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School Based Resource Project

Purpose

These 8 weeks are meant to act as launching point for a GSA in a school has never had one or has not had one recently. Some of the content in these plans targets rural schools as those schools tend to not have a GSA and have minimal or no supports for queer students. Further, students in rural communities often have not met or talked to an openly queer person, so many of them will not know much about queer identities. These 8 weeks are meant to start from basic definitions and lead students into mostly self-directed learning and/or a student-led project or initiative that will support queer students in their school.

*Note: GSA's tend to be held during lunch hour, so each day can be adjusted to run for roughly 50 minutes to allow time for students to buy/warm up lunches and/or for flexibility when students wish to discuss and explore a topic further.

Week 1

Subject/Grade: Grades 7-12	Lesson Title: The Basics of the Alphabet	Teacher:
Identify Desired Results		
<p>Established Goals:</p> <p>Go over the definitions of various queer identities as well as what the difference between biological sex, gender, and sexuality are.</p>		

<p>Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i></p> <ul style="list-style-type: none"> • That gender identity and gender expression can combine and contrast in different ways. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are some common queer identities? • What are ways in which gender and its expression can differ? • What is the norm for gender expression that we base gendered assumptions off of?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • What each letter in 2SLGBTQIA stands for. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the differences between biological sex, gender, and sexuality are.
Build Learning Plan	
<p>Set (Engagement): Time: 5-10 mins</p> <p>1) Have a group brainstorm about biological sex, gender, gender expression, and sexuality.</p> <ul style="list-style-type: none"> • What do each of them mean? What are the differences between them? <p>1.5) If students miss key aspects of the definitions while brainstorming (or you simply to spark more discussion), use Montgomery College's document to supplement the definitions and student's understanding.</p> <p>https://www.montgomerycollege.edu/_documents/life-at-mc/mc-pride/gender-vs-sexuality.pdf</p> <ul style="list-style-type: none"> • You can talk about the example of gender expression where a girl who dresses up in ways that are considered to be more masculine is considered to be a tomboy. • You can bring up the many variations of the human genome that go beyond just XX and XY. 	<p>Materials/Resources</p> <ul style="list-style-type: none"> • Montgomery College Document • Indian Health Service Website • InterAct Document <p>Possible Adaptations/Differentiation:</p> <ul style="list-style-type: none"> • If students would like, you could create a handout with the information about the identities that you cover. <p>Management Strategies:</p> <ul style="list-style-type: none"> • Ensure that students feel safe discussing these topics. • Have students be an active part and the guiding force of the conversation. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there. • Set the expectation that this should be a safe place for people to ask

<p>Development:</p> <p>Time: 40 mins</p> <p>2) Go through each of the letters of the acronym, and their definitions, together. This can turn into a kind of brainstorm where students put their knowledge together, or it can become a question-and-answer format where students can ask about what these identities look like/are as you are going through them.</p> <p>2S- Two-Spirit (You can supplement your and student's knowledge with this brief excerpt on the Indian Health Service website: https://www.ihs.gov/lgbt/health/twospirit/.)</p> <p>L- Lesbian</p> <p>G- Gay</p> <p>B- Bisexual</p> <p>T- Trans (I would include non-binary, genderfluid, gender nonconforming, and genderqueer identities in here as well.)</p> <p>Q- Queer</p> <p>I- Intersex (This identity will likely not be familiar to students so supplement your knowledge with InterAct's Document.)</p> <p>https://4intersex.org/wp-content/uploads/2018/07/Talking-About-Intersex-on-Social-Media-Hashtag-and-Language-Guide.pdf</p> <p>A- Aromantic and/or Asexual (Additionally, talk about allonormativity, and ask students how it has impacted them or people they know.)</p>	<p>questions and learn and that it is okay to make mistakes.</p> <ul style="list-style-type: none"> • Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind).
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Closure:	Time: 5-10 mins	
<p>3) Allot this time for questions about the identities that were just discussed or for questions about other identities that students have heard of/are curious about.</p> <ul style="list-style-type: none"> This can also turn into a discussion on any related topic that students wish to know more about. 		

