Gender & Sexual Diversity Studies 20L

Prairie South Schools
2017

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Philosophy and Rationale

Gender and Sexual Diversity Studies 20L is a locally developed course with the goal of developing confident and competent students who understand, appreciate, and apply health knowledge, skills and strategies, and critical thinking skills throughout life. This document provides the intended learning outcomes that students are expected to achieve by the end of the year. Indicators are included to provide the breadth and depth of what students should know and be able to do in order to achieve the learning outcomes. Many "gender and/or sexually diverse individuals internalize negative beliefs about their self-worth" (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015). In response, this course provides "opportunities… for students to attain, maintain, and promote a healthy mind, body, heart, and spirit" (Ministry of Education, Health Education 9, 2009).

The Government of Saskatchewan is committed to ensuring schools are safe and inclusive environments where student success is a priority and everyone feels included, protected and respected. It is well known that when students do not feel safe or valued, it undermines their learning and well-being. Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. Diversity enriches school culture and increases knowledge and understanding of similarities and differences.

The intent of this document is to help Saskatchewan school divisions and First Nations and Métis organizations ensure that all students develop the following:
- a strong, positive sense of identity;
- a caring disposition;
- a respect for human and biological diversity;
- a commitment to the well-being of others; and,
- a desire and ability to engage in social action for the common good.

Diversity, within an education sector, applies to a range of contexts such as cultures, socio-economic situations, languages, learning needs and resources. This document will assist individuals and communities to engage in meaningful discussions and actions to respond to the experiences, perspectives and needs of students and families who are gender and/or sexually diverse (GSD). There are many reasons why we need to understand gender and sexual diversity. These reasons have been categorized into five themes (Elizabeth Meyer, 2010):

1. **Student Safety:** many incidents of bullying and harassment are gendered in nature; they isolate and target individuals who do not conform to dominant notions of masculinity and femininity.
2. **School Culture:** the silencing and marginalization of students and their families who are, or who are perceived to be, gender and/or sexually diverse tells community members that they are not welcomed or valued.
3. **Student Physical and Emotional Health:** feeling ostracized and isolated in schools has long-term negative impacts on one's physical and emotional well-being. When students feel threatened, they may try to escape these negative environments through unhealthy behaviours.
4. **Student Engagement and Academic Success:** students who attend schools where they feel safe and welcomed while experiencing a less sexually prejudiced environment are more likely to attend school, learn and succeed.
5. **Diversity and Equity:** provincial curricula are designed to prepare students to become engaged citizens and to develop social responsibility. To live in a society that values all people and where every child has an opportunity for success requires finding ways to teach inclusively about the "hidden and marginalized experiences as well as the dominant and mainstream perspectives."

(Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Aim & Goals

This course allows students to dissect content that is not often addressed in other courses such as, gender and sexual diversity history, cultural approaches, current issues and events, environment, health, and justice within the context of the Gender and Sexually Diverse community. "The nation's children are its future workers, citizens, and leaders. Education remains the major tool by which people become empowered and the economic, social, and personal well-being of all citizens in a pluralistic society increases. A high dropout rate diminishes the pool of qualified people from diverse backgrounds who will enter the professional and political ranks that make important public policy decisions. Precise statistics on dropout rates among lesbian, gay, bisexual, and transgender students (LGBT) are difficult to find, although some have estimated that almost a third of LGBT students drop out of high school… the main cause of dropout among LGBT high school students appears to be the hostile school climate created by continual bullying and harassment from peers due to their sexual orientation" (American Psychological Association, p.1, 5-6, 2012).

Gender and Sexual Diversity Studies Education aims at improving the retention rates of students in the GSD community by; reducing stigma within the school and community while addressing norms and perceptions; working to build and maintain a safe and welcoming environment for all students; and by building capacity and understanding among teaching staff while increasing engagement in Gender and Sexually Diverse school initiatives (i.e. Gay-Straight Alliance, etc.).

Comprehensive School Health (CSH)

The health and well-being of Canadians is linked to a number of factors, including health services; social, economic, cultural, and physical environments; and interactions between individual biology and behaviour. As health educators, we need to acknowledge and respond to this range of individual and collective factors that affect well-being. A comprehensive school health approach includes a wide range of school personnel and community members collaborating to enhance the well-being of all students. Health and social problems require a comprehensive approach involving collaboration among young people, families, schools, agencies, communities, and governments. The school staff can identify children and youth at-risk, help or refer young people to health services, support the reintegration of students into regular school life, and promote students' overall health and wellness. Healthier schools are effective schools, and considerations of health and social development should be part of school improvement planning (Canadian Association for School Health, 2007).

The purposes of a comprehensive school health approach are to collaboratively (Ministry of Education, Health Education 9, 2009):
- promote health and wellness
- prevent specific diseases, disorders, and injury
- intervene to assist children and youth who are in need or at risk
- support students who are already experiencing poor health
- provide an equitable playing field that addresses disparities and contributes to academic success.

