

## Teacher / Administrator Discussion Scenarios

Some of these scenarios are more likely during the secondary or elementary years, but most could be either. Try to imagine that this is a student at your school. Discuss in your group what you would do, both immediately, and to be proactive so that future issues are avoided. You may use the BC Ministry of Education Guidelines on the back of this page as a reference, and SOGleducation.org for useful tips, resources and lesson plans.



1. A student Sarah, and her mom come to you for help. From a very early age, Sarah has identified as a boy. Sarah now wants to live and attend school as such, and to be called Scott.
2. A student, Taz, has told several friends that she is a lesbian, but is not "out" at home. You know that her family is deeply religious, very conservative, and you suspect wouldn't be supportive. She has started skipping school after graffiti like "dyke" and "lesbo" began to appear on her desk or locker.
3. A student, Kady, began identifying as gender non-binary last year, and has asked everyone to use the pronouns, "they", "them" and "theirs". They come to you because they are quite upset saying that one of the other teachers is intentionally using female pronouns and saying that, "it's simply too hard to remember."
4. There is a new student in your school named Jian. You can't really tell what Jian's gender identity is because they are fairly quiet, and their clothing, hair and mannerisms are not definitively male or female. Many students are asking each other whether Jian is a boy or a girl, and are starting to make jokes.
5. A student, Fabiha comes to you with concerns for her friend, Enrique, who she says is being taunted and teased when there are no teachers present. He is often being called names like "faggot," "gay-boy," and "girlie". He does not usually try to defend himself. Instead, he appears to be trying to make himself invisible, and keeps his eyes down.
6. A new student, Kai, is coming to your school next September and your administrator has let you know that Kai will be in your class and is gender fluid. Some days, Kai will dress in clothing more typical of boys and other days, more typical of girls.
7. You have a new student at your school, Chloe, who is getting tall and somewhat stocky. She is transgender and socially transitioned in grade 3. Her gender expression is quite feminine. Several female students come to you saying that they don't feel comfortable in the washroom with Chloe, because they say she's actually a boy.
8. A new student at your school, Tyrone, is afraid to let other teachers and his peers know that he has two dads. The school is hosting a community pot-luck next month, and all parents and guardians are invited, but Tyrone wants you to remove his dads from the email so they won't find out.
9. A student, Saleem, has recently been arriving at school and changing into more and more feminine clothing, and then changing back at the end of the day. Saleem announces to you and the class that they want to be called Saleema and use the pronoun "she".

**BC Ministry of Education SOGI Best Practice Guidelines** (downloaded from SOGleducation.org)

1. **Common Language** (Definitions/Terms) –Every party involved will be well-informed and equipped with appropriate and respectful language. Any set of terms should acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and on what language or terms they consider respectful and inclusive of themselves.
2. **Safety/Anti-Harassment** – Proactive and reactive measures that ensure students and staff are protected from bullying, discrimination, harassment and violence based on their sexual orientation and gender identity or expression. For example, explicit Codes of Conduct.
3. **Self-Identification** – Students have the right to self-identification, which includes the name by which they wish to be addressed and their preferred pronouns that correspond to their gender identity.
4. **Confidentiality and Privacy** – Students have the right to confidentiality of their official and/or preferred sex, gender, and name. In class: Staff will not expose sexual orientation, gender identity, and/or gender expression of students.
5. **Dress** – Students may express their gender identity or gender expression through what they wear to school. A dress code should be as all-inclusive as possible, which may include removing pronouns.
6. **Gender Integrated and Inclusive Activities** – Schools will focus on integrated and inclusive activities. Where gender segregated activities continue to exist, students will have the option to be included in the group that corresponds to their gender identity or, in the case of gender non-conforming students, the group they would like to participate in.
7. **Educator Training** – Staff are supported with professional learning opportunities to develop a broader understanding of SOGI and the impact on students. Training should allow staff to appropriately deliver the curriculum, handle discrimination, and support individual needs.
8. **Inclusive Learning** – Classroom materials and activities contain positive images and accurate information about sexual and/or gender diversity, SOGI history and culture which reflects accomplishments and contributions of transgender and gender nonconforming people.
9. **Facilities** – Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.
10. **Inclusive Extra-Curricular Activities** – Students will be included and accommodated for in all extra-curricular activities regardless of their sexual orientation or gender identity/expression, including support to set up a GSA (Gender-Sexuality Alliance) type club.