Week 2

Subject/Grade: Grades 7-12	Lesson Title: Snippets of Queer History	Teacher:
Identify Desired Results		
Established Goals:		
<p>Aim to dispel the myth that queerness is a recent construct as well as to familiarize students with some basic Queer Canadian history.</p>		
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>		Essential Questions:
<ul style="list-style-type: none"> That queer people have existed for as long as everyone else 		<ul style="list-style-type: none"> What rights have queer people had to fight for? How differently were queer people treated then in comparison to now?
<i>Students will know...</i>	<i>Students will be able to...</i>	
<ul style="list-style-type: none"> Some queer Canadian history. 	<ul style="list-style-type: none"> Acknowledge the fights that have happened and continue to happen in order to ensure human rights for and humane treatment of queer people. 	
Build Learning Plan		
Set (Engagement):	Time: 5-10 mins	Materials/Resources
<p>1) Ask students what they know about queer history in Canada. If they cannot come up with anything off of the top of their head, have students look up some events and dates.</p> <ul style="list-style-type: none"> Create a timeline with their chosen events and dates by drawing a horizontal line on the whiteboard. 		<ul style="list-style-type: none"> Whiteboard and Markers The Canadian Center for Gender and Sexual Diversity Document <i>Out North</i> or equivalent (Optional) <p>Possible Adaptations/Differentiation:</p>

- Encourage students to come up to the board and contribute to the timeline.

Development:

Time: 40 mins

2) Ask students what parts of queer Canadian history they would like to learn more about/explore/discuss. Ensure that you are looking at hopeful history alongside some of the more devastating events. Use the following resources to aid you:

- <https://ccgsd-ccdgs.org/wp-content/uploads/2020/09/Canadian-History-Timeline.pdf>
- *Out North* by Craig Jennex & Nisha Eswaran (if you have access to a copy or an equivalent)
- Queer history before, during, and after WW2 has many interesting changes and shifts, so that may be a good time period to talk about. It would also be a great opportunity to look into Two-Spirit identities or their equivalents in other cultures if students are interested in that.

****Make sure that you discuss the fact that queer people who are not white, are disabled, etc. are often ignored or left out of queer history and narratives.

Closure:

Time: 5-10 mins

3) Spark a short discussion about the treatment of queer people in Canada now and in the past. You can use the example prompt below:

- How differently were queer people treated in comparison to now?

- If students would like, you could create a handout with the information that you cover.

Management Strategies:

- Ensure that students feel safe discussing these topics.
- Have students be an active part and the guiding force of the conversation.

Safety Considerations:

- You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there.
- Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes.
- Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind).
- If you feel it is needed, give a short trigger warning at the beginning of the meeting.

Otherwise, you can use this time for any questions that students may have about this history.	
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Week 3

