

# Happens to be... LGBTQ in Our Schools



**DURHAM DISTRICT  
SCHOOL BOARD**



Elementary Teachers'  
Federation of Ontario





# Happens to be.....LGBTQ in Our Schools

## Project for the Barrie Area Family of Schools



Students are exposed to homophobic incidents that range from hearing “gay” used as a synonym for “stupid” or “worthless” to insulting and assaulting students because of their sexual or transgender identity or their perceived sexual or transgender identity.

The lack of a solid Canadian evidence base has been a major impediment faced by educators who need to understand the situation of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students in order to respond appropriately and to assure the school community that homophobic bullying is neither rare nor harmless but a major problem that needs to be addressed. In the recent EGALE survey which isolated Board Homophobia, results were startling.

### Key Findings and Current Data

#### Unsafe spaces

- Three-quarters of LGBTQ students feel unsafe in at least one place at school, such as change rooms, washrooms, and hallways. Half of straight students agree that at least one part of their school is unsafe for LGBTQ students.
- Transgender students are especially likely to see these places as unsafe (87%).
- LGBTQ students see more places as unsafe for LGBTQ people than do straight students, and transgender students most of all (4, 2, and 5 unsafe spaces, respectively).

#### Homophobic Comments

- Three-quarters of all participating students reported hearing expressions such as “that’s so gay” every day in school.
- Half heard remarks like “faggot”, “queer”, “lezbo”, and “dyke” daily. Over half of LGBTQ students, compared to a third of non-LGBTQ reported hearing such remarks daily.
- LGBTQ students were more likely than non-LGBTQ individuals to report that staff never intervened when homophobic comments were made
- Half of transgender students reported that staff never intervened when homophobic comments were made, compared to 34.1% of LGB respondents.
- Current students were even more likely than past students to hear expressions like “that’s so gay” in school.
- Current students were also more likely than past students to hear homophobic comments from other students every day.

## **Victimization**

- Six out of ten LGBTQ students reported being verbally harassed about their sexual orientation.
- Nine out of ten transgender students, six out of ten LGB students, and three out of ten straight students were verbally harassed because of their expression of gender.
- One in four LGB students had been physically harassed about their sexual orientation.
- Almost two in five transgender students and one in five LGB reported being physically harassed due to their expression of gender.

## **Impacts**

- Three-quarters of LGBTQ students and 95% of transgender students felt unsafe at school, compared to one-fifth of straight students.
- Over a quarter of LGBTQ students and almost half of transgender students had skipped school because they felt unsafe, compared to less than a tenth of non-LGBTQ.
- Many LGBTQ students would not be comfortable talking to their teachers (four in ten), their principal (six in ten), or their coach (seven in ten) about LGBTQ issues.
- Only one in five LGBTQ students could talk to a parent very comfortably about LGBTQ issues. Three-quarters could talk to a close friend.
- Over half of LGBTQ students did not feel accepted at school, and almost half felt they could not be themselves, compared to one-fifth of straight students.
- Transgender students (over a third) were twice as likely as LGB students to strongly agree that they sometimes feel very depressed about their school that they do not belong there, and four times as likely as straight students.

Durham District School Board and Trillium Lakelands District School Board have worked cooperatively to developing a support document for both Elementary and Secondary Schools. These resources may be used as is or modified to meet the needs of each particular school board. Posters and print materials can be ordered at cost through Creative Services at Durham District School Board.

The Durham District School Board is proud of the work being done to address issues related to Homophobia and the “LGBTQ in Our Schools” resource is an invaluable addition to the materials available for use in classrooms. LGBTQ in Our Schools is a research based resource that has been developed by a group of dedicated professional to ensure it reflects current issues and realities.

This practical and user friendly resource aims to provide all members of our schools community with rich activities to stimulate discussion and provide a platform to explore different perspectives while challenging student thinking.

The resource, which is made available to all schools, both as a booklet and CD, will support teachers and students when addressing homophobia in a constructive way while promoting the human rights and dignity of all people.

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This document has full support of the following Employee Groups:

CUPE Local 218

ETFO Durham Teachers' Local

OSSTF District 13





## **Overview**

The purpose of this document is to provide K - 8 educators with resources to support anti-homophobia education with their students. This document is not intended to be a comprehensive resource. It is only a beginning. The meaningful learning comes from honouring the diversities in our students, schools and communities, leading rich and engaging conversations, and showing different perspectives that challenge student thinking. Though many more activities are possible and encouraged, this guide suggests some starting points. The beginning of real change requires authentic experiences which are embedded in the rich teaching and learning that occurs in classrooms everyday.

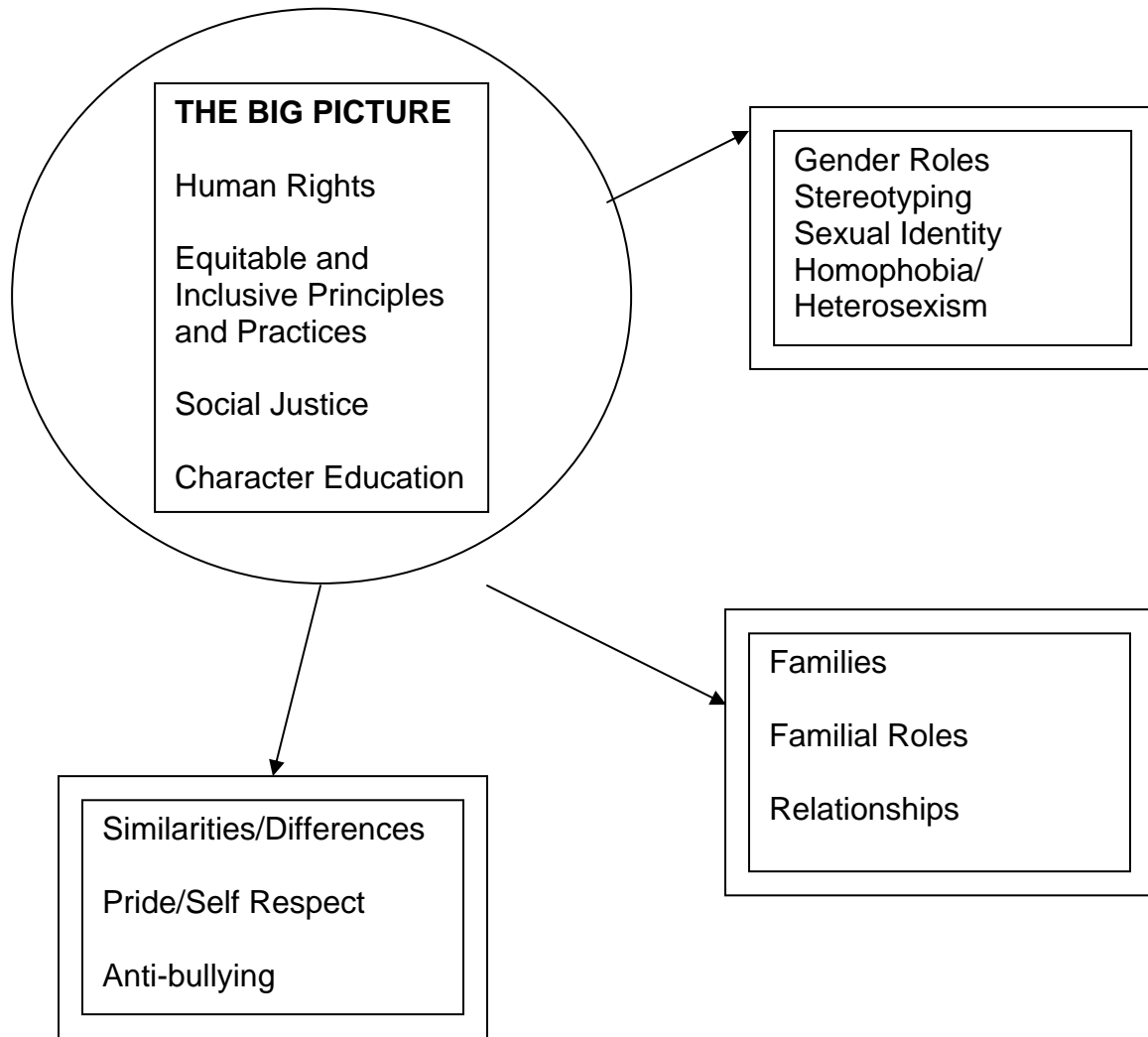
# Why?

1. In Ontario, all Boards of Education require that their schools create and support positive learning environments that promote equity, inclusive education and diversity.
2. Just as schools have focused on anti-racism and embraced multicultural education, so must they attend to homophobia. You do not have to be a person of colour to care about racism, similarly you do not need to be LGBT to care about and fight homophobia in our schools and society at large.
3. Perceptions and biases are learned early in childhood. We want to teach our students how to become responsible global citizens who stand up for their own human rights and those of others by acting in socially just ways.
4. Schools have an obligation to be inclusive of the diverse communities they serve including lesbian, gay, bisexual and transgender.
5. Schools must attend to all forms of name-calling, harassment, bullying or discrimination.
6. Education on homophobia fits with the curriculum (Language, Healthy Living, Social Studies, thinking critically). The Ministry of Education includes curriculum on families, Canadian societies and human rights as well as healthy living.
7. Using materials about or discussing LGBT issues or families helps students to learn about and respect other people and their contributions to society.
8. All students have the right to attend school in a safe environment and expect to see their lives and families positively reflected in the curriculum and classroom activities.



# Curriculum Connections

Personal and social Development (K)  
Language Arts (Reading Writing, Oral Communication, Media Literacy) 1-8  
The Arts – Drama, Health and Physical Education (Healthy Living)  
Social Studies – 1-6



## **ANTI-HOMOPHOBIA EDUCATION IS . . .**

- respectful of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Act
- no different than education to combat harassment and discrimination related to: race, religion, gender, abilities or class
- respectful of differences and inclusive of diversity
- mindful that harassment and discrimination are present in our society and school system
- mindful that silence around certain topics can be a form of discrimination, thus suggesting an acceptance of homophobia
- inclusive of all members of our school community
- optimistic that a better school environment is possible

## **ANTI-HOMOPHOBIA EDUCATION LOOKS LIKE . . .**

- schools where all members of the school community can be accepted and open about their lives without fear or shame
- classrooms which acknowledge and respect diverse family models
- classrooms which acknowledge and positively represent the lives of lesbian, gay, bisexual and transgender people across the curriculum
- schools where students and educators speak out against injustice and inequity
- schools where youth can take the lead on concerns that are important to them
- schools districts where there is knowledge and expertise available to support schools in this work

## **ANTI-HOMOPHOBIC EDUCATION IS NOT...**

- sex education and does not involve a description or discussion of sexual activities
- a form of corruption – it is age appropriate and adheres to provincial guidelines
- a way to encourage children to be “gay”. You cannot change or influence sexual orientation by reading a book or participating in an activity
- suggesting that anyone’s religious values are wrong – it is another way to appreciate the diversity in our society

## **A Great Place to Start...**

### **Children's Picture Books**

Reading texts that introduce LGBT characters can raise awareness of homophobia and help children to understand about...

Human Rights

Social Justice

Character Education

Families

Healthy Relationships

Respect for Self and others

Conflict Resolution

Anti-bullying

etc...





## Try these activities...

### Lessons on Gender Stereotyping

Divide Class in half

Give each half of class a prompt (one about boys, one about girls) such as:

“girls are.../boys are...”

“girls like.../boys like...”

Students record as many things as they can think of on their sticky notes (if you have pink and blue sticky notes, deliberately give the pink ones to the half of the class that has the prompt about boys and vice versa)

When done create a large Venn diagram and have students place their sticky notes where they think they should go (boys only, girls only, both)

After a critical discussion, you will probably find that all sticky notes can go in the middle. Create a new chart, “Children can...”

Students can also complete this activity in small groups (see BLM - Venn diagram)

You can do something similar by bringing in a variety of toys (or have the students do so). Ask the children if they are “girl-toys or boy-toys”? Why do they need to be categorized as such?

Design a non-stereotyped package for a product (toy)

Write a letter to MacDonald’s asking them why they still hand out gender specific toys. Analyze magazine or television ads for toys or toy packaging or any product. Who do they target? How do you know? Write the manufacturer a letter explaining your concerns. (see BLM for writing an opinion letter)

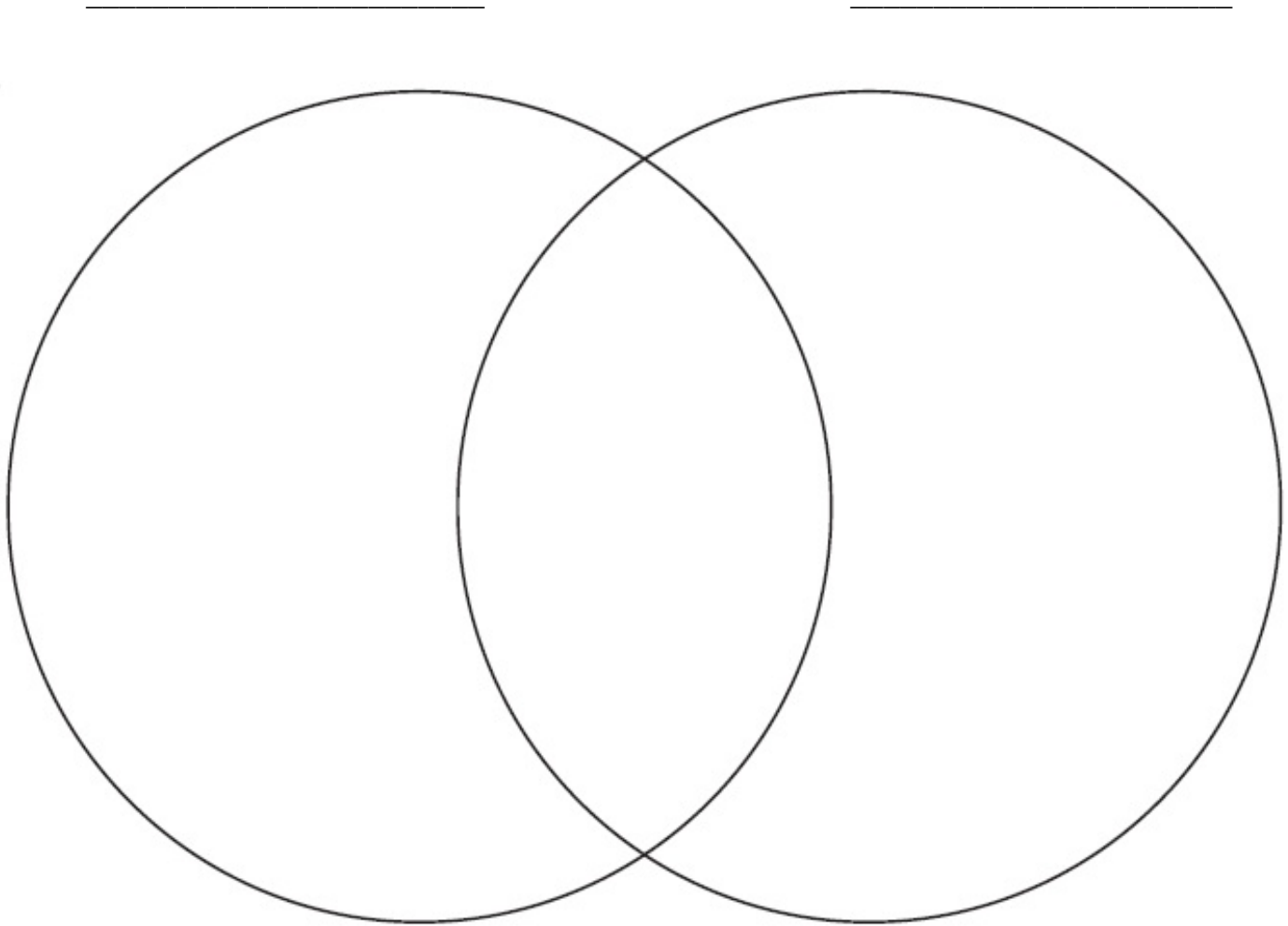
Why are there more girl/boy clothes than unisex clothes in stores – especially for babies? Write to the store sharing your concerns. (social actions)

Challenge stereotypes and assumptions about activities that boys/girls engage in (sports, games). What happens if someone doesn’t fit the stereotype? What might happen to him/her? Is this fair? What can you do to prevent this from happening? (role play)

How does the media portray different gender roles? (TV shows, movies, commercials) (see BLM for gender stereotyping)

What are some myths about men/women in certain careers? Are there certain positions that only men/women should do? (Research) Why? What can be done?

