



equitable and inclusive  
SCHOOLS

**Challenging Homophobia  
and Heterosexism:  
A K-12 Curriculum  
Resource Guide**

**Toronto District School Board  
2011**

## Acknowledgments

***Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*** is an amalgamated, revised, and updated version of previous anti-homophobia curriculum resource guides and documents produced by the Equitable and Inclusive Schools Team, the Human Rights Office, Library and Learning Resources, and classroom teachers of the Toronto District School Board in partnership with a number of community organizations.

In particular, this Curriculum Resource Guide draws upon the excellent work carried out by the writers, contributors, and reviewers who made the following documents possible:

- *Anti-Homophobia Education Resource Guide* (2006)
- *Rainbows and Triangles: A Curriculum Document for Challenging Homophobia and Heterosexism in the K-6 Classroom* (2002)
- Section Four: Supporting Equity for Sexual Orientation found in *Tools For Equity: A Resource for Best Practices, Grades 7-12* (2006).

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# Setting the Context

## **Purpose of *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide***

The Toronto District School Board (TDSB) acknowledges that inequities have existed in the curriculum; therefore, the Board is committed to enabling all lesbian, gay, bi-sexual, trans-gendered, two-spirited, and queer (LGBTQ) students, and students who identify themselves on the basis of sexual orientation and gender identity, to see themselves reflected in the curriculum.

As a means to this end, ***Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*** offers instructional strategies, curriculum connections, programs, presenters/speakers, performances, community organization contact information, titles of print and video resources, and Websites to educators, administrators, and school communities K-12 across the TDSB.

The purpose of ***Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*** is to assist educators, administrators, and school communities K-12 in challenging homophobia and heterosexism and to promote equity for sexual orientation and gender identity.

The idea to amalgamate and revise the existing anti-homophobia documents and curriculum resources produced by the TDSB was to ensure that the entire school district and the community at large had access to one complete resource to promote anti-homophobia education.

The Primary, Junior, Intermediate, and Secondary-Level Activities in the Curriculum Resource Guide are linked with Ontario Ministry of Education Curriculum expectations and offer a rich series of teaching and learning strategies across various subject areas and grade levels. These activities provide a subject-integrated approach to teaching and learning, as well as an equitable and inclusive education framework to promote student engagement on challenging homophobia and heterosexism.

Moreover, the Curriculum Resource Guide is an essential tool for TDSB students, staff, and administrators in our schools to fulfill their responsibilities under Board and Ontario Ministry of Education policies, guidelines, and procedures established to create safe, caring, and inclusive learning environments for all students.

By intentionally integrating the material in this Curriculum Resource Guide into their school improvement planning process, schools can also ensure they are embedding equity for sexual orientation and gender identity into their plan. This will assist in schools becoming more effective at meeting the needs of all students in order to ensure their academic, as well as social and emotional success.

TDSB Equitable and Inclusive Schools encourages all educators, administrators, and school communities to use ***Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide*** throughout the school year to promote and ensure an equitable and inclusive curriculum, where equity for sexual orientation and gender identity is cultivated and advanced.

TDSB Equitable and Inclusive Schools invites feedback on this Curriculum Resource Guide in the hopes that it will become a “living document,” one that continually becomes revised and updated through the input of the very educators, administrators, and school communities that it is intended to support and serve.

## Anti-Homophobia Education: An Overview

Parents/guardians/caregivers and community members often express concerns about engaging in anti-homophobia education with students, especially young children. Some of these concerns are based on misinformation. Here are a few questions and responses that you, as educators, might find useful when dealing with your own issues and concerns or those of your parent/guardian/caregiver communities concerning anti-homophobia education.

For further information, please also visit: <http://www.galebc.org/homophobia myths.pdf>

### What Does Anti-Homophobia Education Look Like?

Anti-homophobia education is no different from education to combat harassment and discrimination related to race, religion, gender, disability, or class. People will only be treated with respect if the biases, stereotypes, prejudices, myths, and negative ideas about them are dispelled.

Furthermore, students, teachers, and administrators must have first-hand information and understanding of the experiences of groups that have been underserved, misrepresented, and discriminated against. All this requires education, which in the context of addressing homophobia and heterosexism means anti-homophobia education.

For example, in the younger grades, when students are discussing or reading about different kinds of family arrangements, a storybook that portrays same-sex families may be included. Later, when students are learning about common stereotypes and misconceptions about a variety of minority groups, discussion about common stereotypes and misconceptions about LGBTQ people may take place.

By senior public school, when name calling and teasing connected to difference is often a problem, anti-homophobia education may involve reading or hearing a story about how it feels to be teased or treated badly because a young person or her/his parents/guardians/caregivers are LGBTQ.

Sometimes, usually at middle school or high school level, a panel of LGBTQ youth from different cultural backgrounds might be invited to a class to describe how they feel about their lives and answer students' questions.

As they get older, students may study the contributions of LGBTQ people to society in a variety of fields, just as they study the contributions of other groups.

### What Anti-Homophobia Education Is NOT!

Anti-homophobia education is *not* sex education. It does not involve the explicit description or discussion of sexual activities.

Anti-homophobia education does *not* "corrupt" children by introducing topics beyond their understanding. It is age-appropriate, usually conducted as part of material about other equity-seeking groups, and conforms to provincial education guidelines for different age levels.

Anti-homophobia education does *not* encourage children to become lesbian, gay, bisexual, transgender, two-spirited, or queer. Sexual orientation (whether one is or will be attracted to people of the same or opposite sex) is deep-seated and personal, and cannot be changed or influenced by reading a book or hearing a presentation.

Anti-homophobia education does *not* teach children that their parents'/guardians'/caregivers' religious values are wrong. We live in a very diverse society. From a very young age, children learn that different religions and different families believe in different things. For example, learning that different groups have different dietary rules does not teach children that the diet required by their parents/guardians/caregivers or their religion is wrong.

## What Are The Goals Of Anti-Homophobia Education?

Anti-homophobia education is about respect of difference and recognition of the human rights guaranteed by the [Canadian Charter of Rights and Freedoms](#), the [Ontario Human Rights Code](#), and the TDSB [Human Rights Policy](#) to LGBTQ people and communities. It is no different from education about the human rights of other equity-seeking groups.

It is education that helps prepare all young people to grow up as productive and constructive citizens in the diverse society of the City of Toronto. As such, it allows the TDSB to meet its [Mission Statement](#) in providing a context where students “acquire the knowledge, skills, and values to become responsible members of a democratic society.”

Moreover, it is about addressing the underlying causes of homophobic and heterosexist bullying, harassment, and discrimination that are part of gender-based violence. It acknowledges the need to both react to and intervene whenever there are actions taken that impact negatively on the culture of the school, as well as work proactively to ensure that students, staff, and administrators gain an understanding of the associated biases, stereotypes, and prejudices that underpin these actions.

## Why Is It Important To Do Anti-Homophobia Education in Public Schools?

### Schools Have A Responsibility

[Section 3](#) of the [Equity Foundation Statement and Commitments to Equity Policy Implementation](#), as well as the [Human Rights, Safe and Caring Schools](#), and the [Gender-Based Violence Prevention](#) policies of the TDSB provide a framework for addressing issues of homophobia and heterosexism within the educational system.

On a provincial level, the [Ontario Human Rights Code](#), the [Equity and Inclusive Education Strategy](#) of the Ministry of Education, and [Bill 157](#), also known as *the Education Amendment Act (Keeping Our Kids Safe At School) 2009*, seek to ensure that all students, including LGBTQ students, find a safe, caring, and inclusive environment in our schools, are welcomed and treated with respect, and do not have to fear harassment or discrimination.

As such, creating positive environments in which students, staff, and community members can work and learn free from homophobia and heterosexism is not only sound pedagogical practice, but is mandated through TDSB policy and Ontario legislation.

It is the responsibility of administrators, teachers, and all staff to implement these policies in their practice, from the main office, to the hallways, to the classrooms, and to the school yard. It is important to integrate anti-homophobia education into our schools because homophobia and

heterosexism hurt our students, whether they are LGBTQ, heterosexual, or too young to define themselves.

Much of homophobia and heterosexism is based on perceptions of what it is to be “masculine” or “feminine” in our society. These gender-role standards and the pressure to adopt gendered patterns of behaviour converge on children from a range of sources: from family, peers, schools, popular culture, authority figures, and the media.

Students who do not adopt gender-stereotyped patterns of behaviour are often the targets of homophobic and heterosexist bullying, harassment, and discrimination. Therefore, challenging homophobia and heterosexism needs to be initiated with students in a direct and grade- and subject-appropriate way that helps them to develop critical thinking skills necessary to decode and resist biased messages.

Students must be equipped with the knowledge, skills, attitudes, and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all peoples, including LGBTQ communities.

### **It Is Ethical And Inclusive Pedagogy**

Inclusive curriculum is a powerful tool for positive social change. While policies about bullying, harassment, and discrimination are important and must be implemented, rules are not enough.

Ideas are not necessarily changed by rules. The principles of equity and human rights should infuse our curriculum in all subject areas, affirming the life experiences of our students. Curriculum that encourages critical thinking about bias, stereotypes, prejudice, and discrimination against all marginalized communities empowers students to build a more just society.

Educational research suggests that children learn more effectively when they see themselves reflected in classroom teaching and in the school. Members of the LGBTQ communities – students, parents, guardians, caregivers, and staff — are invisible in the education system.

Schools must address this invisibility by cultivating positive spaces and messages about LGBTQ communities and about sexual diversity more broadly. Strategies for challenging homophobia and heterosexism must be implemented by all school staff.

Through inclusive curriculum and implementation of TDSB policies against bullying, harassment, and discrimination, schools can address the depression, poor academic achievement, absenteeism, suicide risk, and drop out rates of LGBTQ youth and others targeted for gender differences. For the overwhelming majority of LGBTQ youth, school is a toxic experience *and* a whole school problem that all educators should address.

## Facts and Statistics

Approximately 1 person in 10 is LGBTQ.

A typical elementary teacher or student hears anti-gay slurs every day, in the halls, in classrooms, in the staff room.

Many individuals do not identify themselves LGBTQ because the threat of verbal abuse, physical violence, loss of employment, social ostracism, harassment, and other discriminatory practices is so great.

One's sexual orientation (lesbian, gay, bisexual, transgender, two-spirited, queer, or heterosexual) does not predispose one to a greater or lesser risk of contracting HIV (the virus that causes AIDS). Unsafe sexual practices are the greatest contributing factor to exposure to HIV. On a global scale, the majority of people with HIV/AIDS are heterosexual.

**Source:** *Imagine a World that is Free from Fear: A Kindergarten-to-Grade 8 resource addressing issues relating to homophobia and heterosexism.* Toronto: Elementary Teachers' Federation of Ontario, 2003.

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In March 2009, Egale Canada partnered with the University of Winnipeg and undertook a study to identify the forms and extent of the experiences of homophobic incidents at schools in Canada and measures being taken by schools to combat this common form of bullying. Some of the key findings included:

- LGBTQ students were more likely than non-LGBTQ individuals to report that staff never intervened when homophobic comments were made;
- Nine out of ten transgender students, six out of ten LGB students, and three out of ten straight students were verbally harassed because of their expression of gender;
- Three-quarters of LGBTQ students and 95% of transgender students felt unsafe at school, compared to one-fifth of straight students;
- Over half of LGBTQ students did not feel accepted at school, and almost half felt they could not be themselves, compared to one-fifth of straight students;
- Three-quarters of LGBTQ students feel unsafe in at least one place at school, such as change rooms, washrooms, and hallways;
- Half of straight students agree that at least one part of their school is unsafe for LGBTQ students;
- Three-quarters of all participating students reported hearing expressions such as "that's so gay" every day in school.

**Source:** *Egale Canada*

<http://www.egale.ca/index.asp?lang=&menu=1&item=1401>

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Research from the Centre for Mental Addiction and Health (CAMH) shows that boys more often than girls both receive and make homophobic comments (e.g., “gay”, “fag”, “dyke”, “queer”, “lezzie”, or similar terms). In the 2008 study, *Sexual Harassment and Related Behaviours Reported Among Youth From Grade 9 to Grade 11*:

- 34% of Grade 9 boys and 30% of Grade 11 boys reported being targets, while 38% of Grade 9 boys and 33% of Grade 11 boys reported being perpetrators.
- In Grade 9, 22% of girls reported being targets and 26% perpetrators; while in Grade 11, 12% of girls reported being targets and 16% perpetrators.

**Source:** David A. Wolfe and Debbie Chiodo. *Sexual Harassment and Related Behaviours Reported Among Youth From Grade 9 to Grade 11*, CAMH Centre for Prevention Science, Toronto: Centre for Addiction and Mental Health, 2008.

[http://www.camh.net/News\\_events/Media\\_centre/CAMH%20harassment%20paper.pdf](http://www.camh.net/News_events/Media_centre/CAMH%20harassment%20paper.pdf)

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According to the Canadian Centre for Justice Statistics report *Hate Crime in Canada* (2006) and the 2007 Toronto Police Service *Annual Hate/Bias Crime Statistical Report*:

- Sexual orientation was one of the top three motivations for hate crimes;
- 56.3% of all hate crimes motivated by sexual orientation were violent;
- The second most likely place for hate crimes to be committed was in educational facilities; and
- Hate crimes predominantly affected youth: approximately one-half of all victims and three-quarters of those accused were between the ages of twelve and twenty-four.

**Source:** Safe Schools Action Team. *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, Ontario Ministry of Education, Toronto: Queen’s Printer for Ontario, 2008.

<http://www.edu.gov.on.ca/eng/teachers/RespectCulture.pdf>

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According to a Research Brief prepared for the Achievement Gap Task Force in January 2010 (updated March 2010) and based on data from the 2006-2007 TDSB Student Census:

- Sixty-nine percent (69%) of Grades 9 to 12 heterosexual students felt comfortable with their overall school environment, compared to 52% of LGBTQ students.
- Twelve percent (12%) more LGBTQ students than heterosexual students indicated they rarely or never felt comfortable with school.
- In terms of relationships with other students and school adults, 17% more heterosexual students than LGBTQ students indicated they felt comfortable all the time or often.
- Seventy-one percent (71%) of LGBTQ students reported they felt safe at school all the time or often, which is 12% lower than heterosexual students.

**Source:** Sinay, Erhan. *Achievement Gaps Among Student Sub-Groups in the Toronto District School Board*. Research Brief Prepared for the Achievement Gap Task Force. Toronto: TDSB Organizational Development/Research and Information Services, 2010.

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D'Augelli, Hershberger, and Pilkington (2001) found an association between sexual orientation and high risk of suicide:

- 42% of LGBTQ youth studied had thoughts of suicide at some time.
- 33% reported at least one suicide attempt due to their sexual orientation
- 48% said thoughts of suicide were clearly or to some degree related to their sexual orientation.
- 54% of suicide attempts occurred before parents knew of the youth's sexual orientation.

**Source:** Centre for Suicide Prevention.

<http://www.suicideinfo.ca>

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### **Student Voice**

*"I went to a mainstream high school for three years. I was a classic disassociated student. I skipped classes, was sullen, walked close to walls with my head hung low. I tried to make myself inconspicuous, so I dyed my hair black and pledged my allegiance to pagan gods and '60s rock. Daily abuse built up in the hallways, classrooms, the caf, and at one point I felt like even the curriculum was a set-up: That same teacher who tolerated students shouting names at me in her classroom actually assigned me a media arts project on AIDS in America. Why not just set me on fire in the courtyard?"*

*"I remember my first day at high school in Scarborough very vividly. By now I had lost most of my weight, so that couldn't be a problem anymore. I had lost my south-east Asian accent while living in Chicago, so that couldn't be a problem either. What shocked me was that the teachers and students decided to label me before they even got to know me. They did not even give me the chance to label myself. That day I had dressed as I would have on any other school day. I wore an oversized T-shirt, skater pants and a chain that hung from my wallet down to my knee. So I didn't think I looked particularly different from any of the other kids. Then I walked into my first class of the day, English, and I could have sworn my teacher's head turned 180 degrees. I was shocked; I couldn't figure out why. And I will never forget the major attitude I got from the students. They made me feel as if I had been silently declared the school dyke."*

**Source:** Planned Parenthood of Toronto. *Hear Me Out: True Stories of Teens Educating and Confronting Homophobia*. Toronto: Second Story Press, 2006.

## Controversial and Sensitive Issues in TDSB Classrooms – Frequently Asked Questions

### What Are Controversial Issues?

At root, controversy is a conflict of values, a struggle among people about what they know or how they act. When controversy is not resolved, it can be divisive and destructive as people lose trust and respect for one another and are unable to work well together.

If students are to “know” this world and to learn responsibly, then controversy and how to resolve it constructively will inevitably be part of their learning. Any school subject or class can harbour controversial issues; in fact, a classroom that is relevant to students’ lives cannot help but include discussion and resolution of controversy, it is a natural part of the process of knowing.

### What Are Sensitive Issues?

The teaching of "sensitive" topics must be considered in relation to the potential sensitivity of individual students. Individuals are bound to have different emotional understandings of concepts which may not be controversial in themselves, but which may trigger unpleasant emotions.

### Who Is Responsible For Addressing Controversial and Sensitive Issues?

All teachers and administrators are responsible for ensuring the TDSB [Guidelines for Dealing with Controversial and Sensitive Issues](#) are embedded into school and classroom practice through the implementation of the [Teaching Resource for Dealing with Controversial and Sensitive Issues in TDSB Classrooms](#).

Specifically, the [Roles and Responsibilities](#) for teachers and administrators revolve around the need for continuous professional dialogue and training to develop and refine the concepts, skills, and judgement needed to apply the guidelines in all aspects of the curriculum.

### Can Schools/Teachers Choose Not To Address Controversial Issues For Fear Of Negative Parent Response?

**No.** Teachers are obligated to address all equity issues (issues regarding historically disadvantaged groups). Any omissions that maintain a non-inclusive curriculum and pedagogy are considered to foster a poisoned environment under Section 4.2 of the TDSB *Human Rights Policy*.

The TDSB’s [Equity Foundation Statement and Commitments to Equity Policy Implementation](#) emphasizes the importance of this type of work even further under Section 3.4, “Curriculum: ensuring that each commitment to equity permeates the curriculum in all subject areas.”

### Should Schools Send Notes Or Permission Slips Home Before Starting Any Classroom Work About Curricular Issues That May Involve Discussions About Discrimination and Harassment?

**No.** The TDSB [Equity Foundation Statement and Commitments to Equity Policy Implementation](#) states that each school has a responsibility to education that reflects the diversity of its students and their life experiences. Singling out one group or topic area as too controversial, and depending

upon parent/guardian/caregiver discretion, shifts this responsibility from the school to the parents/guardians/caregivers and fosters a poisoned environment contrary to the TDSB [Human Rights Policy](#).

Sending a school newsletter home at the beginning of each term is a best practice for keeping parents/guardians/caregivers informed of all upcoming equity topics in the classroom without having to single out one topic over the other.

### **Should Schools Send Notes Or Permission Slips Home Before Starting any Classroom Work On LGBTQ Issues?**

**No.** If a school treats the topic of sexual orientation or anti-homophobia work differently from the range of other curriculum topics, this could be construed as discriminatory practice. Anti-homophobia education is mandated in all our schools through the [Equity Foundation Statement and Commitments to Equity Policy Implementation](#), the [Human Rights Policy](#), and the [Gender-Based Violence Prevention Policy](#).

### **Can A Parent Have Their Child Accommodated Out Of Human Rights Education Based On Religious Grounds?**

**No.** "Religious accommodation" in the TDSB is carried out in the larger context of the secular education system. While the TDSB works to create a school system free from religious discrimination, this freedom is not absolute. The TDSB will limit practices or conduct in its schools that may put public safety, health, or the human rights and freedoms of others at risk.

As well, the TDSB will limit practices or conducts in its schools that are in violation of its other policies. For example, if a parent asks for his or her child to be exempted for any discussions of LGBTQ family issues as a religious accommodation, this request cannot be made because it violates the [Human Rights Policy](#). Furthermore, this is consistent with the ideal that human rights education is an essential strategy for preventing human rights abuses.

### **Can Teachers Seek Accommodation From Teaching Materials That May Contradict Their Religious Beliefs?**

**No.** The TDSB is part of the secular public education system. Teachers are equally responsible for delivering curriculum created by the provincial Ministry of Education and to supporting the TDSB policies, which more accurately reflect the educational needs of our student population.

The delivery of curriculum related to human rights issues must be consistent with the [Ontario Human Rights Code](#), the TDSB [Human Rights Policy](#), and the [Equity Foundation Statement and Commitments to Equity Policy Implementation](#).

Failure to do so is contrary to the obligations outlined for teachers on page 4 of the TDSB [Human Rights Policy](#). Teachers refusing to create an inclusive classroom that is safe and supportive for all students would create a poisoned learning environment.

### **Can Teachers and Administrators Get Support Within The TDSB?**

**Yes.** The TDSB [Teaching Resource for Dealing with Controversial and Sensitive Issues In TDSB Classrooms](#) provides Guidelines for Dealing with Controversial and Sensitive Issues, as well as

outlines the Role of the Reader Teaching/Learning Strategy for addressing issues of bias and provides sample curriculum activities for various grade levels K-12.

In regards to human resources, there are a variety of centrally-assigned people and teams internally within the TDSB that are available to assist and support educators, administrators, and school communities challenge homophobia and heterosexism, as well as promote equity for sexual-orientation and gender identity.

The [Equitable and Inclusive Schools Team](#) consists of the Coordinating Superintendent for Inclusive Schools, Students, Parents, and Community, four Equity Instructional Leaders, three Student Achievement Teachers, and four Student Equity Program Advisors whose role is to implement the [Equity Foundation Statement and Commitments to Equity Policy Implementation](#) through:

- providing leadership for developing the knowledge, skills, and attitudes necessary to challenge racism, religious discrimination, ethnocentrism, sexism, homophobia, classism, and ableism;
- providing leadership and support for embedding an inclusive and compassionate school culture that promotes excellence and success for all students;
- planning, implementing, and evaluating equity initiatives with staff in schools, other educators, students, parents/ guardians /caregivers, and community groups;
- providing support for inclusive curriculum and instruction through development of resources and professional learning for administrators, teachers, and support staff;
- assessing and providing advice on system materials and programs from an equity perspective.

The [Gender-Based Violence Prevention Team](#) is comprised of a Co-ordinator, four Student-Equity Program Advisors and two Social Workers. Working with central staff and community supports, they build capacity for peer-education training in gender-based violence prevention (gbvp); develop and implement guidelines, workshops, forums, and resources for students, staff, and schools related to gbvp, including challenging ideas, attitudes and behaviours, educating on healthy relationships, and promoting prevention building that is consistent with TDSB policies and procedures on [Gender-Based Violence Prevention](#).

The [Human Sexuality Program](#) provides individual, family, and group counselling for lesbian, gay, bisexual, transgender, two-spirited, and queer students, teachers, parents and children with LGBTQ parents. The program also provides anti-homophobia presentations to K-12 classrooms across Toronto, as well as professional learning and consultation to teachers and other Board staff.

There are numerous community organizations within the City of Toronto that liaise and support school communities across the TDSB. Please see the section entitled: [Community Resource Organizations](#) for further information.

### **Are There Tools So I Know Where My School Is At On Challenging Homophobia And Heterosexism And Promoting Equity For Sexual Orientation And Gender Identity?**

**Yes.** One of the most valuable tools to measure where your school is at on challenging homophobia and heterosexism and promoting equity for sexual orientation and gender identity is to survey, students, staff, and community members.

In fact, the Safe Schools Action Team report, [Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships](#), has recommended that schools across the province conduct school climate surveys every two years. As a means to support this recommendation, the

[Ontario Ministry of Education](#) has created student, staff, and parent [climate surveys](#) on *Equity and Inclusive Education, Bullying/Harassment*.

Within the TDSB, [Organizational Development/Research and Information Services](#) has created [School Perception Surveys](#) that address issues around *School Climate and Safety, School Support, Curriculum and School Work, and Parent Contact with School*.

As well, the *Equitable Schools: It's In Our Hands* publication of the TDSB includes Equitable School Surveys for Teachers, Support Staff, School Councils, Parents/Guardians/Caregivers, and Students.

[Equity Instructional Leaders](#) and [Organizational Development staff](#) are available to assist TDSB schools with the design, implementation, and analysis of this data with school teams using a [data-driven dialogue process](#).

Another excellent tool and one that could be used as a curricular-based activity can be found in the Intermediate/Secondary Level Activities section of this curriculum resource guide; and Appendix E: Taking the Heterosexist/ Homophobia Temperature of Your School.



# **Background Information**

## History of the Rainbow Flag

Colour has long played an important role in our community's expression of pride. In Victorian England, for example, the colour green was associated with homosexuality. The colour purple (or, more accurately, lavender) became popularized as a symbol for pride in the late 1960s—a frequent post-Stonewall catchword for the gay community was “Purple Power.” And, of course, there's the pink triangle. Although it was first used in Nazi Germany to identify gay males in concentration camps, the pink triangle only received widespread use as a gay pop icon in the early 1980s. But the most colourful of our symbols is the Rainbow Flag, and its rainbow of colours—red, orange, yellow, green, blue and purple—represents the diversity of our community.

The first Rainbow Flag was designed in 1978 by Gilbert Baker, a San Francisco artist, who created the flag in response to a local activist's call for a community symbol. (This was before the pink triangle was popularly used as a symbol of pride.) Using the five-striped “Flag of the Race” as his inspiration, Baker designed a flag with eight stripes: pink, red, orange, yellow, green, blue, indigo, and violet. According to Baker, those colours represented, respectively: sexuality, life, healing, sun, nature, art, harmony, and spirit. In the true spirit of Betsy Ross, Baker dyed and sewed the material for the first flag himself.

Baker soon approached San Francisco's Paramount Flag Company about mass producing and selling his “gay flag.” Unfortunately, Baker had hand-dyed all the colours, and since the colour “hot pink” was not commercially available, mass production of his eight-striped version became impossible. The flag was thus reduced to seven stripes.

In November 1978, San Francisco's gay community was stunned when the city's first openly gay supervisor, Harvey Milk, was assassinated. Wishing to demonstrate the gay community's strength and solidarity in the aftermath of this tragedy, the 1979 Pride Parade Committee decided to use Baker's flag. The committee eliminated the indigo stripe so they could divide the colours evenly along the parade route—three colours on one side of the street and three on the other. Soon the six colours were incorporated into a six-striped version that became popularized and that, today, is recognized by the International Congress of Flag Makers.

The Rainbow Flag consists of six colours:

**RED** for life

**ORANGE** for healing

**YELLOW** for sun

**GREEN** for serenity with nature

**TURQUOISE** for art

**INDIGO** for harmony

**VIOLET** for spirit



For more information, please visit the PlanetOut website at [www.planetout.com/news/history/archive/flag.html](http://www.planetout.com/news/history/archive/flag.html)

## Gay Rights Timeline

### **August 6, 1885: United Kingdom**

Homosexual acts are voted a criminal offence by the British Parliament.

### **1930s: Europe**

Thousands of homosexuals are sent to concentration camps when Adolf Hitler takes power. Pink triangles identify gay men and black triangles identify lesbian women.

### **June 27, 1969: United States**

A private gay club on St. Christopher Street in Greenwich Village is raided by New York City police at about midnight. These raids were common, but this time, people fight back. This event and the violent protests that occurred during the nights that followed are known as The Stonewall Riots, which is seen as the beginning of the gay civil rights movement in the United States.

### **1969: Canada**

Prime Minister Pierre Trudeau's amendments pass into the Criminal Code, decriminalizing homosexuality in Canada

### **December 16, 1977: Canada**

Quebec includes sexual orientation in its Human Rights Code. It is the first province to pass a gay civil rights law. By 2001, all provinces and territories take this step, except Alberta, Prince Edward Island, and the Northwest Territories.

### **February 5, 1981: Canada**

More than 300 men are arrested following police raids at four gay establishments in Toronto, the largest mass arrest since the War Measures Act was invoked during the October Crisis of 1970. In protest, about 3000 people march in downtown Toronto the next night. This is considered by many to be Canada's "Stonewall."

### **1988: Canada**

Svend Robinson of the NDP is the first Member of Parliament to go public about being gay. He was first elected in 1979.

### **October 1, 1989: Denmark**

Denmark is the first country to legally recognize same-sex partnerships.

### **November 1992: Canada**

Gays and lesbians are now allowed to serve in Canada's military.

### **May 1995: Canada**

Ontario becomes the first province to legalize adoption by same-sex couples. British Columbia, Alberta, and Nova Scotia follow suit.

### **1996: Canada**

The federal government passes Bill C-33, which adds "sexual orientation" to the Canadian Human Rights Act.

### **May 1999: Canada**

Canada's Supreme Court rules same-sex couples should have the same benefits and obligations as opposite-sex common-law couples, and equal access to benefits from social programs to which they contribute.

### **May 10, 2002: Canada**

Ontario Superior Court Justice Robert McKinnon rules that a gay student has the right to take his boyfriend to a prom. Marc Hall attended his Oshawa Catholic high school prom with his boyfriend.

### **2003-2005: Canada**

Same-sex marriage becomes legal in the following Provinces over this two year period. Dates legal by province: **Ontario:** July 8, 2003; **Quebec:** March 19, 2004; **Yukon:** July 14, 2004; **Manitoba:** September 16, 2004; **Nova Scotia:** September 24, 2004; **Saskatchewan:** November 5, 2004; **Newfoundland and Labrador:** December 21, 2004; **New Brunswick:** June 23, 2005)

**November 30, 2004: South Africa**

The Supreme Court rules in favour of changing the common-law definition of marriage to a “union between two persons.”

**December 9, 2004: New Zealand**

New Zealand passes Bill to recognize same-sex unions and give them the same rights as married couples in child custody, taxes, and welfare.

**June 30, 2005: Spain**

Spanish parliament legalizes same-sex marriage and adoption.

**July 19, 2005: Canada**

Bill C-38 was passed by the Senate, officially legalizing same-sex marriage in all of Canada. Canada became the fourth country in the world to legalize same-sex marriage, after the Netherlands, Belgium, and Spain.

**2008: United States**

The Supreme Court of California rules that same-sex marriage is legal within the state. Months later, on November 5, California voters pass Proposition 8, which amends the State Constitution to ban same-sex marriage.

**October 14, 2009: Uganda**

The Anti-Homosexuality Bill, a private-member’s bill was submitted by a Ugandan Member of Parliament is tabled. The proposed Bill threatens to hang homosexuals.

**April 14, 2010: Canada**

The Toronto District School Board, the largest school district in Canada, passes the first Gender-Based Violence Policy of any school board in Canada.

**August 4, 2010: United States**

A California District Court Judge overturns Proposition 8, thereby making same-sex marriage legal once again within the state.

**December 22, 2010: United States**

US President Barack Obama signs the repeal of “Don’t Ask, Don’t Tell” into law. This effectively brings an end to a policy that banned LGBTQ people from serving in the US military.

**January, 18, 2011: Canada**

Due to the response by LGBTQ organizations, human rights groups, and teacher’s federations, the Halton Catholic District School Board voted by a margin of 6-2 to overturn a ban on Gay-Straight Alliances that had been in place since the Fall of 2010.



## Significant LGBTQ Canadians

The following list is a small sample of the dedicated community activists in Canada. Their significant accomplishments have contributed to the growth of diverse, out, and proud LGBTQ communities in Canada.

The Canadian Lesbian and Gay Archives granted permission to the Toronto District School Board in 2006 to use images from their National Portrait Collection. These images and their biographies were showcased in the TDSB Anti-Homophobia Education poster, *Out in Good Company: A Canadian Perspective on Lesbian, Gay, Bisexual, Transgender, Two-Spirited, and Queer Leaders and Events*.

Below are some sample images and biographical information on significant LGBTQ leaders in Canadian society. For more information, including a list of recent (2011) inductees to the National Portrait Collection, please visit the National Portrait Collection at [www.clga.ca/About/NPC/NPCintro.htm](http://www.clga.ca/About/NPC/NPCintro.htm)



### **ANNE BISHOP – HUMAN RIGHTS ACTIVIST**

Anne Bishop successfully lobbied the Government for the inclusion of sexual orientation as a prohibited ground for discrimination in Nova Scotia's Human Rights Act, making it the first province in Canada to do so. Bishop was also involved in anti-poverty and anti-racism work.



### **MICHELLE DOUGLAS – ARMY OFFICER**

After being fired by the Canadian Armed Forces in 1989 for being a lesbian, Michelle Douglas challenged her dismissal in court. Her victory resulted in the changes to the military's discriminatory policies and practices against gays and lesbians. Douglas is the President of the Foundation for Equal Families, a community organization that supports same-sex relationships and gay rights.



### **BRENT HAWKES – RELIGIOUS LEADER**

Since 1977, Reverend Hawkes has been a minister at the Metropolitan Community Church of Toronto and is one of Canada's leading gay rights activists. He has served on the advisory committee of PrideVision TV and on the Board of Directors of Equality for Gays and Lesbians Everywhere (EGALE). Reverend Hawkes has championed for equal rights for gays and lesbians and women, and has continually challenged the status quo with regard to racism, poverty, and housing.



### **GEORGE HISLOP – COMMUNITY LEADER**

For over 30 years, George Hislop and his partner, Ron Shearer, did not want to be tolerated. He wanted all gay and lesbian people to be understood, acknowledged, and loved. Hislop was the first openly gay candidate to run for political office in Canada.



### DR. ALAN LI – PHYSICIAN

An immigrant from Hong Kong, Dr. Alan Li has been active in Toronto's gay community since the early 1980s. He was instrumental in forming the organizations Gay Asians Toronto, Asian Community AIDS Services, and the Coalition Against Homophobia. He was also the first openly gay National President of the Chinese Canadian National Council. Li says, "Only when we recognize the unique gifts and worth of every individual, respect our distinctiveness, and celebrate our diversity, can we be a society that maximizes all potentials and achieves true harmony."



### TIM MCCASKELL – EDUCATOR

For 20 years, Tim McCaskell worked as a student program worker in Toronto schools, supporting anti-racist and anti-homophobia education. He was a founding member of AIDS Action Now in 1988. Through highly public actions and campaigns, this group raised public awareness of AIDS issues. His recent book, *Race to Equity*, provides a sense of history and practical ideas to students in schools.



### KYLE RAE – POLITICIAN

Kyle Rae is an openly gay Toronto municipal politician who has been involved in gay liberation politics since 1981. As the first openly gay City Councillor in Toronto, he helped to secure the first Lesbian and Gay Pride Day proclamation from City of Toronto Council in 1991. He also convinced the City Council, Women's College Hospital, Toronto General Hospital, and Wellesley Hospital to provide same-sex benefits to all their employees.



### MARY WOO SIMS – HUMAN RIGHTS COMMISSIONER

Mary Woo Sims has worked diligently to further lesbian, gay, and same-sex spousal rights for many years. She has been a part of a growing Asian lesbian and gay community that has shown visibility and strength. She is currently the Chief Commissioner of the British Columbia Human Rights Commission in Vancouver.

## The Canadian Lesbian and Gay Archives

Founded in 1973 by the collective that published the gay liberation magazine *The Body Politic*, the Canadian Lesbian and Gay Archives (CLGA) was incorporated in 1980 and gained charitable status in 1981. It consists of 20 000 vertical files on people, organizations, and events; 6500 photographs; 2000 posters; 1700 hours of sound recordings; and 900 sound discs.

The CLGA is a unique repository of information, records, and other valued materials documenting the stories of lesbians, gays, bisexual, and transgender people and their organizations in Canada. It also houses a great deal of information about those beyond our borders and is our community's primary resource for research and exhibits. The Archives website is [www.clga.ca](http://www.clga.ca)



## Significant International LGBTQ Individuals

Alexander the Great  
Pedro Almodovar  
Hans Christian Andersen

Joan Baez  
James Baldwin  
Chastity Bono  
Boy George  
David Bowie

Truman Capote  
Tracy Chapman  
Margaret Cho  
Wayson Choy  
Quentin Crisp

Leonardo Da Vinci  
Ellen Degeneres

Edward II  
Perry Ellis  
Desiderius Erasmus  
Melissa Etheridge

Anne Frank  
Errol Flynn

Jean-Paul Gauthier  
George Gershwin  
Sky Gilbert  
Allen Ginsberg

Rex Harrington  
Randy Harrison  
Rock Hudson

Christopher Isherwood  
George Ives

Sir Elton John  
Randy Jones  
Janice Joplin

Frieda Kahlo  
John Maynard Keynes  
Billy Jean King  
Alfred Kinsey  
David Kopay  
David Kramer

Nathan Lane  
Fran Lebowitz  
Liberace  
Annie Liebovitz  
George Louganis  
Paul Lynde

Christopher Marlowe  
Armistead Maupin  
Sir Ian McKellen  
Margaret Mead  
Herman Melville  
Ismail Merchant  
Michelangelo  
Harvey Milk  
Yukio Mishima

Martina Navratilova  
Sir Isaac Newton  
Anaïs Nin  
Cynthia Nixon  
Rudolf Nureyev

Sinead O'Connor  
Rosie O'Donnell  
Prince Peter Alkexandrovitch  
von Oldenburg

Camille Paglia  
Kimberley Pierce  
Plato

George Quaintance  
Jay Quinn

Robert Reid  
Adrienne Rich  
Arthur Rimbaud  
Jai Rodriguez  
Jane Rule  
Angela Robinson

Vita Sackville-West  
Sappho  
William Shakespeare  
Matthew Shepard  
Socrates  
Dusty Springfield  
Yves St. Laurent

Peter Ilyich Tchaikovsky  
Neil Tennant  
Alan Turing

Karl Ulrichs  
Luzma Umpierre  
Pieter-Dirk Uys

Rudolph Valentino  
Gianni Versace  
Gore Vidal

Sophie Ward  
Andy Warhol  
Ethel Waters  
Walt Whitman  
Oscar Wilde  
Tennessee Williams  
Jeanette Winterson  
Monique Wittig  
Virginia Woolf

Ian Young  
Will Young

Luis Zapata  
Eve Zaremba  
Franco Zeffirelli

### Sources:

- TDSB Equitable Schools Website  
[www.tdsb.on.ca/equity](http://www.tdsb.on.ca/equity)
- Bronski, M (ed). *Outstanding Lives: Profiles of Lesbians and Gay Men.*
- Cowan, T. *Gay Men & Women Who Enriched the World.*
- Dilallo, K., & Jack Krumholtz. *The Unofficial Gay Manual.*
- Russell, P. *The Gay 100.*



## Days of Significance

The Equitable and Inclusive Schools Team of the TDSB acknowledges and values the Days of Significance of different countries, religions, organizations, and equity-seeking peoples. The Days of Significance below are a collection of dates that are notable for either their equity or educational focus related to sexual orientation and gender identity.

For more information on these and other Days of Significance acknowledged by the TDSB please visit <http://www.tdsb.on.ca/equity/dos>. As well, The [Gender-Based Violence Prevention Office](#) in the TDSB has produced a [draft Gender-Based Violence Prevention Days of Significance for 2010-2011](#) that compliments the information and resources listed below.

**Note:** The URLs for Websites were verified prior to publication. However, given the frequency with which these designations change, teachers should verify them before assigning them for student use.

### January 25-29<sup>th</sup>, 2011: No Name Calling Week

No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.

No Name-Calling Week was inspired by a young adult novel entitled "The Misfits" by popular author, James Howe. The book tells the story of four best friends trying to survive the seventh grade in the face of all too frequent taunts based on their weight, height, intelligence, and sexual orientation/gender expression. Motivated by the inequities they see around them, the "Gang of Five" (as they are known) creates a new political party during student council elections and run on a platform aimed at wiping out name-calling of all kinds. Though they lose the election, they win the support of the school principal for their cause and their idea for a "No Name-Calling Day" at school.

**Source:** <http://www.nonamecallingweek.org/cgi-bin/iowa/all/about/index.html>

#### Website Resources

##### *Activities*

<http://www.nonamecallingweek.org/cgi-bin/iowa/all/resources/index.html>

<http://www.thinkb4youspeak.com/ForEducators/>

##### *Books & Print Material*

[http://www.nonamecallingweek.org/binary-data/NoNameCalling\\_ATTACHMENTS/file/17-1.pdf](http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/17-1.pdf)

##### *Videos*

[http://www.thinkb4youspeak.com/psa.asp?play=tvspots&video=TV\\_Pizza\\_30](http://www.thinkb4youspeak.com/psa.asp?play=tvspots&video=TV_Pizza_30)

### February, 21<sup>st</sup>, 2011: Family Day

There is nothing more valuable to families than time together. And yet it seems tougher than ever to find, with so many of us living such busy lives. That's why, on the third Monday of every February, Ontarians will have a public holiday: Family Day. Family Day gives Ontario employees who are covered by the Employment Standards Act and their families a total of nine public holidays per year, putting the province on par with Alberta and British Columbia.

**Source:** <http://www.labour.gov.on.ca/english/es/faqs/family.php>

**Website Resources***Information*

<http://familieslikemine.com>

<http://www.familyequality.org>

*Videos*

<http://www.youtube.com/watch?v=XBtCaCgl1o8>

<http://www.youtube.com/watch?v=E1VungxGNJU&feature=channel>

**April 13<sup>th</sup>, 2011: Day of Pink**

Day of Pink is a day of action, born when a youth in a high school in Cambridge, Nova Scotia was bullied because he wore a pink shirt to school. His fellow students decided to stand up to bullying; and hundreds of students came to school wearing pink to show support for diversity and stopping discrimination, bullying and homophobia.

Moved by this event, the National Capital Region GSA Network (an initiative by Jer's Vision: Canada's Youth Diversity Initiative) decided to share this day with the world and create the International Day of Pink.

The goal of DayofPink.org is to bring this message across the world, through an international day of action that anyone can take part in. We encourage groups to not only wear pink in support of Diversity, but to also hold events and activities that will engage their community.

Across the world discrimination continues to be the leading source of conflict. It affects how we work, study, and treat one another; and it create barriers, bullying, harassment, hate, and violence. Day of Pink is more than just a symbol of a shared belief in celebrating diversity - it's also a commitment to being open minded, to being understanding of differences, and to learning to respect each other.

**Source:** <http://www.dayofpink.org/infozone/>

**Website Resources**

<http://www.dayofpink.org>

<http://www.pinkshirtday.ca>

<http://schools.tdsb.on.ca/mauricecody/pinkday/>

**April 15<sup>th</sup>, 2011: Day of Silence**

The National Day of Silence brings attention to anti-LGBT name-calling, bullying, and harassment in schools. The event grows each year and now hundreds of thousands of students participate to encourage schools and classmates to address the problem of anti-LGBT behaviour.

Founded in 1996, the **Day of Silence** has become the largest single student-led action towards creating safer schools for all, regardless of sexual orientation, gender identity, or gender expression. From the first-ever Day of Silence at the University of Virginia in 1996, to the organizing efforts in over 8,000 middle schools, high schools, colleges, and universities across North America in 2008, its textured history reflects its diversity in both numbers and reach.

**Source:** <http://www.dayofsilence.org/content/getinformation.html>

**Website Resources***Information*

<http://www.dayofsilence.org/index.cfm>

<http://www.thinkb4youspeak.com/>

*Videos*

<http://www.youtube.com/watch?v=h2Z-KOZMUW0>

<http://www.youtube.com/watch?v=ah5eUz6iT9s>

**May 15<sup>th</sup>: International Day of Families**

The year 1994 was proclaimed as the International Year of Families by the United Nations. This was a response to changing social and economic structures, which have affected and still affect the structure and stability of family units in many regions of the globe. The International Day of Families, on May 15, is an occasion to reflect and celebrate the importance of families, people, societies and cultures around the world. It has been held every year since 1995.

The **International Day of Families** gives an opportunity to promote awareness of issues relating to families and increase the knowledge of the social, economic and demographic processes affecting families. The Day provides all countries the opportunity to demonstrate support to families. Governments, non-governmental organizations, educational institutions and individuals are encouraged to organize observances/events of the Day to promote a better understanding of the functions, problems, strengths and needs of families. The 2010 observance has the theme: "The Impact of Migration on Families around the World" is organized by the Department of Public Information and the Department of Economic and Social Affairs.

The symbol of the International Day of Families consists of a solid green circle with an image in red. The image consists of elements of simple drawings of a heart and a house. This indicates that families are the center of society and provide a stable and supporting home for people of all ages.

A wide range of events are organized at local, national, and international level. These include: workshops, seminars and policy meetings for public officials; exhibitions and organized discussions to raise awareness of the annual theme; educational sessions for children and young people; and the launch of campaigns for public policies to strengthen and support family units.

**Source:** <http://www.un.org/esa/socdev/family/IDF.html>

**Website Resources**

<http://www.un.org/esa/socdev/family/IDF.html>

<http://www.un.org/esa/socdev/family/idf/2010/backgroundnote.pdf>

<http://www.un.org/esa/socdev/family/publications.html>

**May 17<sup>th</sup>, 2011: International Day Against Homophobia and Transphobia**

Although in some parts of the world diverse sexual orientations and gender identity are becoming more accepted, members of the LGBTQ (Lesbian, Gay, Bisexual, Transgender, Two-spirited, and Queer) community still experience discrimination, harassment and persecution. In order to address the challenges faced by the LGBTQ community the International Day Against Homophobia and Transphobia was created.

The first International Day Against Homophobia and Transphobia was held on May 17th, 2002, in France. It is now recognized by the European Union and is celebrated in more than 50 countries worldwide, including here in Canada.

May 17th was selected for this event because on May 17<sup>th</sup>, 1992, homosexuality was removed from the World Health Organization's International Classification of Disease.

The day is meant to “to draw the attention of policy makers, opinion leaders, social movements, public opinion, the media, etc... to this issue, and to promote a world of tolerance, respect and freedom regardless of people’s sexual orientation or gender identity.”

In Canada this day of significance is spearheaded by an organization called the *Fondation Émergence*. In 2006, *Fondation Émergence* joined the international movement to promote the International Day Against Homophobia and Transphobia. Their 2010 National Campaign focused on homophobia in the sports world.

"The International Day Against Homophobia, held on May 17th every year, is a rallying event offering an opportunity for people to get together and reach out to one another. *Fondation Émergence* promotes, mainly on a pan-Canadian level, the International Day Against Homophobia and encourages organizations and individuals to highlight this event in their environment."

Homophobia and other forms of gender-based violence remain a serious concern for many TDSB schools. If staff become aware of any such incidents they should make a report in writing to administration, respond to the specific incident and student(s) involved and plan a school climate response. For more detailed information, event suggestions, teaching tools, and curriculum resources, please see the links below.

