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Lesson 26: Two Spirit LGBTQIA+ Allyship

**Module 4: Empowering Action and Allyship
(Intermediate)**

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Learning Goal: To understand what it means to be a Two Spirit & LGBTQIA+ Ally and the role allies play in helping to stop discrimination and oppression.



Student Pre-Reflection:

Before you begin, think about...

- How do I want to be treated and how do I think others want to be treated?



Minds on...What can you do about discrimination and oppression faced by Two Spirit & LGBTQIA+ people?

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Discussion Circle – Task #1

Think of a time when you have witnessed some kind of Two Spirit & LGBTQIA+ oppression.

Think about a time when you took action or did not take action.

Share your story with a partner

SPEAKING UP!

Why did you feel comfortable or uncomfortable speaking up?

Reading For Understanding & Making Connections Task #2

* Potential Triggers –
Please ask for support
if needed before,
throughout, or
after our learning.

2SLGBTQIA+ STUDENTS IN ONTARIO 12 EVIDENCE-BASED FACTS

1

There is more than XX and XY.

Worldwide, people born with bodies outside of traditional male/female categories are **as common as people with red hair** (or twice the estimated population of Canada).



3

Gay and bisexual male students are **twice as likely to self-harm**. Lesbian and bisexual female students are **two to three times more likely to self-harm**.

5

42% of trans students in Ontario were **sexually harassed**, 30% were **physically threatened or injured**, and 19% had **run away from home**.



7

Schools are identified by 2SLGBTQIA+ youth as potential **safe havens**.

9

Providing gender-neutral bathrooms to all students **helps 2SLGBTQIA+ youth feel safer at schools**.



11

Schools with established GSAs and anti-homophobic bullying policies have **lower odds of discrimination, suicidal thoughts, and attempts among LGB and heterosexual students**.



2

75% of surveyed Canadian transgender youth reported **self-harming** in the past year, nearly 50% experienced **extreme stress** in the past 30 days, and a third had **attempted suicide** in the past year.



4

67% of trans youth in Ontario reported **experiencing discrimination because of their gender identity**.

6

All Ontario students (2SLGBTQIA+ and otherwise) are **legally entitled to be treated with respect and dignity**, to start a GSA in their school, and to attend a discrimination-free school.



8

Transgender students in Ontario who reported **feeling connected to their schools** were twice as likely to report good or excellent mental health compared to transgender students with lower levels of connection.



10

A school GSA costs about an hour per week to sponsor a teacher or public health nurse during the school year (about \$1,000). This can **save \$183,000 in healthcare costs**.

12

Displaying **2SLGBTQIA+ friendly symbols** helps improve 2SLGBTQIA+ youths' self-esteem and fosters a sense of belonging.





Guiding Questions

- What piece of information surprised you the most?
- What information did you already know?
- On Point 7 it uses the words “potential safe haven”. How could school be a “safe haven”? How could it be unsafe?
- How safe do you think your school is? How about this class?
- How are the facts in point 7 and point 8 connected?
- What does this information suggest about Two-Spirit LGBTQIA+ youth and school?



Being an Ally Task #3

What is an Ally?

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An Ally is... A person who works to end a form of oppression that gives them privilege(s). Allies listen to, and are guided by, communities and individuals affected by oppression. In the case of Two Spirit & LGBTQIA+ people forms of oppression include biphobia, cissexism, heterosexism, homophobia, transphobia, and others.

Safer and More Inclusive...

How does this relate to creating a classroom or school that feels safer and supportive for Two Spirit & LGBTQIA+ students?

So how can we do this?
What does Two Spirit & LGBTQIA+ Allyship look and feel like in our class and our school?



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Role Play - Moving to Action Task #4



Identify specific ways you can be an Up Stander in the classroom and at school.

Create a roleplay of a situation that is realistic and could happen in this classroom or school.

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Consolidation:

- ✓ We will co-create an anchor chart for the classroom outlining realistic ways to be an Upstander and a Two Spirit & LGBTQIA+ Ally in our class and our school.



Post-reflection (choose one)

- What is the main idea I want to remember or take away from this lesson?
- What is my next step?
- What do I need to learn more about?
- How is my mental wellbeing after this co-learning experience?

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