Subject/Grade: Grades 7-12		Lesson Title: The Current Climate		Teacher:	
Identify Desired Results					
Established Goals:					
Take a look at what it is currently like for queer students in our schools as well as ways students can call out bullying and bystanders.					
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>			Essential Questions:		
<ul style="list-style-type: none"> The hostility that queer kids can face when in schools. 			<ul style="list-style-type: none"> How do I fight back against bullying and dispel myths about queer people? How can I support my queer peers when bullying happens? 		
<i>Students will know...</i>			<i>Students will be able to...</i>		
<ul style="list-style-type: none"> How to support their queer peers when bullying occurs. 			<ul style="list-style-type: none"> Fight back against anti-2SLGBTQIA+ bullying or sayings. 		
Build Learning Plan					
Set (Engagement):		Time: 5-10 mins		Materials/Resources	
1) Take some time to look at and discuss the rates of anti-queer bullying and anti-2SLGBTQIA+ statements in schools. Use the <i>Still in Every Class in Every School</i> document to supplement the discussion.				<ul style="list-style-type: none"> <i>Still in Every Class in Every School</i> Document HRC Foundation's <i>Be Prepared for LGBTQ+ Questions and Concerns</i> HRC Foundation's <i>What do You Say to 'That's so Gay' & Other Anti-LGBTQ+ Comments?</i> HRC Foundation's <i>Bullying Intervention: What to do When you Witness Bullying</i> 	
https://indd.adobe.com/view/publication/ae2700f6-c571-464f-ae9c-1b4e62212ce1/0dvp/publication-web-resources/pdf/Climate_Survey_-_Executive_Summary.pdf					
Possible Discussion Prompts:				Possible Adaptations/Differentiation:	
<ul style="list-style-type: none"> Do you think we have similar rates of this type of bullying and harassment in our school/community? 				<ul style="list-style-type: none"> If students would like, you could create a handout with the information that you cover. 	

- Have you witnessed or been the target of this type of bullying?

(Give a short trigger warning before starting this, and do not stay on this for too long.)

Development:

Time: 40 mins

2) Take a quick look at the very last section on the HRC Foundation's *Be Prepared for LGBTQ+ Questions and Concerns* page (the section is titled "Schools are a place for informed and open discussions"). You can use this part of the document to explain that this is what you are trying to do with the GSA and what you would like the students to help create in the school.

<https://welcomingschools.org/resources/responding-to-lgbtq-concerns>

Possible Discussion Prompts:

- How well are we (teachers, students, and support staff) achieving these things in our school?
- What can we do in order to achieve these?

3) Take some time to look at and discuss each section on the HRC Foundation's *What do You Say to 'That's so Gay' & Other Anti-LGBTQ+ Comments?* and *Bullying Intervention: What to do When you Witness Bullying*.

<https://welcomingschools.org/resources/stop-thats-so-gay-anti-lgbtq-comments>

<https://welcomingschools.org/resources/bullying-intervention>

Possible Discussion Prompts

- What sayings have you heard that are similar to "That's so gay"? Have you been able to fight against them in the past?

Management Strategies:

- Ensure that students feel safe discussing these topics.
- Have students be an active part and the guiding force of the conversation.

Safety Considerations:

- You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there.
- Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes.
- Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind).
- If you feel it is needed, give a short trigger warning at the beginning of the meeting.

<ul style="list-style-type: none"> You can discuss whether or not students think the methods described in the points would be effective, discuss what alternatives could be more effective, and when to get a teacher involved. <p>Closure: Time: 5-10 mins</p> <p>4) Save this time for additional questions, discussions, and points that students have.</p> <ul style="list-style-type: none"> Don't forget to encourage students to bring examples of queer media (TV, movies, art, music, online creators/influencers) and artists that they would like to talk about or show next week. 	
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Week 4

Subject/Grade: Grades 7-12	Lesson Title: Queer Media Week 1	Teacher:
Identify Desired Results		
<p>Established Goals:</p> <p>Explore a range of visual media that depict queer characters and/or is made by queer creators, artists, and filmmakers. This can include TV, movies, art, music, online creators/influencers that you or your participants would like to highlight.</p>		
<p>Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i></p> <ul style="list-style-type: none"> The impact that queer artists, authors, and creators can have on queer people and others. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can these pieces of media/art impact the perception of queer people for others? How well does this media/art depict these identities? How do these pieces of media/art show the realities of and/or celebrate the queer experience? 	