#### Sources:

<http://www.idahomophobia.org/wp/wp-content/uploads/2009/06/idaho-committee-2010-bd.pdf>

<http://www.homophobiaday.org>

#### Website Resources

<http://www.homophobiaday.org>

<http://ilga.org/ilga/en/article/1256>

<http://www.dayagainsthomophobia.org>

### June 24<sup>th</sup> – July 3<sup>rd</sup>, 2011: LGBTQ Pride Week

LGBTQ pride or gay pride is the concept that Lesbian, Gay, Bisexual, Transsexual, Transgender, Intersex, Queer, Questioning, and Two-Spirited (LGBTTIQQ2S) peoples should be proud of and free to celebrate a diverse range of sexual and gender identities.

Pride week has become symbolic of a stance against discrimination and oppression of individuals in the LGBTTIQQ2S community. Pride Week also celebrates diversity and the variety of life in Toronto while respecting subtle differences amongst its citizens and visitors, and creating an inclusive experience for all.

Pride Week originates from the Stonewall Riots that took place in June 1969. The riots were a series of violent demonstrations against a police raid that took place in the Stonewall Inn in New York. The riots are frequently cited as the first instance in American history when people in the homosexual community fought back against governmental persecution of sexual minorities. The Stonewall Riots also mark the start of the Gay rights movement in the United States and around the world.

Pride celebrations have been held annually around the world in June for the last 30 years as an act of celebration, as well as an act of resistance against discrimination and oppression. Today,

the month of June represents the celebrations that take place all over the world educating and commemorating the struggles of all LGBTTIQQ2S peoples.

Educational research suggests that students learn more effectively when they see themselves, their families, and their communities reflected in classroom teaching and in the school. Schools must address this by cultivating positive spaces and messages about LGBTTIQQ2S communities and about sexual diversity more broadly. For more detailed information, event suggestions, teaching tools, and curriculum resources, please see the links below.

### **Website Resources**

<http://www.egale.ca>

<http://www.glsen.org>

<http://www.pridenet.ca/>

<http://www.pridetoronto.com>

### **November 20<sup>th</sup>, 2011: International Trans Day of Remembrance**

This day recognizes and memorializes individuals who were killed based on their gender identity. It also signifies the many difficulties faced by those who identify as transgender, and the negative and violent implications this still has in today's society.

This day is an opportunity to discuss and acknowledge the struggles faced by transgender people, and what we can do as individuals and a society to prevent it from continuing. On this day of remembrance, we shall remember that 'every day, all over the world, thousands of transgender people are excluded, persecuted, hated, mistreated, subject to aggression, and routinely murdered or driven to suicide'.

### **Source:**

<http://birdofparadox.wordpress.com/2009/11/20/11th-international-transgender-day-of-remembrance-20th-november-2009/>

### **Web Resources**

<http://www.gender.org/remember/day/>

[http://www.hrc.org/issues/transgender\\_day\\_of\\_remembrance.asp](http://www.hrc.org/issues/transgender_day_of_remembrance.asp)

<http://www.nowpublic.com/world/international-transgender-day>

<http://www.pridetoronto.com/news/international-transgender-day-of-remembrance-/>

# **Curriculum and Instruction Overview**

## Pedagogical Framework: The James Banks Continuum

The pedagogical framework that the *Challenging Homophobia and Heterosexism: A K-12 Curriculum Resource Guide* draws upon in order to support equity for sexual orientation and gender identity is that of the James Banks Continuum, a summary of which is found below:

### Stage 1: Contributions

- Adding diverse heroes and heroines to the curriculum selected using criteria similar to those used to select mainstream heroes and heroines for the curriculum.
- Supports in a limited manner students and staff who advocate for equity and human rights and assumes that students only respond to initiatives from the teacher, the text, etc.

*Role of Student:* Passive recipient of information

*Role of Teacher:* Provides all information, structures materials, resources, and time allocation

*Role of Community:* Not engaged with school community

### Stage 2: Additive

- Adding a variety of content, concepts, themes, and perspectives to the curriculum without changing its basic structure
- Supports in a moderate manner students and staff who advocate for equity and human rights and assumes that students can apply and build upon teacher initiatives within set limits.

*Role of Student:* Passive recipient of information

*Role of Teacher:* Provides all information, structures materials, resources, and time allocation

*Role of Community:* Some acquaintance with school community as a source of information

### Stage 3: Transformation

- Changing the actual structure of the curriculum to help students to view concepts, issues, events, and themes from the perspectives of diverse groups
- Supports in a consistent manner students and staff who advocate for equity and human rights and assumes that students can apply and build upon their own learning and apply this learning with intelligence.

*Role of Student:* Active learner and participant

*Role of Teacher:* Facilitates learning opportunities for students to explore multiple perspectives

*Role of Community:* Growing partnership with school community

### Stage 4: Social Action

- Providing opportunities for students to make decisions on important social issues and take actions to help solve them.
- Supports in an active manner students and staff who advocate for equity and human rights and assumes that students have potential to achieve self-actualization and take action on social justice issues.

*Role of Student:* Active learner and participant

*Role of Teacher:* Facilitates learning opportunities for students to explore multiple perspectives and take social action

*Role of Community:* Engaged partnership with school community

# How to Use the K-12 Activities In This Curriculum Resource Guide

## Preparing to Teach

Whether teachers are newcomers to anti-homophobia education or not, they should take time to prepare themselves. Gathering as much information on sexual orientation and gender identity as a means to build a knowledge base and comfort level with anti-homophobia education is essential for educators seeking to promote equity for sexual orientation and gender identity in their schools and classrooms.

Throughout this Curriculum Resource Guide there is information that teachers may find useful in setting the parameters for this work.

- The previous [Setting the Context](#) section provides a solid overview of anti-homophobia education, as well as some frequently asked questions.
- The [Glossary](#) provides an overview of key terms that teachers should not only be familiar with, but also understand and adapt in age-appropriate language to meet the diverse needs of their students.
- Teachers should also refer to the [Professional Resources for Teachers](#) listed in the [Inclusive Curriculum Resources](#) section for additional support.
- As well, the [Appendices](#) offer further contextual information and understanding to support teachers in challenging homophobia and heterosexism.

## Making Connections With A Range Of Equity Issues

Although the activities in this document focus primarily on sexual orientation and gender identity, it is important to help students make the connections among the variety of equity issues, including race, gender, class, and ability. For example, all these systems of oppression include biases, stereotypes, prejudice, and discrimination, and as such it is important to work and discuss with students the intersectionalities of these forms of oppression.

Teachers should help students develop an understanding of these concepts and the way they are used to marginalize certain groups in society. Younger students may have had fewer opportunities to meet any out LGBTQ people as compared to their high school counterparts. Therefore, it is important to put homophobia and heterosexism into a context to which they can relate. This may mean helping students to uncover the ways in which they may have been discriminated against based on different parts of their own social identities as an initial first step.

Many students can relate to being made to feel different from others or badly about themselves because they may be a person from a racialized community, they may be a girl, they may be living in poverty, or they may have a disability. Teachers can help students examine these feelings, which build empathy while making issues of homophobia and heterosexism less abstract for younger students.

## Preparing The Class

Before starting focused anti-homophobia education, teachers should prepare their students to participate. Use activities to help them develop a vocabulary of feeling words that they can apply to various situations and scenarios. Establish a climate where individuals are confident in speaking

and listening to each other respectfully, and where different or conflicting views can be voiced and considered.

In addition, the class should be familiar with the concepts of racism, sexism, classism, and ableism (though they may not yet be named in early primary grades). An understanding of discrimination based on race, gender, class, and ability makes it much easier for students to develop understandings of discrimination based on (perceived) sexual orientation and gender identity.

### **Understanding The Importance Of Differentiated Instruction**

Equity education takes into consideration the diverse needs of all students and the learning pathways they are taking. Equity must be seen as the foundation for student success; not only in the academic realm, but in the social and emotional realms as well.

Integral to this is an understanding of the different learning styles of each student and their multiple intelligences. Responsiveness to the Interests, Readiness, and Learning Profile of each and every student through Differentiated Instructional Structures and Strategies is an important component of anti-homophobia education.

The Activities in this Curriculum Resource Guide have been designed with differentiation in mind, although teachers may still need to adapt the teaching and learning strategies in order to meet the diverse needs of the students they serve.

### **Promoting An Inclusive Curriculum**

Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extracurricular activities. Inclusive Curriculum is a philosophical approach to learning and teaching which recognizes and values the rich diversity of our school population.

Both in its content and methodology, inclusive curriculum seeks to recognize and affirm the life experiences of all students and their families, regardless of age, ancestry, citizenship, colour, creed (faith), disability, ethnic origin, family status, gender, gender identity, marital status, place of origin, race, same-sex partnership status, sexual orientation, or socio-economic status.

The goal of an inclusive curriculum and equitable learning is to create a school environment that reflects, affirms, and validates the diversity and complexity of human experiences. Students should be able to see themselves reflected in the curriculum, programs, and culture of the school.

An inclusive curriculum ensures educational experiences that are real and relevant to students' lives and their lived experiences. It also sets high expectations for all students within a school culture grounded on building caring relationships between all members of the school community. This helps to foster student engagement and achievement through pedagogy that is culturally relevant and responsive to all learners.

To make our existing curricula more inclusive, the following is a list of guiding questions teachers should continually reflect on as they develop and refine curriculum, practice, and classroom programs:

- Whose voices are present? How are these voices presented? Whose voices are absent?
- What and whose knowledge is recognized and valued? How is it recognized?
- How do resources acknowledge all people and all perspectives?
- What assessment and evaluation practices are most equitable?
- How can the knowledge and experience of families and the community be valued and reflected in our curriculum?
- How are a variety of instructional strategies used to ensure that all students are engaged in learning?

An inclusive curriculum seeks to encourage both the educator and the learner to see in multiple ways that they may use this knowledge to create a more just and equitable society.

### **Linking to the Ontario Curriculum**

Teachers will find several overall and specific curricular expectations from the [Ontario Ministry of Education Curriculum Guidelines](#) accompanying each Activity. Through the use of an integrated teaching approach, the activities combine critical thinking and problem solving with language acquisition and skill development across a variety of subject areas.

It should also be noted that the Activities themselves adhere to the Antidiscrimination Education section in the Curriculum Guidelines that must be considered in teacher planning.

### **Establishing A Long-Term Commitment**

Like any good teaching, anti-homophobia education is only effective when it is linked to other important learning. In order to build a classroom environment where the rights of everyone are respected, including those of the LGBTQ communities, teachers need to spend longer than one lesson on anti-homophobia with their students. Teaching and learning about homophobia is a process.

What follow are some guiding principles for establishing this long-term commitment to anti-homophobia education:

- Develop a shared language (please see the [Glossary](#));
- Respond to homophobic incidents as they arise and turn them into “teachable moments;”
- Give students time to reflect on their own ideas and values; and
- Provide space for students to empower themselves to act and behave in ways that challenge homophobia and heterosexism.

## **General Curricular Activities for Classes and Schools**

The following activities can be incorporated into the development of a school’s implementation of the James Banks Continuum to promote an equitable and inclusive curriculum that uses anti-homophobia education as the content vehicle.

### **Anti-Homophobia Education Display**

In a prominent place in the school, such as a hallway or library, prepare a table or bulletin board to acknowledge the contributions of LGBTQ individuals. Arrange pictures, posters, photographs,

magazines, newsletters, books, videos, artefacts, or students' projects to highlight their lives, history, culture, and achievements. Encourage teachers to decorate the walls outside their classrooms with students' work reflecting their learning about anti-homophobia education.

### **An Anti-Homophobia Education Moment**

Every morning, on the announcements throughout the school year, ask students to organize and provide information related to past and present contributions of LGBTQ individuals. The information could take the form of a short biography of a significant LGBTQ person (see the Canadian Gay and Lesbian Archives at <[www.clga.ca](http://www.clga.ca)>); a poem or an excerpt from a novel; or a brief description of an important moment in history that reflects the struggles and victories of LGBTQ people in Canada.

### **Community Visitors**

Invite people from LGBTQ communities to talk to students about their experiences. You may find suitable speakers through parents/guardians/caregivers, local businesses, or community organizations. The TDSB Equity Department can also provide assistance.

### **LGBTQ Images in the Media**

How are LGBTQ people portrayed in the media, particularly in movies and on television? Are stereotypes being perpetuated about LGBTQ people? How are some individuals who are LGBTQ misrepresented in the media? How have these stereotypes, omissions, or misrepresentations affected the way LGBTQ youth and adults think about their community? Discuss issues of stereotyping and homophobia in the media with staff and students.

### **Researching Significant LGBTQ Individuals**

Have students research significant LGBTQ individuals. Encourage them to consider people from all walks of life (education, entertainment, history, politics, professions, science, or sports) in choosing a subject. Ask students to share their information through written reports, dramatic role-playing, or portraits.

### **Storytellers and Artists**

Arrange for LGBTQ storytellers or artists to visit the school and make presentations about their experiences. For storytelling, encourage staff and students to share their own stories.

### **Where in the World?**

Organize students to research a specific LGBTQ individual or event from another country. Encourage them to learn and discuss the impact that this particular individual or event had in society.

### **Work and Careers**

Organize students to conduct research on homophobic barriers in Canadian history, and on how and when these barriers were finally overcome. For example: Who was the first LGBTQ actor/actress, artist, athlete, doctor, judge, politician, or union organizer in Canada to disclose his or her sexual orientation? What struggles did he or she face? When were same-sex rights established in the workplace? Which companies or organizations provide same-sex rights? What barriers do LGBTQ people still face in Canada today?

# **Primary-Level Activities (JK – Grade 3)**

## **Introduction to Primary-Level Activities (JK – Grade 3)**

The following integrated activities are appropriate for the primary grade levels.

Overall expectations across the curriculum for particular grade levels are included in each activity. As well, each activity corresponds to one of the four stages on the James Banks Continuum.

Teachers can modify and adapt the teaching and learning strategies and resources in order to best meet the needs of their individual class and grade level, as well as the Interests, Learning Profile, and Readiness of their students.

## Activity 1: What Makes a Family?

### James Banks Continuum: Stage 1

**Time: 3 x 45 minutes**

#### Description

The following activity broadens the students' concept of "family diversity." In *Part A*, Students brainstorm and discuss family structure and diversity, and share information from written text. In *Part B*, they participate in movement and drama activities (individually, in pairs, or in groups) to extend their learning and understanding of the concept of diversity in families. In *Part C*, students complete a worksheet on different kinds of families.

#### Expectations (Overall)

##### Kindergarten

Personal and Social Development

- B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- E. identify and use social skills in play and other contexts.

Language

- A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher.

The Arts

- E. communicate their ideas through various art forms.

##### Grade 1

Language Arts

*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.

*Media Literacy*

- demonstrate an understanding of a variety of media texts

Social Studies

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community.

The Arts

*Drama*

- Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Health and Physical Education

*Healthy Living*

- recognize safety risks and safe practices.

**Grade 2**

Language Arts

*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.

*Media Literacy*

- demonstrate an understanding of a variety of media texts

The Arts

*Drama*

- Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Health and Physical Education

*Healthy Living*

- outline safety rules and safe practices.

**Grade 3**

Language Arts

*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.

*Media Literacy*

- demonstrate an understanding of a variety of media texts.

## The Arts

### Drama

- Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories

### Planning Notes

- Students may or may not know the meaning of the terms gay and lesbian, as well as adopted, single-parent, extended, and divorced so there may be the need to familiarize them with these terms to address the biases and stereotypes that may be associated with them.
- Some students in your class may in fact from diverse family backgrounds; as such, ensure a safe a space for students and do not ask specific students to share their personal experiences unless they are willing to speak.
- Ensure there is sufficient chart paper and markers for all students in the class.
- Make sufficient copies of Appendix 1.1: Different Kinds of Families.

### Prior Knowledge

- Respect and trust should be established in the classroom before proceeding with this activity.
- The amount of group collaboration and discussion involved in the activity requires prior experience with group work and team building.

### Teaching/Learning Strategies

#### Part A

1. List with the class the important components of a family. Consider the following questions:
  - Who is in a family?
  - What does a family do together?
  - What do family members give or share with each other?
  - What responsibilities do family members have?
2. Record and display this list on chart paper for future reference.
3. Read aloud the picture book *Who's in a Family?* Pause at relevant areas of the book to reflect and discuss terms and ideas.
4. Ask the students how the families in the story compare to the class list of what a family is. Discuss with students points to add to the recorded list. Depending on the students' past experiences discussing same-sex families, adoptive families, and other family structures, there may be discomfort and confusion.
5. Spend time clarifying ideas and answering questions. For example, ask the students what kinds of things children need in order to be cared for (e.g., food, shelter, love). Can these things be given to them by different adults or just a mom and dad? It is important to reiterate that families can be made up of different adults and children, but what is most significant is the ways they take care of each other, and work and play together.
6. Briefly discuss with the class their observations of activities the family members do in the picture book.

- What do they do together?
  - Who does what chores in the house?
  - Who works out of the house?
  - Who takes care of the children?
7. Record a list of the activities done by different family members. (This begins a discussion on the family members' roles and responsibilities. The picture book promotes non-stereotypical gender roles in the home, as well as diverse family structures.) The students in the class may have similar or different experiences and ideas. Challenge stereotypical ideas that may come up. For example, if students express that child care is a woman's job, discuss this thought by posing some questions: Who can learn to feed, change, and to care for a baby? Can a man feed, change, and care for a baby?

### Part B

1. Warm-up: Have students participate in one of the following drama warm-up activities:

Drama Warm-up A: "ATOM" Have students individually wander around the room at the teacher's command (Go!). When a number is called out (e.g., ATOM 5), they are to form groups of five with the closest students as quickly as possible. If the number of students does not evenly match the number called, students are to hide extra members inside their circle. Encourage the class to form groups with different people each time. The object of the game is to get into groups as soon as possible. An extension to this game is to have students form different types of families.

Drama Warm-up B: "Back to Back" Have students individually wander around the room at the teacher's command. When the teacher calls out an instruction, they are to partner up with the nearest person and follow the command as quickly as possible (e.g., stand back to back, stand toe to toe, stand elbow to elbow, sit side to side)

2. Drama Activity: Have students work in pairs or triads and spread out in the classroom.
3. Explain to them that they will be creating snapshots (photographs) for the family album. Review the rules of creating tableaux or still pictures with the class. If students have had experience in creating tableaux, they can be instructed to create their pictures without talking.

**Notes on tableaux:** A tableau is a frozen picture created with our bodies. This technique requires students to discuss, collaborate, and decide upon one image to communicate or represent their ideas. Consider the following points:

- Multi-levels: Are students arranged in high, medium, and low positions for variety?
  - Relationships in space and with others: Is spacing between figures appropriate to the scene? Are there figures touching, far apart, facing one another, etc.?
  - Focus: Is there eye contact between figures? Are there body language and facial expressions on the figures?
  - One very important rule of drama is that we can all be anybody or anything.
4. Encourage girls and boys to role-play opposite roles, or to role-play animals or objects, or even parts of nature. Also, caution students to avoid portraying stereotypical images or behaviours in their tableaux. At times boys may play girls and rely on sexist stereotypical behaviour with which they are familiar.

5. Call out scenes (like the following) to accompany the students' still pictures:
  - A parent helping a child with homework
  - A child helping a parent wash dishes
  - A sibling helping a toddler to walk
  - A birthday celebration
  - A grandmother tending to a child's scraped knee
6. This activity is done with the teacher instructing the class as a whole; providing a very short time for preparation; sharing the tableaux; then moving on. It is not necessary to stop and observe every group's image before moving to the next scene. For younger students or students with minimal tableaux experience, small groups of students can be selected or asked to volunteer to demonstrate their tableaux in front of the class instead of the simultaneous participation of the whole class.

Note: With kindergarten classes, the drama component of this lesson could be done in two sessions or more. Younger students' attention spans are shorter and require more breaks and variety. Also, it would be helpful to have one or two extra adults available during the tableaux for supervision and assistance.

### Part C

1. Finally, in pairs, groups, or individually, ask students to complete Appendix 1.1: Different Kinds of Families. This can be completed on chart paper if students are working in groups or if they require more space than the worksheet permits.

Note: The appendix can be modified to suit students' age level and abilities, e.g., students can draw a picture about different families, label, and print their story. The teacher can transcribe each group's or student's picture/drawing. Have students share their work orally.

### Assessment and Evaluation

- Discussion and Drama: Are students participating fully in discussions and understanding the ideas and concepts of the lesson? Are they actively involved in the drama activity?
- Worksheet: Do students understand the concept of diversity in family structures through their examples? Can they name some significant components of a family?

### Accommodations/Extensions

- Create a collage of different types of families using words, phrases, and magazine clippings, and encourage students to blend, overlap, and create effect and mood.
- Write a poem about the most important thing to have in a family.
- Write keywords from the picture books onto chart paper to help students with new vocabulary.
- Buddy up ESL and special-needs students with supportive peers while they are participating in the drama activities. Provide step-by-step oral and written instructions.
- Model the instructions to students, if appropriate.

### Resources

#### Required Books

Skutch, Robert. *Who's In A Family?* Berkeley, CA: Tricycle Press, 1995.

#### Suggested Books

The following books can be used for further exploration of the themes in this lesson.

Aldrich, Andrew R., and Mike Motz. *How My Family Came to Be: Daddy, Papa and Me*. Oakland, CA: New Family Press, 2003.

De Haan, Linda. *King & King & Family*. Berkeley, CA: Tricycle Press, 2004.

Edmonds, Barbara Lynn. *When Grown-Ups Fall in Love*. Eugene, OR: Barby's House Books, 2000.

Elwin, Rosamund, and Michele Paule. *Asha's Mums*. Toronto: Women's Press, 1990.

Gilman, Phoebe. *Something from Nothing*. Toronto: Scholastic Canada Ltd., 1992.

Hausherr, Rosemarie. *Celebrating Families*. New York: Scholastic Press, 1997.

Hoffman, Mary, and Caroline Binch. *Amazing Grace*. London: Frances Lincoln, 1991.

Newman, Leslea. *Saturday is Patty Day*. Toronto: Women's Press, 1993.

Richardson, Justin. *And Tango makes three*. New York, NY: Simon & Schuster Books for Young Readers, 2005.

Schreck, Karen Halvorsen. *Lucy's Family Tree*. Lawrenceville, NJ: Tapestry Books: 2001.

### **Appendices**

- Appendix 1.1: Different Kinds of Families

### Appendix 1.1: Different Kinds of Families

Write or draw 4 different kinds of families.

Example: mom, dad, and children

1.

2.

3.

4.

What do you think is important to have in every kind of family?

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## Activity 2: “Pink Versus Blue” – Challenging Gender Stereotypes

### James Banks Continuum: Stage 2

**Time: 4 x 45 minutes**

#### Description

Students have an opportunity to discuss and identify traditional roles and assumptions about what is appropriate male and female behaviour. With the teacher’s guidance, the class identifies issues that arise when girls and boys don’t conform to presented gender roles and discuss ways to challenge these notions so that people have more choice in who they are and what they want to do. In small groups (or as a whole class with younger grades), students create charts about gender roles for comparison and examination.

#### Expectations (Overall)

##### Kindergarten

Personal and Social Development

- A. demonstrate a sense of identity and a positive self-image;
- B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Language

- A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher

##### Grade 1

Language Arts

*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.

Health and Physical Education

*Healthy Living*

- recognize safety risks and safe practices

##### Grade 2

Language Arts

*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.

Health and Physical Education

*Healthy Living*

- outline safety rules and safe practices.

**Grade 3**

Language Arts

*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

Health and Physical Education

*Healthy Living*

- list safety procedures and practices in the home, school, and community

**Planning Notes**

- Chart paper (enough for each small group of students)
- Markers (enough for each small group of students)
- Masking tape
- A collection of children’s toys (Avoid asking students to bring toys from home, in order to be respectful of socio-economic class differences among your students.)

**Prior Knowledge**

- There should be a certain level of trust and respect among the students and between the teacher and the students before beginning this activity.
- Because discussing gender roles can become extremely personal, it is a good idea to reiterate classroom rules of responsibility and respect and to remind students that all ideas are important, but that everyone must take responsibility for their words and actions.
- Some previous class discussions on stereotyping and prejudice would also be helpful.

**Teaching/Learning Strategies**

1. Before beginning this activity, collect a number of children’s toys. Try to have some that are stereotypically for males or females and some that are gender-neutral. (You may wish to contact the Equity Department [see *Resources* section] to borrow a *Gender Box* that includes children’s toys.)
2. Present each toy to the class one at a time and discuss with students whether it’s a “girl-toy” or “a boy-toy.” Discuss why.
3. With the class, generate short lists (no more than six to eight items each) of games or activities that students play. Record these lists on chart paper.
4. Sort students into mixed-gender groups of three or four. Provide each group with a large sheet of chart paper and one or two markers. Ask the students to create a Venn diagram. Label one

circle, girls and the other circle, boys. The area where the two circles intersect should be labelled both. Students need to sort the activities/toys into the appropriate circle. Students who decide that some are for both boys and girls can put them into the overlap section. (Note: For younger grades, this activity can be done as a whole class, with the teacher recording students' ideas.)

5. Bring the class back together. Have each group share its related words. Discuss with students their thoughts and feelings about their results. Ask the students the following questions:
  - Where do these ideas come from?
  - Are these ideas always true for all girls or all boys?
  - Are there girls/boys who don't follow these rules or ideas?
  - How are they treated? Is this fair?
6. Guide the students through some of their assumptions and challenge their ideas. For example, many students may feel that boys are better at sports than girls. The following questions may help move the discussion:
  - Are there girls or women we know who are fast runners, or play hockey or baseball well?
  - Do you think children are born with the skills to play a sport?
  - Is it something we learn to do?
  - Who has more opportunities to play a sport as a young child?
  - Who gets the baseball glove or basketball for a present?
  - Who is more encouraged to be playing hockey or football?
  - What happens if a girl plays a sport better than boys do?
  - Is she singled out (in a good or bad way)?
7. Utilize the earlier props (toys) in this discussion. For example, the skipping rope is often thought of as a girl's game. What happens if a boy decides to play this game? How is he treated by the other boys or girls? What names might he be called? How does this make him feel? Do you think this is fair?
8. Identify, as a class, the discrimination that occurs due to gender stereotyping. Refer to the following suggested questions: (Note: With younger students, this section is most appropriate with the teacher facilitating a whole-class discussion. Older students may work in small groups.)
  - What kinds of name-calling do you hear when girls and boys don't follow gender rules? (e.g. sissy, fag, gaylord, batty man, poofa, tomboy, lezzy, lezbo, dyke, homo, queer, etc.)
  - Who gets called these names? Which boys and which girls?
  - How do these hurtful actions affect the boy or girl?
  - Do you think children need to change their behaviour in order to not be bullied or harassed? (e.g., boy may feel he needs to act more "macho" to prevent being targeted)
  - Is this fair? Students can produce their own ideas of the reasons why stereotyping is harmful. Although they may to some extent buy into these assumptions, children often have a strong sense of justice and will see the unfairness in the ways people are treated.
9. Generate and record a list of reasons why stereotyping based on rules of gender is not a good thing:

- It hurts people’s feelings.
  - Girls and boys will stop doing what they really want to do.
  - Everyone would be the same and that would be boring.
  - Boys and girls should have the opportunity to make their own choices and not be afraid of being ridiculed.
10. In their original groups or as a class, develop a new chart entitled “What Girls and Boys Can Do.” Have students list ideas, activities, and things that are inclusive for girls and boys.
11. Discuss the results and compare their findings with the previous lists.
12. Look at some toy advertisements with your class. Discuss who the toy advertisement is for (boys or girls?) and how students know this. Discuss how the advertiser constructs the advertisement to fit with gender stereotypes.

### Assessment and Evaluation

#### Creating Gender Charts

- Are students able to work co-operatively and share responsibilities within the group?
- Are they able to articulate their ideas and opinions clearly and with some validation?
- Do students demonstrate an understanding of gender stereotyping, and is there evidence of their challenging these assumptions through their oral discussions and written work?

### Accommodations/Extensions

- Give additional support during the brainstorming session, providing clues for activities.
- Provide opportunities for students to express their ideas verbally, with pictures, etc.
- Provide pictures and photographs from magazines to illustrate activities and toys that reinforce gender stereotypes and as a means to enrich the Media Literacy aspects of the lesson.
- Have students cut and paste these items onto their lists.
- Read some traditional folk tales and fairy tales with the class. Have students write/illustrate their own “gender-bending” versions.
- Share stories, articles, and illustrations of people in the media and communities, who break gender barriers (e.g. female hockey player, male teacher who likes to cook or sew).
- Borrow the Equitable and Inclusive Schools *Gender Box* curriculum document and involve students in additional activities to promote anti-sexism.
- To move the activity along the James Banks Continuum, brainstorm with students different actions they can take to voice their concerns, such as writing a letter to the toy company that explains how their advertisement stereotypes gender roles.

### Resources

The following books can be used for further exploration of the themes in this lesson.

Hoffman, Mary. *Amazing Grace*. London: Frances Lincoln Children’s Books, 2007.

Jimenez, Karleen Pendleton. *Are You a Boy or a Girl?* Toronto: Green Dragon Press, 2000.

Zolotow, Charlotte. *William’s Doll*. New York: Harper Collins Publications, 1972.

## Activity 3: My Rights, Our Rights

### James Banks Continuum: Stage 3

**Time: 2 x 45 minutes**

#### **Description**

This lesson teaches students about different forms of discrimination and harassment, including discrimination based on family structure and the rights and responsibilities of students in the school and as citizens in our society. The class participates in drama activities to explore some issues and develop a list of rights and responsibilities for the classroom.

#### **Expectations (Overall)**

##### **Kindergarten**

Personal and Social Development

- A. demonstrate a sense of identity and a positive self-image;
- B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Language

- A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher

##### **Grade 1**

Language Arts

*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.

Health and Physical Education

*Healthy Living*

- recognize safety risks and safe practices

##### **Grade 2**

Language

*Reading*

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

The Arts

*Drama*

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Health and Physical Education

*Healthy Living*

- outline safety rules and safe practices.

**Grade 3**

Language

*Reading*

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

The Arts

*Drama*

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

Health and Physical Education

*Healthy Living*

- list safety procedures and practices in the home, school, and community

**Planning Notes**

- Chart paper and markers (for teacher use)
- Pencils (enough for each student)
- Make copies of Appendix 3.1: Scenario Worksheets

**Prior Knowledge**

- Discussions about rights and responsibilities with the class prior to the activity are important.
- Students should have a strong sense of what necessitates a safe a healthy environment for living and learning.
- A significant amount of respect and trust should already be established in the classroom, based on shared classroom norms.
- Some drama experience is highly recommended.
- Previous classroom lessons and discussions on racism, sexism, and other forms of discrimination would also be very useful.

**Teaching/Learning Strategies**

1. Explain to students that they will be exploring the different ways people in our society are treated unfairly.
2. Create a chart that has two lists, one labelled “Actions: ways people are treated unfairly” (discrimination) and one labelled “Origins: reasons people are treated unfairly.” Brainstorm and

chart (briefly) some of the students' examples. For example, behaviours such as name-calling, insults, hitting someone, and leaving someone out would fall under the heading of "Actions." Examples such as colour of skin, how smart you are, how you look, what you wear would fall under "Origins."

3. Ask the question, "Is this fair?"
4. In small groups of three or four, instruct students that they will each be given a scenario. Choose a reader to read the information. Then, as a group, ask them to answer the three questions at the bottom of the page. (Refer to Appendix 3.1: Scenario Worksheets.)
5. Have each group create tableaux to share with the class about its scenario. (Refer to Activity 1: What Makes a Family? for notes on tableaux.) Bring the class back together. As groups, share their tableaux.
6. Discuss their responses to the questions and add information to the list on the chart of "Actions" and "Origins."
7. Talk about the feelings of the people in the scenarios. Share possible solutions for the scenarios. Ask students what could be done to help the person in each scenario.
8. Have students return to their groups, and this time, have them prepare a very simple and short role play that provides a positive outcome or a possible solution to their scenario. To keep this activity manageable, give the students a short planning time (e.g., five minutes for primary and for junior give students twenty minutes and extend the activity with moving picture tableaux, i.e. a variety of changing scenes).
9. Discuss various role playing techniques with students based on the following:
  - General notes on role play: It is a process in which students and/or the teacher explore the thoughts and feelings of another person by responding and behaving as that person would in a dramatic situation. It is an excellent technique to give students the distance and safety of a role to explore a variety of issues. It allows students and teachers to move in and out of role for processing information and determining possible directions. This is particularly important with younger students.
  - When role-playing with younger students, consider the following points:
    - Provide time to practise with simple scenes (e.g., playground activities, on a crowded bus) as a warm-up, before moving into problem-solving scenes
    - Keep instructions and time frame for preparation clear and short
    - Keep in mind that the process of solving problems and exploration is more important than the end product
  - When role-playing with junior level students:
    - Have students write a script for a role play
    - Provide students with more time to prepare
10. Continue the discussion by stating that everyone has a right to feel safe and to be treated respectfully, regardless of the following:
  - one's sexual orientation
  - one's skin colour

- one's religion
- one's first language
- one's country of origin
- one's abilities/disabilities
- one's job or the amount of money made at that job
- one's family
- one's gender

11. Explain to the students that we all have rights and it is the law. Pose the questions:

- What can we do to ensure that we are all treated fairly and respectfully and that no one's feelings are hurt?
- What responsibilities do we have to each other and ourselves?

12. As a large class or in small groups, have students generate a list of our rights and responsibilities. A suggested beginning would be, "We all have the right to be treated fairly and respectfully."

### Assessment and Evaluation

#### Responses to Scenarios

- Are students able to identify bullying and harassing behaviour in the scenarios and challenge them by offering appropriate solutions?
- Can they identify the feelings of the victims?

#### Drama Activity

- Can students demonstrate appropriate solutions through drama?
- Are they able to use techniques in tableaux and role play effectively to express their thoughts and ideas?

### Accommodations/Extensions

- Discuss each category of oppression more fully, using storybooks and other materials that explore racial discrimination, sexism, class bias, etc.
- Have students illustrate their understanding of the scenarios, as well as create a tableau.
- Choose one scenario and read to the whole class. Solve the problems as a group and ask for volunteers to model a solution through drama.
- Write letters in role as one of the characters in the scenarios.
- Write an ending to the scenario with a possible resolution to the situation.
- Share with students the child-friendly language versions of the [United Nations Convention on the Rights of the Child](#) and the [Universal Declaration of Human Rights](#), or the TDSB [Equity Foundation Statement](#) and [Human Rights Policy](#). Ask the students to give examples of how these articles reflect their own lives. This can be done through discussion, pictures, or writing.
- Make a class book of "Our Rights and Responsibilities." Fill it with examples of pictures and writings that express students' thoughts on fairness and equality.
- To move the activity along the James Banks Continuum, ask students to share their skits/messages with other classes during student share assemblies and/or film skits as Public Service Announcements and upload to Blog or Website for comment from other students, parent/guardians/caregivers, etc.

## Resources

### Suggested Books

Doppert, Monika. *The Streets are Free*. Toronto: Annick Press Ltd., 1995.

Elwin, Rosamund, and Michele Paule. *Asha's Mums*. Toronto: Women's Press, 1990.

Fleming, Virginia. *Be Good to Eddie Lee*. New York: Paper Star, 1993.

Martinez, Alejandro Cruz. *The Woman Who Outshone the Sun*. San Francisco, CA: Children's Book Press, 1987.

Newman, Leslea. *Heather Has Two Mommies*. Los Angeles: Alyson Press, 1989.

Ringold, Faith. *Aunt Harriet's Underground Railroad in the Sky*. New York: Crown Publishers Inc., 1992.

Shange, Ntozake. *White Wash*. New York: Walker and Company, 1997.

Surat, Michele Maria. *Angel Child, Dragon Child*. Toronto: Scholastic Inc., 1983.

Vigna, Judith. *My Two Uncles*. Morton Grove, IL: Albert Whitman and Col., 1995.

### Appendices

- Appendix 3.1: Scenario Worksheets

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This activity is adapted from: Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity*. Toronto: Allyn and Bacon, 1998.

## Appendix 3.1: Scenario Worksheets

### Jose's Situation

Jose found out that his friend Keesha is having a birthday party on Saturday. He waited for an invitation, but never received one. Jose soon learned that he was not invited because Keesha's party was going to be at a skating rink. Keesha didn't invite him because Jose was in a wheelchair.

- Why was Jose left out?
  - How do you think it made Jose feel?
  - How was Jose treated unfairly?
- 

### Jana's Situation

Jana invited a few of her girlfriends over to her house after school to work on a big science project. Only two showed up. Later, Jana heard from some of the other girls that some of their parents wouldn't let them come because Jana's mother is a lesbian and lives with another woman.

- Why was Jana left out?
  - How do you think it made Jana feel?
  - How was Jana treated unfairly?
- 

### Todd's Situation

Todd's class is doing a special project about careers. The other day, the teacher asked all the students to share what their parents do. When Todd shared that his dad was a caretaker at a neighbourhood restaurant, he could hear a bunch of the kids snickering and laughing in the room. He felt embarrassed and ashamed. That recess, two of his classmates came up to him and said, "We didn't know your dad cleaned floors. Do you shop at the Salvation Army for your clothes?" Todd tried to ignore them and felt like crying.

- Why was Todd left out?
- How do you think it made Todd feel?
- How was Todd treated unfairly?

### **Appendix 3.1: Scenario Worksheets con't**

#### **Ling's Situation**

The class is starting a unit on science experiments. When the students were forming their groups, you heard Jeannie said, "Don't let Ling work in our group. She can't speak English and she's so stupid, she'll make us fail the project." Ling heard her.

- Why was Ling left out?
  - How do you think it made Ling feel?
  - How was Ling treated unfairly?
- 

#### **Edith's Situation**

It's December and Edith's teacher has the students singing Christmas songs that are not religious, like *O Christmas Tree*, *Deck the Halls*, *Santa Claus is Coming to Town*. Almost everyone in the class likes the songs and knows the words. Edith is Jewish and does not celebrate Christmas. In fact, she celebrates Hanukkah but no one in the class even knows what that is.

- Why was Edith left out?
  - How do you think it made Edith feel?
  - How was Edith treated unfairly?
- 

#### **Rico's Situation**

Rico is not like some of the boys in his class. At recess, they like to play soccer or football. Rico likes to play hopscotch and high jump. During gym the other day, the teacher split the class into two teams for a baseball game. When it was time to pick players, Sam whispers to Hakim, "Hope we don't get stuck with Rico. He's such a sissy. Always playing with the girls." Some of the students heard him and started to laugh. Rico heard him too.

- Why was Rico left out?
- How do you think it made Rico feel?
- How was Rico treated unfairly?

## Appendix 3.1: Scenario Worksheets con't

### Faiza's Situation

Faiza just entered a new school where she was the only South Asian student in her grade. This was very different from her previous school, where she had White, Asian, and Black friends. For the first week of school, she didn't talk to many of the students. Faiza knew that because she was a little shy, it would take her a while to make new friends. But on her way home that Friday, a group of boys from an older grade were walking a few feet behind her. She could hear them laughing and shouting something. She tried to ignore them, but all she could hear was the word "Paki." She wanted to turn around and yell back that she was Indian and not Pakistani, but all she felt like doing was running home and hiding.

- Why was Faiza left out?
- How do you think it made Faiza feel?
- How was Faiza treated unfairly?

## Activity 4: Celebrating Family Diversity and Pride

### James Banks Continuum: Stage 4

**Time: 3 x 45 minutes**

#### Description

Students have an opportunity to discuss a range of different ways families and communities celebrate. This activity focuses on the celebration of families, including same-sex family units. The word *culture* in the Ontario Curriculum is interpreted in this activity to include a broad range of cultures such as multicultural, gay and lesbian, religious, disabilities communities, and others. The class discusses the significance of Toronto's annual Pride Week celebrations to same-sex families and incorporates this into a celebration of diversity in families. Students create portraits of different families and write short excerpts describing a family celebration.

#### Expectations (Overall)

##### Kindergarten

Personal and Social Development

- B. demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Language

- A. communicate by talking by listening and speaking to others for a variety of purposes and in a variety of contexts;
- B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher.

The Arts

- E. communicate their ideas through various art forms.

##### Grade 1

Language Arts

*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.

*Media Literacy*

- demonstrate an understanding of a variety of media texts.

Art

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

## **Grade 2**

### Language Arts

#### *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.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

### Social Studies

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations.

### The Arts

#### *Visual Arts*

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

## **Grade 3**

### Language Arts

#### *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.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

### The Arts

#### *Visual Arts*

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

## **Planning Notes**

- Make sure to have enough of the following materials for your students who will be working in small groups or pairs: magazines and newspapers, scissors, tape or tacks crayons, pencil crayons, and other writing utensils.
- Search images of Pride Week and the Pride Parade on the Web, especially from the Pride Toronto Website: <http://www.pridetoronto.com> and print out for the class or project on a Smart Board or screen.

### Prior Knowledge

- The class should have completed Activity 1: What Makes a Family?
- The students should have already become familiar with the different family configurations and the important values that all families can share.
- Ensure that students have become familiar with new terms, such as *gay*, *lesbian*, and *bisexual*, that come up in this activity. Teachers should assess students' prior knowledge before this activity.

### Teaching/Learning Strategies

1. Review all the different groupings families come in. Some of these examples can come from students' own families. This should be a review from the previous activity (e.g., nuclear, extended, single-parent, same-sex, divorced/separated families).
2. Brainstorm with students all the different ways families and communities celebrate an important event or day (have a party, gather together, take photos, etc.).
3. List some of the important events families and communities celebrate (birthdays, religious and cultural events, weddings, etc.).
4. Bring in a picture of a rainbow, or draw and colour a simple one on chart paper or chalkboard. Discuss the colours in a rainbow. Briefly talk about how each colour of the rainbow can represent different people from different cultures. (Keep this discussion short— approximately 10 minutes.)
5. Share with the students that the rainbow is a symbol of diversity in the LGBTQ community and that the colours stand for the following: red—light, orange—healing, yellow— sun, green—serenity, blue—art, and purple—spirit. Discuss that LGBTQ communities use the rainbow flag as a symbol that helps to represent themselves. This may help students understand the concept of symbols and identity better since many students see their own identities represented by flags.
6. Ask the class if anyone has ever seen or been in a parade. Discuss different kinds of parades (e.g., Lunar New Year, Caribana, Santa Claus, Easter). Talk about things that are evident in most parades and the reasons for parades. Some of them celebrate family, community, culture, and pride.
7. Define the word *pride* with the students. Ask the question, “When and why do people feel pride?” Ask students if they've ever heard of Pride Week. Discuss what students know about this week. Explain that Pride Week is a week when LGBTQ people celebrate with their families and friends, their supporters, and each other. It is also a time to promote equity for sexual orientation and gender identity by challenging discrimination against the LGBTQ community.
8. Include a historical discussion on why there is a Pride Parade for the LGBTQ community and why there isn't one for straight communities. [Pride Toronto](#) is a good source for this historical information. Contact them or a representative from other community agencies to see if you can arrange a guest speaker to come to your class. As well, the TDSB has central staff who can assist. Please contact [Equitable and Inclusive Schools](#), [Gender Based Violence Prevention](#), and/or the [Human Sexuality Program](#).

8. Read *Gloria Goes to Gay Pride*. If this storybook is not available, cut out a photo from a newspaper or magazine of the Pride Parade. Often, one of the local newspapers will feature a story of Pride Week or the Pride Parade on the day after the event. Discuss that gay and lesbian communities use the rainbow flag as a symbol that helps to represent themselves.
9. Talk to students about the importance of this day to Gloria and her family. Explain to the students that Pride Week is a week when same-sex families celebrate their community. (This term and other related words such as *gay*, *lesbian*, and *bisexual* should have been introduced and discussed in the previous activity.) Be prepared to discuss aspects of Pride Week that students may have seen at the parade or in photos or news reports. Stress that the way people dress for a parade is different from the way they dress every day and that all gay, lesbian, and bisexual people don't like to dress in the same way. Be careful that students don't stereotype LGBTQ people based on certain images they notice.
9. Ask students to write a very short excerpt (three sentences) of a special or proud time in their family. Tell them that this is a personal piece of writing and it will not be shared unless they want to. Only the teacher will read it.

Note: Emphasize to the students that they only take as much risk as they want to and share only what they feel comfortable sharing.

Ask for volunteers to share and display their works and writing within the mural/collage.

10. Assign each group a type of family so that there is diversity within the artwork. Have them create a portrait or a picture of this family using a variety of art supplies and writing tools. As well, students could make a collage using cut-outs from magazines.
11. Encourage students to include families with different skin colours and diverse abilities. If needed, revisit some of the pictures in the storybooks shared to remind students of the variety of social identities people have. Have students brainstorm what diversity looks like and then choose to focus their work on these specific groups (e.g., people of colour, people with disabilities) which will further ensure diversity in the artwork.
12. Draw, colour, and cut out significant words to create a title and messages. Design and decorate a bulletin board with the portraits and words to create a mural/collage effect. Have groups include symbols, pictures, or words to represent important celebrations and practices to the family, e.g., birthdays, Lunar New Year, Pride Parade, Caribana, etc.
13. Brainstorm with students places or events where their posters and the mural/collage could be displayed as a means to demonstrate their learning and as a means to promote equity for sexual orientation and gender identity. The idea is get students thinking about how they can share their information with the larger school or community as a means of taking social action and standing up for the rights of others. Students may have very big ideas so act as a facilitator and use probing questions to ground their thinking.
14. One idea students could come up with is to make posters for the TDSB float and/or school bus that are in the Pride Parade. Additionally, students could have their own Pride Parade in their school and invite the local media as well as representatives from Pride Toronto or other

community agencies that celebrate and promote equity for sexual orientation and gender identity.

### Assessment and Evaluation

Group Collage

- Are students participating appropriately in the discussion?
- Do the students demonstrate respect for the diversity in families in their visual and oral presentations?

### Accommodations/Extensions

- Provide as many visual images of different families as possible, through books, photos, videos, etc. Have students illustrate and write about their own families in their first languages, if needed.
- Read books about diversity in families. Create a “Celebrating Families” book with examples of diverse families and biographies about each family, such as *Families: A Celebration of Diversity, Commitment and Love*. Have the students read the class book to the rest of the class or to younger students.

### Resources

#### Required Books

Newman, Leslea. *Gloria Goes to Gay Pride*. Boston, MA: Alyson Wonderland, 1991.

#### Suggested Books

The following books can be used for further exploration of the themes in this lesson.

Aldrich, Andrew R., and Mike Motz. *How My Family Came to Be: Daddy, Papa and Me*. Oakland, CA: New Family Press, 2003.

De Haan, Linda. *King & King & Family*. Berkeley, CA: Tricycle Press, 2004.

Edmonds, Barbara Lynn. *When Grown-Ups Fall in Love*. Eugene, OR: Barby's House Books, 2000.

Elwin, Rosamund, and Michele Pause. *Asha's Moms*. Toronto: Women's Press, 1990.

