LESSON 4

Sexual Orientation and Gender Identity

Ages 12–15

Lesson 4. Sexual Orientation and Gender Identity

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Describe the concepts of gender identity, gender expression, sex assigned at birth, and sexual orientation (Introduction and Activity 1).
- Take on the role of an ally (Activity 2).
- Recognize gender stereotypes (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).

Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 10–15 minutes, and time required for the conclusion is 5–10 minutes.

Learning Tools and Materials

If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Sexual Orientation
- Gender Identity
- Types of Sexual Orientation
- Types of Gender Identity
- Gender Unicorn
- Homophobia and Transphobia
- What is an Ally?
- Gender Expression
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Terminology and Definitions Cards
- Gender Unicorn Scenarios
- I Can Be An Ally: Role Play Scenario Cards
- Gender Stereotypes Scenarios
- Gender Stereotypes Scenarios: Answer Key
- Jonas' Story
- Support Circles
- Safety Plan

Lesson Preparation

Introduction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Sexual Orientation;
  - Gender Identity;
  - Types of Sexual Orientation; and
  - Types of Gender Identity.
- Gather or prepare a set of Terminology and Definitions Cards for each group.

Activity 1. The Gender Unicorn

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Gender Unicorn.
- Print a copy of the Gender Unicorn Scenarios handout for each group.
- Ensure participants have a pen or pencil.

Activity 2. How to be an Ally

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Homophobia and Transphobia; and
  - What is an Ally?
- Gather or prepare a set of I Can Be An Ally: Role Play Scenario Cards for each group.
- Ensure participants have a pen or pencil.

Activity 3. Exploring Gender Stereotypes

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Gender Expression.
- Use the Gender Stereotypes Scenarios handout to print a scenario for each group.
- Ensure participants have a pen or pencil.

Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Look, Listen, Link, Live©;
  - Kids Help Phone; and
  - Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - Jonas' Story;
  - Support Circles; and
  - Safety Plan.

Introduction

Estimated Time

10–15 minutes

Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.

1. In this lesson, we are going to look at how people identify their gender as male, female, transgender, or another appropriate term suitable for that person. We will also explore sexual orientation and to whom people are attracted. This is all part of our personal identity and helps to make up who we are.

2. All of us have different beliefs based on how we were raised in our families and based on our religious and cultural beliefs. Some of the information in this lesson may be contrary to what you have been taught or what you believe. We all have the right to our own thoughts and beliefs. However, according to Canadian Human Rights legislation, we do not have the right to discriminate against, exclude, or threaten people based on their sexual orientation, gender identity, or gender expression.

3. Adolescence is a time when youth are developing their own identity and figuring out who they are in the world. Part of this is figuring out with what gender we identify and to whom we are attracted, romantically and sexually.

4. Display the Sexual Orientation content, using the presentation slide or the alternative method you have prepared.

Sexual Orientation

"Sexual orientation" refers to a person's feelings of sexual and romantic attraction.

The term "sexual attraction" is sometimes used instead of "sexual orientation" because our relationships are very diverse, and they are always changing. People can be romantically, physically, and sexually attracted to people of any gender, including the same gender as themselves, more than one gender, or no gender at all.

5. Display the Gender Identity content, using the presentation slide or the alternative method you have prepared.

Gender Identity

"Gender identity" is about how you feel about yourself as male, female, both, in between, or neither.

At birth, we are assigned a sex: male or female. This is based on whether we are born with male or female sexual body parts.

Your sex assigned at birth and your gender identity do not always match. There are numerous possible gender identities in addition to male / boy or female / girl.

Each person determines their own gender identity, and a person's gender identity can change over time.

6. Based on hearing those two definitions, can anyone tell me the difference between "sexual orientation" and "gender identity"?

   Allow the participants time to answer.

   Answer:

   "Sexual orientation" is about to whom you are attracted, romantically and sexually. For example, consider a person who identifies as a female and is attracted to males. A term used to describe her sexual orientation is "heterosexual".

