

Parent Resources: Introduction to SOGI-Inclusive Education

Facilitator's Guide

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

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BC Confederation of
Parent Advisory Councils



BRITISH
COLUMBIA



Introduction

PRESENTING IN A SCHOOL ENVIRONMENT

If you're looking to present this in a school environment, you may want to approach your school administration, your PAC leadership or your SOGI School Lead to determine whether there are plans for a presentation in the near future.

This presentation is designed to be a starting point for conversations around SOGI-inclusive education for the parent community of children in the education system.

PRESENTING IN A COMMUNITY ENVIRONMENT

If you're considering a community presentation, this guide will walk you through the Introduction to SOGI-Inclusive Education presentation from start to finish. You can facilitate the session as described or customize it to fit your facilitation style and audience.

This presentation is designed to be a starting point for conversations around SOGI-inclusive education for the parent community of children in the education system.

INCORPORATE OTHER RESOURCES IF NEEDED

You can find additional resources at SOGIeducation.org/parents. If you have further questions, you can also contact your SOGI School Lead, PAC leadership or school administrator.

MANAGING OBJECTIONS

While it is important to hear everyone's views, the time set aside is very short. Here are some strategies for maintaining balanced group engagement and framing this session 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.

Essentials for Presenting

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 SOGleducation.org/videos.

HANDOUTS

- Print **one copy per participant** of the following (found in this guide or on SOGleducation.org/parents):

 **SOGI 1 2 3 Parent Brochure**

SUPPLIES & ROOM SET-UP

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

DRAFT SCRIPT (FOR EMAILS OR OTHERWISE)

“On [mm/dd/yyyy], I will be co-facilitating with the SOGI School Lead/Administrator an information session on SOGI-inclusive education at our school. The information session is meant to uncover any unanswered questions 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 SOGleducation.org/parents.”

Facilitation Checklist

For anyone who loves a good checklist!

WHO	<input type="checkbox"/> Choose your desired audience. <input type="checkbox"/> Identify any co-facilitators or co-organizers (PAC, SOGI School Lead, Administrator)
WHEN	<input type="checkbox"/> Determine the time when the most people could attend. Tips: <ul style="list-style-type: none"> • Get recommendations from the SOGI School Lead or Admin • Contact your school's PAC to find out when the next PAC or DPAC meeting is being held
WHERE	<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	<input type="checkbox"/> Review the Facilitator's Guide, PowerPoint presentation, and videos for the session and confirm what you will keep and/or customize.
WHY	<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.
HOW	<p>In the days/weeks preceding the session:</p> <input type="checkbox"/> Review and/or customize the materials as desired. <input type="checkbox"/> Send invitations by e-mail and spread the word. Tips: <ul style="list-style-type: none"> • Get enthusiastic supporters onside to spread the word. • Introduce the topic using SOGI Learning Burst videos at SOGleducation.org. • Encourage attendees of all interests and knowledge levels. <input type="checkbox"/> Send an email reminder closer to the date. <input type="checkbox"/> Organize equipment, collect supplies, and print brochures.
	<p>On the day of the session:</p> <input type="checkbox"/> Set up the room. <input type="checkbox"/> Review your speaker's notes. <input type="checkbox"/> Conduct the session. <input type="checkbox"/> Remain after the session to answer questions.
	<p>In the days after the session:</p> <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 .

Speaking Notes

The following speaking notes were created for the pre-designed PowerPoint presentation for this session. 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.

This is an introduction to SOGI-inclusive education for the parent community of students in the BC education system. Today we will learn about SOGI, SOGI-inclusive education and how these relate to SOGI 1 2 3.

SLIDE 2

What is “SOGI”?

1 minute

Note: *you may want to familiarize yourself with the following terminology in order to clarify for the audience.*

Two-Spirit: People of mixed gender roles traditionally revered by many North American Indigenous groups

Cis-gender: A person whose gender identity and expression are aligned with the sex assigned at birth

To familiarize yourself with LGBTQ terminology, go to:
<https://qmunity.ca/resources/queer-glossary/>

Sample Script:

Pronounced "so-jee," SOGI stands for sexual orientation and gender identity. Since we all have a sexual orientation and gender identity, it includes all of us.