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That there are plenty of amazing artists, authors, and creators out there that queer kids can look up to. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explore the diverse ways in which the queer experience can be depicted.
Build Learning Plan	
<p>Set (Engagement): Time: 5-10 mins</p> <p>1) Give students the time to prepare/get organized to talk about their chosen media, art, and/or creators (these do not have to be formal presentations unless that is what a student wishes to do).</p> <ul style="list-style-type: none"> • Use this time to get your choices ready as well. <p>Development: Time: 40 mins</p> <p>2) Have students take turns to share their choices, and other students ask questions about those choices.</p> <p>2.5) If students take particular interest in a TV show, video, movie, or some music, you can begin a viewing party when the suggestions run out or plan it for the next meeting.</p> <p>Closure: Time: 5-10 mins</p> <p>3) Save this time for additional questions, discussions, and points that students have or for them to explore media they want to watch/listen to.</p> <ul style="list-style-type: none"> • Don't forget to encourage students to bring examples of queer books and/or authors that they would like to talk about or show next week. 	<p>Materials/Resources</p> <ul style="list-style-type: none"> • Your backup choices of queer media, art, and/or creators if students do not bring enough to fill the time. • <i>I am Skylar</i> and <i>Face-to-Face with Jack Saddleback</i> are great videos that you can play and discuss if you need to fill time. <p><i>I am Skylar:</i> https://gem.cbc.ca/i-am-skylar <i>Jack Saddleback</i> Video: https://www.youtube.com/watch?v=gJs4fy-XDrI</p> <p>Possible Adaptations/Differentiation:</p> <ul style="list-style-type: none"> • If students would like, you could create a handout/list of the queer media, art, and/or creators that everyone brings. <p>Management Strategies:</p> <ul style="list-style-type: none"> • Ensure that students feel safe discussing these topics. • Have students be an active part and the guiding force of the conversation. • Encourage the students who are sharing pieces of media/art to give trigger warnings if it is needed. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there.

	<ul style="list-style-type: none"> • Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes. • Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind).
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Week 5

Subject/Grade: Grades 7-12	Lesson Title: Queer Media Week 2	Teacher:
Identify Desired Results		
<p>Established Goals:</p> <p>Explore a range of books that are informative and for enjoyment that depict queer characters and/or are written by queer people that you or your participants would like to highlight.</p>		
<p>Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i></p> <ul style="list-style-type: none"> • The impact that queer artists, authors, and creators can have on queer people and others. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can these pieces of media/art impact the perception of queer people for others? • How well does this media/art depict these identities? • How do these pieces of media/art show the realities of and/or celebrate the queer experience? 	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That there are plenty of amazing artists, authors, and creators out there that queer kids can look up to. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explore the diverse ways in which the queer experience can be depicted. 	
Build Learning Plan		
Set (Engagement):	Time: 5-10 mins	Materials/Resources

1) Give students the time to prepare/get organized to talk about their chosen books and authors (these do not have to be formal presentations unless that is what a student wishes to do).

- Use this time to get your choices ready as well.

Development:

Time: 40 mins

2) Have students take turns to share their choices, and other students ask questions about those choices.

2.5) If you and the students are not able to bring enough examples to fill the time, have students look through the queer books in your library. Alternatively, you can book out the library and explore the queer books and resources in there.

Closure:

Time: 5-10 mins

3) Save this time for additional questions, discussions, and points that students have or for them to explore more media they want to watch, listen to, or read.

- Don't forget to encourage students to bring news articles and/or information about queer foundations that they would like to talk about or show next week.

- Your backup choices of queer books and authors if students do not bring enough to fill the time.
- Have your own queer books/resources from your library out for students to read/explore.

Possible Adaptations/Differentiation:

- If students would like, you could create a handout/list of the books and authors that everyone brings.
- See 2.5 for some alternatives if students are uncomfortable with or unable to come up with examples.

Management Strategies:

- Ensure that students feel safe discussing these topics.
- Have students be an active part and the guiding force of the conversation.
- Encourage the students who are sharing books to give trigger warnings if it is needed.