   "Gender identity" is about how you feel about yourself as male, female, both, in between, or neither. For example, consider a person who was assigned "male" at birth, but identifies as a female. They may identify as transgender.

7. We will be playing a match-up game to explore the terms that describe sexual orientation and gender identity.

8. Divide the participants into small groups (four or fewer participants per group). Distribute a set of the Terminology and Definitions Cards to each group.

9. The Terminology Cards contain the different terms for sexual orientations and gender identities—important aspects of who we are. The Definitions Cards contain the definitions that match up with each term. In your groups, you will have a few minutes to match each term with its definition. Some of the terms may not be familiar to you, so you may have to guess.

10. When all the groups have completed the activity, display the Types of Sexual Orientation and Types of Gender Identity content, using the presentation slides or the alternative method you have prepared. Go through each term and definition. Ask for a show of hands from each group if they made the correct match.

Types of Sexual Orientation:

- Heterosexual: A term used to describe a person who is emotionally, physically, or sexually attracted to someone of the opposite gender; also referred to as "straight". For example, a person who identifies as male is attracted to a person who identifies as female.
- Lesbian: A term used to describe a female-identified person who is romantically and sexually attracted to other females.
- Gay: A term used to describe a male-identified person who is romantically and

"Gay" also refers to a person who is romantically and sexually attracted to people of the same gender. Some people may use the word "homosexual"; however, it is not as commonly used today.

sexually attracted to other males.

- Bisexual: A term used to describe a person who is romantically and sexually attracted to more than one gender.
- Pansexual: A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.
- Asexual: A term used to describe a person who does not have feelings of sexual attraction for people of any gender.

Types of Gender Identity:

- Transgender: A term used by people whose gender identity does not match up with their sex assigned at birth. For example, they are born a male / boy but feel and identify as a female / girl.
- Cisgender: A term used to describe people whose gender identity matches their sex assigned at birth; for example, a person who is born a male / boy and identifies as, and feels like, a male / boy throughout his life.
- Genderqueer: A term that refers to people who identify outside the conventional gender categories of male or female.
- Two-spirit (2S): A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and masculine spirit living in their body.

11. Ask the participants the following questions:

    a. What was new information for you in this activity?
    b. What did you already know or had heard before?
    c. Is there anything that you do not understand or have questions about?
    d. Why do you think it is important that we understand the different sexual orientations and gender identities with which people may identify?

    Possible answers could include:

    - Your sexual orientation and gender identity are important parts of who you are, and learning this can help you understand yourself and the world around you.
    - The information can help you to be more accepting of others.

Terminology and Definitions Cards

Terminology Cards

Heterosexual	Lesbian
Gay	Bisexual
Pansexual	Asexual
Two-spirit (2S)	Transgender
Cisgender	Genderqueer

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Terminology and Definitions Cards

Definitions Cards

A term used to describe a person who is emotionally, physically, or sexually attracted to someone of the opposite gender; also referred to as “straight”, e.g., a male-identified person is attracted to a female-identified person.	A term someone might use if they are a female-identified person who is romantically and sexually attracted to other females.
A term someone might use if they are a male-identified person who is romantically and sexually attracted to other males.	A term used to describe a person who is romantically and sexually attracted to more than one gender.
A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.	A term used to describe a person who does not have feelings of sexual attraction for people of any gender.
A term that is used by people whose gender identity does not match up with their sex assigned at birth, e.g., a person is born a male / boy but feels and identifies as a female / girl.	A term used to describe people whose gender identity matches their sex assigned at birth, e.g., a person is born a male / boy and identifies and feels like a male / boy.
A term that refers to people who identify outside the categories of male or female.	A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and masculine spirit living in their body.

