural genocide. Residential Schools forcibly removed Indigenous children from their families with the objective of assimilation. Here many children experienced violence, psychological and sexual abuse and the elimination of their culture. These actions caused intergenerational trauma, having lasting impacts where Indigenous populations now have the highest rates of poverty, unemployment, poor health, suicide, and incarceration.

The Truth and Reconciliation report contains 94 calls to action to expose the reality of Indigenous Peoples’ experience and make recommendations to heal and reconcile historical and present-day wrongdoings.

## 4.1 Making Better Choices with Language – Indigenous Peoples

Preferred	Caution or clarification
<b>Indigenous Peoples is a collective noun for First Nations, Inuit and Metis</b>	Usage of the word “Indian” in Canada is decreasing due to its incorrect origin and connections to colonial policies. Some consider it derogatory. A non-Indigenous person should not use the term “Native” as it can be considered offensive.

<p><b>First Peoples, Indigenous Peoples</b></p>	<p>“Aboriginal Peoples” is not adopted for all groups and may be considered offensive. A non-Indigenous person should not refer to Indigenous Peoples as “our” or “my” Indigenous Peoples.</p>
<p><b>First Nation</b></p>	<p>Term used to replace “Indian band”. Does not apply to Inuit or Metis.</p>
<p><b>Name a team using other terms</b></p>	<p>Do not use an Indigenous name for a sports team as this is appropriation of culture and is considered disrespectful.</p>
<p><b>Inuit for 3 or more; Inuk for 1 person; Inuuk for 2 people</b></p>	<p>Eskimo is considered a derogatory term. Innu are not Inuit, they are an Indigenous group from northeastern Quebec.</p>
<p><b>Metis</b></p>	<p>Half-breed is a derogatory term.</p>
<p><b>Band Chief or Hereditary Chief</b></p>	<p>These terms have different meaning as the Band Chief is elected every 2 years as a requirement under the <i>Indian Act</i>. The Hereditary Chief is an intergenerational leadership role that has power passed down along bloodlines and cultural protocols. Avoid using the colloquialisms like “Chiefs and Indians”, “too many Chiefs, not enough Indians” to describe a group as this is based on stereotypes and is considered offensive.</p>
<p><b>Elder</b></p>	<p>Elder is not interchangeable with senior. It is a term of respect for a member of the Indigenous community</p>

	who has attained a high degree of understanding of traditional teachings, ceremonies, regalia and healing practices. They are often a knowledge carrier.
<b>Knowledge Keeper or Carrier</b>	An Indigenous person who shares knowledge about traditional practices such as ceremonies, and medicines etc.
<b>Pow Wow</b>	Pow Wows are ceremonial celebrations of cultural pride for Indigenous communities to gather, to celebrate, to commemorate and to learn from each other. Avoid using the term Pow Wow when talking about gathering for a meeting
<b>Traditional Medicines – Sage, Sweetgrass, Tobacco and Cedar</b>	Avoid making jokes/comments that traditional medicines smell like marijuana.
<b>Regalia – traditional and sacred clothing worn by Indigenous Peoples</b>	Avoid calling traditional regalia a “costume”. Do not wear costumes that resemble regalia or sacred items used by Indigenous Peoples, as this is disrespectful.

**What can I do to be more inclusive?**

- Read the Truth and Reconciliation Final Report *Honouring the Truth, Reconciling for the Future* and consider how you can personally respond to the calls to action <http://www.trc.ca>.
- Reach out to your local Indigenous communities. Attend local Pow Wows.
- Purchase and read books written by Indigenous authors. Ask your local library to increase Indigenous resources.



- Sponsor and promote Indigenous events and advocacy. Participate in National Indigenous Peoples Day June 21, Missing and Murdered Indigenous Women's Walk and Orange Shirt Day.
- Learn more about Missing and Murdered Indigenous Women <https://www.mmiwgffada.ca/final-report/>.
- Learn about [Clarington's Land Acknowledgement Statement](#), understand its purpose and promote its use in appropriate settings.
- Offer a [Tobacco Tie](#) when requesting knowledge sharing, consultation or other services of a member of our Indigenous community.



## 5 Focus on 2SLGBTQ1A+

2SLGBTQIA+ stands for two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual. You may also hear other acronyms as well as the terms Queer Community, Pride Community, or Rainbow Community.

There are some key concepts that will help when learning about the 2SLGBTQIA+ community:

- Sex is determined by medical professionals who sex babies by their genitalia - F (female) or M (male).
- Gender identity is how we know ourselves as a man or a woman, both or neither.
- Gender expression is how we present to the world through clothing, hairstyle, or mannerisms.
- Sexual orientation is about attraction.
- A person who identifies as Transgender (Trans) has a gender identity that does not match their assigned sex at birth.
- A Cisgender person has a gender identity consistent with their assigned sex at birth.

In the 2SLGBTQIA+ community, gender identity does not predict sex, gender expression, or sexual orientation. Intolerance of this difference is at the root of homophobia and transphobia.

Pronouns are the words we use to refer to one another, including third person gendered pronouns that are used to refer to someone other than yourself or the person you're speaking to (he/him/his; she/her/hers; they/them etc.).

