

Review of the SOGI 123 Toolkit Binder: Teaching Resources

SOGI 123 is not a curriculum, it is a set of learning resources according to the sogieducation.com website:

- "There is no "SOGI curriculum."
"SOGI is a topic that can be addressed throughout many subjects and school activities."
- "SOGI 123 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."

The BC Public School Policy regarding Learning Resources (effective July 1, 2017) states that "school boards are fully in control of choosing learning resources", Therefore, they also have the power to remove them.

SOGI 123 sexualizes children. According to the Criminal Code of Canada it is unlawful to sexualize children. The American Psychological Association (APA) defines Sexuality as:

1. the capacity to derive pleasure from various forms of sexual activity and behavior, particularly from sexual intercourse.
2. all aspects of sexual behavior, including **gender identity, orientation,** attitudes, and activity.

Sexualization: the act of endowing with sexual characteristics, or of excessively emphasizing those characteristics (Dictionary.com)

Indoctrination: the process of repeating an idea or belief to someone until they accept it without criticism or question (Cambridge Dictionary).

Grooming is when someone builds trust with a child, and sometimes the adults around them, to gain access to and control the child by normalizing certain behaviours and expectations (Government of Canada).

Examples of grooming:

- Make promises of a better life
- Cause division saying "your parents are too strict" or "your parents don't understand you"
- Normalize sexual behaviours by showing the child sexual images or videos
- Threaten or pressure a child to do what they ask

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Yellow highlights blatant indoctrination and exploitation of children.

Green highlights A4C's commentary.

Introduction:

Publically, they claim SOGI 123 is for everyone

This SOGI digital binder is a collection of resources for teachers across the school district to enrich their teaching practices. The goal is to provide curriculum focused learning that is centered around issues facing members of the 2SLGBTQ+ community. In this binder is a collection of lesson plans that are anchored in texts from each school's SOGI toolkit. Use of these lesson plans are not mandatory, but it will give teachers a jumping off point for discussing SOGI topics. When using these lessons, we suggest notifying your school administrator.

What is SOGI and Why is It Important?

What is SOGI?

SOGI is an acronym that stands for Sexual Orientation (who you are attracted to) and Gender Identity (how you express your gender). SOGI aims to benefit all students through inclusive education practices.

Why is SOGI important?

Every subject and grade level reflect a core competency of understanding and uplifting diversity. Our classrooms should be not just a mirror to reflect students' own lives, but also a window into others' experiences. (Dr. Rudine Sims Bishop). Just like we embed Indigenous texts and ways of learning into our classrooms, and feature authors of diverse races and ethnicities, we should also be forming our classroom environments to reflect the diverse gender identities and sexualities of our world.

The data below reflects the real-world implications of honouring SOGI in our classrooms:

- 2SLGBTQ+ youth are 7x more likely than their heterosexual counterparts to attempt suicide (28% compared to 4%) (BC Gov.)
- Discrimination of 2SLGBTQ+ students is 3x more common than in heterosexual youth (Catherine, Tracey, 2011)
- 2SLGBTQ+ students skip school at almost three times the rate (30.2%) of their non-2SLGBTQ+ peers (Catherine, Tracey, 2011)
- 46.5% of non-2SLGBTQ+ students view at least one place in their school as unsafe for 2SLGBTQ+ students (Catherine, Tracey, 2011)

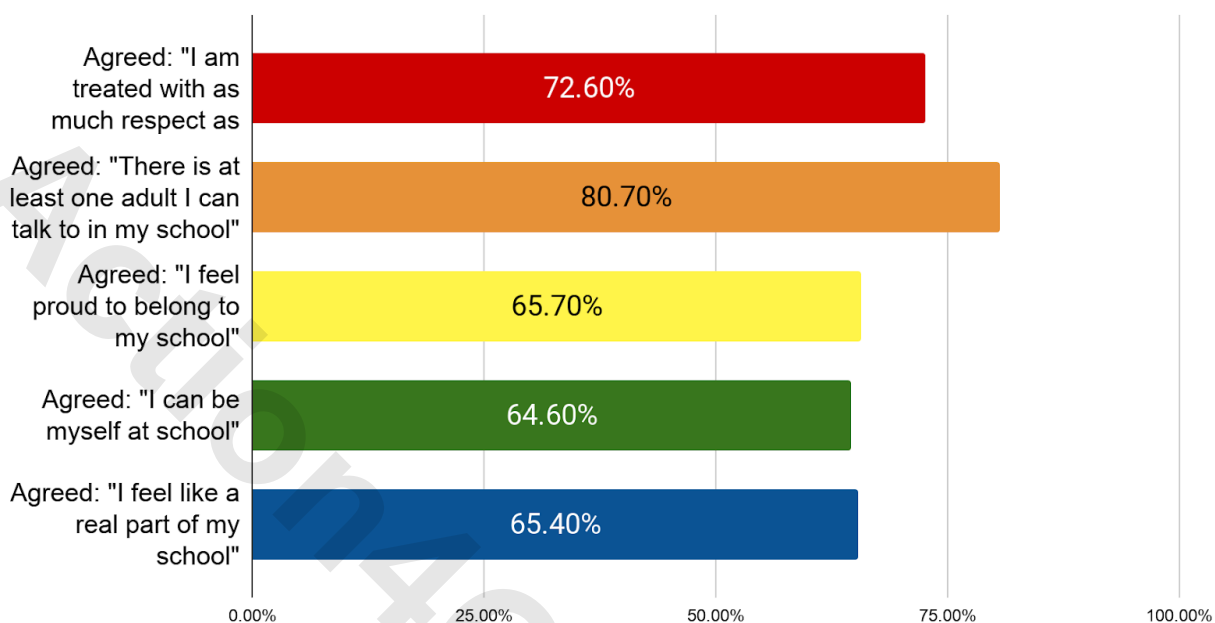
Fact: Individuals who medically transition have a 19x higher suicide rate than controls overall, and 40 times higher for female-to-male individuals

<https://link.springer.com/article/10.1007/s11930-023-00358-x>

<https://www.tandfonline.com/doi/full/10.1080/0092623X.2022.2150346>

Graph: 2SLGBTQ+ students with inclusive curriculum reported higher levels of agreement with the following prompts:

Positive LGBTQ-Inclusive Curriculum (LGBTQ Students)



Who is SOGI for?

SOGI is every student, teacher, faculty, and administrator within BC and Alberta. In 2017 the B.C. Government surveyed high school students in the province and found that 19% of high school students identify as 2SLGBTQ+ or not exclusively straight. This includes 1% of students who identify as transgender and 5% of Indigenous students that identify as Two-Spirit. The presence of an accepting adult in a student's life can help reduce their suicide attempts by 40% (Trevor Project). Likewise, transgender and non-binary students who have people using their preferred pronouns are half as likely to attempt suicide than students who do not have their pronouns accepted. (Trevor Project). You can be that safe, understanding adult for 2SLGBTQ+ students.

In 2023 the number of grade seven and eight high school students identifying as LGBTQ is 32%...and yet they say that SOGI does not encourage the adoption of being LGBTQ

<https://www.zerohedge.com/political/concerns-raised-over-number-students-identifying-lgbt>

What Does the 1,2 & 3 Stand For?

