

Lesson Plan

Theme: LGBTQ+

Module: Two Historic Apologies

Level: CLB 5/6

Approximate Total Time: 3.5–5 hours

Background Notes to Instructor

This module integrates LGBTQ+ content into an ESL lesson on apologies. The goal of doing so is to normalize discussions related to LGBTQ+.¹

We hope that, as we incorporate LGBTQ+ content into a rather “typical” ESL lesson on apology pragmatics, **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 learn more about the English language, Canadian values, and the laws and history of Canada. 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 using this material will have plenty of opportunity to model and encourage perspective-taking and non-judgmental approaches to differences, especially with regard to the LGBTQ+ community.

¹ LGBTQ+ identities and issues are generally either absent from ESL curricula or tend to be presented as inherently controversial (Kaiser, 2017). In this lesson, rather than “placing LGBTQ+ people or social issues ‘under a microscope,’” we are seeking to embed LGBTQ+ topics into the larger ESL curriculum, signalling that they are “okay to talk about” (Kaiser, 2017, pp. 13, 16).

Module Overview

CLB descriptors, drawn from CLB 5 and 6, Listening and Speaking:

CLB 5/6	Statements
Listening: Interacting with Others and Comprehending Information	Understand the gist and some details in moderately complex common and predictable social exchanges (apologies) (CLB5) Understand common social exchanges (apologies) (CLB 6) <ul style="list-style-type: none"> • Identifies factual details and implied meanings (CLB 6) • Understands overall meaning and intent (CLB 5/6) • Understands (very) common idiomatic language (CLB 5/6) • Identifies language functions (CLB5/6) • Identifies key words and phrases (CLB 5) • Identifies topic-specific words, phrases, and expressions (CLB 6) • Identifies emotional state from tone and intonation (CLB 5) • Identifies some feelings such as regret and compassion (CLB 6) • Identifies formal and casual style and register (CLB 5/6) • Identifies the situation and relationships between speakers (CLB 5/6) • May sometimes require repetition (CLB5/6) • Monologues and presentations are up to 5/10 minutes. (CLB 5/6)
Speaking: Interacting with Others	Participate in basic social/routine conversations for some everyday purposes (CLB 5/6) <ul style="list-style-type: none"> • Provides appropriate apologies and explanations (CLB 6)

Outcomes

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

Outcomes related to apologies:

- Listen to understand main intent and identify factual details in apologies
- Listen to identify words and expressions related to apologies
- Infer implied meanings in apologies
- Identify formal and casual style and register in apologies
- Use listening strategies (predicting, paying attention to intonation) to improve focus and draw conclusions
- Provide appropriate apologies and explanations
- Identify and apply strategies to convey sincerity in an apology
- Recognize and use vocabulary relevant to apologies

Outcomes related to LGBTQ+:

- Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues
- Explore their own and others' attitudes related to the LGBTQ+ community in a culturally appropriate manner
- Infer the significance of the formal apologies (to the LGBTQ+ community, to organizations, to Canada)
- Develop increased empathy toward a marginalized community

Activity Overview

		Approx. time	Page number(s)
Activity 1	Warm-up: Speed-Dating Discussion	20 minutes	Instructor Guide, pages 4–5 Student Package, pages 1–2
Activity 2	Listen as a Canadian Mom Talks About Apologies	20 minutes	Instructor Guide, pages 5–8 Student Package, pages 3–4
Activity 3	Listen to a Historic Apology – Ottawa, 2017	60–80 minutes	Instructor Guide, pages 8–16 Student Package, pages 5–11
Activity 4	Listen to Another Historic Apology – Edmonton, 2019	60–90 minutes	Instructor Guide, pages 17–20 Student Package, pages 12–14
Activity 5	Your Turn – Apologize!	30+ minutes	Instructor Guide, pages 21–23 Student Package, pages 15–16
Activity 6	Vocabulary Review	40 minutes	Instructor Guide, page 24 Student Package, pages 17–18
Activity 7	Application and Reflection Extension Activities	20 minutes	Instructor Guide, pages 25–26 Student Package, page 19

Activities

Activity 1: Warm-up

Student Package Pages 1–2 Supporting PPT	Outcomes: <ul style="list-style-type: none">• Recognize and use vocabulary relevant to apologies.• Identify and apply strategies to convey sincerity in an apology.	Approximate time: 20 minutes
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Instructions for the Speed-Dating Discussion

[**Note:** See the accompanying PowerPoint for the warm-up activities.]

Half the students should be “homebodies” and half “travellers.” [**Note:** You can use different labels if you wish.]

- Homebodies will stay in the same seat and have an empty seat beside them.
- Travellers will move from one empty seat to another when the signal is given.

Have the “travellers” find a seat. Set a timer for two minutes and have students discuss the first question (also projected on the **Two Historic Apologies Supporting PPT**).

When the timer goes off, have travellers stand up and move to another empty seat. Set the timer, project the next slide, and have students discuss the second question. Continue in the same way through all nine questions:

1. From the perspective of your home culture, do Canadians apologize too much?
2. When should people apologize?
3. When should countries or organizations apologize?
4. In your culture of origin, how do you show that you are really sorry for something?
5. What effects can an apology have? Can an apology fix anything?
6. What makes an apology sound **sincere**? [Encourage students to consider content, tone, expression, eye contact, other.]
7. What makes an apology sound **insincere**? [Encourage students to give examples of insincere apologies. In Canada, insincerity may be conveyed by intonation, lack of details, incongruous facial expression, excuses.]
8. What English apology words and phrases do you know?
9. On a scale of 1 to 10, how confident do you feel apologizing in English? (0=not at all confident; 10=just as confident as in my first language)
10. Do you (or would you) teach your child to apologize? How?