Sometimes we make assumptions about someone's pronouns based on their name, the way they dress, or the way they look. This assumption is harmful as it reinforces the idea that people of a certain gender must look, dress, or act a specific way. It's important to remember as well that pronouns don't tell you what someone's gender identity might be, just what words they are most comfortable being referred to with.

The 2SLGBTQIA+ community faces innumerable challenges because of discrimination.

They are the most victimized group for assault reported by the Toronto Hate Crimes Unit. Some are rejected by their families and are unsheltered.

2SLGBTQIA+ youth experience more bullying and have a much higher suicide rate than non-2SLGBTQIA+ peers.

### 5.1 Making Better Choices with 2SLGBTQIA+-positive Language

Preferred	Avoid
Everyone	Ladies and Gentlemen
Lesbian, gay, transgender, queer, homosexual	Homo, faggot, dyke, lezzy, queer (as an insult), tranny
Avoid linking something that is bad to the 2SLGBTQIA+ community	“That’s so gay”, “you’re gay” implies negativity
Do not use “No homo” to state that one is not gay	“No homo” implies being gay is problematic

#### What can I do to be more inclusive?

- Attend a PRIDE, Trans, or lesbian marches and keep an open mind. Be prepared to challenge your own biases.
- Be an ally. Stand up for Rainbow Community issues. Challenge homophobic or transphobic language.
- Don’t make homophobic or transphobic jokes. Speak up when something is offensive or demeaning.
- Learn about gender pronouns. Consider using gender neutral or gender inclusive pronouns such as “they/them”. Be aware that not everyone is comfortable with gender specific pronouns of “he/him” and “she/her”. When in doubt, use the person’s name.

- Use your gender pronouns when you introduce yourself, in your email signature.
- Eliminate the use of honorifics (Mr., Mrs., etc) in greetings.
- Notice your discomforts. Learn about and challenge your opinion about a group that you don't understand.
- Familiarize yourself with the history of the PRIDE movement and human rights legislation.
- Consider how your life would be different if you had a different gender identity or sexual orientation.
- Don't ask same-sex partners private questions like how they conceived their children, or how they have sex. Don't ask who the man is and who is the woman.
- Do not ask if or what kind of surgery a Trans individual may have had. Don't assume that they have or want surgery.
- Know that there are many factions within the 2SLGBTQIA+ Community. Avoid assuming that a person is the ambassador for the entire community.
- Learn more about the 2S of 2SLGBTQIA+ which is a term used by some Indigenous People meaning Two Spirited.
- Seek to educate yourself about Spirit Day, Pink Shirt Day, PRIDE, Trans Day of Awareness, World AIDS Day, etc.
- Get to know your local resources PFLAG Canada Durham Region, Pride Durham, AIDS Committee of Durham (ACDR), Durham Alliance Outreach.

## 6 Focus on Poverty

Indigenous People, senior women, people with disabilities, and refugees experience disproportionately higher levels of poverty compared to the average Canadian.

People living in poverty often face negative attitudes and are blamed for their circumstances. Discrimination can take many forms:

- A young single parent may be stereotyped as an unfit parent.
- Homeless individuals may be shunned.
- Racialized individuals may be blamed for crimes they had not committed.

Attitudes such as these lead to stigma, shame, and a sense of exclusion.

When factors compound, poverty can often lead to homelessness. A 2018 study in Durham found that:

- 52% of homeless individuals were male
- 21% were Indigenous Peoples when they only make up 2% of Durham's population
- 16% were 16 to 24 years
- 9% were immigrants or refugees
- 8% identified as LGBTQ
- 4% were veterans

### 6.1 Making Better Choices with Language – Thinking of People Living in Poverty

Preferred	Avoid
A person who is homeless, unsheltered resident, displaced individual	Street person, hobo, bum, bag lady, couch surfer, beggar
Person accessing social assistance or Ontario Works (OW); Person with a disability accessing Ontario Disability Support Program (ODSP)	Welfare bum, trailer trash, white trash
Person in conflict with the law	A criminal, gangster, squeegee kid
Refugee, asylum seeker	Migrant, illegal alien

**What can I do to be more inclusive?**

- Be self-reflective. Ask yourself if you are being reactive or judgmental. What can you do to prepare yourself to change a negative attitude to one of compassion and welcome?
- Consider that with different circumstances, the individual living in poverty could be your friend, your child, your parent, yourself. How would that change how you deliver services to this community member?
- Make it your commitment to become aware of the services that exist locally and share the resources.
- Aim for inclusion not tolerance.
- Recognize mental illness and offer to assist. That may be seeking help from a health care professional or as simple as an act of generosity like offering a coffee.
- Take Mental Health First Aid.

- Provide excellent prompt service to all, because transportation is too costly for some to come back another day.
- Be patient, kind and use plain language and communicate clearly.
- Get involved in your community. Volunteer at the food bank, raise money for local services, or foster a refugee family.



## 7 Focus on Race

Canada is a mosaic of cultures, originally populated with the First Peoples followed by centuries of immigration from many countries. There are four categories of immigrants in Canada: family class, economic immigrants, refugees, and the humanitarian category.

Many immigrants and Canadian-born residents maintain links to their ancestral roots.