SOGI 1 - Policies and Procedures

Inclusive policies and procedures that reference SOGI have been proven to reduce discrimination, suicidal ideation and suicide attempts for all students (SOGI Education). See School District 23's SOGI policies/procedures here: SD 23 SOGI: [401](#), [450](#), [452](#)

SOGI 2 - Inclusive Environments

Inclusive environments refer to the inclusive operations, language and practices embedded into our classrooms and schools (SOGI Education). [SOGI Inclusive Checklist](#)

Indoctrination

SOGI 3 - Teaching Resources

SOGI is not its own curriculum, but one aspect of diversity that is embedded in every grade level and across subject areas. SOGI curriculum is for all students and is about learning to treat everyone with dignity and respect (SOGI Education). We encourage you to explore the lesson plans in this resource as a means of embedding SOGI inclusive learning into your classroom.

Deception: "not its own curriculum"..."SOGI curriculum"...

Fact: SOGI 123 is a learning resource, not a curriculum, that has been embedded into every subject so that parents cannot opt their children out.

Addressing Concerns/Misconceptions:

“I thought SOGI 123 was only designed for LGBTQ+ students!”

- Actually, everyone has a sexual orientation and a gender identity. These terms are not exclusively related to the 2SLGBTQ+ community.

“Children are too young to be exposed to this subject matter!”

- According to the experts, between the ages of 2 and 3 children begin to express their gender identity (Caitlin Ryan (2009) Family Acceptance Project). In addition, no one is too young to learn about love and respect for diverse individuals and families in our school community.

Children are not sexual and therefore they should not be exposed to this ideology. There are only two genders, male and female and therefore boys and girls should only be encouraged to embrace their sex assigned at birth.

“Won’t this encourage more children to identify as 2SLGBTIQ+?”

- SOGI 123 does not encourage the adoption of an 2SLGBTQ identity, it merely elevates representation for 2SLGBTQ individuals while simultaneously building empathy in non-2SLGBTQ students.

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“Shouldn’t this be in the sex ed curriculum?”

- SOGI 123 is not about sexual health education but is instead about creating a safe and supportive environment that is wholly representative of diverse identities.

“Talking about SOGI is too controversial for the classroom.”

- It is never controversial to talk about the identities of the students in your classroom and school.

Then why are parents and citizens in Canada and around the world, rising up en-masse in protest against SOGI 123?

Lesson Plan – What is A Family?

(K/1)

Lesson Overview:

This lesson explores the diverse types of families that exist in society. The interactive activity teaches students that all families are special, express love and support their family members in similar ways to other families and are of equal importance and value within society. The lesson can be followed by a book/lesson featuring same-sex parents.

Curricular Connections: Social Studies – K/1 and Physical Health Education – K/1

Big Ideas:

- Our communities are diverse and made of individuals who have a lot in common (SS K)
- Healthy communities recognize and respect the diversity of individuals (SS 1)
- Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships (PHE K/1)

Curricular Competencies:

- Explore different perspectives on people, places, issues, or events in their lives (SS 1)
- Develop and demonstrate respectful behaviour when participating in activities with others (PHE K/1)
- Identify caring behaviours among classmates and within families (PHE K/1)

Content:

- Ways in which individuals and families differ and are the same. Sample topic: **Same-sex families (SS K)**
- Caring behaviours in groups and families (PHE K/1)

Core Competencies:

- Communication – Acquire, interpret and present information (includes inquiries)
- Creative Thinking – Generating ideas
- Critical Thinking – Analyze and critique
- Personal and Cultural Identity – Relationships and cultural contexts
- Personal Awareness and Responsibility – Self-determination
- Social Responsibility – Valuing Diversity

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history, and story
- Learning requires **exploration of one's identity**

Teaching Strategies and Questions

Ask students “Who’s in a family?” Record their ideas on chart paper along with key words and picture symbols (i.e. people’s heads) so that non-readers can tell who is who. Be careful not to draw girls and boys in gender stereotypical ways (i.e. stick figures with skirts or pants) or using gendered colours (i.e. pink and blue). Instead you could use letters with the stick figures, ie. F=Father, M=Mother, etc

Prior to reading about diverse families, ask students to listen and watch for the different kinds of families they see within the book, and how these families are like theirs.

Emphasize that while there are many ways that families are different, there are even more ways that families are the same. The most important is that families love each other. **Indoctrinating and exploiting children’s innocence.**

Recommended Books for Teaching Family Diversity:

The Family Book by Todd Parr – Short, colourful and whimsical

Who’s in A Family? by Robert Skutch and Laura Nienhaus – Introduces a wide range of families described as “the people who love you the most”.

All Families are Special by Norma Simon and Teresa Flavin – Students tell their teacher about their many different kinds of families.

Families by Shelly Rotner and Sheila Reynolds – Family diversity depicted through simple text and photographs.

The Great Big Book of Families by Mary Hoffman – Discusses different families, homes, celebrations, etc.

After reading, show students a chart with different kinds of families on it (you may need to refer back to specific pages in the books)

- Adoptive Parents
- Foster Parents
- Families with Step Parents
- Couples without Children
- Extended Families
- Same Ethnicity Families
- Multi-Ethnic Families
- Gay and Lesbian (Two Dads or Two Moms) Parented Families
- Single Parent Families

Lesson Instructions:

Ask students to take turns using a pointer and being “the teacher” to point out where their own family may fit. Some students may identify with multiple categories, which can reinforce that “identity” includes several different parts of who they are. Help those who might be challenged to identify their own family. (Make sure you know the families of all students well before you teach this lesson).

When you mention gay and lesbian parented families, some children may giggle or think that these are bad words. **Take this teachable moment to let students know that these are the proper words to describe people who fall in love with someone of the same gender.** "Gay" is usually used to describe two men, but can be used for two women also. "Lesbian" is only used for two women who fall in love. It's not OK to use these words in a mean way, or to tease someone.

On another day, you may wish to read a second family diversity story and see if the students can pick out the different kinds of families and match them to the ones on the chart. Return to your chart throughout the unit to re-teach the names of the different kinds of families. **Using repetition to indoctrinate children/normalization**

Assessment

- Use the final page of "Who's in a Family?" which depicts all the families (without words) and ask students individually to point to different kinds of families as you verbally prompt them with questions i.e. Can you find the single parent family? Can you point to the family with two moms? Where is the multi-ethnic family?
- Use formative assessment strategies to have students brainstorm how families are the same and differ using a T-Chart and scribing their ideas within small groups or as a class.

Recommended Videos for Teaching Family Diversity

Our Family: A film about family diversity – 2016, Not in Our School -

<https://www.niot.org/nios-video/our-family> (7:31) – Prim/Int

This upbeat and touching video allows children to see and appreciate their own families, and to learn about those who are different from themselves. All kinds of families are featured and a teacher's guide is also available.

That's a Family! – 2000, New Day Films – <https://www.newday.com/film/thats-family> (Trailer 3:21, Film 35min) - Prim/Int

That's a Family! stretches the minds and touches the hearts of people of all ages. Children from over 50 diverse families open the door to their homes, and explain things like divorce, mixed race, gay and lesbian, adoption, single parent, and guardian, letting us know what they wish others would understand about their families. This film also comes with an extensive Discussion and Teaching Guide.

Possible Extensions

Homophobia is still a problem in society. As such, this unit on families is a terrific opportunity to do another lesson and read a book about same-sex parents. Because it is

based on a true story and features a student favourite (penguins) we recommend a lesson featured on TEACH BC using:

- **And Tango Makes Three** by Justin Richardson and Peter Parnell – Heart-warming true story of two male penguins who yearn to have a family.

Another option is the book, **ABC - A Family Alphabet Book** by Bobbie Combs and the following activity can help extend this conversation.

- Prior to reading, brainstorm all the activities your students do with their own parents and guardians on a T-chart. Add picture symbols to the words you scribe on the chart.
- Read the story and ask students to watch for other activities that families do together.
- After reading, add additional ideas to the chart from the story based upon student responses.

