

Interrogation

The story of a teenager who has been the victim of a hate crime.



Creating a Positive Space: An Inclusive Community Positive Space Forum

Tuesday March 6, 2012

830 a.m.- 3 p.m.

St. Clair College Center for the Arts

Cost: \$5 Lunch included.

Elementary schools invited to come on March 6 and 7. For more information please contact Windsor Pride or the GECDSB



**CREATING POSITIVE SPACES:
AN INCLUSIVE/SAFE SCHOOLS FORUM**

MARCH 06, 2012

Name of GECDSB School _____

Name of Lead Teacher Contact _____

Team Member Composition (10-15 Members)

	Name	Position/ Title	Or Grade Level	Dietary Consideration	\$5 (Students Only)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Are you applying for an Embracing Diversity Project Grant?

Yes No

**Please Return to: GECDSB Diversity Officer
Rachel Olivero by February 28, 2012**

CREATING POSITIVE SPACES: AN INCLUSIVE/SAFE SCHOOLS FORUM

*Hosted by GECDsB, Windsor Pride Community, Windsor Police Service,
Family Services Windsor, ETFO and OSSTF
St. Clair Centre for the Arts*

March 06, 2012

TIME		Location	Action
8:30 – 9:00 am	Registration Lead Teacher picks up registration package for school delegation. Video Clips from St. Clair College, MOET Equity and Inclusion,	St. Clair Theatre	
9:00 – 9:50 am	Opening Ceremonies & Introductions St. Clair College, Windsor Pride Community, Windsor Police Service and GECDsB	St. Clair Theatre	
10:00 – 10:45 am	Performance: “INTERROGATION” One act play about a teenager who has been the victim of a LGBT hate crime. Written, produced and performed by local youth.	St. Clair Theatre	
10:45 – 11:30 am	Talk Back: Facilitated discussion Windsor Police Service, Chris Rabideau, Windsor Pride and Interrogation Cast	St. Clair Theatre	
11:30 – 12:15 pm	LUNCH	Breakout Room	
12:15 – 1:15 pm	Workshop #1 (Concurrent Sessions) Building Inclusive, Equitable and Safe Schools Presenter – Jonah Thompson, Spectrum Center, University of Michigan	Breakout Room	
1:15 – 2:15 pm	Workshop #2 (Concurrent Sessions) School Initiatives (In school Groups) Facilitated school team project planning with guided questions, flip charts. Moderators: OSSTF: Walter Cassidy and Amy Tesolin, Secondary Teachers	Breakout Room	
2:15 – 2:45 pm	Panel Discussion by Student(s) and Staff Best practices and School Sharing Whole Group Activity Facilitator: Sandra Bortolin, PH.D. Candidate	Breakout Room	
2:45 – 3:00 pm	Closing Remarks & Thanks GECDsB, Windsor Pride	Breakout Room	

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

MEMORANDUM

DATE: February 13, 2012
TO: Network of Equity Worksites Representatives
FROM: Rachel Olivero
Diversity Officer
SUBJECT: Embracing Diversity Project Grants

**CREATING POSITIVE SPACES:
AN INCLUSIVE/SAFE SCHOOLS FORUM
MARCH 06, 2012**

The Diversity Office of the Greater Essex County District School Board is pleased to present *Embracing Diversity Project Grants*.

Embracing Diversity Project Grants is designed to encourage and support schools and other worksites in the development of school based initiatives to assist with the implementation of the Board's Vision, Mission and Belief Statements. An information sheet and an application form for the program are attached.

The Network of Equity Worksites (N.E.W.) Executive Committee will review all applications. Decisions will be based on the criteria outlined in the attached information sheet. Funding for this initiative comes from the revenue generated by the Board's Diversity Office providing Diversity Training to community partners.

For more information, please contact Rachel Olivero at 519-255-3200 ext. 10213.

Attachments

Embracing Diversity Project Grants

Purpose: To provide support for schools and other Worksites to undertake diversity projects that reflect the Board's vision and mission statements.

Specifically, these projects should provide an opportunity to reaffirm and celebrate Canada's identity as a proud multicultural mosaic.

Criteria:

1. project clearly demonstrates how it is related to the Board's Mission and Vision statements;
2. project clearly demonstrates how it is related to the curriculum;
3. project clearly demonstrates how it is related to the School's Plan for Continuous Improvement;
4. project involves staff, students, and if applicable, parents and community member groups;

Ineligible Projects:

1. continuation of activities previously undertaken;
2. activities not closely related to Board/Ministry curricula;
3. purchase of materials (i.e. textbooks, learning resources) covered by an existing budget line.

Applications will be reviewed approximately every two months during the school year.

Assistance under this program is available only once per school year. Maximum amount of grant per worksite is \$300.00. **NOTE: For the project to be considered, the application form must be signed by the Principal or Worksite Supervisor.**

For further information, please call Rachel Olivero, Diversity Officer at 519-255-3200 ext. 10213.