Race, one of the protected grounds in the Ontario Human Rights Code, is a social construct that classifies people into different groups based on physical differences which society chooses to emphasize. The process of social construction of race is called racialization.

All cultural groups have diverse ways of naming and referring to themselves. It is best to check with an individual to determine how they would like to be addressed. It is helpful to avoid generalizations and stereotypes based on assumptions.

### 7.1 Making Better Choices with Language – Anti-racism Focus

Preferred	Avoid
Asian people, Asian Canadian individuals	Oriental
When describing an individual from a cultural group, use the current terms “racialized person” or “racialized group”	Racial minority, visible minority, or person of colour.
Bi-racial people, multi-racial individuals	Mixed race, mulatto, half-breed
Choose better language by learning about the origins of ethnic slurs to avoid using them in your communication	<a href="#">List of Ethnic Slurs</a>



Consider the historical roots of the words you are using	Avoid describing your work as slavery, or using terminology that erroneously compares you to a racialized group
Developing world	Third world
Indigenous Peoples	Indian, Native
International people	Foreigners
Newcomers, refugees	Foreigner, illegal alien, minority
Some terms have negative connotations, recommend that they not be used	Avoid using black to describe something negative such as black sheep, black mail, black market, black magic
Use regional terms e.g. a person from Pakistan	Paki

### What Can I Do to Be More Inclusive?

- Don't make assumptions about cultural groups.
- Ask someone how they would like to be addressed. Don't assume that you know a person's ethnicity.
- If you are unsure, ask for assistance to address someone appropriately.
- Make a personal commitment to remember and pronounce people's names correctly. Learn pronunciation before publicly introducing someone. Avoid shortening or changing someone's name to make it easier for you to remember or pronounce it. Understand how the impact of continuous mispronunciations can feel like erasure or disrespect.
- Reach out to meet people from diverse backgrounds to learn more about their culture. Sharing food is a great place to start when wanting to know more about

another culture.

- If you are ordering food that is new to you, ask the server about the correct pronunciation.
- Inform yourself of historical events that have shaped your beliefs about different racialized groups.
- Set a stretch goal for yourself to welcome someone new from a different background into your circle of friends.
- Get involved in your community by volunteering at a Welcome Centre Immigrant Services.
- Set a seat at your holiday table for someone who does not have family in the area and share your cultural practices. Learn about theirs.
- Learn about racism and make a point of changing what you do to be more welcoming and open to different cultures.
- Learn more about anti-racism.
- [http://www.ohrc.on.ca/sites/default/files/media/html/call-it-out\\_en/index.html](http://www.ohrc.on.ca/sites/default/files/media/html/call-it-out_en/index.html)



# Appendix 1 - Cultural Proficiency Continuum

## Tolerating Diversity

### Cultural Destructiveness

- See the difference, stomp it out
- Negating, disparaging, or purging cultures that are different from your own

### Cultural Incapacity

- See the difference, make it wrong
- Elevating the superiority of your own cultural values and beliefs and suppressing cultures that are different from your own

### Cultural Blindness

- See the difference, act like you don't
- Acting as if differences among cultures do not exist and refusing to recognize any differences

## Embracing Equity

### Cultural Pre-Contemplation

- See the difference, respond to it inappropriately
- Recognizing that lack of knowledge, experience and understanding of other cultures limits your ability to effectively interact with them

### Cultural Competence

- See the difference, understand the difference it makes
- Interacting with other cultural groups in ways that recognize and value the differences, you assess your own skills, expand your knowledge, causing you to adapt your behaviour

### Cultural Proficiency

- See the difference, respond positively, engage and adapt
- Honouring different cultures and benefits of diversity, interacting knowledgeably and respectfully among a variety of cultural groups

## Appendix 2 – Glossary

**Note:** The Inclusive Language Manual is a living document, which is intended to be updated and change with time. If there is something that you feel could be updated, or is missing, please let us know at [diversity@clarington.net](mailto:diversity@clarington.net).

Term	Definition
<b>Ableism</b>	Ableism is discrimination that devalues and disregards people with disabilities based on a person’s abilities, whether developmental, learning, physical, psychiatric or sensory.
<b>Aboriginal Peoples</b>	Used in the <i>Constitution Act</i> 1982 and includes First Nations, Inuit and Metis Peoples. The term can be used interchangeably with First Peoples, First Nations and Indigenous Peoples. If using interchangeably with First Nations note that some First Nations prefer not to be called Aboriginal Peoples. It should always be Aboriginal Peoples as opposed to Aboriginal or Aboriginals.
<b>Accessibility</b>	Accessibility involves removing the barriers faced by individuals with a variety of disabilities (which can include, but is not limited to physical, sensory, cognitive, learning, mental health) and the various barriers (including attitudinal and systemic) that impede an individual’s ability to participate in social, cultural, political, and economic life.
<b>Accommodation</b>	<p>An adjustment made to policies, programs and/or practices to enable individuals to benefit from, participate in the provision of services equally, and perform to the best of their ability.</p> <p>Accommodations are provided so that individuals are not disadvantaged on the basis of prohibited grounds of discrimination identified in the <i>Ontario Human Rights Code</i> or other similar codes. Accommodation with dignity is pursuing the principle that our society should be structured and designed for inclusiveness.</p>