Human Rights

Students who experience discrimination, whether it is based on race, religion, gender, sexual orientation, gender identity, ethnicity or culture have a legal right to be safe and protected in schools. The law is constantly evolving; therefore it is required, on the part of the reader, to appreciate the evergreen nature of laws, regulations and policies related to ensuring that all students feel included, protected and respected in schools and communities. Human rights laws prohibit discrimination based on an individual's gender identity, sexual preference and/or orientation. Words, actions or pictures that ridicule, scorn, mock, intimidate or otherwise threaten any individual because of their gender or sexual orientation or preference may constitute discrimination. Canada is a country that values equality and human rights. These values, aspirations and rights have been articulated in many documents including:

Aspirational Documents
- The Universal Declaration of Human Rights (Articles 1, 2 and 3)
- The United Nations Declaration on the Rights of Indigenous Peoples (Articles 2, 11, 15, 24 and 31)
- The United Nations Convention on the Rights of the Child (Articles 2, 15 and 19)

Legal Documents
- The Canadian Charter of Rights and Freedoms (Section 15)
- The Canadian Human Rights Act (Section 2)
- The Criminal Code of Canada (Sections 318(4) and 718.2)
- The Saskatchewan Human Rights Code
- Saskatchewan's The Education Act 1995

Individuals have the right to dignity and equality under The Saskatchewan Human Rights Code. Because human rights are so important, The Saskatchewan Human Rights Code takes precedence over other provincial laws. The Saskatchewan Human Rights Commission's mission is to promote and protect the individual dignity, fundamental freedoms and equal rights of Saskatchewan citizens. The Saskatchewan Human Rights Code protects human rights and prohibits discrimination. In Saskatchewan, it is against the law to discriminate because of sexual orientation and/or gender identity. In accordance, school divisions have a responsibility to assist people who could otherwise be denied opportunities because of gender and/or sexual identity. The duty to accommodate all students, up to the point of undue hardship, includes addressing their needs that may be related to prohibited grounds of discrimination. This may entail changing rules, policies, practices and/or behaviours. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Gender and Sexual Diversity

Human sexuality is a positive and life-affirming part of being human. It is complex and includes knowledge of self, opportunities for healthy sexual development and sexual experience, a capacity for intimacy, the ability to share relationships, and comfort with different expressions of sexuality including love, joy, caring, sensuality or celibacy. Our attitudes about sexuality, our ability to understand and accept our own sexuality and to make healthy and informed decisions, and our capacity to respect the choices of others are essential aspects of who we are and how we interact with our world.

Sexuality is multi-faceted and includes the physical, emotional, spiritual and interpersonal development that influences one's thoughts, feelings, actions, interactions, and thereby one's mental and physical health. The role of sexuality changes throughout the stages of an individual's life. Sexual orientation is just one facet of sexuality and refers to what gender(s) someone is romantically and/or sexually attracted.

Research suggests that after the socialization of family, schools provide one of the most significant socialization processes for children. Schools shape a child's understanding of self in relation to others and in their understanding of identity beyond the family. A school's ideological perspective shapes the perspectives of students. For example, the way that children understand gender, privilege and heteronormativity are influenced by the social norms, biases and behaviours that exist in schools (Bhuiyan, 2007). Research also indicates that the education system needs to consciously support gender and sexually diverse students for the following reasons:

- One in 12 straight students reported being verbally harassed about their perceived sexual orientation and close to 10 per cent of straight students were physically assaulted about their perceived sexual orientation (EGALE, 2011). Gender and/or sexually diverse students often experience fear, anxiety and isolation at school; they may be unable to concentrate on academic tasks and learn effectively (Fisher et al., 2008).
- Fourteen per cent of students self-identified as not being exclusively heterosexual (EGALE, 2011).
- Many youth who are of a sexual minority have unique challenges that they must endure through their adolescent development. Labels such as gay, lesbian and bisexual limit understanding of all dimensions of same-sex sexuality. Experiences with stigmatization, discrimination and prejudice often prevent youth from positively integrating their sexual feelings and may inhibit them from publicly identifying as a sexual minority (Alberta Health Services, 2013). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Gender Diversity

Gender identity is not the same as sexual orientation. It encompasses one's sense of being male, female or another identity in a spectrum of gender identities. Most people are educated and socialized to assume that gender identity is defined by our anatomical sex (PHAC, 2011). This traditional belief was first confronted by the scientific recognition that both sexes contain a mixture of male and female hormones (Alsop et al., 2002). In most cases, gender identity is consistent with anatomical sex and/or the societal expectations for male or female. However, in other cases, people's gender identity does not reflect their anatomical/biological sex. A person's gender identity is fundamentally different from, and does not determine, their sexual orientation (The Saskatchewan Human Rights Commission, 2013).

Gender is all around us. It is taught from the time we are born and is closely monitored by society. Most environments are gendered – websites, toys, colours, attitudes, activities, bathrooms, clothes and behaviours to name a few. Accepted social gender roles and expectations are normalized in culture and anyone who does not fit within these roles and expectations are often marginalized. The way people perceive themselves is their gender identity, which may or may not align with their biological sex. The way individuals communicate their gender identity, through their appearance and behaviours, is their gender expression. Transgender is an umbrella term used to describe anyone whose identity and/or behaviour falls outside of the stereotypical norm.

