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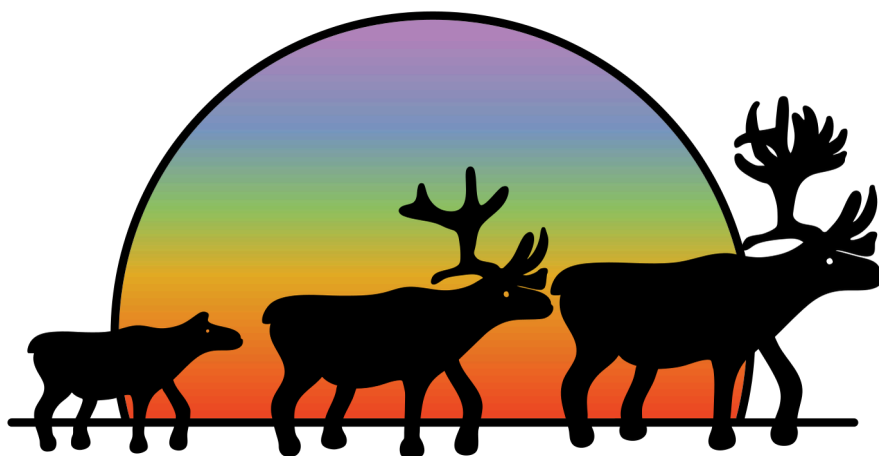
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*A list of National and Territorial resources provided
at the end of each lesson*

UVANGAUJUNGA



LESSON PLAN I: ACCOUNTABILITY



Content Warning & Supports

(5 minutes)

Follow the steps below as you lead discussions throughout this workshop.

1. Address the group and read this trigger warning to them: “This discussion includes content related to 2SLGBTQI+ identities, mentions prejudiced language and covers sensitive topics. This material is intended for educational purposes only and aims to foster awareness, inclusion, and respectful dialogue.”
2. Read out loud to the group: “This discussion is not about changing beliefs, it is about respect, which we all deserve.”
3. Hand out resource cards
4. Mention: “If you require additional support, we have designated individuals to offer support. Please take a look at your resource cards, they contain the contact information of various service providers.”
5. Mention: “Lastly, it is not mandatory for you to be a part of this discussion, if you would rather not participate, feel free to opt-out at anytime.”

Tips for Facilitators

- Please follow the steps outlined throughout the lesson plan in order to facilitate this workshop.
- Coordinate with a person to be a form of support for individuals that may be triggered. The support person can be present in the room or available in a quiet and safe space.
- If possible, have a co-facilitator that can support you in mediating discussions and during set-up.
- Provide a trigger warning before you play the video.
- Mention that additional supports are available and distribute resource cards.
- As a facilitator, know that the discussions may bring up past personal experiences and may trigger you. Make sure you as a facilitator, also are aware of the supports that are available to you in your community.
- Get familiar with your technology. Make sure your video and audio work well by doing a test run before you begin.

- Some language that youth use may be triggering to others; you may not be aware of such language, so, keep an eye out for youth that may say something harmful.
- Before you begin the discussions for today, refer to the learning goals for this lesson plan.
- The lessons must be taught in sequential order as the information from each lesson builds upon the previous lessons.

Learning Goals:

By the end of Lesson 1 participants can:

- Identify and define at least 4 terms from the 2SLGBTQI+ acronym.
- Explain what a microaggression is and can provide examples.
- Name at least 2 sources of support.

Current terminology that alludes to name calling another person

“He/she’s gay or that’s gay”- alluding to something being odd/unlikable.

“Pick a side” - referring to bisexual people for liking more than one gender.

“It” - purposefully misgendering a person that goes by they/them pronouns, with the intention of mocking them. This dehumanizes the person.

“No homo” - a comment usually made by straight men to deny when they display any feminine behaviour or display closeness with another man.

Misgendering a person by not using their preferred pronouns. Especially common when referring to trans persons.

Terminology you must know

6. Make sure you are aware of the terminology and its definitions, so that you can make informed decisions while leading discussions.
7. Play this video to introduce the definitions of the acronym.