Jenness, Aylette. *Families: A Celebration of Diversity, Commitment, and Love*. Boston, MA: Houghton Mifflin Company, 1990.

Richardson, Justin. *And Tango makes three*. New York, NY: Simon & Schuster Books for Young Readers, 2005.

Schreck, Karen Halvorsen. *Lucy's Family Tree*. Lawrenceville, NJ: Tapestry Books: 2001.

Skutch, Robert. *Who's in a Family?* Berkeley, CA: Tricycle Press, 1995.

# **Junior-Level Activities (Grades 4 – 6)**

## **Introduction to Junior-Level Activities (Grade 4 – 6)**

The following integrated activities are appropriate for the junior grade levels.

Overall expectations across the curriculum for particular grade levels are included in each activity. As well, each activity corresponds to one of the four stages on the James Banks Continuum.

Teachers can modify and adapt the teaching and learning strategies and resources in order to best meet the needs of their individual class and grade level, as well as the Interests, Learning Profile, and Readiness of their students.

## Activity 1: Exploring Diversity in Families

### James Banks Continuum: Stage 1

**Time: 3 x 45 minutes**

#### **Description**

This activity is designed to study a variety of family structures that are present within our society. Students are asked to explore the variety of family structures through reading material and experiential learning.

#### **Expectations (Overall)**

##### **Grade 4**

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

The Arts

*Drama*

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.

##### **Grade 5**

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

The Arts

*Drama*

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories.

##### **Grade 6**

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

The Arts

*Drama*

- B1. Creating and Presenting: apply the creative process (see pages 19–22) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

## Planning Notes

- Ensure there is sufficient chart paper and markers for each small group of students.
- Photocopy sufficient copies of Appendix 1.1: Different Types of Families Scenarios.
- The teacher should be prepared to deal with a variety of sensitive issues that may arise about the composition of families.
- It is important for the teacher to create a safe, respectful, and positive learning environment. Consider the following questions:
  - How do I incorporate student opinions and discussions in a sensitive manner to address the diverse needs of all students in my class?
  - How do I ask for and accept feedback from my students regarding an aspect of the lesson?
  - How do I allow my students to take risks with the learning material?

## Prior Knowledge

- Respect and trust should be established in the classroom before proceeding with this activity.
- The amount of group collaboration and discussion involved in the activity requires prior experience with group work and team building.

## Teaching/Learning Strategies

1. Divide the students into groups of four or five. Provide each group with chart paper and markers. Explain to the class that they are to create a word web and brainstorm everything they associate with the word *families*. Allow a structured amount of time for this group activity (e.g., ten minutes). Remind the class that in brainstorms, all serious ideas count and should be recorded. Have the groups consider the following questions in their brainstorm:
  - Who can be in a family?
  - What are important characteristics in a family?
  - What makes families different?
2. Bring the class back together and share the brainstorm. Create a class list with the following categories on chart paper (sample ideas have been provided):

Family Groupings/	Important Characteristics	Differences in Families
<ul style="list-style-type: none"> <li>• single-parent</li> <li>• mom, dad, and children taking care of each other</li> <li>• adoptive families</li> <li>• divorced/separated</li> </ul>	<ul style="list-style-type: none"> <li>• sharing</li> <li>• hobbies and things they do together</li> <li>• helping each other</li> <li>• love, trust</li> </ul>	<ul style="list-style-type: none"> <li>• different religions</li> <li>• traditions and celebrations</li> <li>• languages spoken at home</li> </ul>

3. Read aloud either *Who's in a Family?* by Robert Skutch or a selection of stories from *Families: A Celebration of Diversity, Commitment and Love* by Aylette Jeness that include: Tam, Hakem, Nhor, Elliot, and Jody.
4. Follow the reading with a class discussion. Talk about the types of families mentioned in the text and suggested in the pictures. Ask the students what makes them different from or similar to each other. Record information not yet on the class chart.
5. Take the time to discuss any issues and answer questions. This may be the first time some of the students have been introduced to the concept of same-sex families, adoptive families, etc. Emphasize the importance of common characteristics in a family as opposed to types of

families. What matters is how family members take care of one another, share, and solve problems.

6. Group Drama Task: (For drama warm-ups, refer to the Primary-Level Activities (JK – Grade 3) Activity 1: Different Kinds of Families.
7. Have students return to their original brainstorming groups. Provide each group with a scenario from the worksheet.
8. Give the following instructions:
  - Choose a reader to read aloud the group scenario that follows.
  - Create a tableau of the family in your scenario, doing something they enjoy together.
  - Create a tableau of your family solving a problem or doing a job together.
  - Choose a narrator to explain the tableau. (For an explanation on tableaux, please refer to the Primary Activities: What Makes a Family?) (Note: It may be useful to discuss the steps and to generate ideas prior to proceeding in their groups. Also, writing the instructions on chart paper or the chalkboard may provide students with clearer guidelines.)
9. Finally, have the class share their tableaux. The narrator for each group can be part of the tableaux and can unfreeze to tell about his/her group's picture. Discuss the scenes in terms of the tableaux techniques, and also content.
  - What is the family doing together?
  - How are they problem-solving?

### Assessment and Evaluation

#### Drama Activity

- Can the students work co-operatively and follow the teacher's instructions?
- Are they able to express their ideas through drama and tableaux?
- Are they able to identify important components in a family through their drama scenes and participation?

### Accommodations/Extensions

- Write keywords from the story on chart paper to help students with new vocabulary.
- Provide students with opportunities to practise drama techniques so that their comfort level with risk taking increases.
- Have students reflect on the experience by writing in their journals about how they felt, what they learned during the activity, or draw a picture about their thoughts.
- Extend their tableaux to include speaking parts for the figures.
- Write a short passage in role as one of the characters in a tableau.
- Create a photo album of your family, with drawn pictures, and explain orally or in writing why you think your family is like no one else's. What do you like to do together? What responsibilities does each member of the family have?

### Resources

#### Required Books

Jenness, Aylette. *Families: A Celebration of Diversity, Commitment and Love*. Boston, MA:Houghton Mifflin Co., 1990.

Skutch, Robert. *Who's In a Family?* Berkeley, CA: Tricycle Press, 1995

### **Suggested Books**

The following books can be used for further exploration of the themes in this lesson.

Aldrich, Andrew R., and Mike Motz. *How My Family Came to Be: Daddy, Papa and Me.* Oakland, CA: New Family Press, 2003.

De Haan, Linda. *King & King & Family.* Berkeley, CA: Tricycle Press, 2004.

Edmonds, Barbara Lynn. *When Grown-Ups Fall in Love.* Eugene, OR: Barby's House Books, 2000.

Elwin, Rosamund, and Michele Paulese. *Asha's Mums.* Toronto: Women's Press, 1990.

Gilman, Phoebe. *Something from Nothing.* Toronto: Scholastic Canada Ltd., 1992.

Greenberg, Keith Elliot. *Zack's Story: Growing up with Same-sex Parents.* Minneapolis, MN :Lerner Publications Co., 1996.

Hausherr, Rosemarie. *Celebrating Families.* New York: Scholastic Press, 1997.

Hoffman, Mary, and Caroline Binch. *Amazing Grace.* London: Frances Lincoln, 1991.

Newman, Leslea. *Saturday is Patty Day.* Toronto: Women's Press, 1993.

Richardson, Justin. *And Tango makes three.* New York, NY: Simon & Schuster Books for Young Readers, 2005.

Schreck, Karen Halvorsen. *Lucy's Family Tree.* Lawrenceville, NJ: Tapestry Books: 2001

### **Suggested Video**

*That's a Family!* Prod. Women's Educational Media. DVD. Women's Educational Media, 2000.  
(36 minutes) (#DV1318)

### **Appendices**

- Appendix 1.1: Different Types of Families Scenarios.

## Appendix 1.1: Different Types of Families Scenarios

### Lekeesha's Family

Lekeesha lives with her mother and father in a small townhouse. She has a dog named Theo and a bird named Chirpy. Her parents don't own a car because they think it's very bad for the environment, so instead they walk everywhere. Lekeesha's favourite day is Saturday because her whole family walks to the park and plays frisbee with their dog. Both her parents like to help her with her homework. Mom helps her with her math problems and dad reads stories to her before bedtime.

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### Jamil's Family

Jamil actually has two families. His father lives in a house not very far away. He stays with him three days a week. During the rest of the time, he lives with his mom and her partner named Gabrielle. Jamil also lives with his older sister named Nadia. They usually get along, but sometimes Nadia gets mad at Jamil because she's stuck babysitting him when she'd rather be out with her friends. But they have fun together. On the weekends, Jamil, Nadia, his mom, and Gabrielle play long games of Monopoly. When Jamil and Nadia are with Dad, he likes to take them swimming at the nearby pool.

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### Ona's Family

Ona is ten years old. Ona is Vietnamese and her parents are white. Her parents explained to her that she was adopted when she was a little girl, and that they fell in love with her the first time they met her. Ona and her parents do everything together, even the chores. Ona likes to help with the dishes. She dries them, while her dad washes them. Every Saturday, Ona goes to a special school where she learns to speak Vietnamese. It's fun there because she gets to see Phiyen and Dillon, her friends. Sometimes, after her class, her parents pick her up and they all go for lunch.

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### Noah's Family

Noah and his sister Karla live with their mom, dad, and grandfather. Karla is only a baby so dad is at home taking care of her. Sometimes, Dad lets Noah feed Karla. Her favourite food is sweet potatoes. She seems to hate broccoli. She spits it out whenever he tries to feed it to her. Noah does very well in school, but sometimes he needs help coming up with ideas for story-writing. That's where his grandfather comes in. He's always got great ideas. Noah often goes for long walks with grandfather while he tells one of his exciting stories about his life.

## Appendix 1.1: Different Types of Families Scenarios con't

### Peter's Family

Peter lives with his dad and two brothers in an apartment building. Peter is the oldest so sometimes he has to take care of John and Jonah. They're twins and they're only 5 years old. He reads them stories and pushes them on the swings in the park. Peter just turned 14. His dad is a plumber and sometimes has to work in the evenings. When they're all home together, dad makes popcorn and they watch a movie. Sometimes, for a treat, he takes them skating at the outdoor rink.

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### Jose's Family

Jose lives in a big house with many rooms. Because his family is so big, it feels like it's always crowded. Jose lives with his mom, dad, two brothers, uncle, aunt, and their baby daughter. The weekends are the best. When everyone is home, they make lots of food to eat, play loud music, and it always feels like a party. Jose never feels lonely. There's always someone to help him with his homework, play a game with, or just to talk to. Sometimes it's nice to be alone and quiet. That's when Jose wishes he had his own bedroom or his family had their own house.

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### Yasmin's Family

Yasmin lives with her mother and baby brother in an apartment building on the top floor. Yasmin's mom works two jobs, so she sometimes doesn't see her until the late evening. She takes care of her three year-old brother after school. Sometimes, Yasmin and her brother go to work with their mother in the evenings. She cleans an office building. Yasmin might help out, or she and her brother watch TV while they wait for their mom to finish working. Yasmin and her family are Hindu. She often visits the temple with her mom to worship. Her favourite holiday is Diwali, the festival of lights, which usually falls in late October or early November. During this time, her family visits the temple with many of their friends and their families to eat special food, and exchange sweets and gifts.

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### Keyan's Family

Keyan and his family are Chinese Canadian. He lives with his father and grandmother. His grandmother is 90 years old and walks with a cane. On Saturdays, Keyan likes to take his grandmother to Chinatown. There they buy fruits and vegetables for the week, and sometimes as a treat, they go to an afternoon movie at the community theatre. Keyan's grandmother can't hear very well, so often he has to tell her what the movie is about. He doesn't mind doing this, although it's difficult because he doesn't always understand the Chinese words that the actors are saying. On Saturday evenings, Keyan's dad takes them to their favourite restaurant for noodles and dumplings.

## Activity 2: Media Literacy – Gender and Relationship Stereotyping

### James Banks Continuum: Stage 2

**Time: 3 x 45 minutes**

#### **Description**

This lesson is designed to help students to develop skills for detecting stereotyping in magazine images. It begins by examining gender stereotyping, then proceeds to examine the assumption that all couples are heterosexual. Students are challenged by the notion of what is accepted as desirable and the norm in our society by analyzing images of men, women, and relationships. As a final activity, the class is asked to search out media images that break traditional and stereotypical expectations.

#### **Expectations (Overall)**

##### **Grade 4**

##### Language

##### *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.

##### *Media Literacy*

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

##### **Grade 5**

##### Language

##### *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.

##### *Media Literacy*

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

**Grade 6**

## Language

*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.

*Media Literacy*

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

**Planning Notes**

- Ask the class collect an assortment of magazines (women’s, men’s, and others) to class before this activity. Make sure there is at least one magazine per student. Encourage students to seek out local and community magazines that represent a wide diversity of cultures and that are generally free to the public.
- Teacher also collects magazines that focus on a range of themes and topics, such as: popular/mainstream (e.g., *People*, *Vogue*, *Chatelaine*); gay and lesbian (e.g., *Out*, *Siren*, *Xtra*, *Curve*); less mainstream magazines (e.g., *A-Asian Magazine*, *Ms. Magazine*, *Fuse*, *Koram*, *Aboriginal Voices*, *Ebony*). Many of these magazines are available in large bookstores such as Book City.
- Examine these magazines for images of diverse couples in relationships (e.g., interracial couples, same-sex couples, older couples) that are appropriate for the class to view. For same-sex couples, look at images from the following magazines: *Out*, *The Advocate*, and *Curve*. These magazines can be bought at any large bookstore such as Indigo, Chapters, or Book City. For Toronto LGBTQ local newspapers like *Xtra*, *Siren*, and *Fab*. Put these selected images aside until Step 8 of the Activities.
- Prepare sufficient copies of Appendix 2.1: Worksheet on Analyzing Magazine Images.

**Prior Knowledge**

- It is helpful if students have had previous experience discussing the terms *points of view*, *bias*, and *stereotyping*.

**Teaching/Learning Strategies**

1. Begin by asking the students what media is. What are the kinds or forms of media that they observe? (e.g., TV, radio, newspapers, magazines, billboards, T-shirt messages) Generate ideas from the class about the different forms and purposes of media. Ask the students to think/pair/share.

Notes on think/pair/share: Students think alone in response to a teacher prompt for a specified amount of time, and then form pairs to discuss their ideas. Next, students are called upon to share responses with the class.

2. As a whole class, share and record the students’ responses. Then ask the question, “Do you think the information and images in media are always real and accurate?” Discuss with students whether it is possible things can be distorted, exaggerated, or twisted. Ask for some examples of popular ads with which they are familiar. What would some of the reasons for this

be? (e.g. to sell a product, to sell an idea or way of thinking, to shock, or to maintain the status quo).

3. Explain to the class that their task is to examine male and female images in magazines. Have the students work in pairs. Distribute two magazines and a worksheet for each pair. Go through the worksheets for clarification and discuss new vocabulary and ideas, if necessary. Allot students a specified amount of time to look through the magazines and answer their worksheets (e.g., 20 minutes).
4. Bring the class back together and discuss the students' findings. Consider the following questions:
  - What topics do magazine writers assume men are interested in? Women are interested in?
  - What are the women usually doing? How are they dressed? Are women portrayed in powerful roles?
  - What are the men usually doing? How are they dressed? Are men portrayed in powerful roles?
  - Who (men or women) is portrayed doing more interesting things? More active things? More important things?
  - What racial group is usually portrayed in the magazines?
  - Do the people in the magazines look rich and happy?
  - Who is not included? (e.g., people of colour, people of different sizes, people living in poverty, working-class people, people with disabilities)
  - Do you think the magazines offer a realistic portrayal of our lives?

Note: Media often define and reinforce what is “normal.” Beauty is portrayed as skinny, muscular, tall, young, rich, white, straight, able-bodied, etc. Anything different is thought of as not normal, less than perfect, undesirable, etc. Beauty is defined differently for men and women.

5. Help the students define the meaning of the word *stereotyping* by using the results found in their magazine survey (e.g., what is wrong with always portraying women as sexy, needing men's help, etc.? Do you think all or most women are like that? What do you think people start to believe if all they see are images of women in this way? How do you think they might start to treat women? What about men who are always portrayed as aggressive, muscular, unafraid, violent? Do you think this is realistic? What happens to our expectations of men? Is this right?) Develop a class definition of the word *stereotype*.

Note: A *stereotype* is a generalization or assumption about a certain group of people or an individual, usually made by someone who has had limited experience with that particular group, e.g., all women care about shopping, all men are strong. Stereotyping is problematic because it is not accurate, puts people in a box, and causes people to prejudice individuals or groups. The definition developed should be appropriate to the grade level of the students.

6. Have the students in their pairs return to their magazines. This time, ask them to find all the images of relationships. They are to consider friendships, romantic relationships, and family relationships. Discuss these ideas before the task, if necessary. Have students answer the following questions:
  - What kinds of relationships are portrayed in the magazines?
  - What romantic couples do you see in the magazines?

- What are they doing?
  - Are they always happy and in love?
7. Bring the class together and discuss the results. The overwhelming findings often are that couples are of opposite sexes, seem very much in love and happy, and look like they have money. They are often also predominantly white or light-skinned. The object of this discussion is to challenge the students on the realistic/unrealistic nature of these magazine images. Are these true to reality? Why or why not? Is this stereotyping what all couples should be like?
  8. Finally, share with students the selected images of diverse couples that include same-sex relationships. Have students give their initial reactions. Ask them why it's unusual to see images of interracial couples, older couples, and same-sex couples in love being happy or doing "couple" things. Students will come up with a variety of reasons. One of them might be that they never see images like that so they are not used to it.

Stress that in our society, there are many types of people. There are people of different races/cultures, genders, socioeconomic classes, and relationships. If we don't see these differences and diversities, people think that they don't exist. They begin to believe that all men, women, and relationships should be like the ones in the magazines, and if they don't conform, they are "not normal" or "weird."

Note: If students react negatively, ask them questions that challenge their assumptions, such as: What is "normal"? Why do you think that? Where do we get ideas of what is normal? Are these fair or reasonable statements?

9. As a culminating component to this activity, ask students in pairs or individually to look through the magazines they have and try and find an image that breaks a stereotype or offers a non-traditional image. Provide a couple of examples in order to get the students started. It helps to have available magazines that have as their mandate images of diversity (e.g., *Ms. Magazine*, *A-Asian American Magazine*, *Aboriginal Voices*, *Out*, *The Advocate*, *Curve*). Instruct the students to cut out their chosen image and to paste it on a construction sheet. Have them write a short explanation as to why they chose this image as an example of diversity.

Note: If magazines are not available, this media activity can be done using TV images and/or Internet as an alternative. For homework, have students take note of men and women they see in advertisements on television on one day, and relationships they observe on advertisements and television programs the following day. In class, have them, in groups, draw or list what they saw on half of a chart paper. With the class, discuss who they didn't see in the media. Have them draw or list these people and groups on the other half of the chart paper and discuss the results.

## Assessment and Evaluation

### Media Discussion and Worksheet

- Can students identify the different forms of media?
- Can students organize information in a clear, concise manner?
- Are they able to detect biases and stereotypes about men, women, and relationships within the images and express their ideas orally and in writing?
- Can they identify images that promote a less discriminatory and less stereotypical message?

### **Accommodations/Extensions**

- For students who require additional support analyzing content material, model the activity beforehand.
- Review the instructions on the worksheets and, if needed, pause between tasks.
- Shorten or simplify the list of questions on the worksheet for students experiencing difficulties.
- Do similar surveys of other types of stereotyping in other forms of media such as television advertising, sitcoms, movies, etc.
- Read aloud novels *Totally Joe*, *Am I Blue?*, and/or *Payback* and discuss.
- To move to Stage 3 on the James Banks Continuum have students create their own advertisement selling a product that uses non-traditional, non-sexist, nonracist, non-heterosexist images.
- To move to Stage 4 on the James Banks Continuum have students write a letter to a magazine and tell them how they feel about the messages and images in their magazine.

### **Resources**

#### **Suggested Books**

Bauer, Marion Dane. *Am I Blue?* New York: Harper Collins, 1995.

Heneghan, James. *Payback*. Toronto: Groundwood Books, 2008.

Howe, James. *Totally Joe*. Bel Air: Atheneum Books, 2005.

### **Appendices**

- Appendix 2.1: Worksheet on Analyzing Magazine Images

**Appendix 2.1: Worksheet on Analyzing Magazine Images**

**Magazine Title:** \_\_\_\_\_

Do you think this is a women’s or men’s magazine? \_\_\_\_\_

Why? \_\_\_\_\_

Look through your magazine. Choose three or four advertisements to concentrate on and answer the following questions:

Questions	Women	Men
1. What products are they selling in the advertisements?		
2. What are they wearing in these ads?		
3. What are they doing (e.g., activities, jobs, and body positions)?		
4. What do you notice about their bodies (e.g., skinny, large, tall, muscular, long hair, tall, white skin)?		
5. Do they look smart, strong, powerful, or weak and silly?		
6. Do they look rich? Explain.		
7. From the pictures, what do you think is important to these people?		

## Activity 3: Examining the Commonalities of Racism, Sexism, and Homophobia

### James Banks Continuum: Stage 3

**Time: 3 x 45 minutes**

#### **Description**

In this activity, students have an opportunity to read case studies and examine them for discrimination and stereotyping content. They compare racist, sexist, and homophobic incidents in the case studies by using graphic organizers such as Venn diagrams. Students practise reading comprehension skills and develop critical-thinking skills.

#### **Expectations (Overall)**

##### **Grade 4**

Language Arts

*Reading*

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

##### **Grade 5**

Language Arts

*Reading*

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Health and Physical Education

*Healthy Living*

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault).

##### **Grade 6**

Language Arts

*Reading*

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

## Health and Physical Education

*Healthy Living*

- use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others.

**Planning Notes**

- Teachers should get a sense of the classroom environment and decide whether the class will have an open discussion or write answers in a box anomalously, to then have the statements read and recorded by the teacher.
- Teachers should also be aware of and prepared to address the biases and stereotypes that arise with these types of discussions re. likes and dislikes.
- Prepare sufficient sheets of chart paper and markers for students.
- Make sufficient copies of Appendix 3.1: Case Studies, enough for two case studies for every pair of students or group.

**Prior Knowledge**

- It is highly recommended that the class has experience in discussing different forms of discrimination, such as racism and sexism, and has had an opportunity to learn about issues of homophobia.
- Students ideally will have gone through Activity 1: Exploring Family Diversity and Activity 2: Media Literacy – Gender and Relationship Stereotyping, which would provide them with a basic knowledge of gay and lesbian vocabulary and issues to prepare them for this activity.

**Teaching/Learning Strategies**

1. Begin this activity by reviewing the terms *racism*, *sexism*, and *homophobia* with the whole class. Ask students for examples of each to refresh their memories of these forms of discrimination:

Racism—Making generalizations (stereotyping) and/or treating a person or a group unfairly (discrimination) based on their skin colour, culture, or religion.

Sexism—Making generalizations (stereotyping) and/or treating a person or a group unfairly (discrimination) based on whether they are a girl/woman or boy/man.

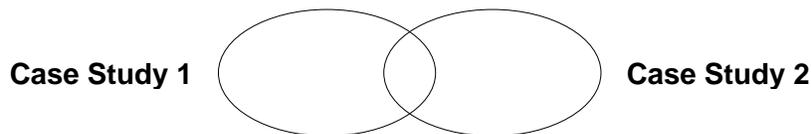
Homophobia—Making generalizations (stereotyping) and/or treating a person or a group unfairly (discrimination) who are thought of as gays/lesbians or bisexuals. Also, it is a fear or hatred of this group. Record on chart paper or on chalkboard for students to have visual access.

2. Have the students work in pairs or small groups of three (depending on what is appropriate for your class). Distribute two case studies to each pair/triad and explain to students that they are to read each case study aloud in their groups, discuss its content, and answer the questions on the worksheet. It may be helpful to read the questions with the class before beginning the activity for clarity. Suggest to the students that they work on one case study at a time. Allot approximately 30 minutes for the group task.

Notes on case studies: In a case study, a real-life problem is identified and investigated by students. Case studies can be pursued as real or simulated problems. They are used to:

- provide an opportunity for in-depth study of an issue;
- immerse students in the study of problems they currently face or have faced;

- provide opportunities for students to participate in simulation activities. Students should share the context and the solutions to their case studies with the rest of the class i.e. jigsaw style with an expert speaker.
3. Ask the students to return to their pairs/triads. Construct a Venn diagram on the chalkboard or chart paper as a model for the class. Explain to the students that this is a form of a graphic organizer that will help them visually organize their ideas and thoughts about the two case studies with which they are working.



Note: Using Venn diagrams:

- In the outside areas of the diagrams, students list elements particular to each case study.
  - In the overlapping middle section, students list elements common to both case studies.
  - Students see similarities within and among case studies.
4. Each group should construct a Venn Diagram on large chart paper by following the model created by the teacher on the board. Instruct students to label each circle with the titles of their case studies. Have them fill in items that make their case studies different from each other in the outer parts of each circle, and items that make them similar in the middle, where the circles meet and overlap. Items could include stereotyping, unfairness, sadness, anger, etc. They should list at least three items in each part of the circles.
5. During the debriefing session with the class, discuss the results of their tasks. List the similarities of all the case studies. Pose the following questions to the students:
- What makes all these forms (racism, sexism, homophobia) similar to each other?
  - Are there similarities in the way people act on their dislike or prejudice of others? Why is that?
  - Are there similarities in the ways the victims feel?
  - What about the people who are doing the hurting?
  - What are the differences between the different forms of discrimination?

Note: It will become evident to the class that no matter what the form of discrimination, victims feel angered, hurt, humiliated, and offended. Often, forms of harassment are similar, even though the reasons for the discrimination may differ. In playgrounds, they appear as bullying, name-calling, physical violence, belittling, excluding, etc. The point of this exercise is for

students to understand that all forms of discrimination are harmful, and that although they differ, racism, sexism, and homophobia often have a similar negative impact on victims and perpetrators.

6. Finally, have students write a personal paragraph on what they have learned in this lesson. Ask them to explain what they understand to be the differences and similarities of the forms of discrimination discussed, using the case studies they studied as examples and evidence. Then, write a possible solution to one of the case studies they examined.

## Assessment and Evaluation

### Case Studies

- Do students understand the content of the case studies?
- Are they able to answer the questions accurately and clearly?
- Do they understand the concepts of the equity issue being examined?

### Venn Diagram

- Can students identify the similarities and differences among the equity issues being examined?
- Are they able to express their ideas and opinions in writing and orally?

### Personal Paragraph

- Do students demonstrate in their writing an understanding of the nature of the forms of discrimination studied and their relationship to each other?
- Are they able to appropriately use the terms *racism*, *sexism*, and *homophobia* in their writing?
- Can they offer appropriate solutions for the problems in the case studies?

## Accommodations/ Extensions

- Teachers should be mindful that in each pair of case studies, one should be a homophobia scenario.
- Work with a small group of students who require extra assistance in the case studies. Offer structured guidance and modelling.
- Assign only one case study at a time to simplify the task and provide more support and time.
- Model and review instructions, provide written instructions for the use of Venn diagrams, writing paragraphs, etc.
- Have students write about their own examples of racism, sexism, and homophobia in schools, in which they suggest constructive solutions to solve the problems.
- Have students develop a solution, through role play or tableaux, for a selected case study.
- Have students learn about other forms of discrimination (e.g., discrimination based on abilities/disabilities, socio-economic status, age), and have students compare them to the ones already studied. Through this, students can take their knowledge to create a peace-making, peer-mediation club/group for conflict resolution in the school yard, hallways, etc.
- Students can take their knowledge along with empathy to create a peace-making, peer-mediation club/group for the conflict resolution in the schoolyard, hallways, etc.; this extension will make the activity fall into Stage 4 on the James Banks Continuum.

## Resources

- Appendix 3.1: Case Studies

## Appendix 3.1: Case Studies

### Case Study 1: Shakil's Story

Shakil has just entered a new school. This year, he's going into Grade 6. Shakil has always been shy and has a difficult time making new friends. In his old school, the other students liked him a lot. Many of them had been together since kindergarten. This school feels different. Although Shakil is pretty good at sports, he doesn't really enjoy playing baseball or soccer. He is much more interested in reading science-fiction books and drawing pictures.

In the third week at his new school, a couple of boys in his class started to tease and bug him. They call him sissy, weakling, and gay. The other day, one of them asked him if he was really a girl, 'cause he sure acted like one. Another boy heard him and shouted out, "Maybe Shakil likes guys or something." Shakil feels confused and angry. He's never been treated this way before.

- What is the problem in this story?
  - Why are the students teasing Shakil?
  - What is the name of this kind of unfair treatment?
  - How do you think Shakil feels?
- 

### Case Study 2: Hoi's Story

Hoi is the fastest runner in her Grade 5 class. She can outrun everybody, even all the boys. To Hoi, running has always been fun. She didn't really care if she came first. When she ran, she felt like she was flying. In the past, it was no big deal. The girls liked the fact that she could beat the boys, and the boys just thought she was kind of like one of them. Now things are changing.

All of a sudden, her friends are starting to dress up in shoes with platform shoes and short skirts. These kinds of clothes make it difficult for Hoi to run so she doesn't wear them. After a while, she starts spending more time with the boys. The girls she used to call friends now whisper behind her back. Just the other day, she heard one of them say, "Hoi should act more like a girl and stop beating the boys in races. She's never going to get any of them to like her if she doesn't stop acting like such a tomboy." What makes it worse is now the boys are acting funny when she wins races. Some of them are even ignoring her. Hoi doesn't know what to do.

- What is the problem in this story?
- Why are the students teasing Hoi?
- What is the name of this kind of unfair treatment?
- How do you think Hoi feels?

## Appendix 3.1: Case Studies con't

### Case Study 3: Tranh's Story

Tranh is a fourth-grade student. She's been living in Toronto ever since she was five years old. Lucky for her, she speaks both Vietnamese and English very well, although her Vietnamese is still better. She is proud that she can still speak her home language, especially since she can have conversations with her grandmother, who doesn't speak any English. At school, Tranh is the only Asian student in her class. She can keep up with her work. She answers questions and spells English words correctly most of the time. Sometimes, when she talks in front of the class, she can hear some of the students laughing. She doesn't really understand why.

Today, Ms. Reed, the teacher, asks the students to form groups of five for a science presentation. In the past, she always formed the groups for the class, but this time, she is letting the students choose. Tranh feels uncomfortable. She tries to join in with Susan's group, but as she is walking towards her, she hears John say to Susan, "Don't let Tranh in. She can hardly speak English. She's going to get us a bad mark." Tranh feels sick. She always thought she was doing really well in this class.

- What is the problem in this story?
  - Why are the students teasing Tranh?
  - What is the name of this kind of unfair treatment?
  - How do you think Tranh feels?
- 

### Case Study 4: Siobhan's Story

Siobhan is a popular student. She is in Grade 5. This year her teacher, Ms. Khan, started an after-school club for girls. The girls decided to call it *Young Women's Club to End Sexism*. Siobhan and her friends have joined the club. It gives them the chance to talk about issues of sexism and harassment and ways to challenge sexism at school. The trouble started about a week ago when a classmate of Siobhan's started calling her a "lezzie," "dyke," and "feminist" on her way to the club meetings. Siobhan asked him to stop, but he just laughed. Now he has got all his friends bugging her whenever she goes to a meeting.

- What is the problem in this story?
- Why are the students teasing Siobhan?
- What is the name of this kind of unfair treatment?
- How do you think Siobhan feels?

## Appendix 3.1: Case Studies con't

### Case Study 5: Anjamanara's Story

Anjamanara has attended Valley Road School ever since she was in Grade 1. Although the school doesn't have a very big mix of kids from different cultural backgrounds, she always felt pretty comfortable and has quite a few friends. Anjamanara is one of a handful of Muslim kids in the school. Although her family goes to the Hajj to pray quite regularly, it was never a big deal in school before. Not until now.

This year, Anjamanara is entering Grade 5. She's been talking to her mom and dad about wearing her *hijab* to school. Her parents have always been very good at letting Anjamanara make her own decisions. "Whatever makes you feel comfortable," they'd say. She decided that as part of her Muslim faith, she would try to wear her *hijab* more often.

During the first week of school, Anjamanara spent quite a bit of time with her friends. They asked about her *hijab*, and she simply explained to them that it was the way some Muslim women dressed and that she was going to be wearing it sometimes. They seemed really fine about it. But the other kids weren't. At recess, some of the kids would run by her and tug at it or try and pull it off. Just this afternoon, a boy in her class said to her in passing, "You know, we have a rule that there are no hats or caps allowed. You'd better get rid of your headdress." Anjamanara was so annoyed and angry. It wasn't a hat, cap, or headdress. It was a *hijab*, and she had a right to wear it.

- What is the problem in this story?
- Why are the students teasing Anjamanara?
- What is the name of this kind of unfair treatment?
- How do you think Anjamanara feels?

## Appendix 3.1: Case Studies con't

### Case Study 5: Karim's Story

Karim has always been a hard-working and good student. He listens and follows the teacher's instructions, and stays away from the bullies. He doesn't particularly like baseball and basketball, but because all his friends join, he tries out for the team every year and always gets picked. The coaches encourage him to join the sports teams as well. He always got the feeling that they expected him to be a good athlete because he's Black. Luckily, he could dribble a basketball without making himself look silly.

This year is going to be different. Karim is going into Grade 6 and there's a new teacher who is starting a chess club during lunches. Chess is just about his most favourite hobby. He can even beat his dad at it.

During the first day of the chess club, the kids who were interested met at Mr. Pone's class. He was the new teacher running the club. They spent the first half of the lunch period eating their lunches and just practising in pairs what they knew of the game. Mr. Pone seemed interested in the game and the kids, but when he came to where Karim was playing, he looked puzzled. Then he said, "Aren't you better off playing basketball? You might find that chess is not your thing." Karim felt embarrassed. Why was Mr. Pone singling him out? This teacher didn't know anything about him. He was the only Black student in the room and everyone was staring at him.

- What is the problem in this story?
- Why did Mr. Pone make this comment?
- What is the name of this kind of unfair treatment?
- How do you think Karim feels?

## Activity 4: Putting Girls and Boys in Boxes

### James Banks Continuum: Stage 4

**Time: 4 x 45 minutes**

#### Description

In the following activity, the class has an opportunity to explore and examine the ways gender role expectations limit and hurt both sexes, and how these expectations promote homophobic attitudes and behaviours. Students, in group discussions, develop lists of expectations based on gender and, as a whole class, begin to challenge these ideas. As a final task, the class develops an action plan to challenge gender-role stereotyping and homophobic attitudes in their classroom and school.

#### Expectations (Overall)

##### Grade 4

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

##### Grade 5

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Health and Physical Education

*Healthy Living*

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault).

Social Studies

*Aspects of Citizenship and Government in Canada*

- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process.

##### Grade 6

Language

*Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

Health and Physical Education

*Healthy Living*

- use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others.

## Planning Notes

- Because of the content and level of discussion involved with this activity, ensure there is a strong level of trust and respect among the students and teacher(s).
- The activity is set up to involve students in mixed-gender groups. However, it can be done with the males and females separated and then brought back together. In this latter model, it might be more effective for a male and female teacher or adult to be present for facilitation and support.
- Prepare chart paper (one per group) and markers (two per group) for each group
- Make sufficient copies (one per student) of Appendix 4.1: Agree/Disagree Worksheet, Appendix 4.2: Student Action Plan, and Appendix 4.3: Action Plan Reflection.

## Prior Knowledge

- This activity is meant as a culminating activity in teaching students about gay/lesbian and bisexual issues and homophobia. It is highly recommended that all the previous junior-level activities in this document have been done so that the class has the skills, vocabulary, and knowledge of this topic to benefit doing this lesson.
- The class should have plenty of previous experiences working and solving problems in small groups.

## Teaching/Learning Strategies

### Part A

1. To begin this activity, have students complete Appendix 4.1: Agree/Disagree Worksheet independently. Encourage them to answer honestly. Then, in pairs discuss their responses. Encourage them to provide each other with reasons for their answers. Give the class a few minutes (e.g., five to seven minutes) to complete this task. The Agree/Disagree chart provides an anticipation guide to assist students in assessing their own knowledge and ideas about the topic (gender roles) before study. The following are notes on this teaching/learning strategy:

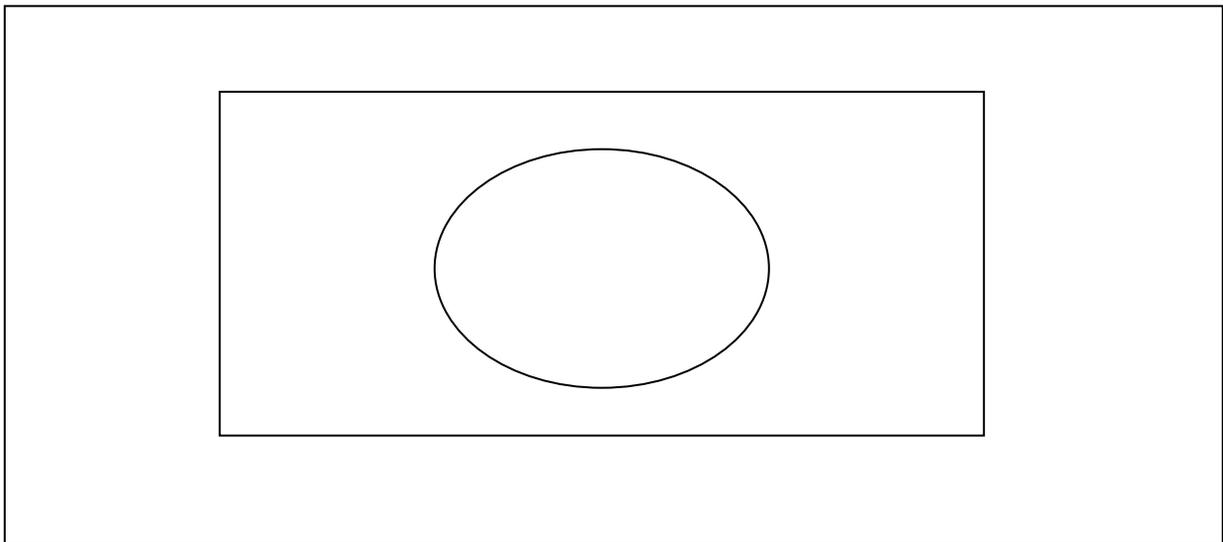
An anticipation guide is a series of statements in which the student must agree or disagree and support his/her response with reasons. An anticipation guide:

- activates prior knowledge;
  - supports students in questioning the accuracy of their knowledge;
  - helps identify student misconceptions;
  - provides students with a purpose for reading/viewing/listening;
  - is used individually, but opportunities need to be provided for sharing and comparing responses;
  - builds students' confidence that they already know some things about a topic;
  - assists students in making predictions about the topic.
2. Spend a brief amount of time sharing students' responses as a whole class. Ask for a show of hands about who agrees/disagrees with the statements and have volunteers share their reasons. Open the topic up for discussion, clarifying any misconceptions and problems. The students should have had previous experiences discussing the issues of sexism and gender stereotyping. This activity is meant as a review and revisit.
  3. Organize the students into mixed- or same-gender groups of four or five. Explain that each person in the group is to have a specific task. If the class has had experience formulating group responsibilities, assign the following roles:

- 2 recorders (records the information)
- 1 organizer (keeps time, encourages people to stay focused)
- 1 idea seeker (reminds students of the task, asks group for ideas, clarifies ideas for recorder)

If the class has had little or no experience working in assigned group roles, introduce the idea of roles carefully, or simply ask the group to make sure they agree on who is doing the recording.

4. When these tasks have been distributed among the groups, pass out one piece of chart paper and two markers to each group and ask the recorders to copy the following diagram in the middle of the chart paper:



5. Divide the class into two. One half focuses on male roles and the other half on female roles. If the class consists of six small groups, three are assigned the task of male roles and three female roles. In any case, each group works on its own chart, focusing on one gender.

Note: If students are working in same-gender groupings, have the girls focus on female roles and boys on male roles. Optional: Then reverse so that girls focus on male roles and boys focus on female roles. Later, the differences between the two groups' ideas can be discussed.

6. Instruct students to fill in the inner square with words or ideas that express all the things that only boys/men or girls/women can do/be or are supposed to do/be. Have them leave the inner circle blank for now.

Explain that these items should reflect what students have been taught, either directly or indirectly, by parents, teachers, siblings, and friends. The list does not reflect what is necessarily true. Many of these items may be stereotypes or untrue expectations (e.g., girls/women are soft, sweet, etc.; boys/men are strong, don't cry, like sports, etc.). Provide approximately five to ten minutes to complete this task.

7. Bring the class together (whether students are in mixed- or same-gender groupings). Ask each group to report back its list (adding only what has not already been stated from the other

groups). Compile two master lists—one for males and one for females—on the chalkboard or chart paper as students share their brainstorm. In the following discussion, consider the following questions:

- Do you think it's reasonable for all boys/men and girls/women to act in these ways?
- Are there people we know who fit within this circle?
- Are there people we know who do not fit within this circle?
- What is it called when we make assumptions and put expectations on certain individuals or groups based on their gender?

8. At this point, define *gender-role stereotyping* with students:

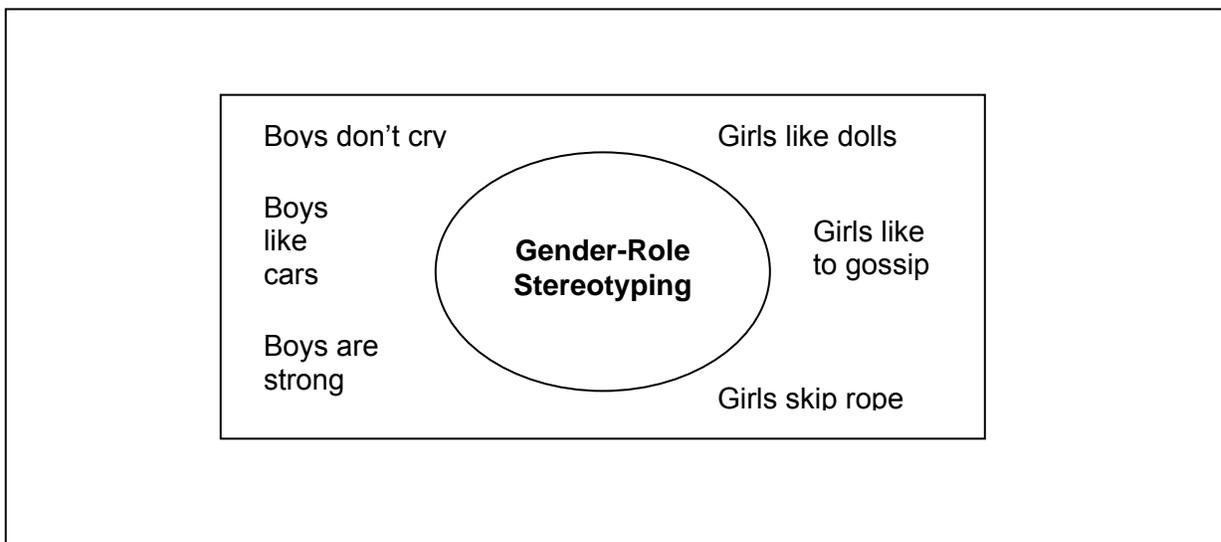
**Gender-role stereotyping:** the assumption that males and females are limited by gender in their interests, capabilities, and accomplishments. It is the expectation that being a man or woman biologically limits what one can do as a human being.

**Simplified version:** thinking that boys can do only some things and should be interested in only some things just because they are boys, and thinking that girls can do only some things and should be interested in only some things just because they are girls.

9. Record an appropriate definition for the class so that it is visible in the classroom.

10. Have students return to their working groups. Before starting the next task, ask the recorders to label the inner circle with the word “gender-role stereotyping.”

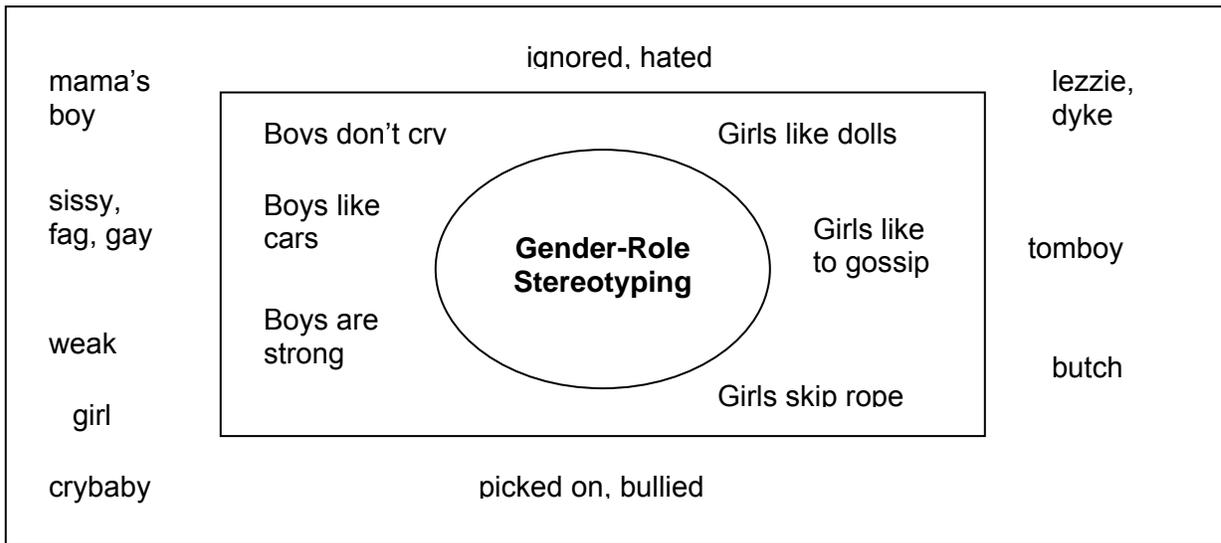
For example:



### Part B

1. For the next task, have students insert words and ideas they think of if boys/girls don't fit into what is in the box. (E.g., what happens if a girl/woman is not skinny, sweet, doesn't like shopping, and likes to build things, etc? What happens if a boy/man is not strong, cries, doesn't like sports, likes to cook, etc.?) Ask students to consider specific slurs or put-downs that are used, assumptions people may have about the girl/boy, negative behaviours towards the person not fitting into the gender role.

For example:



- As a whole class, discuss the students' results. List in categories the ideas the groups came up with. Create headings, and record appropriate items under the headings as students share.

