



OUTLOUD

LGBTQ

RESOURCE GUIDE

This resource guide was developed to support the use of the training DVD entitled LGBTQ Outloud, developed by the **Waterloo Region District School Board** in partnership with **OK2BME** around lesbian, gay, bisexual, transgender and queer (LGBTQ) issues. Facilitation questions are provided for the main chapters in the DVD that can be used to inspire and guide discussion with students and staff.



Waterloo Region
District School Board

EQUITY
and
INCLUSION

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Counselling
SERVICES





This resource guide was developed to support the use of the training DVD entitled LGBTQ OutLoud, developed by the Waterloo Region District School Board (WRDSB) in partnership with OK2BME, around lesbian, gay, bisexual, transgender and queer (LGBTQ) issues. Facilitation questions are provided for the main chapters in the DVD that can be used to inspire and guide discussion with students and staff.

Overview

LGBTQ OutLoud is both informational and inspirational. It is a powerful teaching tool that can be used to support the WRDSB's **overall goal of optimizing learning and achievement of all students**, by contributing to the collective effort of developing inclusive learning environments. At the WRDSB, we believe that all students can achieve high standards and that all staff can teach and support students to a high standard; however, we also understand that if staff and students do not feel safe, valued and welcome, they will not be able to achieve to their highest potential.

We acknowledge that there are staff and students in our Board who have not felt cared for and connected because of their sexual orientation or gender identity. This resource seeks to raise awareness around homophobia, biphobia and transphobia. It demonstrates the importance of providing a safe environment and how to achieve this, and to support students, staff, parents, and community members who identify as being a member of the LGBTQ community. It is our hope that the DVD, with support of the Resource Guide, will result in greater understanding, awareness and mutual respect for all of our differences; that people can feel safe regardless of their sexual orientation without fear of bullying or hatred. When we foster respect and kindness, we encourage safe and healthy environments that are foundational to the learning agenda.




■ What the Research Tell Us...

From *Shaping a Culture of Respect in our Schools: Promoting Safe and Healthy Relationships*, a Safe Schools Action Team report on gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour in schools (December 2008), we learn that homophobia can have a negative impact on school safety, school climate, and student learning.

In May 2008, Egale Canada, a LGBTQ human rights organization, conducted the first national survey on homophobia in Canadian schools. These are some of the results:

School Incidents	% LGBTQ	% Straight
Students who felt unsafe at school	over 66%	20%
Have been sexually harassed	41%	19%
Agreed with the statement, "It is hard for me to feel accepted at my school"	47.5%	19%
Feel that at least one area of the school would be unsafe for LGBTQ people	70%	49%
Thought teachers addressed homophobia effectively	33%	60%



Other results showed us that 36% of LGBTQ students heard homophobic comments from teachers or staff, and that 40% of LGBTQ students would attempt suicide.

Every student is entitled to a safe and caring learning environment, and to learn in an environment free from harassment and violence. Clearly, this is not the reality for many of our LGBTQ students. We must acknowledge these disturbing statistics and work together in moving forward to transform our schools and places of work into safe, inclusive, and more welcoming environments.

■ Connections to Character Development

Some of the key principles that make up the framework for LGBTQ Outloud coincide with those of the Ontario Character Development Initiative¹. As referenced in the document, *Finding Common Ground: Character Development in Ontario Schools, K-12 (June 28)*: “The principles and attributes of character development are universal, based in equity and transcend differences as well as other demographic factors. Empathy for others and respect for the dignity of all persons are essential characteristics of an inclusive society.”

■ Courageous Conversations

The Waterloo Region District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations in accordance with the Ontario Human Rights Code, the Education Act, and the Canadian Charter of Rights and Freedoms. The Board and its staff are also committed to the elimination of all types of discrimination as outlined in Ontario’s *Equity and Inclusive Education Strategy* and the Ontario Ministry of Education Policy/Program Memorandum No. 119.

There may be some parents and members of the community who will feel that learning about homophobia and heterosexism are inappropriate in the classroom. They may be concerned about some of the books that we offer in our libraries about different kinds of families. There may be some people who do not agree with having Gay-Straight Alliances in our schools. They may not want their children to participate in assemblies that focus on anti-homophobia themes.

When faced with these concerns, staff can respond by outlining our Board’s commitment to creating safe, caring and inclusive environments in which all staff, students, parents and community members are welcomed and respected. As a public school board, it is our responsibility to ensure that staff and students see themselves reflected in our schools, from curriculum to posters on the walls. In doing so, we create a culture of safety and respect. Please refer to PPM 119 for more language on how to respond to complaints and concerns.

Policy/Program Memorandum No. 119, June 24, 2009

Developing And Implementing Equity And Inclusive Education Policies In Ontario Schools

¹ Ontario Character Development Initiative is a comprehensive character education program funded by the Ontario government. (www.edu.gov.on.ca/eng/literacynumeracy/success.html)

(continued from page 3)

Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcome in their learning environment. To this end, boards and their schools will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. Schools must provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school.

■ Acknowledgements

We wish to thank and acknowledge those individuals and resources that have been used that have contributed to the development of the resource guide.

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■ Resources

Beyond “That’s So Gay”: A Newsletter for Secondary Schools in Waterloo Region. Healthy Connections, Issue 9, Fall 2007.

Finding Common Ground: Character Development in Ontario Schools, K–12, Published June 2008, Ministry of Education

Media Education Foundation Study Guide: Improving The Lives Of Gay, Lesbian, Bisexual, Transgender Youth. Documentary by John Kazlauskas, written by Jeremy Earp.

Questions and Answers: Sexual Orientation in Schools, Public Health Agency of Canada

Questions and Answers: Gender Identity in Schools, Public Health Agency of Canada

Sexual Health Education in the Schools: Questions and Answers 3rd edition, Sex Information and Education Council of Canada (SIECCAN)





Resource Guide

for System Leaders



In this Section:

Using this DVD with Your Staff	6
How to Use this Guide and the DVD	6
Summary of Chapters	7
How to Use Facilitation Questions	8
Facilitation Questions	8-9

■ Using this DVD with Your Staff

- **It is important** to establish a safe space and a climate of respect while using this DVD.
- **Encourage active listening.** The content of this video is likely to elicit emotional responses from the staff; therefore, it is important that the staff engage with each other in ways that ensure everybody has the opportunity both to speak and to be listened to. It is advised that you set guidelines or norms for ways to *actively listen* in advance of any discussions.
- **Discuss** how this DVD supports the Waterloo Region District School Board (WRDSB) Goal of Optimizing Learning and Achievement of ALL Students.
- **Discuss** how this DVD can be used at staff meetings and in schools and why it is important.
- **Encourage staff** to start having these courageous conversations.

■ How to Use this Guide and the DVD

- **This DVD is not** meant to be watched in its entirety in one sitting.
- **The DVD is divided** into 13 chapters plus the credits. This resource guide is chunked into questions for each chapter. Show one of the chapters from the DVD and then use the facilitation questions for the corresponding chapter to encourage dialogue and conversation with your staff. Feel free to stop and start the video as necessary to meet the needs of your staff.
- **View the video** prior to showing it to your staff.
- **Review the Resource Guide** and choose which questions and activities you will use with your staff.
- **Encourage your staff** to use the Resource Guide if issues arise in their class, school or office, as a means to address the issue and talk about what happened.



■ Summary of Chapters

All segments are highly recommended for staff viewing and discussion.

1 LGBTQ OutLoud
This chapter serves as an introduction to the DVD, including its purpose, and the impetus for the collaboration between the WRDSB and OK2BME.

2 Common Terms
Students, educators and community members offer their definition of the various terms used to describe people who are LGBTQ.

3 Homophobia
What is homophobia, and how does it differ from heterosexism? What are the effects of homophobia?

4 Myths
Students, educators and community members describe the various myths that exist about people who identify as LGBTQ and why these are irrational ideas people have based on fear.

5 LGBTQ Experiences
People who identify as LGBTQ describe their experiences with peers, family, religion and in society in general.

6 Trans Experiences
People who identify as *trans* describe their experiences, including barriers and challenges they face on an ongoing basis.

7 Two-Spirited
This chapter describes the Aboriginal perspective on LGBTQ.

8 LGBTQ Families
Students, parents, educators and community members share about what it means to them to be a member of an LGBTQ family.

9 Coming Out
What does it mean to *come out*? We hear some people describe their coming out experience.

10 That's So Gay
What does it mean to say those words, and why it is so hurtful. It is important for everyone to stop using this phrase; how can we achieve this?

11 Allies
What is an ally and why are allies important? What does it mean to be an ally?

12 Safe Spaces
What constitutes a safe space? People who identify as LGBTQ describe a safe space, and why it is important to have one.

13 Be the Change
Participants on the DVD share final thought, feelings, and action items that will contribute to creating positive change.

■ How to Use Facilitation Questions

The following questions are provided to help you facilitate discussion with your staff. You may wish to modify questions to suit the needs of your staff. You may want to have a discussion with your staff based on these questions, or encourage your staff to provide reflections about what is happening in their schools and classrooms. When having a discussion, you may choose to reorganize the seating so that staff members are sitting in a circle, a format which provides equality for all speakers.

Questions

LGBTQ Outloud Introduction

- 1 Superintendents, Administrators and Board staff have participated in this video. What kind of message do you think that sends out to the viewers?
- 2 Discuss the significance of the title of this resource, “LGBTQ Outloud”.
- 3 How aware are you of LGBTQ issues on a scale of 1 to 10, where 1 is low and 10 is high? Explain your response. You may wish to revisit this question after viewing the clip.

Common Terms

- 1 Does having an understanding of common terms encourage acceptance?

Homophobia

- 1 Explain the difference between homophobia and heterosexism.
- 2 What connections do you see between homophobia or other “isms” and ways that we discriminate (e.g. race, religion, ability, class, etc.)?

Myths

- 1 Discuss the impact that myths about the LGBTQ community have on your school and/or workplace environment.

