

# Learning Module: SOGI Leadership

## Facilitator's Guide

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*This guide is meant to be a starting point. Customize it or use it as is! The module was created by educators for educators, like you.*

# Essentials for EVERY Module

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## **CUSTOMIZE OR USE AS IS**

This guide will walk you through the “SOGI Leadership” 40-minute learning module from start to finish. You can facilitate the module as described or customize it to fit your facilitation style and audience.

## **INCORPORATE OTHER RESOURCES IF NEEDED**

You can find additional resources at [SOGleducation.org](https://sogleducation.org). If you have further questions, you can also contact your SOGI District Lead.

## **MANAGE OBJECTIONS AND LENGTHY DISCOURSE**

While it is important to hear everyone’s views, the time set aside for each module is very short. Here are some strategies for maintaining balanced group engagement and framing this module as a catalyst for ongoing discussion:

### **Before the session:**

- Read “Discussing Objections to SOGI Education” at the end of this facilitator’s guide for concise ways to respond to objections.

### **During the session:**

- Stop tangential or complex conversations and put them in the “parking lot” by writing the topic on a dedicated chart paper. Visit this parking lot at the end of the session, and identify people and places for following up on these topics.
- Agree to speak one-on-one, after the session, with anyone who wishes to express objections to SOGI education.

### **At the end of the session:**

- Open the floor to discussion if time permits.
- Encourage participants to do the following to learn more and get answers to questions:
  - ✓ Connect with you one-on-one.
  - ✓ Visit [SOGleducation.org](https://sogleducation.org).
  - ✓ Contact the SOGI School/District Leads.
  - ✓ Email the BC SOGI Education Lead ([info@sogieducation.org](mailto:info@sogieducation.org)).

# Essentials for THIS Module

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## EQUIPMENT & TECHNOLOGY

- Book A/V equipment for projecting a PowerPoint presentation and playing a video (with sound).
- Confirm that there is a WIFI connection to play the video from the direct link in the PowerPoint. If there is no WIFI, you can download the video for this module at [SOGIeducation.org](http://SOGIeducation.org).

## WORKSHEETS & HANDOUTS

- Print **one copy per participant** of the following:
  -  **Your district's SOGI policy and procedures** (unless participants will have the capacity to view it online in small groups using their own devices)
  -  **A SOGI Leadership Scenario Worksheet** (1 page, found in this guide).  
Note: This is for small group work, with each group getting one scenario, and each participant in that group getting a printout of that scenario.
  -  **MOE SOGI Policy Guidelines** (1 page, copied onto the back of the scenario, found in this guide)
- Print **one copy for yourself** of the following:
  -  **SOGI Leadership Scenarios Discussion Guide** (2 pages, double-sided, found in this guide)

## SUPPLIES & ROOM SET-UP

- Hang a chart paper on the wall entitled “Parking Lot” to list topics for follow-up.

## DRAFT SCRIPT (FOR EMAILS OR OTHERWISE)

“On [mm/dd/yyyy], I will be facilitating a learning module on sexual orientation and gender identity (SOGI). The learning module, SOGI Leadership, will explore the ways that anyone can take a lead in creating SOGI-inclusive schools, and the role that policy and procedures play in SOGI leadership. We are all at different places in our learning and that’s okay! Please join me in this important conversation to make our school a safer, more welcoming place for all of our students and families. You can find more information about the learning module and SOGI 1 2 3 at [SOGIeducation.org](http://SOGIeducation.org)!”

# Facilitation Checklist

For anyone who loves a good checklist!

