

# Lesson Plan

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**Theme:** LGBTQ+

**Module:** Stories of Intersectionality

**Level:** CLB 5/6

**Approximate Total Time:** 4 hours

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## 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, listening, and writing 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** 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.

# Module Overview

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

CLB 5/6	Statements
<p><b>Listening:</b> Comprehending information</p>	<p>Understand information about familiar or relevant topics (CLB5) Understand narrative monologues or presentations (related to everyday personally relevant topics or situations – CLB 5) (on generally familiar and relevant topics – CLB 6)</p> <ul style="list-style-type: none"> <li>• Understands overall meaning and intent (CLB 5/6)</li> <li>• Identifies topic-specific words, phrases, (and expressions) (CLB 5(6))</li> <li>• Identifies main ideas, supporting factual details, and some implied meanings (CLB 5/6)</li> <li>• Makes some inferences (CLB 6)</li> <li>• Identifies discourse indicators for cause and effect (CLB 6)</li> <li>• Identifies topic-specific words, phrases, and expressions (CLB 6)</li> <li>• May sometimes require repetition (CLB 5/6)</li> <li>• Monologues and presentations are up to five to 10 minutes (CLB 5/6)</li> </ul>
<p><b>Speaking:</b> Sharing information</p>	<p>Agree, disagree, and give opinions in small-group discussions; ask for and give information related to routine daily activities in one-on-one interactions (CLB 5)</p> <p>Ask for and give information in some detail; express opinions, feelings, obligation, ability, and certainty in one-on-one and small-group discussions. (CLB 6)</p> <ul style="list-style-type: none"> <li>• Provides necessary information (CLB 5/6)</li> <li>• Asks relevant questions (CLB 5/6)</li> <li>• Expresses opinions and feelings (CLB 5)</li> </ul>
<p><b>Reading:</b> Comprehending information</p>	<p>Understand (simple to) moderately complex narrative texts on familiar topics (CLB (5)6)</p> <ul style="list-style-type: none"> <li>• Identifies organization of text and links between paragraphs (CLB 5/6)</li> <li>• Identifies purpose, main ideas, and important/specific factual details (CLB 5/6)</li> <li>• Identifies some implied meanings (CLB 6)</li> <li>• Retells or summarizes (CLB 6)</li> <li>• Distinguishes fact from opinion (CLB 6)</li> <li>• Finds some/specific factual information to make comparisons (CLB 5/6)</li> <li>• Occasionally guesses the meaning of unknown terms, phrases, and idioms from the context (CLB 5/6)</li> <li>• Comprehension is based on a developing understanding of complex sentences and structures (tenses) (CLB 5/6)</li> </ul>

CLB 5/6	Statements
<b>Writing:</b> Sharing Information	<p>Write a paragraph to relate a familiar sequence of events (CLB 5)</p> <p>Write one or two connected paragraphs to relate a familiar sequence of events or a story (CLB 6)</p> <ul style="list-style-type: none"> <li>• Addresses the purpose of the task (CLB 5/6)</li> <li>• Expresses main idea(s) and supports them with details (CLB 5/6)</li> <li>• Provides accurate accounts of events (in a clear sequence) (CLB 5(6))</li> <li>• Uses appropriate connective words (and phrases) (CLB 5(6))</li> <li>• Good control of simple structures (i.e., simple tenses) (CLB 5/6)</li> <li>• Developing control of complex structures (i.e., present perfect tense) (CLB 6)</li> <li>• Adequate/Good range of vocabulary for most simple everyday texts (CLB 5/6)</li> <li>• Adequate control of spelling, punctuation, and format (CLB 5/6)</li> </ul>

## Outcomes

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

*Outcomes related to LGBTQ+:*

1. Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues.
2. Explore their own and others' attitudes related to the LGBTQ+ community in a culturally appropriate manner.
3. Explore and describe their own and other's intersecting identities.
4. Develop increased empathy through exploring and retelling stories of individuals in the LGBTQ+ community.
5. Recognize (and use) appropriate language for expressing empathy.
6. Demonstrate empathy through perspective taking.