LGBTQ Experiences

- 1 Think about a time when you or someone you know has been discriminated, excluded, or devalued as a person. How did this affect the school and/or workplace environment? Discuss the impact of discrimination, exclusion and being devalued for a person who identifies as LGBTQ.

Allies

- 1 What is the role of an ally and why are allies important to people who identify as LGBTQ?
- 2 Some people suggest that misconceptions about LGBTQ people will not change without gay/straight alliances - just as racism cannot be overcome without inter-racial groups coming together to confront race issues. Do you agree with this? If you agree with it, how would you support your point of view? If you disagree, how would you support your argument?

Trans Experiences

- 1 a. Make a list of all the times a person who identifies as trans would be placed in a difficult situation. Facilitator prompt: going to the bathroom, shopping for clothes, playing sports, etc.
b. What impact would this have on their life?
c. What can you do to support a person who identifies as trans in your school or workplace?

Info: "Two-Spirited is a term imposed on the Aboriginal community by the dominant culture in recent years. The concept has existed for a long time. It is a person who has the spirit of male and the spirit of female with the ability to see things from both perspectives. Historically, Two-Spirited people were revered in their communities as spiritual leaders and chiefs and clan mothers would go to them for guidance.

Two-Spirited

- 1 Why do you think that this perception of Two-Spirited people has changed?
- 2 Do you think Two-Spirited can be accepted and revered in their communities as they once were? Explain.

LGBTQ Families

- 1 What kinds of practices have we been doing in our schools/workplaces that are not inclusive of different kinds of families.
- 2 What can we do within our school and workplace community to make it more welcoming and inclusive to different types of families.

Coming Out

- 1 How would you support a colleague or staff member who has come out to you?
- 2 Coming out can be a life long process for people who identify as LGBTQ.
 - a. What assumptions do we make about people?
 - b. What could you do differently to be more inclusive of people?

That's so Gay

- 1 What is the impact of hearing that phrase for you? For staff who identify as LGBTQ? For the school and workplace environment?
- 2 What would you want a staff member to do if they hear a homophobic comment made by another staff member at school or the workplace? Discuss how you would communicate this to your staff.

Safe Spaces

- 1 a. What are the qualities of a safe space?
b. Who benefits from a safe space?
c. What can school and workplaces do to be a safe space?

Be the Change

- 1 In this chapter, people interviewed in the DVD were asked to express in less than 10 words an action item or message that they wanted to share with viewers. What would be your action item? The action item for your school or department?





Resource Guide

for Secondary Teachers

In this Section:

Using this DVD with Your Students	12
How to Use this Guide and the DVD	12
Summary of Chapters	13
How to Use Facilitation Questions	14
Facilitation Questions	14-20

Curriculum Connections: Antidiscrimination Education

Overview	21
Canadian and World Studies	22
English Program	23-24
Health and Physical Education	24
Mathematics	24-25
Science	26
Social Science and Humanities	27
Technological Education	27

■ Using this DVD with Your Students

- **It is important** to establish a safe space and a climate of respect while using this DVD. Ask students to use appropriate language, and if they are not sure what words to use let them know that it is acceptable to ask. Model appropriate use of words for your students and let them know that everyone is here to learn.
- **Encourage active listening.** The content of this video is likely to elicit emotional responses from the students; therefore, it is important that the students engage with each other in ways that ensure everybody has the opportunity both to speak and to be listened to. It is advised that you set guidelines or norms to ways to *actively listen* prior to classroom discussions.
- **You will be having some courageous conversations** that may be difficult, often because students may not have had the opportunity before; however, they are important conversations to have.
- **You may wish to have the students keep a journal.** Journals provide an effective place for them to explore their own attitudes and opinions and to help facilitate discussion on this topic.
- **Following the viewing of the DVD,** you may find that your students feel the need to take action. Incorporate activism and advocacy into your curriculum. They are an important part of empowering students. Teachers should be aware that the Gay-Straight Alliance (GSA) within their school can provide teachers and students with opportunities for positive social action on these issues.
- **Curriculum Connections for Secondary** are provided at the end of this section.

■ How to Use this Guide and the DVD

- **This DVD is not** meant to be watched in its entirety in one sitting.
- **The DVD is divided** into 13 chapters plus the credits. This resource guide is chunked into questions for each chapter. Show one of the chapters from the DVD and then use the facilitation questions for the corresponding chapter to encourage dialogue and conversation with your students. Feel free to stop and start the video as necessary to meet the needs of your students.
- **View the video** prior to showing it to your students.
- **Review the Resource Guide** and choose which questions and activities you will use with your students.
- **If issues arise in your class or school,** you could watch a chapter as a means to address the issues and talk about what happened.
- **Use the DVD and Resource Guide** to supplement what you are already teaching in your class.



■ Summary of Chapters

All segments are highly recommended for student viewing and discussion.

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Students, educators and community members describe the various myths that exist about people who identify as LGBTQ and why these are irrational ideas people have based on fear.

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People who identify as LGBTQ describe their experiences with peers, family, religion and in society in general.

6 Trans Experiences
People who identify as *trans* describe their experiences, including barriers and challenges they face on an ongoing basis.

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What is an ally and why are allies important? What does it mean to be an ally?

12 Safe Spaces
What constitutes a safe space? People who identify as LGBTQ describe a safe space, and why it is important to have one.

13 Be the Change
Participants on the DVD share final thought, feelings, and action items that will contribute to creating positive change.

■ How to Use Facilitation Questions

The following activities and questions are provided to help you facilitate discussion with your students. You may wish to modify questions to suit the needs of your students. You may also want to have a discussion with your class based on these questions, or encourage your students to provide written reflections. When having a discussion, you may choose to reorganize your classroom so that students are sitting in a circle, a format which provides equality for all speakers.

We have provided questions that would be best posed prior to showing the video clip, and questions that would be more suitable to be asked after the clip. For some segments, we have also provided an activity to help students gain a deeper understanding. The following colour scheme will help you to decide which questions would most help facilitate discussion and reflection with your students:




 **Recall - Knowledge and Comprehension**

 **Critical Thinking**




 **Analysis**

 **Activity**

LGBTQ Outloud Introduction

-  Why do you think this DVD was developed?
-  Discuss the significance of the title of this resource, “LGBTQ OutLoud”.
-  Where do you think your awareness level is around LGBTQ issues on a scale of 1 to 10, where 1 is low and 10 is high? Explain your response.

Common Terms [Refer to Glossary of Terms - Appendix A]

-  List some of the common terms you heard in the DVD.
-  In the DVD, people’s definitions of LGBTQ were similar, but they used different words. What do you think this means?
-  How does having an understanding of common terms encourage acceptance?

Labelling Activity [Appendix B]

This is a very powerful exercise when used appropriately. Ensure that your students know that they are not being given permission to use these labels outside of this exercise, and why it is important that we do not use these terms.

Homophobia

Before clip question:

To get students to unpack the concepts of heterosexism and homophobia, begin by discussing the “isms” that affect teens. (Ageism is a good place to start.) Talk about the way shopkeepers make students leave their backpacks at the front of stores when they enter to shop, or limit the number of students who can enter the store at a time. Discuss any “isms” this brings up as it can elicit more emotional reactions. Have students describe the way these issues make them feel.

-
- 1** In what way do you think homophobia affects a person who identifies as LGBTQ?

 - 2** Explain the difference between homophobia and heterosexism.

 - 3** What connections do you see between homophobia and other “isms” and ways that we discriminate (e.g. race, religion, ability, class, etc.)?
-

Myths

Before clip question:

What is a myth and why do you think they exist?

Watch the video.

-
- 1**
 - a. What were the myths in the video?
 - b. Are there any myths that you have heard that were not shown in the video?

As an educator, it is important for you to debunk these myths. Are these myths realistic, and if not, where do these ideas come from? Talk about homophobia, fear, ignorance, and dominant ideologies and views.

 - 2** As a class, discuss the myths, biases and stereotypes that we have about the LGBTQ community. Where did these come from? Facilitate a discussion (possible answers: Society, Religion, Family, Media, etc.).

 - 3** In some racial and ethnic communities, homosexuality is shrouded in myth. What can be done to dispel these myths?
-

LGBTQ Experiences

Before clip question:

Reflect on a time when you were discriminated against, felt excluded or not valued for who you are. Watch the video.

- 1 What are some of the messages or themes from this video clip?
- 2 Explain similarities and differences between your experiences and the experiences of people who identify as LGBTQ.
- 3 Write a short note to one of the speakers from this section of the video to tell them what you have learned from their story.

Trans Experiences

Before clip question:

Transgender is a person whose gender identity, outward appearance, expression and/or anatomy does not fit into conventional expectations of male or female.

Transsexual is a person who experiences intense personal and emotional discomfort with their assigned birth gender and may undergo treatment (e.g. hormones and/or surgery) to transition gender.

- 1 As you watch the DVD, have students write down the definitions of gender identity, transgender and transsexual. Following the clip, discuss responses and provide the definitions if needed.
- 2 Being trans may mean being placed in difficult situations.
Teacher prompt: Imagine something as simple as going to the bathroom becoming an overwhelming source of anxiety. What impact would this have on your life?
- 3 “Pink is for girls and blue is for boys” is a norm in our society. What impact does this have on you? What impact does this have on people who identify as LGBTQ or people who identify as trans?

Activity

Research Caster Semenya.

Two-Spirited

Particularly suited to Canadian and World Studies and Social Sciences and Humanities Courses.

Teacher Info: “Two-Spirited” is a term imposed on the Aboriginal community by the dominant culture in recent years. The concept has existed for a long time. It is a person who has the spirit of male and the spirit of female. They have the ability to see things from both perspectives. Historically, Two-Spirited people were revered in their communities as spiritual leaders and chiefs and clan mothers would go to them for guidance.

