



May 11th - 15th, 2026

# ASD-S Pride Week

***K-5 Learning Guide***

The schools and communities we serve here in ASD-S are located on the unceded and traditional homelands of the Wolastoqey, Mi'kmaq, and Peskotomuhkati peoples. These Nations have stewarded this land since time immemorial, and their presence, cultures, and contributions continue to shape this place today.

Pride Week invites us to celebrate identity, belonging, and the right of all people to live as their authentic selves. In doing so, we also recognize that this work is connected to a broader commitment to truth, respect, and reconciliation. We honour the strength, resilience, and diversity of Indigenous communities, including Two-Spirit people, whose identities have always been recognized and affirmed within their communities.

As we celebrate Pride across our schools, may we continue to learn from the past, listen with care, and work together to create communities where everyone feels seen, respected, and a true sense of belonging.



*Elder Charlie Nicholas of Neqotkuk (Tobique) First Nation offering a welcome at the ASD-S × Egale Summit (2025).  
Live painting by Jeff McGinn.*

# ASD-S Pride Week



## TABLE OF CONTENTS

- Superintendent's Message ... **4**
- Acknowledgments ... **5**
- Welcome to Pride Week! ... **6**
- Why Pride Week? ... **7**
- DIP Alignment ... **8**
- How Do We Teach to Diversity? ... **9**
- Desk Reference for Responding to Concerns ... **11**
- Observing Pride Week at School: Lesson Guides ... **17**
- Resources ... **48**
- Curricular Connections ... **52**





Anglophone South School District

**Superintendent's Office**

May 2026

**ASD-S District-Wide Pride Week 2026 – Lead With Pride!**

Dear Principals,

As we prepare for the second annual district-wide Pride Week in ASD-S, I want to thank you for your continued leadership in ensuring our schools are places of respect, belonging, and inclusion for all students, staff, and families. This work is not symbolic. It reflects our responsibility to create safe, welcoming learning environments where every student can fully participate and succeed. Pride Week is one way we continue to bring that commitment to life, aligned with our District Improvement Plan's focus on Belonging and our Antiracism & Equity Policy.

We also know that school is not experienced the same way by all students. Many 2SLGBTQIA+ students continue to encounter harmful language, exclusion, or a lack of representation, and these experiences directly impact their sense of safety, well-being, and readiness to learn. When schools are intentional about inclusion and affirmation, students are more connected, more engaged, and better able to succeed. This work matters because it shapes the conditions for learning.

Pride Week supports all learners. In our elementary schools, it offers developmentally appropriate opportunities to explore kindness, family diversity, and respect for differences. In our middle and high schools, it affirms identity, strengthens peer and staff connections, and contributes to safer, more responsive school environments. Following last year's inaugural Pride Week, we were encouraged by the strong and widespread support expressed by students, families, staff, and community partners across ASD-S, the province, and beyond. That collective response reinforces the importance of continuing this work with clarity and confidence.

To support your planning, we are once again sharing a comprehensive resource developed collaboratively by our Equity, Diversity, & Inclusion Leads, School Counselling Leads, community partners, and members of our ASD-S SOGI Educators Network. This document includes:

- Sample K-5 and 6-12 lessons and activities
- Curriculum connections across subject areas
- Guidance for responding to questions from families
- Tools to support thoughtful and inclusive implementation

Please take time to review and share these materials with your staff. They are designed to support confident, consistent, and meaningful engagement across all schools. If you have questions, I encourage you to connect with members of the SOGI Educators Network or EDI Leads [Caleigh](#) and [Jay](#).

Thank you for your ongoing commitment to creating school communities where every student, staff member, and family is respected, valued, and supported.

With appreciation,

A handwritten signature in blue ink that reads 'Derek'.

Derek O'Brien  
Superintendent  
Anglophone South School District



## Acknowledgments

As we mark the second annual district-wide ASD-S Pride Week, we are reminded that this work continues to grow through collective effort, care, and leadership. What began last year as an important step forward has become a sustained commitment to creating school communities where respect, belonging, and inclusion are visible, lived, and felt.

This progress would not be possible without the leadership and support of many. We extend our sincere thanks to Superintendent Derek O'Brien; Director of Education Support Services, Jen Grant; Director of Communications, Jessica Hanlon; the ASD-S School Counselling Lead team; GSA Leads; and the dedicated members of our ASD-S SOGI Educators Network. You continue to lead by example, helping to embed this work across our schools in meaningful and lasting ways.

We are grateful to our valued community partners - [Chroma NB](#), the [ARC Foundation & SOGI 123](#), and [Egale](#) - whose ongoing partnership and expertise strengthen this work and help ensure it reflects best practice and care.

We also want to recognize the students, staff, and families who have shared their voices and lived experiences. Your willingness to show up and contribute continues to shape this work in powerful ways.

At a time when inclusion and human rights are being challenged in many spaces, how we show up matters. Across ASD-S, we continue to lead with care, courage, and pride. Pride Week is one moment in that work, but it reflects a deeper, ongoing commitment to the communities we are building together.

Thank you for the role you play in leading this work forward, and for continuing to **lead with pride** in your schools every day.



With appreciation,  
Jay Nickerson (he/him) & Caleigh Dunfield (she/her)  
Equity, Diversity & Inclusion Leads, ASD-S



# Welcome to...

# **PRIDE WEEK!**

In ASD-S, we celebrate and support the uniqueness and diversity of our staff, students, and extended communities every day. Our goal is to create school environments where everyone feels welcome, accepted, and empowered to succeed no matter their identity or circumstances.

We also recognize that global challenges can bring uncertainty and deeply affect our learners and educators. That's why it's more important than ever to lead with empathy and understanding.

As we mark our second district-wide ASD-S Pride Week, let's take a moment to reflect on and reaffirm our shared commitment to fostering inclusive, supportive spaces—not just this week, but all year long!



# WHY **Pride** WEEK?

District-wide **Pride Week** in Anglophone South School District (ASD-S) is a meaningful step toward creating safer, more inclusive schools for all learners, from kindergarten to grade 12. While often viewed as an initiative to support 2SLGBTQIA+ students, Pride Week benefits the entire school community by fostering empathy, belonging, and respect. For young learners in K–5, it provides age-appropriate opportunities to explore themes of kindness, family diversity, self-expression, and acceptance—key foundations for social-emotional learning and healthy identity development. For students in grades 6–12, Pride Week affirms identity, strengthens peer and staff support networks, and reduces the stigma that so often contributes to isolation, bullying, and mental health challenges.

## Why Pride Week Is Essential:

- **Prevalence of Discrimination:** According to Egale Canada's *Still in Every Class in Every School (2021)* report, 64% of students hear homophobic comments daily or weekly, and 62% of 2SLGBTQIA+ students feel unsafe at school, compared to just 11% of their cisgender heterosexual peers.
- **Mental Health Concerns:** The same report reveals that 40% of trans students experience languishing mental health, underscoring the urgent need for school-wide support and affirmation.
- **Impact on Indigenous Students:** In the same report, 77% of 2SLGBTQIA+ Indigenous students reported harassment at school in the past year—the highest of any group surveyed.
- **Local Relevance:** According to the *2024–2025 New Brunswick Student Wellness and Education Survey*, 11.9% of students in grades 6–12 identify as 2SLGBTQIA+, with 1.5% identifying as non-binary—clear evidence that these students are a significant part of our school communities.

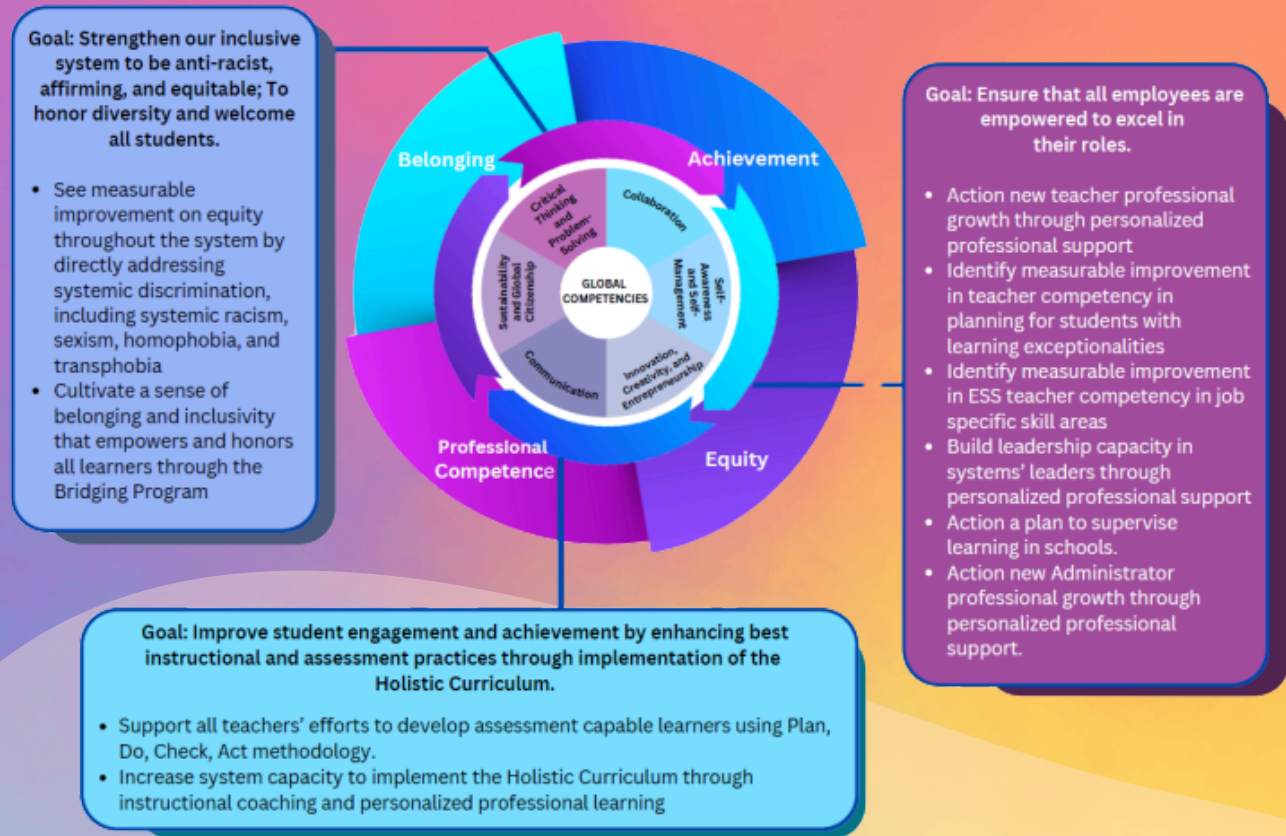
## Benefits for the Whole School Community:

- **Builds Empathy Early:** For K–5 students, inclusive celebrations like Pride Week help normalize diversity from a young age, build emotional literacy, and reinforce the message that all children and families deserve respect.
- **Improves School Climate:** Inclusive school practices reduce bullying and help create environments where all students and staff feel safe, seen, and supported.
- **Supports Equity Goals:** Pride Week directly aligns with the *ASD-S Antiracism and Equity Policy*, which commits to “ensuring that all students...have equitable access to opportunities for learning and achievement.”
- **Encourages Belonging:** When students and staff see themselves, their families, and their peers reflected and celebrated in school life, a stronger sense of belonging and connection emerges for everyone.

By embedding Pride Week into the fabric of ASD-S schools, we affirm the diversity of our learners and help foster a more inclusive future - one school, one classroom, and one student at a time.



# DIP ALIGNMENT



Pride Week in Anglophone South School District (ASD-S) reflects our commitment to safe, inclusive, and respectful learning and working environments for all. It directly supports the ASD-S District Improvement Plan's focus on Belonging, which states: "All learners and staff will be safe and belong in our learning community."

For students in **grades K-5**, Pride Week provides an opportunity to deepen understanding of identity, inclusion, and respect. It supports critical thinking about equity and human rights, affirms students in being themselves, and encourages allyship and leadership in building safe, inclusive school communities.

ASD-S also commits to "strengthen our inclusive system to be anti-racist, affirming, and equitable; to honor diversity and welcome all students" (for more on this, check out **Policy 368**). Pride Week brings this vision to life by helping all students and staff feel seen, respected, and celebrated—today and every day.



# HOW DO WE TEACH TO DIVERSITY?



## CELEBRATE DIVERSITY

Promote awareness, acceptance, reconciliation, and inclusion by engaging students in open discussions that explore and respect individual differences. Create a supportive environment where all members of the school community feel safe, valued, and free to express their unique identities.

## CREATE A DIVERSE ENVIRONMENT

Diversify classroom and school libraries to reflect a range of cultures, identities, and experiences. Incorporate diverse perspectives across subjects, and use inclusive practices—such as including pronouns in email signatures and ensuring school forms are gender-neutral and inclusive of all caregiver types. Normalize family diversity in everyday classroom and school life. Actively embrace and uplift underrepresented voices by involving groups like the Student Representative Council (SRC), Culture Club, and/or Gender & Sexuality Alliance (GSA) in discussions and decision-making to ensure all identities are seen, heard, and valued.