For example:

Girls/Women & Boys/Men Who Don't Fit In		
Ideas (stereotyping)	Attitudes (prejudice)	Behaviours (discrimination)
<ul style="list-style-type: none"> <li>wants to be/act like a girl</li> <li>is gay, homosexual</li> <li>likes boys</li> </ul>	<ul style="list-style-type: none"> <li>disliked or hated</li> </ul>	<ul style="list-style-type: none"> <li>name-calling (sissy, faggot, gay)</li> <li>left out</li> <li>picked on, beaten up</li> </ul>

- Share ideas with the class as to how the victim might feel if all these thoughts, behaviours, and negative attitudes were targeted at her/him (e.g., sad, isolated, angry, ashamed, embarrassed). What might he/she do to get away from this treatment? (e.g., change to be something s/he is not, pretend to be different, fight back, become violent and angry, become isolated)
- Discuss the ways that gender-role stereotyping hurts everybody: women and men. Ask students to give examples of times that they, or someone they know, have stepped out of the traditional gender role in their lives (e.g., men cooking, boys taking care of younger siblings, women being athletic, working in construction).

The objective of this activity is to help students see the correlation between gender-role stereotyping and homophobia. Talk about and explain how these two ideas connect.

Note: People who do not fit into the gender boxes run the risk of being ridiculed and labelled "gay" or "homosexual." Because homophobia is so prevalent in our society, males and females try very hard to fit into their gender boxes, limiting their choices of careers, activities, ways of being, etc., in order to avoid being the target of homophobic harassment and labelling.

5. Ask students to identify ways that homophobia hurts them (e.g., limits choices, hurts us all). Point out that these are the same ways gender-role stereotyping hurts all of us as discussed earlier. This is true, whether we are gay/lesbian, bisexual, or heterosexual. Ask the students to print the word HOMOPHOBIA on the outside lines of the box on their chart paper.
6. Show the video *Sticks and Stones* to the class in order to provide a context for students to understand that other students their age are also discussing similar issues and have similar concerns about gender-role stereotyping and homophobia and the impact it has on children.

### Part C

1. As a final task, ask students to return to their groups and develop specific action plans to help stop gender-role stereotyping and homophobia in the classroom and/or school. The following ideas may be helpful:
  - Challenge stereotypical comments that you hear your classmates make.
  - Report or challenge any sexist, homophobic put-downs or name-calling you might hear.
  - Practise through role play, in partners, what students would say if someone were using gender-role stereotyping or being homophobic.
  - Remove or take down pictures, graffiti, or logos that promote homophobic or gender-role stereotyping messages and behaviours.
  - Have more discussions about homophobic and sexist forms of discrimination.
  - Organize events that are co-ed to promote equal access to activities (e.g., co-ed house league sports teams and events, co-ed chess club, co-ed baby-sitting course).
  - Encourage boys and girls to join non-traditional clubs and events (e.g., boys in babysitting courses, girls in chess clubs).
  - Have a group of students ask the principal the rules and consequences for homophobic and other discriminatory behaviours.
  - Expand the school code of behaviour to include accountability for homophobic behaviour and gender-role stereotyping comments.
  - Create a positive graffiti sheet with messages of positive ways people can treat each other
2. As a class, share the groups' ideas and come up with a plan for the class and/or school, and then distribute Appendix 4.2: Student Action Plan to students who will work in small groups to fill this out to the best of their ability.
3. Students spend the period planning and researching their action. The teacher should circulate to provide support, suggestions and guidance. By the end of the period, students should have firm goals such as specific projects/tasks and deadline for work completion all filled out on Appendix 4.2: Student Action Plan.

### Part D

1. This step should take place after the students have implemented their Action Plans. Distribute a copy of Appendix 4.3: Action Plan Reflection to each student and ask them to answer the questions individually.
2. Once students have completed this step, ask them to pair up with an elbow partner and share their reflections with each other.
3. Lastly, facilitate a whole class discussion reflection. Some suggested discussion questions are:

- What was the hardest part of this project? What kind of obstacles and roadblocks did you encounter?
- Do you think what we did could work at another school? Why or why not?
- What was your most consistent emotion when doing this project? Why?
- If we could do all this over again, what would you do differently?
- What advice would you give to students who might try this again next year?
- What do you think was our/your greatest success?

### **Assessment and Evaluation**

#### Group Discussions/Chart Work

- Do students work effectively and co-operatively in their groups?
- Do they share and listen to each other's opinions and ideas?
- Are they able to incorporate prior knowledge of issues (e.g., vocabulary and ideas related to equity)?
- As the lessons progress, is there a change or development in the attitudes of the students towards their understanding and acceptance of diversity in relation to gay/lesbian and bisexual issues and gender roles?

#### Development of Action Plan

- Do students understand equity concepts and vocabulary and are they able to utilize the knowledge in a practical way?

### **Accommodations/Extensions**

- Model instructions to students in small groups, where appropriate.
- Provide more step-by-step guidance, visual instructions, and more time for every task.
- Pre-teach important vocabulary.
- Directly teach the skills necessary to manage instructional materials.
- In groups, create posters that express messages of gender equity and anti-homophobia education to place around the schools.
- Read stories of same-sex families or gay/lesbian and bisexual characters.
- Research how gender-role stereotyping and homophobic attitudes are perpetuated in our society (e.g., peer behaviour, parents, media, and religion).

### **Resources**

#### **Suggested Video**

*Sticks and Stones*. Videocassette. National Film Board, 2001. (17 minutes) (#801623)

### **Appendices**

- Appendix 4.1: Agree/Disagree Worksheet
- Appendix 4.2: Student Action Plan
- Appendix 4.3: Action Plan Reflection

**Appendix 4.1: Agree/Disagree Worksheet**

Statements	Column 1		Column 2	
	Agree	Disagree	Agree	Disagree
1. Girls are different from boys				
2. Girls are better babysitters than boys				
3. Boys are naturally better at sports				
4. Being a secretary is a woman's job				
5. Being a construction worker is a man's job				
6. It's not right for little boys to play with dolls				
7. Little girls shouldn't be playing with cars and trucks				

## Appendix 4.2: Student Action Plan

**What are the major issues around gender-role stereotyping and homophobia in our classroom/ school?**

- 
- 
- 
- 
- 

**What can we do to improve the situation?**

- 
- 
- 
- 
- 

**What are the first steps we need to take to get things going? Who will be responsible? When will it be done?**

Steps Taken

Person Responsible

Date

- 
- 
- 
- 
- 

**What else can we do to get others involved and promote our goals?**

- 
- 
- 
- 
-



# **Intermediate/Secondary- Level Activities (Grades 7 – 12)**

## **Introduction to Intermediate/Secondary-Level Activities (Grades 7-12)**

The following integrated activities are appropriate for the intermediate and secondary grade levels.

Overall expectations across the curriculum for particular grade levels are included in each activity. As well, each activity corresponds to one of the four stages on the James Banks Continuum.

Teachers can modify and adapt the teaching and learning strategies and resources in order to best meet the needs of their individual class and grade level, as well as the Interests, Learning Profile, and Readiness of their students.

## Activity 1: Circles of Ourselves

### James Banks Continuum: Stage 1

**Time: 75 minutes**

#### Description

This activity is designed for students to explore their diverse social identities. Speaking from their experience, student will acknowledge their complex social identities which make them feel included and excluded. Both commonalities and differences in social identities will be highlighted. Students should develop a broader understanding of social identity and how categories of inclusion and exclusion lead to social power and marginalization.

#### Expectations (Overall)

##### Grade 7

Language

*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.

*Writing*

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

##### Grade 8

History

*Canada: A Changing Society*

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

##### CHV20

*Purposeful Citizenship*

- describe the diversity of beliefs and values of various individuals and groups in Canadian society.

*Active Citizenship*

- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

##### ENG1D, ENG1P, ENG2D, ENG2P, ENG3U, ENG3C, ENG3E, ENG4U, ENG4C, ENG4E

*Oral Communication*

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

*Writing*

- Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

**EPS30**

*Making Presentations*

- planning Presentations: plan presentations for specific purposes and audiences;
- delivering Presentations: communicate orally for a variety of purposes and audiences, using the forms, language, and techniques of effective oral presentations.

**HHS4M**

*Personal and Social Responsibilities*

- analyse decisions and behaviours related to individual role expectations.

*Diversity, Interdependence, and Global Connections*

- explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles.

*Social Challenges and Social Structures*

- analyse current issues and trends relevant to individual development, and speculate on future directions.

*Research and Inquiry Skills*

- use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- communicate the results of their inquiries effectively.

**HSP3M**

*Self and Others*

- demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
- analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

*Research and Inquiry Skills*

- effectively communicate the results of their inquiries.

**HSB4M**

*Social Change*

- describe key features of major theories from anthropology, psychology, and sociology that focus on change.

*Social Challenges*

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges;
- Research and Inquiry Skills;
- communicate the results of their inquiries effectively.

**Planning Notes**

- Copy Circles of Ourselves handout for each student.
- Teacher should draw a large replica of the chart on chalkboard, smart board, overhead or flip chart paper.
- Prepare your introduction and modeling of the exercise.
- Prepare discussion questions and prompts.
- Prepare extension activity and rubric, if necessary.

**Prior Knowledge**

None

**Teaching/Learning Strategies**

1. This activity has three components: individual reflection, small group discussion/analysis, and entire class debrief and analysis.
2. Introduce the activity by mapping as much of your social identity as you are willing to share with your class. Use the Circle of Ourselves chart you have on the chalkboard, flip chart, smart board or overhead to do this.
3. Distribute Appendix 1.1 to all students and ask them to take a few minutes to complete the handout with as much information they feel comfortable sharing with classmates. This part of the activity is done individually and in silence.
4. Once students have completed their own charts, ask them to join with one or two other students to share their identities. Teachers can either let pairs and triads form themselves or post a list of groups with students should be in. It is important that groups be as diverse as possible and that students are speaking with people they have not worked with and/or have little familiarity with.
5. Each pair or triad should next discuss the larger categories the various social identities they have discussed belong to (e.g. male/female – gender; black/brown/white – race; etc.)
6. After groups have completed their discussion, reconvene the whole class and ask the pairs/triads to list the social identities they identified. Record this list (race, culture, age, gender, language, body image, sexual orientation, etc) on the chalkboard, flip chart paper, overhead or smart board. Encourage students to come up with a really comprehensive list.
7. Ask the class to consider some of the following questions as a way of analyzing the complexities of social identities:
  - Which categories of exclusion are less readily identified and why?
  - Which of these identities are fixed vs. changeable?
  - Which of these identities are visible vs. invisible?
  - How do inclusion and exclusion influence and shape power relations in our society?
8. Next, ask students to think about times when they were either included or excluded because of their social identities and to write these emotions down in Appendix 1.2.
9. Have students reconvene in their pairs or triads to share their feelings associated with inclusion and exclusion. Encourage students to share their experiences of inclusion and exclusion if they are comfortable. Make sure to validate their experiences. This is not a debate about

peoples' experiences, rather an opportunity to hear stories that amplify the emotions associated with the experiences of inclusion and exclusion.

10. Discuss with students the physical and cognitive impacts positive and negative emotions have had on them and the connections of these experiences to their well-being in school.

### **Assessment and Evaluation**

Teacher can track group and class oral responses to generate oral communication and thinking/inquiry assessment. Post-activity journaling can be used to assess thinking/inquiry and written communication skills.

### **Accommodations/Extensions**

Make sure that handouts are large enough for students to read and fill in.

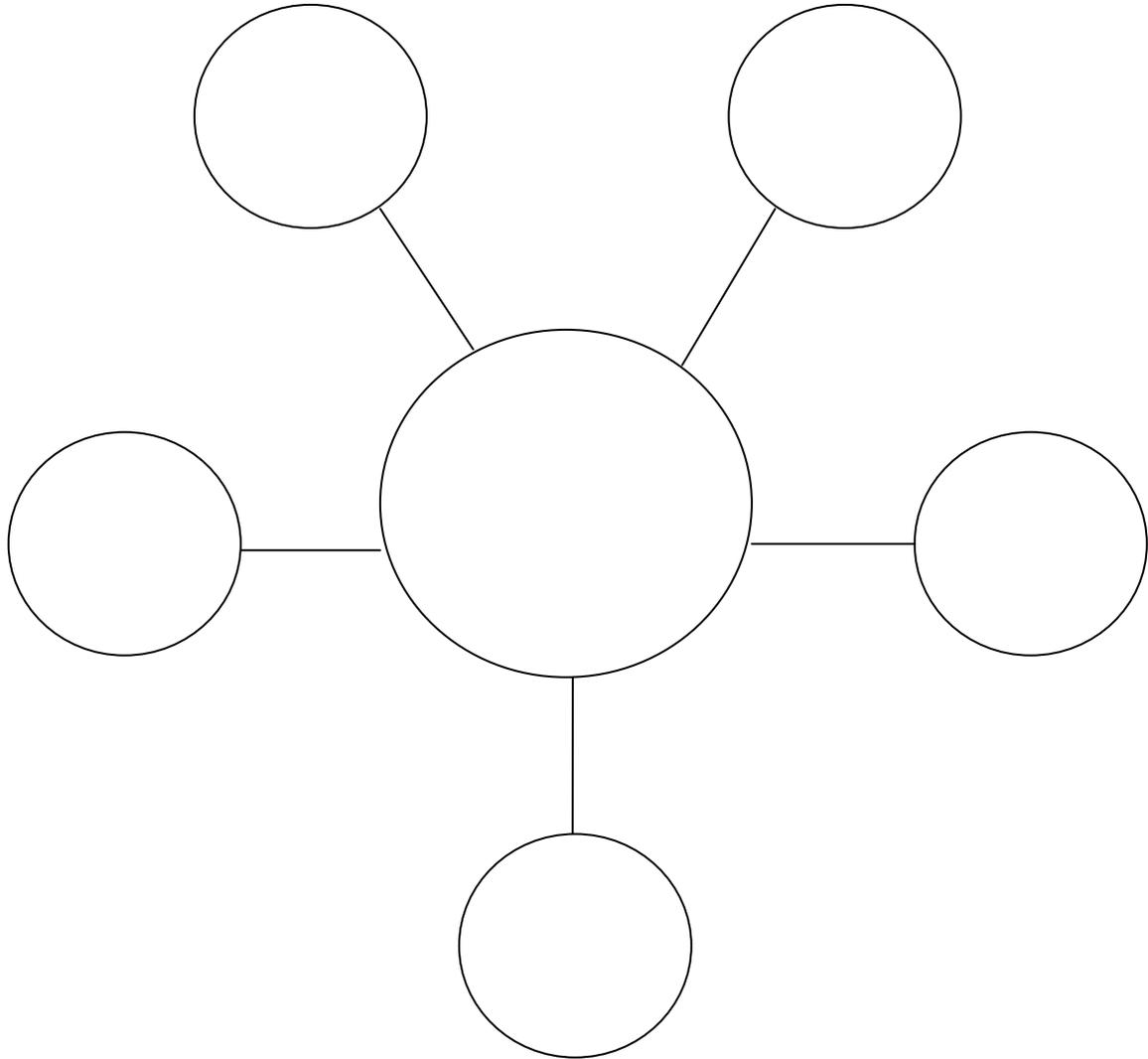
Make sure that the recording of class discussion is legible and clear.

Choose groups to ensure mixture of students to ensure a mixture of students with different skills and aptitudes.

### **Resources**

- Appendix 1.1: Circles of Ourselves Handout
- Appendix 1.2 : Inclusion/Exclusion Chart
- Appendix 1.3 : Social Identities
- Appendix 1.4: Words of Inclusion/Exclusion

**Appendix 1.1: Circles of Ourselves**



**Appendix 1.2: How did it feel when you were ...**

Excluded?	Included?

**Appendix 1.3: Our students may feel excluded in terms of their...**

Age	Learning Disability	Clothing
Socio-Economic Class	Moral Values	Body Size
Race	Accent	Learning Style
Colour	Occupational Status	Popularity
Ethnicity	Geographic Origin	First Language
Religion	Food Restrictions	Immigration Status
Height	Sexual Orientation	Physical Appearance
Neighbourhood	Gender Identity	Academic Success
Political Beliefs	History of Abuse	Physical Disability
Technological Expertise	Status as Parent/ Childless Person	Athletic Ability
Introversion/ Extroversion	Musical Preference	Gender

**Appendix 1.4: How did it feel when you were ...**

Excluded?	Included?
Angry Resentful Hurt Frustrated Lonely Different Confused Isolated Inferior Worthless Invisible Substandard Unwanted Untrustworthy Unaccepted Closed Ashamed	Proud Secure Special Comfortable Recognized Confident Happy Excited Trusted Cared about Liked Accepted Appreciated Reinforced Loved Grateful Normal Open Positive Nurtured Important Responsible Grown up Respected

From: *Creating an Inclusive School*, Richard Villa and Jacqueline S. Thousand

## Activity 2: Aspects of Identity and Contextual Power

### James Banks Continuum: Stage 1

**Time: 75 minutes**

#### Description

The overall goal of this activity is for students realize that no one has “all the power” or “none of the power” and that power changes based on context. During this activity students will reflect on the different aspects of our identity. Students should begin to recognizing and consider the idea that may or may not choose parts of our identity and there are other parts of our identity that we might change. Students are also introduced to some basic anti-oppression terms. Finally, through real-world examples students will recognize that power is relative to particular situations; what gives you power in one situation might work against you in another situation.

In relation to Anti-Homophobia education, this activity provides multiple opportunities for a facilitated discussion on whether being LGBTQ is a choice and how the choice to “come out” can help or hurt you in different situations.

#### Expectations (Overall)

##### Grade 7

###### Language

###### *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.

###### *Writing*

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

##### Grade 8

###### History

###### *Canada: A Changing Society*

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

##### CHY4U, CHY4C

###### *Citizenship and Heritage*

- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

###### *Methods of Historical Inquiry and Communication*

- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

### **HIR3C**

#### *Self and Others*

- demonstrate an understanding of the challenges involved in human interaction.

### **HSB4M**

#### *Social Challenges*

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns.

### **PPL10**

#### *Healthy Living*

- explain the consequences of sexual decisions on the individual, family, and community;

#### *Living Skills*

- use appropriate social skills when working collaboratively with others.

### **PPL20**

#### *Healthy Living*

- demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others.

#### *Living Skills*

- use appropriate social skills and positive attitudes when interacting with others.

### **PPL40**

#### *Healthy Living*

- describe how society and culture affect individual perceptions and expressions of sexuality.

#### *Living Skills*

- use social skills to work effectively in groups and enhance relationships.

### **Planning Notes**

- Teacher prints and cuts each individual 'Aspect of Identity'. You will need as many envelopes as you have groups. 7-12 aspects should be placed in an envelop; when grouping your aspects, you should try to avoid stereotyping. See Appendix 2.1 for examples of aspects and groupings.
- Prepare your working definitions for privilege, oppression, equity and equality. You may choose to have something ready on chart paper but do not display it until after the first phase of the activity. For definitions on some of these terms, you can refer to the TDSB document, *A Teaching Resource for Dealing With Controversial and Sensitive Issues in Toronto District School Board Classrooms*, specifically page 67 here: [http://www.tdsb.on.ca/wwwdocuments/program+s/Equity\\_in\\_Education/docs/CSI%202003.pdf](http://www.tdsb.on.ca/wwwdocuments/program+s/Equity_in_Education/docs/CSI%202003.pdf).
- Prepare and print out your list of contexts. See Appendix 2.2 for examples of contexts.
- Prepare discussion questions or journal prompts. See Appendix 2.3 for examples.

### **Prior Knowledge**

None

## Teaching/Learning Strategies

### Part A: Aspects of Identity (35 minutes)

1. Place students into random groups; do not let them choose their group members. Groups of 5-6 work best but it can also be done with groups of up to 15 members.
2. Explain to the students that they are about to be given an envelope that represents a grade 9 student. Inside each envelope will be different aspects (traits, characteristics, past experiences) of this pretend person's identity. If you are comfortable with the analogy of identity as a 'backpack', you may choose to use that now. Do not explain the concepts of privilege or oppression yet.
3. Give each group an envelope with the 7-12 'Aspects of Identity' that you have already prepared. Make sure that each aspect is on a separate piece of paper because students will be physically shuffling them around.
4. Ask the students to quickly physically sort each of their "Aspects of Identity" into one of two categories based on whether they are things you can't choose (fixed, can't be changed, e.g. they were born) or if it is something that you can choose (can be changed, was learned e.g. thoughts). Essentially, does the imaginary student have the power to change this aspect of their identity or not? Note: it is not important that the students complete the task or agree on their choices; the real goal is having the students in groups discussing and debating what aspects of identity youth do or don't have power over.
5. Each group briefly gives a report-back, just naming each aspect of identity and which of the two categories they put the trait in. At this point, you might feel the need to facilitate a debrief discussion on some of the group choices.

### Part B: Working Definitions (10 minutes)

1. Provide students with working definitions for the following terms: oppression, privilege, equity, equality.

### Part C: Privilege and Oppression as Contextual (30 minutes)

1. Explain to students that these Aspects of Identity can be both positive and negative. An aspect that is positive in one situation might be negative in another situation. This means that context (space and place) changes which aspects give you power and privilege.
2. Explain to the students that you are going to shout out different contexts. When you shout out a context, you want them to quickly group all their aspects as either being an advantage, disadvantage or neutral.
3. Shout out the different contexts. If you are running behind with your time, you can do this very quickly, like a 'speed round.'
4. Facilitate discussion on the activity. Refer to the appendix 3 for sample discussion questions. Or ask students to reflect on the activity by journaling. Refer to the Appendix 2.3 for sample journaling prompts.

## Assessment and Evaluation

- Journaling can be used to assess or evaluate written communication and metacognition skills.
- Teacher can track oral responses from the facilitated discussion to generate both oral communication and thinking/inquiry assessment.

### **Accommodations/Extensions**

- Large print Appendix 2.1: Aspects of Identity are recommended.

### **Resources**

#### **Electronic**

- *A Teaching Resource for Dealing With Controversial and Sensitive Issues in Toronto District School Board Classrooms*  
[http://www.tdsb.on.ca/wwwdocuments/program+s/Equity\\_in\\_Education/docs/CSI%202003.pdf](http://www.tdsb.on.ca/wwwdocuments/program+s/Equity_in_Education/docs/CSI%202003.pdf).

### **Appendices**

- Appendix 2.1: Aspects of Identity
- Appendix 2.2: Suggested Context List
- Appendix 2.3: Discussion Questions and Journal Prompts

## **Appendix 2.1: Aspects of Identity**

### **Possible Student 'Identity Packages**

#### **Student 1**

- MALE
- NOT SURE IF HE IS STRAIGHT/HETREOSEXUAL
- PARENTS ARE DIVORCED AND STILL FIGHT
- JEWISH
- SHORT
- GOOD AT MUSIC BECAUSE THEY PRACTICE ALL THE TIME
- SPENDS ABOUT 3 HOURS A DAY BABYSITTING 2 YOUNGER SISTERS
- THINKS THEY ARE OVERWEIGHT
- IS VERY FUNNY AND WELL-LIKED

#### **Student 2**

- MALE
- KOREAN
- IS ADOPTED BY 2 PARENTS
- CHRISTIAN
- CAN'T AFFORD THINGS LIKE FIELD TRIP FEES OR NEW CLOTHES
- TALL
- SOMETIMES HAS MILD SEIZURES
- IS FEELING DEPRESSED LATELY

#### **Student 3**

- MALE
- BLACK
- IS GREAT AT INDEPENDENT WORK BUT DOESN'T LIKE GROUPS
- MOM IS VERY SICK AND HAS BEEN FOR A LONG TIME
- DOESN'T GET AN ALLOWANCE
- ASTHMATIC
- HAS ALWAYS BEEN GOOD AT ART
- THINKS THEY ARE UGLY

## Appendix 2.1: Aspects of Identity con't

### Student 4

- FEMALE
- WHITE
- LESBIAN
- ALWAYS BEEN GREAT AT READING AND WRITING
- DAD DRINKS TOO MUCH
- IS VERY POPULAR IN SCHOOL
- WORKS A PART-TIME JOB 4 NIGHTS A WEEK FOR 5 HOURS
- IS VERY CONFIDENT AND SECURE

### Student 5

- FEMALE
- DYSLEXIC
- HAS 2 SUPPORTIVE PARENTS
- MUSLIM
- RICH
- GOOD AT SPORTS
- HAS NO CLOSE FRIENDS

## **Appendix 2.2: Suggested Contexts List**

Being on the Basketball Team

At a School Dance

In Math Class

Doing a Group Project for English Class

Going to a school overnight retreat

Being on Student Council

Walking alone at 11pm at night

Being randomly stopped by a police officer

Preparing for a major test

Wanting to ask someone out on a date

Working on the School Newspaper

Going to Parent-Teacher Interviews

Trying to get a part-time job

Trying to replace a textbook stolen from their locker

Being active on Facebook

Being asked to do an assignment that requires 3 hours on the computer

In the change room after gym class

Needing to find a lab partner when their usual one is absent

Trying to get extra help from a teacher after school

## Appendix 2.3: Discussion Questions and Journal Prompts

*The questions below can be used for facilitated discussion or as journal prompts.*

- What were some of the aspects of identity that were mostly hidden but that you think probably really affect people?
- Some people think that some aspects of identity are more important than others. Why do you think some people feel this way?
- What are the kinds of aspects of identity that seem to ‘trump’ or beat out all the others? Why might this be?
- How might your imaginary student look different in 10 years? Why do youth have less power to change who they are and their situation than adults?
- Many of the aspects we looked at today would be hidden. Now that you are thinking more about how these hidden aspects might affect a person, how are you going to try and treat people differently?
- What can schools, classrooms or teachers do to make things more equal?
- How can we be more gentle and respectful with each other when school is often a place of competition and social stress?
- If you could go back in time and talk to your Grade 7 self (for high school) or Grade 6 self (for intermediate) about what we talked about today, what would you say?

### *Anti-Homophobia Focus*

- Thinking about all the aspects we talked about today, are there some that would make it harder for a person who is gay or lesbian to ‘come out’?
- What are the situations where it is most difficult to be gay or lesbian?
- You can’t choose to be gay or straight but you can choose to ‘come out’. Why do you think some people ‘come out’ when they are 14 and others ‘come out’ when they are 40?

### *Journal Prompts Only*

- What do you think are the three most important aspects of your identity and why?
- Think of an incident when you didn’t think about the tough times another student may have been going through. What would you do differently now?

## Activity 3: Woman in the Box, Man in the Box

### James Banks Continuum: Stage 2

**Time: 75 minutes**

#### Description

This activity demonstrates the broad range of gender-based stereotypes that exist in our society, and the homophobia that often results when someone doesn't, or refuses to, conform to these stereotypes. Students generate lists of common societal stereotypes of what it means to be a "real" girl/woman and a "real" boy/man. Students will then discuss the names people are called when they don't or can't conform to these stereotypes. The language that is generated by students can be strong; this can be an opportunity for students to remove words from a "forbidden list" of words to examine the reasons why these words are stereotypes and hurtful. Students can see the correlation between sexism, homophobia, and heterosexism.

#### Expectations

##### Grade 7

##### Language

##### *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.

##### *Writing*

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

##### Grade 8

##### History

##### *Canada: A Changing Society*

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

##### HIF10, HIF20

##### *Diversity, Interdependence, and Global Connection*

- summarize the functions of families in society.

##### *Social Science Skills*

- effectively communicate the results of their inquiries;
- demonstrate effective collaborative group skills.

##### HHS4M

##### *Personal and Social Responsibilities*

- analyse decisions and behaviours related to individual role expectations.

##### *Diversity, Interdependence, and Global Connections*

- explain the historical and ethnocultural origins of contemporary individual lifestyles, socialization patterns, and family roles.

*Research and Inquiry Skills*

- use appropriate social science research methods in the investigation of issues affecting individuals and families in a diverse society;
- communicate the results of their inquiries effectively.

**HSB4M***Social Challenges*

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges.

*Research and Inquiry Skills*

- communicate the results of their inquiries effectively.

**Planning Notes**

- Get flip chart paper and markers together.
- Plan the small same-sex groups you will divide the class into.
- Look over and familiarize yourself with the definition of **stereotype** and **homophobia**. (See Glossary of Terms)

**Prior Knowledge**

None

**Teaching/Learning Strategies**

1. Elicit an understanding of the term *stereotype* from the class. Write this definition on the chalkboard, smart board or flip chart paper so that the whole class can see it.
2. On the chalkboard or on two separate pieces of flip-chart paper, write the following:
 

<b>A “real” girl or woman:</b>	<b>A “real” boy or man:</b>
...acts like...is interested in...likes	a. ...acts like...is interested in...likes
3. Divide students into small same-sex groups, each with two pieces of flip chart paper. Direct each group to brainstorm as many ideas as possible under each heading.
4. Reconvene the whole class and record the responses generated in the small groups under each of the headings.
5. Draw a box around each list of stereotypes. Explain to students that these are the boxes in which society places women/girls, and the box in which it places men/boys. These are called **gender stereotypes**. Ask students to identify the names they will be called if they do not seem to conform to the stereotypes in the box. Ask students to be specific and honest about the names. Record these names outside the appropriate boxes (e.g., the names boys will be called outside the “real” boy or man box, the names girls will be called outside the “real” girl or woman box).
6. Elicit feedback from students about what they notice about the names.

*Suggestions for things to point out:*

- Many of the names outside the boxes, especially for boys, are homophobic in nature; therefore homophobia can serve to keep all of us in boxes, not just students who may be lesbian, gay, bisexual, or transgendered (LGBT).
- None of us fits perfectly inside these boxes, and most of us move between these boxes, depending on a variety of factors.
- The stereotypes inside the boxes are not inherently male or female—they are just a list of interests, likes, dislikes, and behaviours.
- There are times when we may feel comfortable inside these boxes and times when we will not.
- It is a courageous act to step outside these boxes.

*Questions to ask students (for oral discussion and/or written response):*

- Who or what in our society tries to maintain these boxes?
  - Why do you think some people believe it is important to push people inside these boxes?
  - Have you ever tried to push someone back inside the box? Why?
  - What are the consequences of forcing people to remain in these boxes? (for example, boys not being able to express emotions of hurt in public, girls feeling that they should deny their athletic interests)
7. Ask students what gender stereotypes exist within the subject area you are teaching. For example: Math – Boys will be better at math than girls; English – Boys who read are losers; Family Studies – Boys who like to cook are gay; Tech courses – Girls who are good at tech are tomboys. Record these responses as well.
  8. Once you have generated the gender stereotypes that exist in your subject area, think about how you may go about challenging these stereotypes or investigating the truth behind the stereotype. Examples of activities you may undertake with students include the following:
    - English – Generate a list of words or phrases that either are exclusive or put women down. For example, look for words like *mankind*, *policeman*, *mailman*, etc.
    - Math – Do a statistical survey to see if males are truly better at math.
    - Science – Research female inventors and scientists and create a poster or timeline.
  9. Now that you have data about the gender bias in your subject area, think about ways to promote gender equity within your discipline.
    - English – You could create a bookmark with examples of exclusive or inclusive language and urge students to look for these words in their books.
    - Science – The poster or booklet you created could become a resource available to all teachers teaching science so that students can learn about the contributions of women.
    - Tech – A presentation about women in traditionally male-dominated fields of mechanics, construction, plumbing, etc., could raise awareness about the expertise that women also have in these areas.

### **Assessment and Evaluation**

- Teacher can track oral responses during small group and whole class discussions to generate oral communication and thinking/inquiry assessment.
- A journaling extension activity could be assessed for written communication, thinking/inquiry and application. There are several extension activities that are suggested which include

posters, timelines, bookmarks and presentations. Appropriate rubrics would need to be developed for these.

### **Accommodations/Extensions**

- Make sure that the recording of class discussion is legible and clear.
- Choose the same-sex groups students will work in, to ensure a mixture of students with different skills and aptitudes.
- There are several extension activities that are suggested which would provide the opportunity for students to apply their knowledge of gender stereotypes.

### **Resources**

None

## Activity 4: Mapping Power

### James Banks Continuum: Stage 2

**Time: 75 – 150 minutes**

#### Description

This activity will provide students with the opportunity to uncover the key concepts of bias, stereotype, prejudice, and discrimination and lead them into an understanding of how these can lead to both individual and institutional acts of discrimination. Students will also identify some of the key aspects of racism, sexism, homophobia, classism, and ableism and think about ways they can take action to challenge these forms of discrimination.

#### Expectations (Overall)

##### Grade 7

###### Language

###### *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.

###### *Writing*

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

##### Grade 8

###### History

###### *Canada: A Changing Society*

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

##### ETS4C

###### *The Role of Literature in Society*

- assess the importance of literature as a social and cultural force.

##### CHH3C

###### *Communities: Local, National, and Global*

- assess the role of social justice in Canada's diverse society since 1945.

###### *Social, Economic, and Political Structures*

- evaluate how well post–World War II Canada fits the description of an open, equitable, democratic society.

###### *Methods of Historical Inquiry and Communication*

- interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

**CHI4U***Change and Continuity*

- evaluate the extent to which Canada has been transformed into a pluralistic society.

*Citizenship and Heritage*

- evaluate the claim that Canada is a just society, by examining issues related to human rights.

*Social, Economic, and Political Structures*

- assess the efforts of popular movements to reform Canadian society.

*Methods of Historical Inquiry and Communication*

- interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

**CHY4U***Citizenship and Heritage*

- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

*Methods of Historical Inquiry and Communication*

- interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

**CHM4E***Social, Economic, and Political Structures*

- compare the roles and functions of individuals and groups in different societies and at different times;
- compare political systems and processes that have been involved in the exercise of power and authority throughout history.
- 

*Methods of Historical Inquiry and Communication*

- interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

**CLU3M***Rights and Freedoms*

- describe historical and contemporary barriers to the equal enjoyment of human rights in Canada;
- describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario.

*Methods of Legal Inquiry and Communication*

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

**CLN4U***Rights and Freedoms*

- explain the rights and responsibilities of individuals under the Canadian Charter of Rights and Freedoms;
- analyze the conflicts between minority and majority rights and responsibilities in a democratic society, and examine the methods available to resolve these conflicts.

*Methods of Legal Inquiry and Communication*

- use appropriate research methods to gather, organize, evaluate, and synthesize information;
- explain, discuss, and interpret legal issues using a variety of formats and forms of communication.

**HSB4M***Social Challenges*

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges.

*Research and Inquiry Skills*

- communicate the results of their inquiries effectively.

**Planning Notes**

- The teacher should familiarize themselves with the Power Triangle before engaging in this activity. Read through the Power Triangle and Ladder of Oppression, as well as the Key Terms and Ism Definition Sheet which are all in the Appendices.
- Copy Appendix 4.1: Key Term and Definitions and Appendix 4.2: *Ism* Definition Sheet Slips. The Ism Definition Sheet should be cut into sections.
- Get together chart paper and markers for each group.
- Think about and come up with a plan for dividing your class into mixed groups.
- Prepare discussion questions and prompts.

**Prior Knowledge**

None

**Teaching/Learning Strategies****Part A: Key Terms and Definitions (20 minutes)**

1. Inform students that in order to better understand issues of Equity and Human Rights, they need to uncover the Biases, Stereotypes, Prejudices, and Discrimination that underlie the inequities in our society.

2. Divide the students into mixed groups of equal size. Distribute Appendix 4.1: Key Terms and Definitions to each group and instruct students to review each of the definitions and to think of examples of each. Students have 5 minutes to complete this task.
3. Call the groups back together and review each of the key terms and definitions by checking for student understanding and by asking students for examples of each. Teachers should ensure that students understand how Bias, Stereotypes, Prejudice, and Discrimination form part of a ladder of oppression. Ensure they understand the difference between ideas and beliefs and the behaviours and actions that these can generate.
4. Distribute Appendix 4.2: *Ism* Definition Sheet Slips to each group (i.e. one group receives Racism, one group Sexism, etc.) as well as chart paper and one marker. Ensure the markers given to each group are a different colour.
5. Students read the definition together and ensure everyone understands the term. Then they are to brainstorm answers to the prompt on their slip (i.e. I know racism is happening when I see/hear ...; I know sexism is happening when I see/hear ...; etc.). Encourage each group to come up with at least three examples and to write these examples on the chart paper leaving a space between each, as students will be cutting out or tearing off each example.

**Step B: The Power Triangle (50 minutes)**

1. Invite each group to come and post their examples on the chalk board or classroom wall. As they do this, you will sort them visually into three categories, depending on whether the examples are institutional, individual, or ideological. Each of the categories should roughly represent one corner of a triangle. Do not name or label each of the groups.

**Note:** Many examples will likely be based on individual experiences, as students may be less able to identify institutional and ideological exercises of power. This can provide a diagnostic evaluation of students' prior knowledge of how power works and their familiarity with certain systems. This can be an important starting point from which to emphasize how power systems are linked to one another.

2. Tell students that you have organized their examples into three categories. Ask them what they notice about the examples in each of the categories. How could we name each of the categories? Draw in the lines linking the categories and making the triangle visible.
3. Write in and introduce the categories of institutional, individual, and ideological with examples that correspond to the different sides of the triangle.
4. Ask students how these categories are connected to one another. If we drew arrows to show the relationship between them, which way would the arrows point? Help students to think of all the ways in which the categories are connected to one another (e.g., how one causes the other and vice versa). Invite students to come up to the board and draw arrows between the categories and provide an explanation for why they have drawn the arrow in that way.
5. Ask students how this triangle helps us understand how racism, sexism, homophobia, classism, and ableism work. Reinforce that all of them operate in institutions, individual actions, and ideas and beliefs. The triangle is useful because it is a way of visualizing these systems of power. As well, it also allows us to see that at times the most visible forms of racism, sexism, etc. are the individual acts and that often we are not aware of the ideas/beliefs and the institutional discrimination that exist. It is akin to an iceberg, where all one sees is the tip, not what lies beneath the surface.

6. Next, ask them what actions need to be taken in order to challenge the Ideas/Beliefs; Individual Discrimination; and Institutional Discrimination present within our schools and society as a whole. Do we start with ideas, with the individual, or with systemic practices? Remind students that to work on one and ignore the others will not be effective. We need to look at changing the way institutions work. Changes must be made to individual and institutional behaviour in order to challenge racist, sexist, homophobic, classist, and ableist ideologies.
7. Ask students to brainstorm the following questions:
  - What can be done to challenge ideas and beliefs? (Education)
  - What can be done to challenge individual actions? (Intervention, rules, consequences, etc.)
  - What can be done to challenge institutional discrimination? (Political action, advocacy, etc.)
8. Record these responses on the chart paper. The key is that students begin to understand that actions on all levels need to be undertaken in order to be effective and that they can be and are indeed leaders in their schools who can make a difference.
9. As this can be a challenging concept for students to grasp, keep this triangle on an overhead or chart paper to refer to and add to throughout subsequent lessons. It is an important tool in locating examples of discrimination and exercises of power to understand the interconnected ways in which power operates.
10. If time remains, ask students to share their experiences of what types of action for change they know are currently happening in their schools and communities.

### **Assessment and Evaluation**

- Teacher can track oral responses during small group and whole class discussions to generate oral communication and thinking/inquiry assessment.
- A journaling extension activity could be assessed for written communication, thinking/inquiry and application.

### **Accommodations/Extensions**

- Make sure that handouts are large enough for students to read and fill in.
- Make sure that the recording of class discussion is legible and clear.
- Choose groups to ensure mixture of students to ensure a mixture of students with different skills and aptitudes.

### **Resources**

- Appendix 4.1: Key Terms and Definitions
- Appendix 4.2: *Ism* Definition Sheet Slips
- Appendix 4.3: The Power Triangle
- Appendix 4.4: Ladder of Oppression

## Appendix 4.1: Key Terms and Definitions

### **Bias**

Bias is the opinion, preference, inclination, perspective, or slant that informs actions and/or text. Bias can be positive or negative. This definition differs from a common usage in which bias has only negative connotations such as prejudice, unreasoned justification, distorted interpretation, and unfair influence. To deal with text knowledgeably, the reader must interpret it from competing perspectives, and determine whether bias is positive or negative.

### **Stereotypes**

A false or generalized conception of a group of people which results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on misconceptions and false generalizations about racial, age, ethnic, linguistic, religious, geographical, or national groups; social, marital, or family status; disability, gender, or sexual orientation. Stereotypes are often developed with little thought and they can lead to high levels of resentment. Stereotypes lead to inequities of all kinds: employment, housing, social acceptance, and all forms of exclusion.

### **Prejudice**

Is a set of opinions about or attitudes toward a certain group, or individuals within it, that cast that group and its members in an inferior light and for which there is no legitimate basis in fact. It can be a consequence and a cause of discrimination. The term is derived from the word “prejudge.” Prejudicial attitudes are very resistant to change because concrete evidence that contradicts the prejudiced view tends to be dismissed as “the exception to the rule.”

### **Discrimination**

The differential allocation of goods, resources, and services, and the limitation of access to full participation in society based on individual **membership in a particular social group**.

Sources: *A Teaching Resource for Dealing with Controversial and Sensitive Issues in TDSB Classrooms*, TDSB, 2003; and *Challenging Class Bias*, TDSB, 2005.

## Appendix 4.2: *Ism* Definition Sheet Slips

### **Racism**

A set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures and programs, as well as in attitudes and behaviours of individuals. It may be demonstrated by the social, systemic, and personal assumptions, practices, and behaviours that discriminate against persons according to their skin colour, hair texture, eye shape, and other superficial physical characteristics. "Race" is widely regarded among scientists as an artificial or social construction, but racism is associated with significant incidents of violence and social injustice in Canadian society and that of many other countries. The term "racialized" has been applied to visible-minority communities that are increasingly over-represented in economically disadvantaged groups.

*I know racism is happening when I see/hear ...*

### **Sexism**

The social, systemic, and personal assumptions, practices, and behaviours that discriminate against persons according to their sex. Historically, in Canada, sexism has meant discrimination against women rather than men.

*I know racism is happening when I see/hear ...*

### **Homophobia**

The social, systemic, and personal assumptions, practices, and behaviours that impose negative value on and discriminate against homosexual women and men. Homophobic acts can range from name-calling to violence targeting lesbian or gay people to eliminating them from curriculum, or not providing legal and social supports.

*I know homophobia is happening when I see/hear ...*

### **Classism**

The social, systemic, and personal assumptions, practices, and behaviours that often discriminate against persons according to their socio-economic level; and an economic system that creates significant inequality and causes human needs to go unmet. Classism limits learning opportunities.

*I know classism is happening when I see/hear ...*

## **Appendix 4.2: *Ism* Definition Sheet Slips con't**

### ***Ableism***

The social, systemic, and personal assumptions, practices, and behaviours that discriminate against persons who have disabilities. Ableism limits learning opportunities.

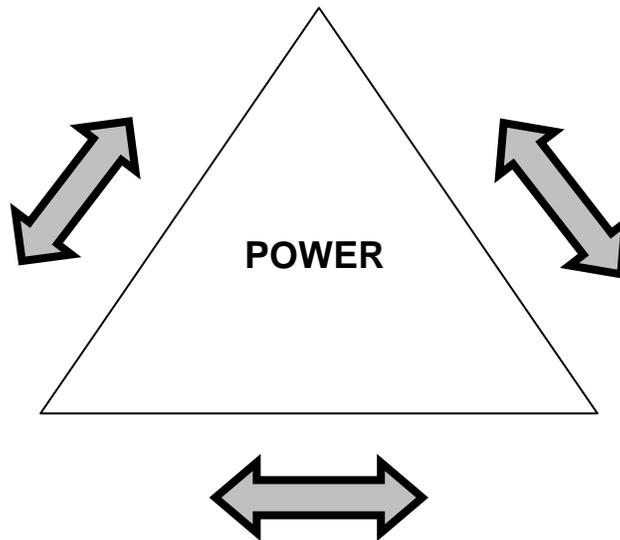
*I know ableism is happening when I see/hear ...*

Sources: *A Teaching Resource for Dealing with Controversial and Sensitive Issues in TDSB Classrooms*, TDSB, 2003; and *Challenging Class Bias*, TDSB, 2005.

**Appendix 4.3: The Power Triangle**

***Individual Discrimination/  
Individual Acts***

- Name calling: racial slurs, homophobic remarks, making fun of mannerisms, inappropriate jokes.
- Exclusion based on ability, race, gender, sexual-orientation, or socio-economic status.
- Physical threats, cyber-bullying, avoidance.



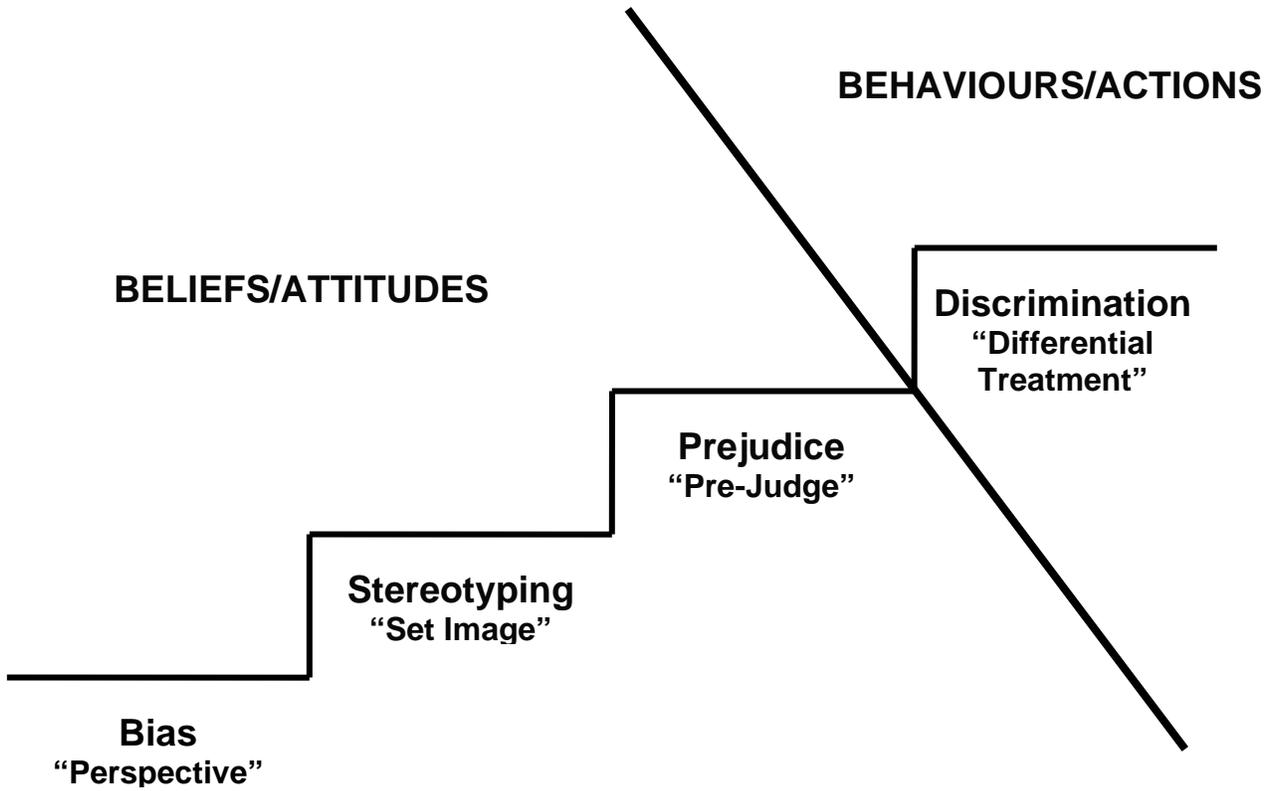
***Ideas/Beliefs Stereotypes and  
Prejudices***

- Disability: If a person is exceptional in one intelligence, he or she is also exceptional in others or all.
- Ethnocultural: One individual of an ethnocultural group communicates the wishes of all the people from that group.
- Gender: boys are outgoing, girls are nurturing.
- Sexual Orientation: being LGBTQ is a sickness which can be treated.
- Socio-economic: Poor people don't work hard.