-
- 1 What is the history of the term “Two-Spirited”?
 - 2 Why do you think that this perception of Two-Spirited people has changed?
 - 3 Do you think Two-Spirited can be accepted and revered in their communities as they once were? Why or why not?
-

LGBTQ Families

-
- 1 What is an LGBTQ family?
 - 2 What are some ways that families are considered different? Why do we often not share about differences in our families?
 - 3 What can we do within our school community to make it more welcoming and inclusive to different kinds of families?
-

Activity

Make a list of action items - things you can do as a class to encourage more welcoming and inclusive environments for different kinds of families and commit to doing these.

How can we change our language use to be inclusive?

Coming Out

- 1** a. What does the term “coming out” mean?
b. Discuss the different experiences of “coming out” shared by the participants in the DVD.

2 How will you support friends or family members when they come out to you?

- 3** Coming out can be a life-long process for people who identify as LGBTQ.
- a. What are some assumptions do we make about people’s lifestyles?
 - b. What inclusive language will you now use?

Coming Out Squares Activity [Appendix C]

Write a response about what you learned during this activity.

That’s So Gay

Before clip question:

Words as Weapons: Write all the words that kids have heard flung at them as weapons. Talk about how these words make them feel. Leave the words on the board, view the clip, and then answer the questions.

1 What do people really mean when they say “That’s so gay!”?

2 What is the impact of hearing that phrase for you? The impact for youth who identify as LGBTQ? The impact for the school environment?

3 Why is “That’s so gay!” so prevalent and widely used?

Make the Pledge Activity

Have each student pledge to stop using each of the word on the board that they currently use. Refer to Appendix E for suggestions on how to deal with the words, “That’s So Gay”.

Allies

1 Describe what an “ally” is.

2 What is the role of an ally and why are allies important to people who identify as LGBTQ?

3 Some people suggest that misconceptions about LGBTQ people will not change without gay/straight alliances – just as racism cannot be overcome without inter-racial groups coming together to confront race issues. Do you agree with this? If you agree with it, how would you support your point of view? If you disagree, how would you support your argument?

Trust in Envelope Activity [Appendix D]

Safe Spaces

- 1** a. What are the qualities of a safe space?
b. Who benefits from a safe space?
-

- 2** a. How can a Gay-Straight Alliance (GSA) provide a safe space?
b. What will make this school safer for you and your LGBTQ classmates?
-

- 3** In the Toronto District School Board, there are a number of alternative schools which offer students and parents something different from mainstream schooling. These schools provide a safe place for their students, whatever their area of interest or need. What do you think about this model of education?

Teacher Info: An example of this is the Triangle Program, which is one of three classrooms that make up Oasis Alternative Secondary School. Many students stopped attending school regularly at an early age due to homophobia and transphobia, so this program offers an alternative. In discussing this question, we would hope that students would come to the conclusion that we should be able to create a safe and inclusive space within our schools for all students, but understand why alternative schools are being formed. Through this conversation, we hope students will respect both sides of the issue.

Safe Spaces Activity

- Have your students brainstorm a list of specific qualities that would make a school safe for all students. In other words, what would a safe school look like?
 - When the list is complete, break the students into smaller groups.
 - Ask each group to come up with a list of at least 10 specific changes in their school to achieve these qualities. (Changes they feel are necessary and would be effective in creating a safe environment.)
 - Reconvene the class and ask each group to present its 10 recommended changes.
 - List all suggestions on the board, and together as a class, try to arrive at a final “10-point Proposal for Change”. This will require that students reach consensus about what changes are most important, and that they work together to prioritize, select and possibly merge individual group ideas. The goal of the exercise is for students to reach a deeper understanding of the problem by focusing on practical change.
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Be the Change

Be the Change Activity

- In this chapter, people interviewed in the DVD were asked to express in less than 10 words an action item or message that they wanted to share with viewers.
 - Ask your students to think about what action item or message that they would want people to think about.
 - Have them write it down and share with the larger class. Each student will then recruit at least two classmates to support their action item or message.
 - Discuss as a class how the students can be the change in their daily interaction with others.
-



Curriculum Connections

Secondary

Antidiscrimination Education: All curriculum documents revised after approximately 2004 include an antidiscrimination clause. Please refer to the curriculum document in your subject area for specifics about this clause. If a revised curriculum is unavailable, refer to the following overview.

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, 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.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

Antidiscrimination Education in Canadian and World Studies



The Canadian and world studies curriculum is designed to help students acquire the “habits of mind” essential for citizens in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment. They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.

In Canadian and world studies, students learn about the contributions of a variety of peoples, in the past and the present, to the development of Canada and the world. The critical thinking and research skills acquired in Canadian and world studies courses will strengthen students’ ability to recognize bias and stereotypes in contemporary as well as historical portrayals, viewpoints,

representations, and images. Learning activities and resources used to implement the curriculum should be inclusive in nature, reflecting diverse points of view and experiences, including Aboriginal perspectives. They should enable students to become more sensitive to the experiences and perceptions of others.

www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf

“They are also expected to understand that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are basic requirements of responsible citizenship.”



Antidiscrimination Education in the English Program



Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the

English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as web site articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education web site) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both female and male students.

The development of critical thinking skills is integral to the English curriculum. In the context of what is now called “critical literacy,” these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing

(continued from page 23)

negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses.

Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.

Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programming.

www.edu.gov.on.ca/eng/curriculum/secondary/english910curr.pdf

Health and Physical Education

The current curriculum documents (1999) do not yet include the antidiscrimination clause. Revision of this curriculum is required to update expectations to align with current expectations in other curricular areas.

Antidiscrimination Education in Mathematics



To ensure that all students in the province have an equal opportunity to achieve their full potential, the curriculum must be free from bias and all students must be provided with a safe and secure environment, characterized by respect for others, that allows them to participate fully and responsibly in the educational experience.

Learning activities and resources used to implement the curriculum should be inclusive in nature, reflecting the range of experiences of students with varying backgrounds, abilities, interests, and learning styles. They should enable students to become more sensitive to the diverse cultures and perceptions of others, including Aboriginal peoples. For example, activities can be designed to relate concepts in geometry or patterning to the arches and tile work often found in Asian architecture or to the patterns used in Aboriginal basketry design. By discussing aspects of the history of mathematics, teachers can help make students aware of the various cultural groups that have contributed to the evolution of mathematics over the centuries. Finally, students need to recognize that ordinary people use mathematics in a variety of everyday contexts, both at work and in their daily lives.

Connecting mathematical ideas to real-world situations through learning activities can enhance students' appreciation of the role of mathematics in human affairs, in areas including health, science, and the environment. Students can be made aware of the use of mathematics in contexts such as sampling and surveying and the use of statistics to analyse trends. Recognizing the importance of mathematics in such areas helps motivate students to learn and also provides a foundation for informed, responsible citizenship.

Teachers should have high expectations for all students. To achieve their mathematical potential, however, different students may need different kinds of support. Some boys, for example, may

need additional support in developing their literacy skills in order to complete mathematical tasks effectively. For some girls, additional encouragement to envision themselves in careers involving mathematics may be beneficial. For example, teachers might consider providing strong role models in the form of female guest speakers who are mathematicians or who use mathematics in their careers.

www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf

Recommendation

Students perform best when they can see themselves reflected in the materials they study. A simple way to make curriculum more accessible to marginalized students is to change the wording of questions to include, for instance, different familial groupings. For example, a question could simply be reworded to read “Tim and Dave and their children decided to take a trip to Florida for the winter break...” rather than as “Tim and Susan....”. By showing a wide range of familial groupings, students see these as norms within their society, and feel valued if their own type of familial group is acknowledged in this way.



Antidiscrimination Education and Science



The science program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in scientific activities and careers should be prominently featured. In planning the science program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can also be adapted in ways that make them accessible to all students.

The examples used to illustrate knowledge and skills, and the practical applications and topics that students explore as part of the learning process, should vary so that they appeal to both boys and girls and relate to students' diverse backgrounds, interests, and experiences.

In many instances, variations in culture and location (whether rural, urban, or suburban) can be found in a single classroom. Students living in apartment buildings will have different access to plants and animals than students living in a rural setting or on a First Nation reserve. There may be cultural sensitivities for some students in areas

such as the use of biological specimens. For example, a number of religions have prohibitions regarding pigs. Although it is impossible to anticipate every contingency, teachers should be open to adjusting their instruction, if feasible, when concerns are brought to their attention.

It is important that learning activities include opportunities for students to describe, study, or research how women and men from a variety of backgrounds, including Aboriginal peoples, have contributed to science, used science to solve problems in their daily life and work, or been affected by scientific processes or phenomena. The agricultural practices of various cultures and the uses they have made of medicinal plants might be considered. Students might examine the impact of water pollution, resource extraction, or power generation on the health, lifestyles, and livelihoods of Aboriginal peoples. In addition, students might investigate ways in which grassroots organizations from different regions, and representing a range of social and cultural groups, have responded to environmental challenges. Expectations in the curriculum encourage students to look at the perspectives and world views of various cultures, including Aboriginal cultures, as they relate to scientific issues.

Access to computers should be monitored and a range of software applications provided. A problem-solving approach can benefit students who are having difficulties with materials or equipment. Because access to equipment at

home will vary, it is important to offer challenges for or support to students whose levels of prior knowledge differ.

www.edu.gov.on.ca/eng/curriculum/.../2009science11_12.pdf

Social Science and Humanities

The current curriculum documents (1999) do not yet include the antidiscrimination clause. Revision of this curriculum is required to update expectations to align with current expectations in other curricular areas.

Antidiscrimination Education in Technological Education



The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to attain high standards, 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.

Schools have the responsibility to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as technology fairs, plays, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school. When planning instructional activities for technological education, teachers should base their decisions on the needs of students, taking into consideration the diversity of their abilities, backgrounds, interests, and learning styles. Teaching strategies, assessment and evaluation materials, and the classroom environment should be designed to value the experiences and contributions of all people.