Embracing Diversity Project Grants

CONTACT PERSON: _____

SCHOOL/WORK SITE: _____

N.E.W. REPRESENTATIVE: _____

PHONE: _____ **DATE:** _____

1. Brief description of Project:

2. Objective of Project in relation to the Board's Vision and Mission statements:

3. Description of how the project provides an opportunity to reaffirm and celebrate Canada's identity as a proud multicultural mosaic.

4. Brief description of the curriculum focus of the project. *(please refer to the Ministry of Education/Board curricula – Language Arts, Mathematics, Science, etc.)*

Date of the Events/Activity: _____

Number of Participants: _____

Project Budget (indicate major expenses): _____

PLEASE NOTE:

The Designated NEW Rep will be notified IF the Project is approved.

At the conclusion of an Approved Project a brief final report and final expense report including original, detailed, itemized receipts MUST be completed and submitted.

Schools will ONLY be reimbursed upon receipt of a proper signed final report and final expense report.

Name of Principal/Worksite Supervisor (please print)

Signature of Principal/Worksite Supervisor

Date

Please Return to:

Rachel Olivero
Diversity Officer
Board Office

**Embracing Diversity
Project Grants**

FINAL REPORT

Contact Person: _____

N.E.W. Rep.: _____

School/Worksite: _____

Phone: _____

Date: _____

Evaluation & Reflection of Project:

Name of Principal/Worksite Supervisor (please print)

Signature of Principal/Worksite Supervisor

Date

Please Return to:
Rachel Olivero
Diversity Officer
Board Office

Embracing Diversity Project Grants

FINAL EXPENSE REPORT

Contact Person: _____

N.E.W. Rep.: _____

School/Worksite: _____

Phone: _____

Date: _____

Description of Expense	Amount	Receipt Attached
Total		

Name of Principal/Worksite Supervisor (please print)

Signature of Principal/Worksite Supervisor

Date

Please Return to:

Rachel Olivero
Diversity Officer
Board Office



February 15, 2012

Dear Principal,

The Greater Essex County District School Board in partnership with Windsor Pride Community, Windsor Police Service, St. Clair College of Applied Arts and Technology and Family Services Windsor are proud to host **“Creating Positive Spaces: An Inclusive/Safe Schools Forum”** on **March 06, 2012** at the St. Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario. Generous funding for this conference has been provided in part by the Safer and Vital Communities Grant program.

We would like to invite your school to participate in this forum by having a representative group of 10-15 members of your school community attend. Ideally, school teams should be comprised of students, staff and parents. Suggested participants could include your school’s Guidance Counsellor, Vice Principal or Principal, Child and Youth Worker, Parent Council Representatives, Student Government Leaders, Safe Schools Committee Members, Social Worker, GSA Sponsor Teacher and GSA student participants. The students selected should be considered school leaders with a keen interest in social justice issues.

The Forum will feature “Interrogation”, a one act play about a teenager who has been the victim of a LGBT hate crime. The play was written, produced and performed by local youth. The Forum is designed to reaffirm our commitment to providing safe, inclusive, diverse and equitable learning environments for all, free from discrimination, bullying and harassment. This Forum will offer participants specific tools and resources to meet the needs of all students including those who identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Two Spirited and their Allies. The Forum will address establishing and strengthening school groups called Gay Straight Alliances (GSA). The Forum is also designed to bring together school communities from across Windsor and Essex County to share experiences and best practices.

Each school is responsible for providing supply coverage for participating staff members and transportation. We are pleased to announce that GECDSD Secondary Schools are eligible for a **subsidy for up to \$300.00 from the Diversity Office** to cover some of these costs. We have included an “Embracing Diversity Projects” grant application to access these funds. Please note: applications do NOT need to be pre-approved. Schools will be reimbursed for expenses for up to \$300.00. Signed applications and completed expense reports (including receipts) must be received by the Diversity Office in order to process the school reimbursements after the Forum. The cost of the Forum to the student is \$5/participant which includes lunch. The form to register your school delegation is **due by Tuesday, February 28, 2012 to Rachel Olivero at the Board Office.**

Included in the package are:

- 2 Posters to advertise the event
- Embracing Diversity Project grant information
- Letters to principal, teacher, participant, & parent/guardian
- School Team Registration Form

Thank you very much for your consideration. Your participation will help ensure the success of this event! For more information please contact Rachel Olivero, GECDSD Diversity Officer.

Sincerely,

Terry Lyons
Superintendent of Education

Chris Rabideau
Windsor Pride Community



February 15, 2012

Dear Parents/Guardians & Student Participants,

The Greater Essex County District School Board in partnership with Windsor Pride Community, Windsor Police Service, St. Clair College of Applied Arts and Technology and Family Services Windsor are proud to host, **“Creating Positive Spaces: An Inclusive/Safe Schools Forum”** on **March 06, 2012** at the St. Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario. Generous funding for this conference has been provided in part by the Safer and Vital Communities Grant program.