<b>Age bias</b>	Age bias is the discrimination against a person because of their age. Ageism is age-related bias, usually negative, against older people, people in their middle years, teenagers, and children.
<b>Ageism</b>	Ageism is stereotyping of and discrimination against individuals on the basis of their age.
<b>Albinism</b>	A lack of pigment in the eyes, skin, or hair. Many people with albinism have vision loss, in some cases, are legally blind. Individuals with albinism are sensitive to bright light, glare, and often have other vision problems.
<b>Ally</b>	A person who works to become informed and/or may want to support work to end a form of oppression. Allies listen to and are guided by communities and individuals affected by oppression.
<b>Anti-oppressive practice</b>	Anti-oppressive practice seeks to recognize the oppressions that exist in society and attempts to mitigate its effects and eventually equalize the power imbalance. Practicing anti-oppression work is confronting individual examples of bigotry, or confronting societal examples, and our own roles of power and oppression in our communities.
<b>Anti-racism</b>	Beliefs, actions, policies and movements developed to actively identify and eliminate prejudice, stereotyping and discrimination based on race.
<b>Antisemitism</b>	Hostility or hatred directed towards individual Jews or Jewish people for reasons connected to their religion, ethnicity, cultural, or heritage.
<b>Assistive technology (AT)</b>	Assistive technology is an umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities. For example, technology that enables

people who have vision loss to more easily access computers, and the Internet can include voice synthesizers, navigators, scanners, text enlargement software, and braille output devices.

**Attention-deficit hyperactivity disorder (ADHD)**

Attention-deficit hyperactivity disorder (ADHD) is a common neurobiological disorder. ADHD affects between 5 - 12% of the population. It is a medical diagnosis that is organized along two symptoms - hyperactive-impulsive and inattention.

**Autism spectrum disorder (ASD)**

ASD is a life-long neurological disorder that affects how a person communicates and relates to the world around them. ASD can affect behaviour, social interactions, and one's ability to communicate. ASD is a spectrum disorder, which means that the degree to which each person on the spectrum experiences these challenges will be different.

**Baby boomers**

Born between 1946 and 1964. This post war generation is the largest generation of the century. The birth control pill was not legalized in Canada until 1969. This generation was considered counterculture in the 1960 and 70s. Committed to values such as gender and racial equality and environmental stewardship.

**Bias**

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that is considered unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

**Bigotry**

Intolerant prejudice that glorifies one's own group and denigrates members of other groups.

<b>Biracial</b>	A person who has biological parents from two different races.
<b>Bisexual</b>	A person who is emotionally, physically, spiritually and/or sexually attracted to people of more than one gender.
<b>Blindness</b>	The term “blindness” covers a broad spectrum of visual disability; from when your sight is reduced enough to interfere with daily activities like reading, cooking or driving, up to total inability to see.
<b>BlindSquare</b>	BlindSquare is a wayfinding technology developed for the blind and people with vision loss. It describes the environment, announces points of interest and street intersections as you travel.
<b>Braille</b>	A system of writing or printing, devised by Louis Braille in 1824, for use by people with vision loss. The system uses raised dots that are read by touch.
<b>Cisgender</b>	People who identify as the gender they were assigned at birth. “Cis” is a Latin prefix that means “On the same side”.
<b>Cisnormativity</b>	A cultural and societal bias that includes the assumption that all people are cisgender. This perpetuates the erasure of trans identities.
<b>Cissexism</b>	The ideal that gender exists on a binary system of being born female/feminine/woman or male/masculine/man. It assumes trans people are wrong or unnatural.

<b>Clan</b>	Clan has been used to designate social groups whose members trace descent from either male or female ancestors. For the Indigenous People in Canada, the term has been used most often to designate groups based on unilineal descent. This means that a person belongs to the clan of either parent.
<b>Colonialism</b>	A form of invasion, dispossession and subjugation of a people. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.
<b>Convention refugee</b>	An individual defined in the 1951 UN refugee treaty as having a well-founded fear that, were they to return to their country of origin, they would suffer persecution.
<b>Cultural appropriation</b>	Theft of cultural elements for one's own use, commodification, or profit, including symbols, art, language, customs often without understanding, acknowledging, or respecting its value in the original culture. A dominant culture's perceived right to take other cultural elements.
<b>Culturally Deaf</b>	This term refers to individuals who identify with and participate in the language, culture and community of Deaf people, based on sign language. Deaf culture does not perceive hearing loss and deafness from a pathological point of view, but rather from a sociocultural point of view, indicated by a capital D as in Deaf culture.
<b>Culture</b>	A set of ideas, customs, traditions, beliefs, and practices shared by a group of people.
<b>Deaf</b>	This term is generally used to describe individuals with severe to profound hearing loss, with little or no residual hearing. Some people who are Deaf use American Sign



	Language (ASL) to communicate, others use residual hearing and hearing aids, technical devices or cochlear implants and/or speech reading to communicate.
<b>Deaf blindness</b>	Deaf blindness is a combined loss of hearing and vision that results in significant challenges accessing information.
<b>Dementia</b>	A chronic or persistent disorder of the mental processes caused by brain disease or injury and marked by memory challenges, personality changes, and altered reasoning.
<b>Developmental disability</b>	A developmental disability is present at birth or develops before 18 years of age; affects a person's ability to learn; is permanent; can be mild or severe. People with developmental disabilities often requires more help to learn, understand or use information than others. This can affect their language and social skills. It may also mean that they need help with daily life as well as other assistance to be as independent.
<b>Disability</b>	Disability is any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness. It includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device. It is also a condition of mental impairment, a developmental disability, a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language. Disability also includes learning disabilities, and mental illnesses such as anxiety, depression, and PTSD.