<b>WHO</b>	<input type="checkbox"/> Choose your desired audience. <input type="checkbox"/> Identify any co-facilitators or co-organizers.
<b>WHEN</b>	<input type="checkbox"/> Determine the time when the most people could attend. <b>Tips:</b> <ul style="list-style-type: none"> <li>• Get recommendations at a committee meeting or from individuals.</li> <li>• Lunch-n-learns are very popular, especially if you're able to bring treats!</li> </ul>
<b>WHERE</b>	<input type="checkbox"/> Book a room that has the appropriate space/materials/equipment you will need (e.g., option for a projector, enough space for participants).
<b>WHAT</b>	<input type="checkbox"/> Review the Facilitator's Guide, PowerPoint presentation, and videos for the module and confirm what you will keep and/or customize.
<b>WHY</b>	<input type="checkbox"/> Make it clear in your mind why you want to run this module and what you are hoping to achieve. Be realistic. Think of it as a starting point.
<b>HOW</b>	<p><b>In the days/weeks preceding the session:</b></p> <input type="checkbox"/> Review and/or customize the module materials as desired. <input type="checkbox"/> Send invitations by e-mail and spread the word. <b>Tips:</b> <ul style="list-style-type: none"> <li>• Get enthusiastic supporters onside to spread the word.</li> <li>• Introduce the topic using SOGI Learning Burst videos at <a href="http://SOGIeducation.org">SOGIeducation.org</a>.</li> <li>• Encourage attendees of all interests and knowledge levels.</li> </ul> <input type="checkbox"/> Send an email reminder closer to the date. <input type="checkbox"/> Organize equipment, collect supplies, and print worksheets.
	<p><b>On the day of the session:</b></p> <input type="checkbox"/> Set up the room. <input type="checkbox"/> Review your speaker's notes. <input type="checkbox"/> Conduct the module. <input type="checkbox"/> Remain after the session to answer questions.
	<p><b>In the days after the session:</b></p> <input type="checkbox"/> Post any charts in a shared work space for reflection and conversation. <input type="checkbox"/> Check-in with participants by e-mail or in person to get feedback. <input type="checkbox"/> Conduct any discussions flagged during the session for follow-up. <input type="checkbox"/> Share any feedback and questions by emailing <a href="mailto:info@sogieducation.org">info@sogieducation.org</a> . <input type="checkbox"/> Start planning the next module.

# Speaking Notes

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*The following speaking notes were created for the pre-designed PowerPoint presentation for this module. They describe a 40-minute interactive session, but with only brief opportunities for broader discussion. Extension activities are suggested for when more time is available to the facilitator, and longer sessions with greater discussion are always valuable. The sample script is meant as a point of inspiration to supplement the text on the presentation slide.*

*The PowerPoint presentation is completely customizable to accommodate any changes.*

## SLIDE 1

### Title Slide

1 minute

#### **Sample Script:**

Welcome and thank you for joining us.

As you all know, this is a module on sexual orientation and gender identity (SOGI). It will explore the ways that anyone can take a lead in creating SOGI-inclusive schools, and the role that policy and procedures play in SOGI leadership.

## SLIDE 2

### Everyone can be a SOGI leader.

1 minute

#### **Sample Script:**

All students need to feel safe, included, and empowered so they can learn to their full potential. There are leaders at all levels of education (including students) who can be SOGI Champions to inspire and implement change.

We all have a role to play, regardless of where we are in our journey.

## SLIDE 3

### Activity: Our District SOGI Policy or Procedure

5 minutes

**Task:** First, summarize your district policy. Provide a printed copy for each group or table, or if working online, locate your district's policy or procedure on the district website. Next, show the group where to find and download the Ministry of Education Policy Guide from the [SOGI 1 webpage](#).

## SLIDE 4

### Video: SOGI Leadership

10 minutes

**Task:** Introduce and play the video.

## SLIDE 5

### Activity: SOGI Leadership Scenarios

8 minutes

**Task:** Divide participants into 3 groups (if the groups are too large—i.e., more than 6 people—have each group divide into two smaller groups, each working on the same scenario). Give each group a printout of a scenario and the MOE policy guidelines, and review the instructions on the slide. Reconvene in **5 minutes**.