We are inviting each GECDSD Secondary School to participate in this forum by having a representative group of 10-15 members of your school community attend. Ideally, school teams should be comprised of students, staff and parents. Suggested participants could include your school’s Guidance Counsellor, Vice Principal or Principal, Child and Youth Worker, Parent Council Representatives Student Government Leaders, Safe Schools Committee Members, Social Worker, GSA Sponsor Teacher and GSA student participants. The students selected should be considered school leaders with a keen interest in social justice issues.

The Forum will feature “Interrogation”, a one act play about a teenager who has been the victim of a LGBT hate crime. The play was written, produced and performed by local youth. The Forum is designed to reaffirm our commitment to providing safe, inclusive, diverse and equitable learning environments for all, free from discrimination, bullying and harassment in keeping with the Safe Schools Policy of the Ontario Ministry of Education which states, *“the Ontario government is committed to a safe and inclusive school environment because we believe that safe schools are needed for student success and academic achievement. We are committed to providing all students with the supports they need to learn, grow and achieve.”* (<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>)

This Forum will offer participants specific tools and resources to meet the needs of all students including those who identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Two Spirited and their Allies. The forum will address establishing and strengthening school groups called Gay Straight Alliances (GSA). The forum is also designed to bring together school communities from across Windsor and Essex County to share experiences and best practices.

The cost of the forum is \$5/student which includes lunch. As forum participants, it is expected that students will take an active role on their school teams to design and implement a follow up project for their own school. In preparation for the final activity of the day, students should come to the workshop with several ideas for projects. This could include; starting a GSA or diversity club, organizing an awareness campaign to reduce homophobic bullying, hosting a diversity art and photography exhibit, inviting a special guest lecturer, or other similar activity.

Thank you very much for your consideration. Your participation will help ensure the success of this event! All are welcome. For more information please contact Rachel Olivero, GECDSD Diversity Officer.

Sincerely,

Terry Lyons
Superintendent of Education

Chris Rabideau
Windsor Pride Community

CREATING POSITIVE SPACES: AN INCLUSIVE/SAFE SCHOOLS FORUM

*Hosted by GECDSB, Windsor Pride Community, Windsor Police Service,
Family Services Windsor, ETFO and OSSTF
St. Clair Centre for the Arts*

Three sessions are being held as follows:

- Session 1: March 6, 2012 afternoon**
- Session 2: March 7, 2012 morning**
- Session 3: March 7, 2012 afternoon**

Name of School: _____

Approximate number of Attendees: _____

- Will be attending: Session 1: March 6, 2012 afternoon
 Session 2: March 7, 2012 morning
 Session 3: March 7, 2012 afternoon

Please return this form to **Rachel Olivero, Diversity Officer**, GECDSB, no later than **Wednesday, February 29, 2012**.

SESSION 1: MARCH 6, 2012 / SESSION 3: MARCH 7, 2012		
TIME		Location
Noon – 12:15 p.m.	Registration Schools Arrive Video Clips from St. Clair College, MOET Equity and Inclusion,	St. Clair Theatre
12:15 – 12:45 p.m.	Opening Ceremonies & Introductions St. Clair College, Windsor Pride Community; Windsor Police Service, and GECDSB	St. Clair Theatre
12:45 – 1:30 p.m.	Performance: “INTERROGATION” One act play about a teenager who has been the victim of a LGBT hate crime. Written, produced and performed by local youth.	St. Clair Theatre
1:30 – 2:15 p.m.	Talk Back: Facilitated discussion Windsor Police Service, Chris Rabideau, Windsor Pride and Interrogation cast	St. Clair Theatre
2:15 p.m.	CLOSING	
SESSION 2: MARCH 7, 2012		
9:00 – 9:15 a.m.	Registration Schools Arrive Video Clips from St. Clair College, MOET Equity and Inclusion,	St. Clair Theatre
9:15 – 10:00 a.m.	Opening Ceremonies & Introductions St. Clair College, Windsor Pride Community; Windsor Police Service and GECDSB	St. Clair Theatre
10:00 – 10:45 a.m.	Performance: “INTERROGATION” One act play about a teenager who has been the victim of a LGBT hate crime. Written, produced and performed by local youth.	St. Clair Theatre
10:45 – 11:30 a.m.	Talk Back: Facilitated discussion Windsor Police Service, Chris Rabideau, Windsor Pride and Interrogation cast	St. Clair Theatre
11:30 a.m.	CLOSING	



February 15, 2012

Dear Parents/Guardians,

The Greater Essex County District School Board in partnership with Windsor Pride Community, Windsor Police Service, St. Clair College of Applied Arts and Technology and Family Services Windsor are proud to host, **“Creating Positive Spaces: An Inclusive/Safe Schools Forum”** on **March 06, and March 07, 2012** at the St. Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario. Generous funding for this conference has been provided in part by the Safer and Vital Communities Grant program.