<b>Discrimination</b>	Any form of unequal treatment based on a ground protected by human rights legislation results in disadvantage, whether imposing extra burdens or denying benefits. Discrimination can be intentional or unintentional and it may occur at an individual or systemic level. It may include direct actions or more subtle rules, practices or procedures that limit access to advantages that are available to others.
<b>Duty to accommodate</b>	Duty to accommodate, as defined in Canadian law, prohibits discrimination based on any of the eleven grounds identified in section 2 of the <i>Canadian Human Rights Act</i> and employers have a requirement to accommodate employees to avoid such discrimination to the point of undue hardship, considering health, safety and cost.
<b>Employment equity</b>	Employment Equity, as defined in Canadian Law by the <i>Employment Equity Act</i> , requires employers to engage in proactive employment practices to increase the representation of 4 designated groups: women, people with disabilities, Indigenous and racialized individuals.
<b>Equality</b>	The practice of ensuring equal treatment to all people, without consideration of individual and group diversities.
<b>Equity</b>	Equity is ensuring fair, inclusive and respectful treatment of all people, considering individual and group diversities. Access to services and opportunities and attaining economic, political and social fairness cannot be achieved by treating individuals the same way. Equity honours and accommodates the specific needs of individuals/groups.
<b>Ethnicity</b>	A group of people that identify with one another based on shared culture.

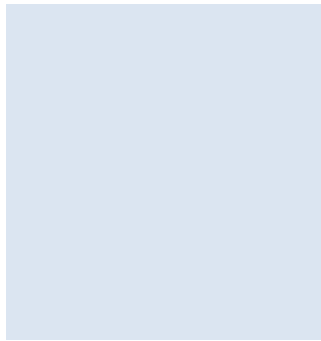
<b>Ethnocentrism</b>	Ethnocentrism is the tendency of individuals to believe that their way of viewing and responding to the world is the most correct, natural and superior one.
<b>Ethno-cultural</b>	Belonging to an ethnic group and sharing some aspects of cultural heritage particular to people of a specific nation, religious and/or language group.
<b>Eurocentrism</b>	Presupposes the supremacy of Europe and Europeans in world culture and relates history according to a European perception and experience.
<b>First Nation(s)</b>	First Nation is a term used to identify Indigenous peoples who are neither Métis nor Inuit. This term came into usage in the 1970s to replace the term "Indian" and "Indian band" which many find offensive. First Nations people includes both status and non-status Indians (legal term). First Nation can be used to refer to a single band or the plural First Nations for many bands. "First Nation community" is a respectful alternative phrase.
<b>Gay</b>	A person who is attracted to people of the same sex and/or gender. Historically has been used to identify same sex/gender male identified relationships. Some same sex/gender female identified relationships also identify as gay.
<b>Gender</b>	Gender is a system that operates in a social context to classify people, based on their presentation. In many contexts this takes the form of a binary classification of either "man" or "woman".
<b>Gender expression</b>	The way a person presents and communicates gender within a social context. Gender is expressed through clothing, speech, body language, hairstyle, voice, and/or the emphasis of bodily characteristics or behaviours, which are often associated with men or women, and

	<p>masculinity and femininity. May also be referred to as gender presentation.</p>
<b>Gender identity</b>	<p>Gender Identity is one's internal sense of self. This could include an internal sense of being a man, woman, both, neither or another gender entirely. A person's gender identity may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others. It is important to remember that gender identity is not assigned sex.</p>
<b>Genderqueer</b>	<p>A person whose gender identity and/or expression may not correspond with social and cultural gender expectations. Individuals who identify as genderqueer may move between genders, identify with multiple genders, or reject the gender binary altogether.</p>
<b>Generation Gap</b>	<p>Differences of outlook or opinion between people of different generations.</p>
<b>Generation X</b>	<p>Born between 1965 and 1980. Considered an independent generation, resilient and adaptable. Associated with pop culture.</p>
<b>Generation Z</b>	<p>Born between 2000 and today. Very adept with and reliant on new technology.</p>
<b>Genocide</b>	<p>Genocide is defined in Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide (1948) as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group. Action can include: killing members of the group; causing serious bodily or mental harm to</p>

	members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction; imposing measures intended to prevent births within the group; and forcibly transferring children of the group to another group.
<b>Greatest generation</b>	Individuals of the oldest living members, with birthdays between 1901 and 1928. World War II is the defining event of this generation.
<b>Harassment</b>	A course of comments or actions, such as unwelcome attention, jokes, threats, remarks, name-calling, touching or other behaviours that are known, or ought reasonably to be known, to be unwelcome, offensive, embarrassing, humiliating, or demeaning. Harassment under human rights legislation is based on the prohibited/protected grounds.
<b>Hard of hearing</b>	Hard of hearing is generally used to describe individuals whose hearing loss ranges from mild to severe, and occasionally profound. People who are hard of hearing use speech and residual hearing to communicate, supplemented by communication strategies that may include speechreading, hearing aids, sign language and communication devices. The term should not be used as a noun, but rather as an adjective. It is considered offensive by some to be called "hard of hearing". Preferred terms include: a person who is hard of hearing, a person with hearing loss or the Deaf.
<b>Heterosexism</b>	Prejudice and discrimination in favour of heterosexuality. This includes the presumption of heterosexuality as the only form of attraction. It erases the realities of those who are attracted to same sex/gender partners.
<b>Heterosexual</b>	A person who experiences attraction to people of a different sex and/or gender.