## EDUCATE ON EMPATHY

Empathy—the ability to understand and share the feelings of others—is essential for building respectful, inclusive relationships. Encourage students to consider diverse perspectives, experiences, and emotions to deepen their understanding of others. This helps foster a more compassionate and accepting classroom. For more resources on strengthening Social Emotional Learning (SEL), visit [CASEL](#).

## BE AWARE OF YOUR OWN BIAS

Regularly reflect on unconscious biases and beliefs to deepen socio-cultural awareness and foster a diverse, inclusive environment. Support student well-being through culturally responsive, trauma-informed practices. Be an upstander—challenge stereotypes, speak out against discrimination, and actively amplify underrepresented voices to promote equity and social justice.



# HOW DO WE TEACH TO DIVERSITY?

## KEEP THE CONVERSATION GOING

Engage with colleagues, community, family, and friends in ongoing conversations about equity, diversity, and inclusion—including around 2SLGBTQIA+ identities and SOGI (Sexual Orientation and Gender Identity) inclusion. Commit to year-round learning, unlearning, and allyship to help create a society where everyone feels safe, valued, and seen. Explore local organizations, events, and initiatives to deepen your understanding, show solidarity, and actively support inclusive spaces for all. Watch for district opportunities like book clubs, professional learning, and the ASD-S SOGI Educators Network to continue growing together!



Conversations about SOGI inclusion, equity, diversity, and respect in schools can be challenging, as they often touch on sensitive topics such as identity, privilege, and systemic inequalities, which can lead to discomfort or defensiveness. However, these discussions are crucial for creating school communities where all students and staff, regardless of sexual orientation or gender identity, feel seen, respected, and valued.

By facilitating and engaging in conversations about SOGI inclusion, we help foster a sense of belonging, promote empathy, and challenge biases. This creates a supportive, inclusive environment where every individual can thrive, free from discrimination or marginalization. Engaging in these conversations builds the foundation for a more equitable and inclusive future in our schools, district, and broader communities.

## **WE'RE IN THIS TOGETHER!**

You are always welcome to reach out to our team for support:

**JAY NICKERSON (he/him) & CALEIGH DUNFIELD (she/her)**  
ASD-S Equity, Diversity & Inclusion Leads

*Our work focuses on supporting student success by fostering equity, belonging, and inclusivity for all learners in the ASD-S community.*





## Sample Response to Parent/Caregiver Concerns re: Pride Week

Dear [ - - - - - ],

Thank you for reaching out about ASD-S Pride Week, and for your interest in your child's learning. We appreciate the opportunity to connect with families about their concerns. While families may hold a range of perspectives, schools have a responsibility to uphold foundational values like respect, kindness, and empathy. Pride and Diversity Week is one of the ways we foster an inclusive, welcoming environment for everyone. It's an opportunity to affirm and celebrate diverse identities and recognize a community that faces disproportionately high rates of bullying and exclusion.

This work is supported by the New Brunswick Human Rights Act, the Education Act, Department of Education policies including Policy 322 (Inclusive Education), Policy 703 (Positive Learning and Working Environment), and Policy 713 (Sexual Orientation and Gender Identity), and ASD-S Policy 368 (Anti-Racism & Equity Policy).

During Pride Week, students will engage in age-appropriate learning centered on themes such as compassion, family diversity, self-expression, and inclusion. These are important aspects of social-emotional development and align with our provincial curriculum framework. Activities are designed to be respectful of students' developmental stages and are optional. For example, our school will be [insert some school-specific activities].

It's important to clarify that Pride Week in our schools does not involve mature themes or sexual education. The focus is on belonging, respect, and the understanding that everyone deserves to feel safe, valued, and free to be themselves.

We're proud to promote kindness, respect, and inclusion in our school. These values support both our learners' well-being and academic success, and we think our students will enjoy the activities we have planned.

Thank you again for your engagement and support of our school.

Sincerely,

[Principal Name]



## **Addressing Parent Concerns Constructively Speaking Points for Opposition to SOGI-Inclusive Education**

### **OVERVIEW**

Opposition to SOGI-inclusive education happens. This document has ideas that anyone can use to help find common ground and bring the discussion back to student safety and well-being. Avoid entering debates about different theories, philosophies and the meanings or merits of scriptural texts. The purpose of SOGI-inclusive education is to ensure that all students are valued, supported, and respected.

### **FAITH-BASED AND CULTURAL SENSITIVITIES**

- 2SLGBTQIA+ people are from every ethnicity, religion/faith, age, demographic, are found all over the world and throughout history.
- Many religious/faith-based organizations and followers are supportive of 2SLGBTQIA+ people and many 2SLGBTQIA+ people are religious / practice faith.
- Almost all faiths and ethno-cultural groups have 2SLGBTQIA+ subgroups.
- Individual families will always have a range of values. Schools have a duty to teach the societal value of respect for all.

### **THE NEED AND BENEFITS OF SOGI EDUCATION**

#### ***Still In Every Class in Every School – 2022 (Canadian)***

- Almost two thirds (62%) of 2SLGBTQIA+ students reported that they feel unsafe at school compared to 11% of their cisgender, heterosexual peers.
- 2SLGBTQIA+ focused policy [such as Policy 713 or the ASD-S Antiracism & Equity Policy (Policy 368)] in schools act as a protective factor for 2SLGBTQIA+ students.
- Any given school is likely to have as many heterosexual students as LGBTQIA+ students who are harassed about their sexual orientation or gender expression.
- 2SLGBTQIA+ students from schools with anti-homophobia policies reported significantly fewer incidents of physical and verbal harassment.

#### ***Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) – 2016 (Canadian)***

In schools with anti-homophobia initiatives, straight youth also reported lower levels of discrimination because people perceived them to be gay or lesbian, and thus lower levels of suicidal ideation, suicide attempts, binge drinking, problem substance abuse.



### **Family Acceptance Project, SFU (2009)**

Parent attitudes matter. Parental rejection of 2SLGBTQIA+ youth can adversely affect their health in many ways including suicidality, depression, drug use, unprotected sex, homelessness, and juvenile detention. Supportive schools can improve these outcomes.

### **REMINDERS ABOUT HUMAN RIGHTS LEGISLATION**

- Per the New Brunswick Education Act, schools must be non-sectarian and are responsible for the inclusion of all pupils.
- Per the New Brunswick Human Rights Act, public schools must provide a learning environment free from discrimination.
- Per the Canadian Charter of Rights & Freedoms, section 15 (2) - The Charter does not prohibit programs or activities aimed at improving conditions for disadvantaged individuals or groups.

### *Chamberlain v. Surrey School District 36*

School district banned 2SLGBTQIA+ inclusive books due to concerns about parent perception and religious views. The Supreme Court of Canada ruled in 2002 that:  
Materials in classrooms must be inclusive  
Limitations on freedoms are justifiable to provide a discrimination-free environment  
Inclusion [tolerance] is always age appropriate  
Children cannot learn to be inclusive [tolerant] unless they are exposed to views that differ from those they are taught at home

According to the *New Brunswick Human Rights Act* *New Brunswick Education Act* *EECD Policy 322 – Inclusive Education* and *EECD Policy,703 – Positive Learning and Working Environment*

It is the responsibility of the New Brunswick public school system, a public service, to provide a learning environment that is inclusive, free from discrimination – including that based on sexual orientation and gender identity, respects human rights, and is safe and welcoming for all.

## QUICK RESPONSES FOR TALKING ABOUT 2SLGBTQIA+-INCLUSION WITH PARENTS AND COMMUNITY MEMBERS

*"This goes against our rights to teach our children our own set of family values."*

- Teachers do not condone children being removed from classes when they teach about Aboriginal people, people of colour, people with disabilities, or gay, lesbian, bisexual and transgender people.
- You can absolutely teach your child your own values at home. Public schools have a duty to teach all students about respecting diversity and valuing all types of people.
- Teachers and principals have a legal obligation to provide for the safety and inclusion of all students in our school.

*"It's recruitment or teaching about sex!"*

- No one suddenly chooses to become lesbian, gay, bisexual or trans because they heard about the topic in school.
- Anti-homophobia and anti-transphobia education does not include discussion about sexual practices.
- Secondary students need accurate information about relationships and safe sex. Lack of information can have significant consequences for youth.

*"My child is too young for this topic!"*

- Children are already learning homophobic and transphobic slurs during the primary years.
- Their teacher's job is to make school safe and oppose all name calling.
- All students and families deserve to see themselves represented in curriculum and learning activities. The mandatory provincial curriculum includes diverse family structures.
- Educators are best equipped to determine what is age appropriate for their classrooms and are trained to teach accurate, up-to-date information to every child.



*Dear (Insert Family Name)*

*Thank you for your email regarding the Personal Wellness Curriculum.*

*I want to let you know that all public schools in New Brunswick are required to provide a safe learning environment for all students. Materials in our classrooms must be inclusive, free from discrimination and represent the diverse nature of students and families of our community. Our educators are best equipped to determine what is age appropriate for their classrooms and are trained to teach accurate, up-to-date information to every child.*

*Sexual orientation and gender identity is one of many topics about diversity discussed in schools, such as when educators speak about race, ethnicity, religion, and ability. We include lessons about family diversity that promote safe, inclusive, and welcoming environments for all members of our school community. These outcomes fall within the Personal Wellness Curriculum and the Relationships strand where the outcomes encourage students to appreciate diversity and how it can positively enhance our relationships and communities. These outcomes demonstrate acceptance and appreciation for diversity; describe how appreciating diversity can positively influence relationships; and analyze how appreciating diversity enhances community relationships.*

***You could add:***

According to the New Brunswick Human Rights Act, New Brunswick Education Act, EECD Policy 322 – Inclusive Education, and EECD Policy 703 – Positive Learning and Working Environment, it is the responsibility of the New Brunswick public school system, a public service, to provide a learning environment that is inclusive, free from discrimination (including that based on sexual orientation and gender identity), respectful of human rights, and safe and welcoming for all.

**Citing Policy always adds weight to your response.**

***Continued on next page...***



***You could add:***

**Policy 322 - Inclusive Education**

Section 5.1 of Policy 322, our Inclusion Policy states that we are to be respectful of student and staff diversity in regard to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity

**Policy 703 – Positive Learning and Working Environment**

Section 5.4 of Policy 703, our Positive Learning and Working Environment Policy states that students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.

**Policy 713 – Sexual Orientation & Gender Identity**

In Policy 713 on Sexual Orientation and Gender Identity, there are several sections that promote safe and inclusive learning environments.

- 6.1.5 - All students will be able to participate in curricular, co-curricular, and extracurricular activities that are safe and welcoming.
- 6.1.6 - EEC, school districts, and school personnel will ensure that classroom materials and activities contain positive and accurate information related to sexual orientation and gender identities.
- 6.1.7 - EEC, school districts, and schools will strive to use inclusive and gender-neutral language when communicating with members of the school environment. This includes classroom instruction, classroom materials, school and school district newsletters, forms, social media, emails, phone calls, and meetings.

**ASD-S Policy 368 – Antiracism & Equity Policy**

In ASD-S we celebrate the diverse backgrounds of our community and are committed to promoting understanding, respect, and equity for all races, cultures, and ethnicities. While Policy 368 emphasizes racial and cultural diversity, it also states that the same principles apply to all forms of diversity and inclusivity, such as colour, religion, national or ethnic origin, language group, **sexual orientation, gender identity**, age, socio-economic situation, neurodiversity, or disability.

# MORNING ANNOUNCEMENTS



*Suggested scripts to highlight the theme for each day of Pride Week!*

## Good morning, students and staff, and happy Pride Week!

Today, we're celebrating the many different kinds of families that are part of our school community. Families can look all kinds of ways—some have two moms, two dads, one parent, grandparents, step-parents, siblings, chosen family, and more—and every one of them matters. It's important to recognize and respect that not all families look the same, and that's something to be proud of. Our differences make our community stronger, more understanding, and more connected. Thanks for being part of a school where everyone belongs!

*Monday*

## Good morning, students and staff, and happy Pride Week!

Today, we want to take a moment to appreciate what makes each of us unique. Whether it's your interests, talents, identity, or the way you see the world—those differences are what make our school community strong and vibrant. Being true to yourself is one of the most powerful things you can do. When we embrace who we are and support others in doing the same, we create a space where everyone can thrive. Let's keep celebrating what makes us, and continue showing kindness and respect to one another—today and every day. Thank you!

*Tuesday*

## Good morning, students and staff, and happy Pride Week!

Today, we're talking about what it means to be a good ally. Being an ally means standing up for others, supporting them, and making sure they feel respected—no matter their gender identity, sexual orientation, or background. It's about creating a school where everyone feels safe, included, and valued. Even small actions—like using someone's correct name or pronouns, speaking up against unfairness, or simply being kind—can make a big difference. Let's keep working together to build a community where everyone feels seen, heard, and supported. Thank you!