All Grade 7 and 8 students from the GECDSD are invited to attend the half-day Forum that features “Interrogation”, a one act play about a teenager who has been the victim of a LGBT hate crime. The play was written, produced and performed by local youth. The Forum is designed to reaffirm our commitment to providing safe, inclusive, diverse and equitable learning environments for all, free from discrimination, bullying and harassment in keeping with the Safe Schools Policy of the Ontario Ministry of Education which states,

“the Ontario government is committed to a safe and inclusive school environment because we believe that safe schools are needed for student success and academic achievement. We are committed to providing all students with the supports they need to learn, grow and achieve.” (<http://www.edu.gov.on.ca/eng/teachers/safeschools.html>)

Elementary students under the direction of their teachers will participate with their class in activities that bring awareness and understanding of issues of bullying and youth violence. Students will view the play and take part in a facilitated “talk back” session with the Windsor Police Service and the cast of the play. The emphasis of the Forum and the provided pre-and post-viewing lessons will be on the important role that individual students can play in helping to prevent bullying and violence at their school. This Forum will offer participants specific tools and resources to meet the needs of all students including those who identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Two Spirited and their Allies. The Forum is also designed to bring together school communities from across Windsor and Essex County to share experiences and best practices.

Please note that this play “Interrogation” has an emotional impact on audiences as it touches on themes of violence and bullying. There may be students who have experienced traumas in their lives that could be relived through such viewing. At your discretion, you can choose to not have your child attend the half day Forum. It is recommended that you have a discussion with your child after they have attended the performance. GECDSD Social Workers will be available at all showings of the Play and Talk Back sessions. If you have any questions or concerns, please contact your child’s Principal or Teacher.

Your child will be bussed with other grade 7 and 8 students to the performance. Costs related to this program will be covered by the GECDSB and the Safer and Vital Communities Grant. Please find attached a form which must be completed and returned to the school in order to confirm your child's participation in the Forum. Evening performances will also be held for the community on both days. Parents are most welcome to attend ANY performance.

Thank you very much for your consideration. Your participation will help ensure the success of this event! For more information please contact Rachel Olivero, GECDSB Diversity Officer.

Sincerely,

Terry Lyons
Superintendent of Education

Chris Rabideau
Windsor Pride Community

CREATING POSITIVE SPACES: AN INCLUSIVE/SAFE SCHOOLS FORUM

Parent/Guardian Acceptance Agreement

I hereby grant permission for _____

to attend the viewing of "Interrogation" and participating in the Creating Positive Spaces: An Inclusive/Safe School Forum to be held on March 06 or March 07, 2012 at St Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario.

Parent/Guardian Signature: _____

Date: _____

I am declining permission for _____

to attend the viewing of "Interrogation" and participating in the Creating Positive Spaces: An Inclusive/Safe School Forum to be held on March 06 or March 07, 2012 at St Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario. I understand that my child will be expected to be in attendance at school completing assigned work.

Parent/Guardian Signature: _____

Date: _____



February 15, 2012

Dear Elementary School Principal,

The Greater Essex County District School Board in partnership with Windsor Pride Community, Windsor Police Service, St. Clair College of Applied Arts and Technology and Family Services Windsor are proud to host **“Creating Positive Spaces: An Inclusive/Safe Schools Forum”** on **March 06 and March 07, 2012** at the St. Clair College Centre for the Arts, 201 Riverside Drive West, Windsor Ontario. Generous funding for this conference has been provided in part by the Safer and Vital Communities Grant program.

All Grade 7 and 8 students from the GECD SB are invited to attend the half-day Forum that features “Interrogation”, a one act play about a teenager who has been the victim of a LGBT hate crime. The play was written, produced and performed by local youth. The Forum is designed to reaffirm our commitment to providing safe, inclusive, diverse and equitable learning environments for all, free from discrimination, bullying and harassment. This Forum will offer participants specific tools and resources to meet the needs of all students including those who identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Two Spirited and their Allies. Secondary School students are invited to their own full-day Forum on March 06, 2012.

Elementary students under the direction of their teachers will participate with their class in activities that bring awareness and understanding of issues of bullying and youth violence. Students will view the play and take part in a facilitated “talk back” session with the Windsor Police Service and cast of the play. The emphasis of the Forum and the provided pre-and post-viewing lessons will be on the important role that individual students can play in helping to prevent bullying and violence at their school.

Please note that this play “Interrogation” has an emotional impact on audiences as it touches on themes of violence and bullying. There may be students in your community who have experienced traumas in their lives that could be relived through such viewing. At your discretion, you can recommend that they not attend. Parents/Guardians can also choose not to give permission for their child to attend. GECD SB Social Workers will be available at all showings of the Play and Talk Back sessions. If you believe that any of your students may require direct support or if you would like your school Social Worker to assist with the pre-post activities at your school please contact Vickie Komar, Supervisor of Social Work.

Each school is responsible for providing its own transportation. We are pleased to announce that there are a limited number of transportation subsidies available through the Diversity Office. Preference will be given to those elementary schools that have been designated as Compensatory Education. For more information please contact Rachel Olivero, Diversity Officer.

Please review the attached flyer to select the Forum date and time that best meets the needs of your school community. Schools can choose to attend the half day Forum on the afternoon of March 06, the morning of March 07 or the afternoon of March 07. Evening performances will also be held for the community on both days. Parents are most welcome to attend. Included in the package are:

- Letters to principal, participant, & parent/guardian
- School Team Registration Form

Thank you very much for your consideration. Your participation will help ensure the success of this event! For more information please contact Rachel Olivero, GECD SB Diversity Officer.

