

# Professional Development Resource: SOGI + Intersectionality

## Facilitator's Guide

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Introduction	2
Essentials for Presenting	3
Facilitation Checklist	4
Facilitation Tips	5
Speaking Notes	6
Addressing Concerns	15

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

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# Introduction

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This guide will walk you through the SOGI + Intersectionality Module from start to finish. You can facilitate the session as described or customize it to fit your facilitation style and audience.

This 90-minute workshop will explore sexual orientation and gender identity (SOGI), specifically the importance of intersectionality as we integrate SOGI into all areas of the curriculum. How do we as educators explore our own positionality and privilege honestly and teach from an intersectional lens? This module introduces what intersectionality is, why it is relevant to teaching practices, and how educators can continue to make a positive impact on their students.

This module has been designed to be 90 minutes but could easily be a half-day workshop. In order for this to be a firm 90-minute workshop, you may need to select one or two activities or to do or limit the amount of discussion time with each activity.

## **PRESENTING IN A SCHOOL ENVIRONMENT**

This presentation is designed as a tool for SOGI District Leads and SOGI School Leads to offer professional development training to educators as a “deeper dive” on a SOGI-related topic. If you’re looking to present this in a school environment, you may want to work with your school administration, SOGI District Lead or SOGI School Lead to determine the best time to present this workshop. A solid understanding of SOGI and SOGI 1 2 3 is helpful prior to this SOGI + Intersectionality module.

## **HOW TO FRAME CONVERSATIONS**

This presentation is designed as a tool for SOGI District Leads and SOGI School Leads to offer professional development training to educators. This workshop requires attendees to reflect on their own identities and evaluate the power dynamics that exist within their own school environment. Attendees should note that this SOGI + Intersectionality module is meant to prompt the discussion of inclusive school environments and how educators can adapt behaviours to model that.

## **INCORPORATE OTHER RESOURCES IF NEEDED**

Take some time to research on intersectionality and see if there are any online resources that may be helpful to send to attendees ahead of time to set them up for success in this module. Examples of these resources can be found in the Facilitation tips. If you have further questions, you can also contact your SOGI District Lead or SOGI School Lead.

# Essentials for Presenting

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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 videos from the direct links in the PowerPoint. If there is no WIFI, you can download the SOGI 1 2 3 video for this session at [bc.sogieducation.org/pro-d](http://bc.sogieducation.org/pro-d).

## **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 co-facilitating with the SOGI School Lead/Administrator a professional development workshop on SOGI + Intersectionality at our school. The information session is meant to introduce concepts of intersectionality in education and to develop greater understanding of what SOGI-inclusive education looks like in our school. 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 our students and families. You can find more information about the session and SOGI 1 2 3 at [bc.sogieducation.org/pro-d](http://bc.sogieducation.org/pro-d).”

# Facilitation Checklist

For anyone who loves a good checklist!

<b>WHO</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose your desired audience.</li> <li><input type="checkbox"/> Identify any co-facilitators or co-organizers (SOGI District Lead, SOGI School Lead, Administrator)</li> </ul>
<b>WHEN</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the time when the most people could attend.</li> </ul> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Get recommendations from the SOGI District Lead or SOGI School Lead or Admin</li> </ul>
<b>WHERE</b>	<ul style="list-style-type: none"> <li><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).</li> </ul>
<b>WHAT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the Facilitator’s Guide, PowerPoint presentation, and videos for the session and confirm what you will keep and/or customize.</li> </ul>
<b>WHY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make it clear in your mind why you want to run this session and what you are hoping to achieve. Be realistic. Think of it as a starting point.</li> </ul>
<b>HOW</b>	<p><b>In the days/weeks preceding the session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review and/or customize the materials as desired.</li> <li><input type="checkbox"/> Send invitations by e-mail and spread the word.</li> </ul> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Consider if you want your audience to do any pre-reading or watch any videos prior to the workshop</li> <li>• Get enthusiastic supporters onside to spread the word.</li> <li>• Encourage attendees of all interests and knowledge levels.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Send an email reminder closer to the date.</li> <li><input type="checkbox"/> Organize equipment, collect supplies, and print brochures.</li> </ul>
	<p><b>On the day of the session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set up the room.</li> <li><input type="checkbox"/> Review your speaker’s notes.</li> <li><input type="checkbox"/> Conduct the session.</li> <li><input type="checkbox"/> Remain after the session to answer questions.</li> </ul>
	<p><b>In the days after the session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check-in with participants by e-mail or in person to get feedback.</li> <li><input type="checkbox"/> Conduct any discussions flagged during the session for follow-up.</li> <li><input type="checkbox"/> Share any feedback and questions by emailing <a href="mailto:info@sogieducation.org">info@sogieducation.org</a>.</li> </ul>