## Activity Overview

	Title/Skill	Approx. time	Page number(s)
<b>Activity 1</b>	Warm-up – Listening/ Speaking/Vocabulary	35–40 minutes	Instructor Guide, pages 4–5 Student Package, pages 1–5
<b>Activity 2</b>	Empathy: The Key to connection – Speaking	15–20 minutes	Instructor Guide, page 5 Student Package, pages 6–7
<b>Activity 3</b>	LGBTQ+ Stories – Reading/Speaking	40 minutes	Instructor Guide, pages 6–7 Student Package, pages 8–9
<b>Activity 4</b>	In the Place of Another – Listening/Speaking	20 minutes	Instructor Guide, pages 8–9 Student Package, page 10
<b>Activity 5</b>	A Refugee Story – Reading/Grammar	30+ minutes	Instructor Guide, pages 9–11 Student Package, pages 11–14

	<b>Title/Skill</b>	<b>Approx. time</b>	<b>Page number(s)</b>
<b>Activity 6</b>	A Refugee Story – Listening <i>*Contains a trigger warning</i>	40 minutes	Instructor Guide, pages 12–14 Student Package, pages 15–18 <i>*See the Appendix for an alternate version with the triggering material removed (Instructor Guide, pages 18–19).</i>
<b>Activity 7</b>	A Refugee Story – Cloze	20 minutes	Instructor Guide, pages 14–15 Student Package, pages 19–20
<b>Activity 8</b>	Share Your Own Story – Writing	40 minutes	Instructor Guide, pages 15–17 Student Package, page 21

## Activities

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### Activity 1: Warm-up – Listening/Speaking/Vocabulary

<b>Student Package</b> Pages 1–5	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>Understand the overall meaning and intent of a video.</li> <li>Identify main ideas and supporting factual details in a video.</li> <li>Ask for and give information in some detail.</li> <li>Express opinions and feelings in one-on-one interactions.</li> <li>Identify topic-specific words, phrases, and expressions.</li> <li>Explore and describe their own and others’ intersecting identities.</li> </ul>	<b>Approximate time:</b> 35–40 minutes
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### Instructions

- Review the vocabulary with the students.
- Play the following video about intersectionality once and have students summarize the gist of the video for a partner:  
Teaching Tolerance. (2018, May 18). Intersectionality 101 [Video file]. Retrieved from <https://www.youtube.com/watch?v=w6dnj2IyYjE>
- Review the main idea with the class, using some of the vocabulary in context.
- Have students read the two discussion questions, then listen to the video again.
- After listening to the video a second time, have students discuss question 4 with a partner.
- Have students complete the word families chart.
- Have students complete the fill-in-the-blank activity.

## Answer Key (Word Families)

1. Verb: **intersect**
2. Noun: **oppression**
3. Adverb: **racially**
4. Verb: **assume**
5. Verb: **characterize**
6. Adjective: **marginalized**
7. Verb: **discriminate**
8. Noun: **endurance**
9. Adjective: **identified**
10. Noun: **poverty**
11. Adjective: **privileged**
12. Adjective: **affluent**

## Answer Key (Vocabulary Cloze)

1. **endure**
2. **marginalized**
3. **identity**
4. **discrimination**
5. **poverty**
6. **assumptions**
7. **privilege**
8. **racial**
9. **oppression**
10. **characteristic**
11. **affluent**
12. **intersectionality**

## Activity 2: Empathy: The Key to Connection – Speaking

<b>Student Package</b> Pages 6–7	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Ask for and give information in some detail.</li><li>• Express opinions and feelings in one-on one and small group discussions.</li><li>• Explore and describe their own and other’s intersecting identities.</li><li>• Demonstrate empathy through perspective taking.</li></ul>	<b>Approximate time:</b> 15–20 minutes
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## Instructions

1. As follow-up to the intersectionality video, have students complete the graphic organizer.
2. Have students first discuss the questions in pairs. Then have “pairs of pairs” discuss the questions.

## Activity 3: LGBTQ+ stories – Reading/Speaking

<b>Student Package</b> Pages 8–9	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand simple to moderately complex narrative texts on familiar topics.             <ul style="list-style-type: none"> <li>◆ Retell or summarize a story.</li> <li>◆ Identify purpose, main ideas, and important factual details.</li> <li>◆ Identify some implied meanings.</li> <li>◆ Express opinions and feelings.</li> <li>◆ Find information to make comparisons.</li> <li>◆ Occasionally guess the meaning of unknown terms, phrases, and idioms from the context.</li> <li>◆ Make some inferences.</li> </ul> </li> <li>• Recognize and use appropriate language for respectful discussion related to LGBTQ+ issues.</li> <li>• Develop increased empathy through exploring and retelling stories of individuals in the LGBTQ+ community.</li> <li>• Demonstrate empathy through perspective taking.</li> </ul>	<b>Approximate time:</b> 40 minutes
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### Instructions for Vocabulary Activity

1. Before completing the jigsaw reading activity, ask students to review the words on the vocabulary list to see how many they know, and then discuss the terms with a partner.
2. Review the vocabulary together.

