

# LOCAL PRIDE HISTORICAL FIGURES

Grade: 9 to 12

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

## Learning Outcomes & Lesson Focus

### Students will:

- Who are historical figures in the local Pride organization or movement?

### Lesson Focus

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

- identify persons associated with local/regional Pride organization and their contributions.

## 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/](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.
- There is a possibility that even if a local/regional Pride organization exists, information on historical figures might not exist. In cases such as this, historical figures from other organizations could be substituted, or a look at local community figures who contribute in similar ways.
- It is possible that in the research on local Pride historical figures and their contributions, that the "contributions" might not be always positive but served as a catalyst for positive change. Sensitivity will be needed in navigating discussion on these topics.

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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 historical figures and their contributions. If figures and their contributions could be seen in a negative way, it is recommended that the instructor guide any discussion to address any sensitivity.

The topic of Pride Historical figures is rather broad and instruction can be tailored to the local landscape. The intention is to identify persons who have contributed to the establishment and/or execution (participation) in local Pride organizations and events. Discussion on what their contributions have been and how they have impacted the community are desired. Examples of

- Pride organization/event founders and leaders
- Grand marshals
- Performers
- Activists and advocates

## 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 figures and their contributions, 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 figures and their contributions to the local/regional Pride organization, with a view to understanding the reasons for their contributions, as well as identifying the impact it has had on the community.
- It is recommended in areas where the local/regional Pride organization has a significant history with numerous historical figures, specific critical events be selected to focus any discussion. However, a more complete researched list of figures should be provided to the students so that they have the resources to investigate themselves.

# LOCAL PRIDE HISTORY

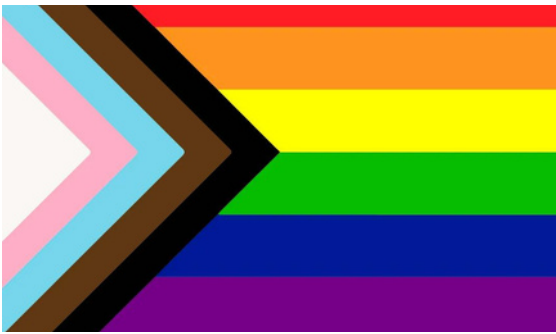
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## Suggestions for Instruction (cont.)

### 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 historical figures 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 or historical figures in 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 influences and impacts from the historical figures' contributions. 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 persons associated with local/regional Pride organization and their contributions.

Yes

No