## VENN DIAGRAM: GENDER STEREOTYPING



Suggestions:

Boys are...Girls are...

Boys like... Girls like...

Writing a Persuasive Letter: Sharing My Opinion

Opening: my opinion/reason for writing

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Body: Three reasons or examples why you should listen to my opinion and make a change

1. 

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2. 

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3. 

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Closing: Restate my opinion/reason for writing

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# Gender Stereotyping in the Media

Title of TV Show or Movie _____	
Examples of gender stereotyping	Non-stereotypical examples



## **Lessons on Families and Relationships**

Who is in a family? What does a family do together?

Survey the class to find out what their family looks like. If there is not much diversity, try to generate as many different combinations as possible for family make up. Cut pictures out of magazines to create families. (see BLM – What a Family Might Look Like)

Play a game such as Atom (students move around and when teacher calls out Atom 1, 2, 3, 4 etc, the students make up a family with that number then describe it).

What do you think is most important in every kind of family? Survey the class, then come to an agreement about ranking their ideas from most important to least important. Talk about the things that all families have in common – love, caring, support etc.

Talk about roles of family members – Who does what? Does it matter who does what?

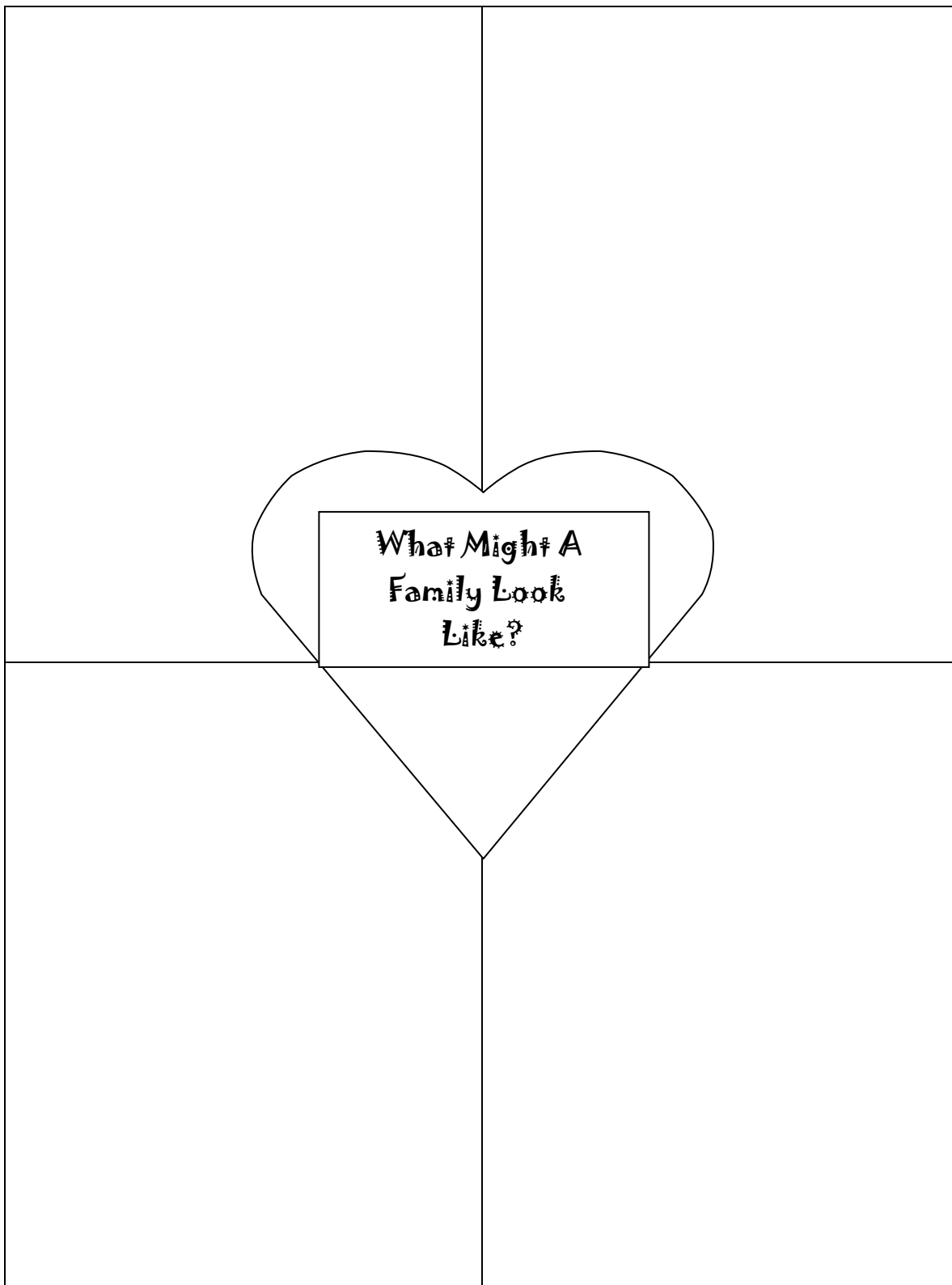
Students can create a family album through tableaux (a still photo created live). Each tableau should be of families doing things together. (Encourage boys and girls to play opposite gender roles or animals or inanimate objects). Try to avoid stereotypical behaviours or roles.

Write a class definition for “family”. Create acrostic poems. (See BLM or Family poem)

Family=Love (make posters or advertisements for all different kinds of families)

Media Literacy – analyze the different kinds of families the media portrays, and the stereotypical gender roles within the families. (see BLM for gender stereotyping)

Draw or cut out pictures from magazines...



**What Might A  
Family Look  
Like?**

Create an Acrostic Poem: What is a Family?

F \_\_\_\_\_

A \_\_\_\_\_

M \_\_\_\_\_

I \_\_\_\_\_

L \_\_\_\_\_

Y \_\_\_\_\_

## **Lessons on Respecting Similarities and Differences**

Create a T-chart to show all the ways humans are the same (feelings, wants, basic needs) and all of the ways they are different. Consider: skin colour, religion, sexual orientation, first language, country of origin, abilities/disabilities, amount of income, gender etc...). (See BLM – Same/Different)

Which ones really matter?

Ask questions like...What makes you happy? Sad? Proud?

How do you celebrate your successes or things that make you proud? How do some communities/groups celebrate important events or days? Talk about feeling pride in what makes you special. (This discussion can be linked to Pride Week/ Parade)

Create a class book or poster to show how you are alike/things that make you proud. (Students can create rainbow flags and can learn about the meaning of each of the colours: Red=life, orange=healing, yellow=sun, green=serenity with nature, turquoise=art, indigo= harmony, violet=spirit)

How do you demonstrate respect? What does it look like/sound like/feel like? (See BLM – Looks like, Sounds like, Feels like)

Complete a respect poem, peace poem or contract.

Talk about oppression using books or scenarios that explore: racism, sexism, ableism etc.) Is this fair? Students can role play scenarios and/or write scripts for scenarios.

How does the media portray each of these “isms”? Is it in a positive or negative way? (View movies, TV shows to find examples)

How Are We The Same? How Are We Different?

Similarities	Differences

# LOOKS LIKE, SOUNDS LIKE, FEELS LIKE

Looks Like... 

Feels like... 

Sounds Like... 

## Lessons on Bullying and Conflict Resolution

To emphasize the lasting effect of name calling – cut out a large paper figure and as you walk around the room students can repeat something hurtful that has been said to them while they scrunch up a part of the paper figure. After everyone has had a turn, get the students to think about something positive that has encouraged them and while they do that get them to straighten out the paper person. In the end you can see that the person is straight again, but there is still damage from the scrunching (initial name calling or put down).

What are some derogatory comments someone might say? Why are these hurtful? Why do people use them? Link to homophobia – the use of the phrase, “That’s so gay” with the intention to hurt.

What is a bully – draw a bully. Define a bully. (see BLM - Frayer Model) Create a web about bullying (kinds, who, when, where, what, why). Look for characters who are bullies in fairy tales, TV shows, movies.

Create a class contract against bullying. (see sample) Create a contract for the “Bystander”. (Challenge stereotypical comments that you hear or actions you see).

Role play – what to do when someone says something hurtful to you? What to do if you hear someone say something hurtful to someone else? I feel \_\_\_\_\_ when you say \_\_\_\_\_ and I need you to \_\_\_\_\_.

How do all victims feel? (anger, hurt, humiliated, embarrassed, powerless etc) Write a letter to a bully (in the voice of a victim) telling them how they make you feel.

Learn about prejudice and bias. Prejudice + power = isms (heterosexism)  
Is this based on lack of knowledge, fear, hatred? How to break this cycle? Encourage students to create a section in the school’s code of conduct. What needs to be changed at school to make it more inclusive and safe for everyone? (Brainstorm ideas – create posters or displays or write a persuasive letter)

What is a Bully?

<b>Definition</b>	<b>Facts/Characteristics</b>
<b>Examples</b>	<b>Non-examples</b>



**Suggested Read Alouds for Lesson Ideas** (these texts should be available for students to read or to read aloud without using them for a specific lesson)

The Sissy Duckling by Harvey Fierstein

10 000 Dresses by Marcus Ewert

William's Doll by Charlotte Zolotov

King and King by Linda De Haan and Stern Nijland

And Tango Makes Three by Justin Richardson and Peter Parnell

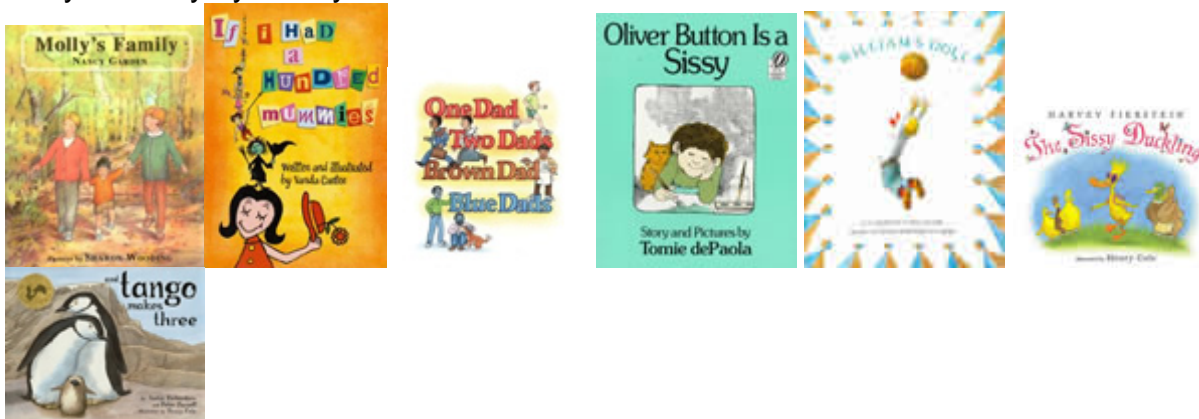
Oliver Button is a Sissy by Tomi De Paola

19 Girls and Me by Darcy Pattison

On Dad, Two Dads, Brown Dad, Blue Dads by Johnny Valentine

If I had a Hundred Mommies by Vanda Carter

Molly's Family by Nancy Garden



A Tale Of Two Daddies by Vanita Oelschlager

My Princess Boy by Cheryl Kilodavis (this family can also be seen on Youtube)

Paper Bag Princess by Robert Munsch

The Family Book by Todd Parr

Who's In a Family? By Robert Skutch

Mom and Mom Are Getting Married by Ken Setterington

It's Okay To Be Different by Todd Parr

# Read Aloud/Think Aloud

Title of Text: \_\_\_\_\_

## Learning Goals for Reading:

1.1, 1.2 – read a variety of texts for a variety of purposes

1.4 – 1.9 – demonstrate understanding, infer, extend, analyze, evaluate and recognize point of view in texts

## Links to Other Curriculum Areas:

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## Building Background Knowledge:

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## Think Aloud:

Page number or stopping point \_\_\_\_\_

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Page number or stopping point \_\_\_\_\_

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Page number or stopping point \_\_\_\_\_

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## Reflect and Connect:

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## Aligned with:

Durham Directions: Ensure Openness Accountability and Safety, Implement Equitable Principles and Practices

Character Education: Respect, Kindness, Integrity, Empathy

# “Quotes”

(These could be used as “hooks” for lessons or to initiate discussion)

Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.