Instructions for Vocabulary Focus

- Students should be able to guess that “insincere” is the opposite of “sincere.” Have them work with a partner to come up with words to describe the opposite of “sincere.”
[Some synonyms include **dishonest, fake, false, phony, hypocritical, two-faced, disingenuous, and deceitful**. With regard to apologies, a **forced** apology would also not be sincere. Note: The word “forced” is used in the next listening.]
- Point out the word “heart” in three of the synonyms of “sincere”: “heartfelt,” “wholehearted,” “from the heart.” Ask if there are similar words or phrases in their languages.
- Discuss: How important is **sincerity** in apologies?

Activity 2: A Canadian Mom Talks About Apologies

Student Package Pages 3–4	Outcomes: <ul style="list-style-type: none">• Understand overall meaning and intent.• Identify factual meaning and some implied details.• Listen to identify words and expressions related to apologies.• Identify and apply strategies to convey sincerity in an apology.	Approximate time: 20 minutes
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Transcript

If my kids have broken the **rules** or **hurt** someone, it’s important to me that they offer a **sincere** apology. Since it’s **super** difficult to make a sincere apology if you’re still **upset**, we have a **process** that we use to make sure apologies are genuine and not forced.

First, the kids are given 20 minutes or so to think about their mistake. During that time, they need to do four things:

- First, think about what **specifically** they’ve done wrong
- Second, think about how **their actions** would have made the other person **feel**
- Third, think about what they will **say** in their apology and what **tone** they’ll use
- Finally, think about what they could do **differently** next time

Then, when they **do** actually apologize, they’re usually really good at making sure the apology is **specific, sincere, and soft**.

A sincere apology sounds something like this: “Mommy, I’m really sorry that I threw my sister’s laundry out the front door when I was mad at her. I should have just used my words to ask her to take her clothes out of the dryer so that I could use it.”

As parents, we always try to model this style of apology as well.

Instructions for Questions 1–5

Student Book, pages 3–4

Note: The point of this activity is to elicit the idea that tone of voice and the content of an apology are very important. We often say “sorry” in Canada when we are really apologizing for a wrong done. However, sincerity can be conveyed by showing that you understand what you did wrong, how it hurt someone, and what you will try to do differently next time. Tone of voice (often falling intonation) is also important.

Ask students if they make their children apologize. Tell students that they will listen to a Canadian mom talk about how she wants her children to apologize.

Ask students what they think the Canadian mom will say. Have them read questions 1–5 on pages 3–4 and predict the answers they think they might hear.

Play the audio twice and have the students complete the answers to questions 1–5.

Answer Key

1. Why does this mom **not** make her children apologize right away?
It's difficult to make an apology when you are still upset.
2. This mom wants her kids to think about four things before they apologize. Complete the list below:
 - 1) What, **specifically**, they did wrong
 - 2) How their actions made the other person feel
 - 3) What they will say and what tone they will use
 - 4) What they could do differently next time
3. The Canadian mom says that her children are really good at apologizing. What are three criteria that she thinks are important for a good apology?
 - **Specific**
 - **Sincere**
 - **Soft**
4. What apology language does she use in her example?
 - I'm really sorry that I threw my sister's laundry out the front door when I was mad at her.
 - I should have just used my words to ask her to take her laundry out of the dryer so I could use it.
5. Do you think this mom ever apologizes to her children? Why?
Yes. She says that as parents, they try to model this style of apology. (inference)

Instructions for Questions 6–8

Student Book, page 4

Put students in groups or pairs to discuss questions 6–8. Then debrief the answers.

Answer Key

6. What do you think the Canadian mom means when she says she wants the apology to be “soft”?

Perhaps the tone is soft. That is, she probably wouldn’t accept a sarcastic “I’m sorry!” from her child. Have students try modelling the intonation of a soft apology rather than a harsh one.

7. Why do you think it is important to the Canadian mom to teach her children to apologize?

Encourage students to consider the effects of the apology on the person apologizing and on the person receiving the apology. Later, in the historic apologies, students will be considering the effects of apologies.

Dale is the parent of a five-year-old. They are at a playground. There is a toddler nearby playing peacefully. Dale’s child grabs the toddler’s toys and knocks down the toddler’s “castle.” The child throws sand in the air, and it gets in the toddler’s eyes. The toddler is crying. The toddler’s mother is upset.

8. Imagine you are Dale. Would you make your child apologize? If no, why not? If yes, how?

Instructions for Question 9

Student Book, page 4

Prior to discussing question 9, have students help you make up an apology criteria list based on the listening and put it on the board. They might suggest ideas such as the following:

- Are they specific? (Do they say what they did wrong? Do they show that they know how their actions made others feel? Do they show that they will act differently next time?)
- Do they use a soft tone?
- Do they sound sincere?

Then have students model an apology that would satisfy the Canadian mom.

For added interest and practice, you could have students model good and bad apologies to the class and have the class guess whether or not the Canadian mom would accept those apologies based on the criteria they elicited.

Or you could model a few of the following apologies and have students rank them based on the criteria:

- “Sorry!” (Try this with flat sarcastic intonation)
- “Sorry!” (Try this with rising intonation—it might be soft but is not specific, so it is not terribly sincere.)
- “I’m so sorry!” (Said with sincere intonation but is not specific.)

- “I’m sorry I knocked down your castle!” (Said grumpily with no “rise-fall” intonation at the end—that is, it’s not soft, though it is a little specific.)
- “I’m really sorry I knocked down your castle. And I’m sorry I got sand in your eyes. That was mean. I should have just asked if I could play with your toys first. I won’t throw sand any more.” (The Canadian mom in the audio would like this one!)

Activity 3: Listen to a Historic Apology – Ottawa, 2017

<p>Student Package Pages 5–11</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Listen to apologies to understand main intent and identify factual details. • Use listening strategies (predicting, paying attention to intonation) to improve focus and draw conclusions. • Listen to identify words and expressions related to apologies. • Infer implied meanings in apologies. • Identify formal and casual style and register in apologies. • Identify strategies to convey sincerity in an apology. • Recognize and use vocabulary relevant to apologies. • Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues. 	<p>Approximate time: 60–80 minutes</p>
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Background Information for Instructor

In the apology your students will listen to, Prime Minister Trudeau refers to the “purge.” He is referring to the Cold War purge of LGBTQ from the Public Service in Canada. The textbox below gives a little background; follow the link to read more on the issue. This background to the apology might be useful for you if students are curious about the topic and ask questions.