Every student understands and expresses their gender differently, with interests and choices that are common or less common for their biological sex.

Some students may be unsure of their sexual orientation or gender identity. Others may identify specifically as lesbian, gay, straight, bisexual, transgender, queer, two-spirit, cisgender, or other.

SLIDE 3

What is SOGI-Inclusive Education?

2 minutes

Sample Script:

SOGI-inclusive education is inclusive of SOGI diversity in society and the classroom, and the importance of treating everyone with dignity and respect.

SOGI is one of many topics about diversity discussed regularly in schools, such as when educators speak about race, ethnicity, religion, and ability. SOGI-inclusive education simply means speaking about SOGI in a way that ensures every student feels like they belong. There is no "SOGI curriculum." SOGI is a topic that can be addressed throughout many subjects and school activities.

A SOGI-inclusive school means all of these experiences and identities are embraced and never cause for discrimination.

SLIDE 4

Why is SOGI-Inclusive Education Important in BC?

2 minutes

Sample Script:

The Minister of Education announced on September 8, 2016 that all British Columbian boards of education and independent school authorities were required to reference sexual orientation and gender identity (SOGI) in district and school codes of conduct by December 31, 2016.

This directive follows the July 2016 amendment to the BC Human Rights Code, which added gender identity and expression as a prohibited ground of discrimination (joining the already existing inclusion of sexual orientation).

All public school boards were already required to address bullying by having codes of conduct in their schools that articulate all areas protected from discrimination in the BC Human Rights Code—including acceptable and

unacceptable behaviours and consequences. These schools are now required to ensure their codes of conduct include behaviours and consequences related to SOGI.

Independent schools are required to similarly update their policies promoting safety, respect and acceptance of all students; anti-bullying and harassment policies; and educational programs addressing these issues.

SLIDE 5

Why is SOGI-Inclusive Education Important in BC?

2 minutes

Sample Script:

Research shows that creating an inclusive school has better outcomes, both academically and socially, for all students.

Further, 19% of BC students identify as not exclusively heterosexual, and many come from homes who do not have a traditional family model.

SLIDE 6

What is SOGI 1 2 3?

1 minute

Sample Script:

SOGI 1 2 3 is not a curriculum. SOGI 1 2 3 is a resource for educators to make their districts, classrooms and schools SOGI-inclusive environments. SOGI 1 2 3 makes educator resources accessible across the province. Educators can choose if and when they want to use SOGI 1 2 3 resources in their classrooms.

SLIDE 7

1, 2, 3 for SOGI-Inclusive Education

4 minutes

Task: present bc.sogieducation.org to show the three pillars of SOGI 1 2 3.

Sample Script:

SOGI 1 2 3 borrows its named from its three-pronged approach to SOGI-inclusive education. When all three pillars of SOGI 1 2 3 are implemented in schools, all parents, staff and students feel more welcome.

SOGI 1: Provides support for districts looking to create standalone SOGI policy and lists 10 key components that were compiled by the Ministry of Education SOGI Working Group Policies and procedures that explicitly reference SOGI have been proven to reduce discrimination, suicidal ideation, and suicide attempts for all students.

SOGI 2: Provides guidance on how to integrate school-wide initiatives and foster an inclusive environment. Inclusive learning environments—including SOGI and LGBTQ+ signage, word choices, and extra-curricular opportunities—create a positive and welcoming space for all students.

SOGI 3: Educators can find classroom resources on this page and lessons from K-12. Lesson plans across multiple subjects that teach diversity and respect and include examples of SOGI issues and LGBTQ+ community members allow learning to reflect the SOGI diversity in students' lives and society.