Link: <https://www.youtube.com/watch?v=DE7bKmOXY3w>

- 2 spirit: An umbrella term for the many indigenous traditional identities forcefully suppressed by colonization. The term honours the fluid and diverse nature of gender and attraction and its connection to community and spirituality. An individual may choose to use this term instead of, or in addition to identifying as LGBTQI (Egale 2026).
- Lesbian: A person who identifies as either woman or nonbinary and who experiences attraction to the same or similar genders (Egale Canada, 2026).

- Gay: A person who experiences attraction to people of the same gender as themselves. It can be used by individuals of any gender but it often used to refer to men who are attracted to the same or similar genders (Egale Canada, 2026).
- Bisexual: A person who experiences attraction to both people of their own gender and people of gender different from their own (Egale Canada, 2026).
- Transgender: A person whose gender identity does not correspond with what is socially expected based on their sex assigned at birth. It can be used as an umbrella term to refer to a range of gender identities and experiences (Egale Canada, 2026).
- Questioning: An umbrella term for the process of reconciling one's felt sense of self in terms of gender and /or attraction and the language one uses to describe those experiences. It may be experienced for a single period, episodically, or persistently over one's lifetime (Egale Canada, 2026).

- Queer: An umbrella term that may variously describe 2SLGBTQI communities, one's relationship to a particular community, or an individual identity. It can denote same-gender attraction or reflect more complex dynamics between one's sex, gender and attraction experiences (Egale Canada, 2026).
- Intersex: A person whose chromosomal, hormonal, or anatomical sex characteristics fall outside of the conventional classification of male or female (Egale Canada, 2026).
- Non-binary (ENBY): A person who experiences their gender as not exclusively man or woman. When used as an umbrella term, it encompasses identities reflecting a range of gender experiences, including agender and genderfluid (Egale Canada, 2026).
- Asexual (ACE): A person who does not experience sexual attraction, and/or who has little to no interest in sexual activity. When used as an umbrella term, it encompasses identities reflecting a range of experiences and degrees of interest in sexual intimacy (Egale Canada, 2026).
- Agender: A person who experiences either having no gender or a neutral gender identity (Egale Canada, 2026).

Accountability

(40-50 minutes)

8. Preface by saying: “This video displays a conversation between 3 youth. They are discussing their plans about a hockey game. The language being used is discriminatory/exclusionary and may bring up some feelings. Feel free to step away if you need some time.”

9. Show the video named “Accountability” and lead a short discussion with the group.

10. Ask:

- What stood out to you in this video?

Potential responses: Observations from the video

- What type of language was used in this video?

Potential responses: The language was not very harsh, but it is definitely hurtful. Homophobic language was used, for example: “checking out your but” was being used as an excuse to exclude Joseph from the game.

11. As you hear responses from the participants write down key-words or themes on a white board/poster for all the participants to see.

- Did you have moments where you were uncomfortable or surprised?

Potential responses: Saying “he’s gay” and laughing was surprising to me. “Talking behind someone’s back and not accepting them for who they are made me uncomfortable” . This is an example of a Microaggression.

12. After this discussion, ask the participants to take a look at the themes/keywords that came-up during the discussions and ask if they would like to add anything to that list (On the white board/poster).

- **Common themes to expect:** homophobia, micro-aggression, peer pressure, name-calling, familiarity with such language or references about personal experiences.

- Why do you think such (homophobic) jokes are common?

Potential responses: Historically, people of the 2SLGBTQI+ community have been othered/discriminated against. Anti-gay slander is carried forward via social media platforms, through the promotion of right-wing political views and ill-informed individuals.

****If the discussion is going over the 50 minutes allocated, you can end it early and take a break****

13. Take a short break - 10-15 minutes

14. Welcome everyone back from break and state that the following videos will provide some context about the history of pride.

15. Play video

<https://www.youtube.com/watch?v=Q1D65SxzojI>

16. Start a new discussion about the history of the 2SLGBTQI+ community

17. Ask:

- What is homophobia?

Potential response: when individuals are discriminatory towards individuals belonging to the 2SLGBTQI+ community.

- Do you know what microaggressions are?

