

ANNOTATED CURRICULUM AND TEACHER RESOURCE GUIDE

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Overview

The topic that this annotated curriculum and teacher resource guide will address is gender, sexuality, and the body and seeks to take a thoughtful look at the various different ways that we use gender, sexual orientations, and our bodies to construct our self-identities and self-worth. Moreover, the resource guide will also be instrumental in working to promote ideas of inclusion, acceptance, and an overall appreciation for LGBTQ2S+ students, by providing a solid foundational framework through these resources. With this, the resource guide I have created is meant to help assist teachers who are teaching a secondary school level social studies or humanities course, in particular Social Justice 12, which is a class I will be teaching in my long practicum. In this way, this annotated curriculum and teacher resource guide will be extremely useful for myself, and for other teachers, to find a variety of different resources that they can use with their students, or on their own, to better plan out classes, make effective lessons, and create engaging and insightful activities that will develop further inquiry in students.

The major issues, concerns, and controversies for this topic are extremely vast and unambiguous. Many students, parents, and educators from more conservative and religious backgrounds may have a difficult time in accepting these ideas or sharing their own perceptions and feelings towards gender and sexuality. Moreover, the bullying, harassment, and violence towards LGBTQ2S+ students is still extremely problematic within our school system and serves to showcase the dire need for more classes that can effectively promote and foster a sense of well-being and inclusion of LGBTQ2S youth. Finally, the notion that schools are gendered spaces that "were not designed to support queer and trans people who defy imposed identity categorization," and the idea that schools still focus on gendered washrooms, sports teams, and

assignment groups, also is a concern for teachers and must be further addressed to help promote ideas of a gender spectrum, rather than a gender binary (Keenan, 2017, pp. 545).

With all this in mind, the scope and rationale of this annotated curriculum and teacher resource guide is to fully immerse students in ideas of LGBTQ2S+ rights and have them think critically about the gender binary that is present within not only the classroom but also our society as a whole. In a world that seeks to create further division, and label us based on our gender and sexualities, this resource guide will work to have students engage with a variety of different mediums to better assess the dangerous paradigms that come to fruition when we put people into boxes and refuse to see them for who they want to be and who they truly are in this world. In this way, the resource guide will have students think about the historic wrongs of the past, grapple with the contemporary issues that still exist within our society and assess how they can ultimately work individually and collaboratively to create and generate long term change. With this, this resource guide will employ a variety of different mediums to get students excited and enthusiastic about learning more about LGBTQ2S+ rights and gender and will hopefully work to inspire further action and inquiry into the topic of gender, sexuality, and the body.

Annotated Curriculum and Teacher Resource Guide

Butler, D., Campbell, J., Chamberlain, J., Dumont, M., Finnbogason, S., Ivits, S., and Pruden, H. (2018). *The Gender Spectrum: What Educators Need to Know* (3rd ed.). BC: Pride Education Network / BC Teachers Federation. Retrieved December 4, 2020, from <https://www.pridenet.ca/resources>

This book provides teachers and educators with a vast array of different resources, facts, lessons plans, games, and activities that can be used within the classroom to help students better understand and assess gender and sexual orientation, as well as self-identity, self-worth, and the importance of inclusion and diversity. The book ultimately acts like a teacher resource guide and gives a strong foundation on information relating to gender, promoting educational leadership, fostering effective classroom strategies, and gives a substantial amount of different lesson plans and activities that can be done in a classroom to get students talking and thinking about gender diversity and the need for inclusion within schools and society for all. In this way, this book will be paramount in helping to plan out lessons related to gender that can get students engaged and excited to talk about the issues surrounding self-identity and gender and how they can get involved and work to help to create inclusive and safe spaces for people from all genders and orientations. Moreover, the book also features a robust section relating to appropriate use of language and pronouns for different genders and works to further promote gender-neutral language within a classroom setting and society to help achieve a better sense of inclusion.

Callender, K. (2020). *Felix Ever After*. New York, NY: Balzer + Bray.

