

Learning Module: SOGI Q&A

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

CUSTOMIZE OR USE AS IS

This guide will walk you through the “SOGI Q&A” 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 SOGIeducation.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 SOGIeducation.org.
 - ✓ Contact the SOGI School/District Leads.
 - ✓ Email the BC SOGI Education Lead (info@sogieducation.org).

Essentials for THIS Module

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 module at SOGleducation.org. However, other videos will need to be eliminated from the presentation.

WORKSHEETS & HANDOUTS

- Print **one copy per participant** of the following (found in this guide):

 **Gender and Sexuality Spectrum Worksheet** (1 page)

 **Gender and Sexuality Spectrum** (1 page)

 **SOGI Terminology Quiz** (2 pages double-sided)
Or sign-up on [Kahoot](https://www.kahoot.com/) and search for “Essential SOGI (LGBTQ) Terminology” to implement electronically.

 **SOGI Terminology Quiz: Answers & Discussion Guide** (2 pages double-sided)

SUPPLIES & ROOM SET-UP

- Hang a chart paper on the wall entitled “Parking Lot” to list topics for follow-up.
- Hang a chart paper on the wall entitled “Wonder?”
- Hang a chart paper on the wall entitled “Examples”
- Distribute Post-it notes.

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 Q&A, is meant to uncover any unanswered questions, to develop greater understanding, and to help everyone with inclusive terms and language. 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 learning module and SOGI 1 2 3 at SOGleducation.org!”

Facilitation Checklist

For anyone who loves a good checklist!

WHO	<ul style="list-style-type: none"> <input type="checkbox"/> Choose your desired audience. <input type="checkbox"/> Identify any co-facilitators or co-organizers.
WHEN	<ul style="list-style-type: none"> <input type="checkbox"/> Determine the time when the most people could attend. <p>Tips:</p> <ul style="list-style-type: none"> • Get recommendations at a committee meeting or from individuals. • Lunch-n-learns are very popular, especially if you're able to bring treats!
WHERE	<ul style="list-style-type: none"> <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).
WHAT	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Facilitator's Guide, PowerPoint presentation, and videos for the module and confirm what you will keep and/or customize.
WHY	<ul style="list-style-type: none"> <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.
HOW	<p>In the days/weeks preceding the session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and/or customize the module materials as desired. <input type="checkbox"/> Send invitations by e-mail and spread the word. <p>Tips:</p> <ul style="list-style-type: none"> • Get enthusiastic supporters onside to spread the word. • Introduce the topic using SOGI Learning Burst videos at SOGIeducation.org. • Encourage attendees of all interests and knowledge levels. <ul style="list-style-type: none"> <input type="checkbox"/> Send an email reminder closer to the date. <input type="checkbox"/> Organize equipment, collect supplies, and print worksheets.
	<p>On the day of the session:</p> <ul style="list-style-type: none"> <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>In the days after the session:</p> <ul style="list-style-type: none"> <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 info@sogieducation.org. <input type="checkbox"/> Start planning the next module.

Speaking Notes

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 is meant to uncover any unanswered questions, to develop greater understanding, and to help everyone with inclusive terms and language.

SLIDE 2

SOGI understanding builds safety and inclusion.

1 minute

Sample Script:

SOGI means Sexual Orientation and Gender Identity. The term is inclusive because everyone has both a sexual orientation and a gender identity.

All students need to feel safe, included and empowered so they can learn. To ensure this, educators need to understand sexuality and gender and move forward in a spirit of respect and inclusivity.

Today's session will help you explore a number of questions, such as, Where you are in your understanding? Where and how can you learn more? What information do you still need? How can you show your support?

SOGI Education has certain challenges, but many more rewards. It is supported by all levels of the BC education system. As an educator, you play an important role!

SLIDE 3

Video: SOGI Q&A

10 minutes

Task: *Introduce and play the video.*

Sample Script:

This learning video will help build our understanding of sexuality and gender and will provide some useful tools and language to support SOGI diversity in your classroom.

Many educators are already doing amazing work around diversity education, and this module and video can help build on this work.

SLIDE 4

Activity: Gender and Sexuality Spectrum

5 minutes

Task: *Distribute the “Gender and Sexuality Spectrum Worksheet.”*

Sample Script:

Please complete this worksheet in partners or small groups by (1) matching each image to the corresponding spectrum, and (2) choosing the correct words from the bottom of the worksheet to fill in the blanks on each spectrum.

SLIDE 5

Answers: Gender and Sexuality Spectrum

3 minutes

Task: *Distribute the “Gender and Sexuality Spectrum” showing the correct answers, as a paper resource for participants.*

Sample Script:

Here are the spectrums as seen in the video to check your responses.

Similar to how we now understand that race is not simply black and white, gender is not as simple as male OR female. It's helpful to think of gender and sexuality not as a binary, but rather as a spectrum.

SLIDE 6

Basic terminology is important.

