

NAME: _____



Activity One



Same-Gender Marriage Timeline

We know that same-gender marriage was legalized for all of Canada in 2005. Same-gender activity has been legal in Canada since 1969 with the Criminal Law Amendment Act. It wasn't until July 19, 2005 that the federal Civil Marriage Act, which legalized same-gender marriage across all of Canada, was given royal assent.

Create a timeline that shows how same-gender marriage changed in Canada over the last 50 years. You should include laws by individual provinces.

Where does your own province fall on the timeline? Was it a leader in making same-gender marriage legal? Write a short description of your own province's role in legalizing same-gender marriage.



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Activity Two



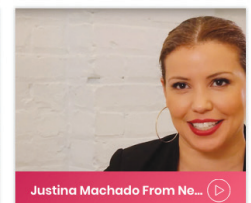
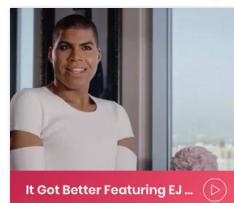
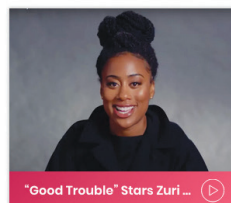
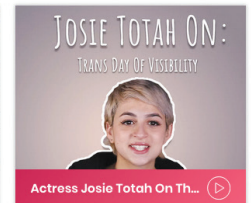
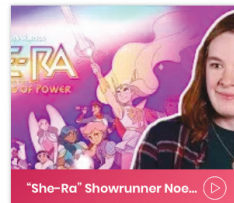
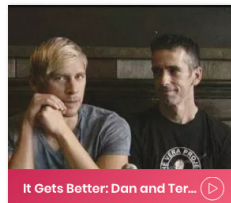
It Gets Better

Many LGBTQ2S+ people struggle with their mental health. This is because of pressures from their community to be straight or cisgender. It can be difficult growing up in a world that is often homophobic and transphobic. There are some organizations that try to help LGBTQ2S+ people. They want them to feel okay with being who they are. The *It Gets Better Project* is an example. They help young people realize that it might be hard to be LGBTQ2S+, but it will get better one day.

Visit the website <https://itgetsbetter.org/>, or another LGBTQ2S+ support group or campaign of your choosing. Watch some of the stories from LGBTQ2S+ people and allies (friends).

Create your own encouraging video or script. Film yourself or write down all the things you would want to say to somebody who is struggling with their orientation or identity.

- What would you tell people who are struggling with their orientation or identity?
- How would you make them realize that it is okay to be who they are?
- Include your own personal words of encouragement.



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Activity Three



Social Media Exchange

Homophobia and transphobia can be found on social media. Comments on Instagram, YouTube and Twitter are often very hateful. This could be because people feel like they can say mean things when they are not face to face. What would you say to someone who uses their social media to spread hate?

Create a pretend social media conversation between a homophobic or transphobic person and an LGBTQ2S+ friend. You might want to think about the following:

- How would the friend respond to homophobia or transphobia?
- What hashtags might the friend use?
- Who do you think would have more likes or shares?
- Who could the friend tag in the conversation for support?
- How could the friend fight hate without being hateful?

Be as creative as you can!



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Activity Four

LGBTQ2S+ Role Model

Many people in the LGBTQ2S+ community have overcome difficult experiences. Many have fought for LGBTQ2S+ rights. Think about someone from the LGBTQ2S+ community that inspires you. This person may be a singer, actor, writer, activist, politician, or athlete. This person can be living or dead. Why does this person inspire you? Think carefully. Use the web to research this person.

Create a presentation about this person. You could include:

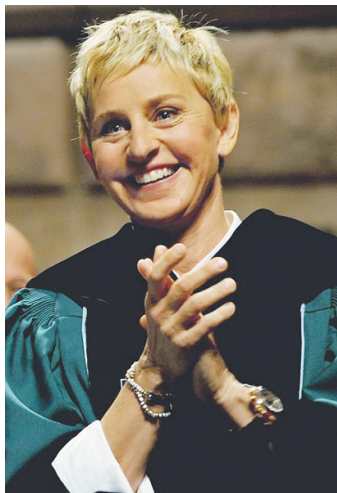
- Their orientation or identity.
- Their profession.
- Why they inspire you.
- Key accomplishments.
- Quotes, images or videos.

Don't forget to mention any activism they have done for LGBTQ2S+ rights. Try to use many of the key terms you have learned in your presentation.

When you are done, be prepared to share your presentation with the class.



Cara Delevingne



Ellen Degeneres



Harvey Milk

NAME: _____



Activity Five



Someone You Know

Many of us have brothers, sisters, cousins or friends that are members of the LGBTQ2S+ community. Maybe they came out to us. Maybe we heard through a friend or family member. Either way, LGBTQ2S+ people are a part of our community.

Think of someone you know who are LGBTQ2S+. Write a short report on them by answering the questions below. You may not know anyone personally. Pick someone from a TV show or movie.

1. How do you know this person?
2. How do they identify? (Lesbian, gay, bisexual, pansexual, asexual, transgender, genderqueer, Two-Spirit etc.)
3. What did this person teach you about their orientation or identity?
4. What is something you think people should know about those who share this identity or orientation?
5. What is something interesting about this person?

After writing your report, share it with your class.

Note: Be sure NOT to share someone's orientation or identity if they are not comfortable with it.



(Source: Wikipedia)

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Activity Six



Conversion Therapy

Some people believe that gay people have something *wrong* with them. They think that gay people should try to change themselves. That they should be straight. Some countries allow something called 'conversion therapy'. This is when people who identify as LGBTQ2S+ go through a kind of 'treatment' to try to make them straight or cisgender.

Using the web, research conversion therapy. Look up the places that allow conversion therapy.

- How many are there?
- What goes on during this therapy?
- How does it affect LGBTQ2S+ people?

After you have done your research, come up with an email that you would send to politicians of those places. Explain why conversion therapy can be dangerous. Discuss why LGBTQ2S+ people do not need treatment for their orientation or identity. Give your argument for why they should ban this practice.

Use these emails as discussion starters in your lessons about LGBTQ2S+ rights.