This book looks at the story of Felix Love, a transgender young adult who has never been in love. Although Felix is proud of his identity as a black, queer, and transgender person he is secretly afraid of the marginalization he faces within society. Moreover, as the narrative

of Felix develops, his self-identity and self-worth and put into jeopardy due to online bullying and harassment through posts on social media. After planning a chance for revenge, Felix reflects on how he feels about himself and realizes the importance of recognizing the love that everyone deserves and the significance of self-identity. In this way, this fictional book would be instrumental in better showcasing the intersections of race, gender, and sexuality within our society and the negative aspects of social media that can work to attack a person's self-worth and self-identity. This book would be a great way to inspire discussion about race in relation to gender and sexuality and the role that digital media plays within our society for LGBTQ2S+ people in both positive and negative ways.

De Guerre, M. (Director). (2015). *Transforming Gender* [Video file]. Canada: CBC. Retrieved December 4, 2020, from <https://www.cbc.ca/firsthand/episodes/transforming-gender>

This documentary, written and directed by Marc De Guerre for the CBC, takes a first-hand look at the real-life experiences of transgender people in Canada and works to spotlight their challenges coming out to their families and friends and the issues they face surrounding gender, sexuality, self-identity, and society. The film showcases the dangerous paradigm that is put forth by our status quo idea of a gender binary and showcases the impact that it has on transgender people and their families. Moreover, the film also explores historical and contemporary examples of transgender and two-spirit people and illustrates the need to rethink the way we think about gender and helps to shed further light on the work that still must be done in order to become a more inclusive society. This video would be shown to students to help them better understand and assess the gender binary that exists within our society and the oppression, subjugation, and inequality that it creates for many people and the implications it has on their self-worth and self-identity. In

this way, this documentary would be an excellent resource for educators looking to teach students about the fluidity of gender and the first-hand experiences of transgender people.

Desjarlais, S. A. (Director). (2007). *First Stories - Two Spirited* [Video file]. Canada: National Film Board of Canada. Retrieved December 4, 2020, from https://www.nfb.ca/film/first_stories_two_spirited/

This documentary from the National Film Board of Canada showcases the story of Rodney “Geeyo” Poucette and their challenges and struggles within the Indigenous community as a two-spirited person. The film takes a look at the history of two-spirit people within First Nations culture and looks at how colonialism has ultimately worked to create discrimination and oppression against Indigenous people who identify as two-spirited. Finally, through dance, community engagement, and being proud of their own heritage, Rodney “Geeyo” Poucette spotlights how Indigenous people can find healing and peace with traditions from the past in order to realize a more accepting and inclusive future. This documentary would be very helpful in a classroom setting because it would show the different intersections of gender as it relates to culture, race, and colonialism, and ultimately helps to indigenize the curriculum and decolonize students mind when thinking about gender, especially within a first people’s perspective and mindset.

Drillet, N. & Petry, J. (Directors). (2016). *Handsome and Majestic* [Video file]. Canada: Salazar Productions. Retrieved December 1, 2020, from <https://vimeo.com/241958004>

This short documentary chronicles the transition and experiences of Milan Halikowski, a trans-male youth from Prince George, British Columbia. In this gripping, emotional, and poignant documentary, Milan and his family showcase his transition from female to male and the struggles he faced from his peers, his teachers, and the school system itself. In a very telling and distressing way, the film spotlights the lack of support Milan got from

other students and the overall antagonization he felt from his own teachers. The film reflects on the bullying and harassment that Milan faced early on in his transition, and the sexual violence that brought the child to the brink of suicide. On a positive note, the film goes on to show the strides the Milan has made for himself and within his school and community to help promote the need for better trans inclusion within the education system and how he has become a voice and mentor for transgender and non-binary youth within his community. In this way, this short documentary adds a real, human touch to the classroom and helps to spotlight the systemic injustices that still occur within the British Columbian school system and the urgent need for inclusion and acceptance of transgender and non-binary students within the school system in order to build a more diverse, equitable, and open society that can foster growth and development for people of all backgrounds and with this, this resources would be extremely valuable in the classroom.

