

JUNE 2023

PRIDE MONTH



Pride Month is an opportunity for schools to recognize and support the 2SLGBTQIA+ community in a safe and caring learning environment that honours our differences.

The Department of Education and Early Years is committed to providing support to teachers and administrators in developing positive school climates for all students. We know that when students feel safe and supported in a healthy school climate, they have greater success.

The Department has identified various curriculum outcomes and provincially authorized learning materials that align with diversity, equity and inclusion, including 2SLGBTQIA+, that can be found below.

If a teacher wishes to supplement these materials, please refer to the [PEI Evaluation Guidelines](#). The guidelines provide information regarding the selection of developmentally appropriate learning materials by focusing on social, audience, and media considerations.

Learning experiences should be inclusive of identities and lived experiences and respect the rights of all students.

For more information please contact Debbie Langston, Diversity Consultant.



Primary

Grade	Subject/Outcome	Resources
K	<p>HEALTH 3.1 understand that feelings and emotions are expressed in words, actions, and facial/body expressions</p> <p>SOCIAL STUDIES 1.1 recognize and discuss personal interests, characteristics, and preferences that make them unique and special 2.2 recognize that families have varied traditions, rituals, and celebrations</p> <p>LANGUAGE ARTS GCO 1 speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</p>	<p>YouTube: Pride Puppy by Robin Stevenson (read aloud)</p>
1	<p>HEALTH R-1.6 explain how personal behaviors and attitudes can influence the feelings and actions of others R-1.9 recognize and accept individual differences within groups and families</p> <p>SOCIAL STUDIES 1.1.1 demonstrate an understanding of the importance of interactions between people</p> <p>LANGUAGE ARTS GCO 3 interact with sensitivity and respect, considering the situation, audience and purpose</p> <p>VISUAL ARTS FC 1.1 develop an understanding of the elements and principles of art and design: color: mixing of primary colors (red, yellow, blue); identification of warm (e.g., red, orange, yellow) and cool (e.g., blue, green, purple)</p>	<p>Health Curriculum Resources <i>Whoever You Are</i> by Mem Fox</p> <p><i>Respect</i> by Lucia Raatma</p> <p><i>Friendliness</i> by Lucia Raatma</p> <p>YouTube: Red: A Crayon's Story by Michael Hall</p>

Primary

Grade	Subject/Outcome	Resources
2	<p>HEALTH R-2.4 demonstrate ways to show appreciation to friends and others R-2.5 demonstrate behaviors that show respect for others</p> <p>LANGUAGE ARTS GCO 3 interact with sensitivity and respect, considering the situation, audience and purpose</p> <p>VISUAL ARTS FC 2.1 develop an understanding of the elements and principles of art and design: color: secondary colors (such as violet, orange, and green; made by mixing equal amounts of the primary colors; blue, red, and yellow)</p>	<p>Health Curriculum Resource YouTube: When I Feel Good about Myself by Cornelia Spelman (read aloud)</p> <p>Classroom Library Resource <i>Bobby the Brave (Sometimes)</i> by Lisa Yee</p> <p>YouTube: Red: A Crayon's Story by Michael Hall</p>
3	<p>HEALTH R-3.1 recognize the effects of sharing positive feelings on self and others R-3.7 demonstrate inclusive behaviors regardless of individual/family differences or circumstances</p> <p>LANGUAGE ARTS GCO 3 interact with sensitivity and respect, considering the situation, audience and purpose</p> <p>SOCIAL STUDIES 3.2.3 take age appropriate action to promote positive interactions among people</p>	<p>Health Curriculum Resources <i>Treat Me Right: Kids Talk about Respect</i> by Nancy Loewen</p> <p><i>Say Something</i> by Peggy Moss</p> <p>YouTube: A Peacock among Pigeons by Tyler Curry (read aloud)</p> <p>YouTube: Call Me Tree by Maya Gonzalez (read aloud)</p>