*Wednesday*

## Good morning, students and staff, and happy Pride Week!

Today, let's take a moment to recognize that each of us is unique. We come from different backgrounds, have different abilities, appearances, identities, and beliefs—and that's something to celebrate. Our differences help us see the world in new ways and make our school a richer, more vibrant community. When we take the time to understand and respect each other's experiences, we build empathy, connection, and a sense of belonging. So let's continue to lift each other up, be open-minded, and create a school where everyone feels seen, valued, and supported. Thanks for being part of what makes our community great. Have a fantastic day!

*Thursday*

## Good morning, students, and happy Pride Week!

All week, we've been highlighting the importance of kindness, diversity, and being true to ourselves. Pride Week is a time to celebrate who we are and to show respect for others—no matter how they look, who they love, or how they identify. It's a reminder that everyone deserves dignity, kindness, and the freedom to be themselves. When we support and uplift each other, we help create a community where everyone feels safe and valued. Let's keep celebrating what makes each of us unique, and continue spreading love, respect, and acceptance every day. Thank you!

*Friday*

# SUGGESTED

# LESSON GUIDES

Once again, we are pleased to bring you suggested lessons to engage learners in your school communities. We are grateful to members of the **ASD-S SOGI Educators Network** for sharing new lesson ideas in addition to the familiar lessons that appeared in last year's guide.

## Themes are as follows:

**Monday** - Family Diversity

**Tuesday** - Being Yourself & Identity

**Wednesday** - Kindness & Allyship

**Thursday** - Understanding Difference & Human Rights

**Friday** - Pride Celebration!

In an effort to keep things organized, on days that have multiple suggested lesson guides, each additional lesson is identified with a number:



- *There are so many wonderful SOGI-inclusive resources available online that could be incorporated into a school community's Pride Week celebration. Many are linked later in the document. One example is this library of lesson plans from Welcoming Schools.*

[Click here to check it out!](#)

## REMINDER:

Schools may be at different points along their journey to SOGI inclusion. If your school has an active GSA, an amazing GSA Lead and/or SOGI Champion and they/student leaders have other ideas about how to observe and celebrate Pride Week, please work together to create a plan for what this can look like! We were amazed and inspired by the videos, artwork, coffee houses, etc. we saw last year!

# LESSON GUIDE

# MONDAY

## Celebrating Families

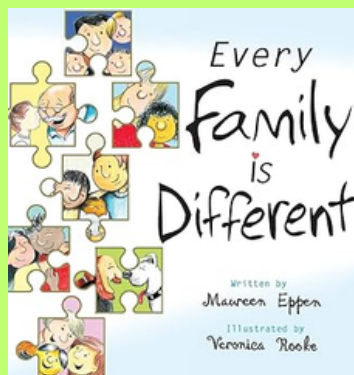
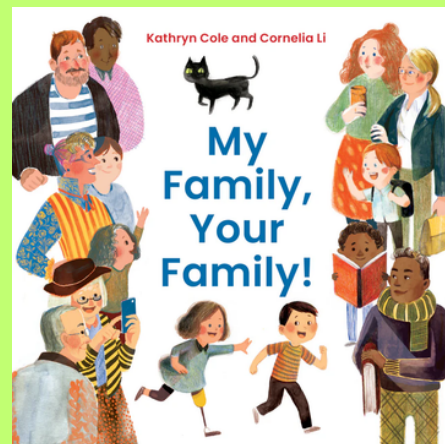
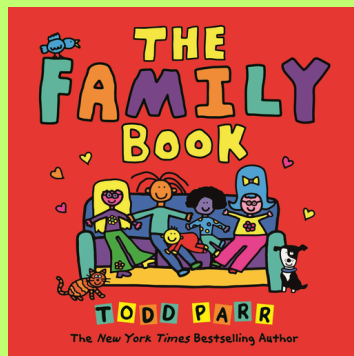
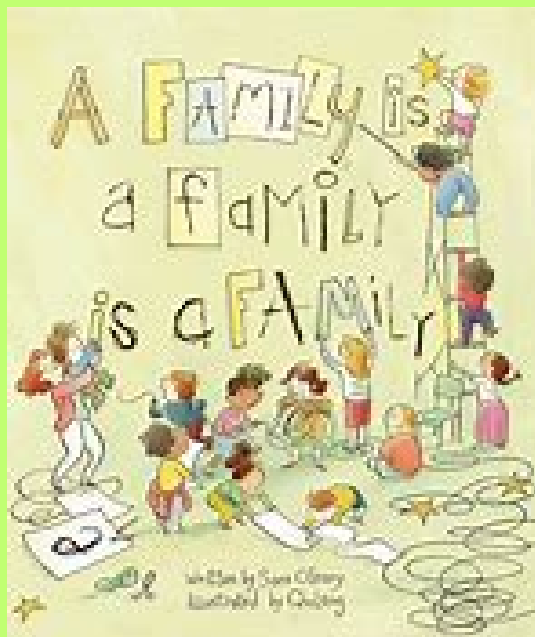
**Theme:** Understanding and appreciating **diverse family structures**.

A family is a group of people who care about each other and take care of one another. Families can look different from one another, and that's okay! Families can be made up of parents, siblings, grandparents, or people who love and take care of you. Some families may have only one parent, or people who choose to take care of each other even if they are not related. Some families might live together in one house, while others may live in different places but still stay connected in different ways.

Families can come in all shapes, sizes, and forms, and that's part of what makes them special!

## READ ALOUD & VIDEO SUGGESTIONS

Click a cover image to be redirected to a read-aloud or video!



# LESSON GUIDE **MONDAY**

## Celebrating Families Lesson Guide

*This lesson will explore the many forms families can take, helping students recognize and celebrate family diversity as a key part of understanding and respecting one another. By highlighting the value of uniqueness in themselves and others, students are encouraged to build a sense of inclusivity, empathy, and belonging in connection with district-wide Pride Week.*

### Objectives

- Identify different types of families (e.g., single-parent, extended, same-gender parents, foster families).
- Recognize that all families are unique and valuable.
- Discuss the similarities and differences among various family structures.
- Express appreciation and respect for family diversity through creative activities.
- Reflect on their own family experiences and share them respectfully with peers.

### Materials

Picture books depicting diverse families (e.g., "The Family Book" by Todd Parr)  
Chart paper and markers  
Craft materials (construction paper, crayons, scissors, glue)

### Lesson Structure

#### Introduction

- Begin with a group discussion by asking, "What is a family?" Allow students to share their thoughts and recognize their ideas.
- Introduce the concept of family diversity, explaining that families can look different and consist of different people.

#### Read-Aloud and Discussion

- Select a picture book that showcases diverse families. Read it aloud and pause to discuss the different families depicted.
- Ask questions like, "How is this family similar to yours?" and "What makes this family special?"

#### Activity: Family Collage or Family Portrait

- Provide students with craft materials to create a collage representing various family structures and/or their own families.
- Encourage them to include elements that make their own family unique.
- As students work, circulate to facilitate discussions about the diversity represented in their artwork.
  - You could also explore the concept of a **Family Garden** as a class - [click here](#) to learn more!

#### Sharing and Reflection

- Invite students to share their artwork with the class.
- Lead a reflection session where students can express what they've learned about family diversity and why it's important to respect and appreciate different family structures.

#### Closing

Reiterate that all families are special and deserve respect.

Encourage students to continue the conversation at home by sharing something new they learned about families with their own family members.



Check out this beautiful family garden from a primary class during last year's Pride Week!

## Celebrating Families in Egale's Familyville Game!

This lesson invites students to explore the many ways families can look and live through the lens of Familyville, a new game by Egale. Students will learn that families are diverse and that all families deserve respect and belonging. Through discussion, storytelling, and creative expression, students will represent and celebrate different family structures.

### Objectives

- Understand that families can look different but all provide care and belonging
- Recognize and respect diverse family structures
- Express ideas about family through creative representation
- Build empathy and inclusive thinking connected to belonging

### Materials

- [Familyville](#) (Egale Canada resource – digital or printed scenes)
- Chart paper or whiteboard
- Drawing paper or templates
- Crayons, markers, pencil crayons
- Optional: pre-made "Family Template" (houses, people outlines)



[Click here for game link](#)

### Lesson Structure

#### Introduction

- Begin with a group discussion by asking, "What is a family?" Allow students to share their thoughts and recognize their ideas. Ask: Do all families look the same?
- Introduce the concept of family diversity, explaining that families can look different and consist of different people.

#### Introduce Familyville:

- A community where many different families live
- Emphasize: All families belong

Show a few Familyville images/scenarios and prompt:

- "What do you notice?"
- "What makes these families similar or different?"

#### Guide conversation using prompts:

- Who is in a family? \_\_\_\_\_
- Can families have: \_\_\_\_\_
  - One parent? Two parents? Grandparents?
  - Two moms or two dads? \_\_\_\_\_
  - Adopted children? Foster families?

Anchor key message on chart paper:

"Families are different, and all families are important."

#### • Activity: "Build Your Familyville" Activity

- |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Option A (K–2): Draw Your Family</b></p> <ul style="list-style-type: none"> <li>• Draw their family or a family they know                     <ul style="list-style-type: none"> <li>▪ Add details:                             <ul style="list-style-type: none"> <li>• Who is in the family</li> <li>• What they like to do together</li> </ul> </li> </ul> </li> </ul> | <p><b>Option B (2–5): Create a Familyville Home</b></p> <ul style="list-style-type: none"> <li>• Design a house in Familyville</li> <li>• Create a new family (real or imagined)                     <ul style="list-style-type: none"> <li>• Include:                             <ul style="list-style-type: none"> <li>◦ Who lives there</li> <li>◦ What makes them special</li> <li>◦ How they show care</li> </ul> </li> </ul> </li> </ul> | <p><b>Option C (3–5 Extension): Story Card</b></p> <ul style="list-style-type: none"> <li>▪ Write or dictate:                     <ul style="list-style-type: none"> <li>• "This family is special because..."</li> <li>• "They show love by..."</li> </ul> </li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sharing and Reflection

- Invite students to share their artwork, family house, or writing piece with the class.
- Lead a reflection session where students can express what they've learned about family diversity and why it's important to respect and appreciate different family structures.

### Closing

Reiterate that all families are special and deserve respect.

Encourage students to continue the conversation at home by sharing something new they learned about families with their own family members.

## Célébrer les familles

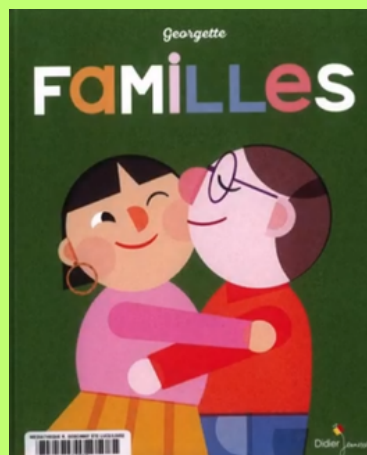
**Thème : Comprendre et apprécier la diversité des structures familiales.**

Une famille est un groupe de personnes qui s'aiment et prennent soin les unes des autres. Les familles peuvent être différentes les unes des autres, et c'est tout à fait correct ! Les familles peuvent être composées de parents, de frères et sœurs, de grands-parents ou de personnes qui t'aiment et prennent soin de toi. Certaines familles peuvent avoir un seul parent, ou des personnes qui choisissent de prendre soin les unes des autres même si elles ne sont pas apparentées. Certaines familles vivent ensemble dans une même maison, tandis que d'autres vivent à différents endroits, mais restent liées de différentes façons.

Les familles peuvent avoir toutes sortes de formes, de tailles et de compositions, et c'est ce qui les rend spéciales!

## LECTURE À VOIX HAUTE ET SUGGESTIONS DE VIDÉOS

Cliquez sur une image de couverture pour être redirigé vers une lecture à voix haute ou une vidéo !



## Plan de leçon: Qu'est-ce qu'une famille?

### Sommaire et préparation

De concert avec l'enseignant-bibliothécaire, rassemblez une variété d'images et de livres à images présentant des familles de toutes sortes. Cet exercice permet à l'élève de voir sa propre situation comme dans un miroir et sert de fenêtre sur tous les types de familles qui existent, même si on ne les trouve pas au sein de la classe ou de l'école. Mettez les documents à la disposition des élèves dans votre salle de classe pour qu'ils puissent les consulter durant les périodes de lecture. Assurez-vous d'avoir en main une variété de ressources sur le sujet des familles, que vous pouvez lire à voix haute à vos élèves. Ayez toujours en tête la situation socio-économique des familles dans votre salle de classe. Le langage utilisé lorsque nous parlons de familles a une grande influence sur la compréhension que les enfants ont de qui est inclus et de qui ne l'est pas. Tâchez d'utiliser des phrases comme: « apporte ceci à la maison, montre ceci à ta famille », qui ne présument pas que l'enfant a deux parents, ou une mère et un père. Tenez compte de toutes les formes que prend la famille.