**Extension Activity:** Provide additional time for more detailed responses and group work.

## SLIDE 6

### Activity: Scenarios Debrief

10 minutes

**Task:** Invite one member of each group to stand and give a **2-minute** presentation summarizing their recommendations for their scenario (if two groups worked on the same scenario, one should read their plan and the other can provide additional ideas).

**Extension Activity:** Provide additional time for discussion and feedback following each presentation.

## SLIDE 7

### Moving Forward

4 minutes

**Sample Script:**

No matter where you are in your journey, there are resources online, at the school and provincial level, to help you be proactive and react to situations that may arise in an inclusive and thoughtful way.

Is your school ready to be a part of the SOGI Educator Network? Do you have one or more people who are willing to be your SOGI School Lead? Whether your district has a SOGI District Lead or not, having a SOGI School Lead can move your school forward.

While there is a policy guide, each individual and situation is different. If you are ever unsure how to handle a situation, visit [SOGleducation.org](http://SOGleducation.org) for a range of resources or consult your District SOGI Lead / Safe Schools Coordinator.

Change will come if we work together!

## SLIDE 8

### Thank you!

1 minute

**Task:** Encourage participants to learn more and get answers to questions by connecting with you one-on-one, visiting [SOGleducation.org](http://SOGleducation.org), contacting the SOGI School/District Leads, or emailing the BC SOGI Education Lead ([info@sogieducation.org](mailto:info@sogieducation.org)).

**Extension Activity:** Open the floor to discussion if time permits.

**Sample Script:**

Thank you for participating and learning!

# Worksheets & Handouts

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These worksheets and handouts support the activities recommended for this module.

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# SOGI Leadership Scenario

## Worksheet

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*Some of these scenarios are more likely during the secondary or elementary years, but most could be either. Try to imagine that this is a student at your school. Discuss and record in your group what you would do, both immediately, and to be proactive so that future issues are avoided. You may use your own district's SOGI Policy/Procedure and/or the BC Ministry of Education Guidelines.*

### Scenario 1: Saleem

A student, Saleema, and her mom come to you for help. From a very early age, Saleema has identified as a boy. Saleema now wants to live and attend school as a boy, and to be called Saleem.

IMMEDIATE ACTIONS	PROACTIVE PLAN

# SOGI Leadership Scenario

## Worksheet

*Some of these scenarios are more likely during the secondary or elementary years, but most could be either. Try to imagine that this is a student at your school. Discuss and record in your group what you would do, both immediately, and to be proactive so that future issues are avoided. You may use your own district's SOGI Policy/Procedure and/or the BC Ministry of Education Guidelines.*

### Scenario 2: Taz

A student, Taz, has told several friends that she is a lesbian, but is not "out" at home. You know that her family is deeply religious, very conservative, and you suspect wouldn't be supportive. She has started skipping school after graffiti like "dyke" and "lesbo" began to appear on her desk or locker.

IMMEDIATE ACTIONS	PROACTIVE PLAN

# SOGI Leadership Scenario

## Worksheet

*Some of these scenarios are more likely during the secondary or elementary years, but most could be either. Try to imagine that this is a student at your school. Discuss and record in your group what you would do, both immediately, and to be proactive so that future issues are avoided. You may use your own district's SOGI Policy/Procedure and/or the BC Ministry of Education Guidelines.*

### Scenario 3: Chloe

You have a new student at your school, Chloe, who is getting tall and somewhat stocky. She is transgender and socially transitioned in grade 3. Her gender expression is quite feminine. Several female students come to you saying that they don't feel comfortable in the washroom with Chloe, because they say she's actually a boy.

IMMEDIATE ACTIONS	PROACTIVE PLAN

# BC Ministry of Education

## SOGI Policy Guidelines

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Found at [SOGIeducation.org/SOGI1](http://SOGIeducation.org/SOGI1).