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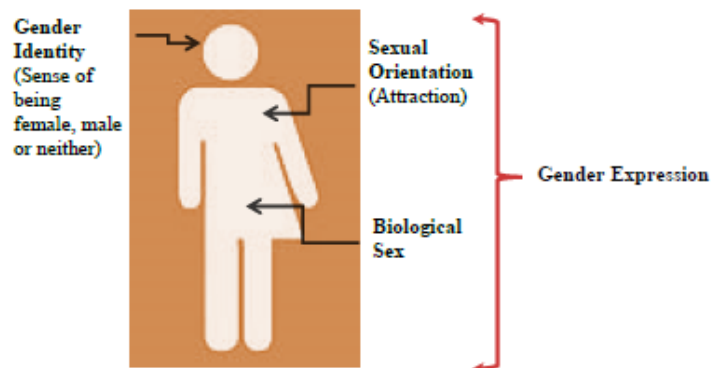
Sex and gender are two words that are often used interchangeably, but there are distinct differences in their definitions. Sex is generally understood to be based on a person's genitals and reproductive organs; these anatomical details are thought to define a person as male or female. Gender is regularly understood to refer to gender identity, meaning one's internal sense of self as female, male or other, regardless of biology. Gender, like sexual orientation, is diverse and includes multiple gender identities. Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviours that may even change from day to day where a student may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.

Gender is made up of three parts: our bodies (gender biology); how we dress and act (gender expression); and, how we feel inside (gender identity), (Gender Spectrum, 2014). To assume that males and females can be separated into discrete categories does not align with what is now understood about gender identity development. Gender variance is seen in the kinds of play children choose when left to their own devices. This notion of "girl play" and "boy play" may be "corrected" by adults who perceive there are strict boundaries signaling proper gender assignments. Children playing across the range of male and/or female toys are exhibiting only a small part of the considerable overlap between female and male interests, aspirations and lives. While many adults will "allow" a range in play activity among children, the real "challenge" lies in the fact that our society imagines that male and female designations are "real" categories, rather than socially constructed ideas and as fluid identities.

There is a common misunderstanding that gender-variant individuals are gay, lesbian or bisexual. The majority of gender-variant individuals, however, do not identify as gay, lesbian or bisexual (PHAC, 2010). It is important for educators and families to acknowledge that gender-variant youth exist in the school system. Schools should be proactive in creating responsive cultures and not wait until a gender-variant student comes forward to address the issues (e.g., appropriate bathrooms, segregated classes, overnight school travel arrangements, participation in extra-curricular activities, dress codes or name changes). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Sexual Diversity

Sexual diversity is a broad and complex construct that is understood as a fluid state that refers to one's sexual feelings and affection for one or more persons across the spectra of sex, sexuality and gender. A common misunderstanding is that sexuality is a binary (one is either straight or gay); however, past and current research indicates that sexual orientation exists along a continuum of emotional, romantic and sexual attractions (Psychology Today, 2013; PHAC, 2011). Simple categories of heterosexual and homosexual do not describe the lived experience of some people. Although the markers may vary with time and place, the diversity of sexual orientation (heterosexual, homosexual, pansexual, asexual and bisexual) includes the varying emotional and/or romantic attractions to people of the same and opposite sex.

Sexual orientation is not always the same as a person's sexual activity or sexual behaviour. Social, political and religious factors influence the extent to which an individual will self-identify as a sexual minority (PHAC, 2010).

Sexual minority youth, or those who have sexual minority family members and friends, are attending Canadian schools, whether they make themselves known to others or not. Research indicates that anywhere between 5-11 per cent of people are non-heterosexual or questioning their sexual orientation (PHAC, 2011; EGALE Canada, 2011). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Transgender Students

Transgender students face unique challenges in their homes, schools and communities. Many of these challenges have to do with societal expectations about sex and gender. Some of these challenges, related to their gender identity and/or gender expression include (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015):

* Access to washroom and locker/change rooms;
* Participation in gendered extra-curricular activities;
* School gendered dress codes;
* Misunderstandings and misconceptions of gender;
* Gender discrimination and rejection;
* Lack of school and community supports;
* Unemployment;
* Informed medical care; and,
* Not seeing gender minorities reflected in teaching and resources.

First Nations and Métis Ways of Knowing

First Nations and Métis communities are diverse. In Saskatchewan, the six language groups include Nêhiyawak (Cree: Plains, Swampy, Woodland), Denesuline (Dené), Dakota, Lakota, Nakota, Nahkawé (Saulteaux) and Michif. While First Nations and Métis communities embody diverse values and beliefs, there are also some commonalities among the worldviews of the various language groups. Five common characteristics include:

* a holistic perspective;
* an interconnectedness of all living things;
* a connection to the land and community;
* the dynamic nature of the world; and,
* a strength in "power with" 1. (National Collaborating Centre for Aboriginal Health, 2010).

