

Deal with it

Transphobia

Resource Guide



James Lorimer & Company Ltd., Publishers
Toronto

Table of Contents

How to Use this Guide 3

About the Series 4

Transphobia: Deal with it and be a gender transcender 4

Before You Begin. 5

Transphobia 101 6

The Gender Explorer 9

The Gender Enforcer 12

The Witness 15

Additional Resources 19



How to Use this Guide

This guide offers a number of informative and thought-provoking discussion questions and teaching activities that allow for in-depth coverage of transphobia and gender issues from several angles.

Guide Map

This guide begins on page 4 with an introduction to the issue covered in the *Deal With It* book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class.

The pages that follow correspond with the sections of the *Deal With It* book.

These sections are:

- A “**101**” section that introduces readers to a subject (See page 6 of this guide)
- A “**Gender Explorer**” section that focuses on the person who feels targeted in the conflict (See page 9 of this guide)
- A “**Gender Enforcer**” section that focuses on the person who instigates the conflict (See page 12 of this guide)
- A “**Witness**” section with tips for those caught in between (See page 15 of this guide)

For each of these sections, you will find:

- **Highlights** that briefly capture the main points from the *Transphobia: Deal With It* book, which you will want to review with students.
- **Discussion Questions** that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.
- **Teaching Activities** that correspond to page numbers in the *Transphobia: Deal With It* book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower kids **ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Transphobia: Deal with it and be a gender transcender

Transphobia can take many forms and, as an educator, you can address it in a number of ways.

Perhaps you are reading this guide because there is a trans student in your class – if so, you’ll find resources here to help you and your students create a more welcoming school.

Perhaps you are reading this because you want to create greater awareness around gender identity and gender expression – you, too, will find resources to help you.

Perhaps you are reading this guide because you anticipate resistance from parents – we’ll talk about that, too, and how you can help parents think of this as useful work for all students.

This guide will help you plan lessons that empower students to deal with the causes of transphobia. This hands-on approach to the exploration of everyday issues will encourage students to think critically about these topics and find their own voice so that they can play a key role in creating safer schools and safer communities. Students are encouraged to analyze their own behaviours, beliefs and stereotypes about gender, and to also look at a situation from the viewpoint of others. Welcome!

Before You Begin

These tips and suggestions are to help you in lesson planning, whether you are spending a day talking about transphobia, doing a unit on transphobia or embedding anti-transphobia messages into your everyday teaching.

- **Assess your own perspective** on trans people and gender conformity. All of us have ideas, stereotypes and biases, and it helps to be familiar with yours before you start. You may find the resources listed at the end of this guide helpful.
- **Reduce your emphasis on the gender binary.** Make sure you are not unconsciously teaching your students that their sex or gender is the most important thing about them. Greet your class as students, learners, classmates or friends (rather than girls and boys). Find ways to divide the class into teams that are not about boys vs. girls.
- **Engage your administration and teaching colleagues.** While you can do this work alone, it's most impactful as part of your school culture, with all staff having the same behaviour expectations of students and using the same language. You may want to talk about this in a staff meeting
- **Anticipate potential resistance and plan how you will respond.** You may not experience resistance to this work, but you will probably feel more confident if you know how you would respond if you do. Since this work is about increasing respect, creating safe schools, celebrating diversity and ensuring the dignity of all your students, focus on these goals to reassure anyone with concerns.
- **Know how transphobia and gender identity are addressed in legislation and policy** nationally, provincially, in your school board and in your school. Look for human rights codes, diversity or equity policies and student codes of conduct.
- **Consider the needs of students.** What knowledge do your students already have about trans people and trans identities? What values do your students hold about these topics? Do students know trans people in their families? In the school? In the community? Will students be familiar with the vocabulary, or will they need that scaffolded for them?
- **Set the tone with your students.** Most students will follow your lead in terms of tone. Sharing your expectations of students — that they be serious, that they be respectful of others, that they not name names in a group setting, that it is safe to take risks, et cetera — will make it clear to your students what is expected of them. You may want to post your expectations in the room so they are easy to revisit.
- **Be able to make local referrals.** Know who is available to offer support in your local community, online or via the phone.
- **If you have a student who is transitioning** in your class or school, let that student know ahead of time that you will be addressing transphobia and trans identities directly. Ask them if there is anything you should know about their experiences in the school or with your class. Ask if they would like to be there, or not be there, when this lesson happens. If they want to be there, ask if they would like to say anything, or have you say anything, about them directly. In all of this, allow them to say what would feel most comfortable and follow their lead.