Other titles to extend the conversation about same-sex parents:

- **Stella Brings the Family** by Miriam B. Schiffer and Holly Clifton-Brown - Stella has two dads and no mom to invite for Mother's Day. What will she do?
- **Donovan's Big Day** by Leslea Newman and Mike Dutton – Donovan prepares to be the ring bearer when Mommy and Mama get married!
- **Daddy, Papa, and Me** by Leslea Newman and Carol Thompson – Board book showing loving family activities in a two-dad family.
- **Mommy, Mama, and Me** by Leslea Newman and Carol Thompson - Board book showing loving family activities in a two-mom family.

Created By: Steve Mulligan

Source: SOGleducation.org/TeachBC

Lesson Plan – Introducing Teddy: A Gentle Story About Gender and Friendship

(K, 1, 2)

Curricular Connections: ELA (K, 1, 2)

Big ideas – Kindergarten - Grade 2:

- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves and our families.
- Everyone has a unique story to share.
- Through listening and speaking, we connect with others and share our world.

Curricular Competencies:

- Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
- Recognize the importance of story in personal, family, and community identity.
- Use personal experience and knowledge to connect to stories and other texts to make meaning. **To question gender identity?**
- Recognize the structure of story.

Developing Understandings:

- A person's appearance can change.
 - Sometimes the change is subtle or superficial.
 - Sometimes the change is more profound.
- People are entitled to be called by the name that they identify with.
 - When people identify the name that they want to be called, it is respectful to use it.
- How to be a good friend.

Introducing the idea that gender is fluid.

Introduction of LGBTQ allies and interference with parental role

Summary of Classroom Visit (i.e., Lesson Plan):

Further indoctrination

I started by introducing myself and asking if students had seen me around the school. I talked about how sometimes when they see me, I might look different. I asked them to brainstorm ways they might notice that I looked different. Suggestions that were generated were wearing a hat one day, wearing different shoes, getting a haircut, etc.

Some possible differences:

- Wearing different clothing
- Changing hair styles; differences in beard (clean-shaven, stubble, trimmed beard, fuller beard)
- Gaining or losing weight
- Having a visible injury (wearing a cast or bandage, having a bruise); getting sunburnt
- Etc.

I talked about how sometimes they might see me and one day I might have a full beard. On other days, I would have no beard. And on other days, I might have something somewhere in between. I elaborated on how sometimes when I've had a beard for a while, it gets kind of fuzzy, and when I shave it off, people don't always recognize me because I look different, but they are always able to recognize that I'm still the same person in the end.

Understanding: Regardless of physical appearance, I am still the same person.

I then spoke to students about my name. I had been introduced as Mr. Gidinski, and I explained to them that most people call me Mr. G. I also shared with them that my friends call me Bryan. I used this to illustrate that I have 3 names, and that names are important. I asked them how they would know what they should call me, to which they responded, "we could just ask you what you wanted us to call you." We all want to be addressed by the name that is most comfortable for us. Kids gave examples of how they had two names. Someone shared their first name and then their middle name. Another shared that his name was Benjamin, but he preferred to be called Ben. A trans student identified that she used a different name last year. In each scenario, students were asked how to determine which name to call someone, to which the simple answer was "we call someone the name they ask us to call them."

Some possible reasons why someone might have more than one name:

- Changing your name (or adding a new one) after immigrating
- Changing your last name to match your spouse
- Having first, middle, and last names
- Having a nickname
- Being referred to by your last name (e.g., Mr. Gidinski)

**Steps
towards
teaching
children to
identify as
the
opposite
sex.**

- Etc.

Understanding: When someone shares their name, it is respectful for us to use the name they ask us to use.

We then talked about how to be a good friend, and we worked together to identify things that good friends do – e.g., sharing, playing together, being silly together, etc. Next, I shared *Introducing Teddy*, a book touching on appearance, names, and friendships, with the class, pausing to ask questions in order to clarify understanding(s) and emphasize how the activities at the end of the story mirror the activities at its beginning.

The story presented in *Introducing Teddy* can be deconstructed on a number of levels that vary in sophistication. Depth of engagement will be dependent on the developmental level of students as well as on which topics are most relevant to the social dynamics in the classroom.

In more advanced classrooms, *Introducing Teddy* and this lesson plan can be a springboard for conversations about:

- 1.) Non-binary understandings of gender.
- 2.) Deconstructing stereotypical gender roles (i.e., Errol plays with Teddy and hosts tea parties, while Ava rides a scooter and builds a robot)

Created By: Jessica Walton & Bryan Gidinski

Source: SOGleducation.org/TeachBC

Using animals to play on the innocence of children, to be more accepting of this agenda.

This programming is creating confusion, anxiety, inner turmoil, depression and causing children to distrust their own innate instincts and question the values taught to them by their parents. Children are instructed to keep secrets which creates divided loyalties that isolates them from their family (grooming).

This is an attack against the natural family to deconstruct societal norms.

Lesson Plan – Be Who You Are: With the Book by Todd Parr

(Grades: K, 1 2, & 3)

Curricular Connections: SS & ELA

Aka overview of steps of indoctrination

Big Ideas:

- Our communities are diverse and made of individuals who have a lot in common. (K)
- Stories and other texts help us learn about ourselves and our families. (K)
- Everyone has a unique story to share. (K,1,2)
- Through listening and speaking, we connect with others and share our world. (K,1,2)
- Healthy communities recognize and respect the diversity of individuals and care for the local environment. (1)
- Stories and other texts help us learn about ourselves and our families and communities (K,1,2,3)

Curricular Competencies:

- Engage as listeners, views and readers to develop understanding of self, identity, and community.
- Recognize the importance of story in personal, family, and community identity
- Exchange ideas and perspectives to build shared understanding
-

Content:

- Ways in which individuals differ and are the same (K)
- Diverse cultures, backgrounds and perspectives within the local and other communities (1)
- Reading strategies (K,1,2,3)

Form of indoctrinating children through "reading strategies"

Goals

- To help students share and explore their identities through discussion of literature and art.
- To provide students with an opportunity to share some of their identities with classmates and teachers.
- To explore the concept of personal expression with students and to embrace differences in the classroom community.
- To explore the concept of gender expression with students.

Objectives

- Students will listen to a book read aloud and discuss its meaning.
- Students will create a drawing that celebrates who they are.
- Students will share their drawings and discuss what is unique about themselves.

Educators' Notes

It is natural for young children to notice differences. This lesson offers an opportunity to build classroom community by giving students a chance to share and learn about each other's differences. Each student will create a detailed drawing of themselves after reading the book *Be Who You Are* by Todd Parr as a class. This book provides a wonderful opportunity to discuss identity and gender expression with young children. One of the learning objectives of this lesson is to teach children to accept and embrace the many ways students may choose to express who they are through clothing and hairstyles, free of gender norms. Indoctrination

Materials Needed:

- *Be Who You Are* by Todd Parr
- Pencils, black permanent markers, colored pencils, crayons or markers (make sure to have lots of good choices for skin tones and hair tones)
- Optional video: [Todd Parr Reads Be Who You Are](#)
- Optional video: [I Love My Hair](#) by Sesame Street

Lesson Overview

Read And Discuss The Book

Be old. Be young. Be a different color.