Cultural protocols, traditional gender roles and perspectives on sexual orientation and two-spirit individuals vary among First Nations and Métis communities. The meaning of the term two-spirit is grounded in the language of each First Nation. In many communities, for example, two-spirit individuals may embody characteristics of both genders and their contributions to the community are respected and highly valued. Dr. Wilson, author of How We Find Ourselves: Identity Development and Two-Spirit People (1996), explains that "two-spirit identity affirms the interrelatedness of all aspects of identity including sexuality, gender, culture, community and spirituality" (p. 334). (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Contemporary Perspectives

The contemporary contexts for First Nations and Métis individuals who self-identify as gender and/or sexually diverse are complex, however, it is important that each community acknowledge and support students in a holistic way that is respectful of each person's unique situation. Today, many gender and/or sexually diverse persons are exploring and learning about traditional ways of being, including what it meant and means to be two-spirit. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Assumptions, Privilege and Oppression

Society is increasingly aware of diversity in age, ability, gender, ethnicity, sexual orientation and socio-economic privilege and values equality and human rights. Teachers who understand and value their own identities often recognize identity as a complex construction. Within this complexity, teachers may or may not be aware of the privileges that are reflected and reinforced in their classrooms, yet the choices and expectations that school divisions and teachers have are often reflective of these privileges.

Heterosexism is the assumption that all people are heterosexual and that heterosexuality is the superior and only acceptable way of living. Whether intentionally or unintentionally these assumptions privilege and validate the worth of heterosexual people. Conversely and consequently, many gender and/or sexually diverse individuals internalize negative beliefs about their self-worth, whereas heterosexual individuals internalize positive beliefs. (Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Course Content

This document provides the learning outcomes that students enrolled in Gender and Sexual Diversity Studies 20L are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes. The learning experiences planned for students will support student achievement of the provincial Goals of Education by attending to the Broad Areas of Learning for Saskatchewan and the Cross-Curricular Competencies.

Outcomes, Indicators, Essential Questions and Resources

Terminology and Support	
How do we use terminology and allyship to support the GSD community?	
Outcomes	**Indicators**
GSD20.1 I can use appropriate terminology related to gender and sexual diversity (see glossary for examples).	• Outline appropriate terminology to discuss Gender and Sexual Diversity • Discuss the evolving nature of language and terminology used in the GSD community • Distinguish between these broad categories: gender identity, gender expression, sexual orientation, romantic attraction, and biological sex • Demonstrate the ability to participate in classroom discussions • Refrain from using offensive language • Support classmates in using appropriate language • Promote proper use of terminology and social etiquette within the school and community
GSD20.2 I can demonstrate characteristics of an ally.	• Reduce discrimination and stop the spread of misinformation • Create safe, welcoming spaces for all • Identify what constitutes bullying behaviour and what constitutes an ally • Explain when and how it is appropriate to intervene in cases of discrimination • Apply knowledge as an ally (e.g., through role play, while discussing case studies of discrimination, etc.) • Describe the risks and challenges associated with coming out (e.g., personal relationships, food and shelter, service or care you receive, ability to participate in various communities, mental health, basic safety, etc.)

Resources: The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy.

1. Bishop, Anne. (2015) How to Be an Ally. In *Becoming an Ally: Breaking the Cycle of Oppression in People.* Retrieved from http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf
2. Human Rights Campaign. (2014). Coming Out as a Supporter. Retrieved from http://www.hrc.org/resources/straight-guide-to-lgbt-americans
3. Moose Jaw Pride "Links and Resources". Moose Jaw, SK. https://moosejawpride.ca/resources/
4. OUT Saskatoon "Resources". Saskatoon, SK. http://www.outsaskatoon.ca/resources
5. We Are Family. (2017). Lesbian, Gay and Bisexual Glossary of Terms. Retrieved from http://www.wearefamilycharleston.org/lgbt-a-z-glossary/

Health	
What contributes to the overall health and wellbeing of GSD individuals and communities?	
Outcomes	**Indicators**
GSD20.3 I can identify factors that affect the health of GSD individuals and explain consequences on their health.	• List and describe the societal factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness, etc.) that can influence a person's understanding of their gender identity and sexual orientation • Explain how these factors affect the ability of GSD individuals to access rights (e.g., medical treatment, washrooms, jobs, housing, education, etc.), services (e.g., homeless shelters, sports institutions, businesses, etc.) and other areas affecting health and wellbeing • Identify significant aspects of gender transition, [i.e., emotional (sense of self), physical (presentation to others), medical (hormones, surgery), social (impact on the individual, peers, family, school, coworkers), etc.] • Recognize that transgender and gender diverse individuals take multiple paths in the exploration and expression of their transition (e.g., medical transition, social transition, presentation, etc.)
GSD20.4 I can make informed decisions for my sexual health and wellbeing and identify resources to help myself and others who are GSD individuals.	• Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, substance use, religion, etc.) • Explain how the concept of consent, sexual limits and communication contributes to overall health and wellbeing • Develop safety guidelines for risky/stressful situations (e.g. meeting romantic partners found with the help of technology, being asked to engage in unsafe sex, coming out or having a friend come out to you) and describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with them • Identify resources at the local, provincial and national level (e.g. community centers, non-profits, school advocates/allies, books, online resources, phone help lines) that can offer support to GSD individuals and their allies to ensure that everyone has access to help

