

# Active Allyship

[SOGeducation.org](http://SOGeducation.org)



**SOGI123**

# Land Acknowledgement

---

I am from amiskwacîwâskahikan, the North Saskatchewan River Territory of the Otipemisiwak Métis Nation of Alberta, and Treaty 6 Territory – the traditional and present home of the nêhiyaw, Dene, Anishinaabe/Saulteaux, Nakota Isga/Nakota Sioux, and Niitsitapi First Nations.

This acknowledgement serves as a moment to remember the truth of colonization, its historical and ongoing impacts, and will hopefully serve as a step toward respectful and reciprocal relationships in our work. All my gratitude to the caretakers of these lands, waters, and skies since time immemorial.



# About Me

---

## Alissa Takahashi (they/them)

Alissa spent 6 years as a junior high teacher for EPSB in in amiskwacîwâskahikan. Now the SOGI 123 Lead for Alberta with ARC Foundation, Alissa is passionate about supporting educators, students, and school communities in creating more inclusive spaces. As a neurodivergent, disabled, trans person of colour, Alissa understands the importance of intersectionality, lived experience, and collective liberation

\*I have Tourette's, and that may show up here. I also have a heart condition that I must monitor.

# Today's Conversation

---

1

Intro and Definitions

2

Difficult Conversations

3

Speaking Up

4

When to Listen

# TQS Alignment

---

1.e

collaborating with community service professionals, including mental health, social services, justice, health and law enforcement

2.c

building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;

4.a

fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*

# Intro to SOGI 123

---



# What is SOGI and SOGI 123?

---

**Sexual Orientation**  
**Gender Identity**

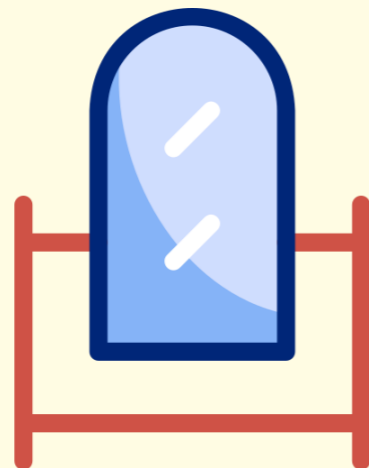
**SOGI 123**

# What Does SOGI-inclusive Education do?

---

SOGI-inclusive education provides a **MIRROR** for some students and families to see themselves reflected and a **WINDOW** for all students to see the diversity that exists in society.

- Dr. Rudine Sims Bishop



# Essentials for SOGI-Inclusive Schools

---

## 1 Policies & Procedures

Policies and procedures that explicitly reference sexual orientation and gender identity reduce discrimination and create safer learning environments for all students.

## 2 Inclusive Environments

Inclusive learning environments — including SOGI-inclusive signage, word choices, and extra-curricular opportunities — create a positive and welcoming space for all students.

