

# **Gender Ally**

## **How to Use the Materials**



## Segment Objectives

- **Developing Empathy** – Inform on trans, Two-Spirit, and gender non-conforming issues through personal story
- **Building Understanding** – Provide a safe container in which to discuss pertinent issues and practice difficult conversations
- **Taking Action** – Assist participants in identifying ways to behave as an ally for trans, Two-Spirit, and gender non-conforming youth

## Grade 10-12 Integration

The materials have been designed with the aim of developing empathy and effective communication skills among grades 10-12 students. Connections can be made to many curricular areas, particularly where students are expected to explore diverse perspectives, navigate complex social issues, and communicate and collaborate with others.

The materials address many facets of the Core Competencies outlined in BC's curriculum. Participation in these workshops will help students develop their competency in the areas of Communication, Creative and Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility.

Strong curricular ties can be found in English Language Arts, Physical and Health Education (Health & Wellbeing), Social Studies (History, Social Justice, Impact of Colonization, Philosophy, Political Studies, Law Studies, Urban Studies) and in Arts Education (Dance, Theatre, Visual Arts, Media Arts). Some connections can also be found in the curricular areas of Applied Design, Skills, and Technologies (Entrepreneurship and

Marketing, Information and Communications Technology, Media Arts, Tourism), and Career Education.

Teachers or group facilitators in community organizations or workplaces can also use the material in diversity training.

## How To Use The Materials

Begin at: <http://onmyplanet.ca/mundo/genderally>. We hope you will choose to use the entire series of workshop materials, however, each story segment was designed to also function as a stand-alone.

The story videos have been separated into themes to help you find stories that address specific topics. Additionally, each story has its own page that includes the synopsis and lists the Talking Points and Content Warnings. Each story segment has a corresponding Facilitator's Guide in .pdf format, downloadable from the story page.

Each story segment is designed to function as a stand alone workshop, so the starting point is entirely up to you. Think about your group and the kinds of issues that are most important to them. If the group is known to you prior, think about asking the group what kinds of things they might want to explore.

A longer session will promote deeper discussion. If your school has short blocks consider presenting a workshop over two class time slots.

An ideal length of time is two 45 Mins. blocks to fully cover one Story Segment.

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Each segment has one primary video clip for exploration. Supplemental videos are provided to share more personal aspects or highlight particular events in the individual's experience. Keep in mind, the story segments are brief (5 Mins.) and full clips (10 Mins. or longer) can be viewed at [onmyplanet.ca](http://onmyplanet.ca)

Workshop segments can be integrated into a variety of subjects. To encourage deeper exploration, a minimum 40-50 minute session is recommended. The primary purpose of these workshop materials is to develop curiosity about people and situations that are unknown to most participants. It is unlikely that the participants will reach this point in under the recommended time, or in a single session. To lengthen a session, add one or more of the discussion activities.

At a minimum, the essential activities are: The Territory Acknowledgment, establishing the Safer Space Guidelines, Group introductions, an Icebreaker activity, viewing the video, discovering themes and discussing options from the Ally Practices section. These form the minimum template.

The Talking Points and Content Warnings (Themes) provide a list of topics mentioned in the video that may cause intense emotional reactions for some participants. As part of the Safer Space Guidelines there are a number of suggestions for self-care for participants and for you as the facilitator. Please keep in mind that these themes may also present good opportunities to respectfully discuss sensitive issues.

For each segment, Discussion Topics, Terms and Definitions, and some pertinent Resources are provided. The discussion topics together with the resources contained in each segment and the larger Resources List can evolve into longer term exercises and assignments such as research projects, journaling exercises, interviews, further engagement, etc.

Terms and Definitions are provided primarily for your use and can be incorporated into the activities or further assignments.

## Preparation for Presenting a Workshop

- **Facilitator's Guide** – Familiarize yourself with the recommended activities for presenting a story segment. Choose which segment to present and consider the themes that may come up. Use the Facilitator's Plan to outline your session; Indigenous Territories in your area, the group's version of the Safer Space Guidelines, any changes or additions in the Icebreakers or Activities, local resources and any other follow up. There are activities listed in each Facilitator's Guide but if you prefer you can also choose the exercises you would like to use from the **Activities List**. Use the **Terms and Definitions** to familiarize yourself with terms not already listed in the guide.
- **Resources List** – Be prepared to provide any of the participants, and/or their families etc. with online resources (print out the resources list or distribute the URL to download the PDF file) and other local resources. e.g.: Find local resources where possible, LGBTQ2 friendly counselors, local PFLAG group (Parents and Friends of Lesbians and Gays – [PFLAG.ca](http://PFLAG.ca)), LGBTQ2 programs at local community centres, Queer/Trans Community Centres, contact info for GSAs (Gay Straight Alliances) at local school(s), local bookstores or library sections, etc.