***Institutional/Systemic  
Discrimination***

- Media portrayal of stereotypes, bias, and prejudice.
- Portrayals of racial and ethnic groups, gender, peoples with disabilities, LGBTQ communities, lower socio-economic status as inferior or suspicious.
- Inequitable resources as determined by wealthier neighbourhoods.
- The use of institutional power to deny or to grants rights, representation, resources, and respect to groups and individuals from those groups based on race, gender, sexual-orientation, class, and/or disability.

**Appendix 4.4: Ladder of Oppression**



Adapted from: B. Thomas and C. Novogrodsky.  
*Combating Racism in the Workplace*, 1983.

## Activity 5: Taking the Heterosexist/ Homophobia Temperature of Your School

### James Banks Continuum: Stage 3

**Time: 75 minutes**

#### Description

In this activity, students will complete surveys attempting to identify issues in their school around homophobia and heterosexism. Students first gather data on and analyze homophobia and heterosexism in school environments. After completing the surveys and discussing the results, students encouraged to formulate an action plan to address the issues identified through the surveys. As a consequence of their analyses, students plan effective strategies to challenge these inequities, using their existing school structures (Student Council, Equity Club, etc.).

#### Expectations (Overall)

##### Grade 7

###### Language

###### *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.

###### *Writing*

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

##### Grade 8

###### History

###### *Canada: A Changing Society*

- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

##### CHV20

###### *Purposeful Citizenship*

- describe the diversity of beliefs and values of various individuals and groups in Canadian society.

###### *Active Citizenship*

- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

##### CPC30

###### *Citizenship, Democracy, and Participation*

- evaluate the influence of various forms of citizen action on public policy;
- explain ways in which social and cultural identity influence political participation.

*Methods of Political Inquiry and Communication*

- communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication

**CHY4U, CHY4C**

*Citizenship and Heritage*

- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

*Methods of Historical Inquiry and Communication*

- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

**HSB4M**

*Social Challenges*

- appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns;
- demonstrate an understanding of the social forces that shape such challenges.

**Planning Notes**

- Make copies of the two questionnaires for each student. (Appendix 5.1: Taking the Homophobia Temperature of Your School Survey and Appendix 5.2: Recognizing Heterosexual Privilege Survey)
- Make two copies of Appendix 5.3: School Homophobia Temperature Tally Sheet for each group.
- Get together copies of Appendix 5.4: Action Plan Template to Address Homophobia at Our School sheet for each group.

**Prior Knowledge**

None

**Teaching/Learning Strategies**

1. Post the following statement where everyone can see:

“Asking and responding to new questions can be a powerful way to uncover issues that we may never have thought about before.”

2. Ask participants to discuss what they think this statement means, and to provide any examples they can think of where this statement might be true. This could be done individually, in pairs, or in small groups, and then responses can be taken up in the large group.
3. Explain to participants that they will be asking questions they may have never thought to ask before to uncover issues of homophobia and heterosexism in their school. The final goal of this activity will be to come up with a school-wide plan to address some of the issues uncovered in the survey.

4. Brainstorm definitions of homophobia and heterosexism as a class. Post the definitions so that everyone can see them. Homophobia as a term will be more familiar to students. Take time to make sure that everyone understands both terms. See Glossary.
5. Hand out copies of the Taking the Homophobia Temperature of your School Survey and Recognizing Heterosexual Privilege Survey for each student to complete.
6. When students have completed their surveys, they will move into small groups of four to share their results and complete their tally sheets.
7. Post and verbally deliver the following instructions:
  - Working in small groups, each group receives 2 tally sheets: one to keep in the group and one to travel to other groups.
  - In the small groups, share and then count up the total number of “yes” responses and “no” responses for each question, and record this information in your group’s column.
  - One person in your group must also fill out the extra tally sheet.
  - When your group has completed its sheets, exchange your extra tally sheet with another group’s extra sheet and record its numbers in the appropriate column on your own sheet, exchange again until every person has a fully filled out tally sheet, and then record the totals for each question under the Total Yes/Total No columns.
8. The teacher will then ask each group to call out the total “yes” responses and “no” responses for each question and this information can be recorded on an overhead copy that is visible to everyone.
9. The following questions can be used as the basis for a debriefing/discussion at this point. Participants should also be given a copy of these questions to respond to individually in writing before sharing out loud with the whole group:
  - What is your reaction to these surveys and to your findings about your school?
  - Based on your responses, how safe and comfortable is your school for LGBTQ students, teachers/other staff, parents/guardians/caregivers, and students from LGBTQ families to be open and honest about who they are?
  - Would you want to attend this school or work at this school if you were LGBTQ? Explain.
  - Review the question that was posed at the beginning of this activity: “Asking and responding to new questions can be a powerful way to uncover issues that we may never have thought about before.” What new understanding or insight do you now have into this statement?
  - What actions could be taken to improve LGBTQ equity in your school? Think about resources (e.g., copies of the TDSB’s [Equity Foundation Statement](#)) and people (e.g., teachers, principals, Student Council, [Equitable and Inclusive Schools staff](#) at the TDSB) who could help with an action plan.)
10. The purpose of this activity is to help identify issues in the school around homophobia and then to begin to formulate an action plan that will address these issues. Identify students and staff who are interested in working on this project. Set up a first meeting. Consider using the Action Plan Template to Address Homophobia at Our School sheet to get things started.

### **Assessment and Evaluation**

- Teacher can track oral responses during the class discussions to generate oral communication and thinking/inquiry assessment.
- The writing reflection activity could be assessed for written communication, thinking/inquiry and application.

### **Accommodations/Extensions**

- Make sure that the surveys and tally sheets are clear and have enough space for students to complete.
- Instructions and posted quote must be available to all students; posted in the classroom and handed out.
- Students might want to plan a school-wide survey and report back process as a way of raising these issues and taking action within the school as a whole.

### **Resources**

- Appendix 5.1: Taking that Homophobia Temperature of Your School Survey
- Appendix 5.2: Recognizing Heterosexual Privilege Survey
- Appendix 5.3: School Homophobia Temperature Tally Sheet
- Appendix 5.4: Action Plan Template to Address Homophobia at Our School

**Appendix 5.1: Taking the Homophobia Temperature of Your School Survey**

Write “Yes” or “No” in the space provided for each question.

\_\_\_\_ 1. Are homophobic incidents such as name calling and violence dealt with consistently and seriously by all staff and students at your school?

\_\_\_\_ 2. Do you see posters, pamphlets, pictures, etc., around your school that show LGBTQ realities, issues, and relationships?

\_\_\_\_ 3. Is it easy for students to find novels, picture books, story anthologies, magazines, etc., in classrooms or in the school library that include LGBTQ realities, issues, and/or themes?

\_\_\_\_ 4. Have you been taught/do you teach about the contributions of LGBTQ people in different areas of the curriculum (e.g., LGBT scientists, poets, novelists, artists, athletes, political leaders, musicians)?

\_\_\_\_ 5. Are teachers and students at your school aware that the Toronto District School Board’s Equity Policy requires curriculum materials to include information about LGBTQ realities, issues, and contributions?

\_\_\_\_ 6. Have you been taught/do you teach how to find homophobic or heterosexist bias in the materials you study?

\_\_\_\_ 7. Are there any out LGBTQ students, teachers, administrators, or other staff in your school?

\_\_\_\_ 8. Would a student feel comfortable and safe telling people in your school that he or she has LGBTQ parents/guardians/caregivers?

\_\_\_\_ 9. Would two male students or two female students be able to walk hand in hand in your school safely and comfortably?

\_\_\_\_ 10. Do you have workshops, assemblies, etc., that deal with LGBTQ issues and homophobia/heterosexism at your school?

\_\_\_\_ 11. Are spaces used predominantly by students such as bathrooms and locker rooms always completely free of homophobic graffiti?

\_\_\_\_ 12. In teacher- or student-initiated discussions about sexuality and dating relationships, are both homosexual and heterosexual relationships assumed?

\_\_\_\_ 13. When a social event or activity is being planned (e.g., a school dance, the sending of candy grams or flowers on Valentine’s Day), does the organizing committee and school in general consider how this event/activity can be made safe and comfortable for LGBTQ students?

\_\_\_\_ 14. Are school forms sent home to parent(s)/guardian(s) inclusive of lesbian- or gay-headed families?

\_\_\_\_ 15. Are there any known clubs or groups for LGBTQ students and their friends/allies at your school?

**Total “Yes” Responses:** \_\_\_\_\_ **Total “No” Responses:** \_\_\_\_\_

## Appendix 5.2: Recognizing Heterosexual Privilege Survey

Write "Yes" or "No" in the space provided for each question.

\_\_\_\_ 1. I can safely assume that I will read novels, short stories, magazines, poetry, song lyrics, text books, etc., at school that show positive or neutral representations of my romantic relationship experiences or interests.

\_\_\_\_ 2. I know that somewhere in my school, I will see pictures, posters, collages, advertisements, etc., showing the kind of relationship in which I am interested.

\_\_\_\_ 3. When I was younger, picture books we looked at in class showed families that looked like mine.

\_\_\_\_ 4. I can safely assume that I can talk about or show my romantic feelings about someone without being told by teachers, friends, parents/guardians/caregivers, etc., that my feelings are just a phase, sinful, or evidence of an illness in me.

\_\_\_\_ 5. In my school, I can hold hands with or otherwise demonstrate affection for the person I'm interested in and/or dating, without fear of being physically attacked, verbally abused, or shunned.

\_\_\_\_ 6. I can talk about who my parent(s)/guardians/family members are, do family- tree activities, etc., without fear of being made fun of or shunned.

\_\_\_\_ 7. I can assume that when units on sexuality and healthy dating relationships are discussed, the information will be based on the kind of relationship I am or will be interested in.

\_\_\_\_ 8. I can safely assume that the majority of teachers/staff in my school are involved in and would be familiar with the kind of romantic relationship in which I'm interested.

\_\_\_\_ 9. I can safely assume that the social events (e.g., dances) planned at my school are safe for myself and my partner.

Total "Yes" Responses: \_\_\_\_\_ Total "No" Responses: \_\_\_\_\_

**Appendix 5.3: School Homophobia Temperature Tally Sheet**

Question	Tally for Group 1		Tally for Group 2		Tally for Group 3		Tally for Group 4		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Are homophobic incidents such as name calling and violence dealt with consistently and seriously by all staff and students at your school?										
2. Do you see posters, pamphlets, pictures, etc., around your school that show LGBTQ realities, issues, and relationships?										
3. Is it easy for students to find novels, picture books, story anthologies, magazines, etc., in classrooms or in the school library that include LGBTQ realities, issues, and/or themes?										
4. Have you been taught/do you teach about the contributions of LGBTQ people in different areas of the curriculum (e.g., LGBTQ scientists, poets, novelists, artists, athletes, political leaders, musicians)?										

**Appendix 5.3: School Homophobia Temperature Tally Sheet con't**

Question	Tally for Group 1		Tally for Group 2		Tally for Group 3		Tally for Group 4		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
5. Are teachers and students at your school aware of the fact that the TDSB's Equity Policy requires curriculum materials to include information about LGBTQ realities, issues, and contributions?										
6. Have you been taught/do you teach how to find homophobic or heterosexist bias in the materials you study?										
7. Are there any out LGBTQ students, teachers, administrators, or other staff in your school?										
8. Would a student feel comfortable and safe telling people in your school that he or she has LGBTQ parents/guardians/caregivers?										
9. Would two male students or two female students be able to walk hand in hand in your school safely and comfortably?										

**Appendix 5.3: School Homophobia Temperature Tally Sheet con't**

Question	Tally for Group 1		Tally for Group 2		Tally for Group 3		Tally for Group 4		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10. Do you have workshops, assemblies, etc., that deal with LGBTQ issues and homophobia/heterosexism at your school?										
11. Are spaces used predominantly by students such as bathrooms and locker rooms always completely free of homophobic graffiti?										
12. In teacher- or student-initiated discussions about sexuality and dating relationships, are both homosexual and heterosexual relationships assumed?										
13. When a social event or activity is being planned (e.g. a school dance, the sending of candy grams or flowers on Valentine's Day), does the organizing committee and school in general consider how this event/activity can be made safe for LGBTQ students?										

**Appendix 5.3: School Homophobia Temperature Tally Sheet con't**

Question	Tally for Group 1		Tally for Group 2		Tally for Group 3		Tally for Group 4		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14. Are school forms sent home to parent(s)/guardian(s) inclusive of lesbian- or gay-headed families?										
15. Are there any known clubs or groups for LGBTQ students and their friends/allies at your school?										

**Appendix 5.4: Action Plan Template to Address Homophobia at Our School**

<b>Issue</b>	<b>Ideas for Actions</b>	<b>Resources/People Who Could Help</b> (community groups, parents/guardians, School Council, TDSB staff, library, teacher)	<b>Who Will Be Responsible</b> (Student Council, newspaper, yearbook, school website, athletic association, social-justice group, administration, teachers)
1. Are homophobic incidents such as name calling and violence dealt with consistently and seriously by all staff and students at your school?			
2. Do you see posters, pamphlets, pictures, etc., around your school that show LGBTQ realities, issues, and relationships?			
3. Is it easy for students to find novels, picture books, story anthologies, magazines, etc., in classrooms or in the school library that include LGBTQ realities, issues, and/or themes?			
4. Have you been taught/do you teach about the contributions of LGBTQ people in different areas of the curriculum (e.g., LGBTQ scientists, poets, novelists, artists, athletes, political leaders, Musicians)?			

**Appendix 5.4: Action Plan Template to Address Homophobia at Our School con't**

<b>Issue</b>	<b>Ideas for Actions</b>	<b>Resources/People Who Could Help</b> (community groups, parents/guardians, School Council, TDSB staff, library, teacher)	<b>Who Will Be Responsible</b> (Student Council, newspaper, yearbook, school website, athletic association, social-justice group, administration, teachers)
5. Are teachers and students at your school aware of the fact that the TDSB's Equity Policy requires curriculum materials to include information about LGBTQ realities, issues, and contributions?			
6. Have you been taught/do you teach how to find homophobic or heterosexist bias in the materials you study?			
7. Are there any out LGBTQ students, teachers, administrators, or other staff in your school?			
8. Would a student feel comfortable and safe telling people in your school that he or she has LGBTQ parents/guardians/caregivers?			
9. Would two male students or two female students be able to walk hand in hand in your school safely and comfortably?			

**Appendix 5.4: Action Plan Template to Address Homophobia at Our School con't**

<b>Issue</b>	<b>Ideas for Actions</b>	<b>Resources/People Who Could Help</b> (community groups, parents/guardians, School Council, TDSB staff, library, teacher)	<b>Who Will Be Responsible</b> (Student Council, newspaper, yearbook, school website, athletic association, social-justice group, administration, teachers)
<b>10.</b> Do you have workshops, assemblies, etc., that deal with LGBTQ issues and homophobia/heterosexism at your school?			
<b>11.</b> Are spaces used predominantly by students such as bathrooms and locker rooms always completely free of homophobic graffiti?			
<b>12.</b> In teacher- or student-initiated discussions about sexuality and dating relationships, are both homosexual and heterosexual relationships assumed?			
<b>13.</b> When a social event or activity is being planned (e.g. a school dance, the sending of candy grams or flowers on Valentine's Day), does the organizing committee and school in general consider how this event/activity can be made safe for LGBTQ students?			

**Appendix 5.4: Action Plan Template to Address Homophobia at Our School con't**

<b>Issue</b>	<b>Ideas for Actions</b>	<b>Resources/People Who Could Help</b> (community groups, parents/guardians, School Council, TDSB staff, library, teacher)	<b>Who Will Be Responsible</b> (Student Council, newspaper, yearbook, school website, athletic association, social-justice group, administration, teachers)
<b>14.</b> Are school forms sent home to parent(s)/guardian(s) inclusive of lesbian- or gay-headed families?			
<b>15.</b> Are there any known clubs or groups for LGBTQ students and their friends/allies at your school?			

## Activity 6: Media Literacy – Identifying Heterosexism in Media Images

### James Banks Continuum: Stage 3

**Time: 75 – 150 minutes**

#### Description

Media images around us send a powerful message about what is normal and what is valued. What is left out, omitted or ignored in media images also sends a powerful message. More than in previous generations, the media is the dominant agent for communication of values. In this lesson, students decode images and assess the accuracy of the print media's representation of society's diversity. Specifically, students will cut out images from magazines that directly or indirectly depict a romantic relationship. These images will then be analyzed and assessed in terms of the messages they convey. This activity helps students look critically at the ways media images portray heterosexism and reinforce the idea that heterosexuality is the only natural, normal sexuality.

#### Expectations (Overall)

##### Grade 7 & Grade 8

Language

*Media Literacy*

- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

##### ENG1D, ENG1P, ENG2D, ENG2P, ENG3U, ENG3C, ENG4C, ENG4U, ENG4E

*Media Literacy*

- Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

##### EMS3O

*Understanding & Interrupting Media Text*

- Deconstructing Media Texts: deconstruct a variety of types of media texts, identifying the codes, conventions, and techniques used and explaining how they create meaning.

*Media & Society*

- Understanding Media Perspectives: analyse and critique media representations of people, issues, values, and behaviours;
- Understanding the Impact of Media on Society: analyse and evaluate the impact of media on society.

#### Planning Notes

- The teacher gets together a range of different magazines for dissection, along with scissors, glue sticks and flip chart paper.
- Guiding questions should be posted in the class as well as being part of media literacy handout. (see **Guiding Questions** in Teaching and Learning Strategies section)
- The teacher creates a handout for students to record their responses and questions.
- The teacher creates a reflection sheet to be completed by individual students.

**Prior Knowledge**

- Students have engaged in lessons on their social identities — where they have power and where they are marginalized.
- They have also begun to analyze the power relations that are embedded in our society.
- They understand and can identify different sexual orientations and gender identities and have completed the *Activity2: Girl in the Box, Boy in the Box*.

**Teaching/Learning Strategies**

1. In small groups, have students go through a number of magazine looking for all the images they can find of people who are obviously in a romantic relationship or ones where a relationship is implied.
2. Students should cut these out and glue them onto flip chart paper. Encourage students to cut out any relevant image, whether accompanying an article or an advertisement.
3. Ask each group to look at all the images they have posted and then complete the handout with these Guiding Questions:
  - What do you see?
  - What is being represented about love relationships and sexuality?
  - What is not being represented?
  - What is the dominant message about love relationships and sexuality?
4. Once the group has completed their responses, post all the flip chart paper where everyone can see them. Ask students to take a look at all the images that are posted.
5. In small groups, have students go through a number of magazine looking for all the images they can find of people who are obviously in a romantic relationship or ones where a relationship is implied.
6. Ask each group to report back to the larger group, making specific references to the images they cut out. When all groups have reported, have the students verbally summarize the findings. Write these on a separate sheet of flip chart paper and post them.
7. Use the following questions to initiate discussion about the findings:
  - What are your reactions to the findings?
  - What do you think is the impact of being surrounded by visual images of heterosexual relationships? (What we see around us is what comes to feel and be “normal” and acceptable.)
  - What do you think is the impact of never or rarely seeing visual images of LGBTQ relationships? For heterosexual people? (Point to draw out: lack of familiarity with something can create fear, stereotypes, discrimination and hate.) For LGBTQ people? (point to draw out: feelings of abnormality, fear of expressing true desires, shame, and lying about one’s feelings and interests.)
  - Point out that one of the criticisms of the LGBTQ community is that they are always trying to “flaunt” their difference. Ask students to reflect on this criticism in light of their findings that heterosexism is rampant in media images.

### Assessment and Evaluation

- Handouts completed by groups can be part of a formative assessment.
- Students can also be asked to write a reflection on the impact of participating in this activity.

### Accommodations/Extensions

- Ensure that groups are balanced in terms of different aptitudes and skills so that all students are comfortable and valued in the group process.
- It might be useful to post different definitions that underpin this activity, like LGBTQ, heterosexism, homophobia, etc. See the Glossary.
- Ask students to track, for one day, all the images they see of heterosexual relationships and LGBTQ relationships in the following places:
  - Their school
  - On the street, in signs, billboards, store windows, etc.
  - On public transportation
  - Inside buildings, restaurants, malls, convenience stores, etc.
  - On television
  - On the internet
- Ask students to conduct a survey or interview students who were not involved in this activity.
- Ask students to write an interior monologue from the perspective of an LGBTQ student seeing these images everyday.
- This activity uses magazines because of their ease of use in a classroom. An alternative, and one more relevant to students than magazines, is for students to bring in summaries of TV ads or a survey of TV ads over a 3-4 day period.
- This activity can also move from a deconstructing media images exercise to a reconstructing media messages. Students could create parody magazine ads like those published in [Adbusters](#), and therefore giving students the tools to make their own media.

### Resources

- *A Media Literacy Menu: Ingredients for Successful Media Studies* by Barry Duncan.  
<http://www.medienabc.org/page1/page46/page46.html>
- *An introduction to media education.*  
<http://www.medienabc.org/index.html>
- Media Awareness Network: *Media Portrayals of Gays and Lesbians*  
[http://www.media-awareness.ca/english/issues/stereotyping/gays\\_and\\_lesbians/index.cfm](http://www.media-awareness.ca/english/issues/stereotyping/gays_and_lesbians/index.cfm)

## Activity 7: School-Wide Activity - Taking Action Against Homophobia and Heterosexism

### James Banks Continuum: Stage 4

**Time: 75 – 150 minutes**

#### Description

Throughout the year, there are numerous opportunities for students to organize school-wide activities that raise awareness of homophobia, heterosexism, and gender stereotyping. These activities are student-led and their goal is to create spaces for discussion of and action on these issues among students and staff, to forge alliances between students from different communities and to develop student leadership. These activities are also opportunities to collaborate with community organizations and inform and involve youth in the life of their communities.

Some of these events are original creations of students and staff, and others are part of an international/national/local days of significance focusing on celebration or protest.

#### Expectations (Overall)

##### CHV2O

##### *Purposeful Citizenship*

- describe the diversity of beliefs and values of various individuals and groups in Canadian society;

##### *Active Citizenship*

- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes

#### Planning Notes

- Check Website URLs and contact information for community agencies to ensure the information is up-to-date.

#### Prior Knowledge

- Students will have discussed and reflected upon issues related to challenging homophobia and heterosexism and built upon both their critical thinking skills and empathy development.
- Stage 4 of the James Banks Continuum assumes that students have the potential to achieve self-actualization and take action on promoting equity for sexual orientation and gender identity.

#### Teaching/Learning Strategies

1. Planning and discussion are paramount. Include as many representatives in the planning as possible: students, teachers, administrators, parents/guardians/caregivers.
2. Get as much support as possible from other teachers and from administrators. Develop a critical mass of support. Be well prepared for the negative responses from fellow teachers. Don't be discouraged and don't be derailed. You are implementing the [Equity Foundation Statement](#) of the TDSB.
3. Plan events that are diverse and inclusive; see Appendix 7.1 A Sample of Events that Challenge Homophobia/Heterosexism and Celebrate Sexual Diversity for ideas, as well as the

Resources section at the end of this activity to connect and partner with community organizations that can support your work. Fighting homophobia and heterosexism is not an exclusive activity. It is connected to struggles against all other forms of oppression: racism, sexism, classism and ableism. LGBTQ people are diverse and our campaigns should represent and amplify that diversity.

4. Collaborate with other clubs/groups within the school. There may be other social justice groups or active individuals. Connect with them and bring them on board to contribute and be involved. Organize joint events with other classes and/or clubs.
5. Get the word out. Use the many creative skills of students and teachers to design posters, t-shirts, buttons, etc. make announcements which grab people's attention.
6. Don't be discouraged by homophobic responses to your work. This is an unfortunate but common backlash. It just means that your message is getting through. Prepare yourself and your students for the responses and decide if and how you will respond.
7. Have fun! Gender identity and sexual diversity are open to a lot of respectful play.

### Assessment and Evaluation

None

### Accommodations/Extensions

None

### Resources

#### Community Organizations

*519 Church Street Community Centre*

<http://www.the519.org>

Toronto, ON M4Y 2C9

Tel: 416-392-6874

*BC Teachers Federation*

<http://www.bctf.bc.ca>

100 – 550 West 6th Avenue

Vancouver, BC V5Z 4P2

Tel: 604-871-2283

*Education Wife Assault*

<http://www.womanabuseprevention.com/>

Resource: *Creating Safer Schools for Lesbian, Gay and Bisexual Youth: A Resource for Educators, 2002.*

*Equality for Gays and Lesbians Everywhere (EGALE)*

<http://www.egale.ca>

8 Wellington St. E, 3<sup>rd</sup> Floor,

Toronto, ON M5E 1C5

Tel: 416-642-5027

EGALE is a national organization committed to advancing equality and justice for lesbian, gay, bisexual, and transgender people and their families across Canada and in 2009 completed the first phase of a national climate survey on homophobia in Canadian schools.

*Elementary Teachers Federation of Ontario*

<http://www.etfo.ca>

480 University Avenue, Suite 1000

Toronto, ON M5G 1V2

Tel: 416-962-3836

Resources: Equity and Women's Services Department; *Responding to Homophobia and Heterosexism*, 2002; *We're Erasing Prejudice for Good*, 2002; *Challenging Homophobia and Heterosexism*, 2003; *Imagine a World That Is Free from Fear: A Kindergarten to Grade Eight Resource Addressing Issues Relating to Homophobia and Heterosexism*, 2004.

*Elementary Teachers of Toronto*

<http://www.ett.on.ca>

4211 Yonge Street, Suite 300

Toronto, ON M2P 2A9

Tel: 416-393-9930

Resources: Human Rights Committee; *Rainbows and Triangles: A Curriculum Document for Challenging Homophobia and Heterosexism in the K-6 Classroom*, 2003.

*Gay, Lesbian, Straight Education Network*

<http://glsen.org>

A U.S.-based organization with a long history of educating teachers and students about homophobia, heterosexism and gender stereotypes. GLSEN sponsors the national day of silence and has many resources on its website.

*Lesbian Gay Bi Youth Line*

<http://www.youthline.ca>

Toronto, ON M4Y 2L4

Tel: 1-800-268-9688

The Lesbian Gay Bi Youth Line offers confidential and anonymous peer support and information to youth of all cultures and abilities who may identify as lesbian, gay, bisexual, queer, two-spirited, and/or transgender.

*Ontario Secondary School Teachers' Federation*

<http://www.osstf.on.ca>

60 Mobile Drive

Toronto, ON M4A 2P3

Tel: 416-751-8300

Resource: Human Rights Committee

*Ontario Secondary School Teachers' Federation District 12 (Toronto)*

<http://www.osstfd12.com>

1482 Bathurst Street, Suite 300

Toronto, ON M5P 3H1

Tel: 416-393-8900

Gay/Straight Alliance website with lots of resources

[http://www.osstfd12.com/artman/GSA/site\\_files/Index.html](http://www.osstfd12.com/artman/GSA/site_files/Index.html)

*PFLAG, Parents, Families, and Friends of Lesbians and Gays*

<http://www.pflagcanada.ca/chapters/Toronto/html/home.htm>

<http://www.pflagcanada.ca>

115 Simpson Avenue, Suite 105

Toronto, ON M4K 1A1

Tel: 416-406-1727

Pride Education Network (Formerly Gay and Lesbian Educators' of BC --GALE BC)

<http://www.pridenet.ca>

Box 93678, Nelson Park P.O.

Vancouver, BC V6E 4L7

(604) 688 9378 Extension 2004

Resources: *Challenging Homophobia – A Teacher's Resource Book*; *Dealing with Name-Calling*, 2008; *Gay-Straight Alliance Handbook*, 2004; downloadable posters and lots of other teacher resources.

Pride Toronto

<http://www.pridetoronto.com/index.htm>

65 Wellesley Street East, Suite 501

Toronto, ON M4Y 1G7

Tel: 416-927-7433

Supporting Our Youth

<http://www.soytoronto.org>

[http://soy@sherbourne.on.ca](mailto:soy@sherbourne.on.ca)

333 Sherbourne Street, 2nd Floor

Toronto, ON M5A 2S5

Tel: 416-324-5077

TEACH, A Program of Planned Parenthood of Toronto.

<http://www.teachtoronto.ca>

[http://teach@ppt.on.ca](mailto:teach@ppt.on.ca)

36B Prince Arthur Avenue

Toronto, ON M5R 1A9

416-961-0113, ext. 230

Resource: *Hear Me Out: True Stories of Teens Educating and Confronting Homophobia*.

Toronto: Second Story Press, 2004.

## Appendices

- Appendix 7.1: A Sample of Events that Challenge Homophobia/Heterosexism and Celebrate Sexual Diversity
- Appendix 7.2: First-Ever Kissing Booth at Victoria Park Collegiate

## Appendix 7.1: A Sample of Events that Challenge Homophobia/Heterosexism and Celebrate Sexual Diversity

### What are you so afraid of? Halloween Festival – October 31<sup>st</sup>

Take advantage of teenagers love for the scariest and sweetest holiday by getting them to think about their phobias, particularly homophobia. Start with the usual concealed buckets of cold spaghetti, peeled grapes and giggly jello that students can put their hands in. But before they can partake in Halloween candy, they must identify the different phobias on a poster students have displayed – everything from Arachibutyrophobia (fear of peanut butter sticking to the roof of one's mouth) to lunaphobia (fear of the moon) and of course, homophobia.

### Love is for Everyone: Valentine's Day – February 14<sup>th</sup>

Reclaim Valentine's Day and celebrate sexual diversity. Challenge your school to create an inclusive Valentine's Day.

- *Kissing Booth*

Set up a tent or other structure, in a central place, that students and staff can enter. Decorate with cherubs and hearts. Put together a slide show of anti-homophobic messages and have it run on a continuous loop on a wall nearby.

Before entering the Kissing Booth students and staff must complete a short 10-15 question school climate survey. In the booth, students and staff are greeted by students who place a stamp of a kiss on their cheek and a few chocolate kisses in their hand. Extend the Kissing Booth activity by informing all home form teachers of the event, ask them to announce it and provide discussion questions for the day after. Publicize the results of the climate survey that kissing booth participants filled out.

See Appendix 7.2 for a story about the Kissing Booth at Victoria Park Collegiate.

- *LGBTQ-Positive Pink Hearts Day*

A less time-consuming alternative to the Kissing Booth. Students cut out pink hearts and write LGBTQ-positive messages on them, such as: That's So Gay is SO Yesterday, I Support LGBTQ Students, Love Knows No Boundaries. Students and staff sign the hearts and the hearts are then displayed in a central gathering place and/or display case in the school. In exchange for the support, cinnamon hearts and chocolate are provided.

### Day of Pink – April 13<sup>th</sup>

This day is a response to the bullying of a Grade 9 student because he wore a pink shirt to school. (See attached article). This day specifically focuses on challenging gender stereotypes and restricted notions of masculinity and femininity. Ask the administration if they will offer a pizza party for the class with the most pink t-shirts. Day of Pink provides many great opportunities to work with clubs focused on gender and/or feminism. Create a buzz before the day and provide follow-up activities to teachers.

Posters and resources can be found online.

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

<http://www.pinkshirtday.ca/>

Article about Nova Scotian students who organized against bullying

<http://www.cbc.ca/canada/story/2007/09/18/pink-tshirts-students.html>

Youtube video based on the Nova Scotian students who fought back

<http://www.youtube.com/watch?v=RDnS8SLCJHc>

Great poster challenging gender stereotypes

[http://www.crimethinc.com/tools/posters/gender\\_subversion\\_front.pdf](http://www.crimethinc.com/tools/posters/gender_subversion_front.pdf)

### **International Day Against Homophobia – May 17<sup>th</sup>**

This is a day to raise awareness and educate the school community. This day can be part of a week of social justice activities that are organized with other clubs and communities. Or it can be a one-day activity.

Resources, posters and other information can be found at two sites:

<http://idahomophobia.org/wp/>

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

International Day Against Homophobia video with voices from around the globe

[http://www.youtube.com/watch?v=m2Rp8ep\\_ezE](http://www.youtube.com/watch?v=m2Rp8ep_ezE)

### **LGBTQ Pride -- June**

Although Pride is celebrated in June, May is a better month for schools to celebrate. This could be a one-day event or part of a week of activities, depending on resources and number of students and staff involved. This is a great opportunity to work with community organizations. Invite Teens Educating and Confronting Homophobia (TEACH) to do workshops for all Grade 9 and 10 students.

Organize a community information fair, inviting LGBTQ organizations and groups working on homophobia and heterosexism to come with their information and displays. Have a bake sale to raise money for Supporting Our Youth (SOY) a program for LGBTQ youth or for the AIDS Committee of Toronto.

Focus on the history by naming it Pink Triangle Week and educating the school community about the Nazi persecution of gay men and lesbians with a focus on creating allies in the contemporary fight against homophobia and heterosexism.

**Appendix 7.2: First-Ever Kissing Booth at Victoria Park Collegiate**

Written by Amy Gottlieb, teacher and staff advisor to the Anti-Homophobia Alliance (AHA!) at Victoria Park Collegiate in Toronto, February 2001.

“No way,” said one student, pulling away from the crowd in the front foyer. “I’m not going in there!” It’s 11:45am, the beginning of lunch at Victoria Park Secondary (VP). The front foyer is beginning to fill with students who are either on their way to the cafeteria or on their way to check out the Valentine’s Day Kissing Booth sponsored by the Anti-Homophobia Alliance (AHA!).

In a corner of the front foyer a large tent has been set up, draped in red satin. On the wall are two large posters declaring this VP’s first ever Kissing Booth and signalling its sponsor: AHA!. Meanwhile a laptop projects catchy slogans onto a screen at the side of the tent. And to top it all off, red hearts and cherubs adorn the walls and tent.

As students hang out wondering, members of AHA! hand out survey sheets. Students must answer a few questions before they earn the right to venture into the kissing booth. Questions like how often do you hear the expression “that’s so gay” at school? How often do you hear other homophobic remarks? How often do teachers and students respond to these comments?

A few students are ready for action, fill out the survey and step up to the kissing booth. Once inside they are greeted by a gang of three who plant a brightly coloured stamp of a kiss on their cheek and a few chocolate kisses in their hand. “Yeah, that was fun,” they say when they get out. And as a few more students step up, others who have been watching from the periphery begin to relax. AHA! members keep telling students, don’t worry, your experience in the kissing booth will be enjoyable. Step right up!

A half a dozen teachers come to show their support. A vice-principal, who has been requested to be in the front foyer to guard against any stupidity, is waxing eloquent about how great this event is for school spirit. The students are having fun and learning at the same time, she declares. Soon after, she fills out her quiz and takes a turn in the kissing booth. The principal follows, showing her support for one of the newest clubs in the school.

The end of lunch approaches and the front foyer is packed with students, many of whom are showing off their kisses on their cheeks, necks and foreheads. It’s time to pack up and members of AHA! do this with a mixture of elation and sadness: elation, because our first public event at the school has been a great success and sadness because we want it to go on and on. We were visible, we were smart and we were fun. The Kissing Booth was a great success because it started to make students less fearful of LGBTQ students and more aware of homophobia.

## Activity 8: Taking Action – From Ideas to Implementation

### James Banks Continuum: Stage 4

**Time: 225 minutes**

#### Description

In this series of sessions, students will plan and implement an action that will address homophobia, heterosexism, transphobia, or will increase awareness of sexual orientation and gender identity. The sessions begin with identifying goals, move into making and implementing an action plan, then reflecting on the result.

#### Expectations (Overall)

##### **BOG4E**

##### *Leadership*

- demonstrate an understanding of the nature and the importance of effective leadership in a business environment;
- demonstrate an understanding of the mechanics and processes of group dynamics.

##### **BOH4M**

##### *Leading*

- use appropriate social skills when working collaboratively with others;
- demonstrate an understanding of group dynamics.

##### *Planning and Controlling*

- analyse the importance of planning to the success of an organization;
- demonstrate an understanding of appropriate planning tools and techniques in a variety of situations;
- analyze the relationship between strategic planning and the success of an organization.

##### *Management Challenges*

- demonstrate an understanding of the communication process within the workplace.

##### **CHV20**

##### *Active Citizenship*

- apply appropriate inquiry skills to the research of questions and issues of civic importance;
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

##### **CPC30**

##### *Methods of Political Inquiry and Communication*

- use methods of political science inquiry to locate, gather, evaluate, and organize information from a variety of sources;
- analyse information gathered about current events and political trends according to fundamental principles of political interpretation and analysis;
- communicate knowledge, opinions, and interpretations about events, issues, and trends relating to politics and citizenship, using a variety of forms of communication.

**ENG1D, ENG1P, ENG3C, ENG3U, ENG4C, ENG4U***Oral Communication*

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

*Writing*

- Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

*Reading*

- Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

*Media Studies*

- Understanding Media Texts: demonstrate an understanding of a variety of media texts;
- Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

**HSP3M***Social Organization*

- demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology, and sociology;
- analyse the psychological impact of group cohesion and group conflict on individuals, groups, and communities;
- describe the characteristics of bureaucratic organizations.

**PPL1O and PPL2O***Healthy Living*

- identify the factors that contribute to positive relationships with others.

*Living Skills*

- explain the effectiveness of various conflict resolution processes in daily situations;
- use appropriate social skills when working collaboratively with others.

**Planning Notes**

- Teacher prints out photocopies enough of Appendix 8.1: Ways to Take Action for every student, as well as enough copies of Appendix 8.2: The Action Plan for each group.
- Teacher reviews brainstorming techniques and guidelines. Two good sources are: Saskatoon Public Schools <http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.htm> and Amnesty International [http://www.amnesty.ca/youth/youth\\_action\\_toolkit/brainstorming.php](http://www.amnesty.ca/youth/youth_action_toolkit/brainstorming.php)
- Have materials ready for whole group brainstorming (chalk & board or paper & markers).
- Gather and prepare materials that will help students effectively plan and implement the specific action they choose to take. Some of these materials might include:
  - *Take Action! A Guide to Active Citizenship* by Marc Kielberger and Craig Kielberger (all TDSB schools have class sets) pages: 31, 33, 42, 46, 54, 58, 63, 69, 103, 118;
  - *Take More Action!* by Marc Kielberger and Craig Kielberger, Deepa Shankaran (all TDSB schools have class sets) pages: 51, 64, 68, 87.

- Amnesty International Youth Action Toolkit  
[http://www.amnesty.ca/youth/youth\\_action\\_toolkit/](http://www.amnesty.ca/youth/youth_action_toolkit/)
- Taking IT Global Guide to Action  
[http://tig.phpwebhosting.com/guidetoaction/Guide\\_to\\_Action\\_en.pdf](http://tig.phpwebhosting.com/guidetoaction/Guide_to_Action_en.pdf)

### Prior Knowledge

- Students will have discussed and reflected upon issues related to challenging homophobia and heterosexism and built upon both their critical thinking skills and empathy development.
- Stage 4 of the James Banks Continuum assumes that students have the potential to achieve self-actualization and take action on promoting equity for sexual orientation and gender identity.
- Students may have already completed a Civics course; they may be able to use some of the skills from this course to complete these activities.

### Teaching/Learning Strategies

#### Part A: Defining the Issues (75 minutes)

1. As a whole group, prepare the students for a brainstorming session. Review with the students the purpose and guidelines for brainstorming. Clarify for them your role as a facilitator.
2. Conduct a brainstorming session to help students recognize the multiple ways that homophobia, heterosexism, and transphobia manifest themselves. This will help them later when they decide on their strategy for taking action.

Your brainstorming session should have one general question for the students to explore. Examples of a question you might use are:

- In our school, what are some of the general or specific things that make it hard if you or your parents are LGBTQ?
  - What are the ways that our school is unsafe for LGBTQ students and adults?
  - Imagine it is 5 years from now. What would it look like at this school if things really improved for LGBTQ students and adults?
3. At this point, you may decide to continue the action planning as a whole group or allow the students to split themselves into smaller work groups or teams. The advantage of smaller groups is that students will probably take more responsibility for their work and feel more ownership and accountability. The advantage to a large group is that the teacher can continue to provide more guidance and support if it is needed.
  4. Students reflect on the brainstorming so far by answering the following questions:
    - Of all of the things we said, which do we, as group, think are the 3 most important things to address?
    - Imagine it is 6 months from now and you have already taken action to address these 3 issues.
      - How will the school generally look and feel different?
      - What specific things will be happening (or not happening) that are different from before?
  5. Distribute the Appendix 8.1: Ways to Take Action. Encourage groups to hear answers from everyone, maybe by using consensus, when going over the questions.

6. Groups discuss and decide which activity or series of activities they want to plan and implement. Teacher circulates and provides guidance and advice.
7. If there is time remaining, distribute Appendix 8.2: The Action Plan. Students should begin to fill this out to the best of their ability. At this point, you may want to distribute any of the materials you have prepared to help students take specific types of action.
8. Collect all the handouts and materials from the groups at the end of the period.

**Part B: Action Planning (75 minutes)**

1. Redistribute the appendices and support materials from the previous session.
2. Students spend the period planning and researching their action. The teacher should circulate to provide support, suggestions and guidance. By the end of the period, students should have firm goals such as specific projects/tasks and deadline for work completion all filled out on Appendix 8.2: The Action Plan.

**Part C: Reflecting on Action (75 minutes)**

1. This lesson should take place after the students have implemented their action plan. With the whole group, do a 'go-around' asking each student what the 'highs' and 'lows' of the Action were.
2. At this point you will either continue the Action reflection as an interactive, oral communication piece or as an individual written assignment. The instructions below are for the interactive, oral communication option.

If you choose to do this next step as a written activity, please see Appendix 8.3: Take Action! Individual Reflection Report – Written for a handout of the written assignment; the written assignment should take the rest of the period to work on, at least an hour.

3. Distribute Appendix 8.4: Take Action! Individual Reflection. Have students fill out their answers in point form, individually.
4. Students should now "Pair & Share" their answers. Each student should find a partner and share their reflections with that partner. Students should have the option of not sharing all their answers if they do not feel comfortable.
5. For the remainder of the period, facilitate a whole class discussion reflection. Some suggested discussion questions are:
  - What was the hardest part of this project? What kind of obstacles and roadblocks did you encounter?
  - Do you think what we did could work at another school? Why or why not?
  - What was your most consistent emotion when doing this project? Why?
  - If we could do all this over again, what would you do differently?
  - What advice would you give to students who might try this again next year?
  - What do you think was our/your greatest success?

## Assessment and Evaluation

None

## Accommodations/Extensions

- As an optional writing extension, have students write a paragraph to next year's group of students, offering them ideas and advice.

## Resources

### Print

- Marc Kielberger and Craig Kielberger. *Take Action! A Guide to Active Citizenship*. Toronto: Gage Learning Corporation, 2002.
- Marc Kielberger and Craig Kielberger, Deepa Shankaran. *Take More Action!* Toronto: Thomson Nelson, 2004.

### Electronic

- Amnesty International Youth Action Toolkit  
[http://www.amnesty.ca/youth/youth\\_action\\_toolkit/](http://www.amnesty.ca/youth/youth_action_toolkit/)
- Taking IT Global Guide to Action  
[http://tig.phpwebhosting.com/guidetoaction/Guide\\_to\\_Action\\_en.pdf](http://tig.phpwebhosting.com/guidetoaction/Guide_to_Action_en.pdf)

## Appendices

- Appendix 8.1: Ways to Take Action
- Appendix 8.2: The Action Plan
- Appendix 8.3: Take Action! Individual Reflection Report – Written
- Appendix 8.4: Take Action! Individual Reflection

## Appendix 8.1: Ways to Take Action

### Things You Can Make

- poster(s)
- pamphlet(s)
- video
- poetry anthology
- newspaper article
- letter to the editor
- press release
- photo essay
- letter to someone in power
- petition
- write lesson plans
- handouts for classes
- buttons or stickers
- 'zine
- website
- Power Point presentation
- information kit
- recorded announcements
- online ads
- pod cast
- anything else you can think of!

### Things You Can Organize

- speaker or speaker series
- film festival
- rally or demonstration
- fundraising event
- art gallery event
- panel discussion
- media or publicity event
- presentation for public
- press conference
- conference
- pride week
- pink T-shirt day
- build partnerships with other schools
- build partnerships with other agencies
- anything else you can think of!

### Other Things to Think About

- You could turn many of these things into a 'contest' for the school.
- You could partner up with another student group at the school to organize some of these actions

### Group Discussion Questions

- Which of these things are we most interested in doing?
- Which of these things do people in our group already have the skills to do?
- Which of these things are most likely to succeed at our school in getting people to change their attitudes and actions when it comes to sexuality and gender identity?



### **Appendix 8.3: Take Action! Individual Reflection Report – Written**

For your individual report, answer the following questions:

1. What role did you play in the group? Were you a leader, follower, supporter, etc? Why did you choose to play that role? Do you think the group benefited from you playing that role? Is this a role you often play in life? How is the group different or similar to other experiences you've had in groups? (100-150 words)
  
2. What do you think your strengths and weaknesses are in group work? ( 30-50 words)
  
3. Did you become more or less interested and involved in the issue as the project went on? Why? (50 – 100 words)
  
4. If we were to repeat this again, what things would you change about this project and why? (60-125 words)
  
5. If the school Board could do something about these issues, what do you think it should do and why? (40 – 60 words)
  
6. What do you plan on doing for the rest of your life to address these issues? (40 – 75 words)

## **Appendix 8.4: Take Action! Individual Reflection**

Answer the following questions in point form.

5. What role did you play in the group? Were you a leader, follower, supporter, etc? Why did you choose to play that role? Do you think the group benefited from you playing that role? Is this a role you often play in life? How is the group different or similar to other experiences you've had in groups?
  