Elementary

Grade	Subject/Outcome	Resources
4	<p>HEALTH R-4.1 recognize that individuals can have a positive and negative influence on the feelings of others R-4.9 assess how to act as an important role model to others</p> <p>LANGUAGE ARTS 1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers 3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect of all people WTI 2. Include a series of related ideas/events, usually based on relevant personal experiences, opinions, accurate information WS 8. Use criteria to select a piece to be published</p> <p>SOCIAL STUDIES 3.2.1 examine the diverse peoples in their province 3.2.3 take age appropriate action to promote positive interactions among people</p>	<p>Language Arts Resources <i>Catching the Moon</i> by Crystal Hubbard (Self-Monitoring Strategy Unit)</p> <p>Poems to Set You Free (Grade 4 Inferring Unit)</p> <p>Classroom Library Resource <i>Families Through Time</i> by Jeanne Dustman</p>

Elementary

Grade	Subject/Outcome	Resources
5	<p>HEALTH R-5.8 develop strategies to address personal roles and responsibilities in groups R-5.9 identify respectful communication strategies that foster group/team development</p> <p>LANGUAGE ARTS 1.1 Contribute thoughts, ideas, and experiences to discussion, and ask questions to clarify their ideas and those of their peers 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people II 2. Interpret relationships among several ideas to draw conclusions or make comparisons; support responses with relevant details WTI 1. Select a fairly well-defined topic with an identifiable or stated main idea/central message</p>	<p>Health Curriculum Resource YouTube: Gender Roles and Stereotypes</p> <p>Classroom Library Resources <i>Malala Yousafzai: Defender of Education for Girls</i> by Kelly Spence</p> <p><i>Love of the Game</i> by John Coy</p> <p><i>Women in Sports</i> by Katie Kawa</p> <p>Modern Fairytales: consider providing students with opportunities to rewrite fairy tales exploring more non-traditional roles: YouTube: Interstellar Cinderella</p>
6	<p>LANGUAGE ARTS 1.1 Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others 1.3 Defend and/or support their opinions with evidence 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language WS 4. Draft a piece of writing making critical choices about ideas/content based on purpose and intended audience WTI 3. Support the ideas with relevant details</p> <p>SOCIAL STUDIES 6.2.2 research the historical contributions of one individual associated with P.E.I. history</p>	<p>YouTube: A Peacock Among Pigeons by Tyler Curry (read aloud)</p> <p>YouTube: Henry Holton Takes the Ice by Sandra Bradley (read aloud)</p> <p>Classroom Library Resource <i>Ladies First: Women Athletes Who Make a Difference</i> by Ken Rappoport</p>

Primary/Elementary

Grade	Subject/Outcome	Resources
K-6	ARTS EDUCATION Key Stage Outcomes: learners are expected to: <ul style="list-style-type: none"> → empathize, respect and value other's self expression, ideas, thoughts, feelings and artworks. → explore Social Justice issues through the Arts → demonstrate critical awareness of the value for the role of the Arts in creating and reflecting culture. → create and/or present, collaboratively and independently expressive products in the arts for a range of audiences and purposes. → respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human expression. → examine the relationship among arts, societies and environments. → demonstrate to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others expressive works 	See suggested resources from the other subjects areas to create your artwork, music, dance or performance. Art is created and inspired by many sources. Example: YouTube: IAm Me by Willow Smith (song)
K-6	PHYSICAL EDUCATION Broad Areas of Learning: Relationships	YouTube: Henry Holton Takes the Ice by Sandra Bradley (read aloud)

Intermediate

Grade	Subject/Outcome	Resources
7-9	<p>SOCIAL STUDIES</p> <p>Grade 7 7.1.1 Explore the general concept of empowerment identify groups that are empowered and disempowered in our society (local, national, and global)</p> <p>Grade 8 8.3.6 Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s 8.4.1 Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national and global)</p> <p>Grade 9 SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community SCO 9.5.2 Analyze the relationship between universal human rights (including those within Canada) and globalization SCO 9.5.3 Demonstrate an understanding of advances and challenges related to universal human rights including those within Canada.</p>	<p>The Meaning of the Rainbow Flag and Its History (video)</p> <p>YouTube: Heritage Minute: Jim Egan</p> <p>YouTube: Over 50 Years of LGBTQ2 Activism in Canada</p> <p>A Map of Gender-Diverse Cultures</p>

