

Inclusive Presentation

This presentation was created by Nichelle Penney for small group delivery. Run time is approximately 45 minutes

Lesson Plan:

1. Write LGBTQ2S on the board.
 - a. Ask participants to show of hands how many people think they know what the L stands for.
 - b. Tell participants that we are going to say the words out loud together at a count of three. Ensure that everyone shouts out “Lesbian,” “Gay,” “Bisexual,” “Trans(gender),” and “Queer / Questioning.”
 - c. Now that all terms have been said out loud, ask if anyone knows what the 2S stands for - give a few seconds, but if no one knows, indicate what the term is

2. Explore definitions
 - a. Go through LGBTQ2S and provide a definition for each term
 - b. Ask if there are any questions that have arisen from this activity

3. Safe Circle (Questions appendix 1)
 - a. Ask participants to stand in a circle with elbow space between each person, if the room allows for it.
 - b. Indicate that you are going to ask a series of questions, but that this is a completely silent activity.
 - i. There are to be no high fives, no giggling, no questions.
 - ii. If the answer is yes for you, please step into the circle, acknowledge those who have stepped into the circle with you, and then take a step back out.
 - c. Begin to ask questions, give about 5 seconds between each one to allow for people to step in, look at others, step back out.
 - d. Once all questions have been asked, thank the participants for stepping into the circle, but also thank those who did not.
 - i. With either response to the question, it shows honesty: either in terms of comfortability with yourself or to the others within the room.

4. Discussion
 - a. Ask participants:
 - i. what may have caught them off guard;
 - ii. what questions did they not think about before
 - iii. What are their thoughts about the questions
 - b. How can we change the conversation so that the questions no longer pertain. How do we create inclusive spaces and questions?

5. Judgements

- a. Draw a box on a white board. Let participants know that they are going to fill the box but that it will be erased at the end of the activity and the conversation stays within the room.
- b. Ask the participants what are some of the first impressions / assumptions that people make about them when they first meet them.
 - i. Put an example for yourself on the board to start the activity (i.e. Bossy)
 - ii. Ensure that participants fill the box (about 10-15 terms, minimum) before you discuss the items

6. Discussion

- a. Ask the participants why people make these first judgements before they have had a chance to get to know them
- b. Pick out the example that you placed on the board, and ask them to think of reasons why people assumed that about you
 - i. I.e. Bossy may be because the person is loud, confident, strong eye contact, etc...
- c. As human beings we make assumptions about others as a way to protect ourselves from harm. If someone is an introvert and prefers to have quiet friends, then a strong personality that comes across as busy may seem intimidating and not desirable as a friendship / relationship

7. Judgements continued

- a. Erase the first box and draw a new one. Ask participants to fill it with assumptions / judgements that people make about LGBTQ2S individuals.
 - i. Indicate that this can come from things that they may have heard (radio, hallways, public spaces) or seen (tv, books, movies, others) and does not necessarily reflect their own view / opinion
- b. If all responses are negative thus far, add in a positive one or two and vice versa
- c. Once participants have filled in the box (about 10-15 terms, minimum), underline the negative terms in red, and the positive terms in green
 - i. Note that you may underline a few terms in both colours (i.e. weird can be seen as a positive and negative term)

8. Discussion

- a. Indicate the number of red versus the number of green terms within the box.
 - i. Note that you will probably come up with more red than green in this activity
- b. Ask the participants what can be done to create a positive culture (home, school, community) and eliminate those negative terms / stereotypes
 - i. Answers will vary but can include:
 1. being friendly / welcoming

2. Standing up to name callers
 3. Talking to others about this topic
 4. Telling people that it's ok to be different
 5. Creating welcoming spaces (i.e. gender neutral washrooms / changerooms)
- c. As participants give suggestions, erase the negative terms from the board until only green terms are left. Let them know that this conversation is a good step towards creating positive / inclusive spaces
- i. Bullying comes from the fear of the unknown, so by having these conversations, it's no longer the unknown, and we can welcome in new conversations.
- d. Ask participants if there are any further questions that have arisen from this activity.

9. Closing activity

- a. Show the following video: <https://goo.gl/NJ3pcH>
- b. Ask the participants what we know about the child
 - i. We cannot determine sexual orientation nor gender identity
 - ii. All we can determine is that this appears to be a male assigned child that likes to wear dresses
- c. Do the participants think the teacher is supportive?
 - i. She did turn the head of the boy forward when he was teasing the other little boy
 - ii. She spoke to the parents about the problem that was existing in the classroom
 - iii. Turning back to the fear of the unknown, the teacher seemed to be doing the best she could without proper information - fear of the unknown
- d. What are the thoughts about the father?
 - i. Sometimes it's hard for parents to let go and some will take longer than others to accept the situation. This is evident in both parents - mom was supportive from the beginning.
 - ii. Does wearing a dress change anything about him?
 1. No. He is still a male assigned individual married to a women. So we know that gender expression does not always indicate the gender of the person.

LGBTQ2S+ Safe Questions

1. I have had a birthday so far this year
2. I have a sibling
3. I have been bullied
4. I have bullied someone else
5. I have a friend who is LGBTQ2S+
6. I have a family member who is LGBTQ2S+
7. Filling out forms causes stress when questions ask about my sex / gender
8. I worry about my safety when going to the washroom
9. Change rooms / showers are a problem when I go swimming