Gay and Lesbian Educators of British Columbia. (2017). *Creating & Supporting a Gay/Straight Alliance* (5th ed.). Vancouver, BC: Pride Education Network. Retrieved December 4, 2020, from <https://www.pridenet.ca/resources>

This booklet, created by the association of Gay and Lesbian Educators of British Columbia, is crucial helping students to better understand how they can generate change within their schools and communities by creating Gay/Straight Alliances to encourage diversity and inclusion, while promoting ideas of social justice and equality with their peers. With this, this resource offers a wide variety of different tools to help assess the school environment, create an alliance, generate stimulating and interesting discussions, and ultimately provides a substantial amount of different activities, actions, and outreach projects that can be undertaken by students and educators to foster a better sense of LGBTQ2S+ inclusion. In this sense, this resource is valuable in getting students to think

about how they can create change within their schools and communities and how they can promote further change, appreciation, and inclusion for students from different genders and sexual orientations and provide a safe space for students to come together, share ideas and experiences, and find solace in know that they have willing allies within their classes.

GLSEN (Gay, Lesbian, and Straight Education Network) (Producer). (2013, October 4). *LGBT High School Students Share Their Experiences* [Video file]. Retrieved December 4, 2020, from <https://www.youtube.com/watch?v=iAwJQYs7pKM>

This short video from the Gay, Lesbian, and Straight Education Network focuses on different student's experiences within school as LBGTQ2S+ youth and showcases the oppression, subjugation, harassment, bullying, and violence that they faced within their classrooms and schools and gives a poignant view at the lived experiences of these students. Moreover, the video also spotlights the work that GLSEN has done to help create a voice for LBGTQ2S+ students, by way of providing resources, and provides an uplifting message to viewer that change can happen and that further inclusion and safety can exist for youth who identify outside of traditional gender binaries or sexual orientations. This video would helpful for students to address the bullying and harassment that still exists within schools and the need to help create a safe and open space for people from all different sexual orientations and genders to ensure a more fair and equitable society.

Hobby, R. (2019). Teaching children about LGBT issues is not brainwashing – it equips them for life. *The Guardian*. Retrieved December 5, 2020, from <https://www.theguardian.com/commentisfree/2019/jun/09/teaching-children-lgbt-issues-parents-teachers-government>

This online article focuses on parents and parental rights regarding the learning about LGBT+ issues within the classroom. The article talks explicitly about how blocking a student's ability to have knowledge about safe and legal concepts within our society, like

gender and sexuality, is an impediment to not only their learning, but also their personal and social development. In this way, the article would be a great starting point at showing students the importance of learning about gender and sexuality to prepare them for life outside of school and that by not talking about these topics, there is a disservice being done to the development of their skills and knowledge. This would be an interesting way to have students think about the importance and significance of what they are learning about gender and sexuality and to get them to assess the push back from society that still exists.

Jones, A. G. (2018). *Fire song*. Toronto, ON: Annick Press.

This novel focuses on the story of Shane, an Indigenous youth living on a reserve within Canada. Shane's life is filled with hardship and anguish, and when his younger sister commits suicide and his mother withdraws from everyday life, Shane turns to the only person on the reservation that he really loves, his friend David. While the two boys build a secret relationship together, they must face tough decisions regarding their futures and coming to terms with their sexuality. Despite the very serious subject matter of the book, Shane's story is one that leaves readers with a sense of optimism about his fate and helps to showcase sexual orientation in an Indigenous context. This book would ultimately be an effective resource in showing students the realities faced by Indigenous youth and the struggles that LGBT people face regarding their sexuality, identity, and future in this world. Moreover, the book would be instrumental in helping to foster discussion based around the intersections of race, gender, and sexual orientation and the different forms of discrimination and oppression that affect LGBTQ2S+ people of colour and could be incorporated into a variety of lessons or as a novel study within a unit on gender.

Mardell, A. (2016). *The ABC's of LGBT+*. Coral Gables, FL: Mango Media.