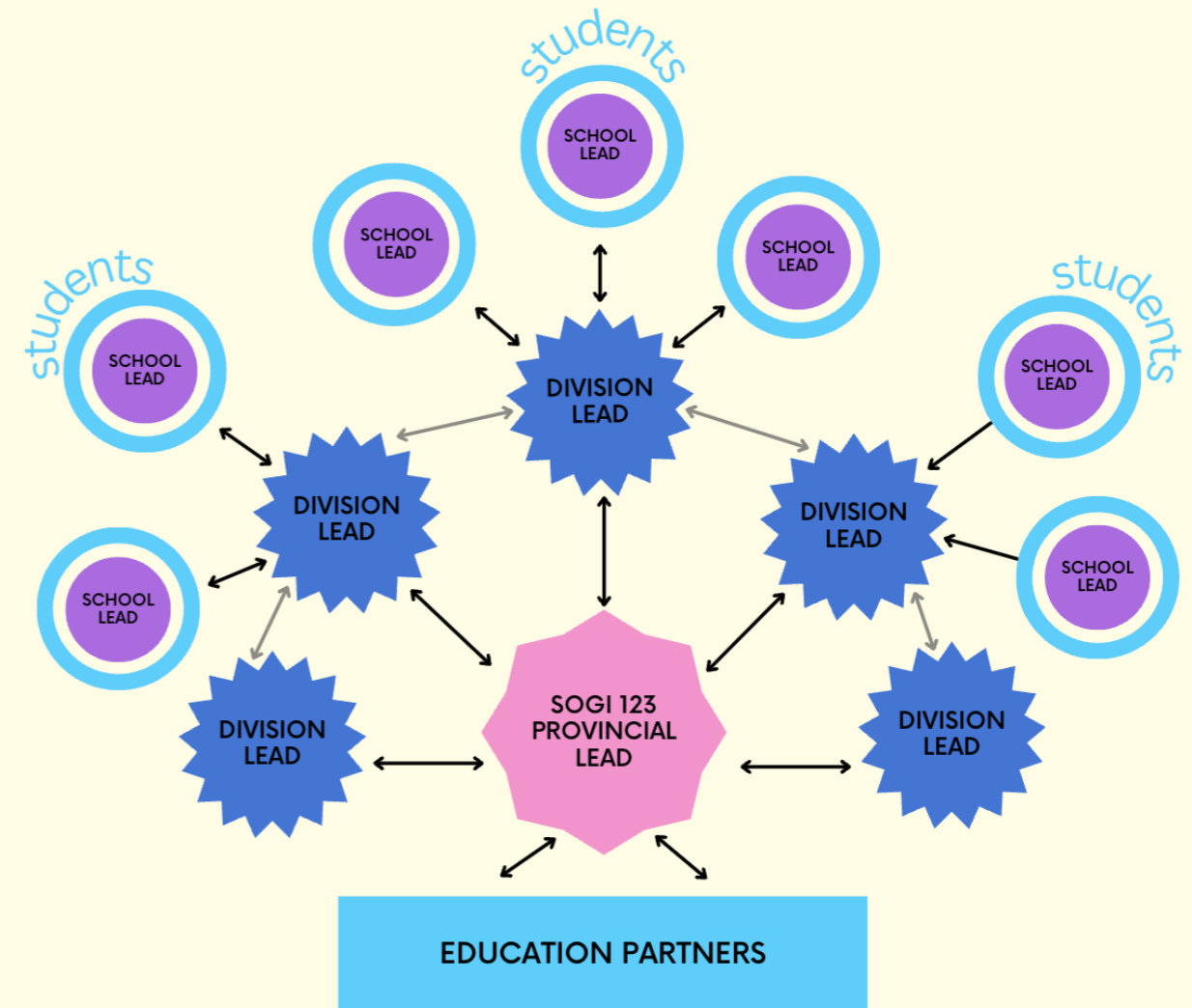
## 3 Classroom Resources

Classroom resources and lesson plans that teach diversity and respect and include examples of SOGI topics and 2SLGBTQ+ people that reflect the SOGI diversity in students' lives and society.

# Alberta Educator Network

## How we support you

SOGI 123 creates regional SOGI Educator Networks where educators learn from each other and lead change together. Within these networks, educators act as SOGI Leads, bringing the benefits of collaboration back to their colleagues.



# Definitions

---



# Ally

---

“Allyship is the active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate **in solidarity** with a marginalized group. Allyship is **not a state of being** but rather a **process** based on relationships and accountability.”