### Answer Key (Vocabulary)

- 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
- 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/adj): A female who is attracted physically and emotionally to other females
- advocate (n): Someone who fights for the rights of someone else
- Pride (n): Refers to the LGBTQ+ Pride celebrations that celebrate the struggles and rights of the LGBTQ+ community
- persecution (n): The act of being treated badly by a group, especially because of having a minority identity
- make fun of (phrasal verb): To tease in a negative way

LGBTQ+ (adj - acronym): Lesbian, gay, bisexual, transgender, queer, plus other minority sexual identities

UNHCR (n – acronym): United Nations Human Rights Commission—a group of countries that work together to improve human rights conditions around the world

## Instructions for Jigsaw Reading

1. Make enough copies for each student to have one of the stories (i.e., if you have 20 students, make five copies of each story).
2. Hand out the stories to the students and give them time in class to read their story. Tell the students that they will later need to tell their story to others.
  - **Note:** If you have a multi-level class, give the weaker/slower readers “Kabir’s Story” or “Annet’s Story,” and the strongest/faster readers “Adebayo’s Story” or “Evan and Samar’s Story.”
3. Expert groups: Have students get into groups with others who read the same story. They should help each other with any vocabulary they didn’t understand.
4. Give each group an object to pass around. One person should tell the first part of the story, then in the middle of a sentence, pass the object to the next person, who should continue. Students should continue until they have told the story once through.
5. Regroup students so that there is one “expert” from each story in the new groups. An easy way to do this is to number off each group (e.g., 1, 2, 3, 4, 5), then have all the 1’s in one group, 2’s in another, etc.
6. Have students take turns telling their stories in their new groups.
7. Afterwards, have the groups discuss questions 1–4.

## Answer Key (Discussion About LGBTQ Stories)

1. Answers will vary
2. Answers will vary; may include persecution, violence, discrimination, arrest, blackmail, rejection, death
3. Answers will vary; may include rejection by family and friends, discrimination, loss of job, loneliness
4. Answers will vary; may include talking about LGBTQ+ individuals in a positive way, sharing positive stories about people you know who are LGBTQ+, using gender-neutral language, not making assumptions about who they are in a relationship with

## Activity 4: In the Place of Another – Listening/Speaking

<b>Student Package</b> Page 10	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Ask for and give information in some detail; express opinions, feelings, and certainty in one-on-one discussions.           <ul style="list-style-type: none"> <li>◆ Provide necessary information.</li> <li>◆ Ask relevant questions.</li> <li>◆ Express feelings and opinions.</li> </ul> </li> <li>• Understand simple to moderately complex narrative texts on familiar topics.           <ul style="list-style-type: none"> <li>◆ Identify some implied meanings.</li> <li>◆ Find some specific or factual information to make comparisons.</li> </ul> </li> <li>• Develop increased empathy through exploring and retelling stories of individuals in the LGBTQ+ community.</li> <li>• Demonstrate empathy through perspective taking.</li> </ul>	<b>Approximate time:</b> 20 minutes
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### Instructions

1. Write on the board that one side of the room represents “very safe” and the other side represents “very unsafe,” and explain that for this activity, students will move to position themselves along a spectrum ranging from “very safe” to “very unsafe.”
2. Ask students to imagine that they are Annet and have experienced the things that she has experienced.
3. Have students to stand up and group together in the middle of the room.
4. Next, read each place, one by one. As you read each place, ask the students to move along the spectrum and position themselves in the spot that best fits how they think Annet would feel in this place.
5. After the students are positioned, ask them to discuss their reasons for choosing that position.
6. Repeat the activity, asking students to imagine that they are Adebayo, the transgender swimmer, who has been arrested and made to “prove” that they are male (or female).