### Liens avec les programmes d'études

- Identifier différents types de familles (p. ex., familles monoparentales, familles élargies, parents de même genre, familles d'accueil).
- Reconnaître que toutes les familles sont uniques et importantes.
- Discuter des ressemblances et des différences entre diverses structures familiales.
- Exprimer de l'appréciation et du respect pour la diversité des familles à travers des activités créatives.
- Réfléchir à leurs propres expériences familiales et les partager avec respect avec leurs pairs.

### Materials

Book: Family is a Family or book depicting diverse families (e.g., "The Family Book" by Todd Parr)

Chart paper and markers

Craft materials (construction paper, crayons, scissors, glue)



### Plan de leçon

1. Commencez en demandant aux élèves « qui forme une famille? ». Inscrivez leurs idées sur un tableau à feuilles mobiles avec des mots clés et des images symboliques (p. ex. des portraits) afin que même ceux qui ne savent pas encore lire puissent reconnaître de qui on parle. Faites bien attention à ne pas dessiner les filles et les garçons selon des stéréotypes sur le genre, comme des bonshommes allumette avec une jupe ou un pantalon, ou selon des couleurs associées au genre, comme le bleu et le rose.
2. Avant de lire les histoires sur le sujet des familles, demandez aux élèves d'écouter et de chercher les différents types de familles qu'ils voient dans les livres. Lisez l'histoire Une Famille c'est une famille utilisant le lien ici:

#### Une famille c'est une famille

1. À la fin de l'histoire, montrez aux élèves un tableau illustrant différents types de familles. Inscrivez le nom de chaque type de famille avec une couleur différente afin que ceux qui ne savent pas encore lire puissent les identifier. Vous devrez préparer le tableau en utilisant des images (prises sur le Web ou dans les livres) ou en dessinant des images symboliques de portraits, et en inscrivant les termes suivants:
  - parents adoptifs, parents d'accueil, familles reconstituées, couples sans enfants, familles étendues, familles interraciales, parents de genres opposés, parents de même genre, parent monoparental, parents séparés.
2. Demandez aux élèves d'utiliser le pointeur comme l'enseignant pour identifier leur propre famille. Aidez ceux qui pourraient ne pas sembler avoir compris et qui auraient du mal à identifier leur propre famille. (Assurez-vous de bien connaître les familles de vos élèves avant d'enseigner cette leçon.)
3. Maintenant, lisez une histoire sur une famille ayant deux mamans ou deux papas, par exemple:
  - Et avec Tango, nous voilà trois! de Justin Richardson
  - Autant de familles que d'étoiles dans le ciel- De Emilie Chazerand
  - Heather Has Two Mommies de Leslea Newman
  - Stella Brings the Family de Miriam B. Schiffer
  - Donovan's Big Day de Leslea Newman
4. Demandez aux élèves s'ils croient que ce serait différent s'ils avaient deux mamans ou deux papas. Rappelez-leur que quand deux hommes sont amoureux, on utilise le mot « gai » et quand deux femmes sont amoureuses, on utilise aussi le mot « gai », mais souvent le mot « lesbienne ». Ces mots sont appropriés, mais jamais pour blesser ou insulter quelqu'un.
5. Lisez des histoires à propos de toutes sortes de familles pendant le module sur les familles. Assurez-vous que les élèves voient des représentations positives de tous les types de familles. Lorsque vous enseignez, faites-leur savoir de façon claire que tous les types de familles sont égaux et de même importance. Avec délicatesse, brisez le mythe qu'une famille doit absolument avoir une maman et un papa qui vivent ensemble. Pour d'autres suggestions de titres qui présentent des familles ayant des parents de même genre, consultez le site [SOGI123](http://SOGI123).
6. Revenez à votre tableau tout au long du module afin que les élèves puissent bien intégrer les noms des différents types de familles.

### Évaluation

Utilisez la dernière page du livre Une famille est une famille qui représente tous les types de familles (sans mots) et demandez à chaque élève d'identifier les types de familles en les montrant du doigt selon les questions que vous posez. Par exemple: Peux-tu me dire où se trouve la famille monoparentale? Montre-moi la famille avec des parents du même genre? Où se trouve la famille avec des parents de genres opposés?

### Prolongation possible

Si vous désirez enseigner l'acceptation des familles ayant des parents de même genre, vous pouvez utiliser le livre suivant: ABC-A Family Alphabet Book de Bobbie Combs.

- Avant d'en faire la lecture, faites un remue-méninges de toutes les activités que vos élèves pratiquent avec leurs parents ou tuteurs et inscrivez-les sur un tableau. Ajoutez des images symboliques à côté des mots que vous écrivez sur le tableau.
- Lisez l'histoire aux élèves et demandez-leur de tenter de trouver pendant la lecture d'autres activités que les familles font ensemble. Après avoir lu l'histoire, ajoutez les réponses des élèves sur le tableau.
- Invitez ensuite les élèves à écrire ou à dessiner une activité amusante qu'ils aiment faire avec leur famille.

## Being Yourself

**Theme:** Embracing **individuality** and **self-expression**.

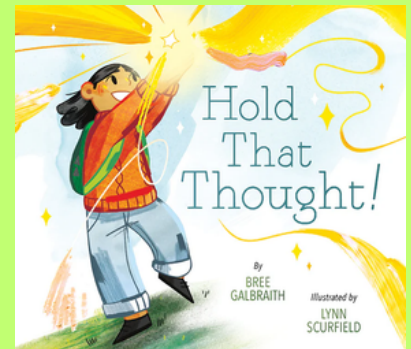
Each of us is unique – and that’s a wonderful thing! We all have different likes, dislikes, talents, and ways of showing who we are. Some of us love sports, some love art. Some of us are quiet, and some are full of energy. The way we dress, speak, play, and express our feelings can all be part of what makes us **us**.

When we embrace our individuality, we learn to be proud of what makes us different. And when we express ourselves in ways that feel right to us – through our words, actions, or creativity – we grow more confident and connected to who we are.

This helps make our classroom and school a more welcoming place, where everyone feels seen, valued, and free to be themselves!

# READ ALOUD

Click a cover image to be redirected to a read-aloud!



Use this video for the lesson on the next page!

## Being Yourself

*This lesson will explore the concept of celebrating diversity and being oneself in an age-appropriate manner, encouraging students to appreciate and value the unique qualities within themselves and others. It is designed to foster inclusivity, respect, and understanding among students, aligning with the goals of district-wide Pride Week and promoting a sense of community and belonging.*

### Objectives

- Recognize and celebrate the diverse qualities that exist within individuals and their communities
- Appreciate the strengths and beauty that come from different perspectives and backgrounds.
- Express their understanding of diversity through creative art and written reflection.
- Build empathy and respect by listening to and learning from their peers' experiences.

### Materials

- Book *Our Diversity Makes Us Stronger* by Elizabeth Cole (this is linked as a read-aloud on the previous page)
- Art supplies (construction paper, crayons, markers, glue, scissors, etc.)
- Writing materials (journals or lined paper)
- Chart paper for group brainstorming
- *Optional: additional supplies for a collaborative mural*

### Lesson Structure

#### Introduction

- Encourage students to think about and share what makes them unique. Prompt them to consider how diversity is present in themselves, their families, and their communities.

#### Read-Aloud & Discussion

- Read *Our Diversity Makes Us Stronger* aloud to the class (or show video linked on previous page). Pause to highlight key messages about individual strengths and the power of inclusion. Ask guiding questions such as:
  - *What makes the characters in this book unique?*
  - *How does the book show that our differences make us stronger?*
  - *What do you think is special about you?*

#### Activity: Be Yourself Self-Portrait

Invite students to create a self-portrait or an art piece that reflects their personal identity and what makes them unique. Encourage creativity: students can include symbols, words, or colors that represent their personality, background, and values. Circulate around the room to support students and engage them in conversations about their choices:

- *How does your art piece show who you are?*
- *What makes you proud of your uniqueness?*

#### Written Reflection or Class Discussion

- Engage students in a reflective exercise (either written or as a discussion) on what they've learned about diversity—both in themselves and others.
- Prompts may include:
  - *What do you appreciate about your own identity?*
  - *What have you learned from others today?*
  - *Why is it important to celebrate our differences?*

#### Sharing and Reflection

Invite students to share their art pieces and reflections with the class. Lead a closing discussion about how everyone brings something valuable to the group, and how diversity creates a stronger, more interesting community.

#### Closing

Reinforce the key ideas: we are all unique, we all have the right to be ourselves, and our diversity makes us stronger! Encourage students to continue noticing and appreciating diversity in their homes, school, and community.

## Be You-tiful!

**Theme:** Embracing **individuality** and **self-expression**.

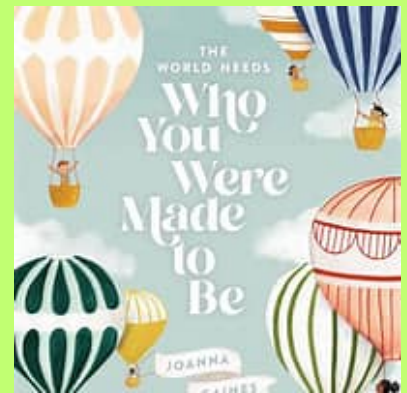
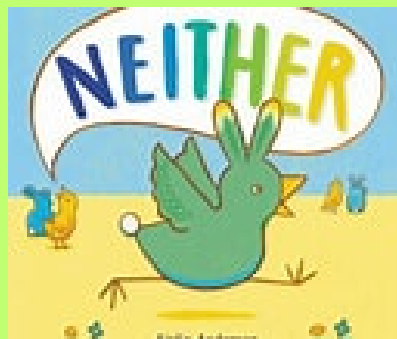
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This helps make our classroom and school a more welcoming place, where everyone feels seen, valued, and free to be themselves!

# READ ALOUD

Click a cover image to be redirected to a read-aloud!



Use this video for the lesson on the next page!

## Be You-tiful!

This lesson affirms 2SLGBTQIA+/SOGI-inclusive identities by exploring themes of self-discovery, individuality, and belonging through *Not Quite Narwhal*. Students are encouraged to recognize and celebrate differences and that everyone deserves to feel accepted for who they are. The lesson fosters an inclusive environment where diverse identities and experiences are respected and valued. *Students will explore the theme of individuality and belonging through the story Not Quite Narwhal. Through discussion and a creative activity, students will reflect on what makes them unique and learn that everyone belongs when they are true to themselves. The lesson promotes self-awareness, inclusion, and respect for differences.*

### Objectives

- recognize and celebrate diverse qualities within individuals and communities
- appreciate strengths and beauty from different perspectives and backgrounds
- express their understanding of diversity through art and reflection
- build empathy and respect by listening to others' experiences

### Materials

- Not Quite Narwhal (read-aloud text)
- Art supplies (paper, crayons, markers, coloured pencils)
- Drawing template or blank paper for creative activity
- Chart paper or whiteboard (for brainstorming and discussion)
- Optional: pencils for written reflection

### Lesson Structure

#### Introduction

- Begin by inviting students to think about times they may have felt different and what makes each person unique. Let students know they can choose to share or pass, keeping the conversation safe, respectful, and comfortable for everyone.

#### Read-Aloud & Discussion

- Read *Not Quite Narwhal*, pausing to highlight Kelp's feelings of being different, his journey of self-discovery, and how he learns he can belong in more than one place.
- Ask questions such as:
  - What made Kelp special?
  - Did he have to choose just one group?
  - What makes you special?

#### Activity: Be Yourself Self-Portrait

invite students to draw a picture of themselves and include different things that make them unique (e.g., interests, family, culture, abilities, favourite activities). Encourage them to fill the page with as many "special parts of me" as they can.

Guide with prompts like:

- "What makes you special?"
- "What do you love to do?"
- "What are you really good at?"

#### Written Reflection or Class Discussion

After the drawing, students complete a simple written reflection (or sentence starter for younger students), such as:

- "I am unique because..."
- "Something special about me is..."
- "I belong when..."

For the class discussion, invite students to share (optional) and ask:

- "What did you learn about your classmates?"
- "How are we the same? How are we different?"
- "How can we make sure everyone feels like they belong in our classroom?"

This reinforces self-awareness, expression, and respect for others.

#### Sharing and Reflection

Invite students to share their art pieces and reflections with the class. Lead a closing discussion about how everyone brings something valuable to the group, and how everyone is unique.

#### Closing

Reinforce the key ideas: we are all unique, we all have the right to be ourselves. Encourage students to continue noticing and appreciating diversity in their homes, school, and community.