6. What do you think your strengths and weaknesses are in group work?
  
7. Did you become more or less interested and involved in the issue as the project went on? Why?
  
8. If we were to repeat this again, what things would you change about this project and why?
  
9. If the school Board could do something about these issues, what do you think it should do and why?
  
10. What do you plan on doing for the rest of your life to address these issues? (Optional)

# **Community Resource Organizations**

## LGBTQ Organizations

### **Anti-Homophobia Equity Coalition (AHEC)**

Email: [info@aheco.org](mailto:info@aheco.org)

AHEC is a coalition of parents, educators, and youth. The AHEC is working in co-operation with the LGBTQ Parenting Network in order to discuss what kinds of information and/or resources are needed to assist LGBTQ families in dealing with the school system and fighting hatred and homophobia.

### **Asian Community AIDS Services (ACAS)**

33 Isabella Street, Suite 107, Toronto, M4Y 2P7

Tel: 416-963-4300

Email: [info@acas.org](mailto:info@acas.org)

Website: <http://www.acas.org>

ACAS is a charitable, non-profit, community-based organization that provides HIV/AIDS education, prevention, and support services to the East and Southeast Asian-Canadian communities. These programs are based on a pro-active and holistic approach to HIV/AIDS and are provided in a collaborative, empowering, and non-discriminatory manner.

### **AIDS Committee of Toronto (ACT)**

Contact: Adam Busch – Harm Reduction Coordinator

399 Church Street, 4th Floor, Toronto, M5B 2J6

Tel: 416-340-8484, ext. 235

Email: [abusch@actontario.org](mailto:abusch@actontario.org)

Website: <http://www.actontario.org>

ACT is a community-based, charitable organization that provides support, HIV prevention, and education in sex and sexuality for people living with and at risk for HIV/AIDS. ACT provides free, confidential, supportive and practical services to men, women, and youth living with HIV/AIDS. ACT works with gay and bisexual men, and youth and women at increased risk for HIV infection, to develop and deliver HIV/AIDS-prevention education and outreach programs.

### **Canadian Lesbian and Gay Archives**

Mail: P.O. Box 699, Station F, 50 Charles St. E, M4Y 2N6

Location: 34 Isabella St. Toronto

Tel: 416-777-2755

Email: [queeries@clga.ca](mailto:queeries@clga.ca)

Website: <http://www.clga.ca>

The CLGA is a unique repository of information, records, and other valued materials documenting the stories of lesbians, gays, bisexual, and transgender people and their organizations in Canada. It also houses a great deal of information about those beyond our borders and is our community's primary resource for research and exhibits.

### **Church Street Community Centre**

519 Church Street, Toronto, M4Y 2C9

Tel: 416-392-6874

Email: [info@the519.org](mailto:info@the519.org)

Website: <http://www.the519.org>

The 519 Church Street Community Centre offers diverse programming for the LGBTQ community, including support groups, events, counselling, and advocacy.

- *Trans 101* (Sensitivity training for educators in dealing with transgender individuals)  
Contact: Kyle Scanlon 416-392-6874, ext. 104
- *Anti-Violence and Anti-Homophobia Program*  
Contact: Howard Shulman 416-392-6874, ext. 117
- *Queer Parenting Programs*  
Contact: Chris Veldhoven, Tel: 416-392-6878, ext. 109, email: [queerparenting@the519.org](mailto:queerparenting@the519.org)

### **Equality for Gays and Lesbians Everywhere (EGALE)**

8 Wellington St. E, 3<sup>rd</sup> Floor, Toronto, M5E 1C5

Tel: 416-642-5027

Toll-Free: 1-888-204-7777

Email: [egale.canada@egale.ca](mailto:egale.canada@egale.ca)

Website: <http://www.egale.ca>

EGALE is a national organization committed to advancing equality and justice for lesbian, gay, bisexual, and transgender people and their families across Canada. EGALE seeks to make this a reality through lobbying, litigation, and public education.

### **Family Pride Canada**

Website: <http://www.uwo.ca/pridelib/family>

Family Pride Canada is a national online resource centre. It provides Canadians with reliable information on LGBTQ family issues in a variety of scholarly and popular forms (e.g., academic books, specialist periodicals, magazine articles, documentary videos, parenting manuals, children's books) without commercial bias.

### **Gay Lesbian and Straight Education Network (GLSEN)**

90 Broad St. 2nd Floor

New York, NY 10004

Tel: 212-727-0135

Email: [glsen@glsen.org](mailto:glsen@glsen.org)

Website: <http://www.glsen.org>

GLSEN is an American national organization for promoting LGBTQ education and activism in American Schools. Its Website provides substantial resources for students and educators.

### **LGBT Parenting Network**

Contact: Rachel Epstein

333 Sherbourne St, Toronto, M5A 2S5

Tel: 416-324-4100 ext. 5219

Email: [parentingnetwork@fsherbourne.on.ca](mailto:parentingnetwork@fsherbourne.on.ca)

Website: <http://www.fsatoronto.com/programs/lgbtparenting.html>

Fee: To be negotiated.

The LGBT Parenting Network is now fully funded by the Ministry of Health and Long Term Care and supported by a new partnership between Sherbourne Health Centre, the 519 Church St. Community Centre, and Family Service Association of Toronto. We will be continuing our usual services, including special Pride events. We will also be inviting parents and others to participate in a process to give feedback and suggestions to help make services for LGBTQ families even better.

### **Ontario AIDS and Sexual Health Hotline**

Tel: 416-392-2437 or 1-800-668-2437

Website: [http://www.toronto.ca/health/ai\\_index.htm](http://www.toronto.ca/health/ai_index.htm)

### **Pride Educators Network**

PO Box 93678 Nelson Park PO

Vancouver, BC, V6E 4L7

E-mail: [info@pridenet.ca](mailto:info@pridenet.ca)

Website: <http://www.pridenet.ca/>

Formerly known as GALE BC, this organization educates and advocates for greater inclusion of lesbian, gay, bisexual, and transgendered persons in the educational system and for a safer environment for LGBTQ students, parents, teachers, and other staff. Runs a terrific Website with load of resources for teachers and Gay/Straight Alliances.

### **Pride Toronto**

P.O. Box 371, Station F, Toronto, M4Y 2L8

Tel: 416-927-7433

Email: [office@pridetoronto.com](mailto:office@pridetoronto.com)

Website: <http://www.pridetoronto.com>

Pride Toronto exists to celebrate the history, courage, diversity, and future of Toronto's lesbian, gay, bisexual, transsexual, transgender, intersex, queer/questioning, and two-spirited communities.

### **Salaam Queer Muslim Community**

Website: <http://www.salaamcanada.com>

Salaam Queer Muslim Community is an organization dedicated to Muslims who are lesbian, gay, bisexual, and transsexual and/or transgender, as well as those questioning their sexual orientation or gender identity, and their friends.

### **Two-Spirited People of the First Nations**

593 Yonge St. Toronto, M4Y 1Z4

Tel: 416-944-9300

Email: [doe@2spirits.com](mailto:doe@2spirits.com)

Website: <http://www.2spirits.com>

Fee: Not required. Donations may be made to the Aboriginal PHA fund (Aboriginal People Living with HIV/AIDS).

Two-Spirited People of the First Nations provides educational workshops on two-spirited people's history and issues. It has produced a manual entitled "We are Part of a Tradition."

## Queer Youth Services/Resources

### **Buddies in Bad Times Theatre Youth Programme**

Tel: 416-975-9130, ext. 22

Email: [youth@artsexy.ca](mailto:youth@artsexy.ca)

Website: <http://www.artsexy.ca/youth.cfm>

The youth program was started to help the next generation of queer artists find their artistic voices and provide opportunities to share them. Buddies Youth Programme runs Wednesday nights from September to June. All youth programs are free of charge, and are open to queer-identified youth, ages 15 to 25. In addition to monthly open mic nights, the program also runs workshops.

### **Canadian Alliance for Linking Young People Around Sexual Orientation (CALYPSO)**

Email: [cwalyпсо@geocities.com](mailto:cwalyпсо@geocities.com)

Website: <http://www.geocities.com/WestHollywood/3519>

CALYPSO is a youth-for-youth non-profit organization dedicated to assisting queer youth with communication, education, leadership, and recreational issues.

### **Central Toronto Youth Services Pride and Prejudice Program**

65 Wellesley Street East, Suite 300,

Toronto, M4Y 1G7

Tel: 416-924-2100

Email: [mail@ctys.org](mailto:mail@ctys.org)

Website: <http://www.ctys.org>

Pride and Prejudice provides counselling services to LGBTQ youth 25 and under. Program staff provide free consultation to service providers in health care, social services, and education.

### **Children of Lesbians and Gays Everywhere (COLAGE) – Toronto**

519 Church Street, Toronto, M4Y 2C9

Tel: 416-767-2244

Email: [toronto@colage.org](mailto:toronto@colage.org)

Website: <http://www.colage.org>

COLAGE is a social support group for students with lesbian, gay, and bisexual parents.

### **Delisle Youth Services**

40 Orchard View Blvd. Suite 255, Toronto, ON, M4R 1B9

Tel: 416-482-0081

Email: [info@delisleyouth.org](mailto:info@delisleyouth.org)

Website: <http://www.delisleyouth.org>

Delisle Youth Services is a multi-service agency committed to supporting the developmental, emotional, and social needs of youth and their families. Delisle provides a drop-in support group for gay, lesbian, and bisexual youth, in collaboration with the Toronto District School Board Human Sexuality Program.

### **The Griffin Centre**

24 Silvertree Drive, Toronto ON, M2M 2B3  
Tel: 416.222.1153  
Email: [contact@griffin-centre.org](mailto:contact@griffin-centre.org)  
Website: <http://www.griffin-centre.org>

Griffin Centre is an accredited non-profit, charitable, multi-service, mental health agency providing flexible and accessible services to youth, adults and their families.

### **Lesbian Gay Bi Youth Line**

P.O. Box 62, Station F, Toronto, M4Y 2L4  
Tel: 416-962-YOUTH  
Email: [askus@youthline.ca](mailto:askus@youthline.ca)  
Website: <http://www.youthline.ca>

The Lesbian Gay Bi Youth Line offers confidential and anonymous peer support and information to youth of all cultures and abilities who may identify as lesbian, gay, bisexual, queer, two-spirited, and/or transgender. The Youth Line offers toll-free support and referral service for all of Ontario. TDD is available on all lines.

### **Queer Asian Youth (QAY)**

33 Isabella Street, Suite 107, Toronto, M4Y 2P7  
Tel: 416-963-4300, ext. 29  
Email: [youth@acas.org](mailto:youth@acas.org)  
Website: <http://www.qay.ca>

QAY organizes social events for East and Southeast Asian youth who identify as gay, lesbian, bisexual, transsexual, transgender, queer, questioning, undecided, or curious. Visit our website for more information on our upcoming events, and check out our Message Board.

### **Queer Youth Digital Video Project**

Tel: 416-977-6847  
Email: [inside@insideout.on.ca](mailto:inside@insideout.on.ca)  
Website: <http://www.insideout.on.ca/19Annual/queeryouth.html>

The Queer Youth Digital Video Project chooses six to eight youth annually to make short videos to be shown at the Inside Out Gay Lesbian Film and Video Festival. Participants are guided through a series of workshops on filmmaking. Inside Out distributes free compilation tapes of the Queer Youth Project to various community organizations that work with queer youth and do anti-homophobia education.

### **Supporting Our Youth (SOY)**

333 Sherbourne St., 2nd Floor, Toronto, M5A 2S5  
Tel: 416-324-5077  
Email: [soy@sherbourne.on.ca](mailto:soy@sherbourne.on.ca)  
Website: <http://www.soytoronto.org>

SOY is a community development project that seeks to improve the lives of lesbian, gay, bisexual, transgender, and transsexual youth in Toronto through the active involvement of adult communities. Groups SOY runs include Black Queer Youth, CTYS Groups for Guys, Express II: the SOY Newcomer Immigrant Youth Project, Fluid, Fruit Loopz: the Rainbow Groove, Pink Ink, Schools Out, the Transfusion Crew, and the SOY Mentoring and Housing Project

### **Youth Employment Service (YES) – Toronto**

555 Richmond Street West, Suite 711 – 7th Floor, Toronto, M5V 3B1

Tel: 416-504-5516

Email: [yes@yes.on.ca](mailto:yes@yes.on.ca)

Website: <http://www.yes.on.ca>

YES offers free services to help find employment, including computers, the Internet, fax, phones, voice mail, help with resumés and covering letters, job-searching help, workshops, and career counselling. Serving the downtown Toronto area, YES is a supportive and non-judgmental environment, where LGBTQ youth can feel comfortable.

## **Workshops, Speakers, and Training**

### **Authentic Lives**

Contact: Barbara McDowall

143 Kingsmill Ave, Guelph, ON, N1E 5W1

Tel: 416-767-5697

Email: [barbara@authenticlives.com](mailto:barbara@authenticlives.com)

Website: <http://www.authenticlives.com>

Fee: Negotiable

The issues presented for the workshop include self-esteem, relationships, living authentically, sexual orientation, and loss and life transition. This program is committed to working with teachers and students.

### **Parents and Friends of Lesbians and Gays (PFLAG) – Toronto**

115 Simpson Avenue, Suite 105,

Toronto, M4K 1A1

Tel: 416-406-6378

Email: [toronto.office@pflag.ca](mailto:toronto.office@pflag.ca)

Website: <http://www.pflagcanada.ca/chapters/Toronto/html/home.htm>

PFLAG is a support group for parents whose child has come out. The Toronto chapter can help put you in touch with a chapter in your area. You can also give this information to your parent(s) or to other family members, or ask a member of PFLAG for support for yourself.

### **The People Project**

Email: [info@thepeopleproject.ca](mailto:info@thepeopleproject.ca)

The People Project is an eclectic grassroots organization using the arts to bring together diverse and marginalized groups of people into safe space to dialogue, share stories and experiences, gain skills and to create and express themselves in meaningful ways.

### **Springtide Resources**

Suite 220 – 215 Spadina Avenue,  
Toronto, M5T 2C7  
Tel: 416-968-3422  
TTY: 416-968-7335

Email: [info@womanabuseprevention.com](mailto:info@womanabuseprevention.com)

Website: <http://www.springtideresources.org>

Fee: Sliding scale, generally \$400–\$600 per day. Always asks for honoraria for youth presenters.

Education Wife Assault provides written resources, LGBTQ youth speakers, educational workshops, and training for teachers

### **Teens Educating and Confronting Homophobia (TEACH)**

Planned Parenthood of Toronto  
36 B Prince Arthur Avenue, Toronto, M5R 1A9  
Tel: 416-961-0113

Email: [teach@ppt.on.ca](mailto:teach@ppt.on.ca)

Website: [http://www.ppt.on.ca/Anti-Homophobia\\_teach.asp](http://www.ppt.on.ca/Anti-Homophobia_teach.asp)

TEACH uses an anti-oppression approach to deliver high-quality anti-homophobia peer education activities in high schools and community settings across the City of Toronto. Its recent book, *Hear Me Out: True Stories of Teens Educating and Confronting Homophobia*, includes courageous, powerful, and compelling stories of the specific challenges of growing up queer.

### **Toronto Public Health**

Tel: 416-338-7600

Website: <http://www.toronto.ca/health>

Toronto Public Health offers information, linkage, referral, print resources, curriculum supports, teacher in-services and updates, condom distribution, youth peer programs, and parent workshops.

### **Toronto Youth Cabinet (TYC)**

100 Queen Street West, 15<sup>th</sup> Floor East,  
Toronto, M5H 2N2  
Tel: 416-392-8975

Contact: Neda Abbas, Membership Engagement

Email: [to\\_neda\\_08@yahoo.ca](mailto:to_neda_08@yahoo.ca)

Website: <http://www.thetyc.ca>

The TYC consistently advocates for various youth issues and strives to ensure that there is a focus on youth programs and services.

## Cultural Organizations

### **Buddies in Bad Times Theatre**

12 Alexander Street, Toronto, M4Y 1B4

Tel: 416-975-8555

Email: [chy@artsexy.ca](mailto:chy@artsexy.ca)

Website: <http://www.artsexy.ca>

Established in 1979, Buddies in Bad Times Theatre is a Canadian, not-for-profit professional theatre company dedicated to the promotion of gay, lesbian, and queer theatrical expression. Buddies in Bad Time Theatre offers theatrical productions, special events, youth initiatives, play development programs, and late-night weekend cabarets.

### **Inside Out – Toronto Lesbian and Gay Film and Video Festival**

219 – 401 Richmond Street West,

Toronto, M5V 3A8

Tel: 416-977-6847

Email: [inside@insideout.ca](mailto:inside@insideout.ca)

Website: <http://www.insideout.on.ca>

Inside Out annually produces Canada's largest queer film and video festival. Over ten days, the festival shows screenings of more than 275 films and videos from Canada and around the world. Inside Out is planning the creation of a viewing library that will be open to the general public and will house copies of all the films and videos submitted to the festival over its history.

### **Lorraine Kimsa Theatre for Young People**

165 Front Street, Toronto, M5A 3Z4

Tel: 416-862-2222

Email: [boxoffice@lktyp.ca](mailto:boxoffice@lktyp.ca)

Website: <http://www.lktyp.ca>

The Lorraine Kimsa Theatre for Young People (formerly the Young People's Theatre) is a not-for-profit theatre dedicated to staging professional performances for children in their own theatre, as well as in schools. Past plays have addressed a variety of equity issues, including anti-homophobia

### **Mixed Company Theatre**

157 Carlton Street, Suite 201, Toronto, M5A 2K3

Tel: 416-515-8080

Email: [info@mixedcompanytheatre.com](mailto:info@mixedcompanytheatre.com)

Website: <http://www.mixedcompanytheatre.com>

Mixed Company Theatre tours two professional issues-based Forum Theatre plays to schools throughout the Greater Toronto Area each year. As well, they offer workshops to students and educators on addressing anti-homophobia and equity issues through drama.

### **Roseneath Theatre**

651 Dufferin St, Toronto, M6K 2B2

Tel: 416-686-5199

Email: [info@roseneath.ca](mailto:info@roseneath.ca)

Website: <http://www.roseneath.ca>

Roseneath Theatre is a Canadian touring theatre company that has produced plays for children in schools and communities for 20 years, including plays addressing equity issues such as anti-homophobia.

### **Theatre Direct**

601 Christie St, Studio 174, Toronto, M6G 4C7

Tel: 416-537-4191

Email: [info@theatredirect.on.ca](mailto:info@theatredirect.on.ca)

Website: <http://www.theatredirect.on.ca>

Theatre Direct is a Canadian touring theatre company that has operated in since 1976. Its mission statement is “to engage young people through compelling, inventive, and uncompromising theatre.” Some of its plays address issues of anti-homophobia.

## **Independent Bookstores and Libraries**

### **Another Story Bookstore**

315 Roncesvalles Avenue, Toronto, M6R 2M6

Tel: 416-462-1104

Email: [books@anotherstory.ca](mailto:books@anotherstory.ca)

Website: <http://www.anotherstory.ca>

Another Story is an independent bookstore with collections on such issues as class, gender, race, and sexual orientation. It provides a variety of equity resources that are informative and practical for the classroom and school environment.

### **Glad Day Bookshop**

598 A Yonge Street, 2nd Floor, Toronto, M4Y 1Z3

Tel: 416-961-4161

Email: [service@gladdaybookshop.com](mailto:service@gladdaybookshop.com)

Website: <http://www.gladdaybookshop.com>

Glad Day Bookshop is the first Canadian and second longest surviving lesbian and gay bookstore worldwide. It specializes in lesbian and gay literature, both in and out of print, as well as other media, including videos, periodicals, and music.

### **This Ain't the Rosedale Library**

86 Nassau St, Toronto, M5T 1M5

Tel: 416-929-9912

Email: [info@thisaint.ca](mailto:info@thisaint.ca)

Website: <http://www.thisaint.ca>

This Ain't the Rosedale Library is an independent bookstore located in Toronto, Canada. It offers a broad range of recent fiction and non-fiction, visual, and kids' books for LGBTQ readers.

### **Toronto Public Library – Yorkville Branch**

22 Yorkville Avenue, Toronto, M4W 1L4

Tel: 416-393-7660

Website: <http://www.torontopubliclibrary.ca>

The Toronto Public Library has a gay and lesbian book/video collection. The largest collection is housed at the Yorkville Library, but books can be ordered from that collection at any branch in your neighbourhood. To find out what's available, search the catalogue under "gay" or "lesbian."

### **Toronto Women's Bookstore**

73 Harbord Street, Toronto, M5S 1G4

Tel: 416-922-8744

Email: [info@womensbookstore.com](mailto:info@womensbookstore.com)

Website: <http://www.womensbookstore.com>

The Toronto Women's Bookstore is a non-profit bookstore dedicated to promoting anti-oppression politics and feminist politics. It provides books by women writers, especially marginalized women, including women of colour, First Nations women, lesbians, other queer women, working class women, disabled women, Jewish women, and other groups.

## **Teacher's Federations**

### **Elementary Teachers' Federation of Ontario (ETFO)**

480 University Avenue, Suite 1000,

Toronto, M5G 1V2

Tel: 416-962-3836

Website: <http://www.etfo.ca>

The provincial elementary teachers' union provides a number of inclusive curriculum materials and resources.

### **Ontario Secondary School Teachers' Federation**

60 Mobile Drive Toronto, ON M4A 2P3

Tel 416-751-8300 Toll Free 1-800-267-7867

Website: <http://www.osstf.on.ca>

The provincial secondary teachers' union provides a number of inclusive curriculum materials and resources

# **Inclusive Curriculum Resources**

## K-12 Classroom Resources

Many of the following books are available from the Fran Endicott Equity Resource Centre or Tippet. Please call 416-397-3795 or visit <http://tdsbhip.tdsb.on.ca/ipac20/ipac.jsp?profile=equity#focus> for more information.

### Primary and Junior Fiction/Picture Books (Kindergarten–Grade 3 and Grades 4–6)

Abramchik, Lois. *Is Your Family Like Mine?* New York: Open Heart, Open Mind Publishing, 1996.  
Armetha is a five-year-old girl with two moms. Armetha and her friends, all who come from different family constellations, discover that love is our common bond. Illustrated by Alaiyo Bradshaw.

Aldrich, Andrew R., and Mike Motz. *How My Family Came to Be: Daddy, Papa and Me.* Oakland, CA: New Family Press, 2003.  
In a friendly, matter-of-fact way, a young African-American boy, adopted as a toddler, tells his own story.

Arnold, Jeanne, and Barbara Lindquist. *Amy Asks a Question.* Racine, WI: Mother Courage Press, 1996.  
The question that ten-year-old Amy asks is, “What is a lesbian?” and Amy’s two grandmothers answer from the perspective of their own more than 20-year lesbian relationship. The narrative is pleasantly augmented by realistic black-and-white line drawings.

Bauer, Marion Dane. *Am I Blue?* New York: Harper Collins, 1995.  
Contains sixteen stories by young adult authors on issues of adolescence and sexuality. The themes of the stories range from questioning one’s sexuality, to coming out to family and friends, to confronting heterosexism and homophobia in society. The stories offer a sense of hope, showing individuals have the power to “maintain and strengthen the ties that nourish them.

Black, Sonia W. *Hanging Out with Mom.* New York: Scholastic, 2000.  
A simple story told in rhyme about a boy enjoying time with his mother at the park.

Boyd, Candy Dawson. *Daddy, Daddy, Be There.* New York: Philomel Books, 1995.  
This story is told through the perspective of children asking their fathers to be there for the important as well as the seemingly unimportant events in their lives.

Bradley, K. B. *Ballerino Nate.* New York: Dial Books for Young Readers, 2006.  
Nate is determined to learn ballet. Even his older brother, Ben, claims that “boys don’t dance.” When Ben tells Nate that he’ll have to wear pink shoes and a dress, Nate becomes awfully worried. And when he’s the only boy in his ballet class, he begins to think that Ben is right: Maybe boys don’t dance.

Brannen, S. S. *Uncle Bobby’s wedding.* New York: G.P. Putnam’s Sons, 2008.  
Bobby and Jamie are getting married, but Bobby’s niece Chloe is worried that she won’t be his favourite person anymore. Will Uncle Bobby still think she is special?

Buckley, Helen. *Grandfather and I*. New York: HarperCollins, 1994.

This is a story about the warm, happy relationship between the oldest and youngest ones in the family which was originally published in 1959, with illustrations by Paul Galdone. Now freshly re-illustrated by the internationally acclaimed Jan Ormerod, it is sure to find its way into the hearts of a brand-new generation of readers.

Burch, Christian. *The Manny files*. New York, NY: Atheneum Books for Young Readers, 2006.

Keats Dalinger, a shy young boy, learns how to be more outgoing and self-confident after his family hires a new "manny" (male nanny). Keats is a small boy who has many troubles at school. He often watches late night TV with his uncle Max and often asks awkward questions or makes sarcastic remarks from the shows to his teacher and his classmates. The manny is gay, and at the end of the novel, he and Keats' Uncle Max share a kiss.

Combs, Bobbie. *ABC A Family Alphabet Book*. Ridley Park, PA: Two Lives Publishing, 2001.

An alphabet book that shows kids and their parents laughing, playing, and enjoying family life. All of the watercolours depict families headed by gays and lesbians. "C is for cookies. Both of my dads know how to make great chocolate chip cookies." "L is for lunch. We always pack a picnic lunch when my moms take me to the beach."

---. *123 A Family Counting Book*. Ridley Park, PA: Two Lives Publishing, 2001.

Introduces the numbers one through twenty against a background of impressionistic oil paintings portraying gay and lesbian parents and racial diversity.

Considine, Kaitlyn. *Emma and Meesha My Boy: A Two Mom Story*. West Hartford, CT:

Twomombooks.com, 2004.

The story of a little girl with two moms as she learns how to be nice to her cat. Emma gets in trouble trying to play with Meesha Kitty and learns to treat him with care.

De Haan, Linda. *King & King*. Berkeley, CA:Tricycle Press, 2002.

King & King is a contemporary tale about finding true love and living happily ever after, sure to woo readers of any age.

---. *King & King & Family*. Berkeley,CA:Tricycle Press, 2004.

Join newlyweds King Lee and King Bertie on their journey into the noisy jungle. The kings are greeted by wild animal families, but the royal travelers suspect that something more significant awaits them in the trees. King & King soon discover that there's no adventure more wonderful than starting a family of their own.

Edmonds, Barbara Lynn. *Mama Eat Ant, Yuck*. Eugene, OR: Barby's House Books, 2000.

This book uses simple rhyming text to tell a funny story in the family life of one-year-old Emma, her Mama and Mommy, and her siblings.

---. *When Grown-Ups Fall in Love*. Eugene, OR: Barby's House Books, 2000.

This book shows families with mom and dad, two moms, and two dads.

Elwin, Rosamund, and Nichele Paulse. *Asha's Mums*. Toronto: Women's Press, 1990.

In this well-illustrated, Canadian-published book, the teacher thinks a mistake has been made when two women's names appear on the parents' signature part of the permission form for Asha's trip to the Science Centre.

Galloway, Priscilla. *Jennifer Has Two Daddies*. Toronto: The Women's Press, 1985.

This book tells the story of Jennifer's two lives – one with her mother and stepfather and one with her “real daddy.”

Garden, Nancy. *Molly's Family*. New York: Farrar Straus & Giroux, 2004.

When Molly draws a picture of her family for her kindergarten class, Tommy jeers at her that no one has two mommies. At first, she is angry and hurt, but with the support of her teacher and her loving parents—Mommy (her birth mother) and Mama Lu (her adoptive mother)—she comes to accept her family.

Greenberg, K. Elliot. *Zack's Story: Growing Up with Same-Sex Parents*. Minneapolis, MN: Lerner Publications, 1996.

In this picture book, illustrated with colour photographs, 11-year-old Zack tells his real-life story of growing up with his mother and her same-sex partner.

Gordon, Sol. *All Families Are Different*. Loughton, Essex: Prometheus Books, 2000.

One of the world's most influential and loved authors of educational children's books, Dr Sol Gordon has created an uplifting book for young people age four and older who are curious about just what it means to be part of a family.

Hausherr, R. *Celebrating Families*. New York: Scholastic, 1997.

Fourteen young people—including children of one- and two-parent families, adopted families, foster families, families with a physically challenged parent, and extended families—introduce their home lives to readers.

Heneghan, James. *Payback*. Toronto: Groundwood Books, 2008

Thirteen-year-old Charley is coping with some difficult changes. His family has recently moved to Vancouver from Ireland, and his mother has died of cancer. He tries desperately to fit in, but his red hair and Irish accent make him the target of class bullies. When the bullies find a new target (Benny), Charley fails to intervene. When Benny commits suicide, Charley is overcome with remorse and guilt. Can Charley seek atonement for failing to act?

Henry, Gale. *Granny and Me*. Toronto: Women's Press, 1994.

Ellie loves being with Granny. She likes her bright clothes and the funny unGrannyish things she does, such as climbing ladders and painting her face like a tiger. Doing anything with Granny is fun, even dull things like planting cabbages. Share Granny and Ellie's adventures in these six stories.

Heron, Ann. *How Would You Feel If Your Dad Was Gay?* Boston: Alyson, 2000.

This book address the lives of children of same-sex partnerships as well as the sexual preference of children in these family situations.

Hoffman, Eric. *Best, Best Colors/Los Mejores Colores*. (bilingual – Spanish/English). St. Paul, MN: Redleaf Press, 1999.

A young boy has trouble deciding which colour is his favourite, until he sees his mother's rainbow flag and decides he can like all of them.

Hoffman, Mary. *Amazing Grace*. London: Frances Lincoln Children's Books, 2007.

Grace loves to act out stories. Sometimes she plays the leading part, sometimes she is a cast of thousands. When her school plans a performance of *Peter Pan*, she longs to play Peter, but her classmates say that he was a boy, and besides, he wasn't black. But Grace's Ma and Nana tell her she can be anything she wants if she puts her mind to it!

---. *Grace and Family*. London: Frances Lincoln, 1995.

To Grace, family has always meant her Ma, her Nana and a cat called Paw-Paw, so when Papa invites her to visit him in The Gambia, she dreams of finding the kind of fairy-tale family she has read about in stories. But, as Nana reminds her, families are what you make them.

Howe, James. *Totally Joe*. Bel Air: Atheneum Books, 2005.

This book is written from the perspective of Joe Bunch, the gay member of the 7<sup>th</sup> Grade *Misfits*. Like his longtime best friends Addie, Skeezie, and Bobby, Joe's been called names all his life. So when he's given the assignment to write his alphabiography — the story of his life from A to Z — Joe has his doubts. This whole thing could be serious ammunition for bullying if it falls into the wrong hands.

Jasinek, Doris. *A Family Is a Circle of People Who Love You*. Minneapolis, MN: CompCare Publishers, 1988.

This book allows young readers to explore family structures and answer the question of who is in a family.

Kelly, J. *The evolution of Calpurnia Tate*. New York: Henry Holt, 2009.

Set in southern Texas in 1899, this is the story of Callie. Her mother wants her to be a lady, but all Callie wants is to learn about science and the natural world.

Knight, Margy Burns. *Welcoming Babies*. Gardiner, MN: Tilbury House, 1998.

Everyone marvels at babies: parents, grandparents, siblings, even other babies are fascinated by babies! Now available in paperback, "Welcoming Babies" visits with people around the globe and looks at the diverse ways they treasure new life.

Lauture, Denize. *Father and Son*. New York: Philomel Books, 1992.

A celebration of the father-son relationship shared through an easy to read picture book.

Lowewn, Iris. *My Kokum Called Today*. Winnipeg: Pemmican, 1993.

This book tells the story of a young Native girl visiting her grandmother at the reserve for the weekend.

McCutcheon, John. *Happy Adoption Day!* New York: Little, Brown and Company, 1996.

Addressed to adopted children, a book of warm verses and bright, cheerful art tells the story of one couple's adoption, designed to reassure readers that they are wanted, loved, and very special.

Molnar-Fenton, Stephan. *An Mei's Strange and Wondrous Journey*. New York: DK Ink, 1998.

This book explores the process of adopting children from China, and the relationships and experiences of An Mei in her new home.

Munsch, Robert. *Love You Forever*. Richmond Hill, ON: Firefly Books, 2000.

This is the story of how that little boy goes through the stages of childhood and becomes a man.

Newman, Leslea. *Belinda's Bouquet*. Boston: Alyson, 1991.

Upon hearing a cruel comment about her weight, young Belinda decides she wants to go on a diet. But then her friend, Daniel's lesbian mom, tells her, "Your body belongs to you, and that just as every flower has its own special kind of beauty, so does every person." Belinda soon realizes she's fine just the way she is.

---. *Felicia's Favorite Story*. Ridley Park, PA: Two Lives Publishing, 2002.

In a story set in a loving family with two women as parents, a little girl asks for her favourite bedtime story—the tale of how she became part of the family through adoption.

---. *Gloria Goes to Gay Pride*. Boston: Alyson, 1991.

Gloria learns about different kinds of holidays, including Valentine's Day, Halloween, Chanukah, Mothers' Day, and Gay Pride Day. She goes with her two mothers to Gay Pride and sees people she knows, including her music teacher and people with a sign that says, "Gays Go Away."

---. *Heather Has Two Mommies*. Boston: Alyson, 1990.

Originally self-published in 1989, *Heather Has Two Mommies* became the first title in Alyson's newly formed Alyson Wonderland imprint in 1990. The simple and straightforward story of a little girl named Heather and her two lesbian mothers was created by Newman and illustrator Diana Souza because children's books that reflected a nontraditional family did not exist, but a firestorm of controversy soon ensued. *Heather Has Two Mommies* has sold over 35,000 copies, launched a minor industry in providing books for the children of gay and lesbian parents and, as attested to by a recent New Yorker cartoon, become part of the cultural lexicon.

---. *Saturday Is Pattyday*. Toronto: Women's Press, 1993.

Frankie's mom, Allie, and her partner, Patty, have decided to split up because they are fighting too much. Frankie misses Patty. He decides to visit Patty in her new apartment on Saturdays. Frankie is reassured to learn that Patty will always be his mom, even though Patty and Allie don't live together anymore.

Oelschlager, V. *A tale of two daddies*. [Akron, OH]: VanitaBooks, 2010

Framed as a playground conversation between two children – one with two dads (Poppa and Daddy), and one with many questions.

Pendleton Jimenez, Karleen. *Are You a Boy or a Girl?* Toronto: Green Dragon Press, 2000.

A young girl keeps being asked if she is a boy or a girl because she doesn't like to dress or behave the way a girl "should." She finds reassurance from her mother, who tells her she can do anything she wants to, even if people don't understand.

Pringle, Laurence. *Octopus Hug*. Honesdale, PA: Boyds Mills Press, 1996.

When their mother goes out for the evening, Jesse and Becky start to bicker, but an "octopus hug" and a bit of horseplay with their father makes the whole family burst out in laughter.

Polacco, P. *In our mothers' house*. New York: Philomel Books, 2009.

Marmee, Meema, and the kids cook dinner together, laugh together, and dance together. But some of the other families in their neighbourhood don't accept them. They say they are different. How can a family have two moms and no dad? But Marmee and Meema's house is full of love, and the children are taught that just because something is different it doesn't mean it's wrong.

Quinlan, Patricia. *Tiger Flowers*. Toronto: Lester Publishing Ltd., 1994.

This book is about how young people cope with and come to understand the death of a loved one. The impact of this gentle, but compelling, story is heightened both by the charmingly simple and direct language and by a series of softly textured, realistic, and quietly evocative illustrations.

Richardson, Justin. *And Tango makes three*. New York, NY: Simon & Schuster Books for Young Readers, 2005.

In the zoo there are all kinds of animal families. But Tango's family is not like any of the others. In this true, straightforwardly delivered tale, two male chinstrap penguins at New York City's Central Park Zoo bond, build a nest and thanks to a helping hand from an observant zookeeper hatch and raise a penguin chick. Cole gives the proud parents and their surrogate offspring small smiles, readers may find its theme of acceptance even more convincing for being delivered in such a matter of fact, non-preachy way.

Rogers, Fred. *Let's Talk About It: Stepfamilies*. New York: Puffin, 1997.

Fred Rogers opens the door for stepfamilies to safely talk about their good and sometimes not-so-good feelings by encouraging both parents and children to communicate. While he acknowledges that difficult situations will probably arise, he emphasizes that the joy of belonging is what all families are really about.

Schreck, Karen Halvorsen. *Lucy's Family Tree*. Lawrenceville, NJ: Tapestry Books: 2001.

When Lucy comes home from school with a family tree assignment, she asks her parents to write her a note to excuse her from the task. Lucy's adoption from Mexico makes her feel as though her family is too "different," but her parents gently and wisely challenge Lucy to think some more about it and to find three families that are the "same."

Settingington, Ken. *Mom and Mum Are Getting Married*. Toronto: Second Story Press, 2004.

When Rosie comes home to find her Mom dancing alone in the living room - on a school day - she knows something wonderful is about to happen. So when one of her two mothers announces, "Your Mum and I are getting married!" they can't wait to start planning the day.

Simon, Norma. *All Kinds of Families*. Morton Grove, IL: Albert Whitman, 1976.

This picture book is an essay on family love and continuity. Many ethnic groups are represented as the author points out that families come in many different packages and in many different forms. The main thing is that all families love one another.

Skeers, L. *Tutus aren't my style*. New York: Dial Books for Young Readers, 2010.

When Emma, who loves catching frogs and digging for pirate treasure receives a frilly pink ballerina outfit from her uncle, she's not happy. She gives it a go, but her antics wreak havoc. Her uncle, however, knew Emma better than she thought – the tutu was sent instead of a safari outfit by mistake.

Skutch, Robert. *Who Is in a Family?* Berkeley, CA: Tricycle Press, 1995.

A brightly illustrated picture book that looks at family diversity, including same-sex, single-parent, divorced, and extended families. The book concludes that a family is the people who love you most and that chances are, your family is like no one else's and that's okay.

Smalls, Irene. *Kevin and His Dad*. New York: Little, Brown and Company, 1999.

A simple, graceful text and illustrations infused with warmth and love make this story of a day a boy and his dad spend together a special reading experience.

Stinson, Kathy. *Mom and Dad Don't Live Together Anymore*. Toronto: Annick Press, 2003.

Divorce is never easy, not for parents and especially not for children. More than 20 years ago, celebrated author Kathy Stinson wrote in a positive way about the confusion, insecurity and sorrow experienced by young children. This book has recently been reprinted with new illustrations.

Valentine, Johnny. *The Daddy Machine*. 2nd ed. Boston: Alyson, 2004.

Two children with lesbian mothers wonder what it would be like to have a father, so they make themselves a daddy machine, turn it on, and a dad pops out. Then comes another, and another, and another.

---. *The Duke Who Outlawed Jelly Beans and Other Stories*. 2<sup>nd</sup> ed. Boston: Alyson, 2004.

A collection of fairy tales, all featuring children with LGBT parents.

---. *One Dad, Two Dads, Brown Dad, Blue Dads*. Boston: Alyson, 1994.

This light-hearted, easy-to-read, rhyming illustrated storybook looks at some of the questions that peers from more traditional families might ask children who have two (blue) dads.

---. *Two Moms, the Zark, and Me*. Boston: Alyson, 1993.

A young child with two moms and a playful animal called a Zark run into some narrow-minded people in the park. In this rollicking story told in verse, one message is that “truly good families aren’t all one of a kind.”

Vigna, Judith. *My Two Uncles*. Morton Grove, IL: Albert Whitman and Co., 1995.

It’s hard for Elly to understand when her grandfather refuses to invite uncle Phil and his same-sex partner to his 50th wedding anniversary. This lovely picture book for all ages offers a positive message about the power of understanding and the possibilities for change.

Williams, D. *The boy in the dress*. London: HarperCollins Children’s, 2008.

Dennis’ life is boring and lonely. But one thing Dennis does have is soccer—he’s the leading scorer on his team. And – he also has a passion for fashion.

Waboose, Jan Bourdeau. *Morning on the Lake*. Toronto: Kids Can Press, 1997.

This book consists of three linked stories about a young boy and his grandfather traveling together in a birch bark canoe.

Wickens, E. *Anna Day and the O-ring*. Boston: Alyson, 1994.

Evan, who lives with his two moms is missing an important piece of his new birthday tent. It turns out the piece has been hidden by the family dog, Anna Day. This cheerful book for young children is illustrated by bright colour photos of family life, including Evan having sleepovers, taking his dog for a walk, and having his fourth birthday party at school.

Willhoite, Michael. *Families*. Boston: Alyson, 1993.

This engaging colouring book presents a wondrous assortment of families representing a diversity of races, generations, and cultural backgrounds, as well as gay and lesbian parents, in a straightforward, lively, and age-appropriate manner.

---. *Uncle What-Is-It Is Coming to Visit*. Boston: Alyson, 1993.

Uncle Brett is coming to visit and he’s gay; eight-year-old Tiffany and nine-year-old Igor don’t know what that means. As they wander their neighbourhood looking for answers, they encounter language such as “fag” and “queer,” and stories of men in drag and leather. When Uncle Brett arrives, however, he turns out to be someone totally unexpected.

---. *Daddy's Roommate*. Boston: Alyson, 1990.

This story's narrator begins with his parent's divorce and continues with the arrival of "someone new at Daddy's house." The new arrival is male. This new concept is explained to the child as "just one more kind of love."

---. *Daddy's Wedding*. Boston: Alyson, 1996.

Six years after writing and illustrating *Daddy's Roommate*, Michael Willhoite brings another pioneering story. Nick is like any other 10-year-old boy, but when Daddy and Daddy's roommate, Frank, decide to get married, Nick gets to do something extra special: play best man.

Williams, Vera. *More More More*. New York: HarperTrophy, 1996.

This story for young children tells of toddlers of various backgrounds being shown affection by loving adults.

Zolotow, Charlotte. *William's Doll*. New York: HarperCollins, 1972.

William wants a doll, but his father thinks he should play sports. William plays sports, but still wants a doll. The only person who understands is his grandmother, who buys him a baby doll with a white dress and tells his parents William might be a father one day, so he needs to practise taking care of a baby. This is a rather sweet story that looks at gender roles, but doesn't deal with why fatherhood is the only excuse for a boy to play with dolls.

### **Primary and Junior Non-Fiction (Kindergarten–Grade 3 and Grades 4–6)**

Kuklin, Susan. *Families*. New York, NY: Hyperion Books for Children, 2006.

A family scrapbook candidly portraying many contemporary families: straight and gay, single-parent and nuclear, divorced and blended, Jewish and Muslim, bi-cultural, first-generation immigrants and families with children who have special needs. The text is enlightening and amusing. Perfect for the ever-popular family curriculum unit that can also be shared at home

Peters, Diane. *Girlness: deal with it body and soul*. Toronto, ON: J. Lorimer, 2005.

It's hard enough being a girl on the brink of puberty without dealing with a barrage of mixed messages about femininity. From self-image to peer pressure, consumerism to feminism, girls have a lot to grapple with. This volume looks at issues relating to gender identity and how girls can cope with conflicts that arise when we question what it means to be female.

Pitt, Steve. *Guyness: deal with it body and soul*. Toronto, ON: J. Lorimer, 2005.

As boys become men, pressure to fit into set images of masculinity can be overwhelming. This volume looks at issues relating to gender identity and how boys can deal with the conflicts that arise when boys fit or do not fit into the masculinity mould.

Tammet, Daniel. *Born on a blue day*. London, UK: Hodder, 2007.

Daniel is virtually unique amongst people who have severe autistic disorders in being capable of living a fully-functioning, independent life. It is this incredible self-awareness and ability to communicate and what it feels like to live in a totally extraordinary way that makes this book so powerful.

Tewksbury, Mark. *Inside out: straight talk from a gay jock*. Mississauga, ON: Wiley, 2006.

Mark Tewksbury is best known as a gold-medal-winning Olympic swimmer, and an out and proud gay man. His remarkable sixteen-year athletic career included three Olympic medals, numerous world records, and inductions into three major halls of fame: the Canadian Olympic Hall of Fame, the Canadian Sports Hall of Fame, and the International Swimming Hall of Fame.

### **Intermediate/Senior Fiction (Grades 7—8 and 9—12)**

Bach, T. *Girl from Mars*. Toronto: Groundwood Books, 2008.

Miriam dreams of escaping from her boring small-town life and going to the big city to start her own life, especially when she develops romantic feelings for a girl named Laura and forms a new outlook after a weekend in the city.

Bauer, Marion Dane. Ed. *Am I Blue? Coming Out from the Silence*. New York: HarperCollins, 1995.

A collection of stories featuring a variety of gay characters and dealing with the range of issues faced by lesbian and gay youth.

Burd, N. *The vast fields of ordinary*. New York: Dial Books, 2009

This is the story of Dade during his last summer at home before going to college. He's feeling more lonely and pathetic than usual – he doesn't seem to have any friends he can trust, and his relationship with his boyfriend Pablo seems to be souring. But when Dade meets Lucy and Alex, the direction of Dade's summer begins to change.

Cart, M. (Ed.). *How beautiful the ordinary: Twelve stories of identity*. New York: HarperTeen, 2009.

An anthology of LGBTQ stories written by acclaimed lesbian and gay authors. The theme of the anthology is an exploration of what it might mean to be gay, lesbian or transgender.

Coville, Bruce. *The Skull of Truth*. New York: Harcourt, Brace & Company, 1997.

In this novel, Charlie, a sixth-grader with a compulsion to tell lies, acquires a mysterious skull that forces its owner to tell only the truth. Young readers will be attracted to the magical elements, the humour, the focus on the responsibilities of friendship, and the ways in which Charlie confronts and overcomes his personal demons. They may also be gently informed and enlightened by Charlie's candid struggle to accept the news that his uncle, Bennie, is gay, and that Bennie and his "roommate," Dave, are a loving couple. A small, but significant, thread in the tapestry of relationships, comprised of family, friends, and community, is the gay-positive theme that is frankly and honestly portrayed in an age-appropriate manner.

Cruse, Howard. *Stuck Rubber Baby*. New York: Paradox Press, 1995.

This story emphasizes the similarities of struggles that the Black community, the gay community, and women of all races have experienced.

Davis, Will. *My side of the story*. London, UK: Bloomsbury, 2007.

My Side of the Story is the story of Jaz a young man coming to terms with his sexuality. Witty, sardonic, and incredibly funny, *My Side of the Story* is the perfectly rendered portrait of a precocious, troubled teenager faced with the awkward process of growing up and coming out.

dePaola, Tomie. *Oliver Button Is a Sissy*. New York: Voyager Books, 1979.

Oliver Button doesn't like to do things boys "are supposed to do." He likes to play with dolls, read, draw, dress up in costumes, and dance. His father tells him not to be "such a sissy," and to "go out and play baseball or football or basketball." But Oliver doesn't want to play any kind of ball. He just wants dancing classes. Although the ending is positive and the book is a good way to get students talking about this issue, there is no real solution to the bullying of kids who don't fit into "the frame."