Canada’s Cold War Purge of LGBTQ from Public Service

“Between the 1950s and 1990s, the Canadian government responded to national security concerns generated by Cold War tensions with the Soviet Union by spying on, exposing and removing suspected LGBTQ individuals from the federal public service. They were cast as social and political subversives and seen as targets for blackmail by communist regimes seeking classified government information. These characterizations were justified by arguments that people who engaged in same-sex relations suffered from a “character weakness” and had something to hide because their sexuality was not only considered a taboo but, under certain circumstances, was illegal. As a result, the RCMP investigated large numbers of people, many of whom were fired, demoted or forced to resign — even if they had no access to security information. These measures were kept out of public view to prevent scandal and to keep counter-espionage operations under wraps.”

Levy, R. (2019, March 20). Canada’s cold war purge of LGBTQ from public service. *The Canadian Encyclopedia*. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/lgbtq-purge-in-canada>

Note Regarding the Recordings

Transcripts and EDpuzzle clipped versions of the original videos are listed in the tables below. Also included are the original recordings of the same apology, with time markers, for those who would rather work from the whole video than from a clip.

Instructions: Predict

Student Book, page 5

Tell students they will now listen to a very formal apology by Justin Trudeau. They will listen in sections.

Ask them if they know who Justin Trudeau is. Then have students work in pairs or groups to complete the Predict activity:

1. **Who** do you think he will apologize **to**?
2. **What** do you think he will apologize **for**?
3. Will he apologize **on his own behalf** or **on behalf of** someone else?

Language note: As you elicit students' predictions, encourage them to answer using the correct prepositions:

- Example: I think he will apologize **to** [his wife/Indigenous people/Canadians](#). I think he will apologise **for** [XXing XXXXX](#). I think he will apologize [on his own behalf](#) OR I think he will apologize [on behalf of all Canadians/his party/his government/his family](#).

Write students' ideas on the board.

Tell students that they will listen to the apology to see which (if any) of their predictions were correct.

Instructions: Part 1 – Listen for the Gist

Student Book, pages 5–7

<p>Transcript</p> <p>Mr. Speaker,</p> <p>The number one job of any government is to keep its citizens safe. And on this we have failed LGBTQ2 communities and individuals time and time again. It is with shame and sorrow and deep regret for the things we have done that I stand here today and say, "We were wrong. We apologize. I am sorry. We are sorry."</p>	<p>EDpuzzle clipped version: https://edpuzzle.com/media/5cfd9d6f03ad3840b67a2448</p> <p>Shortened version: https://globalnews.ca/video/3885944/justin-trudeau-offers-apology-to-people-affected-by-gay-purge [play 0:00–1:00]</p> <p>Video of the entire apology: https://www.youtube.com/watch?time_continue=3&v=aS_xutMbzyw [play 11:48–12:55] (clapping continues)</p>
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Have students listen to the video clip and answer questions 4–6. Play the clip twice if necessary.

After answering questions 4–6, have students look back at the predictions on the board. How close were they? Did anyone guess correctly?

Note: If students don't recognize the LGBTQ2 acronym, you could have them skip ahead to pages 9–10 in the Student Book and do the vocabulary activity there.

Then have students do the **Focus on Vocabulary** activity (question 7).

For the **Focus on Intonation and Stress** activity (questions 8–10), write the quote on the board. Then play the video clip at least three times for students:

- Play the clip once so students can mark the pauses. Have them say the quote to you as a class, pausing where the pauses were, and you mark the pauses on the board. (See Answer Key below for possible answers.)
- Play the clip again so students can underline the stressed syllables. Then have them say the quote with the correct pauses and stresses, and you underline the stressed syllables on the board. (See Answer Key below for possible answers.)
- Demonstrate how you would like students to mark the intonation for the first sentence (either rising or falling). Play the clip again for students to mark the intonation. Then have them read it to you with the correct intonation, and you mark the intonation on the board.
- **Optional:** If students wish, they can “shadow read” along with Justin Trudeau, mimicking the stresses, pauses, rhythm, and intonation. They can also try making changes to the apology and saying it with appropriate stresses, pauses, rhythm, and intonation.

Have students discuss answers to questions 9–10 with a partner.

In small groups, have students answer questions 11–14.

Answer Key

4. Who is he apologizing **on behalf of**?

He is apologizing on behalf of the Canadian government.

5. Who is he apologizing **to**?

He is apologizing to LGBTQ2 communities and individuals.

Note: If students don't know what LGBTQ2 refers to, you can skip ahead to pages 9–10 of the handout and do that vocabulary focus.

6. What is he apologizing **for**?

He is apologizing for failing LGBTQ2 communities.

Note: The details are not in this excerpt. We will listen to the details in a moment.

