

Trans~Canada Lesson Plan Mapping Queer Rights Here and Abroad

In this lesson, we will look at rights and freedoms of LGBTQI persons in Canada and around the world. We will see maps and statistics and meet some Trans and Queer people from around the world...via internet videos. We will navigate maps from LGBTQI global community partners and use them as activist tools to compare trans/queer protection laws around the world.

Some of those ally organizations are;

Trans Equality Rights in Canada transequalitycanada.com

Canadian Centre for Gender and Sexual Diversity ccgsd-ccdgs.org

ILGA International Lesbian and Gay Association

www.equaldex.com

Egale-Canada (Equality for Gay and Lesbians Everywhere) egale.ca

Learning Goals

Students will Compare Canada's Anti Discrimination Laws with those around the world. They will report on areas where we need to improve and areas that we are leaders. Students will analyse data, organize information and advocate on behalf of LGBTQI people everywhere. Students will learn about Bill C-204, An Act to amend the Canadian Human Rights Act and the Criminal Code to include gender identity and gender expression as prohibited grounds of discrimination.

Part 1 30-45 minutes

1. Review Canada's Charter of Rights and Freedoms

https://www.youtube.com/watch?v=YAIM1qzO9_w&nohtml5=False

Who's included in the charter and who's excluded? Why? What year was it created? Why?

Ask students where they think Canada would sit on a graph of worst human/queer rights record to best human/queer rights record going from 1 to 10 on a scale. Give an example such as;

1 persecution for being LGBTQ -----**5** recognizing same sex unions-----**10** anti-discrimination law

Ask them which countries they think would have a better record compared to Canada. Ask them to provide any evidence they would have to support their assumptions.

Students will put post it notes on a scale of where they think Canada would sit based on protection laws for LGBTQI Citizens. Discuss briefly what the scale looks like. Comments?

Introduce Bill C 204, which is past its first reading. It will go to a second and third in order to amend the Canadian Charter of Rights. It is a very important bill that has been killed twice already in the past. **** Read the TESA info and show the actual bill.

2. Global Rights and Freedoms for LGBTQI (Have 4 questions on chart paper so students can think about them before the video clip is shown).

4 min. Show this short video (IDAHO-One Voice/One Message) of dozens of people in brief segments introducing themselves, stating the country that they live in and declaring their pride as LGBTQ identified people.

https://www.youtube.com/watch?v=m2Rp8ep_ezE

Identify 10 countries represented. Identify countries not represented. Did anything surprise you about the video? Why would a video like this be made? Who made the video?

Why was there a person out of focus? What did the caption say beside it? Did you notice any occupations listed below some of the speakers? What occupations were represented? Why? Were any transgendered people represented?

“Do you think any of these people represented live in countries that don’t protect the rights of LGBTQ people? Yes or No. If yes, why would they risk their lives to proclaim their pride? “

Ask students to write 3 names of the countries that were represented on a post it note. Ask them to add them to the scale where they think the country is on the scale. We’ll go back to that scale later.

3. Summarize Article #1 Canada Trails Wales When It Comes to Trans Protections
Maybe read it with students? Maybe project it while we read it together?

4. Show the pdf below. [ILGA.org](http://www.ilga.org) LGBTI map of World Laws (2015) www.ilga.org

http://old.ilga.org/Statehomophobia/ILGA_WorldMap_2015_ENG.pdf

Look at the coloured map comparing many countries around the world and compare their transgender and queer rights and protections. Now lets look at our scale and see which countries we thought might have a good record protecting their LGBTQI community.

Do we need to change our posted notes around a bit? Which ones need to be changed and why?

Part 2 40-60 minutes

Taking Action/Allyship

Assign Group Tasks. Divide up group into sub groups and assign tasks. Each group must assign a team captain, two recorders, two fact checkers and a designer.

Team Captain-organizes and helps solves conflict

Recorders-both take notes and compare notes, organize information, edit info,

Fact Checkers-finds all the information, reads, double checks info, helps guide research

Designer-helps with research, reads and finds materials to get job done, formats and organizes illustrations or colours

Look at data, maps, statistics of many countries around the world and compare their transgender and queer rights and protections. Students, in groups of 4 or 5 will be given one culminating task that will help foster inclusion and push for a truly global LGBTTTQI movement.

Group 1-Students will analyse data on the world map. They will choose 10 countries to focus on and organize it and plot Pride Flags on those 10 countries on the map.

Group 2- Students will create a report card for 10 countries. They will focus on anti discrimination laws and laws that protect transgendered and queer citizen’s.