Intermediate

Grade	Subject/Outcome	Resources
7-9	<p>PHYSICAL and HEALTH EDUCATION</p> <p>Grade 7 Healthy Relationships HL3: Practice skills to support the development of healthy relationships d. Practice self awareness skills, including awareness of rights, influences, values, strengths and weaknesses. f. Explain the importance of expressing respect for others' contributions and differences p. Practice strategies for responding to discrimination, stereotyping and bullying Sexual Health HL4: Analyse the importance of their sexual health, development and safety to promote positive sexual health. p. Differentiate between sexual orientation and gender identity q. Understand the factors (acceptance, stigma, culture, religion, media, stereotypes, homophobia, self image, self awareness) that can influence a person's understanding of their gender identity and sexual orientation.</p> <p>Grade 8 Healthy Relationships HL3: Analyze skills to support the development of healthy relationships d. Practice self awareness skills, including awareness of rights, influences, values, strengths and weaknesses. f. Explain the importance of expressing respect for others' contributions and differences p. Practice strategies for responding to discrimination, stereotyping and bullying Sexual Health HL4: Integrate credible information with personal values and healthy decision making skills to develop personal sexual health goals b. Demonstrate acceptance of one's self worth k. Analyze attitudes, values, social norms, beliefs and the factors that affect positive sexual health</p> <p>Grade 9 Healthy Relationships HL3: Examine the need to ask for and obtain consent to support the development of healthy relationships j. Describe gender stereotypes and the role they play in healthy relationships</p>	<p>Thompson Learn (thompsonbooks.com) HAL 2.0 Chapter 6 "Sexual Development, Health and Safety"</p> <p>YouTube: LGBT 101: An Introduction to the Queer Community</p> <p>YouTube: How Carl Nassib's Coming Out May Be a Starting Point to Alter 'Macho' NFL Attitudes</p>

Intermediate

Grade	Subject/Outcome	Resources
7-9	<p>ENGLISH LANGUAGE ARTS</p> <p>Grades 7-9 SCO 4: respond literally, inferentially, and critically to the purpose, structure, and characteristics of text, demonstrating increasing knowledge of genre and form (narrative, expository, persuasive, poetry/lyrics, visual/multimedia)</p> <p>Grade 7 SCO 6: evaluate how empowerment is portrayed in a variety of texts.</p> <p>Grade 8 SCO 6: evaluate how identity is portrayed in a variety of texts.</p> <p>Grade 9 SCO 6: evaluate how human rights are portrayed in a variety of texts</p>	<p>Introductory Resources Gender Infographic</p> <p>The Gender Unicorn (infographic)</p> <p>The Significance Behind Every Color in the Pride Flag</p> <p>Videos YouTube: LGBT 101: An introduction to the Queer Community</p> <p>YouTube: Heritage Minute: Jim Egan</p> <p>YouTube: Sam's Story</p> <p>Short Film: I'm Still Me (non-binary transition challenges in school)</p>

Intermediate

Grade	Subject/Outcome	Resources
7-9	<p>ARTS EDUCATION</p> <p>Key Stage Outcome: learners are expected to:</p> <ul style="list-style-type: none"> → be able to develop, express, create and share self through their artworks. → empathize, respect and value other's self expression, ideas, thoughts, feelings and artworks. → explore Social Justice issues through the Arts → demonstrate critical awareness of the value for the role of the Arts in creating and reflecting culture → create and/or present, collaboratively and independently expressive products in the arts for a range of audiences and purposes. → respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human expression. → examine the relationship among arts, societies and environments. → demonstrate to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others expressive works. 	<p>See suggested resources from the other subjects areas to create your artwork, music, dance or performance, Art is created and inspired from many sources.</p> <p>I Am Me by Willow Smith</p>