Focus on Vocabulary

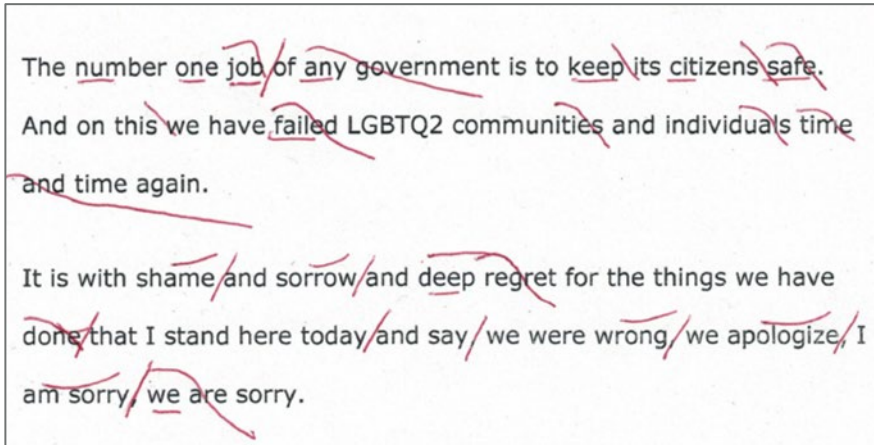
7. Match the following words with their meanings:

- **shame:** A strong feeling that we are bad because of something we did wrong
- **to fail someone:** To not live up to our responsibilities to someone
- **regret:** A feeling of wishing something had not happened the way it did
- **sorrow:** Deep sadness because of suffering or loss

Focus on Intonation and Stress

8. Underline the words or syllables that are stressed. Mark the pauses. Mark the intonation pattern as rising or falling.

Sample:



9. Why does he use rising intonation for parts of the apology?

He uses this intonation in the lists. It shows that he hasn't finished his thought.

10. Why does he use falling intonation at the end of each sentence? What is the effect of the falling intonation?

This type of intonation makes the speaker sound very serious, certain, and sure. He is not joking. He is showing that he is very sincere. He wants the apology to sound **wholehearted** and **heartfelt**.

11. Is this a serious matter to Justin Trudeau? How do you know?

Yes, it is a serious matter to him. He says things like "time and time again." He speaks slowly and with great deliberation. He uses pauses and falling intonation to show how serious he is. His facial expression is very serious. "Shame," "sorrow," and "deep regret" are strong words.

12. Do you think he is **sincere**? Why or why not?

He seems to be sincere. He "owns" it by also including himself in the apology. He repeats things in threes: shame/sorry/regret; we were wrong/apologize/sorry.

13. Do you think his apology will fix anything? Why or why not?

Answers will vary. Students might mention that the fact that everyone in the House of Commons stood up to applaud means that they agree, so perhaps it might change things. Students might mention the impact of this on people in the LGBTQ2 community.

14. He explains more about what he is sorry for related to the LGBTQ2 community. What do you think he will say?

Answers will vary. Tell students that they will listen to that section in a moment.

Instructions: Part 2 – Listen for Details

Student Book, page 8

<p>Optional clip: The following piece is omitted from the EDpuzzle clipped version as it was separated from the rest by a long section in French. You can play it if you wish, or omit it.</p> <p>For state-sponsored systemic oppression and rejection, we are sorry.</p> <p>For suppressing two-spirit Indigenous values and beliefs, we are sorry.</p> <p>For abusing the power of the law, and making criminals of citizens, we are sorry [continues in French.]</p>	<p>EDpuzzle: https://edpuzzle.com/media/5cfda2a4d91c8740bd73e55f</p> <p>Video of the entire apology: https://www.youtube.com/watch?time_continue=3&v=aS_xutMbzYw [play 13:30–14:00]</p>
<p>Main listening</p> <p>To all the LGBTQ2 people across this country who we have harmed in countless ways, we are sorry.</p> <p>To those who were left broken by a prejudiced system and to those who took their own lives—we failed you.</p> <p>For stripping you of your dignity, for robbing you of your potential, for treating you like you were dangerous, indecent, and flawed—we are sorry.</p> <p>To the victims of the Purge who were surveilled, interrogated, and abused, who were forced to turn on their friends and colleagues, who lost wages, lost health, and lost loved ones—we betrayed you. And we are so sorry.</p> <p>To those who were fired, to those who resigned, and to those who stayed at a great personal and professional cost; to those who wanted to serve, but never got the chance to because of who you are—you should have been permitted to serve your country, and you were stripped of that option. We are sorry. We were wrong.</p> <p>Indeed, all Canadians missed out on important contributions you could have, would have, made to our society. You were not bad soldiers, sailors, airmen and women. You were not predators. And you were not criminals. You served your country with integrity and courage. You are professionals, you are patriots, and above all, you are innocent.</p> <p>And for all your suffering, you deserve justice, and you deserve peace. It is our collective shame that you were so mistreated. And it is our collective shame that this apology took so long. Many who suffered are no longer alive to hear these words. And for that, we are truly sorry. To the partners, families, and friends of the people we harmed, for upending your lives and for causing you such irreparable pain and grief—we are sorry.</p>	<p>EDpuzzle: https://edpuzzle.com/media/5cfdae850b9e1b40a9f789cc</p> <p>Video of the entire apology: https://www.youtube.com/watch?time_continue=3&v=aS_xutMbzYw [play 14:33–17:20]</p> <p>https://globalnews.ca/video/3885944/justin-trudeau-offers-apology-to-people-affected-by-gay-purge [play 1:00–4:55]</p>

After the first very formal and clear part of his apology, the Prime Minister made his apology more specific. He was more specific about what he was apologizing **for**, and he was more specific about **who** he was apologizing **to**.

Tell students that the language in this next part might be hard to understand, but they should be able to catch a couple of details about who he is apologizing to and what he is apologizing for.

- Play the clip once and have students focus on who he is apologizing to. They should listen for the word “to.” Have them write down any ideas. Then have them share their ideas with their classmates.
- Play the clip again and have students focus on what he is apologizing for. Have them write down any details they hear. Have students summarize what they heard with their classmates.
- Play the clip again, stopping as learners ask questions, and clarify the meanings of some of the words that they don’t understand.

Answer Key

Note: Students at CLB 5 or 6 may just get two or three details in each column. Encourage students to pool their ideas. As they do so, they will be using some of the new vocabulary.