***Dr. Suess***

I am a supporter of gay rights. From the time I was a kid I have never been able to understand the attacks on the gay community. There are so many qualities that make up a human being...by the time I get through with all the things I really admire about people what they do with their private parts is probably so low on the list that it's irrelevant

***Paul Newman***

Why is it that, as a culture, we are more comfortable seeing two men holding guns than holding hands? ***Ernest Gaines***

There is this illusion that homosexuals have sex and heterosexuals fall in love. That's completely untrue. Everybody wants to be loved.

***Boy George***

When I was in the military they gave me a medal for killing two men and a discharge for loving one.

***Epitaph of Leonard. P. Matlovich***

Who would give a law to lovers? Love is unto itself a higher law.

***Boethius AD 524***

Labels are for clothing. Labels are for filing. Labels are not for people. ***Martina Navratilova***

## **Why integrate an Anti-Homophobia perspective into Social Studies?**

The Social Studies curriculum (2004) provides many opportunities for an educator to seamlessly integrate an anti-homophobia perspective into everyday teaching. Educators are encouraged to treat this document as a way to further explore the conversations that are already happening in classrooms. According to the curriculum document,

*Students graduating from Ontario schools require the knowledge and skills gained from social studies and the study of history and geography in order to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy.*

*Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004, page 2.*

Being gay is a reality for many of our students. This is an opportunity for educators to shine a light, and broaden the gaze of many to include all types of people and all types of lifestyles. Within our global community, being accepting is a way to bridge people together, leading to inclusion.

The focus of this document is to begin a conversation. This conversation begins with the question: What does it mean to be a human? Educators are continually encouraged to explore with the students the humanity of all of us. Being gay is only one facet of our humanity. This is just one more way to extend the conversation.

This document contains ideas on how to integrate an anti-homophobia message into the Social Studies curriculum. It is by no means exhaustive. It is simply a beginning of a conversation, one that starts to validate a marginalized section of our population.

### **A Note on the web-links provided**

Web-based materials are provided to expand conversations. Educators are reminded to use these web links wisely, both as a professional resource, and as a beginning. Web links are constantly changing, and need to be verified regularly.

The following is a list of anti-homophobia resources. Many different resources can be found at these sites.

<http://mygsa.ca/educators/websites>

<http://www.egale.ca/index.asp?lang=E&item=1176>

<http://www.homophobiaday.org/>

# Heritage and Citizenship

In this strand, students are introduced to various topics that will help them develop an understanding of connections between the past and the present, of interactions between various cultural groups in Canada, and of the rights and responsibilities of citizens. Students will begin their studies with familiar things, such as rules and responsibilities at home and at school, and traditions and celebrations within their community. They will then study early settlements in Upper Canada, aspects of medieval society and early civilizations, and First Nation peoples and European explorers. In studying these topics, they will examine some significant developments that occurred throughout the ages, particularly in exploration, technology, and methods of government, and will investigate their influence on the development of Canada and on life in the present day. In all grades, students will do research.

The topics covered in this strand are:

Grade 1: Relationships, Rules, and Responsibilities

Grade 2: Traditions and Celebrations

Grade 3: Early Settlements in Upper Canada

Grade 4: Medieval Times

Grade 5: Early Civilizations

Grade 6: First Nation Peoples and European Explorers

*Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004, page 22.*

Grade 1: Relationships, Rules, and Responsibilities

## **Overview**

Students identify the relationships, rules, and responsibilities in their home, school, and community in order to understand the basis of citizenship. They draw conclusions about why rules and responsibilities are important in the relationships of their daily lives. Students also explain how and why relationships, rules, and responsibilities may change over time, and in different places.

In Grade 1, there are many opportunities to introduce concepts of different relationships among different types of families. Many resources exist to help show these relationships, and the responsibilities of parents to their children. An educator could take this opportunity to fully explore different possibilities of family configurations. Examples could be the “traditional” family (Mom, Dad, children), as well as families who adopt, blended families, single families, families with 2 moms or dads, etc. Educators can find commonalities among all family structures by focusing on the responsibilities of parents towards their children.

One such example could be using the picture book “My Princess Boy” by Cheryl Kilodavis. The description of the story is below:

*My Princess Boy™ is a nonfiction picture book about acceptance. It tells the tale of a 4-year-old boy who happily expresses his authentic self by enjoying "traditional girl" things like jewelry, sparkles or anything pink. It is designed to start and continue a dialogue about unconditional friendship and teaches children -- and adults -- how to accept and support children for who they are and how they wish to look.*

[www.myprincessboy.com](http://www.myprincessboy.com)

This is a wonderful example of how a family's responsibility is to the well-being of their children. This could also be the beginning of the discussion on the change in rights and responsibilities - for we now know that it is the right of everyone to be accepted for who they truly are.

## Grade 2: Traditions and Celebrations

### **Overview**

Students examine the wide variety of cultures and traditions that coexist in Canada. Students investigate family histories and traditions and report on how these histories and traditions contribute to and enrich Canadian society. Students relate their investigations to examples from their own local community.

Traditions and Celebrations contain many opportunities for educators to acknowledge the diversity represented by the celebrations happening in local communities. Conversations could be started around celebrations that are important to different families: Carabana being important for families of Caribbean heritage, Gay Pride Parade being important for families who are gay, Christmas for families who are Christian.

In our efforts to validate the experiences of our students, including celebrations of being gay is equally important for all students to see that it is okay to be gay.

## Grade 3: Early Settlements in Upper Canada

### **Overview**

Students investigate and describe the communities of early settlers and First Nation peoples in Upper Canada around 1800. They research interactions between new settlers and existing communities of First Nation peoples and French settlers and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present.

Studies of Pioneer times could include a conversation around stereotypes, comparing communities of the past with communities of today. Educators could begin this conversation by exploring the ideas of gender roles in pioneer times: What jobs do girls do? What jobs to boys do? What do men do? What do women do? Then contrasting it with gender roles of today. This is an important facet of an anti-homophobic education: You are not defined by your gender.

## Grade 4: Medieval Times

### **Overview**

Students discover the major features of daily life in medieval European societies. Students investigate the major events and influences of the era and determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today.

Studies in Medieval times could include a conversation around stereotypes, comparing communities of the past with communities of today. Educators could begin this conversation by exploring the ideas of gender roles in Medieval times: What jobs to girls do? What jobs to boys do? What do men do? What do women do? Then contrasting it with gender roles of today. This is an important facet of an anti-homophobic education: We are not defined by our gender.

## Grade 5: Early Civilizations

### **Overview**

Students investigate the influence of the natural environment on the development of various early civilizations around the world. They examine changes in the ways human needs were met as a result of technological advances. Students investigate the significant innovations of early civilizations and assess their continuing relevance to modern society.

Alexander the Great's sexuality is of great debate. This could be a very interesting conversation with students, especially in terms of why it is important? Why would it be important that one the greatest rulers of the ancient world be gay? Indeed, we are not defined by our sexuality, yet it is important to acknowledge positive examples of a largely marginalized population: you can still do amazing things and be gay. This is important as an anti-homophobic education because it continues the message that it is okay to be gay.

To expand of this conversation, educators may wish to start here:

[http://en.wikipedia.org/wiki/LGBT\\_history](http://en.wikipedia.org/wiki/LGBT_history)

[http://en.wikipedia.org/wiki/Alexander\\_the\\_Great#Personal\\_relationships](http://en.wikipedia.org/wiki/Alexander_the_Great#Personal_relationships)

## Grade 6 - First Nation Peoples and European Explorers

### **Overview**

Students learn about the main characteristics of North American First Nation cultures, including the close relationship of the First Nation peoples with the natural environment.

They investigate the motivating factors for early European exploration and the prevailing attitudes of the explorers. They also examine the positive and negative effects of interactions between European and First Nation peoples, from first Viking contact to the time of permanent European settlement in the early seventeenth century.

The opportunities to contrast First Nations cultures (though individually are quite unique and different, there are commonalities among the different groups) and European cultures are vast and varied. To add to this contrast could be the idea of some Native cultures of the Two Spirited person: a person who is valued for having both the male and female spirit. This is a wonderful opportunity to show how two different cultures can approach the same topic (being gay) from two radically different perspectives: from that of reverence, and from that of oppression. The following is a link for teachers to further explore this concept.

<http://www.mcgill.ca/interaction/mission/twospirit/>



# Canada and World Connections

This strand focuses on Canada and its relationships with the rest of the world. Students begin their studies with the familiar (i.e., their local community) and gradually move on to study other communities, the provinces, territories, and regions of Canada, and the connections Canada has with other countries around the world. Students are also introduced in this strand to the study of government.

The topics covered in this strand are:

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

Grade 3: Urban and Rural Communities

Grade 4: Canada's Provinces, Territories, and Regions

Grade 5: Aspects of Citizenship and Government in Canada

Grade 6: Canada's Links to the World

*Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2004, page 34.*

Grade 1: The Local Community

## **Overview**

Students investigate the physical features and community facilities in their local area. Using basic techniques of inquiry and mapping, they investigate how people live and interact within their community. As they learn more about these interactions, students begin to recognize the role that community plays in meeting human needs.

When infusing an anti-homophobic education into the curriculum, it is an opportunity to challenge stereotypes. Conversations could be extended and deepened when discussing community helpers. For example, a conversation could be asking of the children that challenge these stereotypes: Can girls become mechanics? Can boys become nurses? This is yet another way for educators to teach that we are defined by more than our gender.

## Grade 2: Features of Communities Around the World

### **Overview**

Students develop their awareness of physical and human geography by examining contemporary global communities. They use map, globe, and research skills to compare the cultural and physical features of a variety of communities. Students explore how the environment influences people's lives, and begin to recognize that the lifestyles of people in other countries may be both similar to and different from their own.

In looking at communities from around the world, a possibility would be to include a mention of different gay pride parades from other countries - just like in Toronto. This could be a valuable opportunity for students to know that gay pride is celebrated in other places too.

[http://en.wikipedia.org/wiki/Pride\\_parade#Gay%20Pride](http://en.wikipedia.org/wiki/Pride_parade#Gay%20Pride)

## Grade 3: Urban and Rural Communities

### **Overview**

Students describe similarities and differences between urban and rural communities. They investigate geographic and environmental factors that influence the development of different communities. They also examine how communities interact with each other and the environment to meet human needs.

When discussing the differences between urban and rural communities, the conversation could invoke the question: Why do we have areas in large urban centre based on cultural interests? Why does Toronto have a Chinatown? Why do we have the Church and Wellesley Village? This could open the conversation up to diversity in general. When you have a large number of people, why would people wish to live within a community of people that share similar interests, religions, attitudes, etc? When given the opportunity, people always want to feel like they belong, and one way to do this is to live among people that share common interests, lifestyles, cultures, etc.

<http://www.churchwellesleyvillage.ca/#Church%20Wellesley%20Village>

## Grade 4: Canada's Provinces, Territories, and Regions

### **Overview**

Students investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories, and use maps, graphics, and print materials to present information about their findings. They also identify and describe economic and cultural relationships that connect communities throughout the country.

Within a context of finding similarities and differences among the different provinces and territories within Canada, mention could be of the different celebrations that happen across Canada. There are Gay Pride Celebrations in Vancouver, just like in Toronto.

#### Grade 5: Aspects of Citizenship and Government in Canada

##### **Overview**

Students examine the structure and function of the three levels of government in Canada and how they relate to one another. Students use research skills and critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada. Students also identify ways in which government and the responsibilities of citizenship directly affect their own lives.

Discussion could be of the present state of Gay Rights in Canada. How does this relate to the Canadian Charter of Rights and Freedoms? Students can debate the current state of the gay marriage under Equality Rights:

**15.** (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

#### Grade 6: Canada's Links to the World

##### **Overview**

Students identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world. They use a variety of inquiry methods and research tools to investigate the importance of international connections for Canada's well-being and influence in the world. Students identify current international issues that concern Canada, and describe Canada's response to them.

This unit of study has the opportunity of exploring what it is like to be gay in our world. The following link shows the differences within the world concerning laws of protection to persecution.

[http://old.ilga.org/Statehomophobia/ILGA\\_map\\_2010\\_A4.pdf](http://old.ilga.org/Statehomophobia/ILGA_map_2010_A4.pdf)

# The Family Book

**Text:** *The Family Book* by Todd Parr

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language Gr. 1-4:**

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# The Family Book

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

Have students share some activities about their family life.

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to identify some characteristics of families.

Teacher will read , *The Family Book* by: Todd Parr

During the reading Stop at pages and ask students to give their interpretation.

"Some families are small."

Question: What does it mean that some families are small?

"Some families live far from each other."

Question: What does it mean that families live far from each other?

"Some families adopt children."

Question: What does it mean to adopt a child?

"All families like to celebrate special days together!"

Question: What special days does your family like to celebrate?

"Some families like to be quiet. Some families like to be noisy."

Question: What category would you put your family in? Why?

*After reading:* The last page of the book states: "*There are lots of different ways to be a family.*" As a class brainstorm the many ways to be a family.

*Independent Work:* Students will choose one way to be a family and create a picture that demonstrates it. Students will put picture on an 8 x 8 piece of paper. \*\*each square will be placed into a class quilt titled: The Family Quilt

# The Family Book

**Consolidation:** (5-10 minutes)

Have students bring their picture to the carpet and share the way they chose to represent a way to be a family.

The 8 x 8 squares will be collected and a class quilt will be created.

# Who's in a Family?

**Text:** Who's in a Family? by Robert Skutch

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr. 1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language** Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# Who's in a Family?

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

Have students share some activities that they do as a family.

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to try to identify the different kinds of families they see within the book.

Teacher will read the book, *Who's in a Family?* By Robert Skutch

During the reading stop at pages and ask: "Which family members are in this family?" As you read, you may pause after each family and ask questions such as, "What do you see in this picture?" or "Who's in this family?"

After reading have students identify what they think is common in all families (characteristics like love, caring, support, helping each other, working together).

**\*\*Record their suggestions\*\***

As a class create a definition of what a family is.

Independent Work: Each student will create a "family branch" that will be placed on a class family tree. Students will either be given a branch or create a branch and attach a leaf on it for each family member. The leaf will have the name of the family member (leaves could also have a picture and relationship words). **\*\*If students are not sure what names to include direct them to include the names of whoever they consider to be in their family based upon the class definition.**



# Who's in a Family?

## Consolidation (5 minutes)

Have students bring their branch to the carpet and each student will introduce the members of their family.

Invite students to share one new thing they learned today about families.