Subject	Outcome	Resources
LAW521A	1.1.5 analyze factors that influence change in law 1.3.1 assess the impact of the Charter of Rights and Freedoms on Canadians 1.3.3 explain the role of the Supreme Court in decisions related to the Charter of Rights and Freedoms 1.3.4 compare the Canadian Human Rights Act and the PEI Human Rights Act	YouTube: Heritage Minute: Jim Egan YouTube: UN Free and Equal: The Lesson 15 LGBTQ Activists of the Past and Present You Should Know YouTube: Over 50 Years of LGBTQ2 Activism in Canada
HIS621A	J5 analyze the evolution of the struggle to achieve rights and freedoms	
10-12	ARTS EDUCATION Key Stage Outcomes: learners are expected to: <ul style="list-style-type: none"> → be able to develop, express, create and share self through their artworks. → empathize, respect and value other's self expression, ideas, thoughts, feelings and artwork. → explore Social Justice issues through the Arts → demonstrate critical awareness of the value for the role of the Arts in creating and reflecting culture. → create and/or present, collaboratively and independently expressive products in the arts for a range of audiences and purposes. → respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human expression. → examine the relationship among arts, societies and environments. → to demonstrate to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others expressive works 	See suggested resources from the other subjects areas to create your artwork, music, dance or performance, Art is created and inspired from many sources. I Am Me by Willow Smith



High School

Subject	Outcome	Resources
ENG421A ENG471A ENG471B ENG471C	Grades 10-12 SCO 1: justify understanding of an idea, issue, or text through effective communication	Gender Infographic Canada's Human Rights History: Sexual Orientation
ENG521A ENG571A ENG571B ENG571C	Grades 10-12 Critically analyze the purpose, structure, and characteristics of a variety of increasingly complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study 521A/621A)	Videos YouTube: A Letter to the Girl I Used to Be (a transgender youth poem, short and powerful) YouTube: LGBT 101: An introduction to the Queer Community
ENG621A ENG671A ENG671C	Grade 10: SCO 6 evaluate how identity and culture are portrayed in a variety of texts	YouTube: Heritage Minute: Jim Egan
	Grade 11: SCO6 evaluate how gender and socioeconomic status are portrayed in a variety of texts.	YouTube: Sam's Story
	Grade 12: SCO6 evaluate how ideologies are portrayed in a variety of texts.	The Significance Behind Every Color in the Pride Flag YouTube: Over 50 Years of LGBTQ2 Activism in Canada Short Film: I'm Still Me (non-binary transition challenges in school)

High School

Subject	Outcome	Resources
PED401A	<p>W5: Assess one's self awareness and self management for the purpose of enhancing one's well being and the well being of others.</p> <p>d. Analyze how overall well-being is affected by biases and stereotyping (e.g., gender, physical abilities, and disabilities, culture, body composition).</p>	<p>Gender Unicorn</p> <p>Genderbread Person</p> <p>YouTube: PHE Time: A Safe Space to Be</p> <p>YouTube: Secret Deodorant (Ladies' Room)</p>
PED801A	<p>Outcome 5: Exhibit positive personal and social responsibility that respects self and others while participating in movement activities</p> <p>5.3 model respect for everyone's right to participate</p> <p>5.8 ensure the acceptance of others (e.g., gender identity, varying abilities and exceptions, diverse cultures and ethnicity, body compositions, and sexual orientation)</p>	<p>YouTube: #ProudToPlay: Celebrating Equality for All Athletes</p> <p>YouTube: #OneTeam: Athletes Stand Up for Inclusion in Sport</p>
LED621A	<p>SCO1: examine various concepts of leadership.</p> <p>f. Investigate the influence and/or impact of societal and cultural norms and how these may affect leadership (e.g. cultural, socioeconomic, education, gender, age and religion)</p> <p>SC09: exhibit positive personal and social responsibility that respects self and others in a variety of contexts</p> <p>a. Exhibit caring, helping and compassionate behaviors.</p> <p>e. Exhibit respect for community diversity and the individual rights and needs of others.</p> <p>g. Model respect for everyone's right to participate</p>	<p>YouTube: 15 LGBTQ Activists of the Past and Present You Should Know (globalcitizen.org)</p>
BIO621A	<p>DP 1: construct arguments to support a decision or judgment, using examples and evidence and recognising various perspectives.</p> <p>Linked to CK 2.1: analyse pattern of heredity & CK 2.3: analyse sources, types and effects of genetic variation.</p>	