Participation rates in some technological education subjects tend to be higher for male students than female students. To encourage greater participation among female students,

(continued from page 27)

it may be helpful to offer more projects and activities that have socially meaningful applications. For example, projects to develop assistive devices, as opposed to the more traditional activity of creating robotic arms, have proved successful in engaging the interest of female students. Similarly, projects involving the construction of playground equipment as opposed to the more traditional sheds and building structures may hold more appeal for young women. Providing outreach programs

and establishing study groups for young women may help them develop greater self-confidence in technological education. Technology fairs and showcase events can introduce all students to a wide range of technology activities, and may encourage an interest in technological education. Offering choices from a range of instructional activities or allowing students to select their own projects can help motivate all the students in a classroom by acknowledging the differences in their experiences, attitudes, and interests.

It is important to have open and frank discussions about the kind of workplace environment students are likely to encounter in technological fields. Inviting female and visible minority role models who have had successful careers in various technology sectors to be guest speakers, and involving female and visible minority senior students as mentors, can have a very positive impact on students. Also, exploring strategies that would enable those with different learning and social styles, including Aboriginal students and students from other minority groups, to work effectively together will help establish a more inclusive working environment.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf>



A horizontal bar with a gradient from light orange to dark orange. Above the bar, several squares in various colors (yellow, light green, orange, red) are scattered, some appearing to be falling or floating.

Resource Guide

for Elementary Teachers

Elementary Teachers



In this Section:

Using this DVD with Your Students	30
How to Use this Guide and the DVD	31
Summary of Chapters	32
How to Use Facilitation Questions	33
Facilitation Questions	33-39

Curriculum Connections: Antidiscrimination Education

Overview	40
Health and Physical Education	41-42
Social Studies	43
Language	44-45
Book List for Primary, Intermediate and Junior Students	45
Activities / Suggestions for Using These Books in Your Classroom	46

■ Using this DVD with Your Students

- **This is a valuable resource for teachers and students**, however, not all chapters are appropriate for all elementary students. In some cases, the language, content and pacing of this video make it less suitable for younger students. It is important to view a chapter and plan introductory and viewing activities with the age and maturity level of children in mind. In the chapter activities that follow and in the appendices, there are suggestions made for Primary, Junior and Intermediate students.
- **It is important to establish a safe space and a climate of respect** while using this DVD. Ask students to use appropriate language, and if they are not sure what words to use, let them know that it is acceptable to ask. Model appropriate use of words for your students and let them know that everyone is here to learn.
- **Encourage active listening.** The content of this video is likely to elicit emotional responses from the students; therefore, it is important that the students engage with each other in ways that ensure everybody has the opportunity both to speak and to be heard. It is recommended that you set guidelines or norms for ways to *actively listen* prior to classroom discussions.
- **You will be having some courageous conversations** that may be difficult, often because students may not have had the opportunity before; however, they are important conversations to have.
- **You may wish to have the students keep a journal.** Journals provide an effective place for them to explore their own attitudes and opinions and to help facilitate discussion on this topic.
- **Following the viewing of the DVD**, you may find that your students feel the need to take action. Incorporate activism and advocacy into your curriculum. They are an important part of empowering students.
- **Primary, Junior and Intermediate Curriculum Connections** can be found at the end of this section.





■ How to Use this Guide and the DVD

- **This DVD is not** meant to be watched in its entirety in one sitting.
- **The DVD is divided** into 13 chapters plus the credits. This resource guide is chunked into questions for each chapter. Show one of the chapters from the DVD and then use the facilitation questions for the corresponding chapter to encourage dialogue and conversation with your students. With younger students, it may also make sense to show a portion of a chapter at a time that targets a specific issue or comment. With younger children, feel free to stop and start the video as necessary to meet the needs of your students.
- **View the video** prior to showing it to your students, so that you are comfortable with the content.
- **Review the Resource Guide** and choose which questions and activities you will use with your students.
- **If issues arise in your class or school**, you can watch a chapter as a means to address the issues and engage in dialogue with your students.
- **Use the DVD and Resource Guide** to supplement what you are already teaching in your class.

■ Summary of Chapters

Following the chapter titles, we have indicated the appropriateness of the content for Intermediate, Junior and Primary students (I,J,P). A question mark indicates that it depends on the grade and maturity level of the students; it may be appropriate for Gr. 6, but not for Gr. 4. This information is also provided under “Facilitation Questions” in this section of the Resource Guide. All segments are **highly recommended** for staff viewing and discussion.

1

LGBTQ OutLoud

This chapter serves as an introduction to the DVD, including its purpose, and the impetus for the collaboration between the WRDSB and OK2BME. [I-J?]

2

Common Terms

Students, educators and community members offer their definition of the various terms used to describe people who are LGBTQ. [I-J?]

3

Homophobia

What is homophobia, and how does it differ from heterosexism? What are the effects of homophobia? [I-J?]

4

Myths

Students, educators and community members describe the various myths that exist about people who identify as LGBTQ and why these are irrational ideas people have based on fear. [I-J]

5

LGBTQ Experiences

People who identify as LGBTQ describe their experiences with peers, family, religion and in society in general. [I-J]

6

Trans Experiences

People who identify as *trans* describe their experiences, including barriers and challenges they face on an ongoing basis. [I]

7

Two-Spirited

This chapter describes the Aboriginal perspective on LGBTQ. [I-J?]

8

LGBTQ Families

Students, parents, educators and community members share about what it means to them to be a member of an LGBTQ family. [I-J-P]

9

Coming Out

What does it mean to *come out*? We hear some people describe their coming out experience. [I]

10

That’s So Gay

What does it mean to say those words, and why it is so hurtful. It is important for everyone to stop using this phrase; how can we achieve this? [I-J]

11

Allies

What is an ally and why are allies important? What does it mean to be an ally? [I]

12

Safe Spaces

What constitutes a safe space? People who identify as LGBTQ describe a safe space, and why it is important to have one. [I]

13

Be the Change

Participants on the DVD share final thought, feelings, and action items that will contribute to positive change. [I]

■ How to Use Facilitation Questions

The following activities and questions are provided to help you facilitate discussion with your students. You may wish to modify questions to suit the needs of your students. You can have an oral discussion with your class based on these questions, or you may encourage your students to provide written reflections. When having a discussion, you may choose to reorganize your classroom so that students are sitting in a circle; a format which provides equality for all speakers.

For some chapters, we have provided questions that would be best posed prior to showing the video clip, and questions that would be more suitable asked after the clip. We have also provided an activity for some chapters to help students gain a deeper understanding. The following colour scheme will help you to decide which questions will help facilitate discussion and reflection with your students. Beside each chapter heading we have indicated the division(s) for which we feel the content is most appropriate.



■ **Easy [Recall - Knowledge and Comprehension]**

■ **Moderate [Analysis]**

■ **Difficult [Critical Thinking]**

■ **Activity**

LGBTQ OutLoud Introduction [Intermediate, maybe Junior, not Primary]

- 1** Why do you think this DVD was developed?
- 2** Discuss the significance of the title of this resource, “LGBTQ OutLoud”.
- 3** How aware are you of LGBTQ issues on a scale of 1 to 10, where 1 is low and 10 is high? Explain your response. You may wish to revisit this question after viewing the clip.

Common Terms [Intermediate, maybe Junior, not Primary]

- 1 List some of the common terms you heard in the DVD.
- 2 In the DVD, people's definitions of LGBTQ were similar, but they used different words. What do you think this means?
- 3 How does having an understanding of common terms encourage acceptance?

Labelling Activity [Appendix B] - Note: with I/J students, use this activity with discretion

This is a very powerful exercise when used appropriately. Ensure that your students know that they are not being given permission to use these labels outside of this exercise, and why it is important that we do not use these terms.

Homophobia [Intermediate, maybe Junior, not Primary - some inappropriate language, i.e., 'f-ing']

- 1 In what way do you think homophobia affects a person who identifies as LGBTQ?
- 2 Explain the difference between homophobia and heterosexism.
- 3 What connections do you see between homophobia and other "isms" and ways that we discriminate (e.g. race, religion, ability, class, etc.)?

Myths [Intermediate or Junior - excellent for a staff meeting]

Before clip question:

What is a myth and why do you think they exist?

Watch the video.

- 1
 - a. What were the myths in the video?
 - b. Are there any myths that you have heard that were not shown in the video?

As an educator, it is important for you to debunk these myths. Are these myths realistic, and if not, where do these ideas come from? Talk about homophobia, fear, ignorance, and dominant ideologies and views.

- 2 As a class, discuss the myths, biases and stereotypes that we have about the LGBTQ community. Where did these come from? Facilitate a discussion (possible answers: Society, Religion, Family, Media, etc.).

- 3 How can we help others 'let go' of some of these myths?

LGBTQ Experiences [Intermediate or Junior - excellent for a staff meeting]

Before clip activity:

Read any of the following books: “King and King”, “Sissy Duckling”, “Are you a Boy or a Girl”. See page 45 and page 46 of this resource guide for book information and teaching ideas.

Before clip question:

Reflect on a time when you were discriminated against or felt excluded or not valued for who you are. Watch the video.

-
- 1** What are some of the messages or themes from this video clip?

 - 2** Explain similarities and differences between your experiences and the experiences of people who identify as LGBTQ.

 - 3** Think about a time when you or someone you know has discriminated, excluded, or devalued a person who identifies as LGBTQ. Now that you have seen the video, how do you think you or your friends’ actions made that person feel? What might you do differently next time?

Some students may say that neither they, nor a friend, has discriminated against a person who identifies as LGBTQ. Question if they have ever said, “That’s so gay” and what that means to a person who is LGBTQ who overhears it, regardless of whether it was meant in a discriminatory way or not.
-

Trans Experiences [Intermediate - some of the terminology may be difficult for elementary students]

Gender identity is a person’s internal sense or feeling of being male or female, which may not be the same as one’s biological sex.

Transgender is a person whose gender identity, outward appearance, expression and/or anatomy does not fit into conventional expectations of male or female.