Transphobia 101

Highlights

Transphobia is much broader than hatred of trans people. It's exclusion, it's bullying, it's harassment, it's not using the right name or pronouns for a person. It can take the form of violence and often blames an individual for the violence and exclusion they experience.

Transphobia is based on a series of assumptions that are common in our society. Assumptions that:

- Everyone is either male or female
- All males are masculine
- All females are feminine
- That sex and gender are fixed and constant
- That you can tell what sex or gender someone is by the way they look, talk or act
- That people who don't match stereotypes about how men and women / girls and boys should look are somehow wrong or bad

In reality, most of us break stereotypes about what it means to be a man or woman, girl or boy. Living up to every one of the stereotypes would be exhausting. We want to allow people to be their own experts, which means that individuals get to decide their own identity, who they are, what pronouns feel right and how they want to live in the world. We want to create communities where everyone feels safe — men, women, boys, girls, people who identify as both, or neither, and people whose gender identity is different from the two we most often hear about.

Discussion Questions

1. What are the gendered expectations you experience?
2. How do you break gender stereotypes?
3. What have you heard about trans people? From friends? From family? From the media?
4. What challenges would someone who is neither a girl nor a boy experience?
5. What do you think it feels like to be told you are not who you know yourself to be? Or that you are not enough of a girl, or not enough of a boy?
6. Have you seen, heard or experienced transphobia?
7. What could we do to make it clear that transphobia is not welcome in our school?

Teaching Activities

	I=Individual	P=Pair	G=Group
Section	Subject Area	Activities	
pp 2–3	Social Studies (G)	Break the class into small groups. Have each group decide on a gender identity they want to talk about. Have the group draw a “gender box” on the paper and brainstorm all the stereotypes, expectations or demands they have ever heard about that gender identity. The stereotypes and expectations all try to keep a person of that identity “in the box.” Share the lists with the class, and talk about how we are all limited by gender stereotypes. Have students brainstorm how to “break out of the boxes.”	
pp 4–5	Arts, Language Arts, Social Responsibility (P)	Remind your students of how Pink Day started. There’s a quick version here: dayoffpink.org/about . In pairs have students think about all the different people who might be targeted in transphobic ways (use the list on p. 5), and design posters for Pink Day that challenge the transphobia. Display your class’s posters in the school.	
pp 6–7	Language Arts, Mathematics (G, I)	Brainstorm with the class lists of behaviours and beliefs for “Sexism,” “Stereotypes,” “Homophobia” and “Gender Binary.” Have each student create their own Venn diagram using two or three of these lists — placing the behaviours and beliefs on their diagram. The behaviours and beliefs that fall where the circles overlap are most likely transphobia.	
pp 8–9	Language Arts, Social Responsibility (I, P or G)	In number one, Lake asks “What about those of us who aren’t either (boy or girl) or are both?” Brainstorm where people who are both or neither might experience challenges, and what can be done to remove the challenges. If your students have done this as an individual activity, have them share with a partner, and add to each other’s lists.	

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
pp 8–9	Canada and World Studies, Social Studies (I)	In number ten, the parents say they “don’t know any trans people.” Have students research positive “possibility models” ¹ of trans people. These can be contemporary or historical individuals, as long as students learn about different trans people from around the world, and think about what makes these people good possibility models.
pp 10–11	Arts (G)	“Wants to Know” writes to the conflict counsellor about not knowing if someone is a boy or a girl, and if it is okay to ask. In small groups, have the students brainstorm situations where this might come up and how to appropriately deal with it. Have them pick one and create a skit showing how to appropriately deal with your curiosity. What’s important here is not to reinforce the transphobic behaviour; it may be helpful to remind students that sometimes your curiosity is just that, and other people don’t owe you anything in response to it. It may be helpful to remind students that often doing the right thing is simple with no drama.
pp.12–13	Language Arts	Ask each student to individually write down three of their own identities. When they have done that, ask students to share their three with the class. Be clear that sharing is not mandatory, and that some identities are easier to share than others. Sometimes we want to be loud and proud, and sometimes we want to be private. Then ask each student to think of at least one myth they have heard about their own identities. Have them write down the myths. What does it feel like to hear those myths? Have students either reflect individually in writing, or with a partner. Ask the students to consider how myths about other identities impact other people