## Alternate Reading Activities:

1. Students write a journal entry on how their family is similar and/or different to one of the families they read about in the book.
2. Students create a Venn diagram comparing and contrasting their life with the families in the book
3. Family Flag- Students are given a piece of paper (flag) and divide it into three parts. The student completes each part:

Part 1: People in my family

Part 2: What my family does for fun

Part 3: Work we do together

\*Flags can be displayed in the classroom

# And Tango Makes Three

**Text:** *and tango makes three* by Justin Richardson and Henry Cole

[http://www.youtube.com/watch?v=WyPjUa908hM&feature=player\\_embedded#at=24](http://www.youtube.com/watch?v=WyPjUa908hM&feature=player_embedded#at=24)

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Language Gr. 1-4:**

#### ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### READING:

##### Variety of Texts

**1.1** read a variety of literary texts, graphic texts and informational texts  
Purpose

**1.2** identify a variety of purposes for reading and choose reading materials appropriate for those purposes

##### Demonstrating Understanding

**1.4** demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

##### Making Inferences/Interpreting Texts

**1.5** make inferences about texts using stated and implied ideas from the texts as evidence

##### Extending Understanding

**1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

##### Responding to and Evaluating Texts

**1.8** express personal opinions about ideas presented in texts

##### Point of View

# And Tango Makes Three

- 1.9 identify the point of view presented in a text and suggest some possible alternative perspectives

## WRITING:

### Purpose and Audience

- 1.1 identify the topic, purpose, audience, and form for writing

### Developing Ideas

- 1.2 generate ideas about a potential topic, using a variety of strategies and resources

### Review

- 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

### Voice

- 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

### Point of View

- 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like. Write them on the board.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

You may choose to have students draw a picture of their family.

# And Tango Makes Three

## Teaching and Learning (15-25 minutes)

### 1. Book Walk:

Look at the cover, what do you think the book is going to be about?  
(students generate ideas...share with an elbow partner)

### 2. Read Aloud or Shared Read:

While reading, ask reflective questions like: what are you thinking/feeling?

After Reading, Guiding Questions:

- Why do you think the author wanted you to read this book?
- What are the important ideas in this book? How do you know that? Give reasons from the text that support your thoughts.

### 3. Activity

In the text, Roy and Silo really wanted to have an egg to raise. Mr. Gramzay found an egg and gave it to Roy and Silo to raise.

Pretend that you are Roy or Silo. How would you feel, finally getting the egg that you wanted? Write a letter to Mr. Gramzy, remember to include all of your feelings.

## Consolidation (5-10 minutes)

Share your letter with another person in your class.

Come back to the circle and share something from your partner's letter that was different from your own.

<http://www.youtube.com/watch?v=teWQN5cWzM&feature=related> consolidation clip

**Extension:** Write a letter from Tango's point of view to her Dads.

# Heather Has Two Mommies

**Text:** Heather Has Two Mommies by Leslea Newman

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language Gr. 1-4:**

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# Heather Has Two Mommies

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

1. What do we know about families?
2. What do we wonder about families?
3. Can we identify families that are different from our own?

Have students share some activities that they do as a family.

### Before reading the story:

Ask students to predict what the story is about.

**Teacher will read the book** *Heather Has Two Mommies* by Leslea Newman

**During the reading** some guiding questions are:

1. On pg. 13, Heather realizes that she doesn't have a father and begins to cry. Why is Heather crying? How does she feel? Have you ever felt like Heather?

**After reading:** Ask the students how Heathers family is different than their own family. Then ask the students in what ways Heathers family is like their own family.

**Independent Work:** Have students create a piece of artwork that reflects their connection to Heather. Have students complete the sentence "I am like Heather because \_\_\_\_\_" and put the sentence on their piece of artwork.

# Heather Has Two Mommies

## **Consolidation** (5 minutes)

Invite students to share one new thing they learned today about families.

Have students share their artwork.

# Oh The Things Mommies Do! What Could Be Better Than Having Two?

**Text:** *Oh The Things Mommies Do! What Could Be Better Than Having Two?* By Crystal Tompkins

**Video:** [http://www.bookrix.com/mybookpid-en-ohthethingsmommiesdo\\_1281828668.5726699829-ohthethingsmommiesdo](http://www.bookrix.com/mybookpid-en-ohthethingsmommiesdo_1281828668.5726699829-ohthethingsmommiesdo)

## Big Idea:

Students will recognize that different combinations of people can make up a family.

## Expectations

### Social Studies

Gr. 1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### Language Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts



# Oh The Things Mommies Do! What Could Be Better Than Having Two?

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

1. What do we know about families?
2. What do we wonder about families?
3. What are some activities that you do as a family?
4. What is something that you do with the big person that lives at your house?

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to listen and identify different activities that the mommies in the book do.

Teacher will read the book, *Oh The Things Mommies Do! What Could Be Better Than Having Two?* By Crystal Tompkins

During the reading some guiding questions are:

1. At different pages stop after reading the activity and ask students at their house who does that activity with them.
2. At different pages stop after reading the activity and ask "How does the character feel about her mommy doing that activity with her?"

After reading: Have students identify the activities from the text that the character did with her mommies. Which activity does the adult at your house do with you? Which is your favourite activity to do with the adult at your house?

Independent Work:

1. Have students draw an activity that they like to do with the adult that lives at their house. Students will write a sentence to go with the picture. The pictures with sentences could be compiled into a class book

# Oh The Things Mommies Do! What Could Be Better Than Having Two?

## **Consolidation** (5 minutes)

Have students bring their picture with the sentence to the carpet to share with the class. \*\*teacher collects to compile a class book

Invite students to share one new thing they learned today about families.

## **Alternate Reading Activities:**

1. Students could write a journal entry from the character's point of view about having two mommies.
2. At home connection: Have students talk with a family member about an activity or event they enjoy together (making a birthday cake for a sibling, picking out a new pet, or reading a favourite book together at bedtime). The student will write a story about the event and bring to the school to share with classmates.

# King and King

**Text:** King and King by Linda De Haan

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language Gr. 1-4:**

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# King and King

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

1. What do we know about families?
2. What do we wonder about families?
3. Can we identify families that are different from our own?

Have students share some activities that they do as a family.

## Teaching and Learning (15-25 minutes)

Before reading the story set out a reading focus: ask students to listen and identify what problem the Prince had and how he solved it.

Teacher will read the book, *King and King* by Linda De Haan

During the reading some guiding questions are:

1. Why did Prince Bertie's mother want him to get married?
2. How would each princess feel when Prince Bertie rejected her?
3. How would the King feel when the Prince didn't want to marry a princess?
4. How did Prince Bertie feel when Prince Lee walked through the palace door?

After reading: Have a class discussion that allows the students to recognize how Prince Bertie was not happy with any princess because he wanted a same sex partner. Have students identify how the King and King family differs or is the same as their family.

Independent Work: Write a letter to Prince Bertie and tell him about your family and how it is different or the same as his. Students might need to create a Venn diagram to plan for the letter writing.

# King and King

## **Consolidation** (5 minutes)

Have students share their letters with a partner.

Invite students to share one new thing they learned today about families.

## **Alternate Reading Activities:**

1. Students write a journal about what they think Prince Bertie's life will be like now that he is a married king.
2. Students create a comic strip that retells the story of *King and King*.
3. The class is put in groups and each group dramatizes the important events from the story.

# Molly's Family

**Text:** Molly's Family by Nancy Garden

**Video Reading of text:** <http://video.google.com/videoplay?docid=434668621563170452#>

## Big Idea:

Students will recognize that different combinations of people can make up a family.

## Expectations

### Social Studies

Gr. 1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### Language Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# Molly's Family

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

1. What do we know about families?
2. What do we wonder about families?

Have students share some activities that they do as a family.

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to identify the different kinds of families they see within the book.

Teacher will read the book, *Molly's Family* By Nancy Garden

During the reading some guiding questions are:

1. How did Molly feel when she couldn't explain to her friends about her family?
2. Why is Molly upset?
3. What is it that Tommy says that makes Molly feel upset?

After reading: Have a class discussion that allows the students to recognize how the character of Molly changed during the book and how she dealt with her problems with the help of her parents and teacher.

Independent Work:

1. Have students draw their family as Molly did.
2. Have students create a word splash around their completed picture. The word splash will consist of words that each student would use to describe their family. Words could also include family activities. \*\*students can write words on pre-cut slips of paper

# Molly's Family

## Consolidation (5 minutes)

Have students bring their picture and words to the carpet to share with the class.

Invite students to share one new thing they learned today about families.

## Alternate Reading Activities:

1. Students write a journal entry from Molly's point of view.
2. Create a "family" class collage.
3. At home connection: Have students talk with a family member about an activity or event they enjoy together (making a birthday cake for a sibling, picking out a new pet, or reading a favourite book together at bedtime). The student will write a story about the event and bring to the school to share with classmates.
4. Students create a comic strip that introduces their family members.
5. Students write a "Family" want ad using words that would describe their family. The want ads could go up on the bulletin board for Open House and families could read the descriptions and try to identify what their child wrote.



# Owen & Mzee: The True Story of a Remarkable Friendship

**Text:** *Owen & Mzee: The True Story of a remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu

<http://www.owenandmzee.com/omweb/>

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

### **Language** Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Demonstrating Understanding

- 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Making Inferences/Interpreting Texts

- 1.5 make inferences about texts using stated and implied ideas from the texts as evidence

Extending Understanding

- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Analysing Texts

- 1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts

Point of View

- 1.9 identify the point of view presented in a text and suggest some possible alternative perspectives

WRITING:

Purpose and Audience

- 1.1 identify the topic, purpose, audience, and form for writing

Developing Ideas

# Owen & Mzee: The True Story of a Remarkable Friendship

- 1.2 generate ideas about a potential topic, using a variety of strategies and resources  
Voice
- 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience  
Point of View
- 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

## Getting Started/Introduction (3-5 minutes)

<http://www.youtube.com/watch?v=cjyb0t5Jm44>

Watch the clip about the dog (Bella) and the elephant (Tara). What do you think of the video? Is it possible for dogs and elephants to be friends? How are you like Bella or Tara?

## Teaching and Learning (15-25 minutes)

1. Book Cover Walk:  
Look at the cover and title of the book, what connections do you have to this picture? What does it remind you of?
2. Read Aloud or Shared Read:  
When reading the text, prompt thinking by asking reflective questions such as: How do you think Owen felt when he was stranded on the reef? Why do you think that Owen was angry when the people were trying to save him? Have you ever felt this way?
3. Activity:  
Retell this story from Owen's point of view. Photocopy the pictures from the text so that the students can use them to help them retell the story in order (or have the children recreate their own pictures from the text and write about that picture. Remind them to think about what is happening in the picture from Owen's perspective).

# Owen & Mzee: The True Story of a Remarkable Friendship

**Consolidation** (5-10 minutes)

Show the video:

<http://www.youtube.com/watch?v=YO5Zc2MYdP0&feature=fvsr>

Class discussion: How do you think Owen felt after he found someone to take care of him?

What is Mzee's role in Owen's life? Who does those things for you? How is Mzee like a mother or father for Owen?

**Extensions:**

How are Owen & Mzee like your family?

What are Owen's responsibilities? What are Mzee's responsibilities?

Draw a picture of Mzee doing some of his responsibilities. Write a few sentences about what he is doing.

Another great resource to go with the book:

[http://teacher.scholastic.com/products/tradebooks/discguide/owen\\_mzee\\_dg.pdf](http://teacher.scholastic.com/products/tradebooks/discguide/owen_mzee_dg.pdf)

# A Touch of the Zebras

**Text:** *A Touch of the Zebras* by Itah Sadu

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language Gr. 1-4:**

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# A Touch of the Zebras

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

Have students share some activities that they do as a family.

What does the term biracial mean? (if students don't know don't tell them so that they can use the information from the text to do their learning)

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to try to identify what biracial means and to identify what Chelsea's problem is and how it was resolved

Teacher will read the book, A Touch of the Zebras by Itah Sadu

During the reading: Guiding questions

1. After reading page 6, "Why do you think Chelsea did not want to go to school?"
2. After reading page 9, "How might Chelsea's aunts and uncles help her?"
3. After reading page 19, "Why did Chelsea reply Yes! Yes! Yes!?"
4. After reading page 23, "What did Chelsea and the doctor have in common?"

After reading ask:

1. Why do you think that the book was titled, A Touch of the Zebras?
2. How did Chelsea solve her problem so that she wanted to go to school?
3. If you were Chelsea would you have solved the problem in a different way?

Have a discussion so that students make a connection with the symbol of the zebra (biracial) and the symbol of the rainbow (people in all colours)

Independent Work: Students will draw or paint a rainbow or a zebra. Students will write sentences explaining what the rainbow or zebra symbol represents.

# A Touch of the Zebras

## **Consolidation** (5 minutes)

Have students bring their rainbow or zebra to the carpet and students can share their written explanation.

Invite students to share one new thing they learned today.

## **Alternate Reading Activities:**

1. Students write a journal entry from Chelsea's point of view.
2. Students create a comic strip or a storyboard that retells the story.

# Loon Summer

**Text:** Loon Summer by Barbara Santucci Illustrated by Andrea Shine

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

Students will learn that no matter what the family composition may be (or where you live), your family will still love you.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

### **Language** Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Comprehension Strategies

- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

Demonstrating Understanding

- 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Making Inferences/Interpreting Texts

# Loon Summer

**1.5** make inferences about texts using stated and implied ideas from the texts as evidence

## Extending Understanding

**1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

## Analysing Texts

**1.7** identify specific elements of texts and explain how they contribute to the meaning of the texts

## Responding to and Evaluating Texts

**1.8** express personal opinions about ideas presented in texts

## WRITING:

### Purpose and Audience

**1.1** identify the topic, purpose, audience, and form for writing

### Developing Ideas

**1.2** generate ideas about a potential topic, using a variety of strategies and resources

### Voice

**2.2** establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

### Point of View

**2.5** identify their point of view and other possible points of view on the topic, and determine if their information supports their own view



# Loon Summer

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

## Teaching and Learning (15-25 minutes)

Book Walk: Look at the cover, what do you think the book is about? (students generate ideas...share with an elbow partner).

Read: While reading aloud Loon Summer, pay attention to the illustrations (beautiful watercolour).

Activity: Paint a watercolour summer picture about something you do with your family.

Write or tell about your painting.

## Consolidation (5-10 minutes)

Possible discussion questions for consolidation:

- Do you think Rainie will be able to do the things that you did in your painting in the summers? Why/why not?
- How is the loon family like your family?
- Do you think that Rainie was happy or sad when she watched the loon family?
- If Rainie was your friend, what would you do to cheer her up?
- Think of a time when you were sad, what did other people do to help cheer you up?
- What do you think has changed for Rainie this summer?
- How do you know that Rainie's Mom still loves her?
- Do you stop loving someone just because you don't live with them? (think Grandparents, aunt/uncle, friends)

Compile the paintings and make a beautiful summer book for your classroom.