### Experiences and situations:

- At school or on campus
- Dancing at a gay or lesbian bar
- Using a public washroom
- Working out at a local gym
- Walking alone
- At a Pride parade
- At a public swimming pool



- At a celebration with others in their own ethnic community
- In class
- Meeting people on a new sports team
- With a group of LGBTQ+ newcomers
- At a family wedding
- In their apartment
- Hanging out with friends
- At work
- Checking into a hotel
- Going to a church, mosque, or other religious service
- Visiting the doctor

## Discussion

1. Debrief the activity with a discussion of the questions below. You could have students first discuss the questions in small groups, and then debrief as a larger group.

### OR

2. You could have students discuss question 1 with a partner to their right, then debrief with the class. Then have students discuss question 2 with a partner to their left, then debrief with the class, continuing in the same way through all the questions.
  - 1) Did you move locations based on the situation? How did that feel?
  - 2) Which situations felt the most unsafe? Why?
  - 3) Which situations felt the safest? Why?
  - 4) What did you learn about being LGBTQ+ in common settings or places?

## Activity 5: A Refugee Story – Reading/Grammar

<p><b>Student Package</b> Pages 11–14</p>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand simple to moderately complex narrative texts on familiar topics.           <ul style="list-style-type: none"> <li>◆ Identifies important/specific factual details.</li> <li>◆ Identifies some implied meanings.</li> <li>◆ Distinguishes fact from opinion.</li> <li>◆ Occasionally guesses the meaning of unknown terms, phrases, and idioms from the context.</li> <li>◆ Comprehension is based on a developing understanding of complex sentences and structures (tenses).</li> </ul> </li> </ul>	<p><b>Approximate time:</b> 30+ minutes</p>
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## Instructions for Reading Comprehension

1. Have students read the first paragraph and then predict what they think might happen to Nor.
2. Have them read the rest of the story and then answer the comprehension questions.
3. Have students compare and justify their answers with a partner.

## Answer Key (Reading Comprehension)

1. How did Nor know that he was different from other kids at his school?  
Other boys talked about liking girls, but he knew he liked boys.
2. In paragraph 3, what does "traumatic" mean?  
Very, very bad; deeply affecting
3. In paragraph 4, what does "talk behind his back" mean?  
To say bad things about someone while they are not there
4. How did Nor realize that his life was at risk?  
The authorities killed his boyfriend.
5. List three challenges that Nor faces:  
Answers may include the following:
  - a. It is difficult to make friends who will accept him as a gay man.
  - b. It is difficult to find the courage to live without worrying about what other people think.
  - c. People talk behind his back and say unkind things.
  - d. He doesn't want anyone from his own country to know that he is gay.
  - e. His religious community isn't welcoming.
  - f. He is afraid that his classmates would reject him if they knew that he was gay.
  - g. He feels invisible in his classes because teachers don't talk about LGBTQ+ people or issues.
  - h. He has to lie during classroom activities because he is afraid of rejection.
6. What do you think "he feels invisible" means? Why might Nor feel this way?  
He doesn't hear any stories or see any people in the lessons that are gay.
7. Why do you think Nor has to lie in class?  
He is afraid that his classmates will reject him.
8. Why did Nor agree to tell his story?  
He hopes that more teachers will talk about LGBTQ+ issues in class and realize that there are gay, lesbian, and transgender students in their courses.  
He also hopes that students will be more kind, open, and accepting after hearing his story.

## Instructions for Read for Verb Tense

1. Review the form, meaning, and use of the simple past, simple present, and future tenses (if necessary).
2. Have students read the story again and underline all the verbs.
3. Have students scan the story for five verbs in each tense and write them in the appropriate column on the verb tense chart.
4. Review answers and discuss the questions following the activity.

## Answer Key (Verb Tense)

Answers may include the following:

Simple Past	Simple Present	Future
knew	faces	will reject
talked	talk	will talk
called	say	will realize
told	(doesn't) want	will be
met	feels	will be

1. Where in the story is simple past used? Why?

The simple past is used in the first through third paragraphs and in the first sentence in the fourth paragraph because those sections describe events that happened at specific times in the past.

2. What is the difference between a regular simple past verb and an irregular simple past verb?

Regular simple past verbs are formed by adding *ed* to the end of the verb. Irregular simple past verbs have a variety of forms.

3. Where in the story is the simple present used? Why?

The simple present is used from the beginning through paragraph 4, as well as in parts of paragraphs 5 and 6. It is used to describe facts about Nor that are true now.

4. Where is the future aspect used? Why?

The future aspect is used in paragraph 6 to talk about Nor's hopes for the future.