SLIDE 8

SOGI Educator Network

2 minutes

Sample Script

The SOGI Educator Network connects staff within and across district boundaries to other educators and the tools, resources and support they need to make their schools and classrooms inclusive environments.

The Network model establishes a SOGI School Lead in every school site that is the point-person for SOGI-related questions, and can provide training or resources for other staff. The SOGI School Lead can source assistance from the SOGI District Lead, and the BC SOGI Education Lead provides support for all SOGI District Leads.

Parents can talk to the SOGI School Lead if they have any questions about SOGI initiatives at their child's school.

SLIDE 9

Provincial Alignment

1 minute

Sample Script:

SOGI 1 2 3 was created by ARC Foundation in collaboration with the BC Ministry of Education; BC Teachers' Federation; school districts across BC; UBC Faculty of Education; education partners; and various local, national, and international LGBTQ community organizations.

The SOGI 1 2 3 Parent Resources were created by ARC Foundation in collaboration with the BC Confederation of Parent Advisory Councils (BCCPAC) and the Ministry of Education.

SOGI 1 2 3 helps build bridges between provincial institutions and associations so that more effective, sustainable, and accelerated change can take place. Many groups have been doing great work in this area for a long time. Aligning their efforts further increases the gains for all.

SLIDE 10

BC Curriculum: Personal and Social Competencies

3 minutes

***Task:** Let participants read this slide to see the connections with SOGI-inclusive education and the new curriculum's Core Competencies*

Sample Script:

Inclusion and diversity are commonly discussed in schools.

Educators ensure conversations in the classroom reflect the diversity that we see in our school communities.

[BC's new curriculum](#) includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination. By discussing diversity and discouraging discrimination, students are better able to be themselves, and accept the differences in their peers.

Proactive and inclusive policies have a positive impact on ALL students as they promote a culture of acceptance and respect.

SLIDE 11

What Can SOGI-Inclusive Education Look Like?

2 minutes

Sample Script:

SOGI-inclusive education is about students having conversations about the SOGI diversity in society and the importance of treating everyone with dignity and respect.

Teachers are best equipped to determine what is age appropriate for their classrooms. For example, some students are raised by single dads, grandparents, or stepparents, while some do not have a mom, and some have two. An effective K/1 lesson on family diversity will teach students that families come in all shapes and sizes.

Another lesson may discourage students from saying “that’s so gay,” which directly impacts the welcoming atmosphere of schools. SOGI 1 2 3 lesson plans are an optional resource for educators. They align with your provincial curriculum and are meant to be customized by educators as they desire.

SLIDE 12

SOGI 1 2 3 in Elementary Classrooms

Example Lesson Plan Templates

2 minutes

Note: *This slide is optional depending on the interests of the audience.*

Sample Script:

Teaching about SOGI is similar to teaching about religions or cultures – we teach “about” different religions, but don’t teach that students should be any of those religions.

The lesson plans listed on this slide come from the SOGI 1 2 3 website.

Teachers can adjust all lesson plans as they see fit, and all lesson plans are aligned with the BC curriculum. The content matures as the students mature.

Each of these lesson plans give teachers suggestions for how to start a new discussion in the classroom. Notice how the material changes as the students mature. For example, primary lessons will be on family diversity and intermediate lessons will discuss stereotypes that we may face.

SLIDE 13

SOGI 1 2 3 in Secondary Classrooms

Example Lesson Plan Templates

2 minutes

Note: *This slide is optional depending on the interests of the audience.*

Sample Script:

Teaching about SOGI is similar to teaching about religions or cultures – we teach “about” different religions, but don’t teach that students should be any of those religions.

Teachers can adjust all lesson plans as they see fit, and all lesson plans are aligned with the BC curriculum. The content matures as the students mature.

The lesson plans listed on this slide come from the SOGI 1 2 3 website. Each of these lesson plans give teachers suggestions for how to start a new discussion in

the classroom. Topics can range from sciences, to indigenous perspectives to gender stereotypes in literature.