# Loon Summer

## Extensions:

- write a poem about your picture
- write a letter to someone you love, who does not live with you all the time
- choose a 'summer word' (noun), brainstorm as a class many words (adjectives) that would describe the noun. Have students use some of those words to describe their painting. Ex. Lake – shimmery, calm, cool,

# Dinosaurs Divorce

**Text:** *Dinosaurs Divorce* by Laurene Krasny Brown and Marc Brown

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

Students will demonstrate understanding of change, and how families solve problems in different ways.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

### **Language** Gr. 1-4:

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

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Demonstrating Understanding

- 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Making Inferences/Interpreting Texts

- 1.5 make inferences about texts using stated and implied ideas from the texts as evidence

# Dinosaurs Divorce

## Extending Understanding

- 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

## Analysing Texts

- 1.7** identify specific elements of texts and explain how they contribute to the meaning of the texts

## Responding to and Evaluating Texts

- 1.8** express personal opinions about ideas presented in texts

## WRITING:

### Purpose and Audience

- 1.1** identify the topic, purpose, audience, and form for writing

### Developing Ideas

- 1.2** generate ideas about a potential topic, using a variety of strategies and resources

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

*Some guiding questions to activate prior knowledge are:*

How would you describe your family?

What do you know about families?

What do you wonder about families?

How are families different?

How are families the same?

# Dinosaurs Divorce

## Teaching and Learning (25-45 minutes)

**Book Walk:** Look at the cover...what do you think the book is about? (students generate ideas...share with an elbow partner)

**Read:** Dinosaurs Divorce by Laurene Kransny Brown and Marc Brown, with the students reading (as a group).

**Activity:** During the reading, stop and allow children to draw out their ideas. Have students fold a paper into 4 squares.

Before reading, have student draw a picture of their family.

After reading *What About You?*, discuss how people can deal with feelings.

After reading up to Celebrating Holidays and Special Occasions, have the students write or draw something positive about their own family (in another square).

After reading Celebrating Holidays and Special Occasions, have students draw a picture of their favourite holiday or celebration in a square.

Finish reading the book.

In the last square have the students do their name in fancy big letters.

Let the students colour their four squares.

## Consolidation (5-10 minutes)

Share the pictures and generate constructive conversations. Try...

Explaining how different situations can occur in a family that is going through change, and what the students could do if change occurs in their own family. Ask the questions:

What is it important to do with your family when you are going through changes? (talk about it, let your feeling be known)

How can you help your family during the times of change? (be understanding, be willing to listen to what others have to say)

Join the papers together, like a quilt, it can be displayed to help remind students of being tolerant of one another and recognizing that we are all different, think differently and have different families, but we are all part of the class together.

# I Don't Have Your Eyes

**Text:** *I Don't Have Your Eyes* by Carrie A. Kitz

## **Big Idea:**

Students will recognize that different combinations of people can make up a family.

## **Expectations**

### **Social Studies**

Gr.1:

1. identify people with whom they have significant relationships in their lives;
2. use a variety of resources and tools to gather, process, and communicate information about the responsibilities of family members

Gr. 2:

1. use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions

### **Language Gr. 1-4:**

ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

READING:

Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# I Don't Have Your Eyes

## Getting Started/Introduction (3-5 minutes)

As a class brainstorm about different families and what they may look like.

Some guiding questions to activate prior knowledge are:

How would you describe your family?

What do you know about families?

What do you wonder about families?

Have students share some activities about their family life.

## Teaching and Learning (30 minutes)

Before reading the story set out a reading focus: ask students to identify some characteristics of families.

Make the following statements and pose the following questions:

"Some families are small."

Question: What does it mean that some families are small?

"Some families live far from each other."

Question: What does it mean that families live far from each other?

"Some families adopt children."

Question: What does it mean to adopt a child?

Refer to the lessons big idea that there are many different types of families.

Teacher will read *I Don't Have Your Eyes* by Carrie A. Kitz

*After reading:* On the back cover of the book is the quote "In our hearts we are the same."

Discuss what this statement could mean with the class. As a class brainstorm all of the ways that adopted children are connected to their adoptive families.

Independent work: Students are to create posters that show how their family is connected by personality, their shared love of a particular activity, skill or spirituality instead of by their physical features.

# I Don't Have Your Eyes

**Consolidation:** (5-10 minutes)

Split the class into two groups. Group one will share their work (from their desks), while group two circulates the room. Switch roles after 5-10 minutes.



# My Princess Boy

**Text:** My Princess Boy by Cheryl Kilodavis

## **Big Idea:**

Students will recognize that it is important to accept everyone for who they are and what they do, regardless of their interests or what they may look like.

## **Expectations**

### **Language** Gr. 1-4:

#### ORAL:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### READING:

##### Variety of Texts

- 1.1 read a variety of literary texts, graphic texts and informational texts

##### Purpose

- 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

##### Demonstrating Understanding

- 1.3 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details

##### Responding to and Evaluating Texts

- 1.4 express personal opinions about ideas presented in texts

# My Princess Boy

## Getting Started/Introduction (3-5 minutes)

Provide students with a small piece of paper and ask them to write down their name and favourite colour. Collect the answers and gather the class to the carpet.

Record the submissions in two different tally charts, one for girls and the other for boys.

If no boys selected the colour pink, pose the question "Why didn't any of the boys choose pink as their favourite colour?"

Responses will likely generate the notion that it is a "girls colour". Ask the class to give you reasons why society thinks of pink as a "girls colour".

Let students know that the colour pink is for everyone.

Reiterate: Boys and girls are definitely different but they should feel allowed to like any colour, activity or sport that they want to.

At the end of the discussion write "Pink is for EVERYONE" on the board

**OR**

Divide the class into groups of four or five. Hand out chart paper and markers to each group. Ask the students to make a t-chart. One side of the page they will record things that only girls are interested in and on the other side of the page, they will list things that only boys are interested in.

After giving them the appropriate amount of time have the groups gather and present their charts. Once finished tape the charts up on the board.

Address as many "girls only" or "boys only" activities as possible. Work together with the class to cross each one of the items off of the lists. i.e. girls like to play with tools too.

At the end of the exercise write "Pink is for EVERYONE" on the board

# My Princess Boy

## Teaching and Learning (30 minutes)

Teacher will read the book, *My Princess Boy* by Cheryl Kilodavis

During the reading: Guiding questions

1. How would this make you feel?

After reading

1. Tell the class that you are going to start a campaign in the school. The purpose of the campaign will be to remind all students, parents and family members that there is no such thing as a “boys only” activity or a “girls only” activity.

Independent Work:

1. Students will create posters to share their messages. The posters can depict any activity, sport or colour that the child likes.
2. At the bottom of the page students should write \_\_\_\_\_ is for EVERYONE!
3. Once the posters are complete students will add a very thin layer of pink paint over the top of the whole poster.

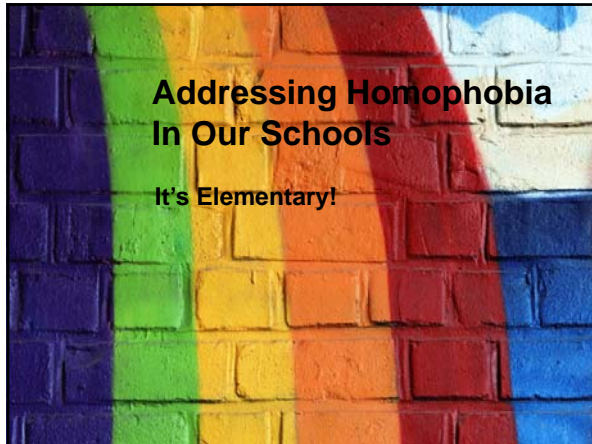
## Consolidation (5-15 minutes)

Share the posters with the class.

Do a “walk around” of the school, visiting secretaries, custodial staff, principal and other classroom teachers.

Have students display their posters.





## Research shows...

- There is a direct link between success in school and the school environment in which student learning takes place.
- Students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported.

*Realizing the Promise of Diversity*  
**ONTARIO'S EQUITY AND INCLUSIVE EDUCATION STRATEGY**

**We envision an inclusive education system in Ontario in which:**

- all students, parents, and other members of the school community are welcomed and respected;
- every student is supported and inspired to succeed in a culture of high expectations for learning.

*To achieve an equitable and inclusive school climate, school boards and schools will strive to ensure that all members of the school community feel safe, comfortable, and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society.*

## Inclusive Education...

- is education that is based on the principles of acceptance and inclusion of all students.
- Students see themselves reflected in their curriculum, their physical surroundings and the broader environment, in which diversity is honoured and all individuals are respected.

**Homo Dyke!**  
**Lezzie FAG**  
**“That’s so gay!”**

A recent national survey of homosexual and heterosexual students found that anti-gay comments are so common in Canadian schools that most students hear them on a daily basis.

- Harassment and discrimination based on one's perceived sexual orientation makes school a difficult experience for many students.
- Even the perception of being homosexual or being tolerant of homosexuality is enough to result in harassment and intimidation.



If homophobic bullying is not addressed, it implies to everyone affected that it is okay to discriminate!



As part of an inclusive education strategy, Anti-homophobia education is:

- Inclusive of all members of our school communities
- Respectful of differences and inclusive of diversity
- Respectful of the Ontario Human Rights Act and the Canadian Charter of Rights and Freedoms
- Mindful that harassment and discrimination are present in our school system

As part of an inclusive education strategy, Anti-homophobia education is:

- Mindful that silence around certain topics can be a form of discrimination
- Optimistic that a better school environment is possible for everyone
- Contributing to safe learning and teaching environments by responding to homophobia and heterosexism where and when it occurs.

## KEY TERMS

- **LGBTQ:** an acronym used to refer to Lesbian, Gay, Bisexual, Transgender, and Queer people collectively
- **Gender identity:** characteristics linked to an individual's intrinsic sense of self as a man or woman, which may not be the same identity as one's biological sex
- **Heterosexism:** the assumption that everyone is heterosexual and that this sexual orientation is superior
- **Homophobia:** the fear and hatred of homosexuality in others, often exhibited by prejudice, discrimination, bullying or acts of violence

## Myths and Facts about Anti-homophobia education...

**Myth:** Teaching about homosexuality in schools involves talking about gay sex.

**Fact:** Just as health curriculum at the elementary level does not include discussion about sex or sexual practices, Anti-homophobia education does not involve a description or discussion of sexual activities.

**Myth:** Anti-homophobia education will encourage students to choose to be LGBTQ.

**Fact:**

- No one suddenly chooses to be LGBTQ simply because they heard about the topic in school, from friends, or via their social circles.
- There is no known “cause” for a person’s sexual orientation or gender identity. Sexual orientation and gender identity are complex.

**Myth:** Talking about homosexuality in schools condones the lifestyle.

**Fact:**

- Lesbian, gay, bisexual and transgender (LGBTQ) people have lives like everyone else.
- There is no distinct LGBTQ “lifestyle”.

**Myth:** LGBTQ teachers have a gay agenda for public schools by introducing LGBTQ topics.

**Fact:**

- Teachers and principals have a legal obligation to respond to all forms of harassment and discrimination in schools.
- Just as educators have embraced anti-racism and multicultural education as worthy topics, there is also a growing awareness by educators that anti-homophobia has to be addressed.
- You do not have to be a person of colour to care about racism. Similarly, you do not have to be LGBTQ to fight homophobia in schools or society.

**Myth:** “My child is too young for this topic.”

**Fact:**

- Children are already learning homophobic slurs starting in the primary years. Children of all ages can be the targets of hateful slurs, irrespective of their sexual orientation or gender identity.
- LGBT children may not identify themselves, but many LGBTQ adults report having had a sense of difference from other children from a very early age, as early as 5 – 12 years old.
- Even in the early grades, the mandatory provincial curriculum includes recognition of diverse family structures. All families deserve to be represented.

**Myth:** “This is against our rights as parents to teach our own set of family values.” “This is against our religion/culture.”

**Fact:**

- Educators do not condone children being removed from our classes when we engage in anti-racism education. This issue is no different.
- Public schools teach about respecting diversity and valuing everyone. All children have a right to an inclusive education free from discrimination.
- Respecting people’s human rights does not infringe on any religious belief.

**Fact:**

Addressing homophobia in our schools will be accomplished through the use of age-appropriate teaching strategies...

...by displaying symbols that welcome LGBTQ students and families as part of our diverse school communities...



'That's So Gay'  
Is SO Yesterday  
Words can hurt...  
Choose them wisely...  
Inspire change.  
PELAGO CANADA

...by interrupting and taking action on name-calling, put-downs, and anti-gay jokes...

...by using inclusive language verbally and in writing...



- Partner
- Family
- Love
- Orientation



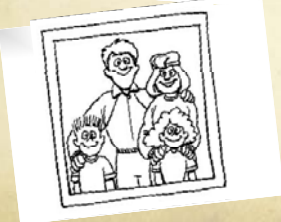
- Preference
- Lifestyle
- Choice



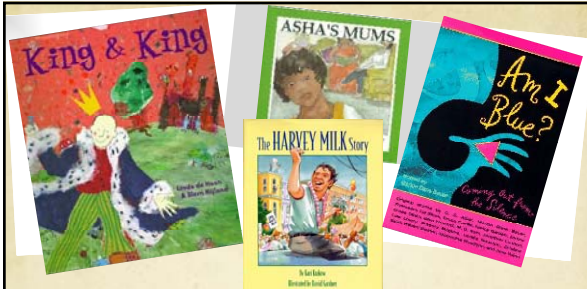
...by using and teaching the words "gay" and "lesbian" during the primary years in terms of romantic love...



...by acknowledging that relationships can be between any two people, so discussions may include references to bisexual, gay, heterosexual and lesbian relationships...



It is not the sexual orientation of the individuals that determines whether or not a relationship is healthy.



...by reading texts that introduce LGBT characters and issues in age-appropriate and positive contexts and by making them accessible in our classrooms and school libraries...



...by establishing classrooms that acknowledge and positively represent the lives of lesbian, gay, bisexual, transgender, and questioning people across the curriculum!

- ☞ human rights
- ☞ social justice
- ☞ character education
- ☞ families
- ☞ healthy relationships
- ☞ respect for self and others
- ☞ conflict resolution
- ☞ anti-bullying
- ☞ ETC.....!