Potential response: Microaggressions are subtle offensive comments or actions of discrimination towards someone belonging to a minority group. Here, against Joseph for being gay. Pointing out how the youth in the video was microaggressive and how there are subtle ways of being prejudiced.

How did youth 3 speak-up against youth 1?

Potential responses: Youth 3 mentions that “Joseph is a really good hockey player” and calls out youth 1 for being judgemental.

In an alternate version, where no one speaks up. What might happen?

Potential response: In an alternate version, Joseph is excluded from the game solely based on his sexuality.

18. Allow the group to have a free discussion and use the questions below as prompts to lead the discussion (5 minutes)

Based on this particular scenario from the first video and after learning about the history of the 2SLGBTQI+ community, what would taking accountability look like?

Potential responses: Hockey is about skill, so we should consider the person’s skills not who they like. Going forward being mindful that such comments can be harmful and refraining from making unnecessary comments.

Final activity

19. Hand out small pieces of paper or sticky notes to the participants.
20. Ask:
 - What do you think would be some unique challenges of being a part of the 2SLGBTQI+ community in Nunavut?
21. Ask the group to write down their answers on the pieces of paper provided. Mention that their responses will be anonymous. However, the answers will be read out loud. (This will allow participants to express themselves freely).
22. Save the responses written down by the participants in a jar/bowl. The answers will not be discussed as a group, during this session. However, we will address these challenges in the next lesson.

Closing

23. Thank you all for sharing your responses and participating in this discussion. We have supports available, so if you feel like you need to speak with someone, there are resources listed on the resource cards provided or you can speak with the support person present. We will continue this conversation in the next part, where we will discuss how we can address these unique challenges.

Territorial Supports

The mental health nurse in your community

Your local Ilinniarvimmi Inuusilirijiit (school community counsellors)

Wellness centres:

Kitikmeot—Department of Healthy Living: 867-943-4670

Kivalliq—Pulaarvik Kablu Friendship Centre: 867-645-2600

Qikiqtani—Ilisaqsivik: 867-924-6565

Iqaluit—Tukisigiarvik: 867-979-2400

Kamatsiaqtut Helpline:

Call 867-979-3333 or toll-free 1-800-265-3333

Healing by Talking:

Call 1-888-648-0070 or email healing@gov.nu.ca

National Supports

Trans Lifeline:

Call 1-877-330-6366

LGBT Youth Line:

Call 1-800-268-9688 or text 647-694-4275 for youth up to age 29.

Kids Help Phone:

Use the online chat at kidshelpphone.ca
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Isumajunnattiarniq App

Support your mental health and well-being with the free app, blending traditional Inuit wisdom with modern tools. Manage stress, find peace, and stay connected to Inuit culture—right from your phone or tablet.



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Contributors

Definitions of Terminology by Egale Canada

Visit egale.ca for more free resources, tools, and information

Developed by IIKELC

Visit Inuusiq.com for more information

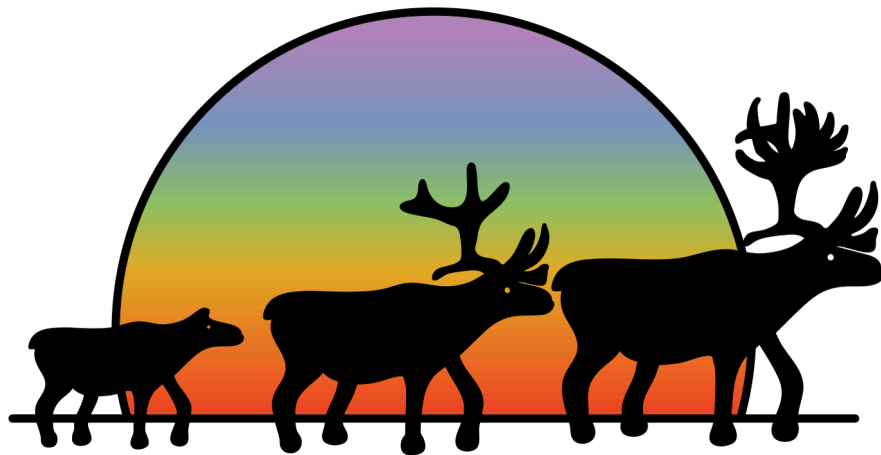


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LESSON PLAN II: ALLYSHIP



Content Warning & Supports

(5 minutes)

Follow the steps below as you lead discussions throughout this workshop.