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Activity 1
The Gender Unicorn

Estimated Time

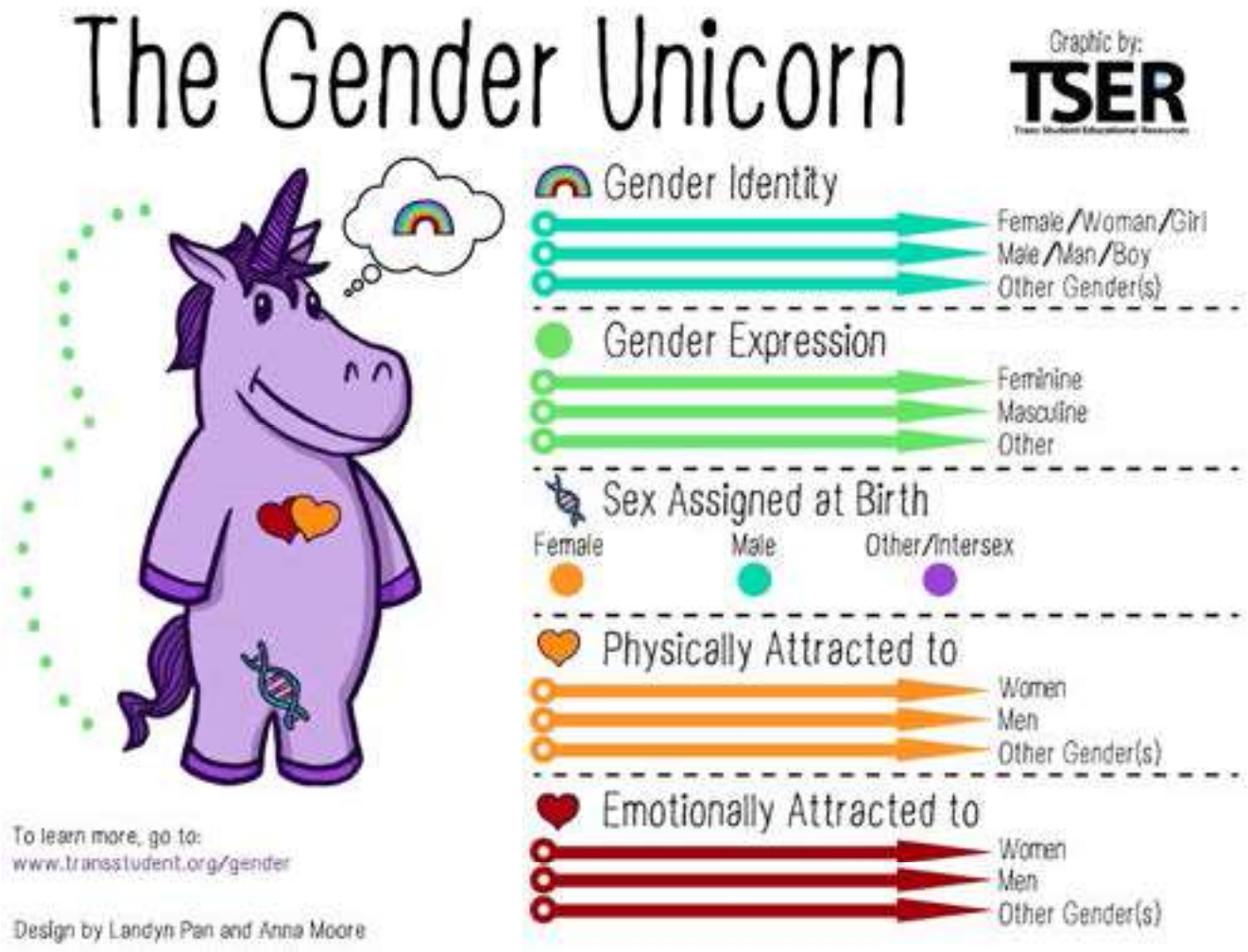
15–20 minutes

1. Now we are going to look at how all the terms we examined in the match-up game, work together to help make up a person's identity.

2. Display the Gender Unicorn content, using the presentation slide or the alternative method you have prepared.

The Gender Unicorn is one tool for understanding and exploring your own identity. The unicorn has four features: a rainbow, a dotted line, a pair of hearts, and a double helix.

The rainbow represents our "gender identity"—how we feel about being male, female, or something different. The dotted line represents our "gender expression"—how we present our gender on the outside. The hearts represent our "sexual orientation"—to whom we are physically and emotionally attracted. The double helix represents the sex we were assigned at birth, which is based on our sexual body parts.