SLIDE 14

GSAs and QSAs

2 minutes

Note: *This slide is optional depending on the interests of the audience.*

Sample Script:

GSA stands for Gay Straight Alliance or Gender Sexuality Alliance. There are also names like QSA or Queer Straight Alliance.

GSAs and QSAs typically are run by students and ensure a safe place for all students in the school. The group will be sponsored by a staff member, and the group will meet frequently to discuss topics, organize activities and support one another.

SLIDE 15

SOGI 1 2 3 Parent Resource Videos

8 minutes

Task: *Introduce and play the video that best suits your audience.*

Sample Script:

Next we will watch a SOGI 1 2 3 Parent Resources video that provides more insight into what SOGI-inclusive education and SOGI 1 2 3 can look like in the classroom.

SLIDE 16

What Can You Do at Home?

2 minutes

Task: *distribute the SOGI 1 2 3 parent brochure found on SOGIeducation.org/parents*

Sample Script:

Kids have questions, and we can be curious together. At home, you and your child can talk about topics of sexual orientation and gender identity with an open mind and a place of acceptance. For example, for older children, parents can

pose a scenario that they would like help with. “How do I tell Grandma it’s OK for our friend to be gay?”

Talk to your child's teachers to learn what they are teaching in the classroom and how SOGI-inclusive education is being achieved at your child's school.

Choose a SOGI-related age appropriate book to read at home and discuss with your children.

Watch the videos on SOGIeducation.org and read more about what’s happening in BC on BC.SOGIeducation.org.

SLIDE 17

What Can You Do at Home?

1 minute

Task: *Encourage participants to learn more and get answers to questions by connecting with you one-on-one, visiting 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!

Handouts

These handouts support the activities recommended for this information session.

CONTENT

SOGI 1 2 3 Parent Brochure 14

An overview of SOGI 1 2 3 in the classroom

This brochure provides an overview of what SOGI 1 2 3 can look like in the classroom. Print off pages 14 & 15 double sided on one sheet of paper and fold according to the page numbers to form a tri-fold brochure.

Note: The brochure is also available in Mandarin, Cantonese, Punjabi, Tagalog and Russian at SOGIeducation.org/parents.

The teaching resources on SOGieducation.org were created by educators across the province to support other educators in creating inclusive classrooms for all students. All resources are in alignment with the update to the BC Human Rights Code in 2016.



SOGI 1 2 3 shares template lesson plans that make it easy for teachers to send a message of acceptance and to welcome students from different family structures, cultures and the LGBTQ community.

"There are kids that are different than myself or my children. They want to feel included too."

-STACEY WAKELIN,
LANGLEY PARENT

KIDS HAVE QUESTIONS.

Be curious together.
VISIT SOGIEDUCATION.ORG

*We acknowledge the financial support of
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Collaboration Partners:



BC Confederation of
Parent Advisory Councils

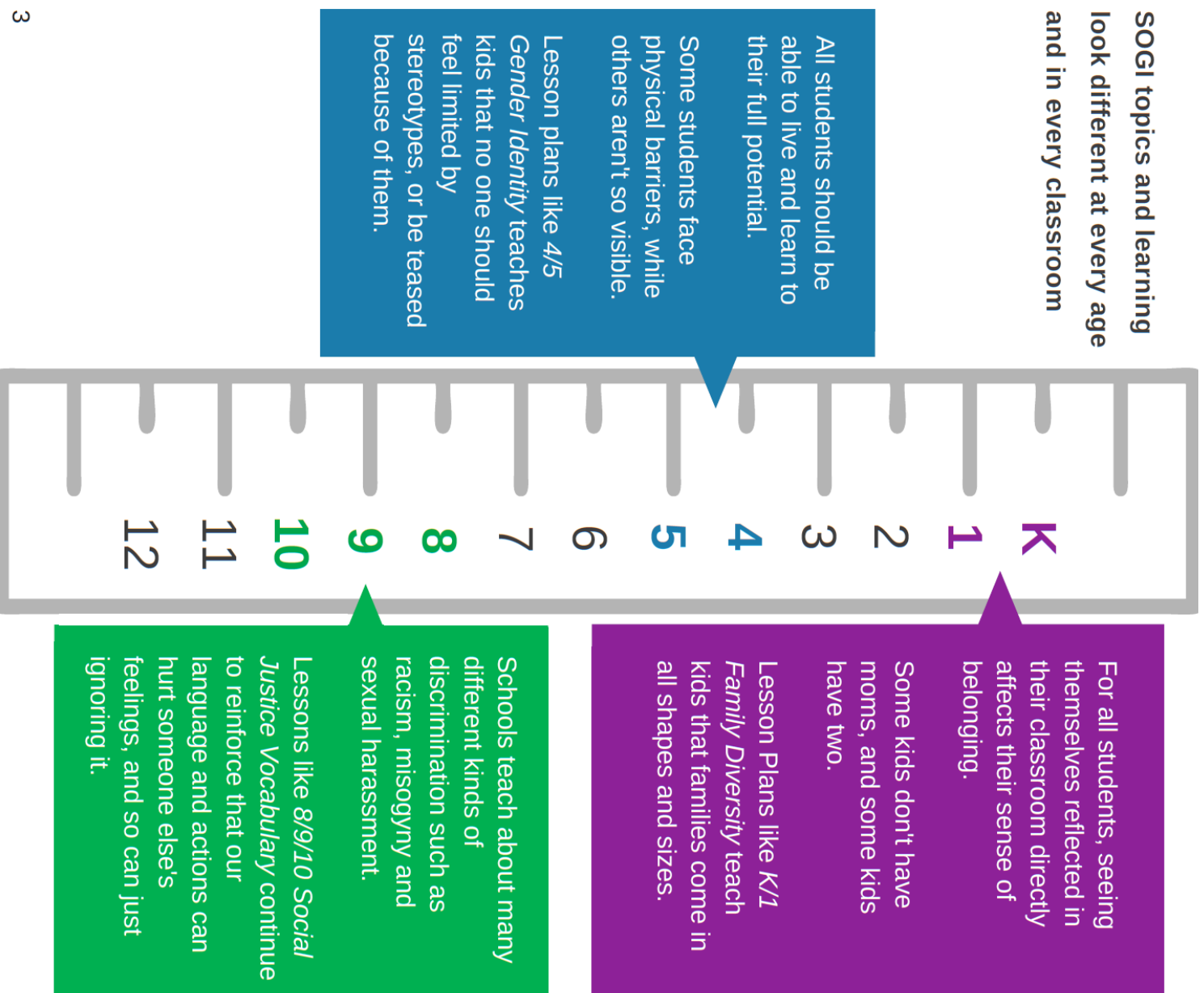


is a collection of resources
available for teachers to use
to make all students
feel safe and included in their
classrooms

*"SOGI-inclusive education is about
treating everyone with respect, and
ensuring that every member of the
school community feels valued, safe
and represented."*

- BCCPAC Board of Directors

SOGI topics and learning look different at every age and in every classroom



Teachers are best equipped to determine what is age appropriate for their classrooms. At the primary level, teachers may talk about stereotypes in families, toys and TV, while secondary teachers encourage students to critically analyze our world for how these stereotypes affect our interactions. Concepts around sexual orientation and gender identity mature as children age.

ALL STUDENTS LEARN VALUES OF RESPECT AND APPRECIATION FROM LESSONS THAT DISCOURAGE DISCRIMINATION

Lesson plans like *K-12 Why "That's So Gay" Is Not Okay* discourage children from saying things are "so gay" which directly impacts the welcoming atmosphere of schools. When we acknowledge our differences, we learn to respect one another.

Addressing Parent Concerns Constructively

Speaking Points for Opposition to SOGI-Inclusive Education

OVERVIEW

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

The purpose of SOGI-inclusive education is to ensure that all students are valued, supported and respected.

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.