Transsexual is a person who experiences intense personal and emotional discomfort with their assigned birth gender and may undergo treatment (e.g. hormones and/or surgery) to transition gender.

-
- 1** As you watch the DVD, have students write down the definitions of gender identity, transgender and transsexual. Following the clip, discuss responses and provide the definitions as provided.

 - 2** a. Make a list of all the times a person who identifies as trans would be placed in a difficult situation.
Teacher prompt: going to the bathroom, checking off if you are male or female on a form, shopping for clothes, wearing a bathing suit, playing sports, etc.
b. What impact would this have on their life?

 - 3** “Pink is for girls and blue is for boys” is a norm in our society. What impact does this have on you? What is the impact on people who identify as LGBTQ or people who identify as trans?
-

Two-Spirited [Intermediate, maybe Junior]

Teacher Info: “Two-Spirited” is a term imposed on the Aboriginal community by the dominant culture in recent years. The concept has existed for a long time. It is a person who has the spirit of male and the spirit of female. They have the ability to see things from both perspectives. Historically, Two-Spirited people were revered in their communities as spiritual leaders and chiefs and clan mothers would go to them for guidance.

-
- 1 What is the history of the term “Two-Spirited”?
 - 2 Why do you think that this perception of Two-Spirited people has changed?
 - 3 Do you think Two-Spirited can be accepted and revered in their communities as they once were? Why or why not?
-

LGBTQ Families [Intermediate, Junior, Primary]

Before clip activity:

1. Read any of the following books: “King and King and Family”, “And Tango Makes Three”, “Families”, “All Kinds of Families”, “Who’s in a Family”, “Lucy’s Family Tree”.
See page 45 and page 46 of this resource guide for book information and teaching ideas.
2. Discuss the people in our classroom, school, and/or community. How are we the same? How are we different? Read the book, “It’s OK to be Different”. Discuss how we can make everyone feel welcome in our classroom.

-
- 1 What is an LGBTQ family?
 - 2 What are some ways that families are considered different? Why do we often not share about differences in our families?
 - 3 What can we do within our school community to make it more welcoming and inclusive to different kinds of families?
-

Family Matters Activity

Make a list of action items about things you can do as a class to encourage more welcoming and inclusive environments for different kinds of families and commit to doing these.

Coming Out [Intermediate - a very important chapter, excellent for staff - some language, i.e., 'hell']

- 1
 - a. What does the term “coming out” mean?
 - b. Describe a time when a friend or family member disclosed something personal.
 - c. Describe a time when a friend or family member came out to you about being LGBTQ.

2 How would you support a friend or family member who has come out to you?

- 3 Coming out can be a life-long process for people who identify as LGBTQ.
 - a. What are some assumptions that we make about people? (e.g. a husband has a wife and a child has a mother and a father.)
 - b. What could you do differently to be more inclusive of people? (e.g. Language – use words that are inclusive, like the term “partner” instead of husband/wife, or “guardian” and “parent” instead of mom or dad.)

Coming Out Squares Activity [Appendix C]

That’s So Gay [Intermediate, Junior, highly recommended for staff]

Before clip question and activity:

1. What kinds of things hurt people’s feelings? What words have you heard that can be hurtful? Have you ever heard the expression, “That’s so gay!”? If so, where and what do people mean when they use this phrase?
2. **Activity Clip:** Create 6 charts with the following text.
Chart 1 – Have you heard, “That’s So Gay” at your school? Often. Sometimes. Rarely. Never.
Chart 2 – Have you heard teachers addressing “That’s So Gay” comments effectively? Often. Sometimes. Rarely. Never.
Chart 3 – Are there students (teachers?) at our school who are openly gay? Often. Sometimes. Rarely. Never.
Chart 4 – Do you think our school is a safe place for students (teachers) who are gay? Yes. No. Maybe.
Chart 5 – Have you ever stood up for a student being bullied for being or for being perceived to be gay? Often. Sometimes. Rarely. Never.
Chart 6 – How comfortable are you talking about gender/sexuality issues at school? Very comfortable. Sort of comfortable. Not very comfortable. Not comfortable.

Put the charts up around the room. Give your students stickers and have them indicate their responses to each question by putting a sticker next to the most appropriate response. When all students have done this, discuss the results. Were there commonalities, surprises, variations? Do we need to take any action as a result of the responses? *(Continued on next page)*

That's So Gay (continued)

1 What do people really mean when they say “That’s so gay!”?

2 What is the impact of hearing that phrase for you? What is the impact for youth who identify as LGBTQ? What is the impact for the school environment?

3 Why is “That’s so gay!” so prevalent and widely used?

Make the Pledge Activity

Have each student pledge to stop using each of the word on the board that they currently use. Refer to Appendix E for suggestions on how to deal with the words, “That’s So Gay”.

Allies [Intermediate]

1 Describe what an “ally” is.

2 What is the role of an ally and why are allies important to people who identify as LGBTQ?

3 Some people suggest that misconceptions about LGBTQ people will not change without gay/straight alliances – just as racism cannot be overcome without inter-racial groups coming together to confront race issues. Do you agree with this? If you agree with it, how would you support your point of view? If you disagree, how would you support your argument?

Trust in Envelope Activity [Appendix D]

Be the Change [Intermediate]

Be the Change Activity

- In this chapter, people interviewed in the DVD were asked to express in less than 10 words an action item or message that they wanted to share with viewers.
- Ask your students to think about what action item or message that they would want people to think about.
- Have them write it down and share with the larger class. Each student will then recruit at least two classmates to support their action item or message.
- Discuss as a class how the students can *be the change* in their daily interaction with others.

Safe Spaces [Intermediate]

- 1** a. What are the qualities of a safe space?
b. Who benefits from a safe space?
-

- 2** a. How can a Gay-Straight Alliance (GSA) provide a safe space?
b. What else can elementary schools do to be a safe space?
-

- 3** In the Toronto District School Board, there are a number of alternative schools which offer students and parents something different from mainstream schooling. These schools provide a safe place for their students, whatever their area of interest or need. What do you think about this model of education?

Teacher Info: An example of this is the Triangle Program, which is one of three classrooms that make up Oasis Alternative Secondary School. Many students stopped attending school regularly at an early age due to homophobia and transphobia, so this program offers an alternative. Discussing this question, we would hope that students would come to the conclusion that we should be able to create a safe and inclusive space within our schools for all students, but understand why alternative schools are being formed. Through this conversation, we hope students will respect both sides of the issue.

Safe Spaces Activity

- Have your students brainstorm a list of specific qualities that would make a school safe for all students. In other words, what would a safe school look like?
 - When the list is complete, break the students into smaller groups.
 - Ask each group to come up with a list of at least 10 specific changes in their school to achieve these qualities— changes they feel are necessary and would be effective in creating a safe environment.
 - Reconvene the class and ask each group to present its 10 recommended changes.
 - List all suggestions on the board, and together as a class try to arrive at a final “10-point Proposal for Change”. This will require that students reach consensus about what changes are most important, and that they work together to prioritize, select and possibly merge individual group ideas. The goal of the exercise is for students to reach a deeper understanding of the problem by focusing on practical change.
-



Curriculum Connections

Elementary

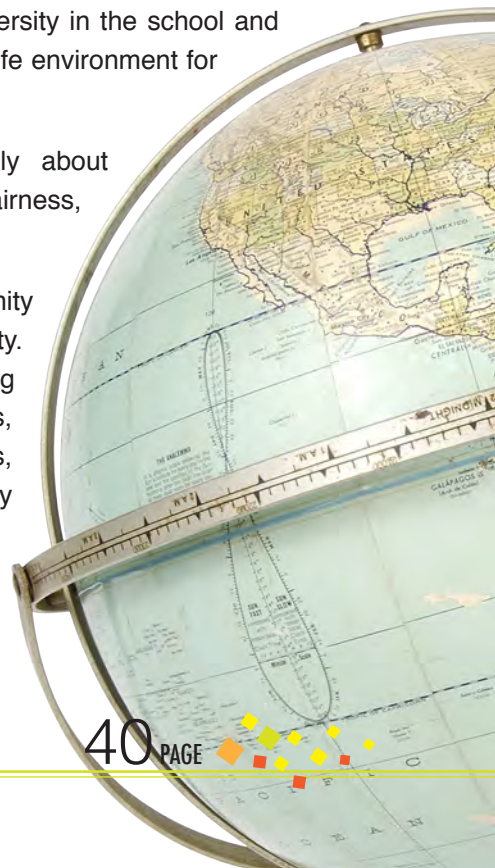
Antidiscrimination Education: All curriculum documents revised after approximately 2004 include an antidiscrimination clause. Please refer to the curriculum document in your subject area for specifics about this clause. If a revised curriculum is unavailable, refer to the following overview.

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, 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.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.



Health and Physical Education



Goal #1 states: *the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes; (p.3)*

The Importance of Health and Physical Education in the Curriculum

(p.4) The health and physical education curriculum helps students develop an understanding of what they need in order to make a commitment to lifelong healthy, active living and develop the capacity to live satisfying, productive lives. Healthy, active living benefits both individuals and society in many ways – for example, by increasing productivity and readiness for learning, improving morale, decreasing absenteeism, reducing health-care costs, decreasing anti-social behaviour such as bullying and violence, promoting safe and healthy relationships, and heightening personal satisfaction.

The Ministry of Education’s “Foundations for a Healthy School” (www.edu.gov.on.ca/eng/healthyschools/foundations.pdf) identifies four components that together represent a

comprehensive approach to creating a healthy school. This approach ensures that students learn about healthy, active living in an environment that reinforces their learning through policies and programs that promote healthy, active living. The four components are as follows:

- High-quality instruction and programs
- A healthy physical environment
- A supportive social environment
- Community partnerships

A supportive Social Environment

(p.8) A supportive social environment has a positive impact on students’ learning. 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. “School climate” may be defined as the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion and are modelled by all, a culture of respect becomes the norm. Students, teachers, and parents can all benefit from a supportive social environment, and there are various practices that can foster such an environment – from formal measures (e.g., school policies, programs, and guidelines that promote inclusion and the removal of systemic barriers; bullying prevention, healthy foods, and anaphylaxis protocols; clubs and organized support groups) to informal behaviour (e.g., occurring within unstructured peer interaction or free play).

