

# Lesson Plan

**Theme:** LGBTQ+      **Module:** Understanding same sex marriage laws in Canada      **Level:** CLB 2-3

**Approximate Total Time:** 4 hours

## Background Notes to Instructor

As we incorporate LGBTQ+ content into 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.

**All learners** will learn some of the language needed for respectful and culturally appropriate communication 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.

In order to make this complex content accessible to CLB 2-3 learners, these materials are limited to the topic of sexual orientation and same sex marriage. The aim of this limited scope was to make this topic area language accessible and this theme is further developed throughout the LINC materials already available to include gender issues.

In large part, this work was informed by CLB lesson plans created at the CLB 5 level by Rowan Furlotte & Kate Ross, at ISANS. Many of the definitions and explanations have been drawn from their original work (available on Tutela) and simplified for the CLB 2-3 level.

Thanks to ISANS for feedback on this unit, your expertise and perspective was very helpful. Any remaining errors are solely my responsibility.

**Instructors** We want to model and encourage perspective taking and non-judgmental approaches to differences, especially with regard to the gay community. Resources to support instructors and students are provided at the University of Alberta Library, which has numerous links and downloadable materials

<https://guides.library.ualberta.ca/lgbtq2s/teacher-resources>

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# Module Overview

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## CLB descriptors, drawn from CLB 3

	Statements
CLB 2 <b>Listening:</b> Comprehending information	Identifies specific factual details about familiar, concrete topics, such as numbers, letter, time, place, key words and expressions
CLB 3 <b>Listening:</b> Comprehending information	Understand short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine.
CLB 2 <b>Speaking:</b> Sharing information	Give expanded basic personal information to a supportive listener, in a few short phrases. Ask and answer basic questions using standard phrases.
CLB 3 <b>Speaking:</b> Sharing information	Give simple descriptions of concrete objects, people or experiences in a few short sentences.
CLB 2 <b>Reading:</b> Getting Things Done	Get information from simple formatted tests (such as simple forms, maps, diagrams, signs, labels, tables, & schedules)
CLB 3 <b>Reading:</b> Getting Things Done	Get information from simple formatted texts (such as forms, tables, charts, schedules and dictionaries).
CLB 2 <b>Writing:</b> Sharing Information	Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.
CLB 3 <b>Writing:</b> 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 the gay community:*

1. Recognize and use appropriate language related to sexuality and same sex marriage in Canada
2. Demonstrate empathy through perspective taking
3. Develop increased empathy through hearing and telling stories

## Activities

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### Activity 1: Introduction and warm up

#### Instructions

1. Give **Handout -Introduction**.
2. Put students in a small group for the warm up discussion.
3. The purpose of the questions about things we enjoy is to show how group identities can be built by common pursuits which may cross gender roles or race.
4. The purpose of the questions about overcoming childhood fears is to explore that as we grow in our knowledge about the world, we learn not to be afraid. Neither of these activities need to be deeply investigated beyond a warm up speaking activity, but these reference points may be useful later in the module.
5. The purpose of the questions about weddings is to begin to explore how weddings are different for different people. Students with different cultural backgrounds might identify different words, for example some may select church, others may not. In addition, there are some random words thrown in to avoid students simply selecting all of the words without considering each word in turn. Finally, debrief as a class.
6. Discuss how the words we use demonstrate our traditions and different cultural values around weddings.

## Activity 2: Reading: Understanding sex and sexuality

### Instructions

4. Give **Handout -Activity 2 Understanding sex and sexuality in Canada**
5. There are two relatively long reading texts. Have students read them as a class - there is a lot of new vocabulary here. It is best to be ready for some confusion among students about the difference between sex as your body and sex as an act. Some students may find the difference a challenge to understand. You could ask students to underline words they do not understand as they read and/or circle words they understand but could not explain in English.
6. By the end of this lesson they will be able to understand (CLB2) and explain (CLB3) all of the words in the text. The graphic at the top of the page is a useful visual reminder for the students to the difference between sex and sexuality.
7. There are two vocabulary activities. The first is at CLB 2 as it asks students to match the words with their definitions and is simply based on the readings. The second is more challenging and may be more suitable for CLB 3 as it requires students to categorize the words into either describing sex or sexuality.
8. There are two reading comprehension activities. The first has been created at the sentence level and the questions become gradually more difficult. Sentences 1-6 are based very closely on the reading text. Sentences 7 & 8 are re-worded from the original. The second activity uses the same sentences but the information is presented in a paragraph form to encourage learners at CLB 3 level to use contextual clues to complete the sentences.

## Activity 3: Listening: Same sex marriage in Canada

### Instructions

7. Give **Handout -Same sex marriage and families in Canada.**
8. Read the introduction to same sex marriage as a class. Students may need some support in understanding the word 'protection'. A simple definition in this context is "All people in Canada get protection of their rights from the government, such as the right to a place to live or the right to fair treatment in a store or a chance to go to school. If someone takes away these rights, the government will protect you and make

sure your rights are safe. For example, if a landlord refuses to rent you an apartment because of your sexuality or your race, the government will protect you by not letting the landlord refuse you the right to live there.”

You can find out more about protected areas and grounds:

[https://www.albertahumanrights.ab.ca/publications/bulletins\\_sheets\\_booklets/sheets/history\\_and\\_info/Pages/protected\\_areas\\_grounds.aspx](https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/sheets/history_and_info/Pages/protected_areas_grounds.aspx)

In pairs, students complete vocabulary matching activity. Check the answers as a class.

9. Students listen to family stories. While they are listening, they match the pictures of the families to the stories.
10. Students listen again to one family story. In pairs, they try to answer the true / false questions for each family.

## Activity 4: Reading (Formatted text) Same sex marriage in Canada

### Instructions

1. Give **Handout -Same sex marriage statistics.**
2. Read the short explanation of the census. Students can work individually to match the words to the corresponding images. Then, they can check their matches in pairs.
3. This activity contains five formatted texts for students to read and answer questions about. This handout is completely editable and the teacher should cut and paste the formatted texts and activities that they think are appropriate for their students language level. Because reading formatted text is a challenging skill, the questions are relatively simple.