- PeerNet BC

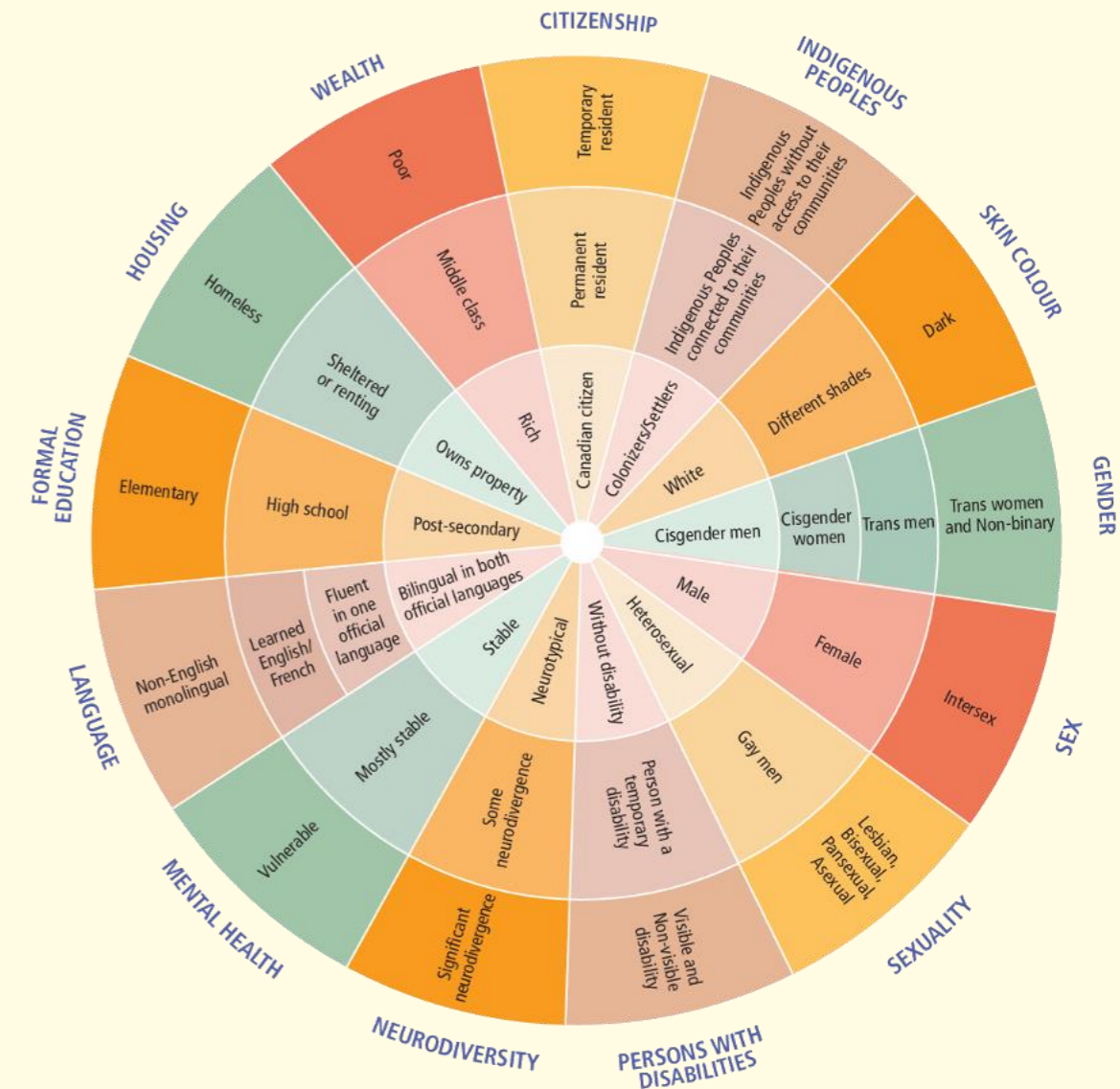


# Intersectionality



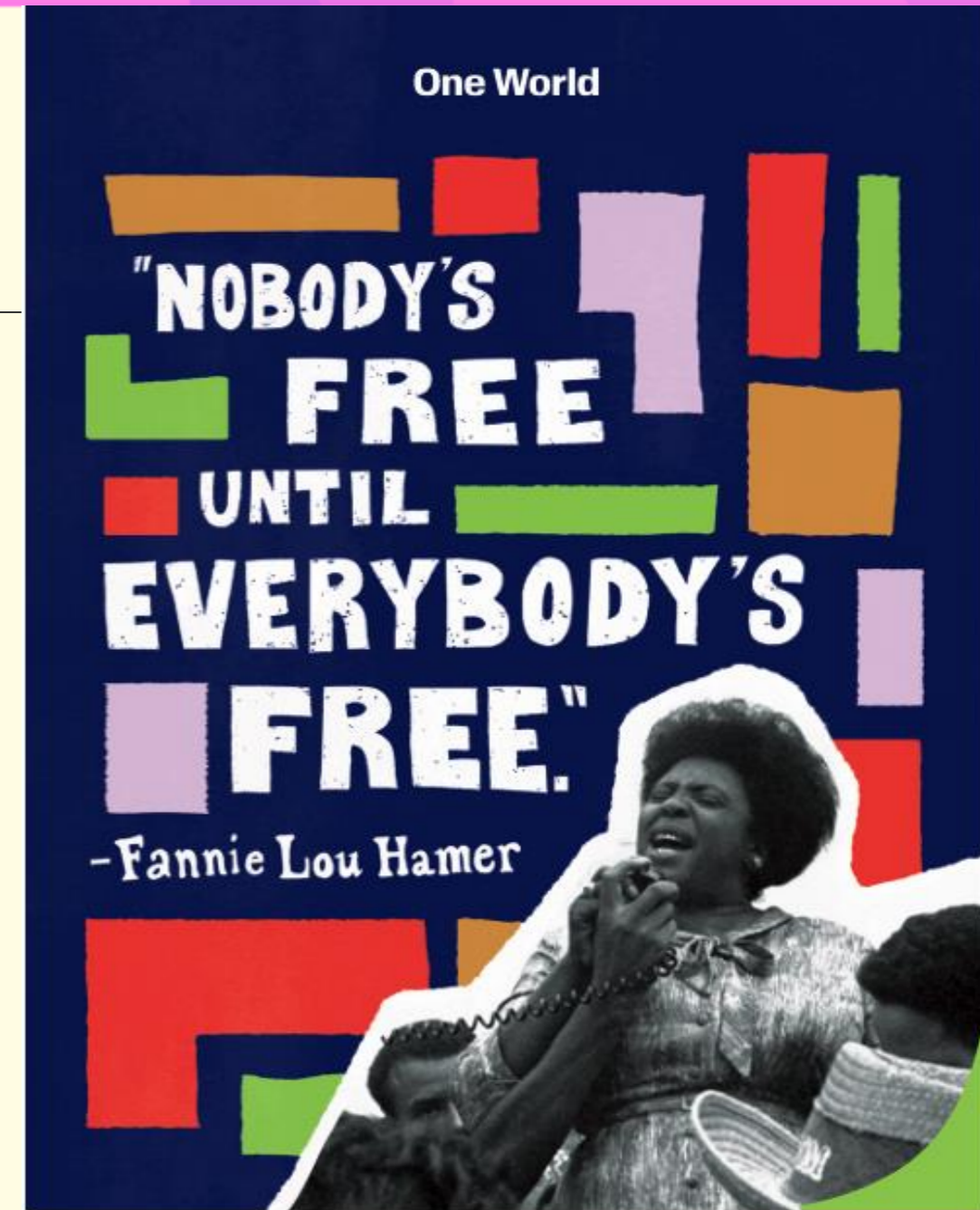