This book is helpful providing students and educators with further knowledge regarding LGBT+ issues and seeks to give definitions and infographics, as well as personal accounts and stories about sexual orientation and gender. Moreover, this book also promotes a sense that knowledge is power and that through further knowledge about LGBT+ people we can all become better allies to their causes and work collectively to be supportive, empathetic, and above all human towards people from marginalized groups. With this, this book is a powerful tool to help promote inquiry and inclusion in students and can assist in promoting diversity inside the classroom and the need for respect and appreciation for people of different genders and sexual orientations. In this way, this book can be incorporated by providing students with excerpts of personal accounts or textbook definitions given by the book to help students assess the need for allyship and support for LGBT+ people in their schools and communities.

Out in Film Productions. (2020, December 4). *Out In Schools*. Presentation presented by Out In Schools in British Columbia, Vancouver.

Out In Schools is an award-winning and local education program that uses films and videos, as well as group discussions, to help students engage with issues surrounding homophobia, transphobia, bullying, and harassment. The presentations given by Out In Schools has students view a variety of different locally made videos regarding gender and sexual orientation, listen to a few keynote speakers and presenters, and engage in open and honest discussion about being an ally towards LGBTQ2S+ students and then need to stop the bullying, harassment, and violence that these students face on a daily basis. This presentation would be an amazing opportunity for students to really engage with the

subject matter of gender and sexual orientation, work on their empathy and collaboration skills, and critically think about their own actions within school and society to help promote a better sense of inclusion and appreciation for LFBTQ2S+ students.

Pride Education Network. (2010). *Dealing With Name Calling* (3rd ed.). Vancouver, BC: Pride Education Network / BC Teachers Federation.

This booklet, put together by the Pride Education Network, features a vast array of different facts, lesson plans, activities, and videos to get students to think about name calling and the harassment and bullying that comes with using homophobic language and slurs and the very real impacts that it has on LGBTQ2S+ people. Moreover, the booklet also works to help educators better engage with students by helping them to check their own privileges, better understand how to use non-offensive language, and the need for inclusion and diversity within our schools and society. With this, this resource is extremely helpful in getting students to think about the language that they use and the need to call out homophobic slurs to create a safe and inclusive space for students who identify as LGBTQ2S+ and to help normalize diversity within the classroom and promote inclusion.

Stevens, C. C. (2017). *Dress Codes For Small Towns*. New York, NY: Harper Teen, an imprint of HarperCollins.

This novel, written by Courtney C. Stevens, explores gender fluidity and sexuality in a small-town setting and showcases a coming-of-age story of young woman who does not want to be labelled based on her sexual orientation and gender identity. Using the character of Billie, McCaffery, a small-town preacher's daughter, and written in the first person, the novel showcases the tomboy and gender fluid dimensions of Billie's life that goes against traditional gender roles. Moreover, the book explores her sexuality and how she makes

sense of falling in love on her terms, rather than the strict rules that try to govern her life.

This novel would be a great resource as a case study for exploring gender fluidity and sexual orientation within our society and would be helpful in creating discussions based on gender identity and sexual orientation and how they relate to our socially constructed ideas of what it means to be a man and women and how we can ultimately quash these notions.

Teach BC / Arc Foundation. (2018). First Peoples Perspectives on Gender. Retrieved December 5, 2020, from <https://teachbcd.bctf.ca/list?q=name%3a%22ARC+Foundation%22&p=1&ps=>

This lesson plan submitted to Teach BC by the Arc Foundation looks to have students consider indigenous perspectives towards gender and has them further investigate the notion of Two-Spirit people within Indigenous communities. The lesson plan comes equipped with a First People's Perspectives on Gender worksheet, as well as a link to several different articles and a national film board video to better immerse and engage with students about the different ideas of gender by different groups of people. Moreover, the lesson plan also has students grapple with the idea that different indigenous groups have different meanings and definitions of two-spirit people and to remember that there is not a one-size-fits-all approach to thinking about gender within an indigenous context. In this way, this lesson plan would be a valuable addition to any teacher or educator looking to indigenize their curriculum and incorporate further themes of indigeneity within their classrooms to foster a more robust and diverse sense of gender for their students.