Some Considerations for Program Planning:

Healthy Relationships and Health and Physical Education

(p.47) Teachers should ensure that all students – students of all cultures, abilities, genders, and sexual orientations – feel included and recognized in all activities and discussions.

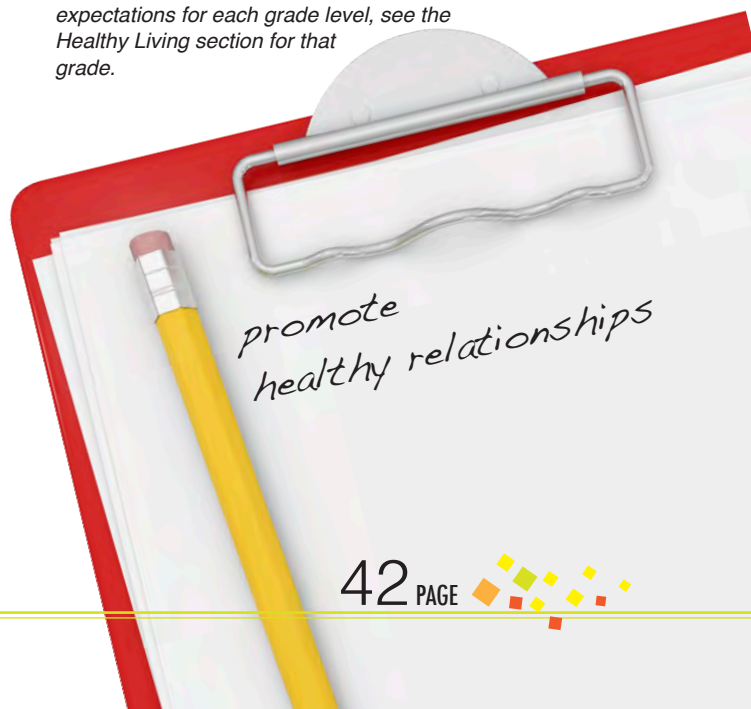
(p.55) Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, harassing, or inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

(p.57) In an environment based on the principles of inclusive education, all students, parents, and other members of the school community – regardless of ancestry, culture, ethnicity,

- interpersonal relationships are addressed throughout the curriculum which include finding respect for self and others, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf

The above excerpts from the Health & Physical Education Curriculum provide overriding concepts for the teaching of Health and Physical Education. For specific expectations for each grade level, see the Healthy Living section for that grade.



Social Studies



Heritage and Citizenship

Grade 1: Relationships, Rules, and Responsibilities

Grade 2: Traditions and Celebrations

Canada and World Connections

Grade 1: The Local Community

Grade 2: Features of Communities Around the World

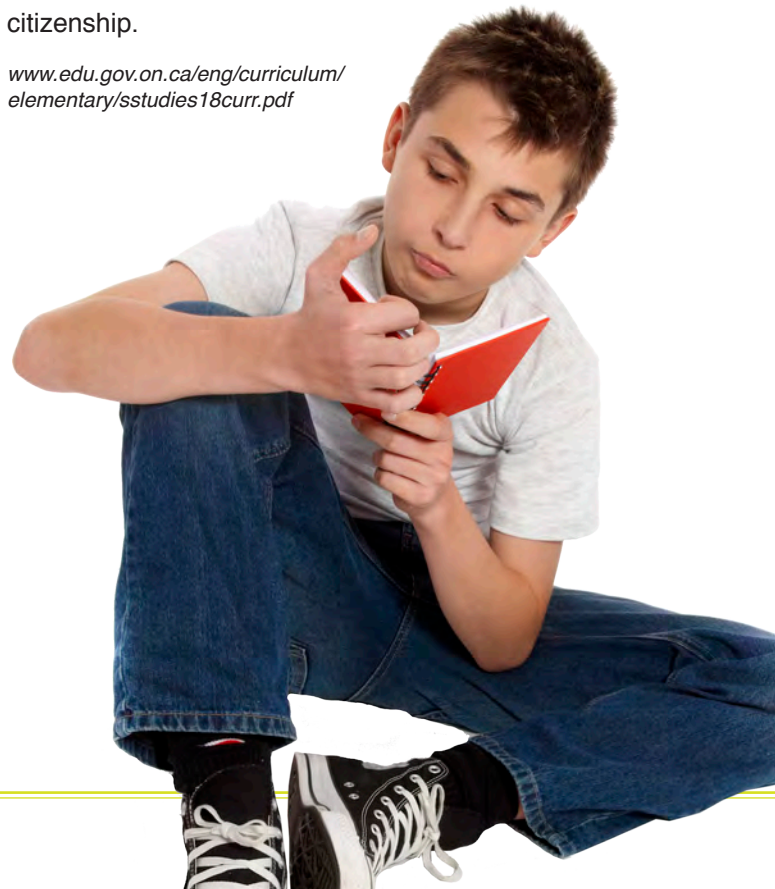
Grade 3: Urban and Rural Communities

Antidiscrimination Education in Social Studies, History, and Geography

(p.17) The social studies, history, and geography curriculum is designed to help students acquire the “habits of mind,” essential in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment. In social studies, history, and geography, students learn about

the past and present contributions of a variety of people to the development of Canada and the world. The critical thinking and research skills taught in social studies, history, and geography will strengthen students’ ability to recognize bias and stereotypes in contemporary as well as historical portrayals, viewpoints, representations, and images. The learning activities used to teach the curriculum should be inclusive in nature, and should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship.

www.edu.gov.on.ca/eng/curriculum/elementary/sstudies18curr.pdf



Language



Successful Language Learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.

(p.4)

Reading activities should expose students to materials that reflect the diversity of Canadian and world culture.

Antidiscrimination Education in the Language Program

(p.28) The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, 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.

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive language program. In such a program, stories contain heroes and protagonists of both sexes from a wide variety of racial and cultural backgrounds. Students are made aware of the historical, social, and cultural contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary Aboriginal peoples, and make them available

to students. In the primary classroom, myths, fables, fairytales, and legends from a variety of cultures may be explored. In later years, stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study. Storybooks, novels, magazine and newspaper articles, television programs, and films all provide opportunities for students to explore issues of culture and diverse identities. 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. The language program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. In the language program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials; they also learn to use inclusive and non-discriminatory language in both oral and written work.

www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf

Book List for Primary, Junior and Intermediate Students

All Kinds of Families
ISBN 978-0-8075-0282-2

And Tango Makes Three
ISBN 978-0-689-87845-9

Are You a Boy or a Girl?
ISBN 1-896781-14-4

Asha's Mums ISBN 0-88961-143-2

Emma and Meesha My Boy
ISBN 1-4134-1600-4

Families ISBN 0-7868-0822-5

It's Okay to Be Different, by Todd Parr
grl2grl ISBN 978-0-316-01343-7

Heather Has Two Mommies
ISBN 1-55583-543-0

King and King ISBN 978-1-58246-061-1

King and King and Family
ISBN 1-58246-114-9

Lucy's Family Tree ISBN 978-0-88448-292-5

Mini Mia and Her Darling Uncle
ISBN 978-91-29-66734-9

Mom and Mum are Getting Married
ISBN 1-896764-84-3

My Mom is a Fire Fighter
ISBN 978-0-06-058640-9

Our Gracie Aunt ISBN 978-0-7868-1442-8

The Girl with Pinhead Parents
ISBN 1-4120-7131-3

The Sissy Duckling ISBN 0-689-83566-3

Uncle Aiden ISBN 0-9738191-0-3

Uncle Bobby's Wedding
ISBN 978-0-399-24712-5

Who's in a Family
ISBN 978-1-883672-66-9

Activities/Suggestions for Using These Books in Your Classroom

1. Use the title as a discussion starter. Make predictions.
2. Stop at a problem in the storyline. Brainstorm solutions.
3. Stop before the ending. Brainstorm possibilities.
4. Make a list/chart of characters, character traits, problems encountered, etc.
5. Do a 'role-play' based on 2) or 3) above.
6. Do a role-play of a scene from the story.
7. Draw pictures of scenes and/or characters from the story.
8. Create a journal entry (words/pictures) while the story is being read.
9. Write a journal entry after reading the story.
10. Create a mind-map of different types of families.
11. Create an anchor chart for definitions of family.
12. Write a letter to one of the characters.
13. Write a letter as one of the characters.
14. Retell the story in comic form, perhaps using Bitstrips or ComicLife.
15. Create a word-list of inclusive language.
16. Kids add sticky-notes to a chart with their ideas about family.
17. Create a poster to advertise a concept learned from the book.



A decorative graphic consisting of a horizontal bar with a gradient from light orange to dark orange. Above the bar, several squares in various colors (yellow, red, green, orange) are scattered, some appearing to be falling or floating. The word "Appendices" is written in a bold, orange, sans-serif font, partially overlapping the right side of the bar.

Appendices

In this Section:

Appendix A: Glossary of Terms	49-53
Appendix B: Labelling Activity	54
Appendix C: Coming Out Squares	55-57
Appendix D: Trust in Envelope Activity	58
Appendix E: Beyond “That’s So Gay”	59-60

■ APPENDIX A: Glossary of Terms

The definitions offered here may be useful for navigating the often-confusing world of sexual orientation and gender identity. Please remember, however, not to impose any of these words as labels upon queer youth. Ask youth how they self-identify and/or about language that makes them feel safe or comfortable.