# LESSON GUIDE WEDNESDAY

## Kindness & Allyship

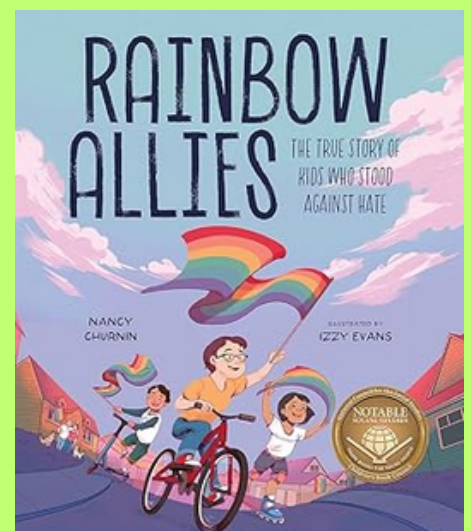
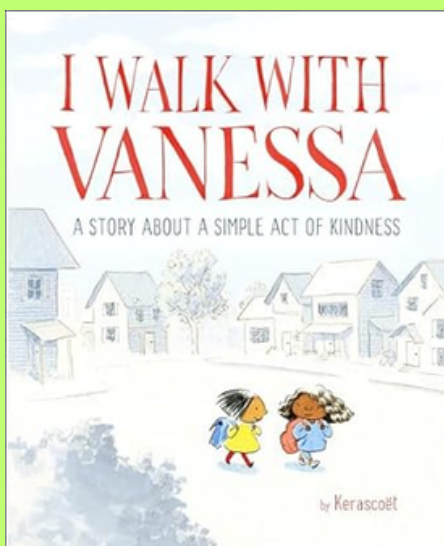
**Theme:** The importance of **kindness, inclusion,** and **being a good friend.**

In our classroom and school, everyone deserves to feel safe, welcome, and included. One of the best ways we can help make that happen is by showing kindness and being a good friend to others. Kindness can be as simple as a smile, a helping hand, or including someone in a game. When we include others – especially someone who might feel left out – we help them feel like they belong.

Being a good friend means listening, sharing, standing up for others, and accepting people for who they are. When we practice kindness and inclusion every day, we help create a school where everyone feels happy to be themselves and excited to learn and grow together.

## READ ALOUD

Click a cover image to be redirected to a read-aloud!



## Kindness & Allyship

During Pride Week, we celebrate what makes each of us unique and learn how to treat everyone with kindness and respect. This lesson helps students build social-emotional skills by exploring how to be a kind friend, include others, and stand up for what's right. Through discussion and a creative activity, students will learn how their actions can help others feel safe, welcome, and proud to be themselves.

### What is an Ally?

An ally is someone who chooses to be kind and supportive to people who may be treated unfairly or left out—especially when it comes to things like who they are or who they love. Allies stand up for others and help everyone feel safe and accepted, even if they are different from us.

### Learning Objectives

- Understand Kindness: Talk about what kindness means and how it helps everyone feel good.
- Recognize Inclusion: Learn how including others makes our classroom a happier place.
- Demonstrate Allyship: Think about ways to be a kind friend and a supportive ally.
- Reflect on Actions: Make a plan to show kindness in everyday life.

### Materials Needed

- Construction paper strips in colours of the rainbow for “Kindness Chain” activity
- Markers or crayons
- Chart paper and markers for brainstorming

### Lesson Structure

#### Introduction

- Discussion Starter: Ask:
  - *What does kindness mean to you?*
  - *Can you think of a time someone was kind to you? How did it make you feel?*
  - *Why is it important to include others?*
- Introduce Allyship: Share the child-friendly definition above and invite students to share examples of when they’ve stood up for someone or included someone who felt left out.

#### Activity: Kindness Chain

- Instructions: Give each student a few paper strips. Ask them to write or draw one or more kind thing(s) they’ve done or will do—especially something that helps someone feel included.
- Assembly: Link the strips together to create a kindness chain and display it in the classroom.
- Discussion Questions:
  - *What do you notice about our kindness chain?*
  - *How does it feel to know that we are all working together to make our class a kind and welcoming place?*
  - *How can we keep adding to our chain all year long?*

#### Conclusion

- Group mind-map: On chart paper, make a list of “Ways to Be a Kind Friend and Ally.” Include ideas like:
  - *Saying kind words*
  - *Inviting someone to play*
  - *Listening when someone shares*
  - *Standing up if someone is being teased*
- Personal Reflection: Ask students to quietly think about one kind or inclusive thing they’ll do this week and beyond. Invite students to share in a closing circle if time allows.



# LESSON GUIDE 2

# WEDNESDAY

## Belonging Starts With Us

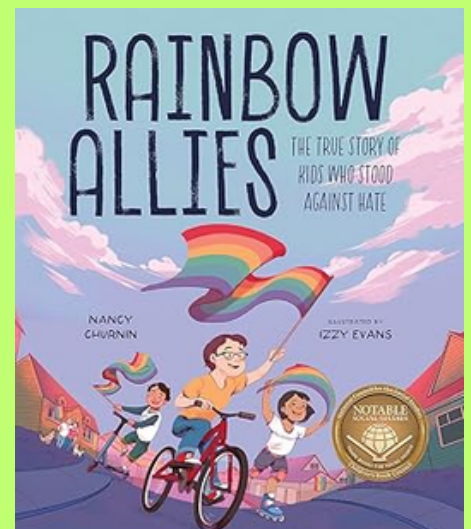
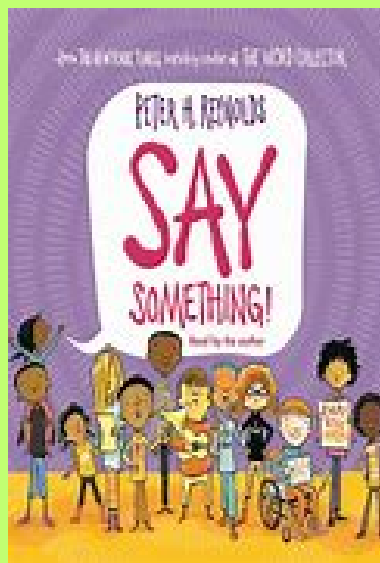
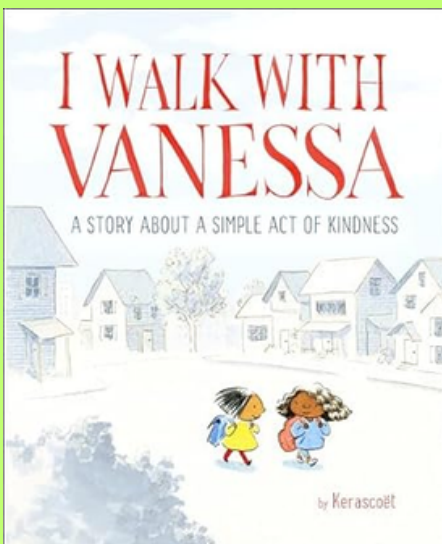
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Being a good friend means listening, sharing, standing up for others, and accepting people for who they are. When we practice kindness and inclusion every day, we help create a school where everyone feels happy to be themselves and excited to learn and grow together.

## READ ALOUD

Click a cover image to be redirected to a read-aloud!



## Belonging Starts With Us

During Pride Week, we celebrate what makes each of us unique and learn how to treat everyone with kindness and respect. This lesson helps students build social-emotional skills by exploring how to be a kind friend, include others, and stand up for what's right. Through discussion and a creative activity, students will learn how their actions can help others feel safe, welcome, and proud to be themselves.

### What is an Ally?

An ally is someone who chooses to be kind and supportive to people who may be treated unfairly or left out—especially when it comes to things like who they are or who they love. Allies stand up for others and help everyone feel safe and accepted, even if they are different from us.

### Learning Objectives

- Understand what it means to be an ally
- Recognize when someone may need support or inclusion
- Practice ways to safely and respectfully stand up for others
- Demonstrate allyship through drawing, writing, and role-play

### Materials Needed

- White drawing paper or printed worksheet
- Pencils
- Crayons / markers / coloured pencils
- Erasers
- Sentence starter strips (optional for support)
- Paper bags or cardstock/paper for stick puppets
- Popsicle sticks (if making stick puppets)
- Construction paper (variety of colours)
- Glue sticks
- Scissors
- Markers / crayons
- Yarn, googly eyes, fabric scraps (optional for creativity)

### Lesson Structure

Introduction (10 minutes)

Introduce the idea of voice and allyship

- Discussion Starter: Ask:
  - "What does it mean to say something?"
  - "What is an ally?" (Introduce simple definition above or in your own words) Invite students to share when they were an ally.
  - "What could you do if someone is being left out or treated unfairly?"
- Read *Say Something!* aloud
  - Pause & Ask:
    - "What did the character speak up about?"
    - "Was it easy or hard?"
    - "How were they being an ally?"
    - "Who were they helping?"
- SOGI Prompt:
  - "What if someone is being treated unfairly because of who they are or how they express themselves—what could we say or do?"
- Introduce anchor chart:
  - "3 Ways to Be an Ally"
    - Say something (kind, respectful words)
    - Do something (include, help, stand beside)
    - Tell someone (trusted adult)
  - Model a quick example:
    - "If someone is left out, I could say "You can play with us!"

### Activity 1

Students draw themselves being an ally, then write:

- "I am an ally when..."
- "I can say..."

Teacher Role:

- Circulate and prompt thinking:
  - "Who are you helping?"
  - "What are you saying?"
  - "How does it help?"

### Sharing & Reflection

Students engage in a closing discussion reflecting on questions such as why allies are important, what they can do when it feels difficult to speak up, and how they can show allyship every day. As a class, ideas can be added to an anchor chart titled "In Our Classroom, Allies..." to reinforce shared commitments to inclusion, respect, and supporting others.

### Activity 2

Practice ally language in real-life scenarios

Step 1: Create Puppets (5–10 min)

- Simple puppets (paper bag or stick)

Step 2: Scenario Practice (10 min)

- Students work in small groups
- Use scenario cards

Teacher Prompts:

- "What is happening?"
- "How can your puppet be an ally?"
- "Will you say, do, or tell?"

# LESSON GUIDE THURSDAY

## Understanding Differences & Human Rights

**Theme: Recognizing and respecting differences** among people.

No two people are exactly the same — and that’s what makes our world interesting and beautiful! We all have different families, cultures, interests, abilities, and ways of being ourselves.

Recognizing and respecting these differences means understanding that it’s okay for people to look, think, or live differently from us. We don’t all have to be the same to get along — in fact, learning about what makes others unique helps us grow and become kinder, more caring people.

When we show respect for others — by listening, asking respectful questions, and being open-minded — we help make our school a place where everyone feels safe, included, and celebrated just for being who they are.

## VIDEO SUGGESTIONS

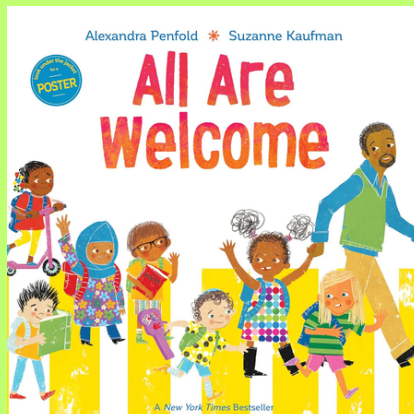
Click a cover image to be redirected to a read-aloud or video!



**We Need Everyone Read Aloud!**



Children's rights are human rights



UN Free & Equal: The Lesson



## Understanding Differences & Human Rights

*This lesson introduces students to the importance of recognizing and respecting differences in abilities, appearances, cultures, and beliefs. By celebrating what makes each person unique, students build empathy and inclusion—key values highlighted during Pride Week and essential for creating a respectful, welcoming school community.*

### Lesson Objective

- Introduce the concept that people may have different abilities, appearances, cultures, and beliefs, and that these differences make our world diverse and interesting.

### Learning Outcomes

- Identify Differences: Students will identify various ways people can be different, including abilities, appearances, cultures, and beliefs.
- Express Uniqueness: Students will express what makes them unique through a creative activity.
- Appreciate Diversity: Students will discuss the value of diversity in their classroom and society.
- Analyze Perspectives: Students will analyze different perspectives presented in a story about diversity.
- Connect to Society: Students will explore how diverse groups contribute to society.
- Reflect on Respect: Students will reflect on the importance of recognizing and respecting differences among individuals and groups.

### Materials

- Art supplies for quilt squares (paper, markers, crayons, etc.)
- Book about diversity (e.g., "The Family Book" by Todd Parr or "All Are Welcome" by Alexandra Penfold)
- Chart paper and markers for discussion

### Lesson Structure

#### Introduction

- Begin with a brief discussion on what makes people unique. Ask students to think about how they are different from their classmates.
- Introduce the concept of diversity, explaining that it includes abilities, appearances, cultures, and beliefs.

#### Diversity Quilt

- Provide each student with a square of paper and art supplies.
- Ask students to decorate their square with symbols, drawings, or words that represent something unique about themselves.
- Once completed, gather all squares to create a classroom "quilt." Display it in the classroom as a representation of class diversity.

#### Storytime Discussion

- Read a selected book about diversity to the class.
- Discuss the story with the class. Use questions such as:
  - What different perspectives were presented in the story?
  - How did the characters in the story show respect for differences?

#### Group Discussion

- Using chart paper, create a mind map of how diverse groups contribute to society.
- Encourage students to share thoughts on why diversity is valuable.

#### Reflection

- Have students write a short reflection in their journals about why respecting differences is important.