## Activity 6: A Refugee Story – Listening

<b>Student Package</b> Pages 15–18	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Understand narrative monologues on a familiar topic (i.e., familiar because they have read the story).</li><li>• Identify main ideas, supporting factual details, and some implied meanings.</li><li>• Make some inferences.</li><li>• Identify causes and effects.</li><li>• May sometimes require repetition.</li><li>• Explore and describe their own and other’s intersecting identities.</li><li>• Recognize appropriate language for respectful discussion related to LGBTQ+ issues.</li><li>• Develop increased empathy through exploring stories of individuals in the LGBTQ+ community.</li><li>• Recognize appropriate language for expressing empathy.</li></ul>	<b>Approximate time:</b> 40 minutes
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### Instructions

1. Have students listen to each section of the audio, and then answer the questions that follow. Students may listen to each section twice.

**\*\*TRIGGER WARNING:** Section B contains Nor’s account of witnessing the murder of his boyfriend. This may be upsetting to some students who have experienced violence in their past. Please warn your students that there is violent content in this activity—they should be given the opportunity to opt out of this listening activity.

- **Note:** An alternate version of this activity is found in the Appendix at the end of this Instructor Guide. It does not include the account of Nor witnessing his boyfriend’s murder.

### Answer Key

#### A. Nor’s Identity

1. What is Nor’s sexual orientation?  
Gay
2. What is Nor’s gender identity?  
Male/Man
3. List three words he uses to describe different aspects of his identity:
  - a. Gay
  - b. Teacher
  - c. Student

## B. Nor's Youth

4. What happened to Nor at his school when he was a child?  
Kids at school made fun of him because he was "like a girl" and had "different behaviour."
5. How old was Nor when he met his boyfriend?  
18
6. Where did he meet his boyfriend?  
At university
7. What terrible event did Nor witness?  
His boyfriend was thrown from a building.
8. What did Nor do after this event happened?  
He stayed at the border for two days without words, thinking about his boyfriend, and then travelled to Turkey.
9. What does the interviewer say to express empathy to Nor after he shares that he still remembers everything about that event even now?  
"Uh huh, I'm sure you do ..."
10. How would you describe the interviewer's tone as she expresses empathy?  
Soft, gentle, caring

## C. To a Safer Country

11. How did Nor feel once he arrived in Turkey?  
He didn't trust anyone.
12. At first, how did Nor decide to live his life?  
He decided that he would not live his life as a gay person and live without a partner.
13. Why did he change his mind?  
Because he met others who were also LGBTQ+ and they helped him to feel safer; he read and studied about LGBTQ+ identities.
14. Why did Nor decide to leave Turkey?  
He received threatening messages from the authorities in his country on Facebook, and he knew he wasn't safe.
15. Who helped Nor travel safely to Canada?  
The UN (United Nations)

## D. Search for Community

16. Why was it difficult for Nor to make friends when he arrived in Canada?

When people from his home community or the Turkish community found out he was gay, they talked about him and made fun of him; he didn't meet anyone LGBTQ+.

17. Where did Nor finally meet some friends in the LGBTQ+ community?

A friend took him to a gay bar—Evolution Bar.

18. What happened when Nor went to church?

The pastor wanted to "turn him back as a man"; the pastor wanted to pray for him, put him in a big meeting, and "turn him back as a man"

## E. In the Classroom

19. How often did Nor's teachers talk about LGBTQ+ identities?

Only one time, and only one teacher

20. What does Nor mean by "even in the 'Pride' time, they didn't explain to the people what it means"?

The Pride Festival is an annual celebration of LGBTQ+ rights.

21. Nor said his teacher shared a personal story about her kids. What do you think her story was about?

Inference: Perhaps she has a kid or kids that are gay.

22. How did students react to the personal information that Nor's teacher shared?

Students had different opinions: they had to kill them, had to kick them outside, they are free, you can do whatever you want, just don't hurt other people

23. Why did Nor trust his teacher?

She has the same experience and has a positive feeling toward LGBTQ+ individuals.

24. List three ways Nor mentions that we could help LGBTQ+ individuals in our classrooms feel safer:

- a. Teachers sharing about LGBTQ+ people in their lives
- b. Make some class activities that include LGBTQ+ identities
- c. Meet with other students to talk about problems

25. Why do you think Nor is telling his story?

He hopes that more teachers will talk about LGBTQ+ people and issues in class.  
He hopes that students will be more kind, open, and accepting of LGBTQ+ people.