- Pause on this page and have students talk about how we all have different skin colors.
- Ask them if people are really purple, green and yellow? (This is a great teachable moment opportunity — students will often mention toys such as Legos minifigures being yellow, and you can point out that it would be very inclusive if more toymakers made all of their people/minifigures in skin tones that look like real people.)
- Let students know that when they draw themselves, you will be providing many beautiful shades of brown for skin tones and that students can also decide if they want to draw like Todd Parr and make their skin tone or hair tone a rainbow color.
- Ask students if anything else is missing in the image. (Students usually notice that Todd Parr does not draw noses on people, but he does draw noses on animals.) You may want to encourage your students to draw noses in their self portraits.

- Talk to students about how we all have different colors and textures of hair and that this is one of the many things that makes us beautiful and different. This bilingual Sesame Street video is wonderful for K-1 students: [I Love My Hair](#).

Wear everything you need to be you.

- Let them know that at (_____) school, everyone gets to wear what makes them feel happy and comfortable without being teased. (*Jacob's New Dress* is a great book to further explore this concept).
- Tell students this can be called gender expression.
- Remind students that we cannot assume someone's gender identity (she, he, neither or both) based upon how they look. There are lots of ways to be a girl, boy, both or neither.

Speak your language.

"both or neither" are not supported by science.

- Ask your students how many of them are multilingual.
- Emphasize that this is a beautiful example of being who you are and that it is a gift to know many languages.

Try new things.

- Have a few students share something new that they have tried recently.

"Be Who You Are" Self-Portrait Project

- Have students write at the top of a piece of paper "Be Who You Are" with their name written just below. Students who are multilingual can write it in many languages. You may want to pre-print a paper that says "Be Who You Are" at the top.
- Have students draw a picture of their full body selves with a pencil.
- Encourage them to add lots of details that are special to them —hairstyles, clothing styles, etc. Let students know that if they have always wanted to wear a bow tie with rainbow suspenders, for example, they can draw themselves this way.
- Students can also change their hair to a style that represents their true selves — maybe a student has always wanted short hair or has wanted to dye their hair pink.
- After they have drawn themselves in pencil with lots of details, have students trace over the pencil lines with a black permanent marker.
- Once students are done outlining, they can color in their drawing of themselves with crayons, colored pencils or markers.

See how the language is building...their true selves....never mind who their mom and dad brought home from the hospital...whether a beautiful son or a daughter....

Sharing Their Portraits

- Give students an opportunity to share their work with each other and talk about things that are different and special about them.

Extensions

- Put all of the students' artwork up in your classroom or in the hallway with the title "Be Who You Are."

- Do this lesson prior to an open house or back to school night for families so that the images will be on display that night.
- Have students create digital drawings of themselves in the style of Todd Parr.

Assessment and Evaluation

- Offer an opportunity for students to share their artwork with each other in pairs. Direct students to share one thing they like about their picture with a classmate. Next, ask students to give an appreciation to their partner about their picture.
- **While the students are sharing their work with each other, are they using vocabulary and showing comprehension of the concept of gender expression?**
- Assessment for this lesson will be mostly informal. You should observe your students' reactions during class and small-group discussions. By paying attention to their conversations and individual responses, **you can assess their comprehension of diversity** and their ability to apply this comprehension by exploring their own differences with respect.

Created By: Michele Hatchell

Source: Welcomingschools.org

Lesson Plan – Gender Identity and Pronouns (Part 1)

(K, 1, 2, 3)

Curricular Connections: ELA/ Social Studies / PHE

ELA K-3:

- Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community (K/1/2/3)
- Recognize the importance of story in personal, family, and community identity (K/1)
- Demonstrate awareness of (2) / Explain (3) the role that story plays in personal, family, and community identity
- Use personal experience and knowledge to connect to stories and other texts to make meaning (2/3)

Social Studies K-3:

- Explore the ways in which individuals differ and are the same (K)
- Explore different perspectives on people, places, issues, or events in their lives (1)
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues or events (2/3)

PHE K-3:

- Develop and demonstrate respectful behaviour when participating in activities with others (K/1/2)
- Identify caring behaviours among classmates and within families (K/1)
- Identify personal skills, interests, and preferences and describe how they influence **self-identity** (2) **Planting seeds to self-identify**
- Describe factors that influence **mental well-being** and **self-identity** (3)
- Nature and consequences of bullying (3)

Rationale

Storybooks are an excellent way to learn about ourselves as well as the world around us. By incorporating books with gender-diverse characters in the classroom, students will appreciate the **gender spectrum, fluidity, and the use of gender pronouns**. Students who do not identify within **a rigid gender binary or with the gender they were assigned at birth** may feel validated by seeing their lived experience respectfully represented in the classroom.

Everyone has a unique story to share. Stories help us learn about ourselves, our families, and other people. Curiosity and wonder leads us to new discoveries about ourselves and the world around us. By reading **10,000 Dresses**, we build personal and social competency, respect for difference and **acknowledgement of gender diversity and gender identity**.

Suggested prior lesson: Expanding Notions of Gender in Early Primary
(SOGleducation.org/sogi3)

Nothing subtle about the indoctrination... "Gender spectrum"... this is where they instruct children to identify where they best align on a gender spectrum chart: boy...girl... or somewhere in between.



Creating a mental/emotional crisis and then providing a solution: self-identification and transitioning.

Student Objectives

Students will be able to comprehend and connect with the story through reading, listening, and viewing. Students will begin to develop an understanding of gender identity. Students will engage as listeners, viewers and readers to develop an understanding of the use of gender pronouns, "she", "he", and "they." Students will begin to appreciate that when we use a person's correct gender pronouns, we respect that person and validate their gender identity. Using the role-play activity, students will be able to draw connections based on prior knowledge, comprehend various elements within the story, and draw connections between the story and the world around them.

Materials Needed

The picture book, *10,000 Dresses* by Marcus Ewert
Whiteboard or chart paper.

Indoctrination... K-3 would never, ever consider identifying as a different gender or using pronouns

Teacher Notes

- Discussions and role-play activity should take place during one lesson
- See part 2 for worksheet activities to take place on a separate day

Read-Aloud: 20 minutes

- Prior to reading the story, ask students to make some predictions based on the cover and title of the story and to keep things in the back of their minds for discussion and worksheets afterwards
 - Ask students, "Based on the cover, what do we think we know about Bailey?" If the students make guesses about gender, ask what clues they are using.
- Read the story as a class
 - During the read-aloud possible questions to ask students:
 - (At various points in the story) How do you think Bailey is feeling right now?
 - If you were Bailey's friend, what would you say to her?

- What do you think Bailey should do?

SOGI teaches children to accept other people's delusions and to reject Science & Biology. Call a boy a girl, a he a she?

Discussion: 15-20 minutes

- 1) Have these sentences pre-written on the board or chart paper. "Bailey loved the dress with all her heart." "She went to find her mother." Show students the page, then show and read the sentences and ask what clues tell us that Bailey is a girl. Discuss how pronouns help us to talk without saying a person's name over and over. Think of some other examples with students.
- 2) Turn to page 9. Explain to students that this is a really interesting page because Bailey's mom says that Bailey is a boy. A little while later, Bailey's father and brother also call her a boy. Ask students:
 - Why do you think they do that?
 - What do you think it means when Bailey says she "doesn't feel like a boy"?

Possible teacher response: When babies are born, doctors and parents usually decide if the baby is a boy or girl. However, not everybody will grow up feeling like or identifying as a boy or a girl, just like Bailey.