Sincerely,

Terry Lyons
Superintendent of Education

Chris Rabideau
Windsor Pride Community



Interrogation

The story of a teenager who has been the victim of a hate crime.



An educational resource guide to
accompany the play *Interrogation*.

Based on the *Ontario Curriculum*,
Grade 1-8: Language, 2006.

— *Interrogation* Teacher Resource —

****Not to be reproduced without permission of C. Rabideau, L. Staley and E. Kratochvil. ****



An educational resource guide to accompany the play *Interrogation*.

Based on the *Ontario Curriculum*,
Grade 1-8: Language, 2006.

Created and compiled by:

Chris Rabideau, OCT

Lisa Staley, OCT

Eva Kratochvil, B.A., Board Committee Chair for Programming & Planning
at Windsor Pride

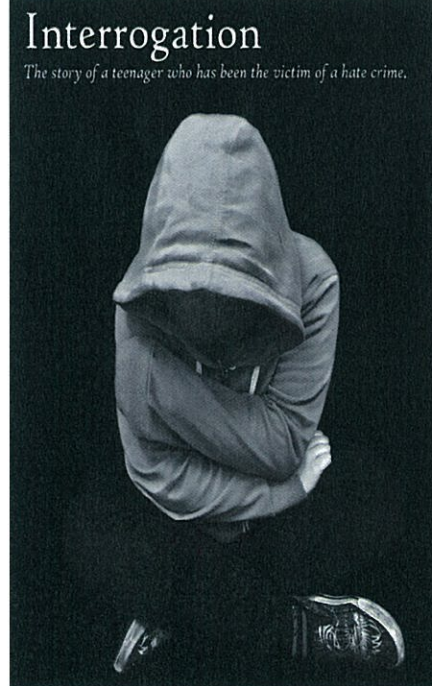
Date of Development: February 2012

— *Interrogation* Teacher Resource —

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Play Synopsis

Interrogation tells the story of a transgender teenager named Jamie who has been the victim of a hate crime. The audience is taken on a truthful and emotional journey that follows Jamie through a year in the life after he has been victimized. The one act play also touches on newcomer bullying and mental health. As the story unfolds the audience is able to connect with the consequences of victimization through hate crimes.



— *Interrogation* Teacher Resource —

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PRE-SHOW LESSON #1: “KNOWING THE TERMS”

OVERALL EXPECTATIONS:

•Students will:

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;

ORAL COMMUNICATION

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

RESOURCES:

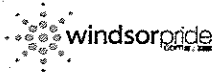
- KWL chart (see Appendix A)
- Glossary of Terms from Windsor Pride (see Appendix B)
- Describing Wheel* graphic organizer (see Appendix C)

TIME REQUIRED: 30-45 minutes

- 1) Present the following terms: gay, lesbian, bisexual, transgender, homophobia, hate crime, and queer. Instruct students to read the terms aloud. Ask students if they are familiar with the terms (use KWL chart).
- 2) Place students in groups of three or four and provide students with one of the following terms: gay, lesbian, bisexual, transgender, homophobia, hate crime, and queer. Provide each student with a copy of the *Describing Wheel* graphic organizer.
- 3) Have students place their term in the centre of the wheel and instruct the class to brainstorm ideas about the term. Students can write their ideas on the spokes of the wheel in their graphic organizer. Students should discuss their ideas amongst their group.
- 4) Provide students with a copy of the *Glossary of Terms* handout and read the definitions as a class.
- 5) Engage students in a class discussion exploring the meaning of each term. Explore the similarities and differences between their definitions and the ones provided by the teacher. Ask students to share where they learn about *LGBTIQ* people and if the information they receive is always true.

— Interrogation Teacher Resource —

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**PRE-SHOW LESSON #2:
“A PICTURE IS WORTH A THOUSAND WORDS”**

OVERALL EXPECTATIONS:

▪Students will:

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;

ORAL COMMUNICATION

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

RESOURCES:

-class copy(ies) of the *Interrogation* poster (see Appendix D)

TIME REQUIRED: 20-30 minutes

**This lesson can be done either orally or as a written reflection.

1) Provide students with a copy of the *Interrogation* poster and have them reflect on the following: What do you think this poster is about? How do you think this individual feels? What assumptions do you make about the person in the picture? How did you come to these conclusions?

2) Explain to students that we often make judgments or assumptions when we don't have all of the facts and that this is very normal. In fact, we do this every day and it isn't necessarily a bad thing. For example, we make judgments about our safety when approaching individuals, we make assumptions about the weather before we go out.

3) Ask students the following: Have you ever been wrong in some of the judgments you've made? Even simple things like the weather — have you ever looked outside in the winter and saw that it was bright and sunny, but when you left the house it was a lot colder outside than you thought it would be? How is it different when we make judgments about people? What happens when we are wrong?

