# Lesson Plan

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| Theme: LGBTQ+ | Module: A Story of Intersectionality | Level: CLB 3 |
| Approximate Total Time: 4-8 hours (flexible) |

### Background Notes to Instructor

In this module, learners will explore the concept of **intersectionality**. As coined by Kimberle Crenshaw in the 1980s and defined by *Merriam-Webster’s Dictionary*, intersectionality is “the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.”

Although this term was originally used by Crenshaw in the analysis of the intersections between gender and race, specifically African American women and their male counterparts, intersectionality has been adopted by other sectors in an effort to explain the dynamics of the oppression of marginalized groups and the privilege of dominant groups in mainstream society.

In the context of this lesson, **we will examine intersectionality primarily where minority sexual orientations and gender identities intersect with other marginalized identities, such as immigration status (refugee), language status, and ethnicity**.

As we incorporate LGBTQ+ content into rather typical reading and listening activities, we hope that **LGBTQ+ learners** will see themselves reflected in the content of this lesson and will know they are included, and their voices welcomed, in their language classroom in Canada.

**Learners, both LGBTQ+ and straight**, will learn some of the language needed for respectful and culturally appropriate communication and will have a safe space to explore their own and others’ attitudes in an appropriate and respectful manner as they improve their language skills. The hope is also that those learners who have minimal awareness of the LGBTQ+ experience will gain empathy and understanding of a marginalized community, and perhaps develop an awareness of their own assumptions and biases.

**Instructors** We want to model and encourage perspective taking and non-judgmental approaches to differences, especially with regard to the LGBTQ+ community.

## Module Overview

**CLB descriptors, drawn from CLB 3**

| CLB 3 | Statements |
| --- | --- |
| **Listening:**Comprehending information | Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. |
| **Speaking:**Sharing information | Give simple descriptions of concrete objects, people or experiences in a few short sentences. |
| **Reading:**Getting Things Done | Get information from simple formatted texts (such as forms, tables, charts, schedules and dictionaries). |
| **Writing:** Sharing Information | Write a few sentences to describe a familiar person, object, place, situation or event.  |

### Outcomes

**By the end of this lesson, learners will be able to …**

*Outcomes related to LGBTQ+:*

1. Recognize and use appropriate language related to LGBTQ+
2. Explore and describe their own and other’s intersecting identities
3. Demonstrate empathy through perspective taking
4. Develop increased empathy through hearing and telling stories

## Activities

### Activity 1: Introduction

#### Instructions

1. Give **Handout -Introduction.**
2. Have the students answer the questions individually. Then, check their answers as a class.
3. Discuss how gender-neutral washrooms (concrete objects) help people. This will lead to the activities about gender identities.

### Activity 2: Listening Comprehension Questions

#### Instructions

1. Give **Handout -Listening Comprehension Questions.**
2. Have the students answer the questions individually. Then, check their answers as a class.
3. This activity will introduce the new terminology, LGBT.

### Activity 3: Reading

#### Instructions

1. Give **Handout -Reading** and **LGBTQ2S Terms and Definitions**
2. Have the students answer the questions individually. Then, check their answers as a class.
3. This activity will help the students review the vocabulary from Activity 2, and practice recording information.
4. The last question in the handout connects the new terminology LGBTQ2S with gender-neutral washrooms (concrete objects).

### Activity 4: Listening Comprehension Questions 2

#### Instructions

Give **Handout -Listening Comprehension Questions 2.**

Have the students answer the questions individually. Then, check their answers as a class.

As you go over the answers, help the students explore and describe their own intersecting identities, and demonstrate empathy through perspective taking.

### Activity 5: Speaking - Your Story

#### Instructions

1. Give **Handout Speaking- Your Story**.

1. As the students have read Kabir’s story, it is the students’ turn to share their stories.
2. Have the students answer the following questions:
	* + 1. How was your life before coming to Canada?
			2. How is your life in Canada now?
3. Remind the students to use the simple past tense to answer 1) and the simple present tense to answer 2).
4. Provide feedback.

### Activity 5: Writing - Your Story

#### Instructions

Give **Handout Writing- Your Story**.

As the students have shared their stories orally, they are going to write the stories.

Again, have the students answer the following questions in their writing:

* + - 1. How was your life before coming to Canada?
			2. How is your life in Canada now?
1. Remind the students to use the simple past tense to answer 1) and the simple present tense to answer 2).
2. Encourage them to write up to 5 sentences.
3. Provide feedback.