Doctors/parents do not 'decide' if a baby is a boy or girl...biology does.
- 3) Ask students, do you think Bailey will always feel this way?
Possible Teacher Response: For some people, these feelings are very strong and forever. Sometimes people who feel this way use the word Transgender to describe themselves. For other people, these feelings are not as strong and may change over time. What is important is for everyone to be respected and to be themselves. **Remember...this is K-3. Teaching non-sexual, prepubescent children about sexual matters and deceiving them. Indoctrination.**
- 4) Ask students, what does it mean to feel like a boy? Or feel like a girl? Do people ever feel like a bit of both? **Indoctrinating and confusing children.**
Possible Teacher Response: If this feeling of being both is strong, people sometimes don't like being called "he" or "she". Often people who feel this way like us to use "they" or "them", just like when we don't know the gender of a person. Eg. "I'm not sure who my teacher will be next year, but I'm sure they will be great!" It is important to respect and use the names and pronouns that people want us to use.
- 5) Ask students, how do you think Bailey feels when her mother, father, and brother all call her a boy? What do you think Bailey's family should do instead?
Creating LGBTQ allies and interfering with a parent/child relationship
- 6) Turn to the last page of the book. Ask students, how does Bailey feel when Laurel says, "you're the coolest girl I've ever met, Bailey!"?

- 7) Ask students, if Bailey was a student in our class what could we do to make her feel good about who she is?"

Possible teacher response: call Bailey "she", do not call Bailey a boy, invite her to play a game, etc.

Role Play Extension

Explain role-play pronoun activity with students as a group. Each student will get a piece of paper with a person's name and pronoun. As students walk around the classroom, everyone will take turns introducing themselves and asking each other what their name and pronouns are (based on their cards). To demonstrate, the teacher will choose a student volunteer and each take a name/pronoun card.

This could be devastating for a child who is coerced into participating but too fearful to speak up and be shamed or ostracized.

Teacher: Hi, what is your name?

Student (reading from card): My name is Alex (for example).

Teacher: Nice to meet you, Alex. Do you want me to call you he, she, or they? Student: Please call me they.

Take this opportunity to see if students have any questions.

Student Activity: 5 minutes

Hand out name/pronoun cards (try not to use familiar student names) to students and ask everybody to walk around the classroom and introduce themselves/ask each other what their names are and what pronouns they should use (based on the cards). Remind them that in this game we're pretending to be other people and not ourselves. If students start to get silly or act out gender stereotypes (based on their card) take this as an opportunity to discuss this – for example, explaining how acting out a specific group of people or particular person in an exaggerated way isn't real and can be hurtful.

Compelled Speech. Manipulating and shaming children so they will conform.

Follow-Up

Please see part 2 for additional related activities and worksheets.

Follow-up discussions over time are encouraged to solidify the information presented in this lesson. It is important to model respect for pronouns and gender identity throughout the year– this could take place by asking a volunteer in the classroom what their name is and if we should call them "he", "she", or "they", or bringing up the discussion when reading another storybook.

Adaptations

Students who may need more time with the book directly (i.e. if they couldn't hear the reading of the story, see the pictures, or simply require more time) are encouraged to work in smaller groups with the teacher or teacher's aide to go over the story again. The book may also be kept at the front of the classroom or on the teacher's desk for

students to look through as needed. For younger grades, the role-play activity may need to be done as a group where the teacher models the name/pronoun cards with students. **Repetition, in order to thoroughly indoctrinate a child.**

Created By: Kate Paterson

Source: SOGleducation.org/TeachBC

Action4Canada.com

Lesson Plan – Gender Identity & Pronouns (Part 2)

(K, 1, 2, 3)

Materials Needed

The picture book, *10,000 Dresses* by Marcus Ewert

Colouring material

Printed worksheets

Teacher Notes

- Part 2 should take place on a separate day from part 1 so as to not overwhelm students with information
- Re-read *10,000 Dresses* a second time and then assign the worksheets. Re-reading the story may also provide students more time to think about the plot and characters
- Allocate enough time for students to begin work on the worksheets, however these may be continued over multiple days
- Use worksheets adaptable for grade K-3. For example, kindergarten students may focus on the "Story Retelling" worksheet, while grades 1-3 may focus more on writing and comprehension

Read-Aloud and Discussion: 15-20 minutes

- Tell students that you are going to re-read *10,000 Dresses*
- Allow time for any comments or questions that come up during the read-aloud
- This is a great opportunity to revisit some previous discussions on gender and pronoun use from previous lesson

Teacher Modelling: 5 minutes

Explain various elements of the worksheet(s) with students as a group. Ask if there are any questions. Teachers may provide examples for filling in the worksheets. For instance, "Bailey feels happy that she has a friend who can help her make dresses", "Bailey feels respected when people call her 'she'", "Bailey feels sad when people call her a boy".

Indoctrination.

Student Activity: 30 minutes

After reading the story, ask students to work on worksheet(s). Worksheets may be spread out over many lessons or used as teacher sees fit:

Ask students to design (using crayons or pencil crayons) a dress for Bailey, using elements from the story and other outside knowledge. Discourage students from drastically altering Bailey's appearance (i.e. do not "make her into a boy" or overtly change her hair or physical appearance). Should this occur, begin a group discussion on respecting Bailey by designing a dress that she would like. Discussion may also lead

to gender fluidity – boys and girls do not look, behave, or feel just one certain way.

"Bailey is/can/feels", "I see, I think, I wonder..." and "Predicting character feelings" asks students to draw upon their predictions prior to reading the story, thoughts and curiosities while reading the story, and any conclusions, lingering thoughts, or future predictions after the story.

Indoctrinating and confusing children.

Follow-Up

Depending on which worksheets the teacher decides to use, work may be continued over a few lessons. Students may hand work in for assessment (elements of story, story comprehension, letter formation, sentence structure, conventions). A follow-up discussion is encouraged, should anything come up in student responses on the worksheets (for example, homophobia or transphobia).

Adaptations

Students who may need more time with the book directly (i.e. if they couldn't hear the reading of the story, see the pictures, or simply require more time) are encouraged to work in smaller groups with the teacher or teacher's aide to go over the story again. The book may also be kept at the front of the classroom or on the teacher's desk for students to look through as needed. More time (or fewer worksheets) may be allocated to students who need more time to complete tasks.

If they aren't embracing the new ideology stay on them until they do.

Created By: Kate Paterson

Source: SOGleducation.org/TeachBC

Lesson Plan – A Red Crayon's Story (Emotions & Feelings)

(K-4)

Curricular Connections:

1. Personal Awareness & Responsibility
 1. I can sometimes recognize emotions.
 2. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions
2. Social Responsibility
 1. I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
 2. I can demonstrate respectful and inclusive behaviour.
 3. I am aware of how others may feel and take steps to help them feel included.

Book Overview:

Funny, insightful, and colorful, *Red: A Crayon's Story*, by Michael Hall, is about being true to your inner self and following your own path despite obstacles that may come your way.

Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! This funny, heartwarming, colorful picture book about finding the courage to be true to your inner self can be read on multiple levels, and it offers something for everyone. <https://goo.gl/jMu6Os>

Indoctrination

Lesson Overview: Theme of emotional regulation

(This lesson can take place over several days to explore the topics piece by piece)

1. Read the book to the class.
 - Explore the images and how the main character is feeling.
2. Talk about Feelings
 - Are there times you have to show different feelings than you have

Emotion regulation is the ability to exert control over one's own emotional state. However, this Lesson Plan manipulates children's emotions.