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1. Facilitators and barriers to health care for lesbian, gay and bisexual (LGB) People Rapid Response Service. (2014). Rapid Response: Facilitators and barriers to health care for lesbian, gay and bisexual (LGB) people. Retrieved from http://www.ohtn.on.ca/Pages/Knowledge-Exchange/Rapid-Responses/Documents/RR79.pdf
2. Ministry of Education, Ontario. (2015). The Ontario curriculum grades 9 to 12; Health and physical education. http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf
3. Teen Health Source. http://teenhealthsource.com/topics/giso/
4. The Lancet. (2016). Transgender Health. Retrieved from http://www.thelancet.com/series/transgender-health
5. Trans Lifeline. https://www.translifeline.org/
6. World Professional Association for Transgender Health http://www.wpath.org/

History & Human Rights

What events in Saskatchewan history have contributed to the current status of GSD?

Outcomes	Indicators
GSD20.5 I can describe key moments in the history of Gender and Sexual Diversity in Saskatchewan.	• Discuss key moments with the Pride movement in SK • Explore the addition of "Sexual Orientation" and "Gender Identity" in the Saskatchewan Human Rights Code
GSD20.6 I can connect key moments in Saskatchewan's history of Gender and Sexual Diversity to similar key moments in Canada's history of Gender and Sexual Diversity.	• Discuss key moments with the Pride movement in Canada • Explore the introduction of "Sexual Orientation" and "Gender Identity" in the Canadian Charter of Rights and Freedoms • Make connections between key moments in Saskatchewan and Canada's Gender and Sexual Diversity history
GSD20.7 Evaluate the scope and limits of current human rights legislation.	• Outline the current process in which a human rights complaint is handled • Differentiate between the Human Rights Commission model in Saskatchewan and that of other provinces • Formulate alternatives to the current legal protections structure • Examine the status of human rights protections internationally for Gender and Sexually Diverse individuals (i.e. medical coverage for gender confirmation surgery, legalization, criminality, etc.)
GSD20.8 Analyze the role of police in protecting the GSD community.	• Identify the differences between the Criminal Justice System and the Human Rights Commission in Saskatchewan • Distinguish between a human rights code violation, a hate crime, and a criminal offense that would not be considered a hate crime • Determine when it is appropriate for police to be involved in an incident of harassment or discrimination • Observe the equal obligations of protection by the police in the GSD community

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1. All Frocked Up: Glimpses of Cross-Dressing in Saskatchewan http://scaa.usask.ca/gallery/allfrockedup/
2. Ambisextrous: Gender Impersonators of Music Hall and Vaudeville. http://scaa.sk.ca/gallery/genderimpersonators/
3. Canadian Charter of Rights and Freedoms http://laws-lois.justice.gc.ca/eng/Const/page-15.html
4. Canadian Civil Liberties Association https://ccla.org/
5. CBC Digital Archives. Homosexuality an Illness. http://www.cbc.ca/archives/entry/homosexuality-an-illness
6. CBC Digital Archives. OUT In Canada: The Road to Gay Rights. http://www.cbc.ca/archives/topic/gay-and-lesbian-emergence-out-in-canada
7. CBC News. CBC/Radio-Canada. (2015). Timeline: Same-Sex Rights in Canada. Retrieved from http://www.cbc.ca/news/canada/timeline-same-sex-rights-in-canada-1.1147516
8. Clark, Rodney Cirrol. 2015. Growing up Gay in Moose Jaw. https://moosejawpride.ca/growing-up-gay/
9. Egale Canada Human Rights Trust http://egale.ca/portfolio/mygsa/
10. Filice, M. R. The Canadian Encyclopedia. (2015). Two-spirit. Retrieved from http://www.thecanadianencyclopedia.ca/en/article/two-spirit/
11. Human Rights Campaign http://www.hrc.org/