1. Address the group and read this trigger warning to them: “This discussion includes content related to 2SLGBTQI+ identities, mentions prejudiced language and covers sensitive topics. This material is intended for educational purposes only and aims to foster awareness, inclusion, and respectful dialogue.”
2. Read out loud to the group: “This discussion is not about changing beliefs, it is about respect, which we all deserve.”
3. Hand out resource cards
4. Mention: “If you require additional support, we have designated individuals to offer support. Please take a look at your resource cards, they contain the contact information of various service providers.”
5. Mention: “Lastly, it is not mandatory for you to be a part of this discussion, if you would rather not participate, feel free to opt-out at anytime.”

Tips for Facilitators

- Please follow the steps outlined throughout the lesson plan in order to facilitate this workshop.
- If possible coordinate with a person to be a form of support for individuals that may be triggered. The support person can be present in the room or available in a quiet and safe space.
- If possible, have a co-facilitator that can support you in mediating discussions and during set-up.
- Provide a trigger warning before you play the video.
- Mention that additional supports are available and distribute resource cards.
- As a facilitator, know that the discussions may bring up past personal experiences and may trigger you. Make sure you as a facilitator, also are aware of the supports that are available to you in your community.
- Get familiar with your technology. Make sure your video and audio work well by doing a test run before you begin.

- Some language that youth use may be triggering to others; you may not be aware of such language, so, keep an eye out for youth that may say something harmful.
- Before you begin the discussions for today, refer to the learning goals for this lesson plan on page 2.

Learning Goals:

By the end of Lesson 2 participants can:

- Define allyship and can identify at least 2 ways of being an ally.
- Explain stigma and its negative impacts.
- Explain the connection between one's identity and their community.

Current terminology that alludes to name calling another person

“He/she’s gay or that’s gay”- alluding to something being odd/unlikable.

“Pick a side” - referring to bisexual people for liking more than one gender.

“It” - purposefully misgendering a person that goes by they/them pronouns, with the intention of mocking them. This dehumanizes the person.

“No homo” - a comment usually made by straight men to deny when they display any feminine behaviour or display closeness with another man.

Misgendering a person by not using their preferred pronouns. Especially common when referring to trans persons.

6. Today, we will be watching some videos and share our thoughts about them.

7. Preface by saying – “This is the second video of this three-part series. In this video you will see four high school girls having a conversation. Notice the topic of discussion and what feelings come up for you as you watch this video.”

Allyship

8. Ask:

- What stood out to you in this video?

Potential response: observations from the video, the tone, the pre-conceived notions.

- What are some feelings that came up as you watched the video?

Potential response: It was upsetting to hear “Honestly, I feel like it’s for attention” because Neeve is being judged for her identity.

- Seems like being bisexual is stigmatized...do you know what a stigma means?

Potential response: Stigma is the display of negative attitudes towards a person or a topic of discussion. In this case, being bisexual seems to be stigmatized because Neeve’s peers in this video weren’t accepting of her dating different genders.

9. Split the participants into smaller groups and provide them with some time to answer the question below. After 10 minutes of discussion, have them share their answers to the whole group.

10. Ask:

- In the video, we noticed some positives, some of her classmates stood up for Neeve. In your daily life, what are some ways in which you can show that you are an ally? What does allyship mean to you?

Potential response: Allyship is when you utilize your privilege to support someone that is being discriminated against. In this context, ex. A straight person can stand up for their queer peers.

11. Write down ways of being an ally on the whiteboard as each group shares their answers.

12. Take a 15 minute break.

Final Activity

13. Welcome everyone back from break.

14. Introduce the next video, mention: “Throughout this video, we will see the significance of 2 spirit individuals belonging to Indigenous communities and the impacts of colonization on them”.

15. Play video

https://www.youtube.com/watch?v=-MM7hM-Q_QM

16. Ask:

- Bringing back Allyship and the challenges that we had discussed in the last discussion, how can you apply allyship to address these challenges that are unique to queer people in Nunavut?

