

**GRADE SEVEN TEACHERS' EXPERIENCES USING 2SLGBTQQIA+
INCLUSIVE LESSONS FOR PHYSICAL AND HEALTH EDUCATION.**

by

Alisah Rae McPhee

Bachelor of Arts, Simon Fraser University 2005

Teacher Certification, University of the Fraser Valley 2011

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Approval

Name: Alisah Rae McPhee

Degree: Master of Education (Educational Leadership and Mentorship)

Title: Grade seven teachers' experiences using 2SLGBTQQIA+ inclusive lessons for Physical and Health Education.

Examining Committee:

Name: Dr. Joanne Robertson

MEd Chair or Designate, Teacher Education Department

Name: Dr. Jo Sheppard

Senior Supervisor

Associate Professor, Faculty of Health Sciences, Kinesiology, University
of the Fraser Valley

Name: Dr. Joanne Robertson

Second Reader

Assistant Professor/Med Chair, University of the Fraser Valley

Date Defended/Approved: June 3, 2023

Abstract

There is a provincially mandated physical health education (PHE) curriculum in British Columbia (BC) that specifically outlines learning standards related to 2SLGBTQQIA+ concepts. Many teachers in BC are reluctant to implement this required curriculum. In response to this issue, the researcher of this study created a 2SLGBTQQIA+ classroom resource for three grade seven teachers who self-identified as not being comfortable with implementing the provincial health curriculum. The focus of this phenomenological research study was to examine the lived experiences and perceptions of these three teachers as they utilized this prepared 2SLGBTQQIA+ inclusive resource. Prior to the participants teaching with the resource, the researcher conducted semi-structured pre-interviews to gather data on their views regarding the PHE curriculum. The participants then participated in two 45-minute professional development sessions during which they learned how to use the new resource. After piloting the 2SLGBTQQIA+ inclusive resource in their classroom for a minimum of three lessons, the participants reflected on their experiences teaching with the resource in a semi-structured post-interview. This study used a phenomenological methodology. Data was collected through pre- and post-interviews was analyzed using descriptive and process coding. The findings of this study are organized into three major themes of equity, challenges, and support. Study recommendations include 1) providing 2SLGBTQQIA+ inclusive professional development; 2) introducing a PHE curriculum helping-teacher for the school district; and 3) revising the administrative procedures to eliminate the opt-out option for 2SLGBTQQIA+ lessons.

Keywords: 2SLGBTQQIA+, physical and health education, PHE, inclusive education, teacher experiences, phenomenology, curriculum, resources, LGBTQ

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Dedication

This study is dedicated to the pioneering queer folk who came before me. Those who persevered in the face of obstacles despite slander and hate to create a space where I could exist as I am and conduct this study. Thank you for blazing the path.

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Glossary

- i. **Homonegative:** The dislike of or prejudice directed towards people who identify as or are perceived to be lesbian, gay, or bisexual.
- ii. *Transnegative:* The dislike of or prejudice directed towards people who identify as or are perceived to be transgender.
- iii. *Cisheteronormative:* The worldview that assumes everyone identifies as the gender they were assigned at birth and promotes heterosexuality as the normal or preferred sexual orientation.
- iv. *Male Hegemonic:* A practice that legitimizes men's dominant position in society and justifies the subordination of the common male population and women, and other marginalized ways of being a man.
- v. *Recruiting:* A word used in a derogatory way, when directed to 2SLGBTQQIA+ people, meaning that they are attempting to 'make someone gay.'

Acronyms

- i. *2SLGBTQQA+*: 2 Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, (+) continuously evolving
- ii. *PHE*: Physical and Health Education
- iii. *Pro-D*: Professional Development
- iv. *ARC Foundation*: Awareness, Respect, & Capacity Foundation
- v. *SOGI 123*: Sexual Orientation and Gender Identity
- vi. *GSA*: Gender and Sexualities Alliance

Metamorphosis

The great poet Maya Angelou says, “We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve the beauty” (Angelou, 2021). The process of taking on the challenge of teaching 2SLGBTQQIA+¹ inclusive PHE lessons is much like the process a caterpillar takes while transforming into a butterfly (see Figure 1). I had the privilege to witness the process the participants of this study undertook in their own transformations of personal growth into empowered and inclusive educators.

Figure 1

Metamorphosis of teachers as metamorphosis of a caterpillar to a butterfly



Note. Adaptation from *Cartoon butterfly/caterpillar life cycle* [Image], by Tartila, (n.d.), VectorStock (<https://www.vectorstock.com/royalty-free-vector/cartoon-butterfly-life-cycle-caterpillar-vector-28422248>). Used with permission.

¹ Refer to acronyms p. xiii

In order for a beautiful butterfly to exist, there has to be a dramatic transformation. Let us start from the beginning. The eggs, much like teachers, are just there. They are waiting to grow and move into the next phase of life. The ever-evolving educational world is changing around them. The British Columbia PHE curriculum is an example of a significant change for teachers. With this new curriculum, teachers have two choices: 1) stay put, ignore it, and continue doing the status quo or 2) confront the challenge and continue in the process of transformation. Baby caterpillars are expected to just know what to do next, but teachers often do not. Often, a lack of knowledge and/or reservations about moving forward are preventing teachers from continuing in their professional transformational journey.