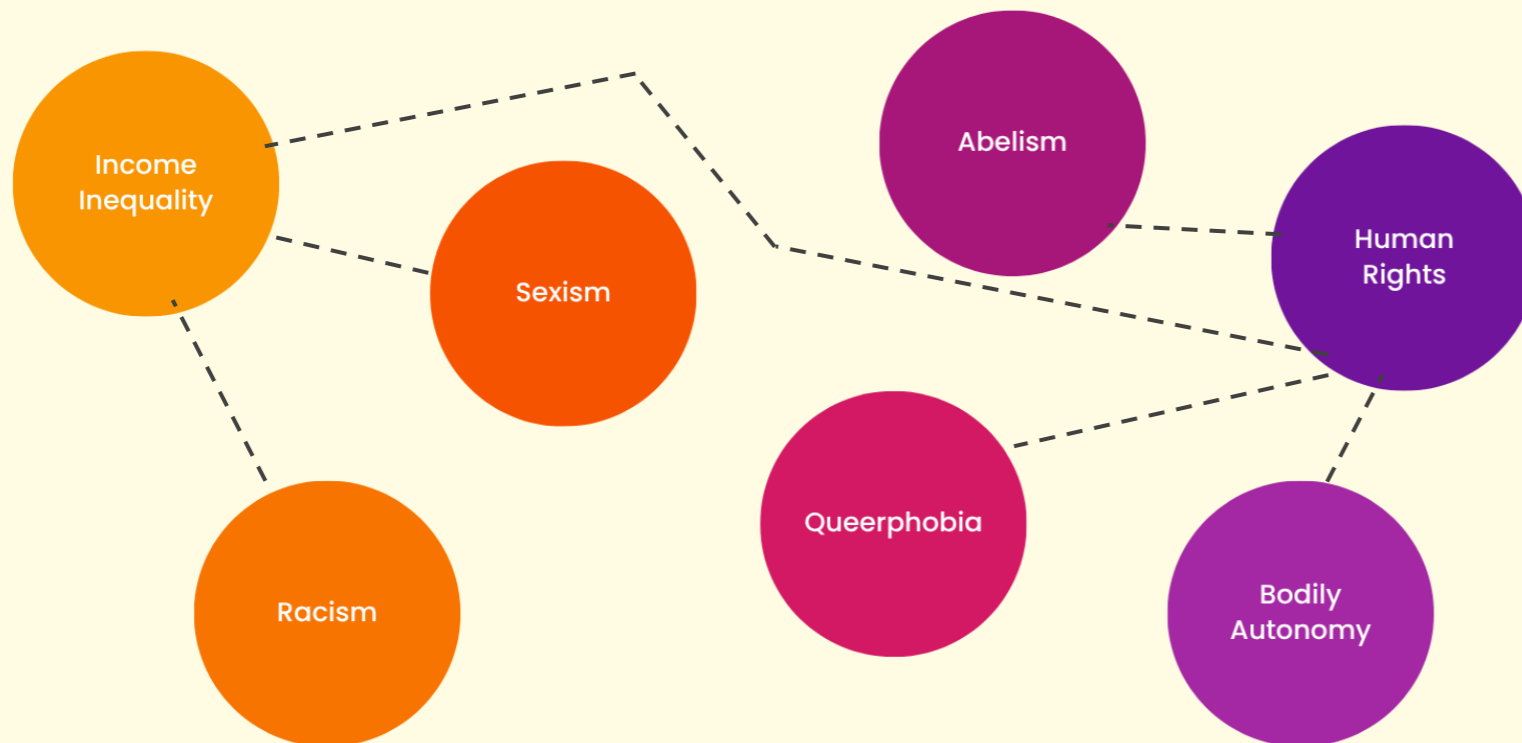
Intersectionality, a term coined by Kimberlé Crenshaw, is a framework “for understanding how groups and individual’s social and political identities result in unique combinations of discrimination and privilege”