3. Divide the participants into small groups (four or fewer participants per group). Distribute a copy of the Gender Unicorn Scenarios handout to each group.

4. Explain that each group will read the four different scenarios. Then they will decide where each scenario best fits with the Gender Unicorn. Does the scenario belong with the rainbow, the green dotted line, the hearts, or the double helix?

5. Have the participants use the following number scale to place a number beside each scenario:

    - no. 1. gender identity (rainbow);
    - no. 2. gender expression (green dotted line);
    - no. 3. sexual orientation (hearts); or
    - no. 4. sex assigned at birth (double helix).

6. Use the following speaking notes to briefly review each of the four features of the Gender Unicorn and to review the correct answers to the Gender Unicorn Scenarios.

    “Gender identity” is about how you feel about yourself as male, female, both, in between, or neither.

    The correct scenario for this feature of the Gender Unicorn is Gwen’s scenario. Gwen is choosing her own gender identity outside of being male or female.

    Everyone has the right to determine their own gender identity and to be who they feel they are.

    “Gender expression” is how we choose to express our gender identity on the outside. This is reflected in how we dress, how we wear our hair, how we use our voice, how we use our body language, and how we act in other ways. Our gender expression can also include the name we choose to be called and the pronouns we use to refer to ourselves. For example, a person may not want to be called “he” or “she” and may choose to be called “they” instead.

    The correct scenario for this feature of the Gender Unicorn is Seth’s scenario. Seth is choosing to express his gender identity in a way that fits best for him—with feminine clothing.

    What are some of the unique ways that you express your gender identity?

    “Sex assigned at birth” refers to how, when we are born, our sex is assigned based on our sexual body parts. You are assigned “male”, “female”, or “other”.

    The correct scenario for this feature of the Gender Unicorn is Darien’s scenario. Darien was assigned “male” at birth, based on his sexual body parts.

    There are more than just two ways bodies can develop: think about the over seven billion people living on our planet. There is so much natural diversity among all the species on earth that we should not be surprised when some people develop in unique ways.

    Some people are born with different variations in their sexual body parts, internal organs, or sex characteristics (such as Adam’s apples or breasts). Some people are born with a unique chromosomal makeup. The thing to know is that all people—with any kind of body, identity, or experience—deserve respect.

“Sexual orientation” or “sexual attraction” is about whom you are attracted to and with whom you want to have a relationship.

The correct scenario for this feature of the Gender Unicorn is Riley’s scenario. Riley has identified himself as being gay. He is a male who is romantically and sexually attracted to other males.

Not everyone knows their sexual orientation, and some people are not sure how to identify themselves, which is okay. How people identify their sexual orientation, and whom people are attracted to, can remain the same throughout their lives or can change over time.

Do you think every human being on the planet fits one of the sexual orientation and gender identity terms we identified earlier?

Possible answers could include:

- No, it is okay if you do not want a label for your sexual orientation or gender identity.
- You do not need to use any of the terms discussed in this lesson if you do not feel they fit for you.

7. Ask the participants the following discussion questions:

    a. What do you think about the Gender Unicorn?
    b. Did you learn anything new or challenging?
    c. Is there anything we discussed that is confusing or that you have questions about?
    d. What will you do differently after learning this information?

Gender Unicorn Scenarios

Please read the four scenarios. Then, decide where each scenario best fits with the Gender Unicorn. Does the scenario belong with the rainbow, the green dotted line, the hearts, or the double helix?

Please use the following number scale to place a number beside each scenario:

- no. 1. gender identity (rainbow);
- no. 2. gender expression (green dotted line);
- no. 3. sexual orientation (heart); or
- no. 4. sex assigned at birth (double helix).

	Riley is a male and has just come out to his family that he is attracted to other males.
	Seth loves to dress and act feminine. He loves bright, sparkly clothes and is cheerful and outgoing. He is expressing himself in a way that fits best for him.
	Darien was assigned “male” at birth based on his sexual body parts.
	Gwen was assigned “female” at birth, but she does not feel like a girl. She also does not relate to identifying as a male. She considers herself something different, outside of male and female genders.