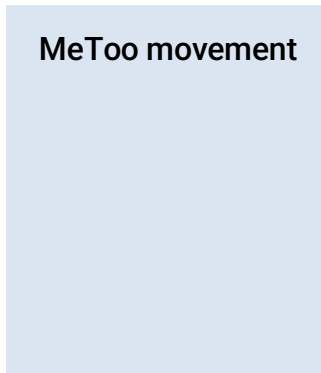
<b>Homophobia</b>	Fear and/or hatred of homosexuality, often exhibited by bullying, exclusion, prejudice, discrimination or acts of violence.
<b>Immigrant</b>	A person who moves from their native country to another with the intention of settling for the purpose of forging a better life or for better opportunities. The word is sometimes used incorrectly to refer, implicitly or explicitly, to racialized peoples and to naturalized citizens. Immigrants can come from any country.
<b>Indian</b>	“Indian” is the legal identity of an Indigenous person who is registered under the <i>Indian Act</i> . The term can be used in direct quotations or when citing titles of books, works of art, etc., in discussions of history where necessary for clarity and accuracy, in discussions of some legal/constitutional matters requiring precision in terminology, in statistical information collected using these categories (e.g., the Census). This is an outdated term and is derogatory to many Indigenous Peoples.
<b>Indigenous</b>	A collective noun for First Nations, Inuit, and Metis. Can be used interchangeably with First Peoples, First Nations, and Aboriginal Peoples. Use caution if using interchangeably with First Nations as some may have more preference for Indigenous Peoples. Always capitalize Indigenous, Aboriginal, First Nation, Inuit, and Métis as a sign of respect.
<b>In-group outgroup naming</b>	Language evolves and preferred terms change over time. Know that there is in-group and out-group naming. As an example, a person may have reclaimed a once derogatory term for themselves, however the same term used by an outsider would be offensive (e.g. use of the term queer). It is important to consult on preferred terminology.

<b>Intersectionality</b>	An approach largely advanced by women of colour, arguing that classifications such as gender, race, class and others cannot be examined in isolation from one another.
<b>Intersex</b>	Refers to a person's chromosomal, hormonal or anatomical sex characteristics that fall outside the conventional binary classifications of being sexed at birth - male or female.
<b>Matrilineal society</b>	Many Indigenous Peoples are matrilineal. This means that lineage comes from the mother's clan, not the fathers. It also means the women are involved in the decision-making process for the greater good of the nation.
<b>Marginalization</b>	To relegate individuals or groups to an unimportant or powerless position within a society by excluding them from meaningful participation and/or confining them to the outer edges.
<b>Maturity</b>	Maturity is adulthood. This is the point when you are fully-grown and you achieve your maximum maturity level.
<b>Mental health</b>	A person's condition with regard to their psychological and emotional well-being.
<b>Mental illness</b>	Mental illnesses are disabilities stemming from health problems that affect the way we think about ourselves, relate to others, and interact with the world around us. They affect our thoughts, feelings, abilities and behaviours. Depression and anxiety disorders are the most common mental illnesses.
<b>Métis</b>	Métis Peoples are people of mixed Indigenous and European ancestry. Métis is a person who self-identifies, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and who is accepted by the Métis Nation."



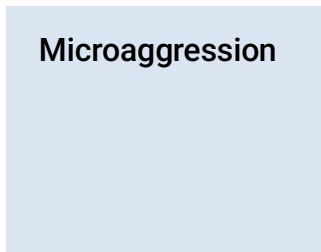
There are differing understandings of who is Metis. See Metis Nation of Ontario for more information.

Métis are now covered by the Indian Act. Always capitalize Métis. In 2013, the Federal Court of Canada ruled that Metis and non- status Indians are “Indians” for the purposes of the Constitution.



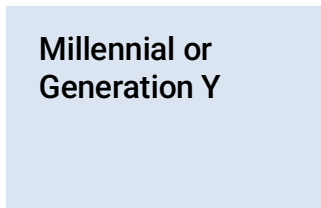
**MeToo movement**

The MeToo movement (or #MeToo movement), is a movement against sexual harassment and sexual assault. #MeToo spread virally in October 2017 as a hashtag on social media to demonstrate the widespread prevalence of sexual assault and harassment experienced by women, especially in the workplace. It followed soon after the sexual abuse allegations against many prominent men such as Jian Ghomeshi or Bill Cosby, etc.