¹ Laverne Cox uses the term “possibility models” instead of “role models.” The idea is that the person is not describing the role that all other people should take on, but presenting one possibility.

The Gender Explorer

Highlights

The Gender Explorer is a person who is true to their own sense of their gender, and who knows that there can be as many genders, and as many ways to be any individual gender as there are people. Gender Explorers, or people who are assumed to be gender explorers, may experience transphobia, although transphobia is a form of discrimination and can be used against anyone, regardless of their gender identity or gender expression.

There is no one right way for a student to respond to discrimination — some days they have the ability to educate the person engaging in the discrimination and report it to the school, other days they may feel quiet or feel angry. What's important is to consider that there are always multiple ways to respond to transphobia and that transphobia is never the fault of the person being targeted!

If you experience transphobia, you can protect yourself by:

- Knowing your rights
- Finding resources
- Being clear about what you need
- Finding allies
- Connecting with supportive adults
- Caring for yourself

Discussion Questions

1. Have you ever been asked to go to a special event and wear clothing that felt uncomfortable to you? What did that feel like? Did you say or do anything about it? Can you imagine what it would be like to feel like you had to wear uncomfortable clothing every day?
2. What are ways that Gender Explorers have shifted how we perceive gender stereotypes and made things better for many people? (Think about women as people, women gaining the ability to vote, women being able to attend university, men being able to focus on parenting, women wearing pants, etc.) What are ways you would like to see gender stereotypes continue to change?
3. Think of a time you saw or heard something transphobic happening. Did you respond? If you did, how do you feel about how you responded? Would you do the same thing in the future? If you did not, how do you feel about that? Would you do the same again?
4. When is it not safe to respond to discrimination?
5. What kind of things do you consider self care?
6. What acts could you engage in to be an ally with trans people?

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
p 15	Arts, Language Arts, Social Studies (I, P, or G)	Challenge students to redesign a toy store or a children’s clothing store without breaking things into “for boys” and “for girls.” How would the toys be organized? What would clothing for bodies look like? Students can draw their version of the clothing store or the toy store, write about it, build a diorama or design a piece of clothing.
p 15	Language Arts, Mathematics (I) Media Literacy, Mathematics, (I) Language Arts, Social Responsibility (I)	<p>In the United Kingdom there are campaigns to “let toys be toys” and to “let books be books.” Survey bricks and mortar stores in your community or online retailers you are familiar with. How many are separating their goods into items for boys and items for girls? How many are not? Graph the results.</p> <p>Pay close attention to the commercials that air during a children’s TV show. What toys seem to be marketed to what groups of children? Do you see children whose gender you cannot identify? Do you see boys and girls playing together? Again, graph what toys you see marketed to what kinds of children.</p> <p>Extension: If you find any of the above frustrating or upsetting, you may want to write a letter to the toy store, clothing store, toy manufacturer.</p> <p>See: www.lettoysbetoys.org.uk</p>
p 16–17	Arts, Language Arts (G)	Have students brainstorm examples of transphobia they have seen, and how someone could respond by speaking up, putting up or flaring up. You might ask students to act out one of the examples and the three versions of a response. You may want the class to discuss which response seems most effective to each scenario.