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Activity 2
How to be an Ally

Estimated Time

15–20 minutes

1. We all have some understanding of the different terms people use to describe their sexual orientation and their gender identity. Now, we are going to look at how we can be allies and support anyone who is being treated badly or unfairly because of their sexual orientation or gender identity.

2. Have the participants turn to a partner and think of a time when they witnessed or heard of a person being treated badly because of their sexual orientation or gender identity. Have them share the story with their partner, and also whether or not they took action to stand up in support of the person being treated poorly.

3. In these kinds of situations, what are some reasons people do not take action to stand up in support of the person being treated badly?

   Possible answers could include:
   - I was afraid for my safety.
   - The person was older.
   - The person was in a position of power.
   - My friend was the person treating someone else badly, and I was afraid to stand up to them.
   - I did not know what to do.
   - I was afraid that I would make the situation worse.

4. Display the Homophobia and Transphobia content, using the presentation slide or the alternative method you have prepared.

Homophobia and Transphobia

"Homophobia" is the fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour.

"Transphobia" is the fear, hatred, disbelief, or mistrust of people who are transgender, people who are thought to be transgender, or people whose gender expression does not conform to traditional gender roles.

5. What can cause some people to fear and mistrust those with a different sexual orientation or gender identity than their own?

   Allow the participants time to answer.

   Possible answers could include:
   - lack of understanding: not everyone has had education explaining what it means to be gay or transgender, and people fear the unknown and things that are different;
   - religious beliefs that promote heterosexual relationships—though not all religious people are homophobic; or

- historical beliefs: some older people grew up with homophobic attitudes that were passed down throughout history, and they may struggle to change what they have believed for so long.

6. We are going to do an activity that will teach us some strategies to stand up to homophobia and transphobia and to support the rights of youth who face discrimination based on their sexual orientation or their gender identity. We are going to practice being an “ally”.

Display the What is an Ally? content, using the presentation slide or the alternative method you have prepared.

What is an Ally?

An “ally” is someone who supports and stands up for the rights and dignity of individuals and identity groups that are different from their own.

7. Divide the participants into groups of three. Distribute an I Can Be An Ally: Role Play Scenario Card to each group. Have the groups role play the scenario using the three-step response on the card. Give each group a few minutes to prepare their role play, and then have groups volunteer to share their role play in front of the larger group.

8. What are some actions you can take to ensure that cadets / JCRs in your corps / squadron / patrol feel safe and included?

   Possible answers could include:
   - I can choose not to take part in name-calling or slurs.
   - I can tell my peers and younger cadets / JCRs to stop using jokes that make fun of people’s sexual orientation or gender identity.
   - I can take the time to get to know people and not make assumptions about them.
   - I can pay attention to words that make people feel excluded, and I can avoid using those words.
   - I can take actions that include and welcome people who seem different from me.
   - I can become informed about things that I see as different.
   - I can have the courage to stand up and take action when I see people being treated differently or poorly due to their sexual orientation or gender identity.

9. When we open ourselves to others—especially those who may be different than us—we can build understanding, healthy relationships, and safe, inclusive communities for everyone.

I Can Be An Ally: Role Play Scenario Cards

Scenario 1

Gabe overhears a group of boys talking about a party on the weekend. When he walks up to the group, Adam says, “Gabe, you are definitely not invited. No homos allowed!”

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.

Scenario 2

Sara likes to dress in a masculine way, has very short hair, and does not wear any makeup. One day in the school change room, someone says, “What you looking at, Sara? Want to see what a real girl looks like?”

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.

Scenario 3

Maya recently came out as a lesbian to her group of friends. This morning, one of them came up to her and said, “We do not think you should hang out with us anymore. We do not want you hitting on us or something.”

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.