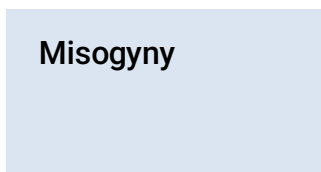
**Microaggression**

Subtle, often unconscious everyday behaviour that denigrates someone from a historically marginalized group. The aggressions can be small but are experienced chronically causing the target of the aggressions to experience the cumulative negative impact.



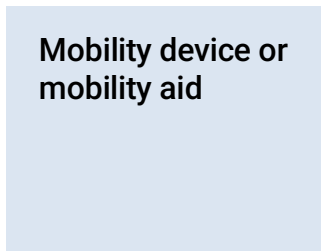
**Millennial or Generation Y**

Millennials, also known as Generation Y or the Net Generation, are the demographic cohort that directly follows Generation X born between 1981 and 2000. The first generation to grow up with computers.



**Misogyny**

The hatred and denigration of women and characteristics deemed feminine.



**Mobility device or mobility aid**

Mobility devices or aids include wheelchairs, motorized scooters, carts, or strollers that permit a person with mobility challenges to move about and have greater access to the environment. Other walking aids like canes, walkers, crutches, braces are examples of mobility aids.



<b>Native</b>	An outdated colonial collective term referring to First Nations, Métis, and Inuit and has been replaced by Indigenous. Some First Nations refer to themselves as “Native”, however that does not give license for an outsider to use the term. Use when working with groups such as the Native Women’s Association of Canada and use when an individual self identifies using the term. Some consider it derogatory.
<b>Non-binary</b>	A space where one’s identity and/or expression include those who identify as both women and men, neither women nor men, in between genders or outside the gender spectrum. Often the individuals will use the pronouns they/them.
<b>Non-Status Indian</b>	Are those who have two distinct qualities: they lack status under the Indian Act; and they have Indigenous heritage that was lost or whose ancestors were never registered or who lost their status under provisions of the Indian Act.
<b>Nyctalopia</b>	Loss of night vision.
<b>Oppression</b>	Systemic devaluing, undermining, marginalizing and disadvantaging of certain social identities in contrast to the privileged norm.
<b>Permanent resident and landed immigrant</b>	Permanent Resident is a legal term describing an individual who has relocated and changed their permanent residence to a state where they do not have citizenship but do have limited rights associated with residency. The term permanent resident is a preferred, inclusive and, in most cases is interchangeable with the term landed immigrant. Permanent Resident status is a condition precedes an immigrant's application for citizenship.

<p><b>Pow Wow</b></p>	<p>Pow Wows are ceremonial celebrations of cultural pride for all ages and provide an opportunity for Indigenous communities to gather, to celebrate, to commemorate and to learn from each other. These dynamic events showcase the music, dance, regalia, food and crafts of Indigenous Peoples and Nations. Pow Wows are typically hosted by an identified First Nations community or organization, with neighbours, friends and relatives from all nations.</p>
<p><b>Prejudice</b></p>	<p>A pre-judgement or unjustifiable, usually negative, attitude from one individual or group toward another group. The negative attitudes are typically based on unsupported generalizations or stereotypes that deny the rights of the targeted group.</p>
<p><b>Privilege</b></p>	<p>Unearned social power accorded to members of a dominant group (e.g. white privilege, male privilege, etc.) which puts them at an advantage over those who do not have it.</p>
<p><b>Post-Traumatic Stress Disorder (PTSD)</b></p>	<p>PTSD is a mental health condition and disability that is triggered by experiencing or witnessing a terrifying event. Symptoms may include flashbacks, nightmares and severe anxiety, as well as uncontrollable thoughts about the event.</p>
<p><b>Queer</b></p>	<p>A more current term in the LGBTQ community, particularly used by youth. This was previously a word used by society as a negative, discriminatory term for the LGBTQ community. Currently, the community has reclaimed this word to be an umbrella term to include anyone who wants to identify as a member of the LGBTQ community. It is a term of pride and affirmation of diversity. It can be considered offensive if used by someone outside the LGBTQ community.</p>

<b>Questioning</b>	A period of time when a person explores their own sexual and/or gender identity. The person will seek to explore and understand how they would like to be identified.
<b>Race</b>	Race is a social construct that classifies people into different groups based on physical differences which society chooses to emphasize. The term race is used to designate social categories into which societies divide people according to characteristics such as colour of skin, shape of eyes, hair texture or facial features. Race is a false construct that conflates skin color and ancestry with behavior and culture. Though race is a false construct, its existence is a widely held assumption and has real consequences for all people (e.g. a person looks a certain way, which affects how we treat them, potentially in a racist way).
<b>Racialization</b>	Racialization is the process of ascribing ethnic or racial identities to a relationship, social practice, or group that did not identify itself as such. Racialization is often borne out of the interaction of a dominant group with another group that it dominates and ascribes identity for the purpose of continued domination. These processes have been common across the history of colonialization, and racial and ethnic hierarchies.
<b>Racism</b>	Racism is prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
<b>Refugee</b>	A person who, owing to well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social or political group, is outside the country of their nationality and is unable or unwilling to seek protection of that country.