12. Korinek, Valerie J. "Gay and Lesbian Activism." Encyclopedia of Saskatchewan. Regina: Canadian Plains Research Center, 2005.
13. Millard, Peter. Anita Bryant's 1978 Visit to Moose Jaw. http://library2.usask.ca/srsd/memoir_millard.php
14. Moose Jaw Pride. Rare Footage of Gay Protest in SK Released 37 Years Later. https://moosejawpride.ca/rare-footage-of-gay-protest-in-sk-released-37-years-later/
15. OUT Saskatoon. Two Spirit. http://www.outsaskatoon.ca/two_spirit
16. Richards, Neil. Celebrating a History of Diversity: Lesbian and Gay Life in Saskatchewan, 1971 - 2006. A Selected Annotated Chronology, Saskatoon: Avenue Community Centre for Gender and Sexual Diversity, 2005. http://library2.usask.ca/srsd/chronology/
17. Saskatchewan Human Rights Code, Regulations http://saskatchewanhumanrights.ca/learn/the-human-rights-code
18. Saskatchewan Human Rights Commission http://saskatchewanhumanrights.ca/
19. Saskatchewan Resources for Sexual and Gender Diversity. University of Saskatchewan Library, Special Collections. (2006). http://library2.usask.ca/srsd/resources.php
20. Stryker, Susan. (2008) *Transgender History*. Berkeley: Seal Press.
21. Stubblejumper. [video production] Produced, written, directed and edited by David Geiss. Regina: da vid Films, 2009.
22. Warner, T. Never Going Back: A History of Queer Activism in Canada (2006). University of Toronto Press: Toronto.
23. Wickenhauser, Joseph. (2016). 37 Years Later: MJ Pride Office Opens Wednesday. https://moosejawpride.ca/pride-office-opens/
24. Wickenhauser, Joseph. (2015). Hundreds Protest for Gay Rights in Moose Jaw. https://moosejawpride.ca/hundreds-protest-gay-rights/
25. Wickenhauser, Joseph. (2012). Surprisingly Unexpected. LGBT Activism in Moose Jaw (1978-Present). Montreal: The Author. http://library2.usask.ca/srsd/resources.php
26. Wickenhauser, Joseph. (2012). Surprisingly Unexpected: Moose Jaw, Metronormativity and LGBTQ Activism. M. A. Thesis - York University, http://library2.usask.ca/srsd/resources.php

Diverse Voices in the Call for Change

How can an intersectional perspective guide action for positive change?

Outcomes	Indicators
GSD20.9 I can articulate the concepts of intersectionality and privilege and how they apply to Gender and Sexual Diversity.	• Define and give examples of intersectionality and privilege in student's own lives • Predict how an individual's multiple and intersecting identities impact others and their personal worldview (i.e. ability, class, race, gender, sexual-orientation, etc.) • Listen to two-spirit perspectives and how the history of colonization has impacted the relationships of GSD people within Indigenous communities • Examine policy, legislation and social norms (local, provincial, national, international) to determine how intersectionality affects a persons lived experience
GSD20.10 I can discuss personal narratives regarding the experiences of gender and sexually diverse people (e.g., guest speaker, media, newspaper articles, films, documentaries, social media, comics, books, graphic novels, etc.)	• Demonstrate active listening skills while listening to marginalized voices • Identify how a storyteller's multiple identities help shape their narratives and experiences • Apply appropriate vocabulary when responding to personal narratives • Connect personal narratives to the history and struggles of GSD communities within the local, national and international context

GSD20.11 I can analyze current issues and events that impact the GSD community.	• Investigate the local, provincial, national, and international current issues and events (i.e. gender and sexual diversity in sport, gender segregated spaces, politics and policy, advocacy, activism, campaigns, personal narrative, pop culture, mainstream advertising and publicity, commercials, etc.) • Think critically about current issues and events and their impact both positive and negative on individuals and Gender and Sexually Diverse communities
GSD20.12 I can take action within my community to effect positive change for gender and sexual diversity.	• Identify and evaluate initiatives that currently occur within the school, community, city, province and country that promote positive change • Propose and follow through with a plan that promotes positive change (e.g., Flag raising, guest speaker, fundraiser, GSA awareness, media campaign, etc.)
GSD20.13 I can explore and evaluate a variety of environments with respect to a welcoming, inclusive, responsive and open environment.	• Investigate various environments (e.g., school, work, community, faith based, public spaces, government) while considering signage, washrooms, change rooms, forms and paperwork, policies, newsletters, social media, sports teams, etc.

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1. Battle, Juan & Pastrana Jr., Antonio (Jay). (2009). At the Intersection: Race, Sexuality and Gender. Retrieved from http://www.hrc.org/files/documents/HRC_Equality_Forward_2009.pdf
2. Desjarlais, S. A. (2007). First stories – two spirited. Retrieved from https://www.nfb.ca/directors/sharon_a-desjarlais/
3. Egale Canada Human Rights Trust. (2015). MyGSA.ca. Retrieved from http://egale.ca/portfolio/mygsa/
4. GSA Network. (2009) GSA Actions and Events. Retrieved from https://gsanetwork.org/resources/gsa-actions-events
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Additional Resources: The titles listed below may support instruction in the Gender and Sexual Diversity 20L classroom. These resources have not undergone the full evaluation process that is carried out for Ministry of Education core and additional resource lists. Before using these resources in the classroom, educators should consult their school division's resource evaluation and selection policy.

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Glossary: Terminology and Definitions to Assist in Conversations

Note: The definitions listed below reflect the terminology used in this document at the time it was written. It is important to recognize the evolving nature of languages and cultures. In some First Nations and Métis communities many contemporary terms do not translate literally and may be interpreted differently and/or perceived to be derogatory. Terminology is also continuously evolving within gender and sexually diverse communities.

Advocate: A person who takes on a strong allied stance in support of gender and sexually diverse individuals, as well as in support of gender and sexual diversity within the larger society. Advocates work to create positive cultural shifts regarding gender and sexual diversity within the larger society, and to speak out against homonegativity and heteronormativity.

Ally: (support) A person, regardless of their sexual orientation or gender identity, who supports and stands up for the human, civil and sexual rights of gender and sexual minorities.