Information from the following sources was used in this presentation:

- ☞ Ontario's Equity and Inclusive Strategy, Ontario Ministry of Education
- ☞ Responding to Homophobia and Heterosexism: A Resource Guide for Educators, Elementary Teachers' Federation of Ontario
- ☞ Pride Education Network, [www.pridenet.ca](http://www.pridenet.ca)
- ☞ British Columbia Teachers' Federation, Homophobia and Heterosexism Social Justice Action Group
- ☞ Osstf/Feeso District 16 Adapted from Pride Education Network



# Happens to be... LGBTQ in Our Schools

## SECONDARY SUPPORT MATERIALS

Schools should be places where students not only learn about diversity but experience it. We know that when students see themselves reflected in their studies, they are more likely to stay engaged and find the school relevant

*- From p. 15 of Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009.*

Antidiscrimination education affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Critical thinking skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as explicit meaning. In the context of antidiscrimination, critical literacy involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society.



## **Critical Literacy Connections: Intermediate**

**The following are some critical literacy questions that could be used for any resources and altered to fit the text and the age group of the students:**

The list directly below is from the book Critical Literacy: Enhancing Students' Comprehension of Text by Maureen McLaughlin and Glenn L. DeVoogd . (Figure 8, pp. 64-65)

- How can information from the text be used to promote justice? (Action steps)**
- What does the author want you to think?**
- Who is marginalized?**
- Who or what is in the text?**
- Who or what is missing from the text?**
- What story might an alternative text tell?**

\* The information below was taken from the Continuing the Conversation: Shared Reading Document from the Literacy and Numeracy Secretariat, Ministry of Education.

The following are considerations when reviewing resources and attempting to support and teach critical literacy and critical thinking.

### **Resources:**

When looking at resources students/teachers may ask the following questions:

- Who might the intended audience be?
- What is the intent?

### **Questions that promote critical literacy according to the above resource:**

Whose voices have I heard in the text so far?

Whose voices would I like to hear?

Why do you think the author chose to write this text from the perspective of \_\_\_\_\_?

In what ways would the text be different if it was written from another perspective?

What equity issues are raised in this text?

What kind of social action is inspired by this resource?

## Critical Literacy Connections: Secondary

### **The content below is from the document *Antidiscrimination (Anti-oppression) Education & Critical Literacy: Supports for Teachers: Principles and Questions for Textual Analysis* from the Ministry of Education\***

(\*The material below has been designed to help teachers incorporate antidiscrimination education principles into their instructional activities. They are meant as possible resources for teachers. These are suggestions only and do not represent Ministry endorsements of particular activities, resources or internet sites. Teachers use their professional judgement within the context of board policy when using materials as learning resources or parts of activities for students.)

Detecting negative bias and stereotypes contained in information are component skills relating to determining accuracy of information. A simple internet search using the key terms “bias checklist” will produce a number of sites which should provide a starting point for teachers developing activities or strategies to use with students when they are assessing their work.

#### ***Critical Questions about Audience and the Canon***

- Why do you think certain texts get read recurrently in schools and others don't?
- What would you like to read in school? What arguments would you give for reading it?
- Why do you believe you were assigned this particular text or why did you select this particular text?
- ✓ ▪ Do you think this text should be taught in schools? Why and how?
- To whom would you recommend this text and why?

#### ***Critical Questions about Social-Cultural Context and Interpretation***

- Whose interests (economic, political, social, racial etc) does the author seem to represent?
- ✓ ▪ What or whose ideological values structure the text? How are these evident?
- What incidents and which characters suggest such interests and values?
- How and with what character(s) or agenda does the author wish the reader to identify? Why do you think that?
- With what character(s) do you identify or sympathize? Why? How might this affect your understanding and enjoyment of the text?
- What social factors (gender, cultural background, etc.) and experiences in your own life might cause you to read from this character's perspective and to interpret the text as you do?
- How are you different from/similar to the protagonist (or some other character in the novel)?

### ***Critical Questions about Representation***

- What kinds of cultural conflicts or misunderstandings are there in the narrative?
- To what degree do you believe the narrator?
- Who speaks in the text? Who is silent? Why?
- ✓ ✓ ▪ Whose story is told and whose isn't? Why?
- ✓ ✓ ▪ From whose perspective is the story told?
- ✓ ✓ ▪ How are characters represented? (How are women described? What roles/jobs do non-white characters have?)
- ✓ ▪ Are members of oppressed groups represented as victims or as resilient? How? Why? What effect does this have on you as a reader?
- ✓ ▪ If told from the perspective of one gender, how fair and fully dimensional is representation of characters of the other gender?
- If there is a male protagonist, what is his attitude toward the female characters in the text? How is this evident? How does this affect your sympathy for him? (vice versa for a female protagonist)
- If you are male, with what experiences, circumstances, or characteristics of the female protagonist can you identify? (and vice versa)

### ***Critical Questions about Culture and Power***

- ✓ ▪ Who has power (and of what sort) in the text? How does power relate to group membership? How does this power operate and change as the text progresses?
  - What dominant social narratives are perpetuated or criticized in the text? (e.g. in *Death of a Salesman*, Arthur Miller criticizes the myth (social narrative) of the “American dream” whereby, with hard work and individual effort, a working-class man can achieve material success.
  - How and to what degree are any specific characters’ lives limited in this text?
  - At what point(s) do characters recognize and have difficulty with the prevailing social/cultural/economic order?
  - How do they respond? What affects their options for changing things?
  - How do characters exercise their own power? With what consequences?
  - What were the social and historic conditions for the characters in this text that might help us understand their motivations, actions and desires?
  - What additional knowledge might be required to understand social and cultural conditions described in the text?
- 
- ✓ ▪ Questions well-suited for Happens to be...LGBTQ resources.



## Introduction Page

Included are a number of resources, references and materials.

Secondary package consists of:

“Gay is...” Poster

“And They Happen To Be...”

- Posters depicting well known LGBTQ persons in Athletics, Music, and Arts
- Power point slide show of well known LGBTQ persons

“Sexual Orientation: What Everyone Needs to Know”

- Pamphlets
- Multiple Power Point presentations

School Community Council Kits

These can be used by Administrators, Teachers, and Parents.

We encourage Teachers to incorporate these materials in to their lessons. A few suggestions:

Using the slides from the “And They Happen To Be...” power point:

- Print the slides and display them in a prominent area of the school
- have the slides played on monitors or TV's throughout the school.
- Have a Q & A of famous LGBTQ, to start a discussion, or grab attention
- Tape one slide to your back, play 20 Q's until you can guess who is on the slide
- After viewing the slide show discuss: What did you know, What didn't you know?

The materials can also be used to introduce and discuss many important topics:

- Use chart paper to discuss the many stereotypes of different roles: athlete, musician, actor/actress, science/math discuss how people you know do not fit that stereotype, then apply the same thinking to LGBTQ stereotypes.
- Discuss: What is a Family?
- Share: do you know anyone who is LGBTQ?

These are just a few suggestions, there are many more, and surely more to come, best of luck and use these materials well.







# SEXUAL ORIENTATION

## What Everyone Needs to Know


### WHAT IS GAY?

- Gay is a general term that is used to refer to individuals who are attracted to the same sex
- The word Gay has also become a derogatory term used by those members of society who believe for various reasons that Homosexuality is wrong (these individuals may be classified as "homophobic").




### SEXUAL ORIENTATION

- Sexual Orientation is the term used to describe an individual's sexual, psychological, and emotional feelings of attraction towards another person.
- Sexuality is considered to be an essential and natural characteristic of all people which begins to develop in early childhood and continues over the course of one's lifetime.



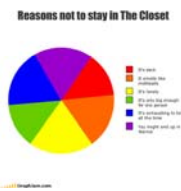
### SEXUAL ORIENTATION

- Research suggests that it is determined by numerous factors including hormonal, genetic, and environmental influences.
- Poor parenting, sexual abuse, and other adverse life events do not influence sexual orientation.



### SEXUAL ORIENTATION


- Social, cultural, political, and religious factors impact on the extent to which an individual will self-identify as a sexual minority, become visible ("come out") or remain silent and hidden ("in the closet"), and the extent to which they act on their attractions.



Reason	Percentage
Religious beliefs	25%
Family pressure	20%
Stigma and discrimination	15%
Workplace policies	10%
Peer pressure	10%
Other	15%

### SEXUAL ORIENTATION

- Experiences with stigmatization, discrimination, and prejudice often prevent youth from positively integrating their sexual feelings and may inhibit them from publicly identifying as a sexual minority.



(Questions & Answers: Sexual Orientation in Schools, Public Health Agency of Canada, 2010)

### WHEN YOUR CHILD COMES "OUT"

- ▶ No matter what your beliefs, fears or prejudices, you need to let your child know that you love him/her.
- ▶ Your child is the same person she was before coming out of the closet.
- ▶ Remember, someone's sexual orientation is just one part of who they are.
- ▶ Nothing about your child has changed.
- ▶ You just have more knowledge about your child's life. Take this opportunity to connect as you did before you knew he/she was gay.



### WHEN YOUR CHILD COMES "OUT"

- ▶ Talk to your son or daughter.
- ▶ If you feel comfortable asking questions about his/her sexual orientation, do so. But you don't need to focus on sexual orientation. Talk to your child about school, his/her job, other activities and interests.
- ▶ Studies show that children whose parents take an interest in their lives are less likely to engage in risky behaviour.



### WHEN YOUR CHILD COMES "OUT"

- ▶ You can help your child feel accepted and loved, or you can add to their feelings of isolation.
- ▶ Make sure your child knows they still have a place in the family, no matter what the outside world tells them.
- ▶ You can help your child connect with a supportive community. Many cities have support groups for gay and lesbian youth.
- ▶ Your local PFLAG (Parents & Friends of Lesbians and Gays) chapter can offer support to both you and your child.



### IT'S AGAINST THE LAW! THE HUMAN RIGHTS CODE

- ▶ In 1996, the Canadian Government amended *The Canadian Human Rights Act* to read as follows:

*For all purposes of this Act, the prohibited grounds of discrimination are race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and conviction for which a pardon has been granted.*



### IT'S AGAINST THE LAW! THE HUMAN RIGHTS CODE

- ▶ In other words, it is against the law to be discriminatory towards an individual because of his/her Sexual Orientation.



### THE BOARD'S POLICY

- ▶ This policy is in accordance with Ontario's Equity and Inclusive Education Strategy which states that "our equity and inclusive education strategy reaffirms the values of fairness, equity, and respect as essential principles of our publicly funded education system."



- ▶ As such, our Board supports inclusive curriculum that is "related to the following dimensions of diversity and/or their intersection: ancestry, culture, ethnicity, gender, gender identity, language, physical ability, intellectual ability, race, religion, sex, sexual orientation, socio-economic status, and others."

### HOW CAN FAMILIES SUPPORT LGBTQ STUDENTS?

Perceptions of LGBTQ people are learned early in childhood. As educators and citizens, we want to teach our students early how to stand up for their rights and the rights of others, and to be aware of all types of oppression.

Children and families that are not heterosexual are hurt by such negative acts as teaching children who are questioning their gender, sexual identity, or sexual orientation at an early age that their identity is not valued and that they are inferior to others restricting the development of positive self-image forcing children to leave school, families, or communities as a result of Homophobia.



### HOW CAN FAMILIES SUPPORT LGBTQ STUDENTS?

LGBTQ children and youth are more likely to experience substance abuse, sexual exploitation, and suicide.

It is generally accepted that one person in ten is LGBTQ.

Many individuals, including teachers and students, do not disclose their sexual identity because of the threat of verbal abuse, physical violence, harassment, and other discriminatory practices.



### HOW CAN FAMILIES SUPPORT LGBTQ STUDENTS?

Creating a safe, accepting environment a "positive space/positive place" in our schools is vital. Schools must put in place policies and practices that support all learners, including LGBTQ students.



### FOR MORE INFORMATION:

*Positive Space/Positive Place, Elementary Teachers Federation of Ontario - [www.etfo.ca](http://www.etfo.ca)*

*Questions & Answers: Sexual Orientation in Schools, Public Health Agency of Canada, 2010 - [www.phac-aspc.gc.ca](http://www.phac-aspc.gc.ca)*

*Shout Out, Ontario Secondary School Teachers' Federation - [www.osstf.on.ca](http://www.osstf.on.ca)*

*EGALE - Equality for Gays and Lesbians Everywhere - [www.egale.ca](http://www.egale.ca)*

*Pflag - Parents and Friends of Lesbians and Gays - [www.pflagcanada.ca](http://www.pflagcanada.ca)*





## Terminology and Resources

**Bisexual:** people who are emotionally, romantically, and physically attracted to members of both sexes.

**Coming out:** the process of acknowledging and/or disclosing one's sexual orientation and gender identity.

**Gay:** people who are emotionally, romantically, and physically attracted to people of the same sex. The term "gay" can be used interchangeably with the term "homosexual."

**Heterosexism:** heterosexism is the prejudiced belief that heterosexuals, or "straight" people, are socially and culturally superior to queer people.

**Heterosexual:** people who are emotionally, romantically, and physically attracted to members of the opposite sex.

**Homo/bi/trans phobia:** an irrational fear, dislike, hatred, intolerance or ignorance of LGBTQ people (or those perceived to be LGBTQ) that manifests itself through prejudice, discrimination, harassment, or acts of violence.

**Intersex:** those born with bodies not clearly male or female as a result of their chromosome make-up, hormone balance, or genitalia.

**LGBTTIQQ2S:** an acronym that encompasses lesbian, gay, bisexual, transsexual, transgender, intersex, queer, questioning, and two-spirited people.

**Lesbian:** women who are emotionally, romantically, and physically attracted to other women.

**Outed:** the public exposure of an LGBTQ person without his/her permission.

**Queer:** an umbrella term to reflect our lives as gay, lesbian, bisexual, transgender and two-spirit people

**Questioning:** refers to those individuals who are still coming to terms with their sexual identity.

**Transgender:** people who cross traditional gender norms for a man or a woman in society, including transsexuals, transvestites, cross dressers, etc. Some describe transgender as being born in the wrong body.

**Transsexual:** individuals who want to change, or who have changed their bodies to be more in line with how they identify themselves. Some may identify as female-to-male (F T M) or male-to-female (M T F).

**Two-Spirited:** some Aboriginal people identify themselves as two-spirit rather than bi-sexual, gay, lesbian or transgender.