— *Interrogation* Teacher Resource —

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**POST-SHOW LESSON #1:
“POSTER REVIEW”**

OVERALL EXPECTATIONS:

▪Students will:

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;

ORAL COMMUNICATION

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

RESOURCES:

-class copy(ies) of the *Interrogation* poster (see Appendix D)

TIME REQUIRED: 15-20 minutes

**This lesson can be done either orally or as a written reflection.

1) After having watched the play, provide students with a copy of the *Interrogation* poster and have them reflect on the following: what emotions do you think this individual might be feeling? How have your assumptions changed since watching the play? What has changed your mind? How do you feel the show caused you to reflect on your own actions or attitudes towards others?

— *Interrogation* Teacher Resource —

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**POST-SHOW LESSON #2:
“JAMIE’S JOURNAL”**

OVERALL EXPECTATIONS:

▪Students will:

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;

ORAL COMMUNICATION

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

RESOURCES:

-lined paper or individual notebooks for students

TIME REQUIRED: 15-20 minutes

1) Following your viewing of the play *Interrogation*, ask students to reflect on the following in their notebooks:

- Put yourselves in Jamie’s position: what do you think Jamie’s feelings were throughout the play?
- Give some examples of time when Jamie may have journaled: after the assault that occurred, after experiences of bullying at school, after making the police statement, After the meeting at school, and after the court process.
- Can you relate to any of the emotions that Jamie was feeling? What situations are Familiar to you?

2) In small groups, have students share their responses with each other and compare each other’s writings to find similarities and differences. What are the common themes?

3) As a class discuss how we could help someone like Jamie. How could we support a classmate that is feeling similarly to Jamie?

— *Interrogation* Teacher Resource —

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Appendices

Appendix A - KWL Chart	pg. 9
Appendix B - Glossary of Terms	pg. 10-11
Appendix C - Describing Wheel	pg. 12
Appendix D - <i>Interrogation</i> Poster	pg. 13

— *Interrogation* Teacher Resource —

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KWL Chart

What I know:	What I want to know:	What I've learned:

— Interrogation Teacher Resource —

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Glossary of Terms

****The discourse around *LGBTIQ* issues and the definitions in this glossary will change over time.****

ALLY: a word describing a straight identified person who encourages and supports people within the *LGBTIQ* community to be themselves. They include: teachers, doctors, politicians, friends, co-workers, aunts, uncles and grandparents.

BISEXUAL: a man or woman who is emotionally, romantically and sexually attracted to both genders.

CROSSDRESSER: a person who dresses in the clothing of the other sex. May be male or female, and can be straight, gay, lesbian or bisexual.

GAY: a word to describe a person whose primary sexual orientation is to members of the same gender or who identifies as a member of the gay community. This word can refer to men and women. Gay also refers to a culture of people who fall under the *LGBTIQ* acronym.

HATE CRIMES: offences that are motivated by hatred against victims based on their actual perceived race, colour, religion, national origin, ethnicity, gender, disability or sexual orientation.

HETEROSEXISM: the assumption that all people are or should be heterosexual.

HETEROSEXUAL: the term used to describe a person whose primary sexual orientation is to members of *another* gender. Heterosexual people are often referred to as “straight”.

HOMOPHOBIA: irrational fear, hatred, prejudice or negative attitudes toward homosexuality and who are gay or lesbian.

— *Interrogation* Teacher Resource —

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Glossary of Terms (Cont'd)

HOMOSEXUAL: traditionally a medical term to describe a person whose primary sexual orientation is to members of the same gender. Homosexuality was considered a disease for many years. Some members of the *LGBTIQ* community find this term to be offensive.

LESBIAN: a woman who is emotionally, romantically and sexually attracted to other women.

QUEER: a historically derogatory and offensive term for *LGBTIQ* people. Many *LGBTIQ* people have reclaimed this word and use it proudly to describe their identity. Queer can refer to *LGBTIQ* culture or straying from societal conventions.

SEXUAL ORIENTATION: a term for the emotional, physical, romantic, sexual and spiritual attraction, desire or affection for another person.

TRANSGENDER: an umbrella term used to describe a person whose self-image as male or female differs from the norms traditionally associated with their anatomical sex at birth.

TRANSPHOBIA: the irrational fear or dislike of transsexual and transgendered people.

Reference:

Barbara, A. M., Doctor, F., & Chaim, G. (2007). *Asking the Right Questions 2: Talking with clients about sexual orientation and gender in mental health, counseling and addiction settings*. Toronto: Centre for Addiction & Mental Health, pp. 55-60.