# Facilitation Tips

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*Intersectionality can be an intimidating subject to facilitate. You do not have to be an expert on the topic to have open dialogue and conversations on how schools can be more inclusive environments. These tips are meant as a guide to help support your facilitation practice on how to approach conversations on intersectionality.*

## MANAGING OBJECTIONS

Here are some strategies for maintaining balanced group engagement and framing this session as a catalyst for ongoing discussion:

### Before the session:

- Consider sending videos or articles for attendees to read before the session. That way, attendees are clear on the topic and will know what kinds of conversations to expect. For example, Kimberlé Crenshaw’s TedTalk on intersectionality (<https://youtu.be/akOe5-UsQ2o>) or Intersectionality 101 by Teaching Tolerance (<https://www.youtube.com/watch?v=w6dnj2lyYjE>).
- Read “Addressing Concerns Constructively” at the end of this facilitator’s guide for concise ways to respond to objections on SOGI-inclusive education.

### During the session:

- Be conscious of attendees. This may be the first time attendees have reflected on their own identities or be part of a marginalized group that may not feel comfortable speaking. Consider how to make the workshop a space people feel comfortable sharing and invite those who wish to share with the group to speak.
- This conversation is about power and privilege. Make sure to clearly define the difference between systems and individuals. If attendees are resistant to accept privilege as part of their identity, remind them privilege is about systems and institutions that oppress groups, not individuals who oppress groups.
- Stop tangential 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 concerns.
- You do not have to know the answer to every question. You can ask the group or agree to take down their question and respond after the module.

# Speaking Notes

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*The following speaking notes were created for the pre-designed PowerPoint presentation for this session. They describe a 90-minute interactive session, with many 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

### SOGI Title Slide

1 minute

**Note:**

Begin your presentation with a meaningful and respectful Indigenous welcome or land acknowledgement. Be sure to reach out to local Indigenous communities before your presentation to discuss the protocol and proper wording of the acknowledgement.

**Sample Script:**

Welcome and thank you for joining us. I'd like to start our time together with by acknowledging the territory in which we gather. \*Insert land acknowledgement or Indigenous welcome here.\*

This is a module on Sexual Orientation and Gender Identity (SOGI). Specifically, it will look at the importance of intersectionality as we integrate SOGI into all areas of the curriculum. Today we will learn about SOGI and Intersectionality and how these relate to SOGI 1 2 3.

## SLIDE 2

### Today's conversation

1 minute

**Sample Script:**

Today, we will start with an introduction to intersectionality and some key terms. Then, we will discuss why this topic is important for us to consider as educators, especially around the areas of sexual orientation and gender identity. The last area of focus today is to learn tangible ways that we can use an intersectional lens in our SOGI-inclusive teaching practice.

## SLIDE 3

### What is “SOGI”?

2 minutes

**Sample Script:**

Just a quick refresher: SOGI (pronounced “so-jee”) is an acronym that stands for sexual orientation and gender identity. Everyone has a sexual orientation (attraction or lack thereof) and everyone has a gender identity (understanding and experience of their gender). SOGI 1 2 3 is a set of teaching resources like videos, lesson plans and learning modules about sexual orientation and gender identity. It helps educators create a school environment that is inclusive and where students feel safe, accepted, respected and welcome.

## SLIDE 4

### SOGI-Inclusive curriculum is important

1 minute

**Sample Script:**

SOGI EDUCATION provides a mirror for some students and families to see themselves reflected and a window for all students to see the diversity that exists in society.

SOGI content is embedded in updated curricula in Alberta and BC. All students need to see themselves and their families reflected in lessons, language and practices. Like other forms of inclusion in schools, the goal of SOGI-inclusive education is two-fold: for everyone to understand the diverse society that we live in and for everyone to feel safe, valued, and respected.

## SLIDE 5

Did you know?

1 minute

**Sample Script:**

75.2% of LGBTQ students in schools with an inclusive curriculum said their peers were accepting of LGBTQ people, compared to 39.6% of those without an inclusive curriculum.

The research quoted in the slide is from GLSEN, a US-based SOGI Education organization. The study also showed that an LGBTQ-inclusive curriculum helps students to feel safer, feel more accepted by peers, and even miss less school.