*(Positive Space/Positive Place, Elementary Teachers Federation of Ontario, Shout Out, Ontario Secondary School Teachers' Federation)*

### For more information:

**EGALE - Equality for Gays and Lesbians Everywhere** - [www.egale.ca](http://www.egale.ca)

**Pflag - Parents and Friends of Lesbians and Gays** - [www.pflagcanada.ca](http://www.pflagcanada.ca)

*Ontario's Equity and Inclusive Strategy*

*Positive Space/Positive Place, Elementary Teachers Federation of Ontario* - [www.etfo.ca](http://www.etfo.ca)

*Questions & Answers: Sexual Orientation in Schools, Public Health Agency of Canada, 2010* - [www.phac-aspc.gc.ca](http://www.phac-aspc.gc.ca)

*Shout Out, Ontario Secondary School Teachers' Federation* - [www.osstf.on.ca](http://www.osstf.on.ca)



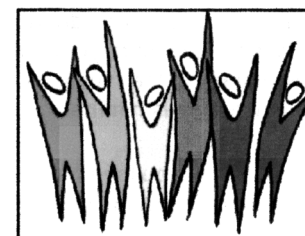
The Pink Triangle is a symbol of gay pride and gay rights.



The Rainbow Flag and colours reflect the diversity of the LGBTQ community and gay pride.



## Sexual Orientation What Everyone Needs to Know



## What is Gay?

**Gay** is a general term that is used to refer to individuals who are attracted to the same sex.

**Sexual orientation** is the term used to describe an individual's sexual, psychological, and emotional feelings of attraction towards another person.



**Sexual orientation** is not a choice. Research suggests that it is determined by numerous factors including **hormonal, genetic, and environmental influences**.

Poor parenting, sexual abuse, and other adverse life events do not influence sexual orientation.



Experiences with stigmatization, discrimination, and prejudice often prevent youth from positively integrating their sexual feelings and may inhibit them from publicly identifying as a sexual minority.

*(Questions & Answers: Sexual Orientation in Schools, Public Health Agency of Canada, 2010)*

## When Your Child Comes "Out"

You have a choice. You can help your child feel accepted and loved, or you can add to his/her feelings of isolation. Make sure your child knows he/she still has a place in the family, no matter what the outside world tells him/her.

Let your child know that you love him/her. Your child is the same person he/she was before coming out.

Nothing about your child has changed.

Talk to your son or daughter.

Children whose parents take an interest in their lives are less likely to engage in risky behaviour.

You can help your child connect with a supportive community. Many cities have support groups for gay and lesbian youth.

Your local **PFLAG (Parents & Friends of Lesbians and Gays)** chapter can offer support to both you and your child.

## The Human Rights Code Discrimination is Against the Law!

In 1996, the Canadian Government amended The Canadian Human Rights Act to include **sexual orientation** as one of the prohibited grounds for discrimination.

**Discrimination** as used here means "the act of making an unfair distinction or making decisions based on prejudice".

In other words, it is **against the law to be discriminatory towards an individual because of his/her sexual orientation.**



## The School Board's Policy

The Board's policy is in accordance with *Ontario's Equity and Inclusive Education Strategy* which states that "our equity and inclusive education strategy reaffirms the values of fairness, equity, and respect as essential principles of our publicly funded education system." As such, our Board supports inclusive curriculum that is related to several dimensions of diversity and/or their intersection. This includes **sexual orientation**.

## Challenges Facing LGBTQ Students?

Homophobia hurts **LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer)** children and families.

It is important to affirm for children who are questioning their gender, sexual identity, or sexual orientation that they are valued.

The message that they are inferior to others restricts the development of positive self-image.

This may force children to leave school, families, or communities as a result of **homophobia**.

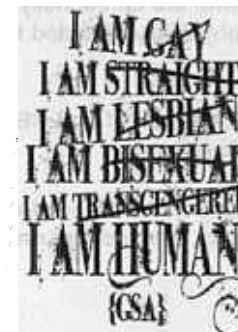


**LGBTQ** children and youth are more likely to experience substance abuse, sexual exploitation, and suicide. It is generally accepted that one person in ten is **LGBTQ**. Many individuals, including teachers and students, do not disclose their sexual

identity because of the threat of verbal abuse, physical violence, harassment, and other discriminatory practices.

Creating a safe, accepting environment - a "**positive space/positive place**" - in our homes, schools and communities is vital. Schools must put in place policies and practices that support all learners, including **LGBTQ** students.

*(Positive Space/Positive Place, Elementary Teachers Federation of Ontario)*



## Research Shows:

Research shows that students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported.

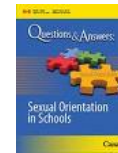
The Ontario Ministry of Education has developed an Equity and Inclusive Education Strategy that calls for each school to create and support a positive school climate that fosters and promotes equity, inclusive education and diversity.



### Where to find more information:

**Ontario's Equity and Inclusive Strategy**  
<http://www.edu.gov.on.ca/eng/policyfunding/EquityQuickFacts.pdf>

**Questions and Answers: Sexual Orientation in Schools, Public Health Agency of Canada, 2010**  
[www.phac-aspc.gc.ca](http://www.phac-aspc.gc.ca)



**Positive Space/Positive Place, Elementary Teachers Federation of Ontario**  
[www.etfo.ca](http://www.etfo.ca)

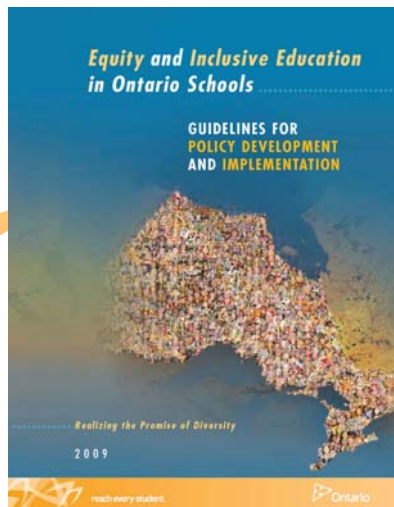
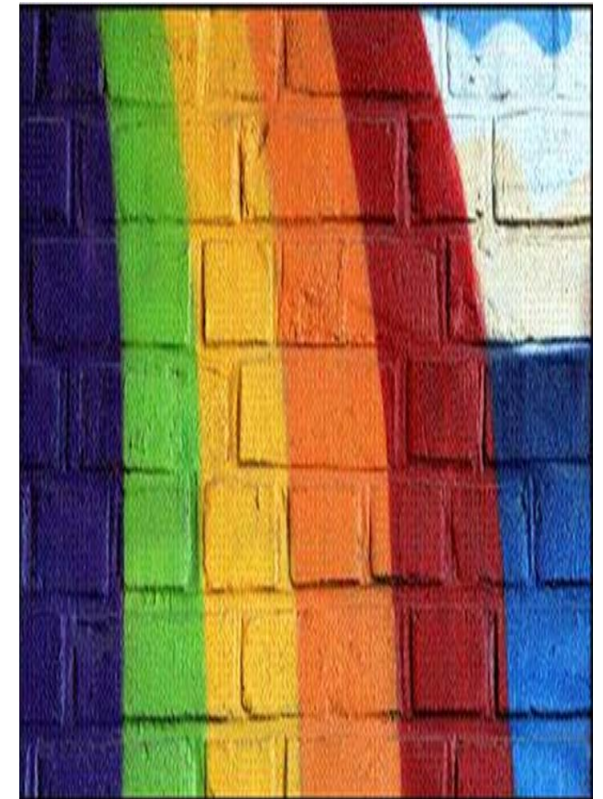
**Pflag—Parents and Friends of Lesbians and Gays**  
[www.pflagcanada.ca](http://www.pflagcanada.ca)



**EGALE—Equality for Gays and Lesbians Everywhere**  
[www.egale.ca](http://www.egale.ca)

# Addressing Homophobia In Our Schools

## It's Elementary!



## Why?

- ◆ Anti-gay comments are so common in Canadian schools that most students hear them on a daily basis.
- ◆ Harassment and discrimination based on ones perceived sexual orientation makes school a difficult experience for many students.
- ◆ Children are already learning homophobic slurs starting in the primary years. Children of all ages can be the targets of hateful slurs, irrespective of their sexual orientation or gender identity.
- ◆ LGBTQ children may not identify themselves, but many LGBTQ adults report having had a sense of difference from other children from a very early age, as early as 5—12 years old.



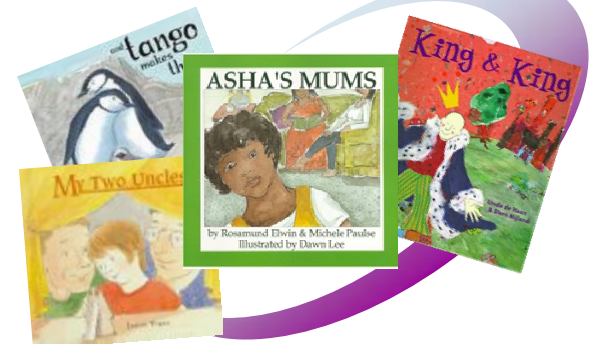
- ◆ Even in the early grades, the mandatory provincial curriculum includes recognition of diverse family structures. All families deserve to be represented.
- ◆ Teachers and principals have a legal obligation to respond to all forms of harassment and discrimination in schools.
- ◆ Just as educators have embraced anti-racism and multicultural education as worthy topics, there is also a growing awareness by educators that anti-homophobia has to be addressed.
- ◆ You do not have to be a person of colour to care about racism. Similarly, you do not have to be LGBTQ to fight homophobia in schools or society.



## What Will It Look Like?

Anti-homophobia education is not sex education and does not involve description or discussion of sexual activities. Addressing homophobia in our schools will be accomplished through the use of age-appropriate teaching strategies...

- By displaying symbols that welcome LGBTQ students and families as part of our diverse school communities
- By interrupting and taking action on name-calling, put-downs, and anti-gay jokes
- By using inclusive language verbally and in writing
- By using and teaching the words “gay” and “lesbian” during the primary years in terms of romantic love
- By acknowledging that relationships can be between any two people, so discussions may include reference to bisexual, gay, heterosexual and lesbian relationships
- By reading texts that introduce LGBTQ characters and issues in age-appropriate and positive contexts and by making them accessible in our classrooms and school libraries
- By establishing classrooms that acknowledge and positively represent the lives of lesbian, gay, bisexual, transgender and questioning people across the curriculum







# HOMOPHOBIC BULLYING

**Need to talk to someone about homophobic bullying?**

**Call YouthLine.ca at 1-800-268-YOUTH toll free  
or the Durham Distress Center at 905-430-2522**

Durham District School Board does not allow discrimination or bullying of any kind. Homophobic bullying is defined as bullying behaviours that are motivated by prejudice or hate towards a person's actual or perceived sexual orientation or gender identity. You don't have to be a sexual minority to become a target. Using comments like "that's so gay" may seem innocent, but they contribute to the development of a negative or hostile environment towards sexual minorities.

Too often, homophobia becomes the language of bullying which targets anyone who is perceived as different.

Homophobic name-calling and gay bashing is bullying with a theme. Bullies who hide behind homophobic beliefs and attitudes are still bullies. In fact, law enforcement may consider homophobic bullying to be a hate incident—something that's against the law.

## Who experiences homophobic bullying?

Homophobic bullying can affect anyone and may be targeted at people:

- Who self-identify as non-heterosexual.
- Who are perceived to be non-heterosexual.
- Who don't conform to conventional gender norms or stereotypes.
- Who have same-gender parented families, siblings, or caregivers.
- Who are teachers, school staff, parents, coaches and community members who are non-heterosexual.

## If you find yourself the target of homophobic bullying, you may feel:

- Unsafe at school or in your community.
- Embarrassed or ashamed.
- Depressed and uncertain about yourself or your future.
- Angry and want to turn the tables and become a bully yourself.
- Stressed and often think about skipping school or activities to avoid the bullies.
- Isolated and wanting to withdraw from social activities and hide away.

*These are all normal and natural feelings, but remember you can always reach out for help.*



## Homophobic bullying may include the following behaviours and actions:

- Hurtful name-calling
- Obscene and/or sexualized gestures.
- Sexualized teasing, taunting, or threats.
- Spreading rumors or gossip about a person's sexual orientation or gender identity.
- Unwanted disclosure of someone's sexual orientation or gender identity.
- Physical aggression such as hitting, pushing, kicking, punching, choking and stalking.
- Isolating someone from his or her friends or peer group.
- Cyber-bullying, instant messaging, and/or social networking sites to intimidate, put down, spread rumors, make fun of, threaten, or exclude someone because of their actual or perceived sexual orientation or gender identity.

## If you, or someone you know is, the victim of homophobic bullying:

- 1. Tell someone you trust** – Talk to a trusted adult or friend who respects your confidentiality. This may be a teacher, Gay Straight Alliance (GSA) Chairperson, administrator, parent, relative, youth worker, counselor, coach or faith leader. Remember, you don't have to suffer in silence. Keep telling until someone helps you. No one deserves to be bullied!
- 2. Know your rights** – Durham District School Board has an Equity and Inclusive Education Policy and Safe School Policy that prohibits such behaviours. Your school has a responsibility and wants to create a bully-free environment. Everyone has the right to be respected and feel safe at school and in their community.
- 3. Stay safe** – Don't fight back. Bullies want attention and fighting back gives them what they want. If you fight back, you may get hurt or make the situation worse. If you are a bystander, go for help and provide moral and emotional support to the person being bullied.
- 4. Write down everything** – Keep a record about the incident, including the date, time, location and what was said or done. If you are being bullied online, don't delete the message. You don't have to read it, but keep it. Authorities can use this information to help protect you from further abuse.
- 5. Remain calm** – You do not have to reveal your sexual orientation or gender identity to seek help. Unless you are at risk for self-harm, your teacher or school counselor does not have to tell your family or caregiver that you are lesbian, gay, bisexual, trans-identified, two-spirited, or queer (LGBTQ). You don't have to deal with bullying on your own. Caring and trusted adults are available to help and support you.
- 6. Find support in your community** – There are GSA's now at many DDSB high schools. To find out more, speak to your school's administration and/or the Equity Department at the DDSB.

## Help Break the Silence: Take a Stand Against Homophobic Bullying!

According to the 2009 Equality for Gays and Lesbians Everywhere (EGALE) Survey, three-quarters of LGBTQ students feel unsafe in at least one place at school, such as change rooms, washrooms, and hallways. In addition, three-quarters of all students reported hearing expressions such as "That's so gay" everyday in school. If homophobic bullying is not addressed, it reinforces to everyone affected that it is okay to discriminate. It also reinforces a spiral of violence and self-hatred that many youth who are bullied carry with them every day and into adulthood. When we don't speak out or intervene in homophobic bullying, our silence and inaction make us part of the problem.