- Sad but have to be brave / happy? (You lost your favourite thing in the world, but have to go to a birthday party instead of looking for it)
 - Happy but have to be composed? (You won first place, but your best friend was hurt in the race)
 - It's ok to be angry at something / someone, but it's not ok to hurt others. It's about working through your feelings.
3. Touching on depression / anxiety
- There are times when it's ok to be sad, happy, brave, upset...
 - It's about sharing those feelings with others who can help, if needed.
4. Moving from emotional to physical - Red crayon was blue inside. Their inside did not match the outside.
- How do you think Red felt when everyone else told them to change?
 - How would you feel if someone kept telling you to change?
- Are there times that you don't feel the way you look?
- What if you felt different inside?
 - **What if you felt like an owl inside** but everyone else kept telling you that you were a person? How would that make you feel? **Subtle step, introducing Furies.**
 - What if I felt like a boy / girl inside but person kept telling me that I am a girl / boy because of the way I look? Would that be ok?
 - What if I looked like a boy but wanted to wear a dress?
 - What if a boy wanted to join a dance class or play with barbies?
 - What if a girl wanted to join hockey or play with trucks?
5. Drawing activity
- Allow the students to draw a time that they felt different inside from what they showed outside (emotions, attitudes, physicality)
 - **Allow students to keep the image private between you and them to keep the activity safe.** If they would like to share with the class, they can, but is not a requirement.
 - They can follow up with journaling to explain the picture, if desired (see #6)

OR

6. Journaling Activity (*this can be an extension or substitute for #5, depending on your students*)
- As an extension: Students can write about what they drew, and why they drew it. They can explain the situation that they drew and what happened just before and after.
 - As a substitute: Students can write about a time that they felt different inside from what they showed on the outside. What made them feel different? How did they show themselves differently? How did it feel at that time?
7. Moving from person to language - Using examples that relate to diversity and acceptance

- When I grew up, I spoke French in my home. Does that mean I couldn't speak to someone who didn't speak French? It meant that I could speak to more people and make more friends.
 - What words can we use to show that we are accepting / welcoming of differences?
 - What if we notice someone that is different or notice that the inside may not match the outside?
 - How do we help make them feel comfortable / welcomed?
8. Activity: Ask students to create a welcoming board that can be placed / displayed in the hallway
- What do they want to include on it? (Language, Images, Title)

Further Resources:

King & King - <https://goo.gl/yILAtg>

Tango Makes Three - <https://goo.gl/ShWg4N> My Princess Boy - <https://goo.gl/quCQxr>

Not Every Princess - <https://goo.gl/Thbkva>

I Am Jazz - <https://goo.gl/kE20TV>

Call Me Tree - <https://goo.gl/wvsKaG> & <https://goo.gl/i186Qf>

Created By: Nichelle Penney

Source: SOGleducation.org/TeachBC

Lesson Plan – Questioning Gender Expectations/Stereotypes

(Based on content from *The Gender Spectrum: What Educators Need to Know*)

(Gr.2,3,4,5,6)

QR Code for Lesson Plan:



Curricular Connections:

- **ELA 2/3** - The role that story plays in personal, family, and community identity
- **ELA 4/5** - Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- **PHE 2/3** - Identify personal skills, interests, and preferences and describe how they influence self-identity
- **PHE 4/5** - Describe factors that positively influence mental well-being and self-identity

Overview

This lesson will explore identity, the societal stereotypes often held about gender, how these affect us, and how we can encourage one another to be authentic to our passions and interests.

Teachers should be familiar with the terms **biological sex** (which is assigned at birth based on external characteristics) and is sometimes different from **gender identity** (which is someone's personal sense of being a girl/woman, a boy/man, or somewhere in between along the gender spectrum). **Sexualizing children.**

This lesson can be followed by a lesson on gender identity, entitled "Gender Identity, Media, and Stereotypes" which is also available on the [TEACH BC website](#).

Lesson Plan – Part One: Gender Stereotypes

Introduce the lesson by telling students that you will be talking about identity, in other words, what makes a person who they are. Part of a person's identity is defined by their interests, what they're good at, and often the things they like to do.

Ask students to talk in small groups about things they are good at or like to do. These can be things they like to do at school, after-school or at home. They should write 3 things each on 3 separate post-it notes (or small pieces of paper). Now ask for their help to place these activities (with words and picture icons) in a large Venn diagram on the board (or using string on the carpet). Use the headings of "Only for Girls", "For Anyone" or "Only for Boys".

What about colours? Are some only for boys, or only for girls? Engage students in discussion about the items. Hopefully they should all eventually land under, "For Anyone".

Next ask if there are activities that are more popular among boys or girls. Sometimes when something is popular for many boys, people begin to think that it's ONLY for boys, or if it's popular with many girls they think it's ONLY for girls. Is this true? These ideas are called **stereotypes**.

- Who gets to decide what a person should like?
- Are there certain jobs that are only for men or only for women?
- What if someone likes something that people don't think is right for them based on their gender? How might they be treated by other kids and sometimes even adults?
- How might this make them feel? Could this feeling affect their interests and even choice of job in the future?

Manipulating student's emotions

Next read two stories about kids who felt like this.

- Boy stereotypes: *Henry Holton Takes the Ice* by Sandra Bradley, *The Only Boy in Ballet Class* by Denise Gruska, *Oliver Button is a Sissy* by Tomie dePaola, or *The Sissy Duckling* by Harvey Fierstein
- Girl stereotypes: *A Fire Engine for Ruthie* by Leslea Newman, *Allie's Basketball Dream* by Barbara E. Barber, *The Worst Princess* by Anna Kemp or *The Paper Bag Princess* by Robert Munsch

Ask students to talk about how the main characters challenged or handled the pressure to follow gender stereotypes. Have they ever felt this pressure? How did they handle it? When people follow their true passions, abilities and strengths they are happier and the world gets their best.

Activity

- Letter Writing – Ask students to write a letter to one of the characters from the stories to tell the character what they think about their decision to be true to themselves. Have them include what they will do if they see this happening to a friend in future and whom they could seek help from if they were teased because of what they like or who they are. LGBTQ ally

Lesson Plan - Part Two: Celebrating Gender Freedom

Tell the students that you are going to read a book, and when they hear a gender stereotype, they can say "What?" and give a thumbs down to show how limiting gender stereotypes can be. Ex. "Blue is only for boys."

Read the book "Of Course They Do" by Marie-Sabine Roger

Activities

- **Learn "The Rainbow Song"** – by Lora Bird (VSB Primary Teacher)
This song teaches children about gender diversity, kindness and acceptance of differences. **Focused solely on LGBTQ**
<https://drive.google.com/file/d/1U48ZmZawuApOgoBquDL8142a7EPvViFE/view>
- How can we as friends support and encourage each other to do the things we really enjoy, regardless of gender?
- Ask students to imagine a world where there are no expectations of what they should like based on their gender. Is there anything that they would like to do or try? Do they have an idea of what they'd like to be when they grow up? Draw a picture and possibly write about themselves doing something they really like doing, would like to try or would like to be when they grow up. It doesn't matter if this idea challenges gender expectations or not, just that it reflects their true passions and interests.

Useful Videos

Creating Gender Inclusive Schools - 2016 (Trailer 2min, Film 21 min) - Professional

This short film shows how elementary schools can talk about gender diversity and stereotypes in an inclusive, fun and age-appropriate way. Ideal for teachers, administrators, staff and parents, but can also be used to promote discussion among students. Brainstorm what actions you can take to make your school more gender inclusive. The full film (21 min) can be purchased at [New Day films](http://NewDayfilms.com).

<https://vimeo.com/154811690>

This video teaches students that "gender is non-binary it's a spectrum"

Tomboy - 2010 (11:48) - Prim/Int *Canadian

Animated short film about a girl who is teased because she doesn't follow gender stereotypes.