The Wheel of Power and Privilege helps us visualize intersectionality, power, and privilege in a more tangible way.



# Collective Liberation

The idea that freedom is directly linked to the struggles of all marginalized and oppressed peoples, and that these issues are interconnected.



**SP** **LC** **LEARNING FOR JUSTICE**

Learning for Justice and participating artists encourage you to clip the One World page to hang on a classroom wall or communal space. It is created with just that purpose in mind.

Fannie Lou Hamer (1917-1977) was a prominent Mississippi civil rights leader who was renowned for her voting rights activism.

Illustration by Morgan Taylor

# Difficult Conversations

---



# Noticing the Discomfort

---

## How can you tell a conversation is “difficult”?

- Notice what is happening in your body when a topic of discussion is brought up...



# Slow Down

---



## Regulating

Things often feel urgent, even when they're not – slowing down can help our systems realize that we are not in immediate danger.

- Take a series of deep breaths
- Take a sip of cool water
- Eat sour candy
- Remind yourself that this feeling won't last forever
- Show yourself compassion
- Move your body

# Slow Down

---



## Notice feelings of urgency

The goal isn't to respond instantly and perfectly, but mindfully.

You might need to take a moment, an hour, a day, or longer to work through your own feelings – and that's totally fine!

- Communicate your needs and set boundaries
- Follow through
- Circle back

# Relying on Your Support System

---

## Your feelings are valid, and they are feelings

Sometimes we just need to vent about how we're feeling! It can help us process, return to our values, and move into action.

- Time and place
- Audience
- Expectations

# Decentering Yourself

---

**If this is hard for me, how might \_\_\_\_\_ feel?**

Once you have attended to your own needs, you are better equipped to respond to those around you.

You are also more likely to speak from a place rooted in your values than reacting out of fear, judgement, disgust, etc.



# Scenarios

---

1. You're reading a passage aloud that includes a character saying that they're queer. Student A calls out "That's disgusting!". Student B says, "That's homophobic", and student A responds, "Well those are my beliefs, I am homophobic."
2. An openly queer staff member says that they think this "rainbow Pride stuff has gone too far" at a staff meeting when discussing Pride week activities.

# Active Allyship

---



# Moving From Thoughts to Actions

---

## But what *should* I do?

There actually isn't a one size fits all, and that is something people tend to struggle with.

~~Should~~

# Moving From Thoughts to Actions

---

## But what *should* I do?

There isn't a one size fits all, and that is something people tend to struggle with.

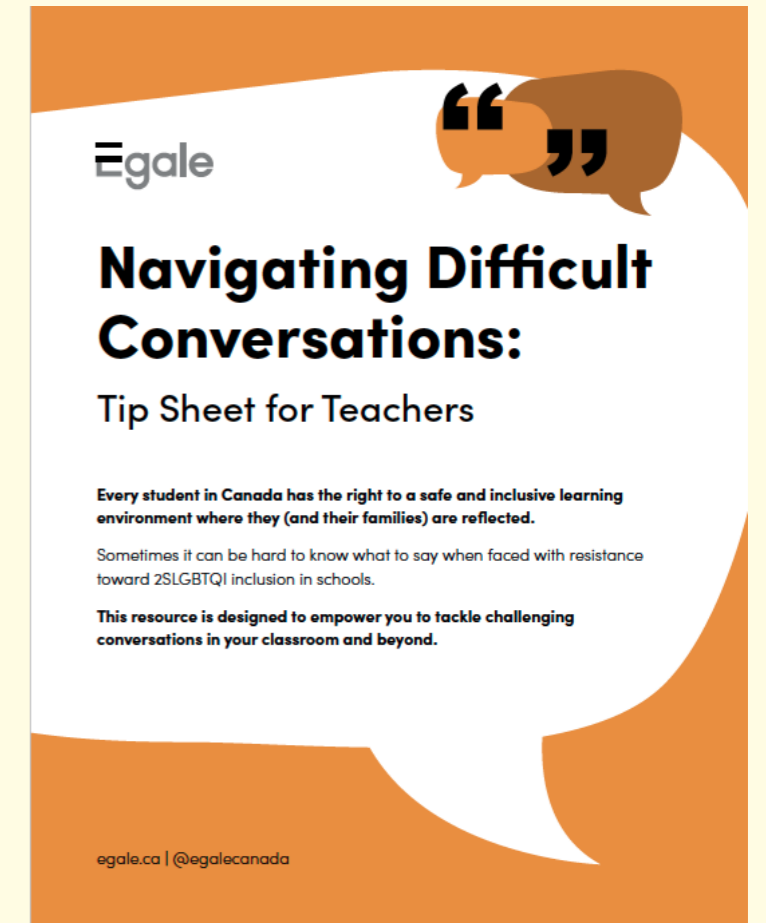
- What do I feel safe doing?
- What do I feel called to do?
- What do I want to do?
- What do I have capacity for?
- What do I need to do?\*