## SLIDE 6

Important vocabulary

3 minutes

**Sample Script:**

In order for us to understand intersectionality and its connection to sexual orientation and gender identity, we first have to start with some common vocabulary. The words we will be looking at today are privilege, discrimination, prejudice, oppression, and intersectionality. Which of these words are familiar to you? Which ones are less so?

## SLIDE 7

Key terms

8 minutes

**Sample Script:**

Privilege, discrimination, prejudice, and oppression are all linked to one another. They are related, but not the same. The social groups we belong to may be based on race, class, religion, ability, age, sex assigned at birth, sexual orientation, and gender identity. Some social groups are more privileged than others. Most of us benefit from unearned privileges, many of us are victims of some sort of systemic oppression, and all of us have prejudices.



## SLIDE 8

### Activity: Assessing your own power and privilege

10 minutes or more, if time allows

**Note:** Invite participants to reflect on areas of their lives where they experience privilege or a lack thereof. This can be quite a personal exercise and may be new to some, so consider inviting only those who wish to share with the group to speak.

#### **Sample Script:**

Since we are complex beings, there may be parts of our identity that mean we experience privilege and others that mean we experience discrimination. Think about your class, religion, ability, age, gender, gender identity. How are parts of your identity reflected positively, negatively, or ignored in society, leadership, and the media?

## SLIDE 9

### Intersectionality

2 minutes

#### **Sample Script**

Intersectionality is a term used to describe how all humans have complex, multiple identities, some that are privileged and some that are oppressed, and that this informs the perspective that individual takes on while moving in the world. Intersectionality emphasizes that the aspects of privilege and oppression that an individual may hold are connected and cannot be separated from one another.

## SLIDE 10

### Intersectionality

5 minutes

#### **Sample Script:**

Intersectionality can sometimes be confused with diversity. Diversity is about difference, so you may be a part of diverse communities. Intersectionality is how those different belongings interact and layer to create unique experiences.

Everyone is intersectional. But some intersecting identities are granted more privileges than others. Think about the experiences of a white, working-class, cisgender woman and those of a trans, indigenous, middle-class teenager. Though some of their identities are the same, the intersecting identities of the teenager means they face societal challenges that the woman does not and vice versa.

## SLIDE 11

### Video: SOGI + Intersectionality

15 minutes

#### **Sample Script:**

Next, we will watch a video that will give more details about the what, why, and how of using an intersectional approach to our teaching practices. As you take this video in, I encourage you to think of ideas on how to include intersectional SOGI content in your classrooms. I also invite you to reflect on how intersectionality relates to your role as an educator.

## SLIDE 12

### Activity: Identity wheel

10 minutes or more, if time allows

#### **Sample Script:**

This activity is one you can do with students. You can extend it meaningfully by posing the questions in our previous activity on assessing privilege. but it can also help us as educators understand our own identities and how they shape the way we teach, learn, and move through the world.

Take some time to create your own identity wheel, taking extra care to think of all the parts of yourself that make you who you are. Sometimes we don't think much about certain aspects of our identity because we are privileged in those areas. For example, I may not often think of myself as *insert privileged identity here\** (such able-bodied, or neurotypical, cisgender, etc.) because the world around me has been largely created to accommodate me. It may be easier for us to think of the parts of our identity in which we face discrimination or oppression. These

layers of identity are easier to name because we may have to repeatedly find ways to adapt ourselves to the world around us.

Challenge yourself to think of parts of your identity in which you have privilege and parts of your identity in which you are the recipient of discrimination or oppression. Did watching the video give you more ideas on the various identities you may hold or how you might be able to teach from an intersectional perspective?

## SLIDE 13

### How do SOGI and intersectionality fit together?

2 minutes

#### **Sample Script:**

Sexual orientation and gender identity are two layers of all our identities, but we all have many intersecting identities. Certain SOGI are privileged and prized on a societal level, we can see that reflected in our schools. Gender and sexual minority students report feeling less safe at school and have higher levels of truancy, substance abuse and self-harming behaviours.

**Note:** Please see articles below for additional information:

Konishi, C., Saewyc, E., Homma, Y., & Poon, Co. (2013). Population-Level Evaluation of School-Based Interventions to Prevent Problem Substance Use among Gay, Lesbian and Bisexual Adolescents in Canada. *Preventive medicine*.

Saewyc, E., Konishi, C., Rose, H., & Homma, Y. (2016). School-Based Strategies to Reduce Suicidal Ideation, Suicide Attempts, and Discrimination among Sexual Minority and Heterosexual Adolescents in Western Canada. *International journal of child, youth & family studies: IJCYFS*.