<https://vimeo.com/10772672>

Like a Girl - 2014 (3:18) - Prim/Int/Sec

This "Always" ad compares our stereotypical ideas about the term "Like A Girl" to the ideas of young girls themselves.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

Like a Girl – Unstoppable 2015 (2:44) - Prim/Int/Sec

This "Always" ad continues the discussion about the messages society gives to girls which reduces confidence and often results in them quitting certain activities.

<https://www.youtube.com/watch?v=VhB3l1gCz2E>

Inspire Her Mind - 2014 (1:02) - Int/Sec

This "Verizon" ad movingly demonstrates the negative impact of gender stereotypes on girls.

<https://www.youtube.com/watch?v=XP3cyRRAfXQ>

If We Used Childhood Gender Stereotypes on Adults - 2014 (1:47) - Int/Sec

This comical BuzzFeed video imagines what the workplace would look like if we subjected adults to the same gender messages we regularly send to children.

<https://youtu.be/381belOZreA>

Possible Extensions

- This lesson can easily be a part of a unit on diversity, respect and equality and could include lessons on family diversity (see SOGleducation.org/sogi3), ethnic and cultural diversity, levels of ability, etc. By understanding and rejecting stereotypes, students can help to create a world where everyone feels respected and able to be authentic and proud of themselves. By knowing about diversity and the importance of equality, they are better able to speak up, keep themselves safe and to seek help when required.
- A natural progression from this lesson could be **a lesson on Gender Identity where students learn that everyone has their own idea of their own gender** and this may not be the same as others, and that's OK and needs to be respected.
- Sexism - Ask students if they think it's harder for boys who cross into "girl culture" or for girls who cross into "boy culture"? Why do they think one is harder? Introduce the concept of sexism to the class. For example, boys are often harshly teased for engaging in activities perceived to be part of girl culture (ie. dance, figure skating) because these pursuits are seen as lesser. Similarly, girls are sometimes excluded from activities perceived to be the domain of boy culture (i.e. hockey, football, etc.). Also, boys and girls are sometimes teased and targeted with sexist language.... "You throw like a girl!" What effect does this have on these kids? What effect does it have on other kids?
- Homophobia - Talk with students about how people are sometimes called homophobic names if they are perceived to be gay/lesbian because of their appearance or types of activities they participate in. The words "gay" and "lesbian" are OK words to use when talking about who someone loves, but never in a teasing or mean way. You can also mention that a person can't be gay or lesbian (**our sexual orientation**) until their body starts changing into an adult and they develop romantic attractions for others. **Indoctrination, exploitation and sexualization**
- Questions for students:
 - **Ask if they can tell who might be gay/lesbian by their appearance or activities they enjoy.**
 - **How might an older student who says they are gay/lesbian be treated by classmates? This is G 2-6. Most children have not yet reached puberty.**
 - How can we make our school a more welcoming and inclusive place for people who may be different because they don't follow gender stereotypes?
 - Discuss with students how homophobia and sexism sometimes limit girls' and boys' choices because of the pressure their family and friends sometimes place upon them. Ask if this is fair or not. Talk about equality with your students and have them discuss how boys and girls should be treated fairly, irrespective of the activities they enjoy and want to be involved in.

- o To follow through on this topic, teach all students how to dance, how to bake and to throw a football. When you go skating, remind students that they can ask for hockey skates or figure skates based on what they'd like to do or try out that day.

Assessment

Use their contributions to assess their knowledge of self, identity, respect for differences, gender stereotypes, understanding of the harm caused by teasing, and ways to care for each other.

Created By: Steve Mulligan

Source: SOGleducation.org/TeachBC

Lesson Plan – “Call Me Tree”: Gender Identity and Diversity

(5,6)

Curricular Connections:

Communication

1. I can understand and share information about a topic that is important to me
2. I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose.

2. Creative Thinking

1. I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
2. I can get new ideas in areas in which I have an interest and build my skills to make them work.

Book Overview: For one young child, it all begins as a tiny seed that is free to grow and to reach out to others while standing strong and tall – just like a tree in the natural world. In this spare, lyrically written story, we join a child on a journey of self-discovery. Finding a way to grow from the inside out, just like a tree, the child develops as an individual comfortable in the natural world and in relationships with others. The child begins “Within/ The deep dark earth,” like a seed, ready to grow and then dream and reach out to the world. Soon the child discovers birds and the sky and other children: “Trees and trees / Just like me!” Each is different too. The child embraces them all because “All trees have roots / All trees belong.”

Maya Christina Gonzalez once again combines her talents as an artist and a storyteller to craft a gentle, empowering story about belonging, connecting with nature, and becoming your fullest self. Young readers will be inspired to dream and reach, reach and dream . . . and to be as free and unique as trees.

<https://goo.gl/wvsKaG> - Gender Free Version <https://goo.gl/i186Qf>

Lesson Overview: *Note : This lesson would benefit from a symbolism lesson beforehand to help the students understand representation in general and for personal reasons. Lessons can be viewed from the following links: <https://goo.gl/ZhDwBR> <https://goo.gl/EC9n5q> <https://goo.gl/shNMng>

Lesson Plan - theme of self discovery

1. Read the book to the class.
 - a. Explore the images and how the main character is feeling.
2. Journaling
 - What type of tree do you see yourself as?
 - What does your tree look like?
 - What is hanging from your tree that would represent you?
- i. Remember they should be items that symbolise who you are and what you're interested in.

3. Art Project

- Introduce the next step, letting the students know that this is an art assignment, but will not count as an art mark (this alleviates the concern some students have around not being a good artist)

Students are to take their journal entry and turn it into an image

4. They are to create a tree in some form (options below) and hang things from it to show who they are in a symbolic way

- A soccer ball because they love to play soccer
- A light bulb because they always have good ideas
- A rainbow because they like to be inclusive / have friends who may identify as LGBTQ / identify themselves as LGBTQ

indoctrination

5. Give your students choice (if it's open ended, it will allow for more creativity and freedom of thought):

Draw Paint Pastels Pencil Crayons	Create Online - Grab pictures - Collage	Draw a life size image (outline of a student) - Arms / hands become the branches / leaves
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The above are suggestions, not limitations

4. Explore with the students (discuss as a class and one-on-one) a. Where are your branches?

i. Up / down / twisty / broken / strong / thick / thin... b. Where are the items hanging from?

- Items on the top (because you show EVERYTHING of who you are)
- Items in the middle because you only show / tell those things to others
- Items on the bottom because you like to keep those things to yourself

Before the next journal entry, the teacher should explore what an artist statement is, and why it is important.

An Artist Statement: A general introduction to your work, a body of work, or a specific project. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph. The second paragraph should go into detail about how these issues or ideas are presented in the work.

5. Artist Statement Worksheets Links/QR Codes:



6. Journaling - follow-up

- Students will reflect on their original entry in comparison with their art project.
 - Did the tree come out as they expected?

ii. What changed from beginning to end?

iii. Are they pleased with the outcome?

New entry

iv. What is hanging from their tree?

v. Why did they select those items

vi. What do they represent?

7. Final Activity

- Students will place their tree around the room.
- Teacher can set it up as a class presentation, gallery walk, or Q & A (as some suggestions), but should leave it optional for students to discuss their piece as to not put anyone on the spot if they are uncomfortable sharing.
- This can also be done one-on-one with the teacher, or expressed through the journal entry.

Further Resources:

King & King - <https://goo.gl/yILAtg>

Tango Makes Three - <https://goo.gl/ShWg4N>

My Princess Boy - <https://goo.gl/quCQxr> Not Every Princess - <https://goo.gl/Thbkva>

I Am Jazz - <https://goo.gl/kE20TV>

Red: A Crayon's Story - <https://goo.gl/jMu6Os>

LGBTQ resources only. How does this represent all children in the class?