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Activity 3
Exploring Gender Stereotypes

Estimated Time

15–20 minutes

1. Display the Gender Expression content, using the presentation slide or the alternative method you have prepared.

Gender Expression

"Gender expression" is how a person expresses their gender identity on the outside. This is reflected in how we dress, how we wear our hair, how we use our voice, how we use our body language, and how we act in other ways. Our gender expression can also include the name we choose to be called and the pronouns we use to refer to ourselves. For example, a person may not want to be called "he" or "she" and may choose to be called "they" instead.

The messages we get about "gender roles"—how we are expected to act based on our assigned or perceived sex—can cause a lot of pressure for youth. We see this when someone decides not to conform to a certain gender role and has a different gender identity than male / boy or female / girl. We are going to examine some of the stereotypes around gender roles.

2. Divide the participants into small groups (four or fewer participants per group). There are four different Gender Stereotypes Scenarios. You can decide how many of the scenarios you wish to use, depending on the time available and the number of groups. Distribute the Gender Stereotype Scenario(s) you have chosen to each group. Give the groups a few minutes to read their scenario and answer the question(s) within the group.

> You may decide that a large group discussion is a more appropriate way for your participants to learn.

3. Once the time is up, have a volunteer from each group share their ideas for resolving the issue in their scenario. Open the room for a large group discussion. Allow the participants to share their views and ideas.

Gender Stereotypes Scenarios

Scenario 1

Anika is Métis and has been learning about culture from her grandmother. Anika was assigned “female” at birth but feels their gender identity is both male and female. Anika likes to go by the pronoun “they” instead of “she”. Anika has a style and expression that does not match up with other girls in the community. Anika’s grandmother is very accepting of Anika and tells stories about Two-Spirit people in their culture. One day, Anika is out shopping with their friend Ada for outfits for their high school prom. Anika picks up a pair of black dress pants to try on. Ada grabs the pants and says, “You need to stop being confused about who you are. You are a girl, so start acting like one, and wear a dress!”

What can Anika say?

How could you support Anika if they were your friend?

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Gender Stereotypes Scenarios

Scenario 2

Gurvinder and Elisha are having lunch when Gurvinder starts talking about their friend, Dominick. Gurvinder says Dominick is so feminine that it makes him feel uncomfortable. He says he walks and talks like a girl, and that one time, he saw Dominick crying in the hallway. Real men do not cry, so he must be gay.

What can Elisha say?

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Gender Stereotypes Scenarios

Scenario 3

On Monday at school, a rumour is going around that a girl was sexually assaulted at a party on the weekend. Lita overhears a group of students saying that the girl was “dressed like a slut in a short skirt, so she was asking for it.”

What can Lita say?

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Gender Stereotypes Scenarios

Scenario 4

Jasmine identifies as a female and has dated boys all throughout high school, but now she finds herself attracted to girls. She recently started dating Elizabeth. They are meeting at the youth centre later today to hang out. Jasmine's friend calls her to see what she is doing, and Jasmine tells her friend about her new dating partner, Elizabeth. Her friend gets upset and says, "You like guys. You cannot just change who you are attracted to and switch to liking girls—that is not normal."

What can Jasmine say?

How could you support Jasmine if she were your friend?

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Gender Stereotypes Scenarios: Answer Key

Scenario 1

Exploring gender identity is an important part of discovering who we are, and people who identify with more than one gender are not confused. This is a myth supported by traditional gender roles, which suggests that there are only two possible genders: male and female. Gender is a spectrum of opportunities!

Scenario 2

This stereotype originates from the way in which society assumes gay people should behave. It makes the mistake of assuming that how you act determines your sexual orientation. Being gay is a sexual orientation. While it can include emotional and behavioural expressions, it is not limited by these qualities. A man who acts in a feminine way is not necessarily gay.

In society, crying is often perceived as a feminine characteristic. This leads to the belief that men should not cry or express their emotions. We are all emotional beings. Everyone, regardless of their gender, should be encouraged to express a full range of emotions, such as happiness, sadness, anger, and love.

Scenario 3

The clothes that a girl—or a person of any gender—chooses to wear, are an expression of identity. Clothes are not a basis upon which to make assumptions about sexuality or sexual behaviour. Everyone deserves the right to express themselves freely. We are all responsible for respecting each other's freedom of choice.

