

# Gender: LGBTQ Rights and Reality

## High School Level Plan

### Objective

This lesson will create awareness, empathy and understanding with regard to the LGBTQ community. Students will connect human rights to LGBTQ issues.

### Time

Activity One: 1 class period

Activity Two: 2-3 class periods

Teachers can pick and choose activities to shorten the class time required.

### Materials

- Computer and Smart Board for video
- [GLEE Youtube video](#) (1 min 20 sec)
- News Article: "[Many Canadian Gay, Bisexual, Trans Students Bullied](#)"
- [Simplified Version of the Universal Declaration of Human Rights](#) (hard copies can be ordered from the John Humphrey Centre [www.jhcentre.org](http://www.jhcentre.org))
- News Article: "[UN Issues First Report on Human Rights of Gay and Lesbian People](#)"
- Report of the United Nations High Commissioner for Human Rights ~ [Discriminatory laws and practices and acts of violence against individuals based on their sexual orientation and gender identity](#)
- [A Brief Canadian History of Laws Affecting Gays and Lesbians](#)
- News Article: "[School District Looks to Next Steps on LGBTQ Policy](#)"
- [PRIDE Centre Video](#) (7 min 7 sec)

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### Learning Activities

#### Activity One

Show students a bullying clip from GLEE.

Ask students for their initial reactions to this clip.

Students read the article [Many Canadian Gay, Bisexual, Trans Students Bullied](#).

Students write a journal entry from the perspective of a victim of bullying. Teachers can give students a scenario to work from or students can imagine that they are **Kurt** from GLEE or **David** from the bullying article that they have read.

#### Activity Two

Human Rights Connections

##### International

- Students read the article [UN Issues First Report on Human Rights of Gay and Lesbian People](#). The UN report can also be made available.
- Using a simplified version of the Universal Declaration of Human Rights, in pairs, students identify the Articles that are applicable to the plight of the LGBTQ community. Students will discover that almost all, if not all of the Articles are applicable to LGBTQ people – whether it is because of the fact that they are *human* or because they are discriminated against in every aspect of life.

##### National

- In groups of 3-4, students are given a portion of “[A Brief Canadian History of Laws Affecting Gays and Lesbians](#)”. Each group must select an event from their portion of the timeline to creatively present to the rest of the class. Presentations will take place in chronological order. After the presentations, students will be given a copy of the complete timeline.

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### Local

- Students read the article “[School District Looks to Next Steps on LGBTQ Policy](#)” and the EPSB’s Policy on Sexual Orientation. Students react to this policy and discuss their school atmosphere regarding the LGBTQ community.
- Show the [PRIDE Centre Video](#) and ask students to discuss in pairs or small groups why an organization like this is important in our community.
- Students write a letter to the Canadian government stating why the Edmonton Public School Board’s Sexual Orientation Policy is important - encouraging other districts to develop a similar policy.

### Teacher Note:

It is important to point out that the EPSB’s Sexual Minority Policy does have opposition in the community.

[Bill 44](#), and 2010 amendments to the Alberta Human Rights Act, may be brought up by students during this lesson. Use this as a teachable moment and encourage class discussion on this Bill and their views on it.

## Assessment/Analysis

Work for Assessment:

- Journal entries from Activity One
- Timeline presentation from Activity Two
- Student letters to government from Activity Two
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## Activities for Extension and/or Integration

After watching the Pride Centre video, students can have an in-depth discussion about Will’s comment at 3:08: *it is easier for youth to come out now – more accepted in the community...*

If this is true, why are there so many cases in the media of youth being bullied and committing suicide?

- Lesbian, gay, and bisexual youth are at a higher risk of attempting suicide (28% vs. 4% of heterosexual youth) <http://www.crisiscentre.bc.ca/get-help/statistics/>
- David from the article “[Many Canadian Gay, Bisexual, Trans Students Bullied](#)” was bullied so much he had to leave several schools and join Toronto’s Triangle Program: <http://triangleprogram.ca/>

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## High School Level Plan

### Subject and Level Learner Outcomes

#### **Grade 10, 11 and 12 Social Studies**

##### DIMENSIONS OF THINKING

S.1 develop skills of critical thinking and creative thinking

S.4 demonstrate skills of decision making and problem solving

##### SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

S.5 demonstrate skills of cooperation, conflict resolution and consensus building

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

##### COMMUNICATION

S.8 demonstrate skills of oral, written and visual literacy

#### **Grade 10 Social Studies**

1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)

2.2 exhibit a global consciousness with respect to the human condition (GC, C)

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)

4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

4.4 explore various understandings of quality of life (GC)

4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

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## **High School Level Plan** **Grade 12 Social Studies**

- 1.1 appreciate various perspectives regarding identity and ideology (PADM, TCC, I)
- 1.2 appreciate various perspectives regarding the relationship between individualism and common good  
(PADM, C, GC)
- 1.3 explore factors that may influence individual and collective beliefs and values (culture, language, media, relationship to land, environment, gender, religion, spirituality, ideology) (I, C, LPP)
- 3.3 explore the extent to which governments should reflect the will of the people  
(PADM, C)
- 3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER)
- 3.7 analyze why the practices of governments may not reflect principles of liberalism  
(PADM, ER, C)
- 3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment concerns, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism) (PADM, ER, LPP)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)