Diersch, S. *Out*. SideStreets. Toronto: J. Lorimer. 2009

This book follows Alex's struggles with faith, particularly when he witnesses a church member cheating on his wife and learns that his brother is gay. When his brother is brutally attacked, Alex must decide where his loyalties lie and what he really believes in.

Durant, P. Raife. *When Heroes Die*. New York: Macmillan Publishing, 1992.

In this novel for late junior or early intermediate students, 12-year old Gary Boyden's hero is his Uncle Rob. Gary's world turns upside down when he discovers, first, that his uncle has AIDS and, subsequently, that he is gay. With continuing research into the source and nature of the virus and the swift and often unexpected advances in AIDS treatment, fictionalized accounts of AIDS victims become quickly dated. Nevertheless, although this novel belongs to the "AIDS equals death" period, the novel remains affecting and true to life. It is especially insightful when dealing with the uncertain world of adolescents.

Embree, Michelle. *Manstealing for fat girls*. Brooklyn, NY: Soft Skull Press, 2005.

This book explodes the locus where patriarchal and class violence intersect, while embracing all that is magical — and dangerous — about adolescence. Set in a working class suburb of St. Louis in the 1980s, the book is replete with music and pop culture references of the era, but the bullying, lunch table treachery, and desperate desire to fit in ring true for every generation.

Ferris, Jean. *Eight Seconds*. San Diego, CA: Harcourt, 2000.

Despite a childhood heart operation that has left him feeling different from others, 18-year-old cowboy, John Ritchie, goes to rodeo camp with high aspirations for success. Although he and his buddies do well, their skills pale in comparison to those of handsome, mature Kit. But after John discovers his new rodeo friend is gay, his old perceptions are challenged in a way that changes him forever. Ferris compassionately shares the challenges of gay teens, both those comfortable with who they are, and those discovering their true feelings.

Fowler, Karen J. (Ed). *The James Tiptree Award anthology 2*. San Francisco, CA: Tachyon Publications. n.d.

Following the successful debut of the series, this second serving of innovative storytelling continues to celebrate thought-provoking and provocative speculative fiction. Touching on the most fundamental of human desires—sex, love, and the need for acceptance—Tiptree Award-winning authors continually challenge and redefine social identities, simultaneously exploring and expanding gender.

Garden, Nancy. *Holly's Secret*. New York: Farrar, Straus & Giroux, 2000.

When seventh-grader Holly and her family move from New York City to the country, Holly hatches a plan to become sophisticated "Yvette" and to hide the fact that she has two lesbian mothers. Holly finds that her plan is a lot more difficult in practice than in theory and that it hurts the people who matter the most to her.

Goobie, Beth. *Hello, groin*. Victoria, BC: Orca Book Publishers, 2006.

Wanting to be "normal," 16-year-old Dylan Kowolski tries to hide her same-sex feelings and to have sexual feelings for her boyfriend, Cam. All her fears and feelings reach the boiling point when she kisses a girl from another school at a dance. When the teen finally tells her family members that she is gay, they show unconditional love and acceptance. Teens who are experiencing emotional upheaval themselves and who don't have supportive families will gain from the personal validation that the author provides.

Green, J., & Levithan, D. *Will Grayson, Will Grayson*. New York: Dutton, 2010.

This novel follows two boys who both go by the name Will Grayson – one who tries to live his life without being noticed, and the other who goes through life without anything good to hold onto except for an online friendship with someone who goes by the name of Isaac, and is the only person who knows will is gay, and with who will thinks he just might have fallen in love.

Harmon, M. B. *The last exit to normal*. New York: Laurel-Leaf Books, 2009.

The story of Ben Campbell, whose world seems to be falling apart at age 14. His Dad comes out of the closet and his Mom is gone. Over three years, and much trouble, he finds an eleven year old boy who has bigger problems than he ever dreamed of.

Hart, C. *Watching July*. Toronto: Sumach Press, 2008.

Sixteen-year-old July MacKenzie's birth mom was killed in a hit and run accident, and before she knew it Marie, her other parent, had sold the house, packed up and moved them out into the interior of British Columbia. Just when July saw no possibility of happiness, she meets and begins to fall in love with the boy down the road. But mysterious events soon make it clear that her new world is still very connected to her past. When it is revealed that her mother's death was not what it seemed, July must face some shocking discoveries that quickly gain a momentum that spirals out of control.

Hartinger, Brent. *Geography Club*. New York: HarperTempest, 2003.

High School student Russel Middlebrook is convinced he's the only gay kid at Goodkind High School. Then his online gay chat buddy turns out to be none other than Kevin, the popular, but closeted, star of the school's baseball team. Soon Russel meets other gay students too. There's his best friend, Min, who reveals that she's bisexual, and her soccer-playing girlfriend, Terese. There's also Terese's politically active friend, Ike. But how can kids this diverse get together without drawing attention to themselves?

---. *The Order of the Poisoned Oak*. New York: Harper Collins, 2005.

The main characters from *The Geography Club* go to work as camp counsellors. They start another club, Order of the Poison Oak, which focuses on helping people see life's hidden beauty.

Heggum, Lisa (Ed). *All sleek and skimming: stories*. Victoria, BC: Orca Book Pub, 2006.

This book contains 22 short stories by Canadian authors that are invariably tender, true to life, and told using a variety of approaches (some as graphic novel-style) to discuss the tough issues of the teenage years. In both Tim Wynne-Jones's "Dawn" and Joe Ollmann's graphic story "Giant Strawberry Funland," two boys with dysfunctional families find solace from their troubles with girls who introduce them to music as escape and comfort. These stories create a well-rounded portrait of teenage life told through authentic voices.

Heron, Ann. Ed. *Two Teenagers in Twenty: Writings by Gay and Lesbian Youth*. Boston: Alyson, 1994.

An updated version of Heron's 1983 *One Teenager in Ten*, this consistently absorbing and frequently moving collection of autobiographical narratives by young gays and lesbians across the country soberingly documents the damaging consequences of the homophobia that pervades even purportedly enlightened families and schools. Many of the authors were kicked out of their homes, were sent to ministers or psychiatrists to be "cured," or attempted suicide. But some found their families and friends supportive and caring. On balance, these stories are overwhelmingly affirmative, buoyed by the authors' new self-awareness and the determination to find a place for themselves in an often hostile country.

Hines, Sue. *Out of the Shadows*. New York: HarperTempest, 2000.

Set at a high school in contemporary Australia, this young adult novel is a love triangle with several twists. Nearly 16 years old, Rowanna is a nice kid with a tough (and secret) background. She's still coming to terms with several facts: that her mother was gay, that her mother was killed by a drunk driver, and that she now lives with her mother's partner—a woman it's taken her years to stop hating. At school, she's best buddies with Mark, the school hunk (whose secret is that he gets beaten up by his father). Mark falls for the new kid, gorgeous Jodie, who could have any guy in the school. Jodie seems to like Mark well enough; but her secret is... well, she has fallen in love with Rowanna.

Huser, Glen. *Stitches*. Toronto: Groundwood Books, 2003.

Travis lives in a trailer park outside a small prairie town with his aunt, uncle, and a pack of rowdy little cousins. When things get crazy at his place, he can always go visit his best friend, Chantelle, a smart disabled girl. Travis knows he's different from his junior high classmates. He loves to sew and play with puppets. He wants to become a professional puppeteer. These interests make Travis a ripe target for Shon and his friends, the school thugs. As Grade 9 graduation approaches and Travis creates a puppet production of *A Midsummer Night's Dream*, the taunts and schoolyard ambushes escalate until Shon's anger, jealousy, and prejudice erupt in violence.

Hyde, Catherine R. *Becoming Chloe*. New York, NY: Alfred A. Knopf, 2006.

Jordy is homeless, gay, and abused, and finds a kindred spirit when he rescues fragile, childlike Chloe from a brutal rape near the abandoned building where they both live. Thus begins their intensely co-dependent friendship. While Hyde's jerky, streamlined style reinforces the teens' pain, the results feel rushed and uneven, almost as if two separate narratives were merged to create this single slim volume.

Jones, Carrie. *Tips on having a gay (ex) boyfriend*. Woodbury, MN: Flux, 2007.

This beautifully written debut explores what happens when you are suddenly forced to see someone in a new light, and what that can teach you about yourself.

Kasai, K. I. (2009). *Ice song*. New York: Del Rey/Ballantine Books.

This is fantasy novel that follows the story of Sorykah Minuit, a scholar, an engineer, and the sole woman aboard an ice-drilling submarine in the frozen land of the Sigue. What no one knows is that she is also a Trader: one who can switch genders suddenly, a rare corporeal deviance universally met with fascination and superstition and all too often punished by harassment or death.

Katcher, B. *Almost perfect*. New York: Delacorte Press, 2009.

When Logan Witherspoon befriends the new student, Sage Hendricks, at a time when he no longer trusts or believes in people, Logan's school year takes a turn for the better. Sage has

been homeschooled for a number of years and her parents have forbidden her to date anyone, but she won't tell Logan why. One day, Logan acts on his growing feelings for Sage. Moments later, he wishes he never had. Sage finally discloses her big secret: she's actually a boy. Enraged, frightened, and feeling betrayed, Logan lashes out at Sage and disowns her. But once Logan comes to terms with what happened, he reaches out to Sage in an attempt to understand her situation. But Logan has no idea how rocky the road back to friendship will be.

Kaye, Marilyn. *Real Heroes*. New York: Avon Books, 1993.

When it becomes known that the popular physical education teacher at West Greendale Elementary School is infected with HIV, the small, Georgia town is bitterly divided. In the middle of the homophobic hysteria whipped up by the adults he knows, 11-year-old Kevin finds his whole world turning upside down. Told from Kevin's perspective, the story rings true throughout, and easy and simplistic answers are avoided.

Kluger, S. *My most excellent year: A novel of love, Mary Poppins, & Fenway Park*. New York: Speak, 2009.

Boston teens T. C. and Augie are such close friends that their families acknowledge them as brothers. Alejandra has recently arrived from Washington, D.C., where her father served as a Mexican ambassador to the U.S. Written in multiple voices and nontraditional formats, including instant messages and school assignments, Kluger's crowded, exuberant novel follows the three high-school freshman through an earth-shaking year in which musical-theater-obsessed Augie realizes that he is gay, Alejandra reveals her theatrical talents to disapproving parents, and T. C. tries to make a deaf child's greatest wish come true. At the center are heart-pulling romances (even a few among adults) and a broadening sense of what family means.

Koertge, Ron. *The Arizona Kid*. Cambridge, MA: Candlewick Press, 1988.

A 16-year-old boy discovers a new world in Arizona when he spends his summer holiday at his cool gay uncle's home while working at a racetrack.

Lecesne, J. *Absolute brightness*. New York: HarperTeen, 2008.

Deirdre, Phoebe, and their mom live isolated lives while living together. When the cousin Leonard moves in, he doesn't try to hide his flamboyant differences, and this makes Deirdre and Phoebe uncomfortable at first. They quickly recognize that Leonard is a light for their family – he has the courage to be himself, despite what the rest of the world tries to dictate.

Levithan, D. *How they met, and other stories*. New York: Alfred A. Knopf, 2008.

A collection of stories about all kinds of love.

Lieberman, L. *Gravity*. Victoria, BC: Orca Book, 2008.

Ellie Gold is an orthodox Jewish teenager living in Toronto in the late eighties. She has no doubts about her strict religious upbringing until she falls in love with another girl at her grandmother's cottage. Ellie is afraid there is no way to be both gay and Jewish, but her mother and sister offer alternative concepts of God that help Ellie find a place for herself as a queer Jew.

Levithan, David. *Boy Meets Boy*. New York: Random House Children's Books, 2003.

This story's theme is about acceptance of human differences.

Lipsyte, Robert. *Raiders night*. New York, NY: HarperTeen, 2007.

This book looks at the difficult world of athletes and the male violence which exists within it. At the surface, the novel uncovers the destructive nature of some of the deep-seeded

institutions of American sports. Gay themes abound throughout the book, largely as negative reinforcements of how the issue is used as a club to beat people down. Lipsyte can tell a story in a voice that Generation X calls their own. Inside Matt's head, his thoughts are often choppy like a series of music videos cut together in a way only youth could make complete sense of. The conversations are short and to the point, as though they are texted with smiley faces. **Sensitive material. Previewing recommended.**

Lockhart, E. *Dramarama*. New York, NY: Hyperion, 2007.

Two theater-mad, self-invented fabulositon Ohio teenagers. One boy, one girl. One gay, one straight. One black, one white. And SUMMER DRAMA CAMP. It's a season of hormones, gold lame, hissy fits, jazz hands, song and dance, true love, and unitards that will determine their future --and test their friendship.

Lo, M. *Ash*. New York: Little, Brown, 2009.

This is a fantasy novel about an abused teenage girl named Ash who longs for fairies to take her away from her horrible life. One night, the mysterious and sinister fairy prince Sidhean finds Ash and begins to prepare her to enter fairyland. But shortly thereafter, Ash meets Kaisa—a noblewoman and the King's Huntress. Ash and Kaisa not only form an immediate and deep friendship, but Ash begins to fall in love with the beautiful, strong woman.

Mac, Carrie. *Crush*. Victoria, BC: Orca Book Publishers, 2006.

17-year-old Hope lives on a West Coast commune in British Columbia. When her aging hippie parents decide to spend the summer in Thailand, Hope gets sent to Brooklyn to stay with her "spacey older sister". While in New York things begin to look up when Hope finds a lost dog and the owner is 19-year-old Nat and to her confusion, Hope finds herself increasingly attracted to the older girl. Both Hope's attraction to Nat and her questioning of her own sexuality ring true for readers. *Crush* is a fairly strong story of love and sexual identity with well-drawn characters and well-imagined situations.

McLaughlin, Lauren. *Cycler*. New York, NY: Random House, 2008.

Except for Jill's mom and dad, no one knows that for the four days Jill is out of school each month, she is not Jill at all. She is Jack, a genuine boy—complete with all the parts.

Mastbaum, Blair. *Clay's Way*. Los Angeles: Alyson, 2004.

Set in Hawaii, this story is about a teenage boy's first gay love.

Peck, D. *Sprout*. New York: Bloomsbury Children's Books, 2009.

Sprout Bradford will tell you he's gay. He'll tell you about his dad's drinking and his mother's death. The green fingerprints everywhere tell you when he last dyed his hair. But Sprout is not prepared for what happens when he suddenly finds he's had a more profound effect on the lives around him than he ever thought possible.

Peters, Julie Anne. *Keeping You a Secret*. New York: Little, Brown and Company, 2003.

A girl in high school is dating a boy, but realizes that she is falling in love with one of her female classmates. She experiences discrimination, loses friends, and gets kicked out of her house by her mother. Her female partner provides comfort to her to seek her ambitions and continue her education at a local college.

---. *Between Mom and Jo*. New York, NY: Little, Brown, 2008.

Nick has a three-legged dog named Lucky, some pet fish, and two moms who think he's the greatest kid ever. And he happens to think he has the greatest Moms ever, but everything

changes when his birth mom and her wife, Jo, start to have marital problems. Suddenly, Nick is in the middle, and instead of having two Moms to turn to for advice, he has no one.

---. *Luna*. New York: Little, Brown and Company, 2004.

A transgender teenager is the main character of this story. She confronts the issues surrounding her situation with her family. The story provides insights into the life of a transgender individual and also provides support for that others can give transgender persons.

---. *Grl2grl: short fictions*. New York, NY: Little, Brown, 2007.

Grl2grl shows the rawness of teenage emotion as young girls become women and begin to discover the intricacies of love, dating and sexuality.

Proulx, Annie. *Brokeback Mountain*. New York: Scribner, 1997.

Two cowboys first meet while tending sheep on an isolated mountain. They surprisingly fall in love, but conclude that it was just a phase. When they meet up four years later, they realize that they have genuine feelings for each other.

Roth, M. *Losers*. New York: PUSH, 2008.

Jupiter Glaze has been the target of bullies ever since he moved to Philadelphia. But, a bully named Bates befriends him and trusts Jupiter enough to reveal his sexual confusion.

Ryan, Sara. *Empress of the World*. New York: Penguin, 2003.

Nicola goes away to a summer program for gifted students, expecting to explore her interest in archaeology while also continuing her artwork. On the very first day, she is attracted to another girl, but she refuses to be labelled as a lesbian because she thinks she's also attracted to boys.

Salat, Christina. *Living In Secret*. New York: Skylark Books, 1993.

Amelia's parents are divorced, and the court has awarded custody to Amelia's father. Finally, Amelia's wish comes true and she and her mother steal away to start a new life together with her mother's partner, Janey. Amelia must change her name and be careful about what she tells her new friends as she tries to live in secret and put her old life behind her.

Sanchez, Alex. *Rainbow Boys*. New York: Simon Pulse, 2001.

In a secondary school setting, this story portrays gay characters who are all different in their outward behaviours. One character is very effeminate, one is questioning his sexuality, and one is a jock who is keeping his true feelings hidden from his peers.

---. *Rainbow High*. New York: Simon Pulse, 2005.

This is a sequel to *Rainbow Boys*. This story deals with living, loving, coming out, and decision making.

---. *Rainbow Road*. New York: Simon Pulse, 2005.

While travelling, the three main characters experience gay bashing, gay couples, and a man who lives as a woman.

Scoppettone, Sandra. *Trying Hard to Hear You*. Los Angeles: Alyson, 1974.

This deals with prejudice that others have toward two gay characters.

Shaw, Tucker. *The hookup artist*. New York, NY: HarperCollins Children's Books, 2007.

When his best friend, Cate, gets dumped, Cupid wannabe Lucas seizes the matchmaking opportunity to pair her with Derek, the hot new guy in town. At first, Cate is dubious of their match, and rightfully so, since Derek can't seem to keep his eyes off Lucas. Shaw's sly twist on the old best-friends-fall-for-the-same-guy conundrum is fresh, funny, frolicsome, and not without genuine tension. The author's keen ability to reproduce current, realistic dialogue enhances the teen appeal.

St. James, James. *Freak show*. New York, NY: Speak, 2008.

Meet Billy Bloom, new student at the ultra-white, ultra-rich, ultra-conservative Dwight D. Eisenhower Academy and drag queen extraordinaire. Thanks to the help and support of one good friend, Billy's able to take a stand for outcasts and underdogs everywhere in his own outrageous, over-the-top, sad, funny, brilliant, and unique way.

Stevenson, R. H. (2008). *Big guy*. Orca soundings. Victoria, BC: Orca Book.

A story about Derek, a gay, 17 year old overweight teenager, has dropped out of school, works in a nursing home, and maintains an online relationship with Ethan. Derek is challenged by his new friend Aaliyah to consider the importance of honesty and trust.

Spanbauer, Tom. *Now is the hour*. Boston, MA: Houghton Mifflin, 2006.

At once a tale of sexual awakening, racial enlightenment, and personal epiphany, *Now Is the Hour* is the disarming and sweetly winning story of one unforgettable teenager who dares to hope for a different life.

Summer, Jane. Ed. *Not the Only One: Lesbian and Gay Fiction for Teens*. Boston: Alyson, 2004.

This is a collection of gay and lesbian fiction.

Trueman, Terry. *7 days at the hot corner*. New York, NY: HarperTempest, 2007.

In baseball, fielding your position at third base is tricky—that's why third is called "the hot corner." You have to be aware that anything can happen at any time. It's time to find out whether he has what it takes to play the hot corner—on the baseball diamond and off it.

Velasquez, Gloria. *Tommy Stands Alone*. Houston, TX: Piñata Books, 1995.

This is the third novel in author's Roosevelt High School series, which features a group of students who must individually face troubling personal and social worries that are inescapable for many young adults today. A high school student and a member of a Mexican-American family, Tom struggles with his sexual identity and finally learns that he will not have to stand alone anymore.

Walker, Kate. *Peter*. Boston: Houghton Mifflin Co., 2001.

When readers first meet Peter Dawson, 15, his ambitions are simple: finish school, get a road licence for his dirt bike, and find a job with cameras. But then he meets his older brother's friend, David, and suddenly nothing is simple any longer. For David is gay and Peter gradually realizes that his strong attraction to the college student means that he himself might be gay.

Winick, Judd. *Pedro and Me*. New York: Henry Holt & Company, 2000.

In this graphic novel, Winick, a professional cartoonist and cast member of MTV's *The Real World 3: San Francisco*, pays tribute to his *Real World* housemate and friend, Pedro Zamora, an AIDS activist and educator, who died of the disease in 1994.

Withrow, Sarah. *Box Girl*. Toronto: Groundwood Books, 2002.

Eighth-grader Gwen Bainbridge's mother ran away five years ago. Now Gwen is receiving postcards from her that promise a reunion. Until that happens, she plans to be a loner. After all, why make friends when she might be leaving any minute? Or so she thinks, until she meets Clara, the new girl in her class. Clara sings to herself, moves her head like a chicken, and is determined to befriend Gwen. Despite herself, Gwen is drawn to this free spirit. But there's a problem: how can Gwen invite Clara home for dinner with her dad and Leon, her dad's boyfriend?

Wittlinger, Ellen. *Parrotfish*. New York, NY: Simon & Schuster Books for Young Readers, 2007.

Angela McNair is a boy! Oh, to the rest of the world she's obviously a girl. But the transgendered high-school junior knows that she's a boy. And so, bravely, Angela cuts her hair short, buys boys' clothing, and announces that his name is now Grady and that he is beginning his true new life as a boy. Wittlinger manages to create a story sufficiently nonthreatening to appeal to and enlighten a broad range of readers. She has also done a superb job of untangling the complexities of gender identity and showing the person behind labels like "gender dysphoria." Grady turns out to be a very normal boy who, like every teen, must deal with vexing issues of self-identity.

Woodson, Jacqueline. *From the Notebooks of Malanin Sun*. New York: Scholastic, 1995.

Melanin Sun lives with his mother and they have always been close. When he finds out she is gay, and having a relationship with a white woman, he has some trouble coping. This easy-to-read novel illustrates a young man's struggle with the complexities of mother-son, same-sex, and interracial relationships.

---. *After Tupac and D Foster*. New York, NY: G.P. Putnam's Sons, 2008.

The summer of 1995 brings D Foster away from her foster home to the block where 12-year-olds Neeka and the unnamed narrator reside. The three girls find themselves bonding over parental restrictions and Tupac Shakur, and their developing friendship encourages the girls to embark on a forbidden bus ride off the block. While there is a subplot about Neeka's older brother, a gay man serving prison time after being framed for a hate crime; Woodson balances the plotlines with subtle details, authentic language, and rich development while weaving a tale of burgeoning friendship among three New York girls.

Wyeth, Sharon D. *Orphea Proud*. New York, NY: Laurel Leaf, 2006.

This story invites the reader to become Orphea's audience as she discovers her sexuality as a lesbian, shares her story, powerful questions of family, prejudice, and identity. In one long onstage monologue with a smattering of recited poems, 17-year-old Orphea tells lyrically yet directly of the love and pain her life has held. Her beloved mother's early death leaves Orphea seeing everything in gray until fellow ten-year-old Lissa brings color and warmth back into the world. The two intertwine their lives until, at age 16, they acknowledge having fallen in love. The unusual format, along with young-adult literature's dearth of gay African-American characters, make this piece notable, but it's Orphea's passionate and poetic voice that makes it special.

## Intermediate/Senior Non-Fiction (Grades 7—8 and 9—12)

- Brimner, Larry Dane. *Being Different: Lambda Youths Speak Out (The Lesbian and Gay Experience)*. London: Franklin Watt, 2000.  
Personal narratives by 15 young people complement convincing commentary at the beginning of each chapter on what it is like to be young and gay.
- Day, Frances, Ann. *Lesbian and Gay Voices: An Annotated Bibliography and Guide to Literature for Children and Young Adults*. Westport, CT: Greenwood Press, 2000.  
Written to support librarians and educators in their efforts to provide young people with positive literary images, this groundbreaking guide celebrates an exciting body of work that has the potential to make a difference in the lives of gay and lesbian teens and their heterosexual peers.
- D'Lugo, Marvin. *Pedro Almodóvar*. Urbana, IL: University of Illinois Press, 2006.  
When Almodóvar surfaced in the early 1980s with a series of provocative films inspired by punk culture and evincing a gay sensibility, few foresaw him becoming Spain's most prominent and commercially successful filmmaker. D'Lugo traces the director's career from the 1970s and credits him for kick starting the careers of Penelope Cruz and Antonio Banderas, while perfecting his own brand of melodrama. His appeal is traced to what D'Lugo calls his "geocultural positioning" and an ability to transform his marginal status as a gay director from the provinces into a worldwide visual language.
- Fowler, Karen J. (Ed). *The James Tiptree Award Anthology 3*. San Francisco, CA: Tachyon Publications, 2007.  
A dozen writers pay tribute to Alice Sheldon (1915-1987), who as science fiction author adopted the pseudonym James Tiptree Jr. This eclectic mix of fiction and nonfiction, examines gender identity and is the third in an anthology series.
- Franco, B. (Ed.). *Falling hard: Teenagers on love*. Cambridge, MA: Candlewick Press, 2008.  
Love poems written by teens for teens.
- Gillespie, Peggy, and Gigi Kaeser. *Love Makes a Family*. Amherst, MA: University of Massachusetts Press, 1999.  
This volume combines interviews and photographs to document the experiences of lesbian, gay, bisexual and transgendered parents and their children. It allows all of the family members to speak candidly about their lives, their relationships and the ways in which they have dealt with the pressures of homophobia.
- Langwith, Jacqueline (Ed). *Discrimination*. Detroit, MI: Greenhaven Press, 2008.  
Clearly written, well researched, by journalists with relevant experience, discrimination explores many forms of social justice issues. Individual chapters examine whether discrimination is based on gender, race, sexual orientation, and religion and does it exist in the U.S. Other chapters explore the current state of affairs, efforts to curb abuses and the steps the U.S. government should take. This is a well-debated volume and contains an extensive bibliography and contact information for organizations.
- Levithan, David and Billy Merrell (Eds). *The full spectrum: a new generation of writing about gay, lesbian, bisexual, transgender, questioning, and other identities*. New York, NY: A.A. Knopf, 2006.

Using works submitted anonymously through the Web site the authors created in conjunction with the Gay, Lesbian, and Straight Education Network (GLSEN), Levithan and Merrell have selected 40 essays, mini-autobiographies, poems, and photographs that chronicle the lives of 21st-century young people, ages 13 to 23. While many of the stories recall memories of isolation, others delve into a young person's awareness and involvement in a queer community. As a whole, the collection is comprehensive, complex, and the perfect title to put into the hands of teens who approach the information desk asking for real stories about coming out and coming to terms with anything remotely LGBTQ.

Marcus, Eric, and Jane O'Connor, Eds. *What If Someone I Know Is Gay?: Answers to Questions About Gay and Lesbian People (Plugged In)*. New York: Penguin Putnam, 2000.

The author offers no-nonsense answers for young people who have questions about LGBT people, whether those questions concern a friend, a beloved aunt or uncle, or themselves. The book covers a full range of questions including: "Does a person just decide to become gay?" and "Does God love gay people?" Marcus also explores the whole new world opened up for LGBT teenagers through the advent of the Internet.

Mastoon, Adam. *The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay, and Bisexual Young People*. New York: HarperCollins Juvenile Books, 2001.

A collection of photographs and personal narratives of 40 lesbian, gay, and bisexual young people. They share their thoughts and experiences about family, friends, culture, and coming out.

Nagle, J. M. *GLBT teens and society*. Teens: being gay, lesbian, bisexual, or transgender. New York: Rosen, 2010.

The authors preface each title with the notion that sexual orientation is a process involving questions that may not be answered for years, and explore gender identities; societal reactions; and misconceptions about being gay, lesbian, bisexual, or transgender. Strategies for coming out to parents and friends suggest taking gradual steps that focus on mutual respect and understanding.

Orr, T. B. *Home and family relationships*. Teens: being gay, lesbian, bisexual, or transgender. New York: Rosen, 2010

This guide offers support to GLBT teens on how to maintain healthy familial relationships. Strategies for coming out to parents and siblings, and how to communicate with others, as well as how to understand and react to the emotions of others are also explored.

Pardes, Bronwen. *Doing it right*. New York, NY: Simon Pulse, 2007.

As a sexuality educator at middle schools, high schools, and colleges, Pardes has had her share of the experience in the trenches, and shares some of the most commonly requested information. She is up-front and honest with her audience, not shying away from topics such as anal sex, masturbation, and readiness for a sexual relationship. She strives to give teens the information they need and the openness of this book will be a boon to teens looking for frank discussions of sexuality and making choices. **Sensitive material.**

**Previewing recommended.**

Payment, S. *Friendship, dating, and relationships*. Teens: being gay, lesbian, bisexual, or transgender. New York: Rosen, 2010.

This book explores GLBT teens' relationships with themselves, their friends, and the people they date. Issues such as getting over a breakup, dating and online safety, safe sex, and coming out to one's friends are presented in a comprehensive, engaging manner.

Planned Parenthood of Toronto. *Hear Me Out: True Stories of Teens Educating and Confronting Homophobia*. Toronto: Second Story Press, 2006.

These heartfelt memoirs, which were originally presented orally in schools, speak poignantly about the lives of young people today. This collection of stories from *Teens Educating And Confronting Homophobia (T.E.A.C.H.)* capture the essence of what it means to be gay, lesbian, bisexual, transgender, transsexual and young.

Rashid, Norrina, Jane Hoy, and Jane Hoyt. *Girl2Girl*. London: Millivres Books, 2001.

This book is written for girls who have ever questioned their sexuality or fancied other girls. The contributors' voices resonate through poems, autobiographies, jokes, messages, and advice to each other. Young women from 14 to 21 tell it like it is as they struggle to discover themselves and find a way to live openly in a homophobic world.

Seba, J. A. *Gay characters in theatre, movies, and television: New roles, new attitudes*.

Gallup's guide to modern gay, lesbian, & transgender lifestyle. Philadelphia, 2011.

This book uses numerous examples, past and present, to show how the depiction of gay, lesbian, bisexual, and transgender (GLBT) characters in the entertainment industry affects popular culture and has helped push growing acceptance into the mainstream.

Snow, Judith E. *How It Feels to Have a Gay or Lesbian Parent: A Book by Kids for Kids of All Ages*. San Francisco: Harrington Park Press, 2004.

This book gives voice to the thoughts, feelings, and experiences of children, adolescents, and young adults who have a gay or lesbian parent.

Sonnie, Amy, Ed. *Revolutionary Voices: A Multicultural Queer Youth Anthology*. Boston: Alyson, 2000.

Story collection of young, queer multicultural voices, intended for young adults. Invisible. Unheard. Alone. Chilling words, but apt to describe the isolation and alienation of queer youth. In silence and fear they move from childhood memories of repression or violence to the unknown, unmentored landscape of queer adulthood; their voices stilled or ignored. No longer. *Revolutionary Voices* celebrates the hues and harmonies of the future of gay and lesbian society, presenting not a collection of stories, but a collection of experiences, ideas, dreams, and fantasies expressed through prose, poetry, artwork, letters, diaries, and performance pieces.

Worth, R. *Life at school and in the community*. Teens: being gay, lesbian, bisexual, or transgender. New York: Rosen, 2010.

This book attempts to offer strategies for coming out to one's friends, interacting with school personnel, and dealing with bullies. Advice is also given on how to organize groups such as gay-straight alliances.

## Professional Resources for Teachers

Many of the professional resources listed in this section are available to TDSB teachers from TDSB Professional Library Services at Tippett Centre. TDSB teachers that wish to enquire as to which resources are available and how to borrow them may phone 416-395-8259 or email [professionallibrary@tdsb.on.ca](mailto:professionallibrary@tdsb.on.ca)

### Books/Resource Guides

- Bacon, Joanne. *Creating safer schools for lesbian, gay and bisexual youth: a resource for educators concerned with equity*. Toronto, ON: Education Wife Assault, 2002.
- Baker, Jean M. *How homophobia hurts children: nurturing diversity at home, at school, and in the community*. New York: Harrington Park Press, 2001.
- Bernstein, Robert. *Straight Parents, Gay Children: Inspiring Families to Live Honestly and with Greater Understanding*. New York: Thunder's Mouth Press, 1999.
- Blumenfeld, Warren J. *Speaking out: a manual for gay, lesbian, and bisexual public speakers*. Boston, MA: Gay, Lesbian, and Bisexual Speakers Bureau, 1993.
- Bullock, Lyndal M., Robert A. Gable and Joseph R. Ridky (Eds). *Understanding individual differences: highlights from the National Symposium on What Educators Should Know About Adolescents who are Gay, Lesbian, or Bisexual*. Reston, VA: Council for Children with Behavioral Disorders, 1996.
- Children's Aid Society of Metropolitan Toronto. Lesbian, Gay and Bisexual Youth Project. *We are your children too: accessible child welfare services for lesbian, gay and bisexual youth*. Toronto, ON: CASMT, 1995.
- Cohen- Kettenis, Peggy Tine. *Transgenderism and intersexuality in childhood and adolescence: making choices*. Thousand Oaks, CA: Sage Publications, 2003.
- Dudley, William (Ed). *Homosexuality: opposing viewpoints*. San Diego, CA: Greenhaven Press, 1993.
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- . *Imagine a World that is Free From Fear: A Kindergarten to Grade 8 Resource Addressing Issues Relating to Homophobia and Heterosexism*. Toronto, ON: ETFO, 2004.
- . *Social Justice Begins With Me: A Curriculum Resource Support*. Toronto, ON: ETFO, 2010.
- Fowler, Karen J. (Ed). *The James Tiptree Award Anthology 3*. San Francisco, CA: Tachyon Publications, 2007.

- Gay and Lesbian Educators of British Columbia. *Challenging homophobia in schools: A K to 12 resource for educators, counsellors and administrators to aid in the support of and education about lesbian, gay, bisexual and transgender youth and families*. 2<sup>nd</sup> Ed. Vancouver, BC: GALE BC, 2004.
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- Harris, Mary B. (Ed). School experiences of gay and lesbian youth: the invisible minority. *Journal of Gay and Lesbian Social Services*, 7 (4). New York, NY: Harrington Park Press, 1997.
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- Kissen, Rita. *Getting Ready for Benjamin: Preparing Teachers for Sexual Diversity in the Classroom*. Lanham, MD: Rowman & Littlefield, 2003.
- Knowles, Elizabeth; Smith, Martha. *Understanding diversity through novels and picture books*. Westport, Conn.: Libraries Unlimited, 2007.
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- Mathews, Dan. *Committed: a rabble-rouser's memoir*. New York, NY: Atria Books, 2007.
- Pardes, Bronwen. *Doing it right*. New York, NY: Simon Pulse, 2007.
- Parravano, Serge. *Homophobia and heterosexism: experiences of gay and lesbian teachers in the classroom and in the school*. Toronto, ON: University of Toronto, 1995.
- Perrotti, Jeff and Kim Westheimer. *When the drama club is not enough: lessons from the Safe Schools Program for Gay and Lesbian Students*. Boston, MA: Beacon Press, 2001.
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- Toronto District School Board (TDSB). *A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms*. Toronto, ON: TDSB, 2003.
- . *Equitable Schools: It's In Our Hands*. Toronto, ON: TDSB, 2005.
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- . *Tools for Equity: A Resource of Best Practices Grades 7-12*. Toronto, ON: TDSB, 2006.
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- Toronto District School Board and Elementary Teachers of Toronto. *Rainbows and triangles: a curriculum document for challenging homophobia and heterosexism in the K-6 classroom*. Toronto, ON: TDSB, 2002.
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## Video/DVD Resources

The following Video/DVD resources are available from TDSB Library Media Resources at Tippet Centre. Teachers may order these online from [www.tdsb.on.ca/medianet](http://www.tdsb.on.ca/medianet)

*Another Half*. Prod. Texas Department of Human Resources. Bill Wadsworth Productions.

Videocassette. Texas Department of Human Resources, 1985. (27 minutes) (#975823)

A narrative about the relationship between two teenage boys who define masculinity in different ways. The program raises questions for discussion about life planning, responsible sexuality, gender roles, and sexual stereotyping.

*Apples and Oranges*. Dir. Lynne Fernie. Prod. Tamara Lynch. Videocassette. National Film Board, 2003. (17 minutes) (#106354)

This video is designed to raise awareness of the harmful effects of homophobia.

Interspersed with the in-class talk are two short animated stories. In the first, a young girl with two moms finds out how to deal with a bully making fun of her and her untraditional family. The second introduces two skateboarding friends whose relationship comes to a screeching halt when one of them finds out the other is gay. By dramatically illustrating how derogatory names can hurt, this video helps children to dismantle stereotypes about gays and lesbians. **Sensitive – previewing recommended.**

*Being Gay: Coming Out in the 21st Century*. Prod. Cambridge Educational Production.

Videocassette. Kineticvideo.com, 2003. (25 minutes) (#107459)

This program presents the accounts and stories of gays who have recently taken the step of coming out. Interviewees and experts discuss the benefits of this important transition by examining the six stages of coming to terms with one's sexual identity. **Sensitive – previewing recommended.**

*Black Is... Black Ain't. Signifying*. Prod. Mongrel Media. Videocassette. Signifyin Works, 1995. (88 minutes) (#972730)

American culture has stereotyped Black Americans for centuries. Equally devastating, the author, the late Marlon Riggs argued, have been the definitions of "blackness" African Americans impose upon one another which contain and reduce the Black experience. In this film, Riggs meets a cross-section of African Americans grappling with the paradox of numerous, often contradictory, definitions of blackness. **Sensitive – previewing recommended.**

*Camp Lavender Hill*. Prod. Tom Shepard. Prod./Dir. Michael Magnaye. Prod. Visual Education.

Videocassette. Camp Lavender Hill Documentary, 1997. (28 minutes) (#055036)

A documentary about Camp Lavender Hill, the first summer camp for children of gay, lesbian, and bisexual parents. For one week, children between the ages of 8 and 14 gather in the Sierras of California to talk about their families and have fun.

*CBC News in Review, September 2003*. CBC-TV News in Review Series. Videocassette.

Canadian Broadcasting Corporation, 2003. (56 minutes) (#995890)

CBC news coverage of the world events for September 2003: 1. "The Canadian Economy: Under Attack" reports that the Canadian economy has begun to show signs of weakening due to a tough year that included SARS, mad cow disease, a massive blackout, and devastating fires (11 minutes); 2. "Blackout: The Day the Power Went Out" discusses the largest power failure ever, then looks at how people coped and investigates how this could happen (14 minutes); 3. "Canada Debates Same-Sex Marriage" takes a look at the

controversy surrounding the court decision that made same-sex marriages legal in Canada (14 minutes); 4. "The Asahi Baseball Team Remembered" profiles how one team member faced up to hardship, racism, and isolation, and survived to see his team inducted into Canada's Baseball Hall of Fame (17 minutes).

*Class Queers*. DVD. CBC Educational Sales, 2003. (40 minutes)

*Class Queers* tells the stories of three gay and lesbian kids from Toronto who were forced out of the mainstream public education system as a result of the harassment they encounter. The documentary begins mid-way through the school year, as the viewer is introduced to the Triangle Program, Canada's only high school classroom for gay, lesbian, bisexual and trans youth.

*Coming Out*. DVD. McIntyre 2008. (25 min)

*Coming Out* is probably the single most significant life changing moment in their lives...admitting what they are, and the road to acceptance internally as well as by family and the rest of society is a significant Rite of Passage.

*A Deathly Silence*. DVD. McNabb Connolly, 2006. (60 minutes)

This film examines the intellectual attraction of suicide to a vulnerable teen and the catastrophic impact on his family. Campbell Bolton came from a high achieving middle class family and had no background of drug abuse, violence or psychiatric illness. Campbell knew he was gay and had come out to his friends; however he had not told his family. When he learned that his brother Angus found out, he was deeply distressed. Suicide is the third leading cause of death among young people.

*The Fable of He and She*. Videocassette. Learning Corporation of America, 1975. (12 minutes)

A humorous view of life on a mythical island where male and female roles are clearly defined until unusual events force both sexes to assume different roles for survival.

*Fatherhood Dreams*. DVD. Filmwest, 2007. (55 min)

This film presents the personal lives of four gay men who always wanted to be fathers and who are now fulfilling their dreams.

*Fighting for the Family*. Prod. Amazon Communications Ltd. Videocassette. Moving Images Distribution, 1997. (46 minutes) (#800753)

A family is made up of a man, woman and children—or is it? At the beginning of the twenty-first century, the nuclear unit is still the norm, but alternative definitions of the family—gay, lesbian, blended, and extended—are appearing. The reshaping of this "sacred" institution creates feelings of anxiety and chaos in some quarters. This program profiles a number of cohabitation and parental arrangements to show that it is love and respect, and not preconceived notions, that make a family work.

*Further off the straight and narrow: new gay visibility on television*. DVD. Kinetic, 2006. (61 min)

Surveys network dramas, sitcoms, reality shows, and premium cable programming to show how [the depictions of GLBT characters] are often marked by ambivalence and tension. The film cautions that although GLBT characters and plotlines have become more prevalent and complex in recent years, the images and stories portrayed continue to be shaped by narrow commercial imperatives. The film argues that the evolution of GLBT representations should be seen less as an indication of big media's sudden commitment to social justice, or as a sign that the struggle for gay equality has been won, than as a recognition of GLBT consumers and gay taste by advertisers and media conglomerates

*Game Over: gender, race and violence in video games.* Videocassette. Media Education Foundation, 2000. (42 minutes)

This program addresses the fastest growing segment of the media through questions of gender, race and violence. What are the messages of video games? Why are the vast majority of game players boys and men? Are Video Games desensitizing children to violence? How is race represented in video games? Are interactive video games different from television? What images of masculinity and power are offered? What images of women exist in game world?

*Gay Youth.* Videocassette. Filmmakers Library, 1992. (40 minutes) (#970833)

This video explores the emotional strain placed on gay youth by intense feelings of isolation. Adolescence is a time of conformity when one needs to feel secure in a peer group. But lesbian and gay young people are acutely aware of being different and often have no one to talk to about these feelings. This isolation frequently leads them to drug and alcohol abuse, violence, homelessness, and even suicide. In a recently published report, the fact emerged that fully 30 percent of young people between the ages of 15 and 24 who committed suicide were gay or lesbian. **Sensitive – previewing recommended.**

*In Other Words.* Dir. Jan Padgett. Prod. George Johnson. Videocassette. National Film Board, 2001. (27 minutes) (#801633)

Homophobic language is a common verbal put-down among young people, but many adults feel uncomfortable responding to it. *In Other Words* is a tool for teachers, counsellors, and youth groups who want to explore the homophobic language heard in schools and other youth hangouts.

*It's Elementary: Talking About Gay Issues in School.* Prod. New Day Films. Videocassette. Women's Educational Media, 1997. (37 minutes) (#974133).

Excerpted from the full-length documentary. Shows real examples of school activities, faculty meetings, and classroom discussions about lesbian and gay issues. It's designed to open up constructive dialogue among the adults in school communities. For full version (78 minutes), see video #055064.

*It's Elementary: Talking About Gay Issues in School.* Prod. Women's Educational Media. Videocassette. Women's Educational Media, 1996. (78 minutes) (#055064).

An exploration of what happens when experienced teachers talk to their students about lesbians and gay men. Students are asked to consider issues related to homosexuality at six elementary and middle schools. Presents footage of classroom activities and discussions with students exploring questions and issues presented to them by teachers and guest lecturers who come into their classes. Discusses school-wide presentations, activity days, and how these events affect faculty, parents, and teachers. For shorter version (37 minutes), see video #974133.

*It's a guy thing.* Videocassette. Force Four, 2001. (24 minutes)

Many male teens are raised harshly to be the stereotypical "guy," but can they let go of the stereotypes and still be cool? Lisa offers her boyfriend a safe place to talk.

*Juchitán Queer Paradise.* Dir. Patricio Henriquez. Prod. Robert Conrellier, Patricio Henriquez, and Raymonde Provencher. Videocassette. McNabb & Connolly, 2002. (64 minutes) (#107489).

Profiles three gay individuals who live in Juchitán, a small Mexican city near the Guatemalan border, where homosexuality is fully accepted. **Sensitive – previewing recommended.**

*Long Time Comin'*. Videocassette. National Film Board, 1993. (53 minutes) (#971912)

There is a cultural revolution going on in Canada and Faith Nolan and Grace Channer are on the leading edge of it. These two African-Canadian lesbian artists give back to art its most urgent meanings—commitment and passion. **Sensitive – previewing recommended.**

*Love Makes a Family: Gay Parents in the 90's*. Prod. Remco Kobus, Marla Leech, and Dan Veltri. Prod. Canadian Learning. Videocassette. San Francisco University, 1991. (16 minutes) (#054721)

Presents issues of co-parenting, children from previous marriages, and adoption in families with gay parents through interviews with families, as well as with a clinical psychologist and a therapist who work with gay families and their children.

*Milk*. DVD. VEC/Criter 2009. (129 min)

His life changed history, his courage changed lives. Harvey Milk is a Middleaged New Yorker who, after moving to San Francisco, becomes a Gay Rights activist and city politician. On his third attempt, he is elected to San Francisco's Board of Supervisors in 1977, the first openly gay man to be elected to public office in the United States. The following year, both he and the city's mayor, George Moscone, are shot to death by former city supervisor, Dan White, who blames his former colleagues for denying White's attempt to rescind his resignation from the board. Based on the true story of Harvey Milk.

*Open secrets*. Videocassette. NFB of Can 2003. (52 min)

A group of WWII veterans break their silence. From the sexual timidity of the 1930s, when homosexual behaviour "was even more unmentionable than cancer," spring these stories of sexual awakening. As the war advanced, the military began to crack down: tribunals, threats of imprisonment, discharge and public exposure. Based on the book entitled *courting homosexuals in the military*, by Paul Jackson.

*One of them*. Videocassette. National Film Board of Canada, 2000. (26 minutes)

Freedom from bullying, name-calling and violence motivates the high school seniors in this school-based drama. One of them raises the questions that high school students talk about in school halls and washrooms. With a focus on homophobia and discrimination, not sexual behaviour, the dramatization prompts viewers to examine their own responses and promote a safe school environment for all students.

*Out!* (staff version). Prod. Attainment Co. Inc. Videocassette. Canadian Learning Company, 1999. (42 minutes) (#800341)

*Out!* is a video that helps administration and staff make schools safe through sensitizing teachers and teens—gay as well as straight—about the issues, and by offering suggestions on combating homophobia. **Sensitive – previewing recommended.**

*Out!* (student version). Prod. Attainment Co. Inc. Videocassette. Canadian Learning Company, 1999. (23 minutes) (#800340)

Gay students are coming out of the closet at ever earlier ages, sometimes even before they get into high school. This can cause friction with other teens who are dealing with their own emerging sexual identities and can make school an unsafe place for everyone. This video for students features interviews with gay teens. They talk about reactions of family and friends, the harassment they face at school and how they handle it, and the value of gay/straight alliances and support structures. Designed to be viewed and discussed by gay and straight students. **Sensitive – previewing recommended.**

*Out in the world.* Videocassette. Filmwest Associates, 2000. (23 minutes)

As teens become aware of their sexuality, there is a tendency to marginalize anyone they perceive to be "different" especially "gay." In this program, interviews with articulate teens help widen understanding. Emily's friend is targeted as gay.