Teach BC / Arc Foundation. (2018). Why "That's so gay" is NOT okay. Retrieved December 5, 2020, from <https://teachbcdb.bctf.ca/list?q=name%3a%22ARC+Foundation%22&p=1&ps=>

This lesson plan by Teach BC and submitted by the Arc Foundation seeks to have students think about the language that they use within the classroom and their lives going forward in society, “demystifies” the word gay, and has students realize that this word should never be used as a slur or insult to bully or harass others. Through a variety of different labelling activities, students learn about the history of the word gay, the use of the word as an insult, and the overall need to speak out against homophobic language in order to create a more fair, equal, and safe society for us all. With this, this lesson plan would be imperative in having students better understand and assess the implications of the language that they use and the need to not be complicit when others use these words in a condescending, demeaning, or hurtful way. In this sense, this lesson gives teachers a very valuable source to incorporate into their curriculums and helps to have students better engage with the construction of language and the harassment and bullying that can result from this language. All in all, a wonderful resource for educators and one that can really engage with students and have them reflect on their own usage of the word in their daily lives.

United Nations (Producer). (2013, December 9). *A History of LGBT rights at the UN* [Video file]. Retrieved December 4, 2020, from https://www.youtube.com/watch?v=XvpHn_zdkTY

This short video provides a series of infographics and facts surrounding the history of LGBT rights by the UN. The video talks about the bullying, harassment, and violence that surrounds LGBT communities and the legal rights of LGBT communities in relation to each other around the world. The video brings to attention to the need for change within our society to allow people to live freely as they are and introduces students to the Free and

Equal Initiative, which was started by the United Nations to promote equality and fairness for LGBT and ultimately seeks to stop the persecution and subjugation of people based on their gender or sexual orientation. This video would be useful as a resource in showing students the history and contemporary context on the status of LGBT right around the world and the continued need for us to be willing allies of LGBT people to help promote inclusion, acceptance, and appreciation.

Wittman, C. (1970). *A Gay Manifesto*. New York, NY: Red Butterfly Publications.

This manifesto, written by prominent gay activist Carl Wittman, provides a historical look at the struggles of gay men during the sexual revolution of the 1960s and 1970s in America and outlines a list of imperatives to help achieve gay liberation. The manifesto takes a hardline approach against heteronormativity, quashes gay stereotypes and biases put forth by mainstream American society, examines the violence and abuse that gay men receive in their own communities, and promotes a sense of a coalition between gay liberation activists and other marginalized groups such as women, people of colour, and other radical and liberal thinkers. In this way, this manifesto helps to spotlight the historical significance and perspectives put forth by Wittman and gay activists of the time and helps to spotlight the change and continuity of gay rights in America. This manifesto would be an extremely effective resource within a classroom setting for providing a historical background to gay activism and would help to provide for significant discussion and further inquiry into ideas of heteronormativity, stereotypes, and violence against LGBT people and the overarching intersections of race, class, gender, and sexual orientation that helps to create an overall coalition and allyship against oppression and discrimination. In this way, the idea of being

a united front of marginalized peoples to help generate a call to action and create change within society becomes paramount and can help students to see the power of collaboration.

Walden, T. (2017). *Spinning*. New York, NY: First Second Books / Macmillan.

This graphic novel written and illustrated by Tillie Walden focuses on the experiences of a lesbian teen who is also a competitive figure skater named Tillie. After moving to a new town with her family, Tillie finds it hard to navigate her way through the new figure skating culture that she is immersed in. While her talents on the ice are applauded by many, she is ultimately left feeling unsatisfied and unhappy. After developing a new interest in art, and finding love in first girlfriend, Tillie realizes the strict and rigid gender and sexual paradigms of the figure skating world no longer reflect her own interests or values and the reader is left with the idea of needing to find your own voice in this world in order to find happiness and content with life. This graphic novel would be great in helping students assess their own interests and hobbies and think about the gendered dynamics of what their interests are and how they came to be. Moreover, to incorporate this into a class, educators could provide chapters or excerpts for students to read in groups and to share out about their own experiences with sexual and gendered paradigms they found in sports.