

**Submission to the Standing Committee on Justice  
and Human Rights respecting Bill C-6 *An Act to  
Amend the Criminal Code Conversion Therapy***

**Pamela Buffone**

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In the winter of 2018, our 6 year old daughter was subjected to a series of lessons on the topic of gender in her grade one classroom. These lessons were never disclosed to us, even though we received weekly updates on topics that were covered in class, including links to YouTube videos on topics other than gender.

Our daughter had always loved school and seemed to be very engaged by her new, young teacher who had taken over the class in January of that year. By March break, however, our daughter brought the lessons on gender to our attention. She had never before expressed any doubt or distress or confusion or anxiety or agitation about anything that went on in her classroom - even when we knew that sometimes one of her classmates would throw chairs across the room and the children would need to be evacuated from the class. This type of thing did not seem to phase her.

What caused her stress and confusion was her teacher saying, "There's no such thing as girls and boys". Our daughter asked us strange questions when all of this suddenly came out at March break - in one of them she asked us whether she would need to go to a Doctor about all this.

We discovered that the teacher had shown the children a YouTube video from QueerKids, promoting the usage of different pronouns. The teacher had read storybooks and had used the phrase "there's no such thing as girls or boys" on different occasions with the children. The teacher confirmed to me that the topic of sex changes was discussed in class. Our daughter told us about a whiteboard lesson where the teacher asked the children to go up in front of the class and write their names on a gender spectrum based on whether they "felt" like a typical girl or boy. In this lesson my daughter was the only child to write her name directly at the end of the spectrum the teacher had labelled "girl". After all the children had written their names on the whiteboard, the teacher drew a vertical line on the gender spectrum which visually separated the children into two categories (the line was intended to represent the "non-binary" or "gender fluid" gender - this part we pieced together from things different people had told us, including the Principal). In this lesson the teacher told the class - in a very serious voice (this part our daughter clearly recalls) - that, "Girls are not real and boys are not real".

What happened in my daughter's classroom was "a practice designed to change a person's gender identity" - the very definition of conversion therapy that you are criminalizing with your

Bill. The lessons that were delivered in my daughter's class were designed to replace the way children identify their gender from the stable categorization model based on biological sex to the new gender identity model that is based entirely on stereotypes and "feelings".

The model of gender that was being taught in my daughter's class provides no opportunity for children who identify with their biological sex to accept themselves that way. If they reject gender stereotypes or don't "feel" like a stereotypical girl or boy the lessons suggest that they are a different gender. If, like my daughter, they identify as their biological sex, a person in a position of authority can use degrading and dehumanizing language such as "there's no such thing as girls and boys" and "girls are not real and boys are not real" to cause distress and harm by dismissing the reason why children identify with their biological sex.

The teacher informed us that she believed she was following the school board policy. Then we heard a strange mix of posturing from the school administrators - telling us that "Educators know best" and assuring us that all teachers had recently received training on this topic; yet in front of the Parents Committee the Principal denied outright that they were "teaching this" and they refused to share any information with parents about what had been taught in class.

We specifically asked the Principal for these "forced concepts to stop". We were given no assurances that they would. We were given policies on Gender Identity and Gender Expression that contained an incoherent hodgepodge of statements. We were told that this was the "new reality". The school administration did everything in their power to get us to fall in line, to close the conversation down, to get our daughter back into the classroom as if nothing was amiss. The College of Teachers told us that this was the new ideology that is ingrained in the Ministry of Education curriculum and that they would not be able to find the teacher or Principal in breach of any professional standards, because what was being taught was effectively mandated by our government.

Our daughter's case is now [waiting on a hearing date with the Ontario Human Rights Tribunal](#). It is unfortunate that we need to pursue legal action to ensure that our daughter's voice is heard and that policy changes take effect to prevent the discrimination she encountered and to ensure that her right to safety and security of the person is protected.

In other parts of the world, governments are being proactive in making sure schools receive clear direction on this issue. I was encouraged recently, for example, by a [policy directive issued by the British Department of Education](#). It reads:

"We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with

having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.”

The British government has clearly realized that the new model of gender being introduced by gender fluidity ideologues encourages children to think that their personalities are wrong for their sex and their bodies are wrong for their gender identity. No similar acknowledgement or restrictions exist in Canada.

Bill C-6 further exposes us to a significant risk in Canada as gender ideology is not being restricted in a similar manner in our education system, leading to increasing numbers of children questioning their identity who have no reason to do so.

Children and adolescents are being referred to gender clinics at rates that are growing at an astounding, exponential increase of thousands of percent in the past decade. Physicians treating these children in Canada, such as pediatric endocrinologist Dr Margaret Lawson, are [on record stating that they have no idea why this is happening](#).

No matter. These children are being enrolled in a medical experiment of puberty blockers and cross-sex hormones. Gender affirming surgeons in Canada are capitalizing on a new business model by going after the burgeoning transgender trend among teenagers on social media. A plastic surgeon in Mississauga advertises post-surgery photographs of his often-teenaged transgender patients to promote his business in “top surgery” (double mastectomies) on Instagram. He continues to do so [even in violation of a ruling by the College of Physicians and Surgeons of Ontario earlier this year](#).

Pro-transition advocates in our education and healthcare systems clearly believe they can get away with whatever they like in Canada, as long as they use the excuse of “good intentions”.

The rest of us - parents with the best interests of our children at heart and even those who are not necessarily against medical transition under very careful and controlled circumstances - now face the reality that the State will soon have complete control of not only teaching our children to identify as a gender that is different from their birth sex, but medically transitioning them simply because a distressed young person suddenly declares that they are a different gender and demands gender-affirming “healthcare” to align their body with their ideal image of themselves.

I am very concerned that our government is completely out of touch with the reality that the idea of gender identity no longer applies only to that infinitesimally small number of people (trans-sexuals in the old days) that live their life as the opposite sex and have always felt that way about themselves; gender identity now applies to all of us. It has become a popular cultural phenomenon fuelled by social media and often directed at adolescents struggling with puberty

and exploring who they are. And it is clearly being taught to all of our children in public schools as a form of personal identity that replaces biological sex.

Existing bans on so-called conversion therapy, which use similar wording to the proposed legislation, already make it difficult for parents to find non-invasive psychotherapeutic options for their gender distressed children. Any therapist who questions a child's self-declared "gender identity" and attempts to conduct a proper autism screening or explore therapy options other than transition runs the risk of being accused of practicing conversion therapy by the transgender activist community. Teenagers are being coached on social media (and even by their therapists) about how to get the medical transition they want, but do not really need. Many therapists who question the affirmative model simply decline to work with minors. A criminal law which carries a 5-year prison sentence, will make this situation much worse.

I believe something is going terribly wrong in our education and healthcare systems as I have witnessed people coming at this issue, not with openness and objectivity, but with a sense of righteousness that one's actions are unquestioningly in the best interests of trans-people and nothing else or no-one else is worthy of consideration.

For this reason, I call on this government to remove gender identity in its entirety from Bill C-6 and instead initiate an investigation into why an exponentially-increasing number of children and adolescents are seeking gender transition in this country, including a transparent and independent review of trans-healthcare, a clear statement from our government restricting our education system from teaching a replacement of personal identity with respect to gender, and a review of informed consent legislation that applies to young people making life-changing and irreversible healthcare decisions where no evidence of improved physical or mental health exists, according to independent and long term studies.

This course of action would be in line with the actions of respected nations like Sweden, Finland and the UK and would be the act of a responsible and compassionate national government that is prepared to set aside partisan interests to ensure the Canadian people are not complicit in the biggest medical scandal of the 21st Century.