\*TQS 4: A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

# Tips for Teachers

## Egale Canada

- Tap into shared values
- Share stories about the community and aim to humanize
- Ask critical thinking questions with curiosity and not judgement
- Describe what we're working toward, not what we're fighting against
- Avoid debates. Focus on a change in behaviour, not beliefs or attitudes



# Calling Out

---

## Intention

Bringing someone's attention to the harm they caused publicly, often rooted in blame/shame

## Pros

Interrupts harm, done in the moment, calls for accountability, visible to others

## Cons

Heightened emotions, typically brings out defensiveness, visible to others



# Calling In

---

## Intention

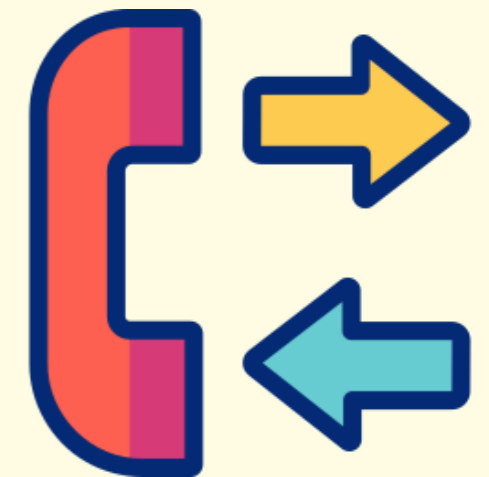
Bringing someone's attention to the harm they caused through conversation, often one on one

## Pros

No set timeline, rooted in compassion, potential for ongoing conversations

## Cons

Feelings of perfectionism, requires emotional labour



# Calling On

---

## Intention

“Returns the responsibility of rectifying harm back to its rightful owner(s)”

## Pros

An invitation for someone to reflect on their behaviour, less labour for others, opportunity to uplift marginalized voices

## Cons

Requires taking a step back, self reflection, understanding that some will not accept your invitation



# It's Not About Perfection

---

## It's about consistency

"Teachers walking on eggshells creates the perfect breeding ground for microaggressions and queerphobia"

- BC SOGI Summit student presentation

# When to Listen

---



# When to Listen

---

## Checking your privilege

There are times when the best way to be an ally is to **listen, learn, and uplift.**

- Follow social media accounts of marginalized people
- Practice decentering yourself – do you need to respond or has someone already done the work?
- Share resources
- Ask if people would like **support**

# Scenarios

---

1. You're reading a passage aloud that includes a character saying that they're queer. Student A calls out "That's disgusting!". Student B says, "That's homophobic", and student A responds, "Well those are my beliefs, I am homophobic."
2. An openly queer staff member says that they think this "rainbow Pride stuff has gone too far" at a staff meeting when discussing Pride week activities.

# Take Aways

---

## No one can do everything, but everyone can do something

Being an active ally isn't a choice you make once and then forget about – it is an ongoing commitment.

- Is there one thing you can commit to trying?
- Build this work into your Professional Growth Plan
- Continue to choose PD topics that support your allyship
- It's not about guilt, it's about community



# Stay in Touch

## Sign up for our newsletter

Receive updates about SOGI 123, educator resources, upcoming webinars and learning opportunities!

**SOGI123**

**Sign Up for SOGI 123  
Educator Newsletters**



scan here



# Questions?

---

**Q & A Period**



# Thank You | Merci

Support all students.

Visit [SOGeducation.org](https://SOGeducation.org)

Active Allyship - Session Feedback



**SOGI123**