Asexual: Lack of sexual attraction to anyone or low or absent interest in sexual activity.

Bisexual: A person who is physically and emotionally attracted to both males and females.

Cisgender: To identify with the gender one is assigned at birth, when gender identity is considered to match biological sex (e.g., female sex organs = female gender). The term cisgender is understood in relation to transgender, therefore calling attention to the unmarked norm of gender expression where gender and sex align.

Cisnormativity: refers to the cultural bias in favour of cisgender and cissexual individuals, and which norms privilege these identities.

Discrimination: unfair action taken against others because they belong to a certain group.

Diversity: An understanding that each individual is unique in relation to their interests, backgrounds and life experiences. In this document, diversity is used to specifically reference gender, sexual identity and sexual orientation differences.

Gay: A person who is physically and emotionally attracted to someone of the same sex. The word gay can refer to both males and females, but is commonly used to identify males.

Gender: refers to the socially constructed roles, behaviours, activities and attributes that are considered appropriate for men and/or women.

Gender Expression: The ways we express our gender through dress, mannerisms and behaviours; may conflict with cultural and societal norms.

Gender Identity: A person's internal sense of being male, female, neither or an identity between or outside these categories.

Genderqueer: refers to persons who feel that their gender identity does not fit into the male-female binary. Genderqueer persons may identify somewhere within the spectrum of male-female, or outside of it completely, using terms such as "third gender," "bi-gender," and "gender outlaw." As well, some genderqueer persons remain 'neutral' or non-gendered.

GSA: Gay-Straight Alliances are student-initiated groups that directly challenge or resist the heteronormative culture structures that characterize adolescents' lives.

Gender and/or Sexually Diverse (GSD): A broad social construct that allows consideration of the multiple, complex, inter-related components that make up biological sex, gender and sexuality.

Heterosexism: The assumption that everyone is heterosexual and that this sexual orientation is normal, ideal and superior.

Heterosexual: A person who is romantically and emotionally attracted to someone of the opposite gender.

Heteronormative/Heteronormativity: A worldview that promotes heterosexuality as the normal or preferred sexual orientation.

Homonegative: An evolution of the word homophobia. Where homophobia refers to direct hatred and fear of homosexuality, homonegativity refers to ongoing and pervasive negative attitudes regarding gender and sexual diversity.

Homophobia: Fear and/or hatred of homosexuality in others, often exhibited by prejudice, discrimination, bullying or acts of violence.

Homosexual: romantic attraction between members of the same sex or gender.

Intersectionality: is a concept that promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created. According to an intersectionality perspective, inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social locations, power relations and experiences. (https://www.sfu.ca/iirp/documents/resources/101_Final.pdf)

Intersex: A person who is born with sexual anatomy that does not fit with the socially constructed definitions of male or female.

Lesbian: A female who is physically and emotionally attracted to other females.

LGBTQ: A commonly used acronym for lesbian, gay, bisexual, trans-identified, transsexual, two-spirit and queer identities.

Pansexual: an evolution of the term bisexual (the attraction to both men and women). Pansexual individuals are open to relationships with men, women as well as people who identify beyond the gender binary including those who are transgender, transsexual, agender, or genderqueer.

Privilege: a special right, advantage, or immunity granted or available only to a particular person or group of people.

Queer: Historically, a negative term for homosexuality. Recently, the LGBTQ communities have reclaimed the word and use it in a positive way to refer to themselves.

Sexual Orientation: A person's romantic, psychological and emotional feelings of attraction towards another person.

Transgender/Trans-identified: A person whose gender identity, outward appearance, gender expression and/or anatomy does not fit into conventional expectations of male or female.

Transphobia: The irrational fear of people whose actual or perceived gender identity/expression departs from stereotypical gender roles and expectations.

Transsexual: A person who experiences intense personal and emotional discomfort with their assigned birth gender. Some transsexuals may undergo treatments to alter their physical sex to correspond with what they feel is their true gender.

Two-spirit: This term has different meanings specific to the traditions of each First Nations language group. Many contemporary First Nations and Métis people who are gender and sexually diverse self-identify as being two-spirit.

(Deepening the Discussion: Gender and Sexual Diversity, Ministry of Education, 2015)

Core Curriculum Components

Differentiated Instruction

Differentiated Instruction refers to the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make *curriculum*, *instruction*, and the *learning environment* meaningful and appropriate for each student. Differentiated Instruction addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Differentiation is tailored to students' strengths, needs, and interests and are applied within all program of instruction (regular, reduced, modified, and alternate). (SPDU, Saskatchewan Ministry of Education, 2008).

Broad Areas of Learning

Three Broad Areas of Learning provide a conceptual foundation for the renewal of curricula, and encompass and build upon the provincial Goals of Education. (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Sense of Self and Community

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Lifelong Learners

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

Engaged Citizens

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens (Saskatchewan Ministry of Education, Renewed curricula: Understanding outcomes, 2010).

First Nations, Metis, and Inuit Content and Perspectives

First Nations, Métis, and Inuit Education is holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with themselves, on another, and the natural world. It is a commitment to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner. (First Nations and Métis Education Policy Framework, 2009).