Section	Subject Area	Activities
p 18–19	Social Responsibility, Social Studies, Health and Physical Education, Math (G	This is a resource scavenger hunt! Divide the class into three groups. One group goes to the school library and investigates how many trans specific resources are available there. One group goes online and investigates how many supportive services are available in your community. The third group goes online and searches for online resources. Before the groups starts, ask them to estimate how many services they will find for each. After a set period of time, have the groups report back to the class. Were the number of resources higher or lower than expected? Where were the most resources?
p 18–19	Health and Physical Education (I, P)	Caring for ourselves can be hard to do. Have students create a list of what activities they enjoy, and what helps them relax, feel happy or release tension. Challenge them to select two to try in the next week. A week later, check in with students to see if they were able to do two self-care activities and how that made them feel. This activity can be done as a think-pair-share: first students think about their own answers to the questions; then they pair up with a partner; and then they share their answers.
p 18–19	Canada and World Studies	“Know your rights” is one of the tools to protect yourself and others from transphobia. Have students research what their rights are. Have them look at the national level, at the provincial level, at the local level and at school board policy. Make sure they find out how they can make a complaint if something is not going as it should. Ask them if they are surprised by what they found.
p 19	Arts (I)	Dos and Don'ts. Have students read the list of Dos and Don'ts for Gender Explorers. Ask them if there are additional ones they would like to add. Ask if these are good only for Gender Explorers, or if they might be helpful for other people too. Have students create a poster with one of the Dos or Don'ts. Display the posters and have the students do a gallery walk, where each student walks by each of the posters.

The Gender Enforcer

Highlights

When the Gender Enforcer sees a person who does not match their gendered assumptions, they assume the other person, not their assumptions, are at fault. Gender Enforcers have likely learned gender and transphobic stereotypes and then repeat them — they may not mean to be hurtful, but their words and actions can still have a significant impact on others.

In discussion what choices a person can make, students are encouraged to consider:

- Choice of style: Finding what makes an individual look and feel great
- Choice of behaviour: Even if you can never turn off your assumptions and inner commentary, we can control our behaviour and how we treat others
- Choice of impact: How we intend our words and actions to be received and the impact they have can be very different; even well-intentioned things can cause harm
- Choice of language: We can always use respectful language
- Choice of assumptions: We can decide what assumptions we keep, and what we let go

We acknowledge that trans people and drag queens were at the fore of the early North American LGBTQ movement; that oppressions overlap and make some people more vulnerable than others; and that transphobia can be deadly.

Discussion Questions

1. Why do people care so much about someone else's gender?
2. Some things we need to agree on (like how to behave in school), and other things we don't (like religion, or what we should have for lunch). Is gender in the first or the second category? Would it be easier to agree to disagree?
3. How do we learn the rules for gender? How do we un-learn the rules for gender?
4. What might you say or do if someone came out as trans to you? What might you say if you want to be supportive?
5. Do you think you can believe one thing, but behave in a different way? Why or why not?
6. If you have transphobic beliefs, what can you do about them?
7. If someone else has transphobic beliefs, what can be done about them?

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
p 21	Arts, Language Arts (I, P or G	The Dos encourage us to “question gender stereotypes.” Have your students listen to Samsaya’s song “Stereotype” (song and video can be found on YouTube). Have students write a new verse for the song challenging gender stereotypes.
p 21	Language Arts, Social Responsibility (G)	“Don’t demand that someone answer all your questions.” When we want to encourage learning and curiosity, it’s hard to think that some questions are off limits. Have your students create “guidelines for questions.” Encourage them to think about if different questions are acceptable in some settings but not others. Can your class agree on a single set of guidelines for questions? How about a set of guidelines for personal questions? Create a set of guidelines for questions for your class.
p 22–23	Language Arts (I)	Have students take the quiz and think about their responses. Ask them to write a journal entry about how they feel about the number of true and false answers they received. If they feel they got more true answers than they feel good about, encourage them to think about what further steps they might take to “learn more about sex, gender, gender stereotypes, trans people and transphobia.”
p 22–23	Canada and World Studies, Social Studies (I, P or G)	When we learn about gender, we often learn about gender only in mainstream North American culture, which says there are only two genders and that they are opposite. Ask your students to consider gender roles in other cultures; for example, two-spirit identities in many First Nations cultures, hijra in India, kathoeyes in Thailand, fa’afafine in Samoa, or tumtum and androgynous in the Jewish Talmud. Have students create posters sharing the specifics of these different identities, being careful to locate them in their specific cultural contexts.