15. Who he is apologizing to ?	16. What he is apologizing for ?
<p>To all LGBTQ people we have harmed</p> <p>To those who were broken by prejudice</p> <p>To those who took their own lives</p> <p>To victims of the Purge (i.e., to LGBTQ2 people in the military, navy, or air force who were surveilled/watched, interrogated, and forced to betray friends)</p> <p>To those who lost wages, lost friends, lost colleagues, lost health</p> <p>To those who were fired or who resigned</p> <p>To those who wanted to serve (i.e., in the military) but were not allowed to</p> <p>To partners, families, and friends of the LGBTQ people who were harmed</p>	<p>For harming you, for prejudice, for failing you</p> <p>For stripping you of your dignity, robbing you of your potential</p> <p>For treating you like you were dangerous, indecent, flawed</p> <p>For surveilling (spying on), interrogating, abusing</p> <p>For forcing people to betray their friends and colleagues</p> <p>For lost wages, health, loved ones</p> <p>For betraying them</p> <p>For firing them or forcing them to resign</p> <p>For not permitting them to serve</p> <p>For their suffering</p> <p>For upending their lives, for causing such irreparable pain and grief</p>

Ask students if there are any words they heard that they want to you clarify.

Clarify a selection of the following words as students notice them.

(**Note:** At CLB 5–6, learners should not be expected to learn all of these words. They might pick four or five to focus on.)

- oppress, oppressing
- suppress, suppressing
- system, systemic
- prejudiced
- “took their own lives”
- harmed, abused, dignity, potential, dangerous, indecent, flawed
- to betray or turn on someone
- fire, resign, wages
- to serve (i.e., in the public service, military, navy, or air force
- to strip (of dignity);
- predators, criminals
- mistreated
- collective shame
- to upend something
- irreparable harm, grief, pain

Instructions: Part 3 – Listen and Think

Student Book, pages 9–11

[27:00–27:26]

It is because of your courage we are here today, together, reminding ourselves and each other that we must do better.

For the oppression of the lesbian, gay, bisexual, transgender, queer, and two-spirit communities, we apologize.

On behalf of the government, Parliament, and the people of Canada: We were wrong. We are sorry. And we will never let this happen again.

EDpuzzle:

<https://edpuzzle.com/media/5cfdafd5d91c8740bd741d38>

This is a video of the entire apology:

https://www.youtube.com/watch?time_continue=3&v=aS_xutMbzYw [play 26:42–27:26]

<https://globalnews.ca/video/3885944/justin-trudeau-offers-apology-to-people-affected-by-gay-purge> [play 4:56–5:21]

Tell students that they will listen to the last 45 seconds of the apology.

Play the clip once or twice, and then have them discuss questions 17–19.

Focus on Vocabulary for Talking About the LGBTQ+ Community

Have students read the note at the bottom of page 9 regarding vocabulary for talking about the LGBTQ+ community. Ask if they know other words that used to be used but are no longer considered polite. Ask if they know the polite terms (e.g., Indian or Native versus Indigenous or First Nations; Jap versus Japanese).

Have students discuss what they think the LGBTQ+ words mean. Then have students do the matching activity in groups on the next page.

As you debrief, you might want to mention that all of the words are adjectives except "lesbian." That is, they should not say "a gay" or "a queer." These words are often used in combination with "community" or "individual"; for example, "the gay/queer community" or "a transgender individual/person/woman/man." Also, note that a "transgender woman" refers to a person who identified as male at birth but presently identifies as a woman.

Focus on Intonation and Stress

For the **Focus on Intonation and Stress** activity (questions 21–23), write the quote on the board. Then play the video clip at least three times for students:

- Play it once so they can mark the pauses. Have them say it to you as a class, pausing where the pauses were, and you mark the pauses on the board (see Answer Key below for possible answers).
- Play it again to underline the stressed syllables. Then have students say it with the correct pauses and stresses, and you underline the stressed syllables on the board (see Answer Key below for possible answers).
- Then play it again for learners to mark the intonation. Have students read it to you with the correct intonation, and you mark the intonation on the board.

Have students discuss the answers to questions 22–23 with a partner.

Answer Key

17. This is the end of his apology. How does Justin Trudeau show that he is taking this very seriously?

He lists the different groups that were harmed, and he also lists who he is apologizing on behalf of. Then he adds his intention that this won't happen again. He tears up. He uses falling intonation that shows he is serious.

18. Why doesn't he just say "LGBTQ2S" community?

He wants to make sure that everyone in that group is included. This reinforces how serious he is.

19. What is Justin Trudeau's goal? Why did he make this public apology?

He wants Canada to do better on this issue. He wants to make sure it never happens again.

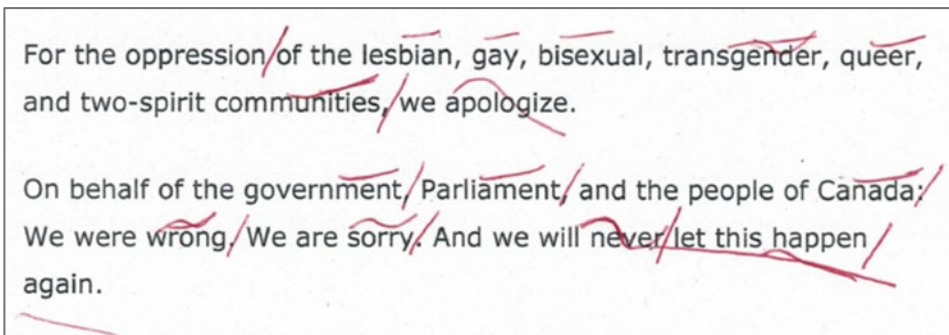
Focus on Vocabulary for Talking About the LGBTQ+ Community

20. Match the following words with the definitions below:

lesbian	gay	bisexual	transgender	queer	two-spirit
bisexual (adj)	A person who is physically and emotionally attracted to both males and females				
transgender (adj)	A person who does not identify either fully or in part with the gender connected to the sex assigned to them at birth; often used as an umbrella term to represent a wide range of gender identities and expressions				
lesbian (n)	A female who is attracted physically and emotionally to other females				
gay (adj)	A person who is physically and emotionally attracted to someone of the same sex; commonly used to describe males only, but many women use this term, too				
two-spirit (adj)	An Indigenous term used to identify people who are sexual minorities; historically, these individuals were respected leaders and medicine people and were given special status because they could see both male and female perspectives				
queer (adj)	An umbrella term for sexual minorities; historically a negative term, but now used by the sexual minority community when referring to themselves				

Focus on Intonation and Stress

21. Mark the intonation patterns and pauses that are used to make the apology sound sincere.



22. Where does he use intonation to show that he hasn't finished his thought?

In the lists in both sentences.