Created By: Nichelle Penney

Source: SOGleducation.org/TeachBC

Lesson Plan – LGBTQ Human Rights

(Gr.5,6,7)

Curricular Connections:

Socials 5 - Human rights and responses to discrimination in Canadian society

Socials 6 - Global poverty and inequality issues, including class structure and gender

Socials 7 - Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places

Overview

This lesson will explore the history of LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer* or Questioning) rights in Canada and make comparisons to other countries around the world. It will highlight that different governments vary in their level of protection for human rights and freedoms, and that these protections often build, but sometimes are taken away over time. **This topic sexualizes children.**

* Usage of the word "Queer" - Since the early 20th century, queer has had the meaning "gay or lesbian," and for much of the time has been used with disparaging intent and perceived as insulting. Since the 1980s, queer has increasingly been adopted especially among younger members of the gay and lesbian community as a positive term of self-reference. However, the term is not universally accepted within the LGBT community, and might still be viewed by some as degrading. Queer is also a term used by activists and academics: *queer politics*; *scholars of queer literature*. And the term has more recently come to include any person whose **sexuality or gender identity** falls outside the heterosexual mainstream or the gender binary. A person identifying as queer can be gay, lesbian, bisexual, transgender, gender-fluid, etc., but the use of queer avoids any specific label. It often replaces the acronym LGBTQ, which is limited because it relies on letters to include each identity. **Sexualizing children.**

Teaching Strategies and Questions

Start by looking at your school's Code of Conduct.

- Why do we have this? It is meant to reflect the BC Human Rights Code. What is included when we talk about human rights?
- Which groups are named in the BC Human Rights Code? Why these groups? (historically targeted, often face discrimination)
- Who was Martin Luther King Jr and what did he do?
- Who was Viola Desmond and what did she do? (In 2018 on Canada's \$10 bill)
- Does anyone know any other people who have fought for civil rights or human rights?
- What about gay and lesbian people? Have you heard the acronym LGBT or LGBTQ? It stands for Lesbian, Gay, Bisexual, Transgender, and the Q can mean Queer or

Questioning. These are OK words to use as long as they're used respectfully and not hurtfully.

- Do you think that LGBTQ people have ever been treated unfairly? How? (employment, housing, marriage, benefits)
- Do you know anyone who has fought for LGBTQ equality and human rights?

Activities

- Read *The Harvey Milk Story* by Kari Krakow
- Read [The Story of Jim Egan](#) on opentextbc.ca
- Read a [newspaper article](#) or watch a [video news story](#) about Tru Wilson
- Design a postage stamp to honor someone who has fought for human rights. Write a persuasive paragraph to support your stamp.
- Divide students into groups and have half the class create a timeline for LGBTQ rights in Canada, and the other half, LGBTQ rights in the United States.
- Explore this [Map of Sexual Orientation Laws from ILGA](#) to see where rights are stronger or weaker.
 - Do they notice any connections with the rights of all people in a country?
 - What causes these differences between countries?
 - Are there factors that determine how progressive a country may be with respect to human rights?
 - Can changes in one place affect another?
 - How do they think a map showing rights for Transgender people would look? Why?
 - Is gender identity and expression protected in Canada? How about our province? Do human rights in a country always move forward? What factors may cause human rights to be reversed?
 - Can students find examples of recent changes in human rights for LGBTQ people in Canada or other countries?

Assessment

- Can students identify the grounds named in the BC Human Rights Code?
- Can students identify the ways that the BC Human Rights Code protects people from discrimination?
- Can students identify similarities and differences between the progress of LGBTQ rights in Canada versus other parts of the world?

Created By: Steve Mulligan

Source: SOGleducation.org/TeachBC

The amendment to the BC Human Rights code to include gender identity and expression is not a green light to sexualize children nor does it give activists the right to impose their ideologies on others or trample over the human rights of others, such as religious rights.

Lesson Plan – 2SLGBTQ+ Discrimination & The Universal Declaration of Human Rights

(Gr.5 & 6)

Curricular Connections:

Gr. 6 - Big Idea:

- Systems of government vary in their respect for human rights and freedoms.

Gr. 6 Content:

- Inequality issues

Gr. 5 - Big Idea:

- Canada's policies and treatment of minority peoples have negative and positive legacies.

Gr. 5 Content:

- Human rights and responses to discrimination in Canadian Society

Gr. 5 & 6 Curricular Competencies:

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond.

Student Objectives: To explore **sexual orientation** laws, discrimination and injustices in Canada and around the world.

Students will be using the UN's Universal Declaration of Human Rights and applying this to explore discrimination and injustices against LGBTQ+ peoples. Provocations of **sexual orientation** laws around the world, legalisation of **same-sex marriage** and Canadian personal stories of LGBTQ+ discrimination, students will engage in critical thinking regarding which articles of the Universal Declaration of Human Rights are being violated in Canada and around the world.

Guiding Questions:

- How are LGBTQ+ people around the world treated?
- What are your rights in Canada? In another country?
- Which of the Universal Declaration of Human Rights are being violated by the unjust treatment of LGBTQ+ people in Canada and around the world?

Lesson Instruction:

Use the provocations below (or select your own) to explore sexual orientation laws and discrimination locally and around the world. Consider setting up provocation stations

around the room or school, putting one provocation at each station. Students can work individually, partner and/or group and can record their thinking using the [Student Handout](#) as they rotate through the stations. Students will be using the [Universal Declaration of Human Rights](#) to consider which rights are being violated for the different provocations. In their handouts, students are asked to justify their thinking explaining why they have chosen the different Human Rights articles. Spend time after making students thinking visible and sharing their thinking with the class. Have each student or group share 2 articles that they believe were violated and allowing students to express their feelings regarding the different provocations.

Materials Needed: See HyperLinks Below

[Student Handout](#) (See Next Page)

[Universal Declaration of Human Rights](#)

[Provocation: Sexual Orientation Laws Around the World](#)

[Provocation: Legalisation of Same-Sex Marriage](#)

[Provocation: UN SPECIAL PROCEDURES & LGBTI ISSUES](#)

[Provocation: Jim Egan - Canadian LGBTQ+ Rights Pioneer](#)

[Provocation: Mission, B.C. Teen Bullied for Being Trans](#)

Assessment:

- Can students identify the ways in which LGBTQ+ rights are being violated according to the Universal Declaration of Human Rights code in Canada and around the world?
- Can students justify their thinking by providing reasons/evidence for the rights violations they identified?

Created By: Olivia Lord & Jay Marees

Are students being taught about other Human Rights such as religion? Are they being taught that Christians suffer the most extreme persecution in the world? Canada is founded on Christian biblical principles. Are students being taught these values?

The Natural family is the cornerstone of a thriving society. The ultimate goal of SOGI 123 is to dismantle heteronormativity which is nonsensical and destructive to the basic building blocks of society.

As evidenced in the SOGI Toolkit for teachers, children are being constantly inundated with propaganda that is founded on an unscientific ideology. As a result, students are suffering from increased depression and suicidal ideations. The learning resources are causing a mass social contagion wherein children are "self-identifying" as trans and being fast-tracked onto harmful hormone blockers and surgeries that permanently mutilates their bodies, and sterilizes them.

As stated in the introduction of this toolkit SOGI is not about diversity or inclusion, "The goal is to provide curriculum focused learning that is centered around issues facing members of the 2SLGBTQ+ community

SOGI 123 is causing measurable harm and must be removed in its entirety from the education system.