#### Assessment

- Participation in Discussions: Observe student participation during discussions and storytime.
- Diversity Quilt: Evaluate creativity and thoughtfulness in the diversity quilt activity.
- Reflection Journals: Assess reflection for understanding and personal insight into respecting diversity.

# LESSON GUIDE THURSDAY

## Celebrating What Makes Us Unique

**Theme: Recognizing and respecting differences** among people.

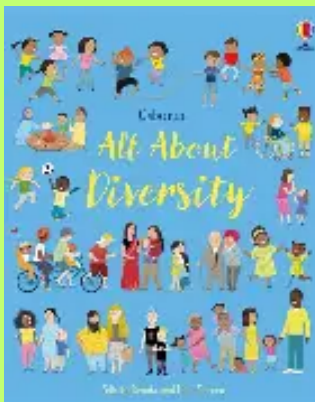
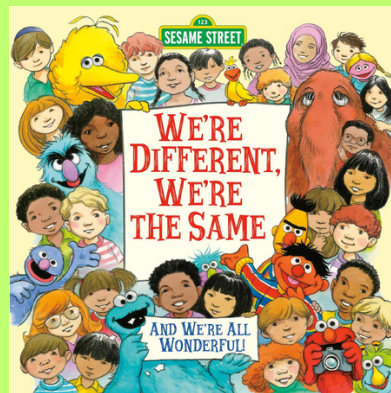
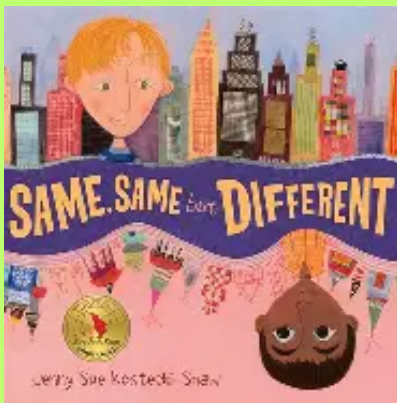
No two people are exactly the same — and that’s what makes our world interesting and beautiful! We all have different families, cultures, interests, abilities, and ways of being ourselves.

Recognizing and respecting these differences means understanding that it’s okay for people to look, think, or live differently from us. We don’t all have to be the same to get along — in fact, learning about what makes others unique helps us grow and become kinder, more caring people.

When we show respect for others — by listening, asking respectful questions, and being open-minded — we help make our school a place where everyone feels safe, included, and celebrated just for being who they are.

## VIDEO SUGGESTIONS

Click a cover image to be redirected to a read-aloud or video!



## Celebrating What Makes Us Unique

*This lesson introduces students to the importance of recognizing and respecting differences in abilities, appearances, cultures, identities, and beliefs. During Pride Week, students explore how diversity—including who we are and how we express ourselves—is connected to human rights, belonging, and inclusion. By celebrating what makes each person unique, students build empathy and learn that everyone deserves to feel safe, respected, and included.*

### Lesson Objective

- Introduce the concept that people may have different abilities, appearances, cultures, identities, and beliefs, and that everyone has the same human rights to be respected, included, and safe.

### Learning Outcomes

- Identify Differences: Students will identify various ways people can be different.
- Express Uniqueness: Students will express what makes them unique through a creative activity.
- Appreciate Diversity: Students will discuss the value of diversity in their classroom and society.
- Connect to Society: Students will explore how diverse groups contribute to society.
- Reflect on Respect: Students will reflect on the importance of respecting differences and protecting human rights..

### Materials

- Paper Crayons / markers
- Chart paper Read-aloud: Same, Same But Different OR We're Different, We're the Same

### Lesson Structure

#### Introduction

Begin by asking:

- "What makes people different from each other?"
- "What makes people the same?"

Say:

"Even though people are different in many ways, everyone has the same rights. That means everyone deserves to feel safe, respected, and included."

Introduce Pride:

"During Pride Week, we celebrate people being themselves and make sure everyone feels safe to be who they are."

#### Storytime Discussion

Read a diversity-focused book.

Read the selected book.

Ask:

- "How are the characters the same?"
- "How are they different?"
- "Were they treated fairly?"
- "Why does everyone deserve respect?"

## Celebrating What Makes Us Unique

Write on the board:

- Everyone has the right to:
- Be themselves
- Feel safe
- Be included
- Be respected
- 

Say:

"Today you will draw a picture that shows someone being treated fairly and with respect."

"Draw a picture that shows someone's rights being respected."

Examples to model briefly:

- Inviting someone to play
- Including someone new
- Being kind
- Letting someone be themselves

K-2:

- This helps people feel \_\_\_\_\_."
- (Provide options: safe, happy, included, proud)

Grades 3-5:

- This shows respect because \_\_\_\_\_."

Group Discussion

Ask:

- "What actions help people feel respected?"
- "What does fairness look like at school?"
- "How can we make sure everyone feels safe being themselves?"

Reflection

- Students complete:
- "One way I can show respect is \_\_\_\_\_."

Assessment

- Participation: Engagement in discussion and storytime
- Artwork: Shows understanding of respect and fairness
- Reflection: Demonstrates awareness of how to treat others

## Inclusion ROCKS!

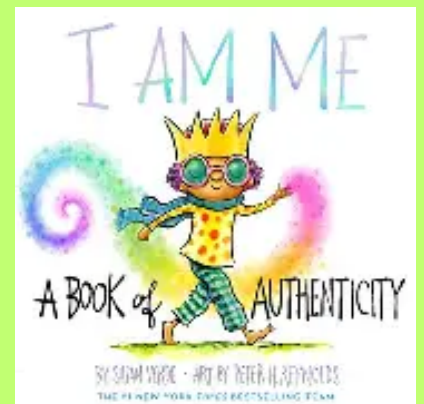
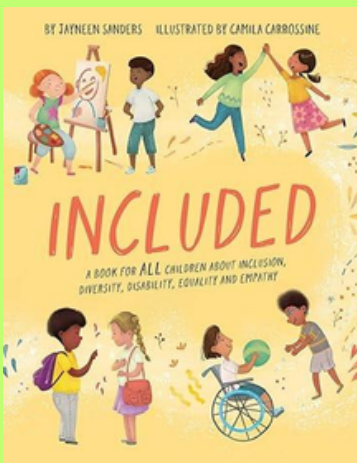
This lesson is about how small actions can make a big difference. When we use kind words, include others, and stand up for what is right, we help make our school and community better places for everyone. People in our communities have worked together in many ways to help others feel safe, included, and proud of who they are. In this activity, students will be part of that idea by creating something meaningful to share with others.

Using rocks as their canvas, students will paint messages, symbols, or pictures that show kindness, inclusion, and belonging. These might be words of encouragement, colorful designs, or images that remind others they are welcome and valued.

This is more than just an art activity. It is a way to show that you care about others and want everyone to feel safe and included.

Even a small painted rock can share a big message: **you belong here.**

Click a book cover for a story that pairs nicely with this lesson.



## Inclusion ROCKS!

### Objective

- I can explain how people can help make their community better
- I can understand that everyone deserves to feel safe, welcome, and included
- I can identify ways to show kindness and stand up for others
- I can create a message that helps others feel like they belong
- I can understand that small actions can make a big difference

### Materials:

- Rocks (various sizes)
- Paint markers / acrylic paint
- Chart paper / markers
- Device/projector

### Lesson Structure

#### Essential Question

How can we help make our school a place where everyone feels welcome and included?

#### Introduction

Open the class with a brief student-led discussion about standing up for others and how helping the community is important to promote and create change for the better.

Begin with a student-led discussion:

- What does it mean to be kind?
- What does it mean to help others?
- How can we make our school a better place?

Teacher prompts:

- “Sometimes people help their community by standing up for others or making sure everyone feels included. Even small actions can make a big difference.”

#### Direct Instruction

Explain:

“Helping your community means doing things that make others feel safe, welcome, and happy. Sometimes we use our words, and sometimes we use signs or pictures to share kind messages.”

“People all over the world have used art, signs, and colours to show messages like ‘You belong’ and ‘Everyone is welcome.’”

(You can show simple images of:

- kindness posters
- inclusive school signs
- colourful community art)

**Inclusion ROCKS!****Guided Discussion**

- How can we help someone feel included?
- What could we say if someone feels left out?
- What are some kind messages we could share?

Record answers on chart paper:

- You belong
- Be yourself
- Kindness matters

**Core Activity: Inclusion ROCKS**

Explain the activity:

*“Today, we are going to create special rocks with messages that help others feel happy, safe, and included.”*

Students will:

- Paint rocks with:
  - kind words
  - inclusion messages
  - simple symbols (hearts, rainbows, smiley faces)

Examples:

- “You belong”
- “Be kind”
- “Be yourself”
- “Everyone is welcome”

**Community Connection**

*“We can place these rocks around our school or outside so other people can see them and feel happy and included.”*

(Optional: school yard, hallway, garden, etc.)

**Reflection**

- What message did you choose and why?
- How might your rock make someone feel?
- How can small actions make a big difference?

**Closing Message**

“Even small acts of kindness can help make our school a place where everyone feels like they belong. When we include others and share positive messages, we help make our community better for everyone.”

# LESSON GUIDE

# FRIDAY

## Pride Celebration!

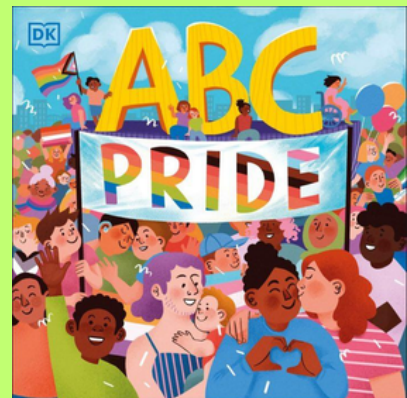
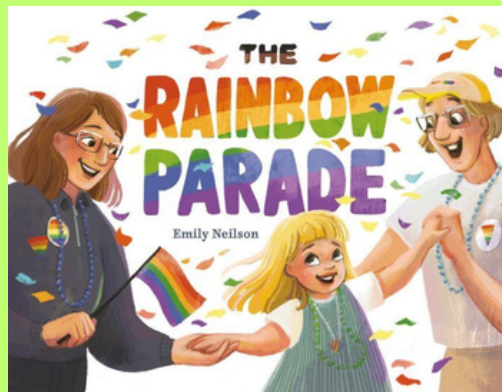
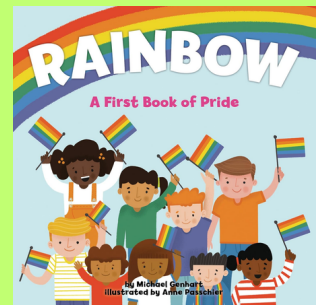
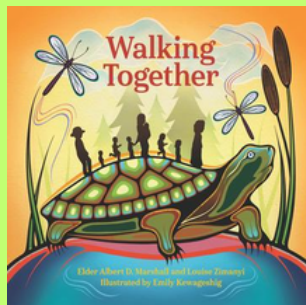
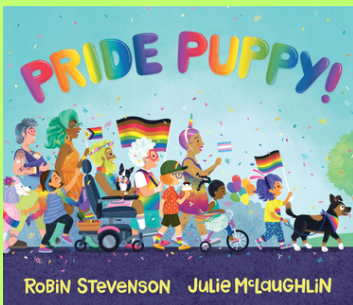
**Theme: Celebrating diversity and the 2SLGBTQIA+ community!**

Our world is full of amazing people, and we all have different stories, families, and ways of being ourselves. Pride Week is a special time to celebrate diversity – that means all the different ways people live, love, and express who they are.

Some people are part of the 2SLGBTQIA+ community - sometimes called the **rainbow** community - which includes people with different gender identities and sexual orientations. Just like everyone else, they deserve to feel safe, respected, and proud of who they are.

By learning about and celebrating this community, we help make our classroom and school a place where everyone feels like they belong. When we celebrate diversity, we're saying: you matter, just as you are – and **we're glad you're here!**

## READ ALOUDS



## Pride Celebration! - Suggested Activities 1 & 2

*This lesson introduces students to the meaning of Pride as a celebration of being oneself and supporting others to do the same. Through creative expression and collaboration, students will explore the themes of diversity, inclusion, and acceptance. By connecting art with identity, this Pride Week activity encourages students to celebrate what makes everyone unique while fostering empathy, respect, and a strong sense of community through creative expression.*

### Lesson Objectives

- Understand the Concept of Pride: Students will learn about Pride as a celebration of being oneself and supporting others to do the same.
- Recognize Diversity: Students will identify different ways that people can be diverse and appreciate these differences.
- Express Inclusion through Art: Students will create artwork that symbolizes diversity and inclusion using rainbow themes.
- Collaborate and Share: Students will work together to organize a classroom art gallery, showcasing their artwork and celebrating diversity as a collective.
- Reflect on Personal Expression: Students will discuss how their artwork represents their understanding of diversity and inclusion.