Ally

A person (usually a heterosexual individual) or organization that actively helps another with a specific issue; one who openly supports and affirms the rights and dignity of queer people

Androgyny

Exhibiting the identity and/or appearance of both male and female, as neither male nor female, or as between male and female; exhibiting behaviors of either or both traditional genders; a descriptive term that many in the queer community find offensive

Bi

Slang term for people with a bisexual orientation and who self-identify as bisexual

Bi-phobia

Fear or intolerance toward bisexuality, either from straight people or institutions or from within the queer community

Biological sex

The biological state of having: 1) female or male genitalia (vulva, labia, clitoris, and vagina for females; penis and testicles for males); 2) female or male chromosomes (XX for females; XY for males); and 3) female or male hormones (estrogen and progesterone for females; testosterone for males); see also gender and gender identity which are different than biological sex

Bisexuality

Feeling romantic, emotional, and sexual attraction to both males and females; a normal sexual identity of no known cause

Butch

Slang term for individuals who exhibit characteristics or behaviours traditionally considered as masculine; sometimes derogatory; also sometimes used by lesbian women or gay men to self-identify with varying notions of gender

Closeted

The intentional concealment of an individual's own sexual orientation or gender identity, often due to fear of discrimination and/or violence

Coming out

From 'coming out of the closet,' the process of becoming aware of and open about one's sexual orientation or gender identity

Crossdressers

Preferred term for people who usually self-identify with their biological sex and gender but who sometimes wear the clothing, jewelry, etc., of the opposite gender to fulfill emotional needs

Drag queen/drag king

Someone who dresses and acts like the opposite gender for entertainment purposes; usually does not self-identify as transgender

Dyke

A derogatory word for a lesbian and/or for any woman who projects the role, appearance, attitudes, and/or behaviours that a culture traditionally assigns to males; also reclaimed by some to identify with varying notions of gender

Fag/faggot

A derogatory word for a gay male and/or for any man who projects the role, appearance, attitudes, and/or behaviors that a culture traditionally assigns to females; also reclaimed by some men to identify with varying notions of gender

Female-to-male (FTM)

A person born or assigned at birth as biologically female, who identifies as a male and who takes the sex, gender, and identify of a male through dress, mannerisms, behavior, hormone therapy, and/or surgery

Femme

A slang term for an individual who projects a traditionally feminine gender role; sometimes, but not always, derogatory; also used by some to self-identify regarding gender

Gay

Men who feel romantic, emotional, and sexual attraction to other men; can be used to describe both men and women who identify as having attraction to someone of the same sex/gender

Gay-straight alliance (GSA)

Formal organization of queer and straight people in support of the dignity and rights of queer people, usually in the context of and to create change within educational institutions and environments

Gender

Social and cultural expression of sex; not biological sex

Gender dysphoria

A medial term for unhappiness or discomfort with the gender role assigned by one's culture to one's biological sex; a term disliked by many transgender people as implying that there is something wrong with them

Gender expression

The ways in which an individual communicates gender identify to others through behavior, clothing, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics; not an indication of sexual orientation; behaviours and traits used publicly to express gender identity – as masculine or feminine or something else; also called gender presentation

Gender fluidity

The belief that social constructions of gender identity and gender roles lie along a spectrum and cannot be limited to two genders; a feeling that one's gender varies from societal notions of two genders

Gender identity

An individual's innermost sense of self as male or female, as lying somewhere between these two genders, or as lying somewhere outside gender lines altogether

Gender neutral

Anything (such as clothing, styles, activities, or spaces) that a society or culture considers appropriate for anyone, irrespective of gender; anything that carries with it no particular gender associations

Gender role

Culturally or socially determined sets of attitudes and behaviours that are expected of an individual based on her/his biological sex

Genderqueer (also gender queer)

People who reject the normative societal construct of gender and view their own identity as unrelated to such gender constructs

Heterophobia

A fear or distrust of heterosexual people and of anything associated with heterosexuality is the only 'normal,' right, and moral way to be and that, therefore, anyone of a different sexual identity is 'abnormal,' wrong, and immoral

Heterosexism

The assumption that everyone is heterosexual (or should be) and that heterosexuality is the only 'normal,' right, and moral way to be and that, therefore, anyone of a different sexual identity is 'abnormal,' wrong, and immoral

Heterosexual privilege

Those benefits derived automatically by being heterosexual that are denied to members of the queer community

Heterosexuality

Feeling romantic, emotional, and sexual attraction to the opposite gender; a normal sexual identity of no known cause

Homophobia

Fear or intolerance of queer people, a feeling that is not limited to particular cultures or to 'straight' people

Homosexuality

Feeling romantic, emotional, and sexual attraction to members of the same sex/gender; a normal sexual identity of no known cause often used in Canada without being derogatory, although considered offensive by the American Psychological Association because historically the term was used to describe deviance, mental illness and criminal behavior (Committee on Lesbian and Gay Concerns, 1991)

In the closet

The intentional concealment of an individual's own gender identity or sexual orientation, usually due to fear of discrimination and/or violence; can cause isolation and psychological pain

Intersex

Having some degree of ambiguity in regard to primary sex characteristics (genitalia) or being born with predominantly male or female genitalia that medical professionals deem to be physiologically 'incorrect,' usually addressed through medically

unnecessary surgery during infancy; sometimes offensively call 'hermaphroditic'

Lesbian

A woman who feels romantically, emotionally, and sexually attracted to other women; a descriptive and socially acceptable label that gay women often prefer because it offers an identity separate from that of gay men

Male-to-female (MTF)

A person born or assigned at birth as biologically male, who self-identifies as female and who takes the sex, gender, and identity of a female through dress, mannerisms, behaviours, hormone therapy, and/or surgery

Men who have sex with men (MSM)

A term used to denote men who engage in sexual behavior with other men; includes men who self-identify as heterosexual as well as those who self-identify as gay and bisexual (please note that in online politics, MSM is an acronym for mainstream media)

Out

Openly acknowledging one's sexual orientation or gender identity; may be partial (that is, out to some people and in the closet to others)

Outed

When someone else accidentally or deliberately discloses another's sexual orientation or gender identity, usually without permission

Pansexual

A term of choice for people who do not self-identify as bisexual, finding themselves attracted to people across a spectrum of genders

Passing

Describes a person's ability to be accepted as their preferred gender/sexual identity or to be seen as heterosexual

Queer

Formerly an exclusively derogatory term for all LGBTQ people; now proudly used by some as an umbrella term for the entire LGBTQ community; also used by those who see their own gender identity, sexual identity, and/or sexual orientation as not fitting the widely recognized pattern of LGBTQ

Safe space

A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability

Same gender loving

A term created by the African American GLBTQ community and used by some people of colour who see 'gay' and 'lesbian' as terms of the white gay lesbian community

Sex (biological sex)

A classification based on reproductive physiology and identified in four main ways, including: 1) primary sex characteristics (vulva, labia, clitoris, and vagina for females; penis and scrotum for males); 2) genetic sex or chromosomes (XX for females; XY for males); 3) gonads (ovaries for females; testes for males); and 4) secondary sex characteristics

Sexual minority

An umbrella term for people whose sexuality is expressed in less common ways; may include people who self-identify as gay, lesbian, bisexual, transgender, queer, Two-Spirit, their gender, and so on

Sexual orientation/identity

A feeling of attraction to others, based on biological sex and gender expression, over which individuals have no choice and different from sexual behaviour; romantic, sexual, and emotional attraction to others, categorized by the sex of the person to whom one

is attracted – such as: attraction to someone of the same sex/gender (gay or lesbian), or another sex/gender (straight); or bisexual (attracted to individuals irrespective of their sex/gender)

Straight

Slang term for a person with heterosexual orientation

Trannie/Trans

Slang for transgender people; considered offensive by most but also reclaimed by some

Transgender

An umbrella term for all who feel that they are outside the boundaries of biological sex and culturally determined gender expression; may include transsexuals, crossdressers, Two-Spirit people, drag performers, etc., and people who do not identify with their biological sex

Transition

The period when one is intentionally changing from living as one sex or gender to a different conception of sex or gender; a multi-step, complicated process that may or may not include sexual reassignment surgery and/or hormonal supplements to alter one's body

Transman

Slang for a female-to-male transsexual person

Transphobia

Unreasonable hatred and suspicion or fear of anyone whose gender identity and gender expression does not conform to society's expectations for one of her/his biological sex

Transsexual

An individual who does not self-identify with his/her biological sex; one who identifies physically, psychologically, and emotionally as of a different sex from that one was born or assigned at birth; may choose to alter the body to reconcile gender identity and biological sex or physical appearance; may

consider one's self as non-operative (meaning does not intend to change the primary sex characteristics); pre-operative (meaning takes hormones to change the body's appearance and may or may not eventually have sexual reassignment surgery); and post-operative (meaning has had sexual reassignment surgery)

Transwoman

Slang for a male-to-female transsexual person

Two-Spirit

A term whose definition varies across native American cultures, but which generally means a person born with one biological sex and fulfilling at least some of the gender roles assigned to both sexes; often considered part male and part female or wholly male and wholly female; often revered as natural peace makers as well as healers and shamans

Adapted from <http://www.advocatesforyouth.org/publications/safespace/glossary.htm>

■ APPENDIX B: Labelling Activity

Materials Required: 4 different coloured markers or chalk.

- 1** Using one colour of marker, write the acronym, LGBTQ on the board.
- 2** Ask your students to silently think of all of the negative names and hurtful labels that they have heard or used about lesbian, gay, bisexual, transgender, and queer individuals. After a few moments the teacher should ask the students to respond out loud. Using a different coloured marker, write each word on the board in a scattered style without comment.
- 3** Ask the students to think about how it might feel, how might they be impacted to be called those hurtful labels and negative names? AS the students respond, using a different coloured marker, write these words on the board in a scattered style without comment.
- 4** Ask the students to silently take a few moments to look at the words; the negative names and hurtful labels that have been written on the board. The teacher returns to the acronym on the board and writes his/her own name if he/she openly identifies as LGBTQ or inserts the name of a family member, celebrity, etc. and says, “you’ve just called _____all of those names”.