23. Where does he use intonation to show that he is very sincere and certain?

The falling intonation in "We apologize" and "We will never let this happen again."

Grammar note: Putting the prepositional "for" phrase at the beginning of the sentence adds emphasis and makes the apology sound much more formal. It also makes it very clear.

Activity 4: Listen to Another Historic Apology – Edmonton, 2019

<p>Student Package Pages 12–14</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Listen to apologies to understand main intent and identify factual details. • Listen to identify words and expressions related to apologies. • Use listening strategies (predicting, paying attention to intonation) to improve focus and draw conclusions. • Infer implied meanings in apologies. • Identify formal and casual style and register in apologies. • Identify strategies to convey sincerity in an apology. • Recognize and use vocabulary relevant to apologies. • Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues. • Infer the significance of the formal apologies (to the LGBTQ+ community, to organizations, to Canada). • Explore their own and others’ attitudes related to the LGBTQ+ community in a culturally appropriate manner. • Develop increased empathy toward a marginalized community. 	<p>Approximate time: 60–90 minutes</p>
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Instructions for Vocabulary Focus

Student Book, page 12

Have students work together to decide which words best match each definition.

Debrief (see Answer Key below).

After debriefing the answers, ask students how they will remember the meanings of the different words. Prompt students to look at the composition of some of the words for hints that can help them remember the meanings. For example:

- un+safe, dis+respect
- permit – permissible
- eraser – erase
- “phobia” meaning “fear” (brainstorm for other “phobia” words). Mention that homophobia and transphobia go beyond the feeling of fear and also include discriminatory words and actions. These words have adjectives as well; for example, “That is a homophobic **ic** comment.”
- margin – marginalization

Answer Key

1. Before you listen, match the bolded words with the definitions below.

unsafe	To not be safe
members (of ...)	People who belong to a group
fundamental right	A basic human right
permissible	To be allowed
erase	To destroy or delete
beacon	A bright light; something to aim for
homophobia	Fear of or hatred of homosexual people
transphobia	Fear of or hatred of transgendered people
marginalization	The act of keeping people out of the general community
shaming	Humiliating
disrespect	To treat someone without respect
barrier	An obstacle that keeps a person from going somewhere or getting something

Instructions for Listening for Gist and Details

Student Book, pages 13–14

<p>To the members of the lesbian, gay, bisexual, trans, transgender, queer, and two-spirit community—both across the public and within our service—on behalf of the Edmonton Police Service, I am sorry. We are sorry.</p> <p>These actions cause pain, they erode trust, they create fear. They cause members of the public and our service alike to feel unsafe on their own streets, in their workplaces, and sometimes in their own homes.</p> <p>These actions raise yet another barrier for our lesbian, gay, bisexual, queer, trans, transgender, and two-spirit communities to their fundamental right to simply be who they are.</p> <p>We acknowledge, apologize, and take responsibility for our past wrongdoings and what they have done and continue to do to people’s lives.</p> <p>We will not hide behind historical context. What was once permissible can no longer be condoned. As a police service, our behaviours have not always aligned to our obligation to build a cohesive, welcoming, and safe community. Our apology cannot erase what has been done, but it clearly can be a beacon to move forward from.</p> <p>As chief, I want to make it abundantly clear to the Edmonton Police Services commitment to stand against homophobia, transphobia, and any other kind of marginalization, shaming, disrespect, or hate. We will not tolerate it within our community, within our own organization, and certainly within our city.</p>	<p>EPS apology: Full video posted on the <i>LGBTQ2S+ & Allies Consultation and Reconciliation Portal</i>: https://www.epsinut.ca/lgbtq2s [play 26:24–28:12]</p> <p>YouTube version: https://www.youtube.com/watch?time_continue=1612&v=9I83MI79vpQ [26:24–28:12]</p> <p>Clipped EDpuzzle version: https://edpuzzle.com/media/5d23858074f0c140fc849ea1</p>
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Tell students that they are going to listen to another apology, this time one made in Edmonton.

Have students read questions 2–5. Then they should listen to the video clip and answer the questions.

Play the video clip again. This time, have the students write down any apology language that they hear.

Have students read questions 6–9, then listen one more time for hints about what might have come before the apology (Hint: He refers to “these actions”), what might have come after, and how he shows he is sincere.

Question 10 could be done in three groups, then debriefed in jigsaw fashion (regrouping and having a representative from each original group present their ideas to the whole group).

OR you could hand out six yellow stickies to each person, and each person could write two effects for each group. Then the stickies could be placed on a table or on the board under the column headings. Debrief by having students group the effects (positive versus negative, or all the similar ones on top of each other) or order them (most to least important).

Answer Key

2. Who is he apologizing **to**?

Members of the LGBTQ+ community, both in the public and in the police service

3. Who is this apology **on behalf of**?

Edmonton Police Service

4. What is he apologizing **for**?

Actions that caused pain, eroded trust, made people feel unsafe in their streets, workplaces, and homes

Actions that were a barrier to LGBTQ+ communities to being who they are

5. What is Dale McFee’s job?

Chief of Edmonton Police Services

6. What apologizing language do you hear?

“I am sorry,” “We are sorry,” “We acknowledge, apologize, and take responsibility for our past wrongdoings”

7. This apology was in the middle of a much longer speech. What do you think came **before** the apology?

Hint: In his apology, Dale McFee refers to “these actions.” Based on this, a good inference would be that he gave a description of what kinds of actions he is apologizing for, including some of the things mentioned by Trudeau.

