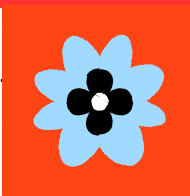
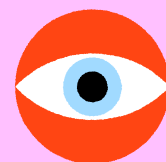


Diversity and inclusion



Target Audience	Total length	Description
Grade 11	5 periods minimum	<p>This LES has been adapted from activities and content developed by LGBT-BDC and Experiences Canada. It includes videos, discussions, activities and actions.</p> <p>Reading Jonny Appleseed, by Joshua Whitehead, is optional but very recommended.</p>

General overview

Purpose	In this lesson, students will learn about indigenous history and realities. They will reflect their prejudices and privileges, and use their judgment on racism and discrimination. They will take action to foster an environment that is inclusive to diversity.
Goals	Understand the reality of two-spirit people Create an environment in which they feel welcome Situate ourselves in relation to our privileges in society
Learning objectives	<ul style="list-style-type: none">• Become aware of one's privileges;• Discuss the intersectionality of privileges and marginalization in everyday life;• Brainstorm the various barriers that two-spirit people face, and the benefits for them and my community if those barriers were removed;• Respond to the needs outlined by two-spirit people; promote diversity and inclusion.

Sexuality Education Content

Understand your position on different issues related to sexual relations in adolescence:

- *New socio-sexual realities: non-committed relationship, use of social media to express your sexuality, sexting, sexualization of the public space*
- *Alcohol and drug consumption*
- *Slander of reputation and double standards in the perceptions of girls and boys who engage in sexual behaviour*
- *Consent*

Identify the risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle:

- *Context of sexual relations: nature of the relationship with the partner, choice and number of partners, frequency of sexual relations, meeting places, risk level of sexual behaviours, consumption of alcohol and other drugs*
- *Stigmatization and judgment of others*

Ethics and religious culture

Analyzes a situation from an ethical point of view

Describes a situation and puts it into context:

- *Formulates a related ethical question*
- *Compares points of view*
- *Explains tensions or conflicting values*
- *Compares the situation with similar situations*
- *Compares his/her analysis of the situation with that of his/her classmates*

Evaluates options or possible actions:

- *Suggests options or possible actions*
- *Studies the effects of these options or actions on oneself, others or the situation*
- *Chooses options or actions that foster community life*
- *Reflects on the factors that influenced these choices*

	Main activity	Development	Material	Format
1 period	On the book	Discussion on the book, based on the	Book	Whole

<p>or more</p>		<p>personal and sexual life of Jonny Appleseed.</p> <p>What does he do for a living?</p> <p>Who does he love?</p> <p>Where does he live?</p> <p>Use students answer to talk about different notions such as consent, new socio-sexual realities, alcohol and drug consumption in relationships, reputation, stigmatization and judgement of others regarding one's sexual activity ...</p> <p>Be careful not to stereotype Indigenous people; instead, bring the issue back to the students.</p> <p>What makes you think that...? Where does the belief that... come from?</p>		<p>class</p>
<p>1 period or more</p>		<p>Show the video: BESE explains - Two Spirit.</p> <p>Ask students to find links between the video and elements in the book.</p> <p>Discussion on the book, based on historical elements mentioned by Jonny Appleseed.</p> <p>Topics to be discussed:</p> <ul style="list-style-type: none"> ● Access to water, ● Poverty ● Missing girls ● Violence ● Racism ● Etc., 	<p>Book</p> <p>BESE Explains: Two Spirit - YouTube</p>	
<p>1 period</p>	<p>Privileges</p>	<p>Ask students to reflect silently on what privilege is, and which privileges they are aware that they have. They may write their thoughts down if they wish.</p> <p>Have the students line up in a straight line at one end of the room, with plenty of space to walk forwards.</p>	<p>Privilege walk worksheet</p>	<p>Whole class</p>

		<p>Read instructions and statements aloud. Students will take one step for each statement that applies to them.</p> <p>After having read all the statements, ask students to pause and take note of where they are in relation to others.</p>		
1 period	Barriers	<p>Investigate and reflect on the barriers that two-spirit people face, as well as the benefits of removing those barriers to everyone.</p> <p>Create a Mind Map of barriers and benefits to allow more inclusion for two-spirit people.</p>	Mind map worksheet	Duo
1 period	Interview	<p>Choose a portrait of a two-spirit person from Gesgapegiag or Listuguj community (choose an adult), and answer those questions.</p> <p>What are some of the challenges/prejudices that they face on a daily basis?</p> <p>What is it they wish others knew about them or their group?</p> <p>What are some of the more systemic barriers they and their group face?</p> <p>What could others do to be better allies and to include them or their group more wholly?</p> <p>Show the Amazing Race Canada video and invite students to think about the impact that listening to this program might have on two-spirit young people.</p>	<p>Celebrating 2S identities</p> <p>Indigenous, 2-spirit couple from Alberta wins The Amazing Race Canada CBC News (0-2:05 mins)</p>	<p>Duo (or more)</p> <p>Then, share with the class</p>
2 periods Or more	Community action	<p>Identify a barrier to inclusion for two-spirit people (ex. racism, homophobia, transphobia, lack of representation, misconceptions)</p> <p>Divide the class into collaborative groups to work on (a) task(s) associated with the identified barrier.</p>	Any material for creation	

Students reflect on the community action using art, writing, oral expression or any other media.

Display student projects around the room “gallery-style” to allow students to disperse themselves around the room and reduce crowding (hang on walls; place on tables, etc.)

Students will explore the multiple projects around the room.

References

Websites:

- Experiences Canada (Find the forum plan here: Diversity and Inclusion teaching resources - Experiences Canada)
- LGBT-BDC: Nos projets – LGBT-BDC
- Amazing Race Canada's Two-Spirit couple on Indigenous representation on TV | Xtra - YouTube
- BESE Explains: Two Spirit - YouTube