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
p 24–25	Language Arts, Mathematics, Social Studies (I, P or G)	The “Did You Know?” section provides some statistics about the experiences of trans youth in general. What might be true for students in your school? Have students design a survey to learn more about students’ experiences of bullying around gender and gender identity. Encourage them to remember that everyone has a gender, and that questions like “Have you ever been put down or bullied because of the way you are dressed?” or “Have you ever been told you cannot or should not do something because of your gender” are applicable to everyone. Once the data has been gathered, have groups consider what they find most significant and most surprising. Are there things about your school culture that they would like to change? Are there other people (a school safety team, student council, parent council or administration) that they would like to share their data with?



The Witness

Highlights

The Witness is a person who observes what is happening. Many schools have campaigns encouraging students to intervene when bullying happens (encouraging bystanders to become upstanders) or that encourage students to take active roles in making their school communities safer. This chapter is part of that work, and encourages students who witness transphobia to do something to stop it.

Often there is more than one thing a witness could do to improve a situation: no one is responsible for doing everything; everyone is responsible for doing something. The quiz encourages students to recognize transphobia and consider possible ways to respond. Their answers may be listed on the page, or students may have other possible solutions. What's important is that everyone can do something.

Page 32 lists resources for students to take this work further: one for “Help Organizations,” one for “Books and Resources” and one of YA fiction with trans or gender-independent characters. The list of Further Resources in this guide is different, and aimed at educators. The books in the fiction section would make good books for class novel studies, and allow students to explore issues of transphobia and trans identities in a different form.

Discussion Questions

1. Can you think of a time you “stepped up” and did something when you saw someone else being bullied (any kind of bullying)? How did that go? Would you do the same thing in future, or would you change what you did?
2. What circumstances make it easier to respond to bullying, harassment or oppression? How can we support each other to intervene?
3. When is it important to report something to the school? I know, reporting is not always seen as a good thing, but sometimes you need adult help, or it's important the school know. What makes it important you report an incident?
4. Can you think of a time you were bullied and someone stepped up to help you? What did they do? What did they say? How did you feel afterwards?
5. Sometimes, if someone does or says something hurtful, you need them to STOP right now. Sometimes you need them to stop, but you also want them to learn. How can we tell how urgent it is to do or say something? If we want to help people change, how do we say that in a way that the person engaging in the negative behaviour can hear?

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
p 27	Language Arts, Social Studies (I)	<p>One of the Dos asks “Do recognize and challenge your own stereotypes about sex and gender.”</p> <p>When we are trying to be equitable, it can be hard to acknowledge our own stereotypes and biases. It is much easier to change the stereotypes we know we have. Have students individually reflect on their own beliefs, stereotypes and biases. Have them think of at least two for sex and two for gender. Have students then think about what kind of action they could take over the next week to challenge that stereotype. In a week, have students re-read their reflection and write about trying their challenge activity (I), or have them share in a group setting. Think-pair-share works well for this.</p>
p 27	Language Arts, Social Studies (I, G)	<p>The last Don’t on page 27 is “Don’t assume you know how someone identifies without them telling you.” This is challenging, as we make assumptions all the time as our brains work hard to put people into categories. Encourage students to explore their assumptions and consider how they might differ both from someone else’s assumptions or from reality. Find pictures of, and a short amount of biographical information about, a number of trans or gender independent people in magazines, newspapers or on the internet. Make sure the pictures include people of different ages, different gender identities, and different racial backgrounds. Show the class one picture at a time. Ask each student to look at the picture and write what they imagine that person’s story is. Each student should aim for a list of characteristics or a paragraph about the person in the picture. Have students do the same thing for each picture. Then go back through the photos, have a few students share their stories, and share the biographic information. Are there any surprises? What does this say about assumptions?</p>