Saewyc E., Poon C., Kovaleva K., Tourand J., & Smith A. (2016). School-based interventions to reduce health disparities among LGBTQ youth: Considering the evidence. Vancouver: McCreary Centre Society & Stigma and Resilience Among Vulnerable Youth Centre.

Saewyc E., Frohard-Dourlent H., Ferguson, M., & Veale J. (2018). *Being Safe, Being Me in British Columbia: Results of the Canadian Trans Youth Health Survey*. Vancouver, B.C.: Stigma and Resilience Among Vulnerable Youth Centre, School of Nursing, University of British Columbia.

## SLIDE 14

### Discussion: Oppression

10 minutes

**Note:** This conversation is about power and privilege. Make sure to clearly define the difference between systems and individuals. If attendees are resistant to accept privilege as part of their identity, remind them privilege is about systems and institutions that oppress groups, not individuals who oppress groups.

You may want to pick one or two of these questions to tackle, or assign one question per group, as these topics can be quite substantial.

#### Sample Script:

1. Let's take a moment to examine our particular context. What kinds of social groups have the most power in our school, district, and classrooms or who do we often see in leadership roles? Who is missing from these seats power or who is at the bottom of the hierarchy? Why do you think this is the case?
2. Take an inventory of the resources you use, whose stories are told, whose stories are silenced, who is telling the story? Is it a privileged person speaking on behalf of a minoritized group instead of members of the group themselves telling their own stories? How does the narrative function to promote or discourage a complexity of voices/identities? Challenge yourself beyond choosing resources, lessons, or practice that are token, one-off, or that perpetuate a single story. If you're trying to find examples or resources of one oppressed group, try searching for resources that include perspectives from people with layered oppression (so, not just a white gay cisgender boy's story, but maybe LGBTQ2S+ folks of colour, who are disabled, immigrants, or working class).
3. How are your students experiencing systemic disadvantages? Can you identify any groups who are don't see themselves reflected positively or who are the victims of negative stereotypes and discrimination?

## SLIDE 15

### Keep moving forward

3 minutes

#### Sample Script:

Being an ally is more than a state of mind, it's on-going, sustained action. Allyship in action involves reflecting on your own privilege and your prejudices. How do they inform the way you

move about the world? Remember, we all have some forms of privilege and therefore we can all be allies in some way.

## SLIDE 16

Keep moving forward – how to be an ally

3 minutes

### **Sample Script:**

Once we recognize our positions of privilege, we can listen to and amplify the voices of those people who are disadvantaged and oppressed in ways we are not. We, of course, should never speak to the experience of others, but we surely can listen actively.

## SLIDE 17

Discussion: Allyship

10 minutes or more, if time allows

### **Sample Script:**

What are some achievable, practical goals we can set for ourselves as a team for practising allyship in our context? And, just as importantly, how do we ensure we follow through on these group goals?

## SLIDE 18

Check-In

2 minutes

***Task:** Encourage participants to learn more and get answers to questions by connecting with you one-on-one or visiting [bc.sogieducation.org/pro-d](http://bc.sogieducation.org/pro-d).*

### **Sample Script:**

Before we finish our time together, let's take a moment to reflect. Like in the previous discussion, try to give yourself a tangible, achievable goal as you answer the first question.

To learn more and get answers to your questions, you can connect with me one-on-one, visit [SOGIeducation.org](http://SOGIeducation.org), contact the SOGI School/District Leads, or email your Provincial SOGI Education Lead at [info@sogieducation.org](mailto:info@sogieducation.org).

## SLIDE 19

Thank you!

1 minute

***Task:** Encourage participants to learn more and get answers to questions by connecting with you one-on-one, visiting [SOGIeducation.org/parents](http://SOGIeducation.org/parents), contacting their child's teacher, or the SOGI School Lead.*

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

**Sample Script:**

Thank you for participating and learning!

# Addressing Concerns Constructively

## Speaking Points for Resistance to SOGI-Inclusive Education

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### OVERVIEW

Resistance 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 different theories, philosophies and the meanings or merits of scriptural texts.

The purpose of this module is to reflect on ways that educators can adapt their teaching practice to make all schools inclusive spaces so all students can feel safe, accepted, and welcome.

### 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, SFU (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.”*

- Teachers do not condone children being removed from classes when they teach about Aboriginal people, people of colour, people with disabilities, or gay, lesbian, bisexual and transgender 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. Their teacher’s 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.
- Educators are best equipped to determine what is age appropriate for their classrooms and are trained to teach accurate, up-to-date information to every child.