Scenario 4

All youth have the right to determine which sexual orientation is right for them. Sexual attraction is considered fluid, which means it can change over time—not only during adolescence, but also throughout adulthood.

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Conclusion

Estimated Time

5–10 minutes

Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to if they were struggling with issues regarding their gender identity or their sexual orientation? Allow them time to record any changes.

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

2. Display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

   This is a four-step model that we use to help a friend. Let us consider how we can help a person named Jonas. We are going to read a scenario and help Jonas using the Look, Listen, Link, Live© model.

   Read the scenario out loud.

> You may distribute copies of the scenario (Jonas' Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

Jonas is in your class and identifies as gay. He is attracted to other males. He tries to hide his sexual orientation from others in the school and in the community because he does not feel safe.

Although you are not close friends with Jonas, you have known him since kindergarten, and he has been participating in the cadet / JCR program for the past year.

During one of your health classes, the teacher gives an overview of the various sexual orientations. A couple of the participants start to make comments: "Jonas is one of those freaks—he likes guys," and, "Hey, Jonas, you had better keep your distance from us. We do not like your kind."

As these comments are shared, others begin to laugh, while Jonas sits with his head down at his desk and looks scared.

At break, you see Jonas at his locker. A bunch of students walk by and start making homophobic comments and throwing things at him.

3. Have the participants go through the four steps of the Look, Listen, Link, Live© model by asking the questions below.

STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Jonas needs help?

Possible answers could include:

- Jonas is being harassed and threatened by students.
- Jonas is feeling scared and unsafe.

STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Jonas to talk to him? What would you say?

Possible answers could include:

- Ask to walk Jonas home after school (this may help him feel safer).
- Ask him if he is okay.
- Tell him that what happened in class and in the hallway was wrong, and no one deserves to be treated badly and unfairly.
- Be prepared to listen and to let Jonas talk.
- If you feel safe, you could talk to the students who were harassing Jonas. You could explain how their words and actions were very hurtful to Jonas and are not acceptable. Do this in a safe and respectful way, without yelling or belittling.

STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Jonas for help and support?

Possible answers could include:

- Offer to go with Jonas to talk to the teacher or the principal and report what happened.
- Ask the teacher to address the entire class, and review with the class the school code of conduct and that treating people differently or poorly due to their sexual orientation is not acceptable.
- Connect Jonas with the school counsellor so he can talk about his feelings.
- Ask Jonas if he wants to let your cadet / JCR leader know what happened so they can offer support.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Jonas?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.

- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Check in on Jonas at school and at cadet / JCR training activities, to make sure he is okay.
- Sit with Jonas at lunch.
- If your school has a Gay–Straight Alliance group, encourage Jonas to join and get support.

4. To summarize, display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

Closing Comments

- All youth have the right to determine their sexual orientation and their gender identity.
- There are lots of ways to express yourself. It is important that you feel safe and able to be yourself.
- No one has the right to treat someone differently or poorly due to their sexual orientation or their gender identity.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Jonas' Story

Jonas is in your class and identifies as gay. He is attracted to other males. He tries to hide his sexual orientation from others in the school and in the community because he does not feel safe.

Although you are not close friends with Jonas, you have known him since kindergarten, and he has been participating in the cadet / JCR program for the past year.

During one of your health classes, the teacher gives an overview of the various sexual orientations. A couple of the participants start to make comments: "Jonas is one of those freaks—he likes guys," and, "Hey, Jonas, you had better keep your distance from us. We do not like your kind."

As these comments are shared, others begin to laugh, while Jonas sits with his head down at his desk and looks scared.

At break, you see Jonas at his locker. A bunch of students walk by and start making homophobic comments and throwing things at him.

Using the Look, Listen, Link, Live© model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Jonas needs help?
- STEP 2: LISTEN. How would you approach Jonas to talk to him? What would you say?
- STEP 3: LINK. Where would you link Jonas for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Jonas?

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