

LOCAL PRIDE HISTORY

(20-30 minute session for lecture format & 60-90 minute session for research session)

Grade: 9 to 12

Learning Outcomes & Lesson Focus

Students will:

- Identify the founding of the local Pride organization.
- Identify significant events which have taken place in the local area which have contributed to local pride history.
- Describe the impacts of these events on the local communities.

Lesson Focus

As a result of the learning activities within this lesson students will be able to:

- Describe the history of their local Pride community
- recognize the impacts of the events which have contributed to the local pride history



Resources

Lesson Materials/Supplies

- Identity of local Pride organization
- Access to the internet for students to research history and events

Print/Publications

- Links to Manitoba Curriculum - Kindergarten to Grade 8 - Physical Education/Health Education - Human Sexuality:
https://www.edu.gov.mb.ca/k12/cur/phys_hlth/hs_k-8/
- Manitoba Teachers' Society: @2LGBTQIA Lesson Plans -
<https://www.mbteach.org/mtscms/2018/04/17/lgbtq-lesson-plans/>
- *** CPHS Pride organization resources, if available, can be the primary resource for any research being completed by the students

Notes to Teacher

Previous lessons within the curriculum have focused on the defining and understanding Pride, and then providing background on knowledge on the events and people related to Pride at an international and national level. The intent of these lessons is to bring the subject of Pride to a level that might be more relevant, that being local or regional organizations, events and people.

It is expected that not every community will have a local Pride organization to research, therefore it could be necessary to consider Pride organizations in neighbouring communities, larger metropolitan areas or even regional entities. In instances where no local Pride organization exists, instruction could include discussion with students as to what might contribute to this situation.

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Suggestions for Instruction

There are two potential options for providing instruction on this topic. The instructor can deliver the content as a lecture, gathering the relevant information from references and local sources. The instructor can also have the students perform the research, utilizing a more discursive method to enhance understanding.

The lesson is intended to explore the existence of local/regional Pride organizations and their history. This would include information such as when and where the organization was founded, and by whom. Additionally, exploration should include factors and/or events contributing to its founding, or even the lack of a local organization.

It is expected that not every Pride organization will have similar histories and structures, meaning that each will have their own current and historical information available. There are many potential topics related to an organization, which are listed just below:

- All grand marshals and why they were selected.
- All annual themes and why there we selected and the meaning behind them.
- First parade/march and festival.
- Changes to the parade route.
- Changes to the location of the festival.
- Expansion on number of festival days.
- Inaugural and ending of signature events.
- Well known artists performing at their festival.
- Anniversary celebrations (i.e 20th, 25th, 30th,...).
- Social media debuts.
- Bankruptcies.
- Incorporations.
- Name changes.
- Logo developments and changes.
- Notable protests.
- Major decisions.
- Chair/President/ED appointments.
- First staff hired.
- Major attendance records.
- Proclamations/Awards/Accolades.
- First/last Pride Guide publication.
- Hosting the InterPride or FCP conference or other major Pride events.
- COVID-19 related changes to the festival, how did they do their Pride for 2020 and 2021.

Lecture Format

- A lecture format might be appropriate for reasons such as limited instruction time, or if there are concerns over topic sensitivity requiring more oversight and control of discussion. However, this format will also require greater efforts on behalf of the instructor as they will need to perform the research, identify important issues/themes, and then present them in a coherent manner allowing for discussion with the students. This format also lends itself to a larger upfront effort to create the lecture but will require only minor updates (if needed) each time the instruction is given to address any recent events.
- When developing the lecture, identify important and influential events which have led to the creation of or changes to the local/regional Pride organization, with a view to understanding the reasons for the impact. For example, an organization might have been created shortly after a major discrimination event, where the reasons for the Pride organization to exist were to assist on education and advocacy for the local community. This theme could be continued to investigate the impacts to the community following the creation of the organization.
- It is recommended in areas where the local/regional Pride organization has a significant history, specific critical events be selected to focus any discussion. However, the complete researched history should be provided to the students so that they have the resources to investigate themselves.

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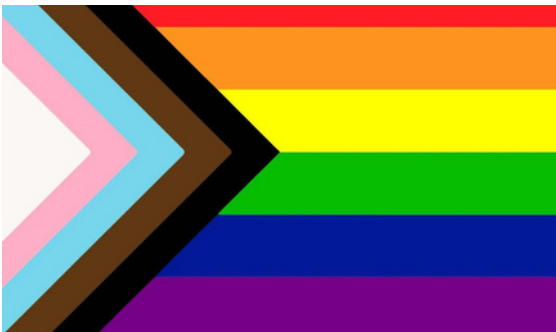
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Suggestions for Instruction (cont.)

Research Format

- If a research method is used, it is recommended that the lesson be broken up over at least two periods, so that the instructor can introduce the topic to the students and explain the format of the lesson.
- Time be given for the students to conduct research on local/regional Pride organizations prior to discussion such as in class research for the remaining time in the first allocated period, or perhaps as homework.
- Instructors can assign specific sub-topics about the local/regional Pride organization to students so that they are performing individual/group research instead of repeating the same research across the whole class.
- It is expected that the instructor has already completed the same research in order to have identified important and influential events which have led to the creation of or changes to the local/regional Pride organization, with a view to understanding the reasons for the impact. Instructors should guide the students as they present their findings to discuss the influences and impacts.



Suggestions for Assessment

Observation

Teacher Assessment: Checklist

Observe whether the student can identify a local/regional Pride organization.

Yes

No

Observe whether the student can identify factors and events which contributed to the founding of the local/regional Pride organization.

Yes

No