SOGI
123

Learning Module: Inclusive Environments

Facilitator's Guide

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 "Inclusive Environments" 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 SOGIeducation.org. However, other videos will need to be eliminated from the presentation.

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 "How does our school currently show that it is accepting and welcoming of students and families of all sexual orientations and gender identities?"

- Hang a chart paper on the wall entitled "What examples of homophobic or gender policing language do we hear in our school?"

- Hang a chart paper on the wall entitled "Ways to make our school more inclusive"

- Distribute Post-It notes (three colours are ideal).

DRAFT SCRIPT (FOR EMAILS OR OTHERWISE)

"On [mm/dd/yyyy], I will be facilitating a SOGI 1 2 3 Learning Module on sexual orientation and gender identity (SOGI). The learning module, Inclusive Environments, will teach us the importance of an inclusive learning environment and how we can make simple changes to make our classrooms and schools safe for everyone. 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!!"

Facilitation Checklist

For anyone who loves a good checklist!

WHO	Choose your desired audience.
	Identify any co-facilitators or co-organizers.
WHEN	Determine the time when the most people could attend.
	Tips: • Get recommendations at a committee meeting or from individuals. • Lunch-n-learns are very popular, especially if you're able to bring treats!
WHERE	Book a room that has the appropriate space/materials/equipment you will need (e.g., option for a projector, enough space for participants).
WHAT	Review the Facilitator's Guide, PowerPoint presentation, and videos for the module and confirm what you will keep and/or customize.
WHY	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	**In the days/weeks preceding the session:**
	Review and/or customize the module materials as desired.
	Send invitations by e-mail and spread the word.
	Tips: • 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.
	Send an email reminder closer to the date.
	Organize equipment, collect supplies, and print worksheets.
	On the day of the session:
	Set up the room.
	Review your speaker's notes.
	Conduct the module.
	Remain after the session to answer questions.
	In the days after the session:
	Post any charts in a shared work space for reflection and conversation.
	Check-in with participants by e-mail or in person to get feedback.
	Conduct any discussions flagged during the session for follow-up.
	Share any feedback and questions by emailing info@sogieducation.org.
	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 about sexual orientation and gender identity. Specifically, it's about the importance of an inclusive learning environment and how we can make simple changes to make our classrooms and schools safe for everyone.

SLIDE 2

Inclusive environments are important.

1 minute

Sample Script:

All students need to feel safe, included and empowered so they can learn. Inclusive student environments lead to better student outcomes.

Research shows that it's critical for student well-being to have trusted and safe adults to talk to about gender and sexuality.

You don't need to be an expert, but you do need to be open to listening and committed to finding answers and/or resources when asked.

For example, if your school has a SOGI School Lead or Safe Contact, it's important to communicate and display the name and room number of this person for students and families.

With common language and inclusive practices, school staff can encourage a more SOGI-inclusive environment, and improve the school climate to address the needs of all students, teachers, and families.

SLIDE 3

Activity: School Inventory

7 minutes

*Task: Provide two colors of Post-it notes, one per question. Give everyone **3 minutes** to answer the questions by writing one example per Post-it note. Give everyone another **2 minutes** to stick their Post-it notes on the corresponding chart paper on the wall. If clarification is required, you can provide participants with some of the sample answers below.*

Extension Activity: Have participants work in groups of 4 to 6, first filling in Post-it notes in response to one question, and then swapping tables with a group answering the other question and adding to their responses.

Question 1 examples: Posters, stickers, displays, forms, inclusive language, events, guest speakers, curriculum, etc.

Question 2 examples: "That's so Gay", "Don't be such a girl", "She's a tomboy", "You look like a boy/girl", etc.

SLIDE 4

Reflection: School Inventory

2 minutes

Task: Ask participants to reflect on the questions and comments on the slide. If time permits, invite ideas from the group.

*Extension Activity: Conduct a discussion using the questions on the slide. Pull up the lesson plan about responding to "That's So Gay" using the hyperlink on the slide, and introduce it briefly to the group**.***

SLIDE 5

Video: Inclusive Environments Video (11 min)

12 minutes

Task: *Introduce and play the video.*

Sample Script:

Next, we will watch a video that will help us to evaluate the inclusivity of our school environment and possibly inspire us to think of ways to make improvements. When watching the video, consider the questions on the slide. Make note of any ideas, as we will discuss these questions later in the module.

SLIDE 6

Inclusive LANGUAGE sends a message.

3 minutes

Task*: Ask participants to consider the statements on the slide. After **1 minute** invite two participants to share their ideas with the group.*

Extension Activity*: Have partners or small groups work through all statements on the slide, and then debrief as a full group.*

SLIDE 7

Inclusive SIGNAGE sends a message.

2 minutes

Task*: Talk to participants about signage already in your school, as well as where other signage can be acquired.*

Extension Activity*: Visit some of the following websites to look at other sources of signage.*

Posters can be found at:

https://bctf.ca/uploadedFiles/Public/SocialJustice/2016-17_SJ_Resources.pdf

https://loveintersections.com/posters/

https://www.homophobie.org/en/

https://www.genderspectrum.org/resources/education-2/#more-424

SLIDE 8

A GSA can improve your school climate!

2 minutes

Extension Activity: *Open and review the resources on the SOGI 1 2 3 and PSHA websites.*

Sample Script:

Many middle and secondary schools now have a GSA club. GSA stands for Gender-Sexuality Alliance or Gay-Straight Alliance. Schools may use other names for these clubs, but the purpose is to provide a safe and comfortable place for students to discuss gender and sexuality, and often to show student leadership on these issues in the school.

Some elementary schools are starting GSA clubs or are including SOGI topics and discussion in a Diversity Club or Social Justice Club.

There are resources for starting a GSA on the SOGI website and provided by the PSHA (see links on slide).

SLIDE 9

Video of Your Choice

3 minutes

Task: *Introduce and play one of the videos on the presentation slide. Introduce the other video and offer to provide the link in a follow-up email after the session.*

Extension Activity: *Watch and discuss both videos.*

Sample Script:

The video *Creating Gender Inclusive Schools* is a 2-minute trailer for a 21-minute film intended for elementary and middle school educators.

The video *Why Pronouns Matter for Trans People* (2:30 min) is intended for secondary school educators and students.

SLIDE 10

Activity: Moving Forward

6 minutes

Task: *Ask participants to take **1 minute** to write down as many ideas as they can for Question 1 on Post-it notes. Collect the Post-it notes and add them to the corresponding chart paper while reading them aloud to the group. Then ask participant to take **1 minute** to write at least one personal commitment on a Post-It to take with them back to their classroom or office. Invite two to four participants to share their commitment with the group (as time permits). Following the session, post, photograph, and share the chart paper for Question 1 to encourage further discussion and action.*

Extension Activity: *Complete Question 1 in partners and small groups, allowing more time for idea generation and discussion. Allow additional time for reflecting on one's personal commitment, and invite all participants to share their commitment(s) with the group.*

SLIDE 11

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, 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!

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.