



The Gegi Curriculum: Self-Advocacy for Gender Expression and Gender Identity Human Rights

Strand A: Gender Expression, Gender Identity, and You

- A1. Explain what gender expression and gender identity are, and how they are different from each other.
- A2. Describe my own gender expression and gender identity, including what I do and don't have in common with other people I know.
- A3. Describe some common examples of gender expression or gender identity discrimination that can happen at school, and their opposites.
- A4. Tell a story about a time I experienced discrimination or harassment because of either my gender expression or my gender identity.
- A5. Connect my story to other students' experiences, including but not limited to similar kinds of discrimination or harassment.

Strand B: School Policies and Processes

- B1. Differentiate between a school and a school board.
- B2. Differentiate between the jobs of a teacher, counselor, school social worker, vice principal, principal, superintendent, and Director.
- B3. Differentiate between a law and a policy, and identify common kinds of school board policies.
- B4. Describe the reporting process for incidents of discrimination and/or harassment in my school board, including the different roles in this process.
- B5. Locate the OHRC Policy and my school board's relevant policies (like on my school board's gegi.ca web page).

Strand C: Communication and Organization

- C1. Identify and communicate my own needs around gender: what they are and what I need other people to do in order to meet them.
- C2. Write clear and concise emails or letters, and select either a helpful or heavy tone depending on the situation.
- C3. Make detailed oral or written notes as soon as possible after I experience discrimination or harassment, or after a meeting.
- C4. Keep notes and important documents organized by date.
- C5. Connect my experiences with the Ontario Human Rights Code, OHRC Policy, my school board's policies, and relevant court decisions.

Strand D: The Advocacy Process

- D1. Identify the adults in my school and school board who are responsible for addressing discrimination and harassment.
- D2. Identify a key adult in my family or at my school who can support my self-advocacy.
- D3. Identify good-enough, better, and best solutions to each problem in my story.
- D4. Anticipate my school's response(s) to my story and how I would respond, including where I stand my ground and where I compromise.
- D5. Keep track of what my school is doing and has agreed to do, and follow-up regularly.

Strand E: Advocacy and Self-Care

- E1. Identify my privacy needs, and explain my school's responsibility for respecting them.
- E2. Locate examples of other kids who have self-advocated at school and learn about their experiences.
- E3. Evaluate how I am doing and whether I can keep going.
- E4. Locate and access both local and online supports.