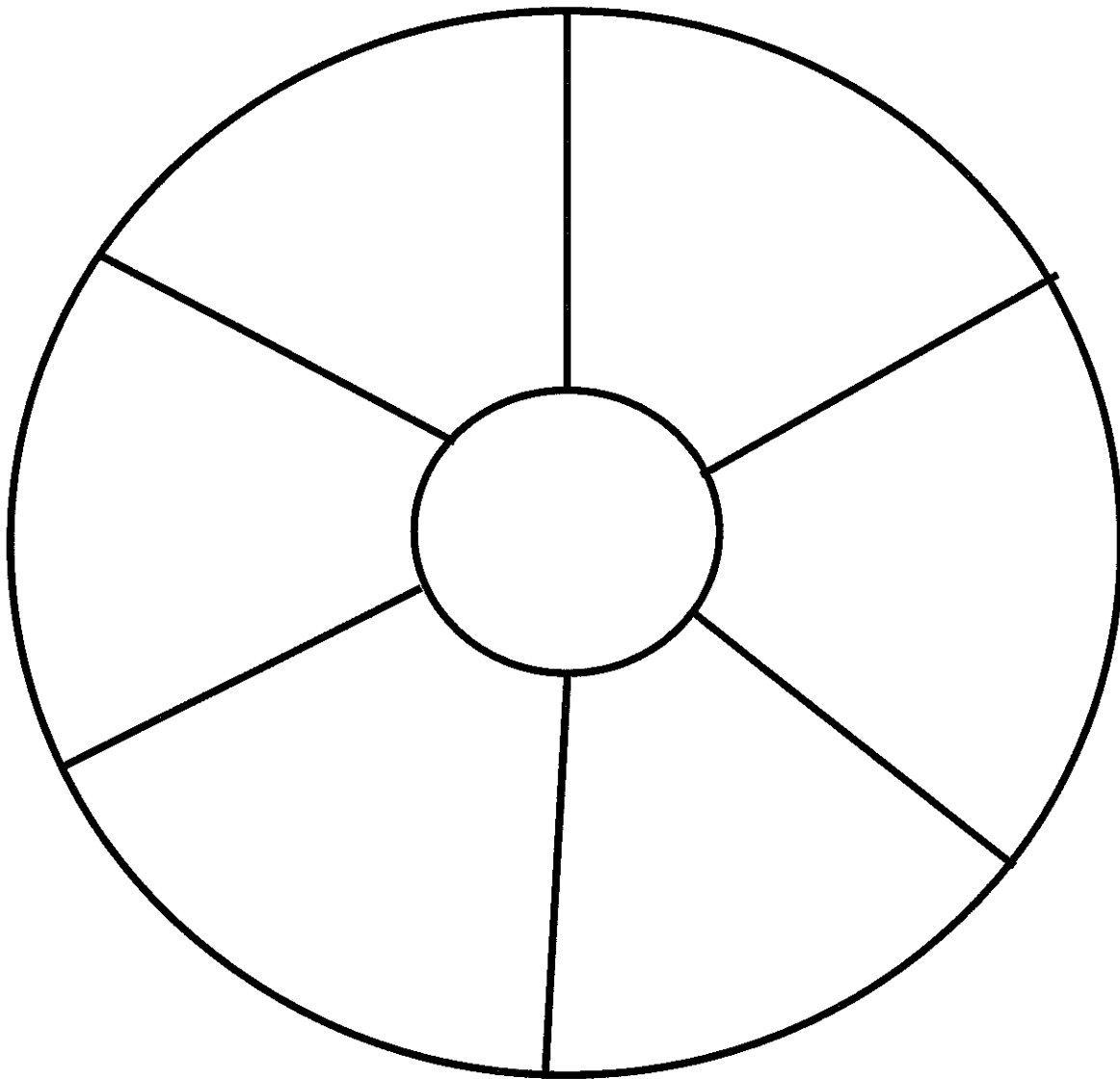
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Describing Wheel