Conclusion

At the end of the session, or at a later date, as a follow up, the teacher could look up the definition of each of the words and discuss their “real” meaning and why that particular word is hurtful. Strategies for dealing with name calling and labeling could be visited as well.

■ APPENDIX C: Coming Out Squares Activity

Materials Required: Paper or cardboard squares (blue, yellow, grey, yellow and green) and pencils

STEP 1

- 1** Write your name in the middle of the square.
- 2** Think about a friend who is very close to you, who you care about very much. Write your friend's name on one of the points.
- 3** Think of a specific family member (chosen or biological) you turn to in times of need or for advice, someone who cheers you up when you're sad, or who has made a big impact on your life. Write this person's name on a square point.
- 4** Think of a community group that you belong to, a religious community, a neighbourhood, etc. Write the name of this group on a square point.
- 5** Identify your ideal job – this may be where you work now or where you would like to work in the future. Write the name of your ideal job on a square point.

STEP 2: Lead participants through the challenges involved in “coming out.”

All of you are LGBT. You have known about your sexual orientation for some time, but you have kept that information secret until now. Starting today, you are going to “come out” and share that information with others. Let's find out what happens to you.

- 1** You have decided that it will be easiest to come out to your friends first, since they have always been there for you in the past and you trust them.
 - If you have a blue square, your friend has no problem with your news. He/she thanks you for being honest and acts no differently towards you, accepting you for who you are. Do nothing with your square.
 - If you have a yellow or grey square, your friend is hesitant and annoyed you've waited so long to tell her/him. But, you are confident that he/she will eventually accept you and understand that being LGBT is a part of who you are. If you have a yellow or grey square, fold back the point of your square with your friend's name.
 - If you have a green square, your news is met with anger and disgust. This friend who has always been at your side tells you that being LGBT is wrong and that he/she cannot associate with anyone like that. If you have a green square, please tear off the point with your friend's name and drop it to the ground. This friend is no longer part of your life.


STEP 2: (continued)

- 2** Most of you have had good luck with your friends and you decide that your family probably deserves to know. You turn to your closest family member.
- If you have a blue square, you are embraced by this family member. He/she is proud that you have decided to come out and tells you that he/she will always be there to support you. Do nothing to your square.
 - If you have a grey square, the conversation does not go exactly as you had planned. Questions are asked as to how this could have happened, but following a long discussion your family member becomes a bit more at ease with your news. Fold back the point of your square with the name of your family member. This person will be an ally, but only with time.
 - If you have a yellow or green square, your family member rejects the thought of being related to a person who is LGBT. Much like some of our friends, your family member is disgusted. Some of you who have yellow or green squares are thrown out of your house and become part of the 20-40% of homeless youth who identify as LGBT. If you have a green or yellow square, please tear off the point of your square with the name of your family member and drop it to the ground.

STEP 3:

- 1** Having told your friends and family, members of your community soon begin to become aware of your LGBT identity.
- If you have a grey or blue square, your LGBT identity is accepted by your community. Do nothing with your square.
 - If you have a yellow square, you receive a mixed response. Some people in your community accept you. Some don't know what to think. You remain a part of the community and, with time, you will fit in as you once did. If you have a yellow square, please fold back the point with the name of the community group.
 - If you have a green square your community reacts with hatred. They tell you that someone like you does not belong in the community. Those who had supported you in times of need no longer speak to you or acknowledge you. If you have a green square, tear off the point with the name of the community group and drop it to the ground.

Step 4 on next page



Appendix C: Coming Out Squares (continued)

STEP 4:

1 You have heard that rumours are starting to circulate at work regarding your LGBT identity. In the past you confronted these rumours, but in this instance, you do not have the chance.

- If you have a blue square, your co-workers begin to approach you and let you know that they have heard the rumours and that they do not care, they will support you. Your bosses react the same way, letting you know that you do good work and that's all that matters. Do nothing with your square.
- If you have a grey square, the atmosphere in your workplace becomes interesting. Everyone appears to think you are LGBT, even though you have not confirmed the rumours. Some people speak to you less than they did before, but nothing changes drastically. Do nothing with your square.
- If you have a green or yellow square, you continue to work as though nothing is happening, ignoring the rumours that have spread throughout the workplace. One day, you come in to find that your workspace has been packed up. You are called into your boss' office and she explains that you are being fired. When you ask why, she tells you that lately your work as been less than satisfactory and that she has to make some cutbacks in your area. If you have a green or yellow square, please tear off the point with the name of your ideal job and drop it to the ground.

Conclusion

How did you feel as the activity progressed? How realistic is this activity?

What is the long-term impact of these losses for someone who LGBT?

What kind of support do LGBT people need in order to come out? Where can this support come from?

■ APPENDIX D: Trust in Envelope Activity

Materials Required: envelopes, paper, pens/pencils for students; flip chart paper or chalk board for teacher during debrief.

- 1** Each student is given a piece of paper, pen/pencil.
- 2** **Teacher:** Asks students to write one secret that they have never told to anyone on the paper and put it in the envelope. Seal it.
Students: As they are doing this, students may ask what will happen, who will read it etc., but the teacher is to NOT tell them what will happen next, but instead, just wait, pause (as a way to build the natural discomfort, anxiety, risk and tension).
- 3** **Teacher:** The teacher then asks students a series of questions; for example, “What is it like to sit with the envelope in front of you?” “What feelings are coming up?”, “What do you think might happen next”?
- 4** **Teacher:** As the responses slow, the teacher then asks students to pass their envelope to the person on their left.
Students: Again, students may hesitate and ask questions about this part of the exercise, etc. Again, do not respond, but build the discomfort with some pausing.
- 5** **Teacher:** Again, the teacher will ask students a series of questions (pause as a way to build the natural discomfort, anxiety, risk and tension); for example, “What is coming up for you now?” “What do you notice about your own level of trust, safety, “?, “What feelings are you aware of?”, “What do you think might happen next”?
Students: After a period of pausing and student responses and reactions being voiced (and they will)...ask students to pass the envelope back to the person who gave it to them.

Conclusion

The teacher will write responses on the board or flip chart paper. The discussion is initiated by the teacher and should include for example: “What was the point of the activity”?, “What was it like to hold someone else’s secret in front of you”?, “What level of trust, fear, respect etc., do you have for your own and someone else’s secret? “What do you think it is like for an LGBTQ person who has NOT come out? “How do you think an LGBTQ person/ally feels to hold a secret?”

■ APPENDIX E: Beyond “That’s So Gay”

A Newsletter for Secondary School in Waterloo Region:

Healthy Connection, Issue 9, Fall 2007

www.region.waterloo.on.ca/healthyconnections

No doubt you have been there. It’s getting late in the lesson, you are thinking about the bell when out of nowhere, without warning it comes. “This is so gay”. Ok, so maybe it could be “this ruler is gay”, “this subject is so gay”, “such and such is so gay”, “you are so gay”, “I am so gay”, etc. Increasingly, teachers are becoming more and more frustrated with the phenomenon of a student saying that’s so gay!” “they don’t mean it. They don’t know what they are saying.” There is a common belief amongst teachers that ‘That’s so gay,’ is harmless. This is definitely not the case. Gay and lesbian youth can readily attest to the damage caused by these seemingly harmless “throwaway lines”. How do we address this? Here are some common responses:

Disciplinary approach: This sends a message to the student that homophobia is unacceptable, but offers no opportunity to educate, “If you say it, don’t say it around (insert teacher’s name)”. This might look like (raised voice) “How many time have I told you not to say that?! If I hear it again then...” While this approach sends the message that homophobic language is unacceptable, it also acts to escalate the situation or silence the student (and perhaps even those with similar thoughts, ideas and feelings). There are more helpful responses. If an educator sees homophobic language as an educational opportunity, then it may provide a means to address deeper causes for homophobia.

Humorous approach: Involves making light of the use of the word “gay” in that context, and puts into question its appropriateness. This might look like “Gee, you said you ruler was gay. I wonder if there are any other gay rulers in the room. I would hate for your gay ruler to feel isolated from other rulers. Does anyone else have a ruler that is gay too? May we could get all the gay rulers together, all the straight ones over her, and...”

Correct language approach: Involves alerting the students to their incorrect choice of language in conveying an idea, concept or opinion. This might look like “Last time I checked, I was sure that gay wasn’t a negative term. What do you really mean?”

Personal approach: Involves reflecting on our own experience and relationships and communicating the impact of language on those around you. This might look like “I find that offensive/unacceptable in this classroom, others in this room could also have someone they are about who is gay/lesbian/etc”.

Minority approach: Involves investigating why gays and lesbians – and not other minorities – are used to communicate that something is not good, popular or otherwise. This might look like “Why is it that you say ‘That’s gay’? Why not ‘that’s so aboriginal’, ‘woman’, ‘disabled’, ‘Muslim’, etc.? Would you be allowed to say these other words and not get pulled up?”

Student(s) as expert’s approach: Acknowledges that the teacher does not necessarily know what a student

means. Students are asked what they actually mean, and a broader discussion potentially ensues. This might look like “When you say ‘that’s so gay’ it seems like you mean it’s not a good thing. Is that right? OK then, why is it that you choose gay and not another word? Do others use ‘gay’ in the same way? When I think of ‘gay’ I don’t think it means something negative. Do you think that being gay is a negative thing? Tell me more...”

One common misconception is that homophobia is one particular behavior subset. This is an unhelpful barrier where educators feel that they only have to deal with overt, extreme cases of homophobia (e.g. “it’s not like he is bashing them or swearing”).

To offer only one answer is problematic. It may require a combination of strategies over a period of time. What all of the strategies mentioned above have in common are that a message is being sent to all students that homophobia is unacceptable. This is simple but powerful. However, not only is it vital to send a message that homophobia is unacceptable, it’s also a message that needs to be delivered immediately after a homophobic remark or joke has been heard. It also needs to be addressed consistently by all staff members.