<b>Reparations</b>	Reparation initiatives seek to address harm caused by human rights violations. It publicly affirms that victims are rights-holders entitled to redress.
<b>Reserve</b>	The reserve system is governed by the <i>Indian Act</i> and relates to First Nations bands and peoples, in a legal context as Indians. Inuit and Métis people normally do not live on reserves. In the <i>Indian Act</i> , an Indian Reserve is land held by the Crown for the use and benefit of the respective bands.
<b>Sex</b>	The term used to identify people within a binary system of female (F) or male (M). Generally, this is based on identification of genitalia at birth. AFAB means assigned female at birth. AMAB means assigned male at birth.
<b>Sexism</b>	Prejudice, stereotyping, or discrimination, typically against women, based on sex.
<b>Sexual orientation</b>	One's physical or emotional attraction. There is a broad spectrum of sexual orientation identities including lesbian, gay, bisexual, pansexual, asexual and queer.
<b>Sixties Scoop</b>	The Sixties Scoop refers to the large-scale removal of Indigenous children from their homes in the 1960s, and the subsequent adoption into predominantly non-Indigenous families in Canada. This scoop caused a loss of cultural identity and today has the impact of profound loss for adult adoptees today.
<b>Stereotyping</b>	Making assumptions about people based on perceived traits. It involves using social groupings such as race, colour, ethnic origin, creed, etc. to acquire process or recall information about others.

<b>System of oppression</b>	System of oppression refers to power in society that advantages certain groups over others, and include ideologies such as racism, sexism, heterosexism, etc. (“the isms”).
<b>The Silent Generation</b>	Born between 1928 and 1945, referred to as people between the “Greatest Generation”, which fought WW II, and the baby boomers. They are generally characterized as cautious conformists who sought stability, worked hard, and thrived by not rocking the boat in an era of booming postwar economic prosperity.
<b>Traditional Territory</b>	Traditional Territory or Indigenous Territory describes the ancestral and contemporary connections of Indigenous peoples to a geographical area. Kinship ties, occupation, seasonal travel routes, trade networks, management of resources, and cultural and linguistic connections to the place, may define territories.
<b>Trans man</b>	A person whose sex assigned at birth is female (AFAB) or intersex, and who identifies as a man/trans man/trans masculine. May also be referred to as FtM/F2M (Female-to-Male) or ItM/I2M (Intersexto- Male).
<b>Trans woman</b>	A person who identifies as a woman/trans woman/trans feminine but was assigned at birth as a male (AMAB) or intersex. May also be referred to as MtF/M2F (Male-to-Female) or ItF/I2F (Intersex- toFemale).
<b>Transgender</b>	A person whose gender identity (and sometimes expression) does not align with the sex they were assigned at birth. Trans is an umbrella term that reflects a wide spectrum of identities.
<b>Transmisogyny</b>	The specific fear of and discrimination directed at trans women and trans feminine people.

<b>Transphobia</b>	The fear of and discrimination directed at trans people often exhibited in bullying, exclusion, prejudice and acts of violence.
<b>Transsexual</b>	A term used by some to identify themselves as a trans person who has hormonally and/or surgically transitioned physically. This term is generally not used by youth.
<b>Trauma-informed practice</b>	Trauma-informed practice means integrating an understanding of past and current experiences of violence and trauma into all aspects of service delivery. The goal of trauma-informed systems is to avoid retraumatizing individuals and support safety, choice, and control in order to promote better outcomes.
<b>Tribe</b>	Tribe is considered a pejorative term by many people. Although “tribe is used by a few groups in Canada (e.g. Blood Tribe), Indigenous people in Canada belong to self-governing nations.
<b>Turtle Island</b>	The name Turtle Island comes from the Indigenous creation story and is the original name for North America. For some Indigenous cultures, Turtle Island is the world. Turtle Island was renamed North America in the 1500s after an Italian explorer, Amerigo Vespucci.
<b>Two-Spirit or 2 Spirit</b>	An umbrella term traditionally used by Native American and First Nation peoples to recognize individuals who possess qualities or fulfill roles of both genders. This may encompass identification in terms of sexual orientation as well as gender roles. For some, the term 2 Spirit describes a societal and spiritual role that they played within traditional societies, often as mediators, and keepers of certain ceremonies. Two Spirited people filled a role as an established middle gender. 2SLGBTQ is an emerging name for the Rainbow Community acknowledging that Indigenous Peoples were the original LGBTQ in Canada.

**Unconscious bias**

Unconscious or implicit biases are social stereotypes about certain groups formed outside one’s conscious awareness. Everyone holds unconscious beliefs about various groups, and these biases stem from one’s tendency to organize through categorization.

**White cane**

A white cane is an assistive device used by many people who are blind or have vision loss. It primarily allows its user to scan their surroundings for obstacles or orientation marks, but is also helpful for onlookers in identifying the user as having vision loss and taking appropriate care.

**White privilege**

A process that treats whiteness as the norm and disadvantages racialized people in many ways and has negative consequences for those who are not white.

**White supremacy**

White supremacy is the belief that white people are superior to those of other races, especially Black people, and should therefore dominate society.

**Ze/zir**  
Pronounced zee  
and zere

Gender-neutral pronouns, preferred by some individuals who do not identify on the gender binary system. They replace “he”/”she” and “his”/”hers” respectively.





# **Inclusive Language** Manual

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***Clarington***