Name: _____

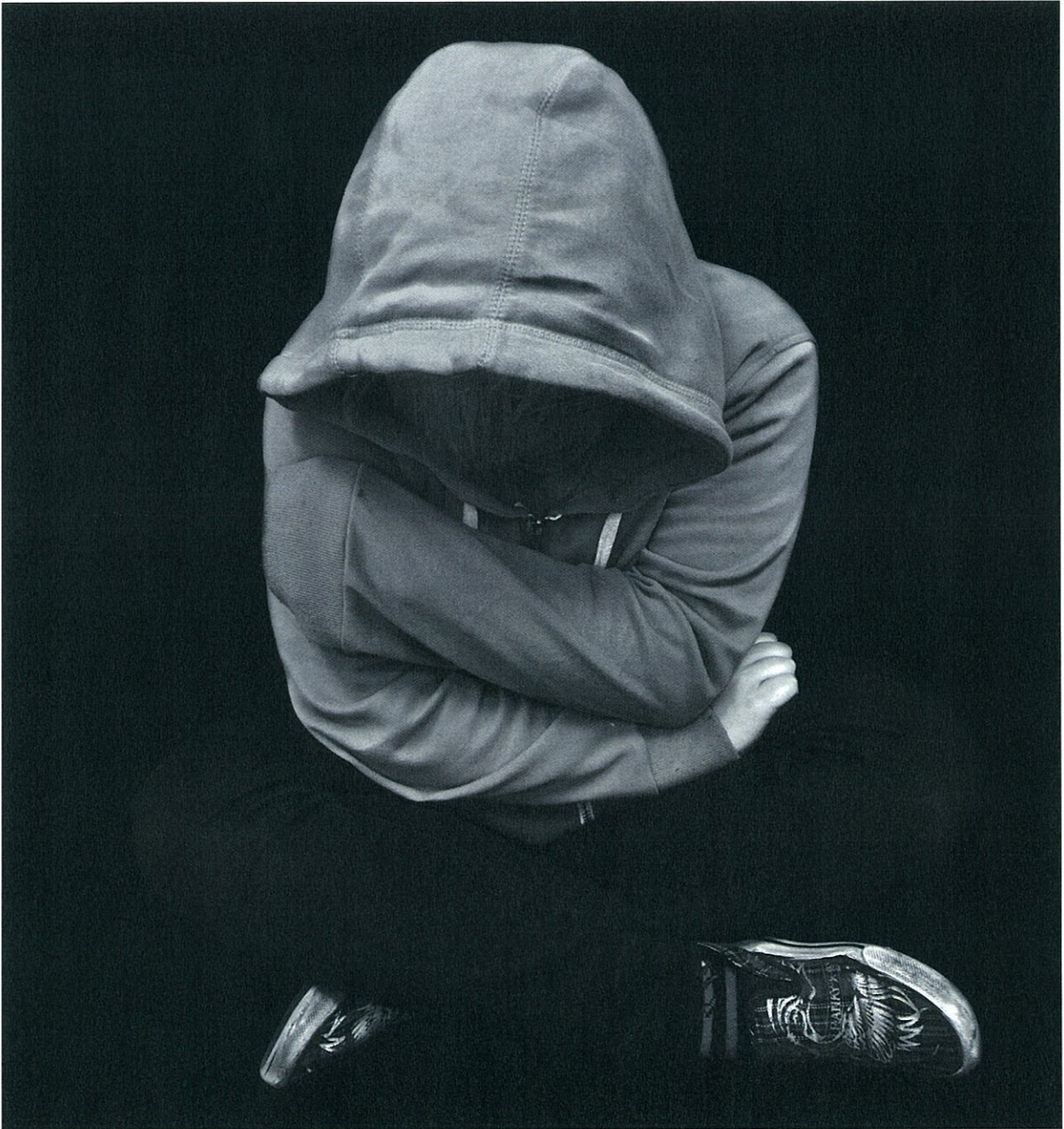
Write your topic in the centre of the wheel and write your ideas in the spokes.



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Interrogation Poster



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Interrogation

*A one act play about a transgender teenager
who has been the victim of a hate crime*

Auditions

Dec. 5 at Kingsville High School 3 p.m. - 5 p.m. in drama room

Dec. 6 at Walkerville High School 3 p.m.- 5 p.m. in auditorium

Dec. 8 at Windsor Pride Community Centre 4 p.m. - 6 p.m.

We are looking for high school students from Windsor and Essex County to play a variety of roles.

No acting experience necessary.

Contact Chris Rabideau for more information

Chris.R@Windsorpride.com
519-973-4656 or 519-566-5224



VISION TO PRACTICE 2010
POSSIBLE SPEAKER: CARSON KRESSLEY
THEME IDEAS: GOOD FOR ALL; NECESSARY FOR SOME
EQUITY AND INCLUSION MEANS WE ALL BELONG

"Sometimes a person's mind is stretched by a new idea and never goes back to its old dimensions."

--Oliver Wendell Holmes

There is a direct link between success in school and the school environment where learning takes place. Students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported. In other words, creating inclusive schools where all students feel safe and valued will help improve student achievement.

All students have the right to feel acknowledged, respected and accommodated at school. However, for some students, schools can be dangerous places. For many students, the danger often rests and comes in the form of gender-based violence including homophobia. A recent study of Ontario Secondary Schools found that 'calling someone a homophobic insult continued to very common, both among girls (26%) and boys (38%) in grade 9 and 33% of boys and 29% of girls reported feeling unsafe at school'(Wolfe & Chido 2008).

There is a growing body of research that has highlighted the need for school boards and schools in Ontario and elsewhere to address gender-based violence and create safe places and spaces in schools for lesbian, gay, bisexual, transgender and questioning students (Goldstein et al 2008, Robinson & Ferfolja 2004). School-wide support, at all levels, for marginalized students is critical to lessening and challenging discrimination based on gender and sexual identities. However, for a variety of reasons, many educators feel a sense of discomfort and awkwardness around issues related to sexuality in general and sexual orientation and gender identify in particular. Research tells us that students who are sexual minorities are both visible and invisible and are more likely to be targets of violence and victimization. LGBTQ youth are also more likely to drop out of school, have drug and alcohol abuse issues, experience depression and attempt suicide.

In order to develop strategies to address these urgent issues facing LGBTQ youth, individual teachers in individual classrooms have an important role to play. Individual teachers need to examine their own personal biases and prejudices and engage in professional development and reflection. All youth, and in particular LGBTQ youth, need to be exposed to positive role models in safe and inclusive learning spaces. Teaching is not a job, it is a vocation. The more we educate, the more we engage people in discussions, the more we make a real difference in the lives of real people.