## Activity 7: Cloze

<b>Student Package</b> Pages 19–20	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Demonstrate good control of simple structures.</li><li>• Uses understanding of context text to infer verb and tense</li></ul>	<b>Approximate time:</b> 20 minutes
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### Instructions

1. Have students write in the missing verbs from Nor’s story.
2. Once students are finished, have students check their answers using the original story.

### Answer Key (Writing Cloze)

- |                     |                       |                   |
|---------------------|-----------------------|-------------------|
| 1. was              | 18. helped            | 34. want          |
| 2. talked; knew     | 19. connected         | 35. know          |
| 3. sent             | 20. discovered        | 36. (none)        |
| 4. lived; attended  | 21. knew; was         | 37. find          |
| 5. could; was       | 22. shared            | 38. live          |
| 6. made; called     | 23. realized; learned | 39. have; is      |
| 7. was              | 24. (none)            | 40. reject; feels |
| 8. met              | 25. read; studied     | 41. talk          |
| 9. spent            | 26. (none)            | 42. lie           |
| 10. realized; found | 27. hope; be          | 43. (none)        |
| 11. reported        | 28. applied           | 44. hopes; talk   |
| 12. tried           | 29. approved; is      | 45. understand    |
| 13. caught          | 30. faces             | 46. hopes         |
| 14. saw             | 31. accept            | 47. (none)        |
| 15. feared; was     | 32. live              | 48. be            |
| 16. decided         | 33. talk; say         | 49. (none)        |
| 17. live; arrived   |                       |                   |

## Activity 8: Share Your Own Story – Writing

<b>Student Package</b> Page 21	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Write a paragraph to relate a familiar sequence of events. (CLB 5). Write one or two connected paragraphs to relate familiar sequence of events or a story (CLB 6).<ul style="list-style-type: none"><li>◆ Addresses the purpose of the task.</li><li>◆ Express main idea(s) and supports them with details.</li><li>◆ Provides an accurate accounts of events (in a clear sequence).</li><li>◆ Uses appropriate connective words.</li><li>◆ Good control of simple structures (i.e., simple tenses) (CLB 5/6). Developing control of complex structures. (CLB 6).</li><li>◆ Adequate/Good range of vocabulary for most simple, everyday texts.</li><li>◆ Adequate control of spelling, punctuation, and format.</li></ul></li><li>• Explore and describe their own intersecting identities.</li></ul>	<b>Approximate time:</b> 40 minutes
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### Instructions

1. Have students choose one aspect of their identity to write about.
2. Have them write three paragraphs answering the following questions:
  - a. What was your life like before coming to Canada?
  - b. What is your life like now?
  - c. What do you hope will happen in the future?

The assessment rubric on the next page 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 either a CLB 5 or CLB 6 criterion, not both.)

**Extension Activity 1:** Read about other stories of LGBTQ+ refugees at <http://www.sogica.org/en/life-stories/>. Read and summarize one of these stories.

**Extension Activity 2:** Go to [ilga.org](http://ilga.org) to learn more about LGBTQ+ human rights laws around the world. Give a short presentation to a small group about the laws in your country of origin.

**Extension Activity 3:** Listen to Kimberle Crenshaw TED talk about intersectionality at [https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality). As you listen, take notes and try to identify the main idea and some details from her talk.



