

Lessons created by Jennifer Barrett, 2022
Supports & Barriers in Teaching Sexuality Education in New Brunswick
 To learn more about our project, contact: casey.burkholder@unb.ca

Course: Atlantic Canada in the Global Community	Grade: 8
Unit: 2	Lesson Title: Case Study: Bill C-6
Curriculum Connections	
<p>General Outcomes:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • people organize into groups to achieve common and specific goals • effective citizenship requires a sense of personal commitment, a willingness to act, and a concern for the future <p><u>Skills</u></p> <ul style="list-style-type: none"> • TBD depending on lesson activities <p><u>Attitudes</u></p> <ul style="list-style-type: none"> • The abilities of commitment of individuals and groups 	<p>Specific Outcomes:</p> <p>2.8 explain how Atlantic Canadians shape political culture by exercising power and influencing political decisions</p> <ul style="list-style-type: none"> • 2.8.4 through analysis of a current issue, understand that political empowerment involves individuals and groups taking actions to influence decisions (A)
<p>Facts for Educators</p> <p>Source: https://www.canada.ca/en/department-justice/news/2020/09/federal-government-reintroduces-legislation-to-criminalize-conversion-therapy-related-conduct-in-canada.html</p> <p>“Conversion therapy aims to change an individual’s sexual orientation to heterosexual, to repress or reduce non-heterosexual attraction or sexual behaviours, or to change an individual’s gender identity to match the sex they were assigned at birth... The practice can take various forms, including counselling and behavioural modification.”</p> <p>Several municipalities and provinces have existing legislation in place that bans the practice of conversion therapy on minors (people under age 18) unless they can consent.</p> <p>Source: https://www.justice.gc.ca/eng/csj-sjc/pl/ct-tc/index.html</p> <p>The bill will create 5 new criminal offences for: 1) making a minor undergo conversion therapy, 2) taking a minor overseas for conversion therapy, 3) making someone undergo conversion therapy against their will, 4) profiting from providing conversion therapy, and 5) advertising to provide conversion therapy.</p> <p>It does NOT criminalize private conversations in which peoples individuals views on sexuality, gender, gender identity or gender expression are shared.</p> <p>Resources</p> <p>Extensive information on the Bill by the Federal Government: https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/LegislativeSummaries/432C6E</p> <p>Community-based Research Centre Survey results: https://www.cbrc.net/sex_now_survey_results_reveal_prevalence_of_change_efforts</p>	

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Canadian Psychological Association statement on conversion therapy (Professional organization):

<https://cpa.ca/docs/File/Position/SOGII%20Policy%20Statement%20-%20LGB%20Conversion%20Therapy%20FINALAPPROVED2015.pdf>

LGBTQ2 Secretariat (Federal government): <https://www.canada.ca/en/canadian-heritage/campaigns/free-to-be-me.html>

No Conversion Canada (grassroots organization): <https://www.noconversioncanada.com/>

W5 two-part episode on Conversion Therapy in Canada: <https://www.ctvnews.ca/w5/how-religious-organizations-use-conversion-therapy-to-try-to-make-lgbtq-people-straight-1.4791880> -- demonstrates how individuals can bring forward proposals for legislation.

United Church Statement: <https://united-church.ca/social-action/justice-initiatives/conversion-therapy>

Atlantic Connections

- The sponsor of the Bill in the Senate is independent Senator René Cormier who represents New Brunswick. Cormier is a member of the 2SLGBTQ+ community.
<https://xtramagazine.com/power/conversion-therapy-bill-senate-202584>
<https://sencanada.ca/en/senators/cormier-rene/>

Individual Stories/Opinions

- cbc.ca/news/canada/montreal/conver-therapy-reax-1.5492368
- <https://www.macleans.ca/opinion/i-experienced-conversion-therapy-and-its-time-to-ban-it-across-canada/> (CN: childhood sexual abuse)
- <https://www.ctvnews.ca/w5/how-religious-organizations-use-conversion-therapy-to-try-to-make-lgbtq-people-straight-1.4791880> (CN: sexual assault)
- <https://globalnews.ca/news/7702084/conversion-therapy-regina-woman-story/> (CN: substance abuse, suicide)
- ** No Conversion Canada also features survivor quotes

Topics to Explore with students

- The differences between municipal, provincial and federal legislative responsibilities
- The role of the Charter of Rights and Freedoms on legislation
- The role of lobby groups, professional organizations, and community organizations in supporting or opposing legislation
- How political parties come to be associated with a position on certain issues
- How parties might change their position on an issue over time
- To what degree politicians are free to vote with their conscience versus when they are whipped by their party
- What happens to legislation when the government changes or is prorogued (Bill C-8 was the original Bill for this issue but died on the *Order Paper* when Parliament was prorogued on 18 Aug 2020).
- The balance of protecting religious practices AND human rights ** Note that there are differences within faith groups as to which denominations oppose or support conversion therapy. It's important for students to understand "religious groups" are not a monolith but have heterogeneity within them.

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Questions to ask students

- Why might legislation only exist at a municipal or provincial level?
- What kinds of issues might be important to make rules about that are the *same* across Canada?
- Who do you think has a more important job in passing legislation: the House or the Senate? Would you want to be an MP or a Senator? Why?
- Would you change anything about how our government works to help make sure people's human rights are protected? Why or why not? What would you do or what do you think works well already?
- Why do you think some people decide NOT to join a political party? E.g. René Cormier
- Why do you think some people decide to be activists in communities and others decide to work within the government?
- What part do you think people's individual stories play in influencing public opinion and legislation? Do you think stories are important when thinking about issues?
- Why do you think it can be hard for people to agree on what is fair for Canadians? Can you think of other issues where Canadians have changed their minds about what is fair? (women's suffrage, Chinese Head Tax, Residential schools, overt racial discrimination/immigration policies, etc)

Activity suggestion

- Have students work in groups to come up with a proposal for a piece of legislation that impacts a marginalized community or an issue they think is important. They should explore:
 - what professional organizations might support their legislation
 - what political parties or individual politicians might support their legislation
 - what community groups might support their legislation
 - what kind of challenges/opposition might they face? What people or groups might disagree with their legislation
 - how would they persuade people to be in favour of their legislation
 - what level of government they would lobby with their proposal
 - who their local representative is for that level of government
 - ** note the W-5 episode can provide a guideline to how individuals can work with organizations