Making the decision to be part of this research was the beginning of the work of the transformation for the three participants in this study. Just as the caterpillar spends time anchoring itself, preparing for the change that is coming, the teachers in this study anchored themselves to learning and reflecting on the challenges of teaching the 2SLGBTQQIA+ components of the new PHE curriculum. This process of learning and reflection accompanied by one of the most crucial components for the transformation process to continue: support. Much like the cocoon is a place of refuge for the caterpillar, the professional development sessions and the prepared lessons offered to these grade seven teachers were meant to serve as a refuge for exploring the new PHE curriculum and for taking the first steps to implement it in their classroom practices.

At the end of this process of transformation, a beautiful butterfly emerges. Likewise, all three teacher participants emerged from this experience transformed into empowered change agents.

Introduction

Setting the Scene

In 2016, after a landmark amendment to Bill 27-the Human Rights Code was passed, gender identity and gender expression were added to the Canadian legal vocabulary (Bill 27, 2016). Around this time, British Columbia (BC) Ministry of Education began the implementation of a new curriculum framework in K-12 education that outlined the expected provincial learning standards as *Curricular Competencies* and *Content*. This new competency-based curriculum created opportunities for educators to implement inclusive pedagogical practices in the classroom within the revised Physical and Health Education (PHE) curriculum (British Columbia Ministry of Education, 2016). The new PHE curricular competencies specifically aimed at combating, homonegative² and transnegative³ school environments (British Columbia Ministry of Education, 2016). While the curriculum was well designed, support and resources were needed to successfully implement the new curriculum in BC classrooms. In response to this need, the ARC⁴ Foundation, in collaboration with the University of British Columbia, created *SOGI 123*⁵(<https://www.sogieducation.org>), a website resource to help provide educational resources to teachers with the intent of making schools more inclusive and safer for all students.

My Experience

In my 12 years of experience as an educator in the BC K-12 system, there has been an increasing rate of youth self-identifying under the 2SLGBTQQA+ acronym before or while in middle school. The world is changing and so is the student demographic within which teachers

² Refer to glossary p.xii

³ Refer to glossary p.xii

⁴ Refer to acronyms p.xiii

⁵ Refer to acronyms p. xiii

find themselves. And the provincial curriculum is reflecting and adapting to those changes. For example, the grade six PHE curriculum states that students should know the influences on individual identity, including sexual identity, gender, values, and beliefs (British Columbia Ministry of Education, 2016). The grade seven PHE curriculum builds from those topics, providing space for 2SLGBTQQIA+ language and content that addresses topics including sexually transmitted infections and life-threatening communicable diseases, bullying, stereotyping, and discrimination (British Columbia Ministry of Education, 2016). There are a variety of ways for teachers to integrate this new PHE content, including providing choices of language such as normalizing pronouns to introduce yourself, not using the binary *boys and girls* as a way to separate the class and providing diverse and inclusive books in the classroom. The need for all students to feel represented and included in the curriculum is a key consideration in helping students feel they belong in the school. As identified in the online article *Introduction to 2SLGBTQI Inclusion: Building Inclusive Schools* (n.d.) published by Egale Canada, a cisheteronormative⁶ school climate negatively affects 2SLGBTQQIA+ students. This type of school climate is illustrated on the Egale website through the use of an infographic design that represents the interlocking impacts of a non-inclusive school climate. These interlocking impacts are identified as: a) lack of school attachment, b) low extra-curricular participation, c) low attendance -high dropout rates, d) poor academic achievement, e) internalized shame- low self-esteem, f) negative mental health and wellbeing, g) low future expectations, and h) long term marginalization. 2SLGBTQQIA+ identifying students who do not have a sense of belonging or connectedness somewhere within their school are likely to be at risk of social isolation. They are

⁶ Refer to glossary p. xii

left on the outside feeling insignificant and not seen or included. As a result, these students become increasingly isolated and stop participating at school, on a variety of levels. Typically, 2SLGBTQQIA+ identifying students who do not have a connection to their school, have long-term negative effects as they grow into adulthood.

The work of Willms et al., (2009), identifies the three dimensions of student engagement, as academic, intellectual, and social. With this framework in mind, I would contend that the social dimension directly affects the other two, meaning that if students do not have a sense of belonging in their schools, it is very likely that their academic and intellectual development will suffer. 2SLGBTQQIA+ identifying students who feel they do not belong in their school remain on the periphery of their classrooms and schools and eventually disengage from school. The work of Christensen et al., (2021) further supports the view that when 2SLGBTQQIA+ students feel they do not belong, their peers also believe they do not belong, which often results in peer victimization directed towards the 2SLGBTQQIA+ identifying students. With no sense of belonging and the perception of bullying, 2SLGBTQQIA+ students are at risk of a downward spiral when it comes to their education and self-esteem.