1. **Common Language** (Definitions/Terms) – Every party involved will be well-informed and equipped with appropriate and respectful language. Any set of terms should acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and on what language or terms they consider respectful and inclusive of themselves.
2. **Safety/Anti-Harassment** – Proactive and reactive measures that ensure students and staff are protected from bullying, discrimination, harassment and violence based on their sexual orientation and gender identity or expression. For example, explicit Codes of Conduct.
3. **Self-Identification** – Students have the right to self-identification, which includes the name by which they wish to be addressed and their preferred pronouns that correspond to their gender identity.
4. **Confidentiality and Privacy** – Students have the right to confidentiality of their official and/or preferred sex, gender, and name. In class: Staff will not expose sexual orientation, gender identity, and/or gender expression of students.
5. **Dress** – Students may express their gender identity or gender expression through what they wear to school. A dress code should be as all-inclusive as possible, which may include removing pronouns.
6. **Gender Integrated and Inclusive Activities** – Schools will focus on integrated and inclusive activities. Where gender segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group they would like to participate in.
7. **Educator Training** – Staff are supported with professional learning opportunities to develop a broader understanding of SOGI and the impact on students. Training should allow staff to appropriately deliver the curriculum, handle discrimination, and support individual needs.
8. **Inclusive Learning** – Classroom materials and activities contain positive images and accurate information about sexual and/or gender diversity, SOGI history and culture which reflects accomplishments and contributions of transgender and gender nonconforming people.
9. **Facilities** – Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
10. **Inclusive Extra-Curricular Activities** – Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a GSA (Gender-Sexuality Alliance) type club.

# SOGI Leadership Scenarios

## Discussion Guide

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Identity is complex and multi-layered. In addition, each individual, family, school and community are also unique. For this reason, each situation must be considered carefully and a plan developed that considers the specific needs and wishes of the student and their family. Under the BC Human Rights Code, everyone is entitled to respect and safety, regardless of their sexual orientation, perceived sexual orientation, gender identity, and gender expression. Our job as educators is to create safer, more inclusive environments for everyone to grow, learn, and live authentically so they can reach their potential.

If you are facilitating these discussions, please allow participants to generate ideas first before using the notes below to augment the discussion.

## Scenario 1

### **Saleem**

*A student and their mom come to you for help. Although assigned female at birth, from a very early age, this student has identified as a boy. Saleema now wants to live and attend school as a boy, and to be called Saleem.*

#### Possible questions and ideas to explore:

- Saleem’s mom is supportive. If this was not the case, you may want to explore other family and community supports. Are other family members supportive? Do they know?
- It seems that Saleem wants to share his gender identity publicly. This is not always the case with people who are transitioning. It is important to respect a student’s wishes around privacy and confidentiality, as safety may be a real concern. Does Saleem want other/all staff to know? How does he want this information shared?
- How and when would Saleem like to tell his peers? Would he like an adult to facilitate this conversation? Does he want to be present for the discussion?
- It seems like Saleem is interested in going through a social transition – the process by which he will come to be identified as a boy by the school staff and his classmates. Transitions can also involve a range of medical treatments, although not all youth/adults choose to go that route. The student’s desire to transition medically is private medical information and does not need to be discussed or shared unless it has a direct impact on the student’s school experience.
- Has the staff received professional development regarding gender identity?
- How close and supportive are Saleem’s peers likely to be?
- Age-appropriate lessons on gender identity and being trans for peers
- Lessons/discussion with students about being an “Upstander” when they see someone being teased or harassed

- Where does Saleem feel most comfortable using the washroom/change room? Are there factors that might be constraining his choices (e.g., if he does not feel comfortable using the boy's washroom due to bullying, this bullying should be addressed)?
- Are there activities/sports in the school that are segregated by gender? How will Saleem be included?
- What procedures exist to change Saleem's name and gender markers on school records/documents?
- Ensure that teacher(s) include relevant information in sub notes
- Does Saleem have siblings and do they need any support?
- If they are not yet connected to community supports, offer information to Saleem's mother/family about organizations like Trans Care BC, Qmunity and websites such as genderspectrum.org and gendercreativekids.ca