Note: The following were the things specifically mentioned by Dale McFee prior to this point: discrimination, marginalization, raids, mistreatment during arrests, public shaming; ignoring harassment, discrimination, bullying, and violence. A feeling that the police won’t help them so they don’t call the police.

8. What do you think he talked about **after** the apology? That is, if his speech stopped here, what would be missing?

Students may make a variety of inferences. If McFee’s speech stopped here, it would still be a bit vague as to what he will do.

Note: What actually happens in his speech is, after the apology, Dale McFee goes through a description of the steps that he plans to take to change the culture of the EPS. You could post the link to the apology so that students can listen to the rest if they are interested.

9. How does he show that he is apologizing for a serious offence? How does he show that he is sincere?

- Formal address
- Falling intonation: “I am sorry. We are sorry.”
- Describing what the offence was
- Describing the consequences of the offence
- Willingness to take responsibility
- Not giving excuses
- Explaining what they will do in the future

10. Do public apologies from government and organizations make any difference? Brainstorm for possible effects of this kind of apology.

Effects for the LGBTQ+ community	Effects for the Edmonton Police Service	Effects for the general community
<p>Less fear of the police</p> <p>More likely to be willing to call the police if they are in an unsafe situation</p> <p>Perhaps some personal healing for those who were harmed by the police</p> <p>More acceptance in general by the public</p> <p>More willingness to stand up for their rights if they feel that the police are harassing them</p>	<p>More likely to treat members of the LGBTQ+ community with respect; to not target that group of people</p> <p>Less likely to make homophobic or transphobic comments</p> <p>Perhaps less fear for LGBTQ+ police members</p>	<p>More acceptance of the LGBTQ+ community</p> <p>Less likely to abuse members of the LGBTQ+ community</p>

Activity 5: Your Turn – Apologize!

Student Package Pages 15–16	Outcomes: <ul style="list-style-type: none">• Provide appropriate apologies and explanations.• Apply strategies to convey sincerity in an apology.• Use vocabulary relevant to apologies.	Approximate time: 30+ minutes
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Instructions

Student Book, page 15–16

Before students look at pages 15–16, do the following:

- Tell students that they will practise making sincere formal apologies.
- Read them the first scenario on page 16.
- Ask students what would make a good formal apology for a serious offence. Remind them about what they learned about apologies from the two formal historic apologies they listened to and what they learned from the Canadian mom. Elicit as many ideas as possible and put them on the board in the form of a “Did I ...?” checklist, hopefully eliciting some of the following ideas:
 - Give details to show that you know what you did wrong
 - Give details to show that you understand the effects
 - Give details to show how you will change
 - Use apology language
 - Use falling intonation
 - Have an appropriate facial expression
 - Use a formal tone (since this is a serious offence)
 - Avoid excuses
 - Use a “soft” tone
- Refer learners to page 15 and compare their list to the one in the handout.
- Have them all practise giving “Kelly’s” apology, and then model how you might do so.
- Then have students practise some of the other scenarios with a partner.

As an assessment, students can submit a recording of themselves making a formal apology (e.g., on VoiceThread or by email). Assess the apologies using the CLB 5/6 Apology Assessment form on page 23.

The assessment rubric is designed to be used in a multi-level class. CLB 6 learners would be expected to get a “Yes” on more of the analytic criteria than the CLB 5 learners. Also, the CLB 6 language criteria are each worth 2 points, while the CLB 5 language criteria are each worth 1 point. (**Note:** Only mark off either a CLB 5 or a CLB 6 criterion, not both.)

The following scenarios are found on page 16 of the Student Book:

<p>Pat is 50 years old and is visiting their childhood town. Pat bumps into Les, a classmate from high school. Les said, "I remember how you and your friends made life awful for me when I was in school." Pat thinks back to that time and remembers XXXXX.</p> <p>Pretend you are Pat. Make a formal apology to Les.</p>	<p>Kelly downloaded a paper from the Internet when she ran out of time on her assignment. The teacher sent an email asking her to come and talk about the paper. Kelly knows what the teacher is going to say, and Kelly is ashamed of cheating.</p> <p>Pretend you are Kelly. Try to apologize in a way that shows you are very sincere.</p>
<p>Dana and a roommate are renting a relative's house. They left town for the weekend. When they got back, they found that they had left the kitchen sink running with the plug in the drain! The hardwood floor is soaked. It looks terrible.</p> <p>Pretend you are Dana. Phone your friend. Try to apologize in a way that shows you are very sincere and feel terrible about what happened.</p>	<p>Alex is very, very messy and never cleans up. Yesterday, Alex used their roommate's laptop without permission and spilled coffee on it. [Add other details if you wish.] The laptop still works, but the roommate is very angry.</p> <p>Pretend you are Alex. You know that you have behaved badly, and you really want to change. Apologize in a way that shows you are sincere.</p>
<p>Glen is in a language class. There is one person in the class that everyone thinks is strange. They treat the person with disrespect [add details]. The teacher has told them that the classmate is planning to quit the program. Glen and the rest of the students in the class regret their actions.</p> <p>Pretend you are Glen. Call to apologize to the classmate. [Note: You will need to create the details.]</p>	