*Out: Stories of Lesbian and Gay Youth* (classroom version). Videocassette. National Film Board, 1994. (40 minutes) (#973943)

This classroom version is an exploration of the struggles and victories of gay and lesbian youth in Canada. Delving into the emotional, societal, and familial conflicts lesbian and gay youth often face, this film breaks the damaging silence surrounding sexual orientation and sexual differences. Through candid interviews with gay and lesbian youth from varied cultural and racial heritages, issues of discrimination, as well as the compounding problems of confronting racism and sexism, are addressed. **Sensitive – previewing recommended.**

*Out: Stories of Lesbian and Gay Youth* (full version). Videocassette. National Film Board, 1993. (79 minutes) (#971910)

An intimate exploration of the struggles and victories of gay and lesbian youths in Canada. Delving into the emotional, societal, and familial conflicts these youths face, this program breaks the damaging silences surrounding sexual orientation and sexual differences. Through interviews with gay and lesbian youths from varied cultural and racial heritages, issues of discrimination, as well as the compounding problems of confronting racism and sexism, are addressed. **Sensitive – previewing recommended.**

*Out in the World. You, Me and the Kids: The Teen Years Series.* Prod. Force Four. Videocassette. Filmwest Associates, 2000. (23 minutes) (#800633)

As teens become aware of their sexuality, there is a tendency to marginalize anyone they perceive to be "different," especially those who are perceived as gay. In this program, interviews with articulate teens help widen understanding. Emily's friend is targeted as gay.

*Playing unfair: The media image of the female athlete.* Videocassette. Media Education Foundation, 2002. (30 minutes)

It has been 30 years since Title IX legislation granted women equal playing time, but the male-dominated world of sports journalism has yet to catch up with the law. Coverage of women's sports lags far behind men's and focuses on female athletes' femininity and sexuality over their achievements on the court and field.

*Prejudice: More Than Black and White.* DVD. McIntyre, 2006 (35 min)

Muslims, blacks, gays, people with disabilities, and immigrants of every ethnicity and color: they and many other groups have stood in the spotlight glare of intolerance, easy targets for every sort of discrimination and violence. What makes people prone to irrational hate, and what steps can individuals and society take to eradicate it? In this program, psychology professors Susan Fiske and Mahzarin Banaji share their insights and experiences. A progay Baptist minister who formerly took a biblical stance against homosexuality and an eximperial wizard of the Ku Klux Klan who now speaks out for tolerance also offer their views.

*Rocking the Cradle: Gay Parenting.* DVD. Kinetic 2008 (38 min)

Six gay couples who have become parents through insemination, coparenting, or adoption are interviewed in this program. They discuss their homosexuality, the issues they face as couples, their children and the parenting experience, and their children talk about their feelings and experiences as children of gay parents.

*School's Out*. Prod. Great Jane Productions Ltd. Videocassette. National Film Board, 1996. (25 minutes) (#973799)

Washroom graffiti, protest buttons, and music by popular alternative band The Breeders punctuate observations about sexuality and sexual orientation by acclaimed writer Jane Rule and five Canadian youth active in confronting homophobia in high schools. TEACH (Teens Educating And Confronting Homophobia) members talk about their lives and their classroom visits, provoking discussion about homophobia and heterosexism in today's schoolyards. **Sensitive – previewing recommended.**

*Sexual Harassment*. Conflict Resolution for Students Series. Episode #7. Prod. Schlessinger Media. Videocassette. Access, 2003. (15 minutes) (#106477)

Being harassed because of one's sex or sexual orientation is always wrong. In *Sexual Harassment*, students will develop a better understanding of ways to deal effectively with harassment situations through two detailed vignettes. In "Crossing the Line," a male student's overt flirtations with a female peer continually puts her into embarrassing situations, and illustrates the line between flirting and harassment. In "It's My School Too!," a talented violinist drops out of high school after being harassed about his perceived sexual orientation. **Sensitive – previewing recommended.**

*Shaking the tree: social responsibility in education*. Videocassette. Tabata Production Associates, 1995. (57 minutes)

What is social responsibility in education and is it necessary? Noam Chomsky keynotes this documentary which examines how various social issues are addressed/not addressed in public education. The program is broken into sections such as: racism, First Nations, poverty, gender and sexism, gender and homophobia, violence prevention, and the environment.

*Sticks and Stones*. Videocassette. National Film Board, 2001. (17 minutes) (#801623)

With today's diversity of families, more children are being raised by same-sex parents, something which can cause problems for children. *Sticks and Stones* features children aged eight to twelve talking about their experiences with name calling and bullying in the schoolyard, along with short animated sequences about the history of derogatory slang. This short video is designed to help create a safer and healthier environment in our schools for everyone. **Sensitive – previewing recommended.**

*Speak up!: improving the lives of gay, lesbian, bisexual, transgender youth*. DVD. Kinetic, 2002. (30 min)

Explores what these students have done to transform their schools into safer and more welcoming environments. Interviews with students, parents, teachers administrators and national activists highlight not only the need for transformation, but offer resources and advice for those actively working for change.

*Straightlaced: how gender's got us all tied up*. DVD. Kinetic. 2009. (67 min)

Meet 50 incredibly diverse students who take us on a powerful, intimate journey to see how popular pressures around gender and sexuality are shaping the lives of today's American teens ... Demonstrates how gender based expectations are deeply intertwined with homophobia, and also are impacted by race, ethnicity and class. From girls confronting popular messages about culture and body image, to boys who are sexually active just to prove they aren't gay, STRAIGHTLACED reveals the toll that deeply held stereotypes and rigid gender policing have on all of our lives, and offers both teens and adults a way out of anxiety, fear, and violence.

*Taking Charge*. Teens Against Violence Collection Series. Videocassette. National Film Board, 1996. (26 minutes) (#977052)

*Taking Charge* shows teens taking the initiative to overcome the fears and vulnerabilities of growing up in an increasingly violent and rapidly changing society. Through role-playing, theatre groups, peer discussion groups, and anti-violence collectives, these young activists have taken charge, educating themselves and their peers toward a deeper understanding of the effects of violence rooted in sexism, racism, and homophobia.

*Teen Sexuality in a Culture of Confusion*. Prod. Center for Media Literacy. Videocassette. Dan Habib Photography, 1995. (40 minutes) (#973703)

This video profiles eight young people of diverse races, ethnicities, socio-economic levels, geographic locales, and sexual orientations. They share their personal experiences and outlooks on a wide range of issues, including body image, gender identity, peer pressure, family, and religion, as well as their decisions about how and when to act on their own sexuality. Two of the eight talk about living with AIDS.

*That's a Family!* Prod. Women's Educational Media. DVD. Women's Educational Media, 2000. (36 minutes) (#DV1318)

A documentary that breaks new ground in helping kids see and understand many of the different shapes that families take today. The children who star in this program take us on a tour through their lives and speak movingly about their unique family experiences, explaining concept like "birth mom", "mixed race," "guardian," "gay and lesbian," and "stepdad."

*Tina Machida*. Videocassette. Cin'é Fête, 1999. (30 min)

Le feu sacré Series Tina Machida lutte pour les droits des gais et des lesbiennes. Elle mène ce combat en dépit de menaces de mort et d'un viol, orchestré par ses parents pour lui faire changer d'orientation sexuelle.

*When I knew*. DVD. McIntyre, 2008. (37 min)

Inspired by the book of the same name, *When I Knew*, asks one simple question: when did you know that you're gay? The film opens with Baily and Barbato describing their own "aha!" moments and then brings together 16 interviewees for an intimate group discussion. Though some of the stories are told with a sense of loss, most are proud affirmations of sexual identity, supporting the conviction that recognizing and embracing one's sexual orientation is essential to being true to oneself.

*Who is Albert Woo?* Videocassette. 2000. (52 min)

What comes to mind when you think of Asian men? The martial arts type of Bruce Lee? A guru like the Maharishi? But this is the new millennium, and filmmaker Hunt Hoe, who played the character Albert Woo in *Foreign Ghosts*, is looking for new role models. He talks to martial arts star Jackie Chan, young Vancouver comedian Tetsuro Shigematsu, jazz singer Ming Lee, gay activist Salman Hussein, WWII veteran Herb Lim (who reveals his romantic side), yoyo champ Harvey Lowe and finally, to Cecillia Cristobal, a Filipino Canadian who voices strong opinions about dating Asian men. *Who is Albert Woo?* examines how identities are shaped by the popular media, history and cultural legacy, and to what extent such images distort reality.

*Why Thee Wed?* DVD. National Film Board of Canada, 2005. (50 minutes) (#DV1062)

Presents interviews with same-sex married couples who share their views on marriage, religious and political opposition, child adoption, and love. Also includes interviews with

their families, the lawyer who represented them, and gay rights activist Jane Rule—who takes issue with the institution of marriage.

*Wrestling With Manhood: boys, bullying and battering.* DVD. Kinetic, 2003. (60 min)  
Drawing the connection between professional wrestling and the construction of contemporary masculinity, they [Sut Jhally and Jackson Katz] show how so called 'entertainment' is related to homophobia, sexual assault and relationship violence.

## Non-TDSB Video/DVD Resources

*Daddy and Papa: A Story About Gay Fathers In America.* Videocassette. Dir./Prod. Johnny Symons, 2002. (57 minutes)

In this documentary film and in real life, the film's director /producer, Johnny Symons, and his partner, William Rogers, are a San Francisco Bay Area interracial couple who adopt an African-American baby named Zachary. When they first find Zachary, he is living with Dora, a devout Christian foster mother who is reluctant to let go of the child she has raised from birth. She does not believe in homosexuality, and her friends plant all kinds of fears in her mind. But when she and her friends get to know Johnny and William, their minds are opened and changed. They quickly see that it is love that will make this family.

*Making Grace.* Dir./Prod. Catherine Gund. Videocassette. Aubin Pictures, 2004. (86 minutes)

Filmmaker Catherine Gund follows the Krsul-Sullivan household during Grace's first year. As Ann and Leslie make their way, we are with them, meeting challenges universal to all families and facing those unique to lesbians. Ann Krsul and Leslie Sullivan want to be mothers together. Ann will carry the baby, and Leslie will leave her job to stay at home and raise their child. Choosing the route of the anonymous sperm bank, they hope to match Leslie's vital statistics so that Ann can give birth to a baby with the potential to look like them both.

*No Dumb Questions.* Dir./Prod. Melissa Regan. Videocassette. New Day Films, 2001. (24 minutes)

In this humorous and touching documentary, three young sisters, ages 6 to 11, discuss their reactions to the news that Uncle Bill is becoming Aunt Barbara. By examining one family's acceptance of a transgender person, the film presents a beautiful message about love, understanding, equity, and human rights. This is an excellent film that has a powerful message done in a sensitive manner. Please note that 22 minutes into the film, strong language is used. Previewing and preparation with the school and the community are essential. **Previewing recommended.**

*Paternal Instinct.* Dir. Murray Nossel. Prod. Murray Nossel and Craig Harwood. Videocassette. Two Spirit Production/BBC, 2004. (74 minutes)

Mark and Erik have been together for ten years, and they've decided it's time to have kids. But they don't want to adopt. Is there a woman out there willing to serve as a surrogate mother and help them realize their dream?

*Straight from the Heart.* Prod. Dee Mosbacher and Frances Reid. Videocassette. Woman Vision Productions, 1994. (24 minutes)

This video was nominated for an Academy Award and, while it may appear to be dated, its powerful and simple message is timeless. Using straightforward interviews with parents and their lesbian and gay children, the video explores parents' journeys as they come to an understanding and acceptance of their children. Whether the stories are about the child of a

police chief, a Mormon couple, or a self-professed Southern bigot, they are powerful and touching. While there are several references to the situation in the United States, the message about gay and lesbian prejudice as a form of bigotry is universal to all societies. Following a pre-screening and community consultation, teachers and administrators may wish to use this video with parents/guardians.

*That's a Family: A Film For Kids About Family Diversity.* Dir. Debra Chasnoff. Exec. Prod. Helen S. Cohen. Prod. Debra Chasnoff, Ariella Ben-Dov, and Fawn Yacker. Videocassette/DVD. Women's Educational Media, 2000. (35 minutes)

With courage and humour, the children in *That's a Family* take viewers on a tour through their lives as they speak candidly about what it's like to grow up in a family with parents of different races or religions, divorced parents, a single parent, gay or lesbian parents, adoptive parents, or grandparents as guardians. This award-winning film will stretch your mind and touch your heart, no matter what your age.

*Transparent.* Dir./Prod. Jules Rosskam. Videocassette. MamSir Productions, 2005. (61 minutes)

*Transparent* tells the stories of several transmen and their children. What is it like for a child when "Mom" has a full beard and looks like a lumberjack on a motorcycle? Well, pretty good, actually, if "Mom" still loves you. These men are able to integrate their identity as men with their identity as mothers. It's a stirring story.

## Fictional Narrative Films and Pop Culture-Related Items

*Almost Normal.* Dir. Marc Moody. DVD. Tenure Track Productions, 2004. (93 minutes)

A gay man approaching a mid-life crisis is tired of being different because he is gay. He wants to be normal. Suddenly he is yanked back in time to when he was in high school. But this time, the world is gay, and to be straight is considered deviant behaviour. Then something else happens. He meets a girl. And suddenly normal becomes... well almost normal.

*Clone High First Complete Season.* Dir. [Ted Collyer](#) and [Harold Harris](#). DVD. Nelvana International Limited/MTV Networks, 2003.

In this cartoon series, teenagers are really clones of famous people through the centuries (for example, the John F. Kennedy clone is being raised by a gay couple known as "The Dads").

Millar, Mark, and Frank Quitely, illus. *The Authority.* Wildstorm Comics, 2000.

In this comic book, the superheroes Apollo and Midnighter are a gay couple who adopt and raise a baby girl known as Jenny Quantum.

## Websites

The following Websites contain interesting facts, historical events, people profiles, teaching and learning strategies and other items that may be useful in preparing activities and planning events for your classroom and school.

**Note:** The URLs for Websites were verified prior to publication. However, given the frequency with which these designations change, teachers should verify them before assigning them for student use.

*All Things Queer: Gay & Lesbian Issues*

[http://www.rslevinson.com/gaylesissues/comingoutstories/blcoming\\_youth.htm](http://www.rslevinson.com/gaylesissues/comingoutstories/blcoming_youth.htm)

This website is particularly valuable for its coming out stories, posted by gays and lesbians around North America.

*Alterhéros*

<http://www.alterheros.com>

AlterHéros is an incorporated non-profit organization whose mission is to facilitate the social and community integration of gay, lesbian, bisexual and transgender youth.

*Bodies Like Ours – Intersex Information and Peer Support*

<http://www.bodieslikeours.org/forums>

Peer support and information for people born with atypical genitalia, as well as education for family members and health professionals, working to help eliminate shame, secrecy, and isolation.

*Canadian Health Network*

<http://www.phac-aspc.gc.ca/chn-rcs/index-eng.php.ca>

The Canadian Health Network is a national, bilingual web-based health information service.

*Challenging Homophobia*

<http://www.challenginghomophobia.net/ch/>

This is an interactive workshop for middle and high school teachers and staff. Users draw on their own experience and the information provided here to strengthen their skills for intervening against homophobia in the classroom.

*CLGRO. Coalition for Lesbian and Gay Rights in Ontario*

<http://www.clgro.org>

Working toward feminism and bisexual, lesbian, and gay liberation.

*Coalition for Positive Sexuality*

<http://www.positive.org>

A grassroots, activist organization that provides teens with candid sex-education materials.

*COLAGE. Children of Lesbians and Gays Everywhere*

<http://www.colage.org>

An international organization that supports young people with gay, lesbian, bisexual, and transgender parents.

*Youth Pride, Inc.* "Creating Safe Schools for Lesbian and Gay Students: A resource guide for school staff."

<http://www.members.tripod.com/~twood/guide.html>

A resource guide for school staff.

*Deaf Queer Resource Center*

<http://www.deafqueer.org>

A national non-profit resource and information centre for, by, and about the deaf lesbian, gay, bisexual, transgender, transsexual, intersex, and questioning communities.

*Diversity Now*

<http://www.diversitynow.ca>

An organization that promotes full and respectful acceptance through communication.

*Égale Canada – Equity for Gays and Lesbians Everywhere*

<http://www.egale.ca>

Égale Canada advances equality and justice for lesbian, gay, bisexual, and transgender people, and for their families, across Canada.

*Families United Against Hate*

<http://www.fuah.org>

Support, guidance, and assistance to families and individuals dealing with incidents based on bias, and to the people, organizations, and agencies that serve and support them.

*Family Equality -- Family Pride Coalition*

<http://www.familyequality.org>

A national organization working with LGBT families.

Garner, Abigail. *Families Like Mine.*

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

A website dedicated to decreasing isolation for people who have parents who are lesbian, gay, bisexual, or transgender (LGBT), and to help giving a voice to the experiences of these families.

*Gay–Straight Alliance Network*

[www.gsannetwork.org](http://www.gsannetwork.org)

A site that provides resources for student activists.

*Gender Identity Research and Education Society (GIRES)*

[www.gires.org.uk](http://www.gires.org.uk)

Information on how to explain gender development to pre-teens and teens.

*GLAAD. Gay and Lesbian Alliance Against Defamation*

[www.glaad.org](http://www.glaad.org)

GLAAD is dedicated to promoting and ensuring fair, accurate, and inclusive representation of people and events in the media as a means of eliminating homophobia and discrimination based on gender identity and sexual orientation.

*Gay Lesbian and Straight Education Network (GLSEN)*

<http://www.glsen.org>

The Gay, Lesbian and Straight Education Network strives to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression.

*GLBT Historical Society*

[www.glbthistory.org](http://www.glbthistory.org)

An organization whose goal is to build the world's first full-scale, professional-quality museum devoted to LGBT history and culture.

*Global Gayz.com*

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

A site that provides links around the world, historical reports, stories, news, photographs, and insights.

"Hatred in the Hallways: Violence and Discrimination Against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools." *Human Rights Watch*

[www.hrw.org/reports/2001/uslgbt/toc.htm](http://www.hrw.org/reports/2001/uslgbt/toc.htm)

An action-oriented site, this is particularly powerful for secondary students and educators. This site is American, but many of the suggestions are applicable to Canada.

"HelpingOut.ca: Addressing Homophobia in Manitoba Schools." *The Rainbow Resource Center*

[www.helpingout.ca](http://www.helpingout.ca)

A site that provides support for LGBTQ students through resources for teachers.

*IDAHO. International Day Against Homophobia*

[www.idahomophobia.org](http://www.idahomophobia.org)

This site provides detailed information on strategies for anti-homophobia education advocacy.

*IFGE. International Foundation for Gender Education*

[www.ifge.org](http://www.ifge.org)

One of the oldest international advocacy and education groups that provides a wide range of information, books, and other resources.

*ILGA. International Lesbian and Gay Association*

[www.ilga.org](http://www.ilga.org)

An international organization, based in Belgium, that fights for human rights around the world.

*ISNA. Intersex Society of North America*

[www.isna.org](http://www.isna.org)

A comprehensive website on intersex issues.

"Love Makes a Family." *Family Diversity Projects*

[www.lovemakesafamily.org/lovemakesafamily.php](http://www.lovemakesafamily.org/lovemakesafamily.php)

A renowned travelling exhibit.

*MyGSA.ca*

<http://mygsa.ca/>

MyGSA.ca is Egale Canada's national safer schools and inclusive education Website for LGBTQ youth and educators.

*National Gay and Lesbian Task Force*

<http://www.thetaskforce.org>

A U.S.-based organization that works to build the grassroots political power of the LGBT community in order to attain complete equality.

*Pride Education Network*

<http://www.pridenet.ca>

Formerly GALE BC, this organization seeks to “advocate for change in the education system which will result in a positive environment for lesbians, gays, and bisexuals in education, whether they are students, parents, teachers, or administrators.

*Queer Theory.com*

<http://www.queertheory.com>

A website that provides online resources integrated with visual and textual resources in queer culture, queer theory, queer studies, and gender studies.

*Rainbow Rumpus*

[www.rainbowrumpus.org](http://www.rainbowrumpus.org)

An online magazine for children with LGBT parents.

*The Renaissance Transgender Association, Inc.*

[www.ren.org/page2.html](http://www.ren.org/page2.html)

This site includes a very useful guide for creating peer support, activist, and educational groups. It is primarily focused on cross-dressing.

*Scarleteen: Sex Education for the Real World*

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

An online magazine focusing on sex education for young adults.

*Toronto Bisexual Network (TBN)*

[www.torontobinet.org/about.htm](http://www.torontobinet.org/about.htm)

The Toronto Bisexual Network’s mandate is to provide a community where bisexuals and people questioning their sexuality can share diverse perspectives on bisexual issues and experiences.

*Trans Alliance Society (TAS).*

[www.transalliancesociety.org](http://www.transalliancesociety.org)

This is a Vancouver-based umbrella group for transgender organizations across British Columbia. It includes links to local and international organizations representative of the diversity of transgender communities.

*TransFamily*

[www.transfamily.org](http://www.transfamily.org)

This is a support group for transgender and transsexual people, their parents, partners, children, other family members, friends, and supportive others.

*Transgender Forum’s Community Center*

[www.transgender.org](http://www.transgender.org)

This site addresses the systemic social, political, and economic conditions that negatively affect transgender and intersex people and their family members.

*Transparentcy*

[www.transparentcy.org](http://www.transparentcy.org)

This is a site that supports transgender parents and their children.

“Without Prejudice: Resources for Change.” *Access to Media Education Society*

[www.accesstomedia.org/change/](http://www.accesstomedia.org/change/)

A “train the trainers” program that helps educators in British Columbia develop anti-discrimination education.

*Youth Guardian Services*

[www.youth-guard.org](http://www.youth-guard.org)

This is a youth-run, non-profit organization that provides support services on the Internet to gay, lesbian, bisexual, transgender, questioning, and straight supportive youth.

# Appendices

## Appendix A: Glossary

<b>Bias</b>	Bias is the opinion, preference, inclination, perspective, or slant that informs actions and/or text. Bias can be positive or negative. This definition differs from a common usage in which bias has only negative connotations such as prejudice, unreasoned justification, distorted interpretation, and unfair influence. To deal with text knowledgeably, the reader must interpret it from competing perspectives, and determine whether bias is positive or negative.
<b>Bisexual</b>	Someone who is attracted physically and/or emotionally to persons of the same and different genders. Bisexuals are not necessarily attracted equally to both men and women and not always attracted to both men and women at the same time. Bisexuality is often thought of as a "phase" on the way to coming out as gay or lesbian, but for many people, being bisexual is a life-long sexual identity.
<b>Closeted</b>	Being "closeted" or "in the closet" refers to not disclosing one's sexual orientation. It is a metaphor usually associated with not being able to tell others that one is lesbian, gay, bisexual, transgender, two-spirited, or queer.
<b>"Coming Out"</b>	"Coming out" or "coming out of the closet" is the process of becoming aware of one's homosexual or bisexual orientation, or one's transgender identity/status, accepting it, and telling others about it. This is an ongoing process that may not include everyone in all aspects of one's life. A person may be "out" in only some situations or to certain family members or friends and not others. Some may never "come out" to anyone beside themselves.
<b>Discrimination</b>	Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of one of the prohibited grounds outlined in the TDSB's <i>Human Rights Policy and Procedures</i> .
<b>Family</b>	Any combination of two or more persons who are bound together over time by ties of mutual consent, birth and/or adoption, or placement and who, together, assume responsibilities for variant combinations of some of the following: <ol style="list-style-type: none"> <li>1. Physical maintenance and care of group members</li> <li>2. Addition of new members through procreation and/or adoption</li> <li>3. Socialization of children</li> <li>4. Social control of members</li> <li>5. Production, consumption, and distribution of goods and services</li> <li>6. Affective nurturance/love</li> </ol>
<b>Gay</b>	A person who forms emotional and/or sexual relationships with those of the same gender. The term is often used to refer to men only.
<b>Gay Bashing</b>	Physical violence by homophobic people against people thought to be lesbian, gay, bisexual, transgender, two-spirited, or queer.

<b>Gender Identity</b>	One's internal and psychological sense of oneself as male or female, or both or neither, regardless of sexual orientation. There are some people who question their gender identity and may feel unsure of their gender or believe they are not of the same gender as their physical body.
<b>Harassment</b>	A form of discrimination that refers to single or ongoing communication or expression engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.
<b>Heterosexism</b>	The social, systemic, and personal assumptions, practices, and behaviours that assume that heterosexuality is the only natural and acceptable sexual orientation. ( <i>Note: See "Sexual Orientation" in <i>More Than a Style Guide</i> (2002), published by the Toronto District School Board, for usage suggestions.</i> )
<b>Heterosexual</b>	A person (male or female) who forms emotional and/or sexual relationships with members of the other gender. Another term is <i>straight</i> .
<b>Homophobia</b>	The social, systemic, and personal assumptions, practices, and behaviours that impose negative value on and discriminate against homosexual women and men. Homophobic acts can range from name-calling to violence targeting lesbian or gay people to eliminating them from curriculum, or not providing legal and social supports.
<b>Homophobic Behaviour</b>	A behaviour that constitutes discrimination or harassment based on sexual-orientation. It can manifest itself in such behaviours as derogatory comments, "outing" or threats of "outing," or LGBTQ bashing (physically or verbally attacking people who are lesbian, gay, bisexual, transgender, two-spirited, or queer).
<b>Homosexual</b>	A person who has emotional and/or sexual attractions toward the same gender.
<b>Inclusive Language</b>	The use of gender non-specific language (e.g., "partner" instead of "husband") to avoid assumptions which limit, and to enhance the accessibility of information and services; educational, social service, and health professionals are especially encouraged to use inclusive language
<b>Internalized Homophobia</b>	A person's experience of shame, guilt, or self-hatred in reaction to his or her own feelings of emotional and/or sexual attraction for a person of the same gender.
<b>Interpersonal Homophobia</b>	A person's fear, dislike, or hatred toward people whom he or she believes to be LGBTQ. This may be expressed by name calling, ostracism, verbal and physical harassment, and individual acts of discrimination.
<b>Intersex</b>	A person who is born with a combination of male and female anatomy.
<b>Lesbian</b>	A woman who forms emotional and/or sexual relationships with other women. This term was originated from the Greek Island of Lesbos, which was home of Sappho, a poet, a teacher and a woman who loved other women.

<b>LGBTQ</b>	An acronym for individuals who are lesbian, gay, bisexual, transgender, two-spirited, or queer.
<b>Out</b>	The openness and acceptance of one's sexual orientation or transgender identity.
<b>Outing</b>	The disclosure of a person's sexual orientation (that someone is LGBTQ) without his or her consent.
<b>Partner</b>	A term used to define a primary domestic partner in a spousal relationship. This term is acknowledged as being more inclusive than "girlfriend/boyfriend," "lover," "roommate," "life partner," "wife/husband," or "significant other."
<b>Prejudice</b>	A set of opinions about or attitudes toward a certain group, or individuals within it, that cast that group and its members in an inferior light and for which there is no legitimate basis in fact. It can be a consequence and a cause of discrimination. The term is derived from the word "prejudge." Prejudicial attitudes are very resistant to change because concrete evidence that contradicts the prejudiced view tends to be dismissed as "the exception to the rule."
<b>Queer</b>	A term used in a number of different ways as an umbrella term for lesbian, gay, bisexual, intersex, transgender, two-spirited, queer, questioning, and other non-heterosexual identities. It is also used as a way of reclaiming and co-opting a once negative term.
<b>Questioning</b>	This term is sometimes used by those who are exploring their personal and political issues of sexual orientation, sexual and gender identity, and choosing not to identify with any other label.
<b>Reclaimed Language</b>	Many LGBTQ people have chosen to positively use and therefore reclaim terms that were previously used by others in only derogatory ways. Some examples include <i>dyke</i> , <i>fag</i> , <i>faggot</i> , and <i>queer</i> . All these terms have been reclaimed as positive terms. It is still offensive to have them used against LGBTQ people by others whose intent is to hurt.
<b>Sexual Identity</b>	This term refers to how a person identifies or defines himself or herself, and is part of a person's overall conception of self, and is a term expressing the whole of a person's sexuality.
<b>Sexual Orientation</b>	Feelings of attraction for the same gender, for the opposite gender, or for both genders, and does not require actual sexual experience.

<b>Stereotype</b>	A false or generalized conception of a group of people which results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on misconceptions and false generalizations about racial, age, ethnic, linguistic, religious, geographical, or national groups; social, marital, or family status; disability, gender, or sexual orientation. Stereotypes are often developed with little thought and they can lead to high levels of resentment. Stereotypes lead to inequities of all kinds: employment, housing, social acceptance, and all forms of exclusion.
<b>Transgender</b>	A person whose gender identity or expression differs from conventional expectations of masculinity or femininity. It is also used to describe the continuum of individuals whose gender identity and expression does not correspond with their gender or physical gender, or does not conform to society's assigned roles and expectations.
<b>Transsexual</b>	A person who presents himself or herself and lives in the gender "opposite" to His or her genetic/physical gender at birth. A transsexual is someone who feels psychologically like the other gender and has somehow been trapped in the wrong body. Transsexuals may be heterosexual, bisexual, or homosexual in their sexual orientation. Some transsexuals may undergo operations and hormone therapy to make their body fit what they feel is their true gender.
<b>Transphobia</b>	A person's fear, hatred, and intolerance of transsexuals or transgender people, including anyone judged to not fully fit into their assigned gender.
<b>Transvestite</b>	Some men and women enjoy wearing the clothing of, and appearing as, the other gender. Many of these individuals are heterosexual, who enjoy cross-dressing. Unlike transsexuals, they do not want to change their physical sex.
<b>Triangle</b>	Triangles were used by the Nazis to identify gay and lesbian prisoners. The pink triangle represented gay men, while the black triangle represented anarchists, prostitutes, and lesbians. However, the triangles have been reclaimed as expressions of gay and lesbian pride.
<b>Two-Spirited</b>	People of Aboriginal or First Nations heritage who are lesbian, gay, bisexual, transgender, two-spirited, or queer, were accorded special and positive status in many parts of North America before colonization.

Adapted from:

- *A Teaching Resource for Teaching Controversial and Sensitive Issues in TDSB Classrooms*. Toronto: TDSB, 2003; and
- *Challenging Homophobia in Schools*. Vancouver: Gay and Lesbian Educators of BC, 2004.

## Appendix B: TDSB Memorandum Re. Declaration of Parental and Family Rights



**TO:** Principals **DATE:** 26 September 2002

**FROM:** Gerry Connelly  
Associate Director

It has come to the attention of the Equity and Human Rights Departments that many administrators have received a form letter entitled “Declaration of Parental and Family Rights.” Please review the attached letter, which has now been sent out to the Toronto District Muslim Education Assembly, the organization responsible for the creation of the Declaration.

Upon receipt of the Declaration, please contact the parent to determine the specific accommodation being requested for the individual student. **It is important to note that no student can be exempted from Human Rights education.** Human Rights education is an essential strategy for informing staff and students of their rights and for preventing Human Rights violations. Granting requests of exemptions from human rights education is not in accordance with the policies and practices of the Board, which is required by law. For assistance with such requests, please contact your Superintendent of Education.

Accommodations will occur within the context of the Toronto District School Board. (*Guidelines & Procedures for the Accommodation of Religious Requirements, Practices, and Observances*, p. 10).

“Religious accommodation in the TDSB is carried out in the larger context of the secular public education system. While the Board works to create a school system free from religious discrimination, this freedom is not absolute. The Board will limit the practices or conduct in its schools that may put public safety, health, or the human rights and freedoms of others at risk. As well, the Board will limit practices or conduct in its schools that is in violation of other Board policies.”

The direction and explanation with regard to filing the Declaration in the student’s OSR is as follows:

“The parent does not have a legal right to insist upon the Declaration being filed in the Ontario Student Record (the ‘OSR’). In any event, the filing of the Declaration in the OSR would not give notice to all the persons they list in the Declaration. Principals should not file documents in an OSR that they do not understand, especially when the expectations of the parent/guardian and educator differ, i.e., the parent/guardian files the Declaration, giving notice and stating he or she will sue if the Declaration is not followed, contrasted with the educator who does not understand what the Declaration stands for.

Therefore, it is unfair and inappropriate to file the Declaration in the OSR. If the Declaration were to be filed in the OSR, it could be said that all teachers, administrators, etc., have been given notice of the Declaration and that they fully understand it, accept it, and are prepared to follow it. If this is not the case, then the Declaration should not be filed in the OSR.

Also, the Ministry of Education’s OSR Guidelines state that the components of the OSR may include ‘additional information identified as being *conducive to the improvement of the instruction* of the student’ [emphasis added]. If the educators do not understand the Declaration, then it is difficult to say that it is *conducive to the improvement of the instruction of the student.*”

I hope these explanations are of assistance for you.

## Appendix C: How to Handle Harassment in the Hallways in Three Minutes

### 1. STOP THE HARASSMENT.

- Interrupt the comment/halt the physical harassment.
- DO NOT pull students aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.
- *It is important that all students, whether onlookers, potential targets, or potential harassers, get the message that students are safe and protected in this school.*

### 2. IDENTIFY THE HARASSMENT.

- Label the form of harassment: "You just made a harassing comment/ put-down based upon race (religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.)."
- Do not imply that the victim is a member of that identifiable group.
- A major goal is to take the "spotlight" off the target and turn the focus to the behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

### 3. BROADEN THE RESPONSE.

- Do not personalize your response at this stage: "At this school we do not harass people." "Our community does not appreciate hateful/thoughtless behaviour."
- Re-identify the offensive behavior: "This name calling can also be hurtful to others who overhear it."
- "We don't do put-downs at this school" specifically includes those listening, as well as the school community in general. Even if they were "only kidding," harassers must realize the possible ramifications of their actions.

### 4. ASK FOR CHANGE IN FUTURE BEHAVIOR.

- Personalize the response: "Chris, please pause and think before you act."
- Check in with the target at this time: "If this continues, please tell me, and I will take further action. We want everyone to be safe at this school."
- Now turn the "spotlight" on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give her/him this responsibility on behalf of others.

**Please Note** this is the more informal approach to dealing with incidents of harassment. INFORMAL approaches are NOT always appropriate. For other types of resolutions and consequences please consult the TDSB Human Rights and Safe and Caring Schools policies.

For more information please contact the Human Rights Office at 416.393.1028 or 416.394.2041 to reach your quadrant Safe and Caring Schools office.

For further resources, please also contact the Equitable and Inclusive Schools Team: [www.tdsb.on.ca/equity](http://www.tdsb.on.ca/equity) or the Gender-Based Violence Prevention Office: [www.tdsb.on.ca/gbvp](http://www.tdsb.on.ca/gbvp)

## Appendix D: What Do We Say When We Hear “Faggot”?

By Lenore Gordon

Alice is eleven. She walks down the school halls with her arm around her best friend, Susan. During lunch, they sit on the floor holding hands or combing each other’s hair. Lately, Alice has been called “dyke” and boys have been told not to be her friend.

Brian refuses to take part in a fight on his block. As he makes his way home, he hears cries of “faggot” and “sissy.” Suddenly he begins to run, realizing that the other children may now attack him.

Carl is gifted musically; he would like to join the elementary school chorus. Although he hesitates for several weeks, the music teacher persuades him to join. One morning soon after, he enters the classroom tense and angry after chorus, muttering that several boys have called him “gay.”

Some children play a “game” called “Smear the Queer,” in which one child suddenly attacks another, knocking him to the ground. The attacker shouts “Fag!” and then runs away.

Homophobic name calling is pervasive. Even first graders are now using such terms as “faggot” to ridicule others, and such name calling is increasingly common in the older grades. Homophobic name calling is devastating to young people experiencing homosexual feelings. For youngsters who are not gay, such name calling creates or reinforces hostility toward the gay and lesbian population. And it forces all children to follow strict sex-role behaviours to avoid ridicule.

Because homosexuality is such a charged issue, teachers rarely confront children who use homophobic name calling to humiliate and infuriate other children. Many teachers do not realize that this sort of name calling can be dealt with in much the same way as other kinds of bigotry and stereotyping.

Teaching children to be critical of oppression is teaching true morality, and teachers have the right—indeed, the obligation—to alert their students to all forms of oppression. Educating children not to be homophobic is one way to show the difference between oppressive and non-oppressive behaviour.

Challenging homophobic name calling by teaching children non-judgmental facts about homosexuality and by correcting myths is also intrinsically connected to anti-sexist educational values, since homophobia is used to reinforce rigid sex roles. Furthermore, if adults criticize other forms of name calling, but ignore anti-gay remarks, children are quick to conclude that homophobia is acceptable.

Boys are far more likely to be the object of homophobic name calling than girls, perhaps because sex roles for boys remain, to some extent, more rigidly defined. A boy involved in a traditional “female-only” activity such as sewing or cooking risks out-and-out contempt from his peers, as well as the possibility of being called “faggot” or “sissy.” Girls are more able to participate in activities that have traditionally been for boys, such as sports or shop, without loss of peer approval.

At the late elementary and junior high school levels, physical affection between girls is far more acceptable than between boys, but a girl will be called a “dyke” if she does not express, by junior high, a real interest in pleasing boys or in participating with other girls in boy-centred discussions.

As an elementary school teacher, I have made awareness of oppression and the concept of “majority” and “minority” a focus of current events, history, and social studies. Throughout the year, we discuss those who are not in the majority in this country: Native Canadians, Blacks, disabled people, older people, and many others. We also discuss women, a generally powerless majority.

If oppression is being discussed, it is impossible to ignore lesbians and gay men as a group that faces discrimination. Children of the middle grades have a strong sense of justice, and they can understand the basic injustice of people being abused because they are different from the majority. They can also identify with the powerlessness of oppressed groups because children themselves are often a verbally and physically abused group.

### **Types of Name Calling**

When initiating a discussion of name calling, teachers can explain that there are two kinds of name calling. One kind of name calling, unrelated to any particular group, is often scatological or sexual (i.e., the four-letter words). The other group is group-biased; it uses the name of a group—“nigger,” “chink,” “polack,” etc.—as the insult, and implies that there is something wrong with being a member of that group.

Group-biased name calling can be handled in a variety of ways. Sometimes children do not truly understand why a word is offensive. If a teacher simply takes the time to tell the class that a particular word insults or demeans a group of people, children will often stop using the word. (Occasionally, children do not even know what a term means. One New York City ten-year-old who frequently called others “faggot” told me that the word meant “female dog.” A twelve-year-old said that a lesbian is a “Spanish Jew”).

Discussions about the meaning of homophobic words can often be quite consciousness-raising. When I hear a child use the word “faggot,” I explain that a “faggot” literally is a stick used for kindling. I also explain that gay people used to be burned in medieval times simply for being gay, and they had to wear a bundle of sticks on their shirts to indicate that they were about to be burned. (At times, gay men were used as the kindling to burn women accused of witchcraft.) After the discussion that ensues from this revelation, I make it clear to my students that the word is not to be used again in my classroom and it rarely is.

When I talk about the words “lesbian” and “gay men,” there is always a stir of discomfort, so I ask what those words mean. I am also usually told that a gay man is an “effeminate” man. We discuss the stereotyping inherent in that myth, as well as the fact that “effeminate” means “behaving like a woman,” and the class begins to realize that “behaving like a woman” is viewed negatively.

When asked what it really means to be called a “faggot” and why it is insulting for a boy to be called “gay,” students will often respond that saying a boy is like a girl is the worst insult imaginable. At this point, girls are likely to sense that something unjust has been touched upon, and they will often take up their own defence, while simultaneously having their own consciousness raised.

Before we go on with the lesson plan, I usually attempt to reach a consensus on definitions. Here are some for “gay” and “lesbian” that have seemed acceptable: “Someone who loves someone of the same sex, but can be close to people of the opposite sex if they want to” and “Someone who romantically loves someone of the same sex.” We added the word “romantically” in one class after a boy commented in a confused tone, “But I love my father....” When discussing definitions, it is important to tell children that gays and lesbians are as different from one another as are heterosexual men and women. There is no such thing as a “typical” lesbian or gay man.

## Imagining Names

When we continue with the lesson plan and students are asked to imagine being called names as they walk with a close friend of the same sex, they describe feeling “different,” “dumb,” “weird,” “afraid,” and “embarrassed.” (One very different response was, “I’d feel loved because the main thing would be walking with someone I loved.”) When asked how they would feel as one of the name callers, children usually admit that they “would feel like part of the group.”

Suggested responses to homophobic attacks have included, “We like each other, and for your information, we’re not homosexual,” “I’m not ashamed,” “I’m just as different as you are,” “I don’t care,” and “So what!”

I have also used the music of Holly Near to teach about oppression. Songs are an effective tool in reaching children, who seem to retain information presented in this mode quite easily. Near sings about oppression of many different groups, and her songs help students make linkages between their struggles.

Another way to combat homophobia—particularly for older students—is to invite a speaker from a gay organization to talk to the class. Listening to a gay or lesbian who is also a living, breathing human being—someone who has parents, siblings, and looks a little nervous in front of a group—is often a decisive factor in breaking down homophobic stereotypes.

Homophobic attitudes can also be countered in discussions about sex roles. Students can be asked, “What does a boy have to do to ‘act like a girl’?” (and vice versa). The stereotypical behaviours that are mentioned can usually be quickly discounted by asking children to consider their own home lives. Many children, particularly those with single or divorced parents, have seen their mothers working and their fathers cleaning the house.

Another classroom activity is to ask students to look in any standard dictionary or thesaurus for the definitions of “male” and “female,” “masculine” and “feminine,” “husband,” “wife,” etc. The definitions are often so blatantly offensive and stereotypic that they create a small sensation when read aloud, thus challenging children to rethink their own definitions.

Discussing homophobic concepts is one thing; enduring homophobic name calling is an entirely different matter. The pressure to conform is especially overwhelming within the school/peer structure, and it is vital that teachers try to instil the courage needed to function independently when one is the object of ridicule.

I attempt to teach my students to be willing to defend not only their own rights, but the rights of others. Because name calling is so common among children, and because it embodies the bigotry learned from adults, it is a good place for educators to begin.

## Appendix E: Ten Things You Can Say or Do When You Hear “That’s So Gay!”

Many students may be using homophobic language without even realizing it – or they realize it but deny it. Referring to something uncool as “gay” or calling someone a “fag” or a “dyke” is inappropriate. This usage is equating homosexuality with something negative. If students have fallen into these habits, it can be difficult for them to train themselves out of speaking this way, but it’s important that all staff members correct them.

1. Ask, “How would you feel if your name/identity was inserted instead of “gay”?” (e.g., “That’s so Bryce/ Gurvir/Aisha! etc.” and it was used repetitively.)
2. Ask, “What does that mean?” or say, “That’s so what?”

Typical student response: “It’s stupid, weird, ugly, etc.”

Teacher response: “That’s the same as saying, ‘Gay people are stupid, weird, or ugly’ and I find that offensive.”

3. Ask, “How can a book, idea, or song have a sexual orientation?” if they are referring to an inanimate object when using this slur.
4. Say, “You might be surprised to know that what you just said could hurt someone’s feelings.”
5. Say, “This is a homophobia-free zone. Homophobic slurs like that are not tolerated here.”
6. Ask, “What does gay mean?” Use this opportunity to discuss the language of oppression.
7. Show one of the NFB videos: *Sticks and Stones*, *One of Them* or *In Other Words*.
8. Create classroom posters on this topic.
9. Say, “Gay is OK.”
10. Make links between homophobic slurs and other forms of discrimination. Use analogies between racism, sexism, classism, ableism, etc.

Use a strategy that reflects your personal teaching style and is appropriate to the situation at hand.

“Homophobia is like Racism and Anti-Semitism and other forms of bigotry in that it seeks to dehumanize a large group of people, to deny their humanity, their dignity and personhood...I appeal to everyone who believes in Martin Luther King Jr.’s dream to make room at the table of brother and sisterhood for lesbian and gay people.” ~ Coretta Scott King ~

This article is adapted from *The Bulletin of the Council on Interracial Books for Children*, Vol. 14, Nos. 3 & 4.

## Appendix F: Equitable and Inclusive Schools Department and System Contacts

<p>Jim Spyropoulos  <b>Central Coordinating Superintendent</b>  <b>Inclusive Schools, Student, Parent and Community</b></p> <p>Carol Boyle  <b>Administrative Liaison</b></p>
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<p><b>Student Equity Program Advisors</b></p> <p>Jill Andrew                  Amita Handa                  Chelsea Takalo                  Kevin Sutton</p>	<p><b>Instructional Leaders</b></p> <p>Nicole Aloise, South East                  Karlo Cabrera, North East                  Karen Galeano, North West                  Antonino Giambrone, South West</p>
<p><b>Parent and Community Involvement Office</b></p> <p>Michelle Munroe, Coordinator                  Debbie Alli, Office Administrator                  John Manalo, Committee Assistant                  Irene Rinaldo, Committee Assistant                  Partheepan Sivakumaran, Committee Assistant</p>	<p><b>Student Achievement Teacher, Special Projects</b></p> <p>Sarah Gogani                  Ainsworth Morgan                  Devon Jones</p>
<p><b>Aboriginal Education</b></p> <p>Catherine Pawis, Central Coordinating Principal                  Margaret McIntosh, Project Coordinator                  Kitty Sill, Office Administrator                  Erica Riley, Instructional Leader                  Lee Anne Knapp, Student Success Teacher                  Christina Breen, Student Success Teacher                  Andrea Olson, Tutor / Mentorship Program Facilitator                  Hannah Fowlie, Social Worker                  Tessa Sill, Community Liaison Worker                  Heather Kere, Child and Youth Counsellor                  [TBD - Community Liaison Worker]</p>	

## **Appendix G: Equitable & Inclusive Schools Website**

The Toronto District School Board's Equitable and Inclusive Schools website provides information on TDSB Policies and Procedures, Days of Significance, Human Rights Education, community events, organizations, literature/articles, and links.

The site offers inclusive curriculum materials with best practices, classroom ideas and strategies, and school initiatives. It also includes curriculum resources that support the Equity Foundation Statement's five areas of equity: Anti-Racism and Ethnocultural Equity, Anti-Sexism and Gender Equity, Anti-Homophobia and Sexual Orientation Equity, Anti-Classism and Socio-Economic Equity, and Persons with Disabilities.

For more information, please visit [www.tdsb.on.ca/equity](http://www.tdsb.on.ca/equity)