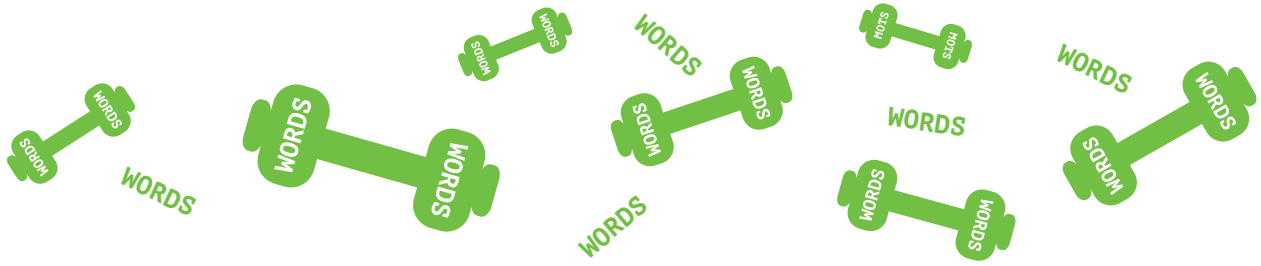


SHOW YOUR SUPPORT AGAINST HOMOPHOBIA!

CREATE A POSTER:

- A** that illustrates that the majority of students are against the use of homophobic expressions such as “that’s so gay” and “you’re gay;” and
- B** that incites students to stop using these types expressions.

OBSERVE THE POSTERS YOUR TEACHER SHARES WITH THE CLASS
and note here those which serve as inspiration or, on the contrary, what you want to avoid.



C In teams of 4, create a poster taking into consideration the evaluation criteria that appear next. Your poster will be hung in the school hallways.

| COMPETENCY | ADVANCED COMPETENCY DEVELOPMENT | THOROUGH COMPETENCY DEVELOPMENT | ACCEPTABLE COMPETENCY DEVELOPMENT | PARTIAL COMPETENCY DEVELOPMENT | MINIMAL COMPETENCY DEVELOPMENT |
|--|---|---|--|--|--|
| Pertinent evaluation of options <hr/> 25% | <p>The text and artwork on your poster demonstrates that the majority of students are against the use of expressions such as “that’s so gay” and “you’re gay.”</p> <p>The text and artwork on your poster incites students to stop using these types of expressions.</p> | <p>The text and artwork on your poster demonstrates that the majority of students are against the use of expressions such as “that’s so gay” and “you’re gay.”</p> <p>The text or the artwork on your poster incites students to stop using these types of expressions.</p> | <p>The text or the artwork on your poster demonstrates that the majority of students are against the use of expressions such as “that’s so gay” and “you’re gay.”</p> <p>The text or the artwork on your poster incites students to stop using these types of expressions.</p> | <p>The text or the artwork on your poster demonstrates that the majority of students are against the use of expressions such as “that’s so gay” and “you’re gay.”</p> <p>The text or the artwork on your poster incites students to stop using these types of expressions.</p> | <p>Your poster does not demonstrate that the majority of students are against the use of expressions such as “that’s so gay” and “you’re gay.”</p> <p>Your poster does not incite students to stop using these types of expressions.</p> |
| Engaging in dialogue <hr/> 25% | <p>Looks for conditions that are favourable to dialogue. Expresses his point-of-view and is attentive to those of others. Supports his point-of-view with pertinent and coherent arguments. Asks questions in seeking clarification. Applies methods to remediate difficulties encountered.</p> | <p>Looks for conditions that are favourable to dialogue. Expresses his point-of-view and is attentive to those of others. Supports his point-of-view with pertinent and coherent arguments. Asks questions in seeking clarification.</p> | <p>Looks for conditions that are favourable to dialogue. Sometimes expresses his point-of-view and is attentive to those of others. Occasionally supports his point-of view with pertinent and coherent arguments.</p> | <p>Rarely expresses his point-of-view and is attentive to those of others.</p> | <p>Rarely expresses his point-of-view and is not very attentive to those of others.</p> |