Safety Considerations:

- You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there.
- Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes.
- Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action

	(while also keeping the above bullet point in mind).
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Week 6

Subject/Grade: Grades 7-12		Lesson Title: Queer Media Week 3		Teacher:	
Identify Desired Results					
Established Goals:					
Explore and dissect various news articles/segments that focus on queer issues. You can also highlight queer foundations in and around your area this week.					
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>			Essential Questions:		
<ul style="list-style-type: none"> When queer rights are being revoked or protected. The positive impacts that foundations can have on queer communities. 			<ul style="list-style-type: none"> How are queer people typically depicted in news articles? How similar is this to how queer people were historically depicted in Canadian news articles? What work can foundations do to support queer people? 		
<i>Students will know...</i>			<i>Students will be able to...</i>		
<ul style="list-style-type: none"> What language to look for to determine what news articles are reputable and which are biased. What needs the foundations can fulfill to support queer communities. 			<ul style="list-style-type: none"> Recognize what queer issues get highlighted by news corporations and how they are highlighted. Recognize how foundations are providing support for queer communities. 		
Build Learning Plan					
Set (Engagement):		Time: 5-10 mins		Materials/Resources	
1) Give students the time to prepare/get organized to talk about their chosen news articles and/or foundations (these do not have to be formal presentations unless that is what a student wishes to do).				<ul style="list-style-type: none"> Your backup choices of both positive and negative current news articles, or significant, discussion-prompting older articles, if students do not bring enough to fill the time. Similarly, ensure that you can talk about some uplifting foundations. 	
<ul style="list-style-type: none"> Use this time to get your choices ready as well. 					
Development:		Time: 40 mins		Possible Adaptations/Differentiation:	

<p>2) Have students take turns to share their choices, and other students ask questions about those choices.</p> <p>2.5) If you and the students are not able to bring enough examples to fill the time, have students look for foundations that uplift and support queer communities. Additionally, students can view media or continue exploring books from Queer Media Weeks 1+2.</p> <p>Closure: Time: 5-10 mins</p> <p>3) Save this time for additional questions, discussions, and points that students have or for them to explore media from Queer Media Weeks 1+2 they want to watch, listen to, or read.</p>	<ul style="list-style-type: none"> • If students would like, you could create a handout/list of the articles and foundations everyone brings. <p>Management Strategies:</p> <ul style="list-style-type: none"> • Ensure that students feel safe discussing these topics. • Have students be an active part and the guiding force of the conversation. • Encourage the students who are sharing news articles to give trigger warnings if it is needed. <p>Safety Considerations:</p> <ul style="list-style-type: none"> • You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there. • Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes. • Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind). • If you feel it is needed, give a short trigger warning at the beginning of the meeting.
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Week 7

Subject/Grade: Grades 7-12	Lesson Title: What can we even do in a small town?	Teacher:
Identify Desired Results		

Established Goals:	
Show students that it can, and should, be possible for queer communities to exist and be supported in rural communities.	
Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i>	Essential Questions:
<ul style="list-style-type: none"> That there are many ways that they can be outwardly supportive of queer students and community members. 	<ul style="list-style-type: none"> What can we do in this rural community to make queer people feel safe here? If we start a project or initiative, what would we like to do?
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> That it is possible to be queer in a small town and still be supported and loved. 	<ul style="list-style-type: none"> Recognize where there are support needs for queer students in their school and community.
Build Learning Plan	
Set (Engagement):	Time: 5-10 mins
1) Introduce the documentary as well as the option to read the news article, watch the documentary, or both.	
<ul style="list-style-type: none"> Make it known that students can choose to collectively do a project or initiative in the school and/or community after this, or they can continue learning about topics of their choice. 	
Development:	Time: 40 mins
2) Watch the documentary and/or read the news article. If you watch the documentary, you will not be able to finish it this week.	
Documentary: https://gem.cbc.ca/small-town-pride	
News Article: https://www.cbc.ca/radio/day6/how-politicians-use-islamophobia-to-their-advantage-the-women-of-in-the-heights-small-town-pride-and-more-1.6061537/small-town-pride-events-celebrate-community-in-new-documentary-1.6061553	
	Materials/Resources
	<ul style="list-style-type: none"> <i>Small Town Pride</i> Documentary The CBC Radio article: <i>Small-town Pride events celebrate community in new documentary</i>
	Possible Adaptations/Differentiation:
	<ul style="list-style-type: none"> If students would like, you could create a handout with the information that you cover.
	Management Strategies:
	<ul style="list-style-type: none"> Ensure that students feel safe discussing these topics. Have students be an active part and the guiding force of the conversation.
	Safety Considerations:
	<ul style="list-style-type: none"> You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there.