Potential responses: The responses will build upon the list of challenges identified at the end of lesson 1.

17. List the responses that you collected from the previous lesson on a white board/large paper or if time permits, read them out loud.

- When we consider supports, how are identity and community connected, according to indigenous worldviews?

Potential responses: Another open-ended question that makes participants reflect beyond individual level supports. Here, the goal is to come up with ideas on intersectionality between a person's identity and their sense of belonging to a community, whether it is the 2SLGBTQI+ community, or the broader community they live in.

18. Context for the facilitator - Intersectionality is the overlap of a person's identity that shapes their experiences in society. For example - A person of colour may have experienced racism. However, a disabled woman who is a person of colour will experience racism, sexism and discrimination because of her disability. Therefore, the overlap of these identities shape her lived experiences.

Closing

19. Thank you all for sharing your responses and participating in this discussion. We have supports available, so if you feel like you need to speak with someone, there are resources listed on the resource cards provided or you can speak with the support person present. We will continue this conversation in the next part.

Territorial Supports

The mental health nurse in your community

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Wellness centres:

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EMBRACE LIFE COUNCIL
CONSEIL SAISIS LA VIE

Content Warning & Supports

(5 minutes)

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- Get familiar with your technology. Make sure your video and audio work well by doing a test run before you begin.

- Some language that youth use may be triggering to others; you may not be aware of such language, so, keep an eye out for youth that may say something harmful.
- Before you begin the discussions for today, refer to the learning goals.

Learning Goals:

By the end of Lesson 3 participants can:

- Identify the overall impacts of homophobia.
- Identify 2 realistic actionable steps to make their community more inclusive.

Current terminology that alludes to name calling another person

“He/she’s gay or that’s gay”- alluding to something being odd/unlikable.

“Pick a side” - referring to bisexual people for liking more than one gender.

“It” - purposefully misgendering a person that goes by they/them pronouns, with the intention of mocking them. This dehumanizes the person.

“No homo” - a comment usually made by straight men to deny when they display any feminine behaviour or display closeness with another man.

Misgendering a person by not using their preferred pronouns. Especially common when referring to trans persons.

Acceptance

(30 minutes)

6. Mention: “The video you will be watching is about a mother reminiscing about the memories of her son. Again, you may experience some feelings coming up. A mother is talking about her son who passed away. She is talking about the person he used to be and what his loved ones remember him by. He was bullied for the people he liked.”
7. If you feel like you need to talk to someone, we have supports available.
8. Hand out a worksheet with questions for participants to answer
9. Play video

Worksheet

What was the son like as a child?

What activities did he enjoy?

What role did the community play in his life?

If you could speak to the mother, what would you say?

10. Ask:

What did you think of this video? What were your first impressions?

Potential response: Made me feel sad, upset, angry, like it was unfair.

How does this video relate to issues people face in real life?

Potential response: People still face such issues and are discriminated against for identifying as queer. Homophobia is still very prevalent and continues to impact many people.

Final Activity

(40 minutes)

11. Ask:

- Going back to our discussions from previous weeks, take some time to think about allyship. Imagine in an ideal world you have all the supports that you require. In this ideal world what are the supports in place in Nunavut? You can name specific resources that exist, in Canada, or in the world or even create a resource that would be helpful. What would these resources offer to Nunavummiut belonging to the 2SLGBTQI+ community?

12. Participants split into smaller groups to answer the questions (20 minutes) and one person from each group shares their ideas.

13. Take a 10- 15 minute break

- Lastly, coming back to reality, what would taking action towards inclusivity look like? In your school, in your community, or even amongst your peers?

Potential responses: Creating safe spaces, changing our own attitudes to be more accepting.

14. Participants continue to discuss their answers with their group and one person from the group shares their answers (15 minutes).

15. As each group shares their responses, write them down on a white board/chart paper so that the participants can visualize all the ways in which they can be an ally in their community.

Closing

16. Thank you all for sharing your responses and participating in this discussion. We have supports available, so if you feel like you need to speak with someone, there are resources listed on the resource cards provided or you can speak with the support person present.

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