For further information and support, contact your school office or the Durham District School Board's Equity Department, or visit <http://egale.ca>.

# Why teach **Anti-homophobia?**

Perceptions and biases are learned early in childhood. We want to teach our students how to become responsible global citizens who stand up for their own human rights and those of others by acting in socially just ways.

Schools must attend to all forms of name-calling, harassment, bullying or discrimination.

Education on homophobia fits with the curriculum (Language, Healthy Living, Social Studies, thinking critically). The Ministry of Education includes curriculum on families, Canadian societies and human rights as well as healthy living.

All students have the right to attend school in a safe environment and expect to see their lives and families positively reflected in the curriculum and classroom activities.

Schools have an obligation to be inclusive of the diverse communities they serve including lesbian, gay, bisexual and transgendered people.

Just as schools have focused on anti-racism and embraced multicultural education, so must they attend to homophobia. You do not have to be a person of colour to care about racism, similarly you do not need to be LGBT to care about and fight homophobia in our schools and society at large.

In Ontario, all Boards of Education require that their schools create and support positive learning environments that promote equity, inclusive education and diversity.

Using materials about or discussing LGBT issues or families helps students to learn about and respect other people and their contributions to society.



Ann-Mare MacDonald (1958 - )



- Canadian playwright, novelist, actor and broadcast journalist
- She happens to be a lesbian

Herman Melville (1819-1891)



- American writer best known for writing the novel *Moby-Dick*
- He happened to be gay

James Baldwin (1924-1987)



- American writer and poet
- He happened to be gay

Emera Donoghue (1966 - )



- Irish actress playing E. Kelly, a lesbian who is a central character in *Call the Midwife*
- He happened to be lesbian

Max Wolf Valerio (1967 - )



- American actor who plays a lesbian in *Orange Is the New Black*
- He happened to be a transgender

Oscar Wilde (1854-1900)

- Irish writer and poet
- Became London's most popular playwright in the 1890s
- He happened to be gay



E.M. Forster (1879-1970)



- English writer best known for his novels that examined class differences such as *Howards End*, *A Room with a View*, and *A Passage to India*
- He happened to be gay

Jeannette Winterson (1959 - )



- British novelist best known for her novel *Stonehearth*
- She happened to be gay

Sarah Waters (1966 - )



- British writer whose novels, *Fingersmith*, *The Night Watch* and *The Little Stranger* have been short-listed for the Man Booker Prize
- She happens to be a lesbian

Patricia Cornwell (1956 - )



- American crime writer widely known for writing a popular series of novels featuring the heroine, Dr. Kay Scarpetta
- She happens to be a lesbian

Rita Mae Brown (1944 - )



- American actor best known for her role as *Boyz n the City*
- She happens to be a lesbian

Henry James (1843-1916)



- Was an American-born writer, regarded as one of the major figures of the late 19th-century literary realism
- He happened to be gay

Alice Walker (1944- )



- American author who won the Pulitzer Prize for her novel, *The Color Purple*
- She happens to be a lesbian

Sir Francis Bacon (1561-1626)



- British philosopher, statesman, and scientist
- He happened to be gay

Wayson Choy (1939 - )



- Canadian writer best known for his award-winning novel *The Jade Peony*
- He happened to be gay

Lord Byron (1788-1824)



- Was a British poet and a leading figure in the Romanticism
- He happened to be gay

Tennessee Williams (1914-1983)



- Prominent American playwright who won Pulitzer Prizes for *A Streetcar Named Desire* and *Cat on a Hot Tin Roof*
- He happened to be gay

Trey Anthony (1974 - )



- Canadian playwright, actor, comedian, and actor
- Wrote the hit play *The Kids in My Head* which has since been developed into a TV show
- She happens to be a lesbian

Truman Capote (1924-1984)



- American writer whose stories, plays, and non-fiction are recognized as literary classics, including the novels, *Breakfast at Tiffany's* and *In Cold Blood*
- He happened to be gay

Virginia Woolf (1882-1941)



- British novelist and essayist who is regarded as one of the foremost modernist literary figures of the 20th century
- She happened to be bisexual

Walt Whitman (1819-1892)



- American poet and musician whose work is widely regarded as influential and controversial
- He happened to be gay

Timothy Findley (1930-2002)



- Canadian novelist and playwright best known for his novels *Not Wanted on the Voyage* and *The Englishman's Boy*
- He happened to be gay

Arundhati Roy (1947 - )



- American writer, best known for the novel *The God of Small Things*
- He happened to be gay

Jana Pisk (1931-2007)



- Was a Canadian actor, writer, and director
- She happened to be a lesbian

D.H. Lawrence (1885-1930)



- British English novelist, poet, and critic who had several novels such as *Lady Chatterley's Lover* and *Women in Love*
- He happened to be gay

Audre Lorde (1941-1992)



- American writer, poet, and activist
- She happened to be bisexual

Michael Cunningham (1952 - )



- American writer best known for his novel *The Hours*
- He happened to be gay

Douglas Coupland (1961 - )



- Canadian writer best known for his novel *Generation X*
- He happens to be gay

Fannie Flagg (1944 - )



- American author, actress, and comedian
- Best known novel is *Fanny Hill*
- She happens to be lesbian

# And They Happen to Be

## LGBTQ

# Authors Playwrights and Poets

Garrett Thomas (1974 -)

- World's first professional triathlete and the first to compete in the European Cup triathlon
- He happens to be gay



Brian Butschbaum (1880 -)

- Olympic pole vaulter who was the first to use a wooden pole and after returned to the United States to become a professional jumper
- He happens to be transgender



Natalie Cook (1975 -)

- Australian professional beach volleyball player and Olympic gold medalist
- She happens to be lesbian



Greg Louganis (1960 -)

- American diver who won many Olympic and world gold medals
- He happens to be gay



Michelle Kwan (1980 -)

- American figure skater who won the 1996, 2000, and 2006 Olympic gold medals
- She happens to be lesbian



John Amaechi (1970 -)

- First openly gay professional basketball player
- He happens to be gay



Mark Tewksbury (1968 -)

- Canadian professional ice hockey player who won the 1998 Olympic gold medal
- He happens to be gay



Phyllis Kater (1981 -)

- American professional basketball player who won the 2004 Olympic gold medal
- She happens to be lesbian



David Kopay (1942 -)

- American professional football player who won the 1968 Olympic gold medal
- He happens to be gay



# And They Happen to Be

Amelie Mauresmo (1979 -)

- French professional tennis player who was the world number one ranked player. Has won two Grand Slam titles
- She happens to be lesbian



Sarah Maxwell

- Canadian professional curler who won the 2006 Olympic gold medal
- She happens to be lesbian



Esera Tuaolo (1966 -)

- Former NFL player who was the first openly gay player in the NFL
- He happens to be gay



Sue Wicks (1966 -)

- American former professional basketball player and WNBA All-Star
- She happens to be lesbian



Glen Burke (1952-1995)

- American former professional football player who played for the Chicago Bears and the Minnesota Vikings
- He happens to be gay



Toller Cranston (1949 -)

- Canadian figure skater who won bronze medals at the World and Olympic Championships
- He happens to be gay



Justin Fashanu (1961-1998)

- British soccer player who was the first professional to come out as gay and the first black player to command a £1 million transfer fee
- He happens to be gay



Nancy Drolet (1973 -)

- Canadian hockey player who has been the world championship gold medalist and has won the silver medal at the Olympics
- She happens to be lesbian



Billie Jean King (1943 -)

- American former professional tennis player who won many Grand Slam titles
- Known as one of the best female tennis players of all time
- She happens to be a lesbian



Babe Didrikson (1911-1956)

- American athlete who achieved outstanding success in golf, baseball and track and field
- She won two gold medals and one silver in the 1932 Olympics
- She happens to be lesbian



Orlando Jordan (1976 -)

- American professional wrestler best known for his time in World Wrestling Entertainment
- He happens to be bisexual



Mianne Bagger (1955 -)

- Professional golfer from Denmark who has played in the LPGA and the LPGA Women's Open
- She happens to be transgender



Johnny Wier (1964 -)

- American figure skater who has won multiple international medals including a World Championship bronze
- He happens to be gay



Brian Orser (1961 -)

- Canadian figure skater who won a world championship and Olympic silver medal
- He happens to be gay



Heather Jacobs (1968-1997)

- American professional basketball player who won the 1992 Olympic gold medal
- She happens to be lesbian



Tom Waddell (1937-1987)

- American sportsman who was a football player, a general and represented the U.S. in the decathlon at the 1960 Olympic Games
- He founded the Gay Games
- He happens to be gay



Gro Hammerseng (1980 -)

- Norwegian biathlete who won the 2002 Olympic gold medal
- She happens to be lesbian



Alyson Annan (1973 -)

- British former hockey player who has won multiple international medals including a World Championship gold
- She happens to be lesbian



Martina Navratilova (1956 -)

- Czech American former tennis player who has won many Grand Slam titles and the 1992 Olympic gold medal
- She happens to be a lesbian



Bob Parr (1956 -)

- American actor, writer, producer, director, and comedian who played the character Mr. Burns in the animated film The Simpsons
- He happens to be gay



Sarah Vaillancourt (1985 -)

- Canadian hockey player who has been a member of the past two Olympic gold medal teams
- She happens to be lesbian



# LGBTQ Athletes

Daniel Kowalski (1975 -)

- Australian swimmer who won multiple gold and silver Olympic medals
- He happens to be gay



Ireen Wüst (1986 -)

- Dutch long track speed skater who won a gold medal at the 2006 Olympic Games
- She happens to be lesbian



Bruce Hayes (1983 -)

- American swimmer who won an Olympic gold medal and many other international competition medals
- He happens to be gay



Judith Arndt (1976 -)

- German professional cyclist who won a gold medal in the 2004 world road race and a silver and bronze at the Olympics
- She happens to be lesbian



Missy Giove (1972 -)

- American professional downhill mountain biker who is the all-time leader in World Cup wins
- She happens to be lesbian



Andrew Goldstein (1983 -)

- American ice hockey player who has won multiple international medals including a World Cup gold
- He happens to be gay



Michelle Dumaresq (1971 -)

- Canadian professional downhill mountain bike racer
- She happens to be transgender



Sheryl Swoopes (1971 -)

- American professional basketball player who has won multiple Olympic gold medals and is a three-time WNBA MVP
- She happens to be lesbian



Matthew Mitcham (1988 -)

- Australian water polo player who won the 2008 Olympic gold medal
- He happens to be gay



Marc Leduc (1962-2009)

- Canadian boxer who won a silver medal at the 1980 Olympics
- He happens to be gay



Robert Owsen (1956 -)

- American equestrian who has had much international success in the sport of dressage, winning four bronze medals at four separate Olympics
- He happens to be gay



Pink (1979 - )



- American singer-songwriter
- She happens to be bisexual

Tracy Chapman (1964 - )



- American singer-songwriter and musician who has sold millions of albums worldwide
- She happens to be a lesbian

Rob Halford (1951 - )



- British singer-songwriter best known as Grammy award winning vocalist for heavy metal band Judas Priest
- He happens to be gay

Nelly Furtado (1978 - )



- Canadian singer-songwriter, record producer and actor
- She happens to be bisexual

Billie Joe Armstrong (1972 - )



- Lead singer of the band Green Day
- He happens to be bisexual

Lady GaGa (1986 - )



- American singer-songwriter and dance/pop musician best known for her song "Just Dance"
- She happens to be bisexual

Peter I. Tchiakovsky (1840-1893)



- Russian composer
- He happened to be gay

The Invisi Girls - Amy Ray and Emily Saliers



- American Grammy award winning folk-rock duo
- They are both lesbians of differing nationalities
- They both happen to be bisexual

Ani DiFranco (1970 - )



- American singer/guitarist and producer
- Won a Grammy award for Best CD art and design
- She happens to be bisexual

Lucas Silveira (1975 - )



- Canadian singer-guitarist of the rock band, The Cops
- He is trans

Freddie Mercury (1946-1991)



- British lead singer of the band Queen
- He happened to be gay

Cole Porter



- He happened to be gay

Tegan and Sara Quin (1980 - )



- Canadian singer/songwriters, musicians
- Identical twins sisters
- Both happen to be lesbians

Bif Naked (1971 - )



- Canadian Juno award winning singer/songwriter and actor
- She happens to be bisexual

Linda Perry (1965 - )



- American singer-songwriter, producer, pianist
- Former member of the band 1000 Hours
- Married to her lesbian partner
- She is openly lesbian
- She happens to be a lesbian

Bulent Ersoy (1952 - )



- Turkish singer
- Former member of the band Sema
- She happens to be transgender

Missy Higgins (1983 - )



- Australian singer/songwriter
- She happens to be bisexual

Adam Lambert (1982 - )



- American singer-songwriter
- He happens to be gay

Leisha Hailey (1971 - )



- American member of the band U2 who has acted in the TV series The Wire
- She happens to be lesbian

Sir Elton John (1947 - )



- British singer/songwriter and musician
- He happens to be gay

Michael Stipe (1950 - )



- American lead singer of the band REM
- He has been publicly out since the 1990s
- He happens to be gay

George Michael (1963 - )



- British singer/songwriter and musician
- He happens to be gay

Lance Bass (1979 - )



- American pop singer and member of 'N Sync
- He happens to be gay

Bessie Smith (1892-1937)



- Black female American blues singer of the 1930s and 1940s
- She happened to be bisexual

Peaches (1966 - )



- Canadian electronic musician whose songs are noted for disregarding traditional gender norms
- She happens to be bisexual

Melissa Etheridge (1961 - )



- American rock singer, songwriter, and musician who has sold millions of CDs
- Has won Grammy awards for her performances
- Married to Tammy Lynn Michaels
- She happens to be a lesbian

K.D. Lang (1961 - )



- Canadian singer/songwriter who has won many Grammys and Junos
- She happens to be lesbian

RuPaul (1950 - )



- American drag queen, singer, songwriter, and actor
- Happens to be transgender

Ricky Martin (1971 - )



- Grammy Award winning singer
- He happens to be gay

# And They Happen to Be LGBTQ Musicians Songwriters and Composers



# GAY IS ...



*a friend ... neighbour ... family member ... doctor ...  
firefighter ... mechanic ... teacher ... favourite sports hero ...  
soldier fighting for his/her country ... chef ... police officer ... ANYONE*