Group 3-Students will write a letter of support and tweet it to the companies (Paypal, Google) or Bruce Springsteen Band and/or basketball player that is standing up to the Government of the State of North Carolina with a boycott

Group 4-Post a letter of support to encourage the Canadian Government to pass bill C 204 and post it in the Canadian Centre for Gender and Sexual Diversity site (formerly Jer’s Vision)

Name _____

Gender Splendour Group 1
Global Pride

Analyse data on the world map. Choose 10 countries that are progressive in protecting LGBTQ rights. Identify these countries on a map. Label countries with names and with a Pride Symbol.

Bar Graphs of trans/queer/human rights violation
use <http://www.equaldex.com>

Gender Splendour Group 3
Show Solidarity And Support for LGBTTTQI Neighbours in the U.S.

Name _____

Read the article #4 Bruce Springsteen Cancels North Carolina concert over anti-LGBT bathroom law. You will get a chance to tweet your messages (140 characters or less) to show support for those allies listed in the Huffington Post article.
Share a message of LGBTQI allyship with people, organizations and businesses that stand up to discrimination.

Group 4
Share the message with Canada's Government with the help of Ally Organizations such as the Canadian Centre for Gender & Sexual Diversity D/Jer's Vision

On May 3rd, 2016, the Canadian Centre for Gender & Sexual Diversity will be on Parliament Hill for our annual briefing with Senators & Members of Parliament. This briefing helps allows parliamentarians better understand the latest research, trends and needs

of the LGBTQ+ communities in Canada and abroad. We are proud to host this event in collaboration with our community partners.

As part of our 2016 Parliamentary Briefing, we are inviting YOU to share your message to Senators & Members of Parliament. Your message will be combined into a briefing note. It will also be turned into art at the Annual Pink Day Gala in Ottawa in April.

Submit your message below.

https://ccgsd.regfox.com/whats-your-message-for-them?utm_source=2016-04-08+Promo+for+Day+of+Pink&utm_campaign=2016-02-22+GSA+Forum&utm_medium=email

Trans Equality Canada

<http://www.transequalitycanada.com>

Unite with trans communities against violence & discrimination

Call on Canada's Parliament to pass legislation protecting gender identity without delay

*We recognize the violence and discrimination faced by the trans/transsexual/transgender/intersex/two-spirit/gender variant ("trans") community in Canada. In a recent nationwide survey, 74% of transgender youth reported experiencing **verbal harassment in school**, and 37% reported **experiencing physical violence**. Transgender individuals in Ontario face **unemployment over three times the national rate** and many more are underemployed. As a result of discrimination and bullying, the trans community faces high rates of mental health issues. Rates of depression are as high as two-thirds; 77% of transgender individuals in Ontario report having considered suicide, and **43% have attempted suicide** at least once.*

*Canada's 42nd Parliament has the opportunity to address the violence and discrimination faced by trans individuals by introducing, and passing without delay, legislation that will amend the Canadian Human Rights Act and the Criminal Code to provide trans individuals with **the same legal protections as other vulnerable groups**.*

Pass legislation protecting gender identity without delay!

Definitions

LGBTQQI

An acronym for individuals who are lesbian, gay, bisexual, transgender, two-spirited, queer or intersex.

Discrimination

Any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of one of the prohibited grounds outlined in the TDSB's *Human Rights Policy and Procedures*.

Discrimination happens when a person experiences negative treatment or impact, intentional or not, because of their gender identity or gender expression. It can be direct and obvious or subtle and hidden, but harmful just the same. It can also happen on a bigger systemic level such as organizational rules or policies that look neutral but end up excluding trans people. Friends, family or others who face discrimination because of their association with a trans person are also protected.

Gender Identity

One's internal and psychological sense of oneself as male or female, or both or neither, regardless of sexual orientation. There are some people who question their gender identity and may feel unsure of their gender or believe they are not of the same gender as their physical body.

Gender identity is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

Gender expression is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

Trans or transgender is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes but is not limited to people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer.

Group 3 Letter Writing Organizer

Name: _____

Show Solidarity And Support for our LGBTTTQI Neighbours in the U.S.

Twitter is a powerful social media tool that people can use to speak about issues and be heard by thousands of people in an instance. The limit is 140 letters/characters.

Who are we? _____

Why is it important to challenge HB2?

How do all-gender washrooms impact people? _____

Why is this law homophobic? _____

What do we believe?

All people deserve.... _____

All people have the right... _____

We think... _____

Group 4-Writing Organizer

Share the message with Canada's Government with the help of Ally Organizations such as the Canadian Centre for Gender & Sexual Diversity D/Jer's Vision

Who are we? _____

Why are we writing?

What do we want?

Why is Bill C-204 important?

How will it impact Canadians?

Why is it important to make this change?

How can we change history?

In conclusion...