### Materials

- Art supplies: paper, paints, crayons, markers, pencil crayons
- Rainbow-themed decorations
- Bulletin board or wall space for the art gallery
- Music player for background music during the gallery walk

### Lesson Structure

Introduction (10 minutes)

- Read: Choose a book(s) from the preceding page to introduce discussion about Pride, diversity, and acceptance.
- Discussion: Engage students in a conversation about Pride. Explain that Pride is a time when people celebrate being themselves and support others to do the same, emphasizing acceptance and love for all, regardless of differences.
- Question Prompt: Ask students, "What does it mean to be yourself? How can we show support for others?"

### Activity 1: Rainbow Art Project

- Instructions: Explain that students will create rainbow-themed artwork. Encourage them to use the colors of the rainbow to symbolize diversity and inclusion.
- Process: Provide art supplies and give students time to create their artwork. Walk around the room to offer guidance and encouragement.

### Activity 2: Classroom Art Gallery

- Setup: Once the artworks are completed, organize a classroom art gallery. Arrange the artworks around the room or on bulletin board.
- Gallery Walk: Play calming music and invite students to walk around and view each other's artwork. Encourage them to leave positive comments or "compliments sticky notes" next to their peers' art.

See next page for whole group Activity 3!

### How's the weather?!

If it's a beautiful day, consider prepping a "find the rainbow" activity like this on and have student gather natural items to create their own rainbows outside!



## Pride Celebration!

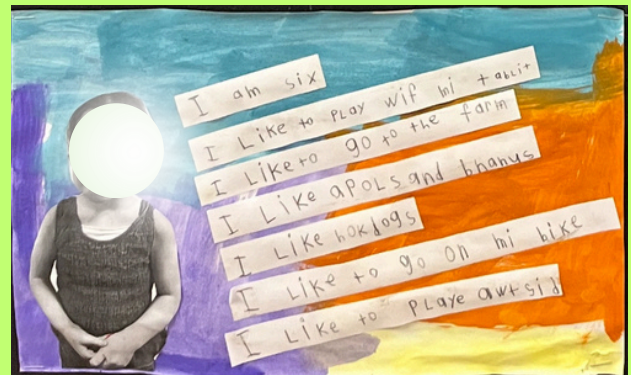
### Main Activity

#### Part 1: Colour Meaning Art (Collaborative Mural)

- Assign each student (or small groups) a colour (or, alternately, each student may wish to make a small drawing in each colour)
- Students draw images that represent that meaning:
  - **Life** → family, hearts, pets
  - **Healing** → helping, kindness, bandages
  - **Sunlight** → happiness, fun, joy
  - **Nature** → trees, animals, outside
  - **Harmony** → friendship, teamwork
  - **Spirit** → imagination, dreams, feelings



- Part 2: "Proud to Be Me" Personal Reflection
- Students complete sentence strips:
- Options (differentiate K-5):
- "I am \_\_\_\_."
- "I like to \_\_\_\_."
- "I feel proud when \_\_\_\_."
- "I help others by \_\_\_\_."
- "I belong because \_\_\_\_."
- Glue onto rainbow background with photo/art



### Sharing & Reflection

#### Gallery Walk:

- Students walk and observe the mural
- Optional music playing (like your original lesson style)

#### Prompt:

- "What do you notice about our classroom rainbow?"
- "How do our differences make it beautiful?"

### Closing Message

"Just like the rainbow needs all its colours, our classroom needs all of us."

## Pride Celebration! - Suggested Activity 3

### Activity 3

#### Lesson Objectives

- Understand the Pride flag as a symbol of identity and inclusion
- Learn the meaning behind each colour of the rainbow
- Make personal connections to concepts like life, healing, and belonging
- Express identity through art and writing
- Collaborate to create a shared classroom Pride display

#### Materials

- Large paper strips (one per colour: red, orange, yellow, green, blue, purple)
- Crayons, markers, pencil crayons
- Printed student photos (optional but powerful like your example)
- Sentence strips (cut paper)
- Glue sticks
- Chart with Pride meanings:
  - Red = Life
  - Orange = Healing
  - Yellow = Sunlight
  - Green = Nature
  - Blue = Harmony
  - Purple = Spirit

#### Lesson Structure

Introduction (10 minutes)

Read:

- Choose a Pride-focused book to introduce the topic.
  - "Which colour stands out to you?"
  - "What does this colour mean?"
  - "How could this show up in our lives?"

Show the Pride flag and ask:

- "What do you notice about these colours?"
- "Why do you think people use a rainbow to represent Pride?"

Explain:

Each colour has a meaning that helps tell a story about people, identity, and belonging.

Introduce meanings (keep it simple + visual, like your Canva slide):

- Life, Healing, Sunlight, Nature, Harmony, Spirit

Question Prompts:

- "What does it mean to be proud of who you are?"
- "How are we all different? How are we the same?"
- "Why is it important that everyone belongs?"

## Be The Bridge

This whole-school activity introduces students to the concept of “being a bridge”—supporting others, building connections, and creating inclusive communities. Through a shared read-aloud, school-wide participation, and collaborative activities, students explore how their words and actions can promote kindness, respect, and belonging. As part of Pride Week, this experience reinforces the importance of affirming all identities and creating a safe, welcoming environment for everyone.

### Lesson Objectives

- Identify ways to support peers and build inclusive relationships
- Describe and discuss thoughts, feelings, and experiences using appropriate language
- Demonstrate understanding of respectful and inclusive communication
- Recognize the importance of empathy and allyship in creating safe spaces
- Reflect on how their actions impact others in their community

### Materials

- Be a Bridge by Irene Latham & Charles Waters
- Chart paper or whiteboard
- Art supplies (paper, markers, crayons, popsicle sticks, tape, etc.)
- Sentence strips or paper for compliment chain
- Optional: building materials (blocks, recycled materials)

### Lesson Structure

Introduction / Class/School-Wide Launch

Introduce the theme during announcements or assembly:

- “This week, we are learning how to be a bridge—helping others feel included, safe, and valued.”
- Ask guiding questions:
  - “What does it mean to include others?”
  - “How can we make everyone feel like they belong?”

Introduce the idea of “being a bridge”—helping connect people, supporting others, and standing up for kindness.

Read Aloud & Discussion (10–15 minutes)

Each classroom reads *Be a Bridge* or watches the read-aloud.

Discussion Questions:

- “What does it mean to be a bridge?”
- “How can we show kindness at school?”
- “Why is it important that everyone feels safe and included?”
- “How can we support people who may feel left out?”

Sharing & Reflection

- Classroom or school-wide reflection:
  - “How did we act as bridges today?”
  - “How can we continue this every day?”
- Optional announcement or closing message:
  - “At our school, we are all bridges—we connect, support, and include everyone.”

### Core Activities

Build a popsicle stick and duct tape bridge and decorate

Create a compliments chain: each student writes a compliment about a classmate

Compliments circle: in a circle each student shares a compliment about the person sitting next to them and so on. Received with a thank you or high five.

Practice listening then speaking. Topic of discussion where one partner shares and then the listening shares 2 things they heard. Change roles.

*Based on the context of SOGI (Sexual Orientation and Gender Identity) education, “Building a Bridge” is frequently interpreted as a framework for fostering understanding, empathy, and connection between 2SLGBTQIA+ communities and others, focusing on creating safe and inclusive spaces.*



# ASD-S WABANAKI EDUCATION TEAM

## TWO SPIRIT

Two-Spirit is a term used within some Indigenous communities to reflect complex understandings of gender, sexuality, spirituality and social roles within various Indigenous cultures. The terms and roles of Two-Spirit people are specific to each Nation.

Colonization brought strict ideas about gender and gender roles. For some Indigenous people, this has interrupted our knowing that gender diversity has a long history that predates the arrival of settlers from other parts of the world.

Part of reconciliation is to learn, remember and respect Indigenous gender diversity. This respect should be extended to all gender diverse people, no matter their culture."

– [WeAreAllies.ca](http://WeAreAllies.ca)

If you'd like to explore ways to respectfully incorporate Wabanaki knowledges, histories, and cultures in curriculum, your **ASD-S Wabanaki Education team** is here to support you, no matter where you may be in your learning journey. We can offer support with professional learning, teaching resources, ideas for implementation, and more!

Click to watch the video "Two Spirits, One Voice," funded by the [Tegan & Sara Foundation](http://Tegan & Sara Foundation) & [Laidlaw Foundation](http://Laidlaw Foundation)

Click for a Two Spirit lesson plan by Moose Hide Campaign

Click to watch a short but powerful video by Chief Robert Joseph on [WeAreAllies.ca](http://WeAreAllies.ca)

Trans, Two-Spirit and non-binary people have always existed.

[← Previous Video](#)

**Woliwon = Welai'in = Thankyou = Merci**

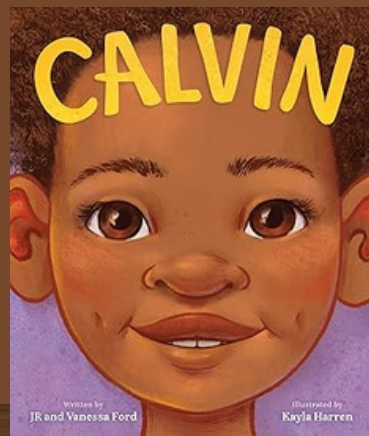
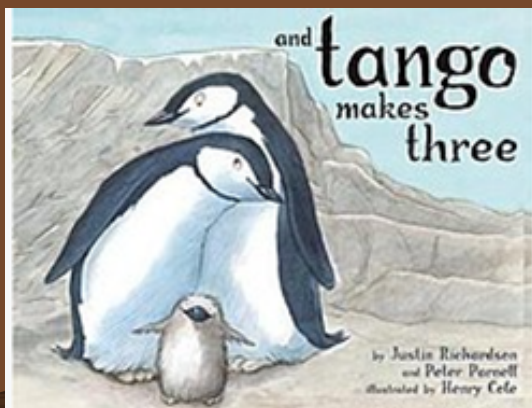
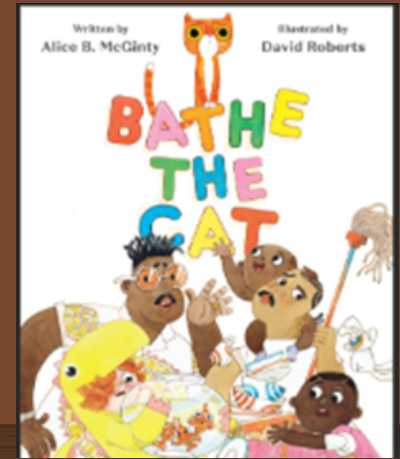
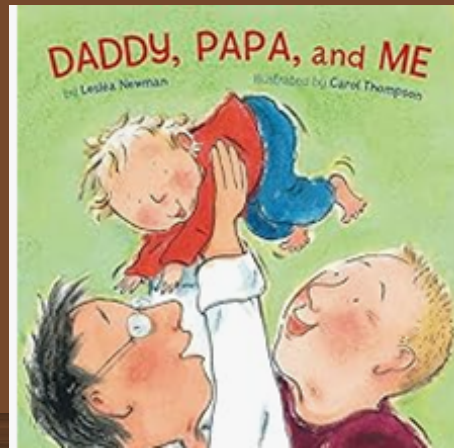
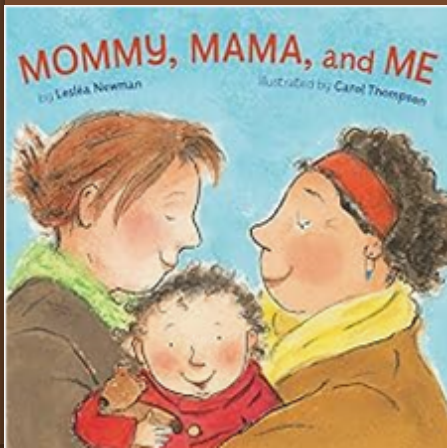
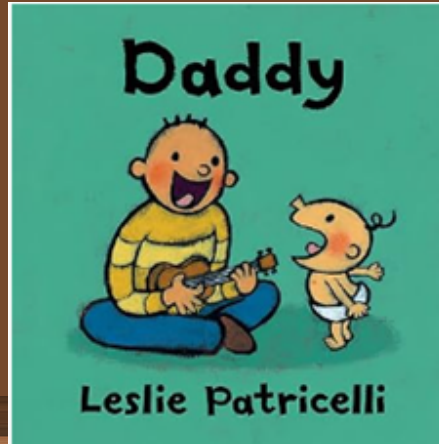
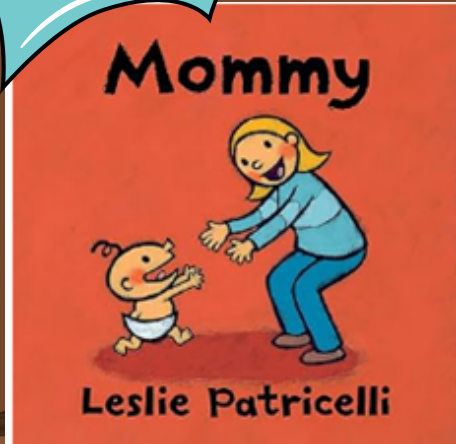
Your ASD-S Wabanaki Education team:

**LAURA TAYLOR - Subject Coordinator**  
**JANA NICOL - Wabanaki Education Coach**

ASD-S Wabanaki  
Education SHAREPOINT

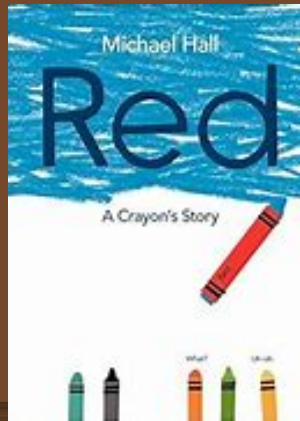
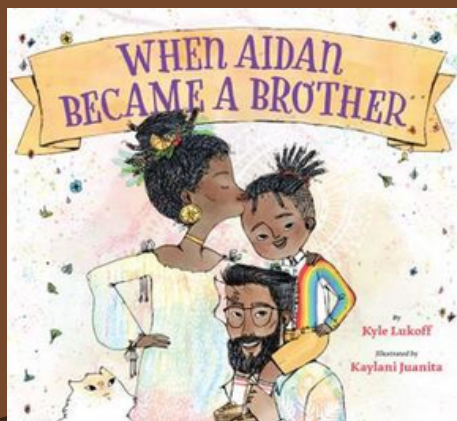
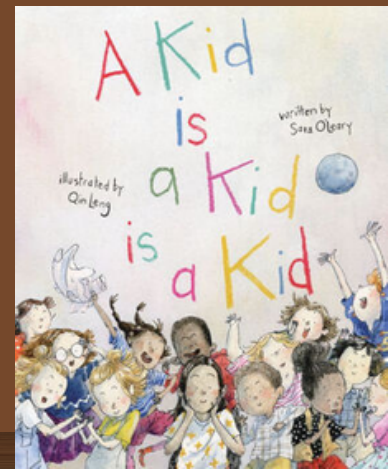
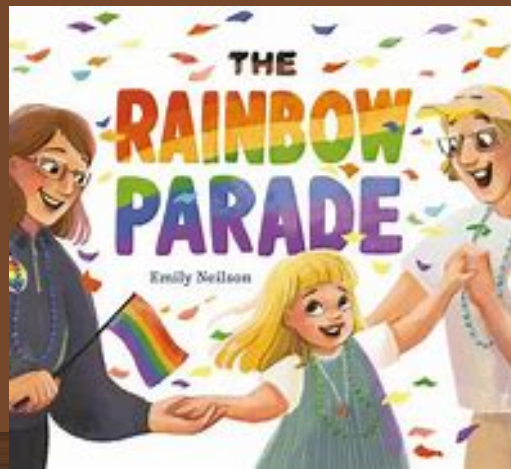
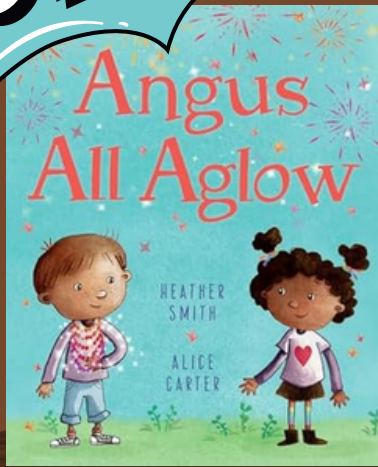
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## RESOURCES FROM OUR FRIENDS AT...

# SOGI 123

**SOGI 123** is an initiative developed by the **ARC Foundation** to support educators in making schools inclusive and safe for students regardless of their sexual orientation or gender identity (SOGI). It is not a mandated curriculum but a set of tools and resources that teachers can use across the K-12 curriculum to address discrimination, bullying, and inclusivity. The program empowers educators to implement policies, build inclusive school environments, and co-create teaching materials that reflect diverse identities.

- **SOGI 123 website** (general resources for educators, students, and schools): <https://www.sogieducation.org>
  - **The SOGI Leadership Resource** (great for supporting school-wide approaches)
  - **3 Creative Ways to Approach Ongoing Learning:**
  - **8 Steps for Meaningful Allyship**
  - **Common Questions About SOGI in Schools for Parents & Caregivers**
- **SOGI 123 monthly educator newsletter** (for ongoing updates, resources, and events): [SIGN UP LINK](#)

## RESOURCES FROM OUR FRIENDS AT...



**Egale Canada** is a national organization that works to advance equality and inclusion for 2SLGBTQIA+ people across Canada. In education, Egale plays a key role in supporting safer, more inclusive schools by providing research, educator resources, policy guidance, and professional learning. Their work helps schools address discrimination, support student well-being, and build environments where all students feel seen, respected, and able to thrive. **ASD-S is fortunate to have a wonderful partnership with Egale supporting learners and educators alike!**

- [FamilyVille: The Game About Diverse Families](#)
- [Pronoun Usage Guide](#)
- [2SLGBTQI Inclusion Posters](#)
- [2SLGBTQI Days of Significance Calendar](#)
- [Relearn and React Series](#)
- [Four-Step Guides to Empowerment](#)
- [Preparing Students for the Transition of a Trans or Gender Diverse Peer](#)
- [Difficult Conversation Tip Sheet for Educators](#)
- [Navigating Inclusion: A Leadership Compass for 2SLGBTQI Safety & Belonging](#)
- ['Table Talk' Educator Guides](#)
- [Interrupting Anti-2SLGBTQI Microaggressions in Schools: A Guide for Educators](#)
- [Rainbow Action Hub: Combatting Anti-2SLGBTQI Hate in Canada](#)

## AN INVITATION FROM...



Egale is hosting a FREE webinar on Wednesday, May 7th called:

*Planning and Implementing  
2SLGBTQI Events Amid Rising  
Hate*

**[CLICK HERE](#)** to register, and to keep an eye out for upcoming free webinars with Egale!

The event will run from 1:00-2:00pm AST.

*If you would like to receive this learning but are not available to watch it live or are seeing this after the date has passed, Egale has generously offered to share the replay link for the duration of Pride Week.*

*Please email Caleigh at [caleigh.dunfield@nbed.ca](mailto:caleigh.dunfield@nbed.ca) for more info.*

# ADDITIONAL WEB RESOURCES TO EXPLORE...



## ALTER ACADIE

A New Brunswick-based organization that supports and advocates for 2SLGBTQIA+ people within Acadian and Francophone communities. It promotes inclusion, visibility, and education through community initiatives, resources, and outreach that are culturally and linguistically responsive.

## WE ARE ALLIES

Created to help adults learn how to support and care for the youth in their lives. They have videos and resources from many diverse backgrounds, including Acadians and Two-Spirit peoples.  
<https://www.weareallies.ca/>

## EdCan NETWORK

This article explores how educators can introduce sexual orientation and gender identity (SOGI) topics in age-appropriate ways to support inclusion and understanding in early elementary classrooms.

## GENDER CREATIVE KIDS

Resources for parents, teachers, and for elementary-age kids. The no-dialogue video on the homepage, Sam's Story, is particularly touching.

## WELCOMING SCHOOLS

A U.S.-based program developed by the Human Rights Campaign Foundation, Welcoming Schools offers educators professional development, lesson plans, and resources to create SOGI inclusive school environments. Many available resources are easily adapted to align with NB curricular outcomes.

# Curricular Connections

## HOLISTIC CURRICULUM

### Shared Tenets Connections

*The shared tenets relate to how curriculum is formalized in a school; they are particularly relevant to the processes of planning, prioritizing, and reflection. They are interdependent and impact the experiences of all learners.*

### WELL-BEING

The curriculum offers all learners opportunities to develop and balance the four aspects of wellness: mind, body, spirit, and heart. Positive identity development, mental health, and sense of belonging are nurtured and protected as learners develop the competencies to adapt and grow. Connecting to the land and physical activity are valued as an essential part of the curriculum.

### RELATIONSHIPS AND CONNECTIONS

The curriculum has meaning for learners as it connects with and values their wider lives, acknowledging the profound influence of families and communities. By building connections with each other and each other's communities, learners develop positive self-identities and strengthen relationships.

### INCLUSION AND EQUITY

Inclusion is an ongoing process aimed at ensuring learners' identities, languages, strengths, interests, needs, abilities, and characteristics are recognized and affirmed. Equity is achieved by identifying and addressing barriers faced by learners to support each learner's future success. Inclusion and equity foster a complete school experience based on a system of values and beliefs promoting the best interest and affirmation of each learner, active participation, and social cohesion and belonging through positive interactions with peers and the school community.

### Pedagogy Connections

#### HOLDING EACH LEARNER IN THE HIGHEST REGARD

A culture of learning and growth involves sharing the expectation that all learners will reach or exceed their full potential. All learners have strengths and activating those strengths enhances the learning experience for all.

#### SAFE & POSITIVE SPACE FOR LEARNING

Safe and positive learning environments respect multiple ways of knowing and being, recognize caregivers as a learner's first educator, and are inclusive and protective of the rights of the learner. Creating positive learning environments involves honouring treaty relationships, nurturing sense of belonging, and celebrating home languages, cultures, and identities.

# Curricular Connections

# K-2

## EXPLORE YOUR WORLD

**Strand:** Diversity & Social Responsibility

**Big Idea:** Inclusiveness & Equity

**Skill Descriptor:** Honour differences and uniqueness.

**Achievement Indicators:**

- Use respectful and socially responsible language and practices.
- Define what makes us different and unique by using examples

**Strand:** Well-Being

**Big Idea:** Belonging & Interconnectedness

**Skill Descriptor:** Explore strategies that promote inclusion.

**Achievement Indicators:**

- Describe what it feels like to be included
- Describe what it feels like to be excluded
- Consider the needs, wants, and choices of others
- Use strategies to include others

**Strand:** Well-Being

**Big Idea:** Belonging & Interconnectedness

**Skill Descriptor:** Recognize that feelings and emotions can impact well-being, relationships, and the way we engage with others.

**Achievement Indicators:**

- Identify emotions that can influence actions and reactions

## ENGLISH LANGUAGE ARTS

**Strand:** Interactions

**Big Idea:** Exchanges

**Skill Descriptor:** Explore social conventions when interacting.

**Global Competencies:** ASM, CL, CM, CTPS, SGC

**Achievement Indicators:**

- Begin to use turn-taking when interacting with others
- Begin to demonstrate consideration for the thoughts and feelings of others
- Begin to use words in place of actions to seek a response (conflict resolution, negotiation, material requests, etc.)

**Strand:** Interactions

**Big Idea:** Exchanges

**Skill Descriptor:** Explore appropriate communication conventions.

**Global Competencies:** SASM, CL, CM

**Achievement Indicators:**

- Begin to use language specific to topic
- Begin to use language specific to audience
- Begin to use language specific to situation



# Curricular Connections

3-5

## PERSONAL WELLNESS

Stand: Relationships

Big Idea: Healthy Relationships

Skill Descriptor: Demonstrate acceptance of and appreciation for diversity.

Global Competencies: CL, CM, ICE, SASM, SGC

Achievement Indicators:

- List examples of diversity
- Recognize that all people are diverse in different ways
- Describe ways to celebrate diversity in ourselves and others

Stand: Relationships

Big Idea: Healthy Relationships

Skill Descriptor: Identify strategies to build and enhance friendships.

Global Competencies: CL, CM, CTPS, SASM

Achievement Indicators:

- Describe qualities of a good friend and how to be a good friend
- Describe ways to demonstrate appreciation for self and others

## ENGLISH LANGUAGE ARTS

Strand: Interactions

Big Idea: Expressions

Skill Descriptor: Use language of harmony and respect.

Global Competencies: SASM, CL, CM, CTPS, SGC

Achievement Indicators:

- Describe helpful, respectful, and equitable language
- Identify differences between kind and hurtful language
- Attempt to use inclusive language that respects gender identity
- Attempt to use language that demonstrates cultural sensitivity and respect

Strand: Relationships

Big Idea: Reception

Skill Descriptor: Receive and critically reflect on the ideas and opinions of others.

Global Competencies: SASM, CL, CM, CTPS, SGC

Achievement Indicators:

- Receive and demonstrate consideration for the personal beliefs of others
- Receive and demonstrate consideration for questions and comments of others
- Discuss the reasons for differing opinions or beliefs
- Reflect on differing opinions before responding
- Reflect on readers'/listeners'/viewers' questions and comments
- Reflect on feedback and responses from those assessing their work to extend learning



# Curricular Connections

# 3-5

...continued

## SOCIAL STUDIES

Strand: Civics

Big Idea: Rights & Responsibilities

Skill Descriptor: Describe the rights and responsibilities of citizens.

Global Competencies: CM, SASM, SGC

Achievement Indicators:

- Discuss the concepts of citizenship, rights, and responsibilities
- Illustrate the responsibilities of provincial vs. municipal governments
- Discuss the New Brunswick Human Rights Act and Canadian Charter of Rights and Freedoms
- Explore the rights contained within the United Nations Convention on the Rights of the Child (child-friendly version)