CLB 5/6 Apology Assessment

Student's name: _____ Date: _____ Teacher's name: _____

CLB 5/6 Speaking: Interacting with Others			
Task: Make a formal apology for a serious offence.	Yes 3	Almost 2	No 1
Holistic			
*The apology was effective.			
Analytic			
Gave sufficient detail about the offence (i.e., it is clear what you are apologizing for)			
Gave sufficient detail about the effects of the offence (i.e., it is clear you understand how your actions affected others) and/or planned changes			
Used a range of appropriate apology language			
Used intonation and expression to convey sincerity			
The formality of the apology matched the severity of the offence			
CLB 5 (3 points – 1 point each) — Communicates with some effort. — Adequately fluent. Speech rate is slow to normal with some pauses and hesitations. — Good control of simple structures. Initial control of more complex structures (grammar, vocabulary, and pronunciation difficulties sometimes impede communication).	CLB 6 (6 points – 2 points each) — Communicates with some confidence. — Reasonably fluent. Speech rate is slow to normal with a few hesitations. — Developing control of complex structures (grammar, vocabulary, and pronunciation difficulties may sometimes impede communication).		
* This criteria must be checked "Yes" to be successful. Must receive 15 or more points to be successful. <div style="text-align: right;"> Successful <input type="checkbox"/> Not successful yet <input type="checkbox"/> </div>	* This criteria must be checked "Yes" to be successful. Must receive 20 or more points to be successful. <div style="text-align: right;"> Successful <input type="checkbox"/> Not successful yet <input type="checkbox"/> </div>		
_____ _____			

Activity 6: Vocabulary Review

Student Package Pages 17–18	Outcomes: <ul style="list-style-type: none">• Recognize and use vocabulary relevant to apologies.• Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues.	Approximate time: 10 minutes
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Instructions

Student Book, pages 17–18

Have students work with a partner to identify which words they know how to use and which they do *not* know how to use.

Show students how to use YouGlish to hear how the different words are used. Students can use YouGlish on their phones, tablets, laptops, or computers. (Note: The search for “to fail someone” doesn’t work for the purposes of this activity as the results just include “to fail xx.”)

You could have students listen to YouGlish to find sample sentences for two or three of the words. They should shadow read, practising saying the sentences (show students how to use the replay button). Then have students mingle and share what they learned.

To review the words, have students complete the fill-in-the-blank activity on page 18.

Answer Key

1. The politician felt **shame** (*n*), **sorrow** (*n*), and **regret** (*n*) because police actions in the past had made LGBTQ2S+ people feel **unsafe** (*adj*).
2. He felt that the police had **failed** that community.
3. Instead of helping a marginalized community, they had raised **barriers** for that group.
4. To him, this was a very **big deal**.
5. He made a **heartfelt/wholehearted** apology to **members** of the LGBTQ2S+ community for how they had been treated.
6. He said that everyone has the **fundamental** right to feel safe.
7. No one should be treated with **disrespect**.
8. He stated that the following things are no longer **permissible** in the community or in the police service: **homophobia**, **transphobia**, and **shaming**.
9. Although this apology cannot change what happened in the past, some people in the **LGBTQ2S+/lesbian/gay/bisexual/transgender/queer/two-spirited** and **LGBTQ2S+/lesbian/gay/bisexual/transgender/queer/two-spirited** community feel that the apology is a **beacon** of hope that things will be different in the future.

Activity 7: Application and Reflection

Student Package Page 19	Outcomes: <ul style="list-style-type: none">• Use vocabulary relevant to apologies.• Use appropriate language for respectful discussion related to LGBTQ+ issues.• Explore their own and others' attitudes related to the LGBTQ+ community in a culturally appropriate manner.• Infer the significance of the formal apologies (to the LGBTQ+ community, to organizations, to Canada).• Develop increased empathy toward a marginalized community.	Approximate time: 15 minutes
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Instructions for Application and Reflection Questions

Student Book, page 19

You could do the **Application and Reflection** activity in different ways.

- **Individual reflection:** Students can write their answers and you can collect and respond to their written work.
- **Pair of pairs:** Have students discuss the answers in pairs, then two pairs discuss the answers together.
- **Inside/outside circle (or two lines):** Have students form two circles or two lines, facing each other. Read the first question and have students discuss it with one partner for two minutes. Then rotate and have students discuss the same question with another partner for one minute. Then rotate again. Read the second question and have students discuss it with one partner for two minutes. Then rotate again and have students discuss it with another partner for one minute. Continue in the same way with questions 3 and 4.
 - *Note:* The purpose of repeating the discussion a second time with each question is to increase oral fluency.

Questions

1. What did you learn about making apologies in English?
2. Do you feel more confident that you can apologize in English in a way that sounds sincere? Is this skill important to you?
3. What did you learn about the LGBTQ+ community in Canada?
4. What did you learn about Canadian culture?

Instructions for Extension Activities

Student Book, page 19

Extension Activity 1: If students are interested, you could have them research and report back to the class on other apologies that the Canadian government has made.

Or, you could assign different groups different apologies to research and report back on:

- Internment of Japanese Canadians during the World War II
- The executions of 23 Canadian soldiers during the World War I
- The head tax imposed on Chinese immigrants between 1885 and 1923
- Canada's residential school system from 1840 to 1996
- Turning away a shipload of immigrants from India in 1914 (the *Komagata Maru* incident)
- The abuse and cultural losses in residential schools in Newfoundland and Labrador.

Source: The Canadian Press. (2017, November 27). Quicklist: some of the federal government apologies over the years. *National Post*. Retrieved from <https://nationalpost.com/pm/news-pmn/canada-news-pmn/quicklist-some-of-the-federal-government-apologies-over-the-years>)

Extension Activity 2: If students are interested, you could have them research the Apology Act and report on what they learn. (Do a Google search for "Apology Act" or for "Canadians love to say sorry so much.")

Have students discuss whether they think Canadians apologize too much. What are the pros and cons of apologizing so much?

Extension Activity 3: Have students discuss whether Justin Trudeau apologizes too much on behalf of Canada. You could point out that his father, also prime minister, refused in 1984 to apologize to Japanese Canadians who were interned during World War II. Pierre Trudeau said, "I do not think the purpose of a government is to right the past. It cannot rewrite history. It is our purpose to be just in our time" (Germain, 2017). You could have students discuss whether they agree more with the younger or the older Trudeau.

References

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