1 minute

Sample Script:

Language is always evolving, and different people prefer different terms. However, some basic terminology is very useful. It is important to use correct terminology and mirror the language and pronouns people use for themselves.

SLIDE 7

Activity: SOGI Terminology Quiz

4 minutes

Task: Distribute the “SOGI Terminology Quiz,” unless using a Kahoot. If time permits, complete this activity in partners or small groups. With limited time, you may want to review the questions as an entire group and answer them together.

Sample Script:

This quiz will review some terms we have already discussed as well as others. Still, it is important to remain open to new terms and new ways that people choose to refer to themselves.

SLIDE 8

Answers: SOGI Terminology Quiz

5 minutes

Task: Distribute the “SOGI Terminology Quiz: Answers & Discussion Guide” so that participants can check their own work.

Extension Activity: Invite participants to discuss questions and answers from the quiz that they find particularly interesting or noteworthy. Alternatively, review each question and answer in detail as a group.

SLIDE 9

Intersecting Identities

2 minutes

Extension Activity: *If time permits, please watch the video “Amar: Deaf is an identity” (4 min): <https://youtu.be/wR2QNHvW1t8>*

Sample Script:

As you saw in the SOGI video, our understanding, values, and experiences with sexual orientation and gender identity are very personal and variable depending on individuals’ culture, family, faith, abilities, etc.

Often students face other forms of marginalization or challenges, which complicate acceptance of their sexual and/or gender diversity. However, many faiths and cultures are increasingly accepting of sexual and gender minorities.

One of the most important things an educator can do is to listen. What are this student’s concerns and needs? Where else can this student get support? Who does the student wish to share information with?

Confidentiality and privacy are critical as student safety and well-being can be affected.

SLIDE 10

SOGI Understanding Check-in

4 minutes

Task: *After this exercise is complete, explain where the chart papers will be posted to sustain the conversation (e.g., staff room).*

Sample Script:

Using the Post-its distributed ...

(1) Write down any questions you still have or things you would like to learn more about and place these Post-its on the “Wonder?” chart paper on the wall.

(2) Write down any examples of SOGI initiatives/activities/lessons that you felt you could implement in your own classroom. Place these Post-its on the “Examples” chart paper on the wall.

SLIDE 11

Video: Love Has No Labels

3 minutes

Task: *Introduce and play the video.*

Sample Script: This video is a powerful example of how SOGI education fits within the wider work on diversity that is happening in schools. This would be a great resource for a staff meeting presentation, classroom lesson, or school assembly.

SLIDE 12

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, contacting the SOGI School/District Leads, or emailing the BC SOGI Education Lead (info@sogieducation.org).*

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

Sample Script:

Thank you for participating and learning! Here's is how and where you can learn more ...

Worksheets & Handouts

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

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SOGI Terminology Quiz

Test your understanding of essential terms

1. Beginning at puberty, a person's inner feelings of who they are **attracted to physically and emotionally**
 - a) Sexual Preference
 - b) Gender Identity
 - c) Sexual Orientation
 - d) Gender

2. The many ways in which a person may choose to **communicate or present their gender**
 - a) Transgender
 - b) Gender Identity
 - c) Sexual Orientation
 - d) Gender Expression

3. A person whose gender identity and expression are **aligned** with the sex assigned at birth
 - a) Asexual
 - b) Cisgender
 - c) Heterosexual
 - d) Transgender

4. People of **mixed gender roles** traditionally revered by many North American **Indigenous** groups
 - a) Mish Mash People
 - b) Native Queer
 - c) Middle Dwellers
 - d) Two Spirit

5. A person who feels **physically and emotionally attracted to people of the same gender**, often used to mean men, but can include women
- a) Gay
 - b) Queer
 - c) Transgender
 - d) Intrasexual
6. Beginning early in life, a person's **inner sense or feeling** of their gender
- a) Gender Expression
 - b) Transgender
 - c) Gender Identity
 - d) Gender Variant
7. A person whose gender identity and/or expression are **not aligned** with the sex assigned at birth
- a) Transgender
 - b) Queer
 - c) Gender Non-normative
 - d) Transexual
8. People who identify between or **outside of the male-female binary** often under the trans umbrella
- a) Pansexual
 - b) Gender Non-binary
 - c) Gender Conforming
 - d) Transexual
9. A woman who feels **physically and emotionally attracted to other women**
- a) Lady Lover
 - b) Homowoman
 - c) Femalian
 - d) Lesbian

10. When a person's **gender identity isn't static** but changes on different days or weeks
- a) Gender Transformer
 - b) Gender Binary
 - c) Gender Fluid
 - d) Gender Artistic
11. A person born with **anatomy/physiology** that is not clearly female or male
- a) Gender Transphoria
 - b) Intersex
 - c) Gender Binary
 - d) Middlesex
12. Once pejorative for gay, now reclaimed by many **LGBTQ+** folks as a self-affirming **umbrella term**
- a) Bent
 - b) Queen
 - c) Queer
 - d) Poofy
13. A person who feels physically and emotionally **attracted to people of all genders**
- a) Pansexual
 - b) All sexual
 - c) Gender Non-specific
 - d) Multi-sexual
14. A member of the dominant group who **works to end oppression** by supporting the oppressed
- a) Friend
 - b) Heterosexual
 - c) Homosexual
 - d) Ally

NOTE:

While language does evolve and people have different experiences and therefore preferred terms, these terms are more common and can help everyone to interact and speak respectfully.