The inclusion of First Nations, Métis, and Inuit content, perspectives, and ways of knowing benefits all students. Culturally relevant curriculum and resources foster meaningful learning experiences for all students, promote an appreciation of Canada's cultural mosaic, and support universal human rights. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Gender Equity

Gender equity is defined as: the provision of equality of opportunity and the realization of equality of results for all students based on individual aptitudes, abilities and interests, regardless of gender. The intent of the Goals of Education in Saskatchewan is to develop the potential of each person to the fullest extent. In recognition of this, Saskatchewan Education encourages the achievement of gender equity within the province's Kindergarten to Grade 12 system. Gender equity will be promoted as an integral part of all aspects of the educational system including: curriculum, resource materials, instructional and assessment practices, school environment, student development, the relationship between the school and the community, and monitoring (Saskatchewan Education, Gender equity: Policy and guidelines for implementation, 1991).

Optimal health and well-being reaches beyond the ideas of fitness and/or the absence of disease; it is a way of doing, a way of being and a way of becoming. It is important for individuals to recognize that everything one does, thinks, feels and believes has an impact on the well-being of self and others. Connections 20L and 30L students are engaged in developing a deeper understanding of identity, relationships, personal agency and informed decision making. Learning to make sense of the world around them, nurturing a healthy self-concept and developing a strong sense of identity are important for all students, including those who are gender and/or sexually diverse. (Saskatchewan Ministry of Education, Deepening the Discussion: Gender and Sexual Diversity, 2015).

Resource-Based Learning

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Multicultural Education

Multiculturalism is recognition of the diversity of cultural differences which exist in a pluralistic society and an endorsement of a society in which individuals of all cultures are accepted and accorded respect. Thus, it encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy. (Saskatchewan Education, Training and Employment, 1994). Multicultural education is an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment. (Saskatchewan Ministry of Education, Core curriculum: Principles, time allocations, and credit policy, 2011).

Cross-Curricular Competencies

Although described separately, the cross-curricular competencies (i.e., Thinking, Identity and Interdependence, Literacies, and Social Responsibility) are interrelated. They are intended to embrace the Common Essential Learnings and support student achievement of subject area outcomes and, ultimately, the provincial Goals of Education (as expressed through the Broad Areas of Learning).These competencies will "strengthen and enrich students' present learning and future lives" (Saskatchewan Ministry of Education, Renewed Curricula: Understanding Outcomes, 2010).

Developing Thinking

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others. K-12 Goals: think and learn contextually; think and learn creatively; think and learn critically. (Saskatchewan Ministry of Education, Renewed Curricula: Understanding Outcomes, 2010).

Developing Identity and Interdependence

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future (Saskatchewan Ministry of Education, Renewed Curricula: Understanding Outcomes, 2010).

Developing Literacies

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, and cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world (Saskatchewan Ministry of Education, Renewed Curricula: Understanding Outcomes, 2010).

Developing Social Responsibility

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals (Saskatchewan Ministry of Education, Renewed Curricula: Understanding Outcomes, 2010).

Assessment and Evaluation of Student Learning

Formative and summative assessments are critical to learning. Continuous and well-planned assessment practices, combined with an awareness of student needs and appropriate classroom adaptations will result in successful, targeted support for Connections 20L and 30L. Students will engage in the development of a personal evaluation. This will include a portfolio of work, creative writing rubrics, and self-evaluation and reflection tools. Students will also participate in weekly sharing sessions with their peers about their progress.

Assessment and evaluation of students requires:
- knowledge and practical insights into the areas of interpersonal and intrapersonal learning
- attention to the student's prior learning experiences and skill development
- attention to other factors which may impact assessment and evaluation processes

Formative assessment involves the systematic collection of information about student progress with respect to:
- achievement of outcomes
- effectiveness of selected teaching and learning strategies
- student self-reflection on their learning progress

Summative assessment requires evaluation of student achievement of learning outcomes. This information:
- highlights progress to students, teachers, parents, and others
- helps teachers to make informed decisions about next steps in the teaching and learning process

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, can contribute to an overall picture of student progress with interpersonal and intrapersonal skills.

Assessment for learning
Involves the use of information about student progress to support and improve learning. It also engages teachers in using differentiated instruction practices and a variety of assessment tools to enhance learning experiences.

Assessment of learning
Evaluates student achievement of the course outcomes. It involves teachers' judgments based on evidence of student learning. It occurs at the end of a learning cycle using a variety of tools.

Assessment as learning
Actively involves student reflection on learning and monitoring of her/his own progress. It is student-driven with teacher guidance.

Student assessment data should be triangulated using the following three assessment methods:

Conversation	Observation	Product
Talking to students to assess their understanding/ comprehension and/ or to detect areas of concern and recording this information for formative or summative purposes.	Watching students and using checklists to record information that will be considered when grading students' achievement of outcomes.	Projects, presentations, demonstrations, tests, quizzes, dances, songs, etc. that can be used to assess the achievement of outcomes.

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