## Scenario 2

### Taz

*A student, Taz, has told several friends that she is a lesbian, but is not "out" at home (she has not yet told her family). You know that her family is deeply religious and very conservative, and you suspect they would not be supportive. She has started skipping school after graffiti like "dyke" and "lesbo" began to appear on her desk or locker.*

### Possible questions and ideas to explore:

- The graffiti should be removed as soon as possible.
- If those responsible are known, regular disciplinary procedures should apply.
- Is there a trusted adult who would be best to check in with Taz?
- What school supports (if any) would she find helpful? Counsellor? GSA (Gender-Sexuality Alliance) Club?
- Are there other family or community supports that could be explored? Siblings?
- Does she want other staff members to know and/or to be watching for further harassment?
- How close and supportive are Taz's friends? Can they help support?
- The graffiti is symptomatic of the need for greater student learning regarding sexual orientation and/or gender identity. Do teachers talk about same-sex families and/or sexual orientation in an inclusive way in their classroom? Are there posters around that set a clear standard that the school community embraces people of all genders and sexualities? Lessons/discussion with students about being an "Upstander" when anyone is being teased or harassed
- It's important for Taz to know that she is supported and should report any further harassment
- Is Taz having difficulty reconciling her faith with her sexuality? Are there books or web-based resources that would be helpful? Even if she is not, it might be beneficial to invite a

guest speaker who can speak to the way that faith or spirituality can be inclusive of SOGI issues as other students may have similar struggles.

- Do not assume that Taz’s parents are unsupportive, but you should be aware of relevant resources if this becomes an issue. PFLAG is an excellent organization that has helped many parents to accept their child’s sexual orientation and/or gender identity. Would Taz like to be connected to a counsellor who can help her through potential family conflicts?

## Scenario 3

### Chloe

*You have a new student at your school, Chloe, who is getting tall and somewhat stocky. She is transgender and socially transitioned in grade 3. Her gender expression is quite feminine. Several female students come to you saying that they don’t feel comfortable in the washroom with Chloe, because they say she’s actually a boy.*

#### Possible questions and ideas to explore:

- Ask the girls if they have said anything to Chloe about their discomfort. Does she know that they are coming to you? Be sure not to “out” Chloe (reveal that she is transgender) to other students if they do not know this about her. Use this conversations as an opportunity to talk to them broadly about gender diversity and the importance of accepting people of all gender expressions and gender identities.
- Are there students in the school who do know Chloe’s gender identity? Do they support her? Does she have good friends?
- Explore with the girls why they feel uncomfortable without shame or blame. Is Chloe doing anything inappropriate? Distinguish between behaviour that is not OK in a washroom versus a person’s presence.
- Do the girls understand what a transgender person is? If not, it important to explain this to them, and give them some basic vocabulary, so that they can understand that Chloe is a girl.
- Depending on the age of girls, if they know that Chloe is transgender and, you could watch and discuss a short video about washrooms from the SOGI 3 Film and Video List. Mention the historic parallels with discomfort due to race/ethnicity. Ensure they understand that SOGI is a private part of someone’s identity and sharing it is an individual’s decision not theirs.
- Is there a trusted adult who would be best to check in with Chloe? It is likely that this incident is not isolated. If other staff don’t know about her gender identity, does she want this for added support?
- Has the staff received professional development regarding gender identity?
- If Chloe decides to be more open with peers about her gender identity, how would she like to do this? Would she like an adult to facilitate this conversation? Does she want to be present for the discussion?
- Does Chloe have the support of her family?
- What school supports (if any) might she find helpful? Counsellor? GSA (Gender-Sexuality Alliance) Club?

- The girls' reaction is likely symptomatic of the need for greater understanding about gender identity in the school. Do teachers talk about gender diversity and/or transgender people in an inclusive way in their classroom? Are there posters displayed to set a clear standard that the school community embraces people of all gender identities and expressions?
- Washrooms and change rooms are places where many students feel unsafe. What can the school do to make these spaces safer?
- Lessons/discussion with students about being an "Upstander" when anyone is being harassed.