Please mirror the language and pronouns that people use for themselves.

SOGI Terminology Quiz

Answers & Discussion Guide

1. Beginning at puberty, a person's inner feelings of who they are **attracted to physically and emotionally**

c) Sexual Orientation

The term sexual preference is not appropriate because most people feel that their sexual orientation is innate and not a choice or preference. Some people do not feel physically attracted to anyone and may use the term asexual to describe themselves.

2. The many ways in which a person may choose to **communicate or present their gender**

d) Gender Expression

Each person's gender expression is a personal choice and depends on many factors including family, culture and feelings of acceptance and safety. It may vary depending on location and situation. Norms around gender expression change across societies and over time.

3. A person whose gender identity & expression are **aligned** with the sex assigned at birth

b) Cisgender

Cisgender is the opposite of transgender. The prefix cis- means "on this side of" or "not across." A majority of people are cisgender and experience social privilege because of this.

4. People of **mixed gender roles** traditionally revered by many North American **Indigenous** groups

c) Two Spirit

The term Two Spirit is used within some indigenous communities, encompassing sexual, gender, cultural, and spiritual identity. It reflects complex indigenous understandings of gender roles and the long history of sexual and gender diversity in indigenous cultures. Individual terms and roles for Two-Spirit people are specific to each nation.¹

5. A person who feels **physically and emotionally attracted to people of the same gender**, often used to mean men, but can include women

a) Gay

Gay meaning 'homosexual' became established in the 1960s as the term preferred by homosexual men to describe themselves. It is now the standard accepted term throughout the English-speaking world, and often now includes women. The former meaning of gay as either 'carefree' or 'bright and showy' has more or less dropped out of natural use.²

6. Beginning early in life, a person's **inner sense or feeling** of their gender

d) Gender Identity

Gender Identity can be male, female, a blend of both or neither and is deeply personal and internal. A person's gender identity is separate from and does not predict their sexual orientation.

7. A person whose gender identity and/or expression are **not aligned** with the sex assigned at birth

a) Transgender

Transgender (often shortened to 'trans') is an umbrella term that describes a wide range of people whose gender identity and/or gender expression differs from conventional expectations. Identifying as transgender is personal and does not depend on criteria such as surgery or hormones. The term 'Transexual' has a medical connotation and is no longer widely used or accepted.

8. People who identify between or **outside the male-female binary** often under the trans umbrella

b) Gender Non-binary

Gender non-binary people often feel that their gender is outside of the dominant societal norm for male/female, is beyond genders, or is some combination of them. The term Genderqueer is similar.³

9. A woman who feels **physically and emotionally attracted to other women**

c) Lesbian

The term originates from the name of the Greek island of Lesbos which was home to Sappho, a poet, teacher, and a woman who loved other women.⁴

10. When a person's **gender identity isn't static** but changes on different days or weeks

d) Gender Fluid

Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of gender.⁵

11. A person born with **anatomy/physiology** that is not clearly female or male

b) Intersex

Intersex has replaced the term 'hermaphrodite', which is widely considered to be outdated, inaccurate and offensive. An intersex person may or may not identify as part of the trans community, however the terms 'intersex' and 'trans' are distinct and should not be used interchangeably.⁴

12. Once pejorative for gay, now reclaimed by many **LGBTQ+** folks as a self-affirming **umbrella term**

c) Queer

A term becoming more widely used among LGBT communities because of its inclusiveness. ‘Queer’ is often used as a convenient shorthand for ‘LGBT’. It is important to note that this is a reclaimed term that was once and is still used as a derogatory term and thus some people feel uncomfortable with it. Not all trans people see trans identities as being part of the term ‘queer’.⁴

13. A person who feels physically and emotionally **attracted to people of all genders**

a) Pansexual

Pansexual is similar to the term “bisexual”, but reflects gender as a spectrum rather than as a binary.

14. A member of the dominant group who **works to end oppression** by supporting the oppressed

d) Ally

Allies are extremely important because many LGBTQ people may feel unsafe personally addressing derogatory or discriminatory language and actions. The term GSA stands for Gender-Sexuality Alliance or Gay-Straight Alliance and these school based groups (in conjunction with SOGI policies) have been shown to improve school climate and health outcomes for all students.

¹Trans Care BC – Provincial Health Services Authority

² Oxford Dictionaries

³ LGBT Resource Center – University of California San Francisco

⁴ Qmunity – BCs Queer Resource Centre

⁵ Genderdiversity.org

Discussing Objections

Speaking Points for Opposition to SOGI Education

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.