<p>2.5) Alternatively, start the decision-making process about what project or initiative students would like to do. Maybe begin the process of creating an executive that will help to keep track of the project or initiative. Otherwise, try to gain some insight on what students would like to learn or talk about next.</p> <p>Closure: Time: 5-10 mins</p> <p>3) Give some time for students to pack up and/or discuss what they have watched or decided on so far.</p>	<ul style="list-style-type: none"> • Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes. • Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind). • If you feel it is needed, give a short trigger warning at the beginning of the meeting.
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Week 8

Subject/Grade: Grades 7-12 Lesson Title: What can we even do in a small town? Pt.2 Teacher:	
Identify Desired Results	
<p>Established Goals:</p> <p>Show students that it can, and should, be possible for queer communities to exist and be supported in rural communities.</p> <p>To start a project or initiative that positively impacts the queer students in the community.</p>	
<p>Understandings: (can also be written as 'I Can' statements) <i>Students will understand...</i></p> <ul style="list-style-type: none"> • That there are many ways that they can be outwardly supportive of queer students and community members. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What can we do in this rural community to make queer people feel safe here? • If we start a project or initiative, what would we like to do?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • That it is possible to be queer in a small town and still be supported and loved. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Recognize where there are support needs for queer students in their school and community.
Build Learning Plan	

<p>Set (Engagement): Time: 5-10 mins</p> <p>1) Give students a quick recap of what happened/was discussed in the parts of the documentary that you watched last week.</p> <ul style="list-style-type: none"> Also, remind students that they can choose to collectively do a project or initiative in the school and/or community after this, or they can continue learning about topics of their choice. 	<p>Materials/Resources</p> <ul style="list-style-type: none"> <i>Small Town Pride</i> Documentary <p>Possible Adaptations/Differentiation:</p> <ul style="list-style-type: none"> If students would like, you could create a handout with the information that you cover. <p>Management Strategies:</p> <ul style="list-style-type: none"> Ensure that students feel safe discussing these topics. Have students be an active part and the guiding force of the conversation. <p>Safety Considerations:</p> <ul style="list-style-type: none"> You may want to briefly touch on how to respectfully discuss and ask about the topics you will cover so that all students will feel safe there. Set the expectation that this should be a safe place for people to ask questions and learn and that it is okay to make mistakes. Set the expectation that students, and you, should apologize if they say something that misses the mark or makes someone feel unsafe, and then do their best to catch themselves/not repeat that action (while also keeping the above bullet point in mind). If you feel it is needed, give a short trigger warning at the beginning of the meeting.
<p>Development: Time: 40 mins</p> <p>2) Finish watching the documentary.</p> <p>Documentary: https://gem.cbc.ca/small-town-pride</p> <p>3) Start the decision-making process about what project or initiative students would like to do. Maybe you can begin the process of creating an executive that will help to keep track of the project or initiative.</p> <p>Potential Options for the Project/Initiative:</p> <ul style="list-style-type: none"> Rainbow Sidewalk Awareness Campaign Policy Change at the School or Division Level Advocating for/Creating a new Policy at the School or Division Level <p>Closure: Time: 5-10 mins</p> <p>4) Give some time for students to pack up and/or discuss what they have watched and their ideas for the project or initiative.</p>	

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