Section	Subject Area	Activities
p 28–31	Language Arts, Social Responsibility (G)	Break the class into groups. Have each group consider a scenario from the quiz. Ask the groups to consider as many positive responses as possible to the scenario – have them create a list. Award prizes to the group with the longest list.
p 28–31	Arts, (G)	Use the practice of Forum Theatre (a form of Theatre of the Oppressed created by Augusto Boal) to explore the scenarios in the quiz. Have the class gather in a circle. Choose the number of actors you need for the scenario. Have the actors in the middle act out a response to the situation. Any member of the audience can say “stop” at any time, and the actors freeze. An actor joins the circle and the new person takes their role, trying a different response. This can be a great way to explore possible solutions, and to explore how quickly a situation can change.
p 28–31	Arts, Language Arts (G)	Use a Fishbowl technique to explore scenarios from the quiz. In a fishbowl, three to five students sit in the middle and are the talkers; the others gather around them to listen to the conversation. Read out the scenario to the students, and have the talkers discuss possible responses for two to three minutes. Then open the floor to allow members of the audience to ask questions of the talkers. Have a new group of students take over the role of talkers when a scenario has been fully explored and before you go on to the next one. With some classes, you may want to assign the talkers roles — for example, the Gender Explorer, the Gender Enforcer and the Witness — to help guide the responses they have and allow for a broad exploration of responses. Remind students that even if they are playing the role of the Gender Enforcer, it is important they not target anyone individually.

Teaching Activities

I=Individual

P=Pair

G=Group

Section	Subject Area	Activities
p 32	Language Arts, Social Studies (I, P or G)	The list of Help Organizations features three organizations, and another eight are listed in the Books and Resource section. Give students the list of eleven organizations and ask them to create an organizational profile for one of them. Ask them to find out what the organization is, how someone could access their services, how many people they help annually, the goals of the organization and their impressions of the organizations. Students may choose to learn more about a different organization that supports trans people or does work addressing gender inequity, especially if there are organizations in your community, or organizations that are ethno-specific and of the same culture as the student conducting the research.

Additional Resources

Books:

Brill, S. and r. Pepper. *The Transgender Child: A Handbook for Families and Professionals*. U.S.A. Cleis Press. 2008.

Ehrensaft, Diane. *Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children*. New York: The Experiment. 2011.

Teacher Resources:

Elementary Teachers of Ontario, article about a middle school planning for all-gender cabins for overnight field trips <http://etfovoice.ca/article/all-gender-cabins/>

Pride Education Network B.C. *The Gender Spectrum*. A K–12 resource created by educators at The Pride Education Network B.C. for use in schools: <http://pridenet.ca/staff-resources>

Public Health Agency of Canada. *Questions and Answers: Gender Identity in Schools*. http://publications.gc.ca/collections/collection_2012/aspc-phac/HP5-97-2-2011-eng.pdf

Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools. <http://hrc-assets.s3-website-us-east-1.amazonaws.com//files/assets/resources/Schools-In-Transition.pdf>

Transcend Transgender Support & Education Society. *TransForming Community: Resources for trans people and their families*: http://www.hawaii.edu/hivandaids/TransForming_Community__Resources_for_Trans_People_and_their_Families.pdf

Vancouver Coastal Health, Transcend Transgender Support & Education Society, and Canadian Rainbow Health Coalition (2006). *An advocacy guide for trans people and loved ones*: www.vch.ca/transhealth/resources/library/tcpdocs/consumer/advocacy.pdf

Welcoming Schools. “Support for Gender Expansive and Transgender Students.” <http://www.welcomingschools.org/pages/support-gender-expansive-transgender-students>

Additional Resources

About the Author of this Guide:

j wallace skelton is an educator, activist and writer who works to make schools safer and more welcoming for people of all sexual orientations and gender identities. As a consultant, he has helped many organizations, including human rights commissions and school boards, with issues of gender identity and gender expression. He works for the Toronto District School Board's Gender Based Violence Prevention Office.

Guide Credits

Illustrations by: Nick Johnson

Copyright © 2016 by James Lorimer & Company Ltd., Publishers

ISBN-10: 1-4594-1084-X

ISBN-13: 978-1-4594-1084-8

This Resource Guide may be reproduced and distributed to educators for use only with the Deal With It books in educational settings. It may not be resold or included in any other print or electronic publication without prior written permission from the publisher. All other rights reserved.

James Lorimer & Company Ltd., Publishers

117 Peter Street, Suite 304

Toronto, ON, Canada

M5V 0M3

www.lorimer.ca

Deal With It books distributed in the United States by:

Lerner Publishing Group

1251 Washington Ave. N.

Minneapolis, MN, USA

55401