

Learning Module: Curriculum Resources

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 “Curriculum Resources” 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 video from the direct link in the PowerPoint. If there is no WIFI, you can download the video for this module at SOGleducation.org.
- Ensure participants bring laptops or tablets to the session for reviewing lessons plans on SOGleducation.org in small groups. If there is no WIFI connection, confirm the subject areas and grade levels taught by participants, and print appropriate lessons plans for them to work with.

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 “Curriculum Questions.”
- Distribute Post-it notes.

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, Curriculum Resources, will teach us the importance of an inclusive curriculum environment and how we can integrate SOGI into all areas of the curriculum. 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 know, this is a module about sexual orientation and gender identity (SOGI). Specifically, it will look at the importance of an inclusive curriculum environment and how we can integrate SOGI into all areas of the curriculum.

SLIDE 2

SOGI curriculum is important.

1 minute

Sample Script:

SOGI content is embedded in the new BC curriculum with entry points in various subject areas. It is especially relevant to the Core Competencies of Positive Personal & Cultural Identity and Social Responsibility. The BCTF and stakeholders at all levels of the education system support the integration of this content.

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 3

Activity: SOGI Curriculum Starting Points

9 minutes

Task: Give participants **5 minutes** to discuss these questions with a partner and to write down any “questions/challenges” on the Post-it notes provided. Take the next **3 minutes** to discuss as a group some of the questions/challenges and the possible solutions. Any questions/challenges that could not be answered by the group should be added to the chart paper marked “Curriculum Questions” for future discussion. Some of these may be answered throughout this module.

SLIDE 4

Video: Curriculum Resources

11 minutes

Task: Introduce and play the video.

Sample Script:

Next we will watch a learning video that will help with knowing where and how to integrate SOGI content into your lessons.

SLIDE 5

SOGI Curriculum Content from K-12

1 minute

Sample Script:

This slide shows how content about both sexual orientation and gender identity extends across all grade levels and grows in complexity as students age.

SLIDE 6

SOGI 3 at SOGleducation.org

1 minute

Sample Script:

This is the homepage of SOGI 3 on SOGleducation.org, the curriculum resources section where there is a wide range of lesson plans, book lists, video lists, and toolkits for educators of all subjects and grade levels to use.

SLIDE 7

Guided Tour of SOGI 3

1 minute

Task: *Introduce SOGI 3. Using the hyperlinks on the slide, go to the SOGI 3 web page, and show the list of lesson plans. Click on the K-12 lesson plan, “Why ‘That’s So Gay’ Is Not Okay.” Show the group the rationale and curriculum references, and then click on “download lesson plan” (this will take you to the TeachBC website). Click on “download ZIP” and open the downloaded file for participants to see.*

SLIDE 8

Activity: SOGI 3 Small Group Exploration

5 minutes

Task: *Explain the activity, and then circulate to see if groups need help finding what they need and answering the questions. Offer other possibilities if your school does not have the required resources, including finding an alternative book, buying the book, or using the internet.*

SLIDE 9

Activity: SOGI Classroom Resources

4 minutes

Task: *Explain the activity, and then circulate to see if groups need help finding what they need and answering the questions.*

SLIDE 10

Check-In

4 minutes

Task: Revisit the chart paper entitled “Curriculum Questions.” If any questions remain unanswered, make a plan to find the answers needed (e.g., by consulting SOGleducation.org, SOGI School Lead, Teacher Librarian, SOGI District Lead, Safe Schools Coordinator, or BC SOGI Education Lead). Explain where the chart paper will be posted after the session while the group continues to find answers.

SLIDE 11

Moving Forward

1 minute

Task: Ask each participant to write on a Post-it note the lesson plan they want to try as well as the date when everyone will reconvene to discuss how it went.

Sample Script:

Thanks for trying something new. Your students will love it!

SLIDE 12

Wrap Up

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!

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.