# Discussing Objections

## Speaking Points for Opposition to SOGI Education

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### **RATIONALE**

Opposition to SOGI-inclusive education happens. This document has ideas that anyone can use to help find common ground and bring the discussion back to student safety and well-being. Avoid entering into debates about the meanings or merits of scriptural texts.

### **FAITH-BASED AND CULTURAL SENSITIVITIES**

- LGBTQ people are from every ethnicity, religion/faith, age, demographic, are found all over the world and throughout history.
- Many religious/faith-based organizations and followers *are* supportive of LGBTQ people and many LGBTQ people *are* religious / practice faith.
- Almost all faiths and ethno-cultural groups have LGBTQ subgroups.
- Individual families will always have a range of values. Schools have a duty to teach the societal value of respect for *all*.

### **THE NEED AND BENEFITS OF SOGI EDUCATION**

#### **Every Class in Every School – 2011 (Canadian)**

- Almost two thirds (64%) of LGBTQ students reported that they feel unsafe at school.
- Any given school is likely to have as many heterosexual students as LGBTQ students who are harassed about their sexual orientation or gender expression.
- LGBTQ students from schools with anti-homophobia policies reported significantly fewer incidents of physical and verbal harassment.

#### **SARAVYC – 2016 (Canadian)**

- In schools with anti-homophobia initiatives, straight youth also reported lower levels of discrimination because people perceived them to be gay or lesbian, and thus lower levels of suicidal ideation, suicide attempts, binge drinking, problem substance abuse.”

#### **Family Acceptance Project, SFSU (2009)**

- Parent attitudes matter. Parental rejection of LGBT teens can adversely affect their health in many ways including suicide, depression, drug use, unprotected sex, homelessness and juvenile detention. Supportive schools can improve these outcomes.

## REMINDERS ABOUT HUMAN RIGHTS LEGISLATION

- In September 2016 BC Ministry of Education directed both public and independent schools to include explicit protections based on sexuality and gender identity/expression to their anti-bullying policies and school codes of conduct.
- Courts have stated that, *“Public schools must be inclusive and secular, and that when religious rights are in opposition, schools should err on the side of inclusion.”*
- Courts have stated that, *“School boards must respond effectively to allegations of harassment or bullying based on either “perceived” or “real” characteristics and must provide students with an educational environment that does not expose them to discriminatory harassment”*
- Courts have stated that, *“Tolerance is always age-appropriate, children cannot learn unless they are exposed to views that differ from those they are taught at home.”*

## QUICK RESPONSES FOR TALKING ABOUT LGBTQ-INCLUSION WITH PARENTS AND COMMUNITY MEMBERS (from the British Columbia Teachers Federation)

*“This goes against our rights to teach our children our own set of family values.”*

- As teachers, we do not condone children being removed from our classes when we teach about Aboriginal people, people of colour, people with disabilities, or gay, lesbian, bisexual and trans people.
- You can absolutely teach your child your own values at home. Public schools have a duty to teach all students about respecting diversity and valuing all types of people.
- Teachers and principals have a legal obligation to provide for the safety and inclusion of all students in our school.

*“It’s recruitment or teaching about sex!”*

- No one suddenly chooses to become lesbian, gay, bisexual or trans because they heard about the topic in school.
- Anti-homophobia and anti-transphobia education does not include discussion about sexual practices.
- Secondary students need accurate information about relationships and safe sex. Lack of information can have significant consequences for youth.

*“My child is too young for this topic!”*

- Children are already learning homophobic and transphobic slurs during the primary years. My job is to make school safe and oppose all name calling.
- All students and families deserve to see themselves represented in curriculum and learning activities. The mandatory provincial curriculum includes diverse family structures.
- It is our job as educators to teach accurate, up-to-date information to every child.