# CLB 5/6 Share Your Own Story

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher's name: \_\_\_\_\_

<b>CLB 5/6 Writing: Sharing information</b>			
<p><b>Task:</b> Write a paragraph (CLB 5) or paragraphs (CLB 6) about one aspect of your identity. Keep that one aspect of your identity in mind. Describe what your life was like before coming to Canada, what it is like now, and what you hope will happen in the future. Pay attention to the tenses you use.</p>	<b>Yes</b> <b>3</b>	<b>Almost</b> <b>2</b>	<b>No</b> <b>1</b>
<b>Holistic</b>			
*The paragraph(s) address the task above.			
<b>Analytic</b>			
Describes one aspect of their identity			
Uses the following tenses appropriately: simple past, simple present, and simple future			
Uses appropriate connective words			
Provides an introduction, development, and a conclusion in an adequate paragraph structure			
Adequate control of spelling, punctuation, and format			
<p><b>CLB 5</b> (3 points – 1 point each)</p> <ul style="list-style-type: none"> <li>— Writes a paragraph with a main idea and supports it with details.</li> <li>— Demonstrates adequate range of vocabulary for the task.</li> <li>— Demonstrates good control of simple structures (difficulty with complex structures).</li> </ul>	<p><b>CLB 6</b> (6 points – 2 points each)</p> <ul style="list-style-type: none"> <li>— Writes two connected paragraphs with clearly expressed main ideas supported with details.</li> <li>— Demonstrates good range of vocabulary for the task. Uses a limited range of natural idiomatic language, cultural references, and figures of speech.</li> <li>— Demonstrates good control of simple structures. Developing control of complex structures (e.g., attempts the perfect tense).</li> </ul>		
<p>* This criteria must be checked "Yes" to be successful. Must receive 15 or more points to be successful.</p> <p style="text-align: right;">Successful <input type="checkbox"/></p> <p style="text-align: right;">Not successful yet <input type="checkbox"/></p>	<p>* This criteria must be checked "Yes" to be successful. Must receive 19 or more points to be successful.</p> <p style="text-align: right;">Successful <input type="checkbox"/></p> <p style="text-align: right;">Not successful yet <input type="checkbox"/></p>		
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# Appendix: Alternate Listening Activity for Activity 6

This is an alternate version to Activity 6 in the Student Package. Use the “Alternate Listening for Nors Youth Section” audio. This audio does not contain the account of Nor watching his boyfriend being thrown from a building. The answer key for the student handout on the following pages does not contain the trigger warning or the questions that went with that section.

## Answer Key

### A. Nor’s Identity

1. What is Nor’s sexual orientation?  
Gay
2. What is Nor’s gender identity?  
Male/Man
3. List three words he uses to describe different aspects of his identity.
  - a. Gay
  - b. Teacher
  - c. Student

### B. Nor’s Youth

4. What happened to Nor at his school when he was a child?  
Kids at school made fun of him because he was “like a girl” and had “different behaviour.”
5. How old was Nor when he met his boyfriend?  
18
6. Where did he meet his boyfriend?  
At university

### C. To a Safer Country

7. How did Nor feel once he arrived in Turkey?  
He didn’t trust anyone.
8. At first, how did Nor decide to live his life?  
He decided that he would not live his life as a gay person and live without a partner.
9. Why did he change his mind?  
Because he met others who were also LGBTQ+ and they helped him to feel safer.  
He read and studied about LGBTQ+ identities.

10. Why did Nor decide to leave Turkey?

He received threatening messages from the authorities in his country on Facebook, and he knew he wasn't safe.

11. Who helped Nor travel safely to Canada?

The UN (United Nations)

#### **D. Search for Community**

12. Why was it difficult for Nor to make friends when he arrived in Canada?

When people from his home community or Turkish community found out he was gay, they talked about him and made fun of him; he didn't meet anyone LGBTQ+

13. Where did Nor finally meet some friends in the LGBTQ+ Community?

A friend took him to a gay bar—Evolution Bar

14. What happened when Nor went to church?

The pastor wanted to "turn him back as a man"; the pastor wanted to pray for him, put him in a big meeting, and "turn him back as a man"

#### **E. In the Classroom**

15. How often did Nor's teachers talk about LGBTQ+ identities?

Only one time, and only one teacher

16. What does Nor mean by "even in the 'Pride' time, they didn't explain to the people what it means"?

The Pride Festival is an annual celebration of LGBTQ+ rights.

17. Nor said that his teacher shared a personal story about her kids. What do you think her story was about?

Inference: Perhaps she has a kid or kids that are gay.

18. How did students react to the personal information Nor's teacher shared?

Students had different opinions: some said had to kill them, had to kick them outside, they are free, you can do whatever you want, just don't hurt other people

19. Why did Nor trust his teacher?

She has the same experience and has a positive feeling toward LGBTQ+ individuals.

20. List three ways Nor mentions that we could help LGBTQ+ individuals in our classrooms feel safer.

- a. Teachers sharing about LGBTQ+ people in their lives
- b. Make some class activities that include LGBTQ+ identities
- c. Meet with other students to talk about problems

21. Why do you think Nor is telling his story?

He hopes more teachers will talk about LGBTQ+ people and issues in class.

He hopes that students will be more kind, open, and accepting of LGBTQ+ people.