When students are able to see themselves represented in their classrooms and schools, they are better able to “fit” in. British Columbia’s new PHE curriculum can and should be used as a vehicle for change to combat the negative effects that a non-inclusive school climate can perpetuate. The new curriculum provides an opportunity for 2SLGBTQQIA+ students to be represented, thus enabling them to gain a sense of belonging. Additionally, the curriculum provides an opportunity for heterosexual students to learn about an informed perspective of the 2SLGBTQQIA+ community.

Personal and Professional Impact

As a cisgender, non-conforming, lesbian, middle school teacher, I am personally and professionally invested in ensuring that the PHE curriculum is taught with care and consideration, including identity language. Identity language or vocabulary is vital for 2SLGBTQIA+ people, who do not “fit” into the dominant social norms, to have their experiences affirmed (Peter et al., 2021). Speaking from experience, as a teen attending school in the mid to late nineties, I would have benefited from a curriculum where I could see myself positively represented.

I believe that listening to a person’s story is powerful and provides insight into how their lived experiences have shaped the lens through which they view the world. Therefore, I will share a part of my story. My path to becoming a teacher was met with many obstacles - partly due to the small-town values of a male hegemonic⁷ social system and the lack of progressive educators challenging the status quo homonegative culture in which I grew up.

As a young child, in a rural town in British Columbia, I grew up being asked, “Is he your boyfriend?” any time I was out playing soccer with my friends. Into my teen years, there was no shortage of boyfriend options around, but they never seemed to feel “right,” based on what friends and television shows portrayed. I chalked it up to not having found the right boy yet. And then that moment came. In the summer going into grade 12, I had the “right” first kiss. There was a mixture of emotions in that moment, ranging from “Wow, now I get it” to “OMG, am I

⁷ Refer to glossary p. x

gay? Am I going to Hell?” I grew up where not being heterosexual was not an option, I had no reference for what being gay was or meant other than it was negative.

As a teenager completing grade 12, I was forced out of the closet by a member of my family and told, with great conviction, that I was “Going to Hell in a handbasket.” That same person told me that I should not ever be allowed to work with children, leaving me feeling very heavy. I found myself beginning to build an armour to protect myself. I questioned these statements time and time again. If someone close to me thought I shouldn’t work with children, then what would people who do not know me think? I believe it was because of this statement that I did not pursue my career in education until I was 30.

At the age of 23, I moved back home to work during my summer break from university. One night after a soccer game my team decided to go to the local pub. As I walked towards the front doors, I was met by six young men I had graduated high school with who were exiting the pub. We exchanged hellos as we passed each other. But then they circled back and blocked me from entering the doors. I was encircled by a group of young men who wasted no time calling me a “F@\$%ing dyke” and uttering remedies to my lesbianism like, “showing me I haven’t found the right man, yet.” It took some time, but I got away. I realize I was lucky to have escaped this potentially tragic situation. I somehow, by existing, had offended these young men and they felt they had the right to try and intimidate me without provocation. I strongly believe this situation, and many others like it could be prevented through 2SLGBTQIA+ inclusive education in schools that would lend to normalizing more than just a heteronormative sexuality.

Unlike a caterpillar, I did not have a cocoon to retreat to at that time. I had no place that was safe for me to be me to transform into the adult I was destined to become. I was left to my own devices, creating armour to protect myself. Although the armour served its purpose, it was

counterproductive in my ability to transform. The impact of the traumatic and outright homonegative experiences in the early developmental part of my life has led me to fight to change my negative internal narrative.

I have since struggled with my internal dialogue, which was marred by the toxic climate I grew up in, and have won that battle. Today, I am proud to be the outcast everyone made me to be, the exemplar of what a small-town, lesbian kid can become. I will continue to be out and visible because I understand my presence is affirming to youth, particularly to the youth I teach in my school and district. As Starratt (2013) suggests, me being authentically present “communicates the message that others have the right to be who they are” (p.59). Therefore, me being me, allows for middle school-aged children to see a positive queer person affirming their existence. As a teacher, I am willing to be seen, unapologetically, for who I am. And I am willing to advocate for a quality, inclusive learning environment for all students, especially those identifying under the 2SLGBTQQIA+ acronym.

Research Questions

The expectation of the British Columbia, K-12, curriculum framework is that all competencies and content of all subject areas will be taught. It is a teacher’s fiduciary obligation to teach all required subject areas (School Act, 1989). However, based on my experiences and observations, as well as the lived experiences of students, the health component of the PHE curriculum is rarely taught; the focus instead is usually on playing games in the gym. The 2SLGBTQQIA+ inclusive component of the PHE curriculum is taught even more sparsely by teachers and if it is taught, it is usually a cringe-worthy, one-day Pink Shirt Day activity about not bullying that is used to replace the instruction of the PHE curriculum. Furthermore, there is typically little to no time spent developing students’ understanding of the origins of Pink Shirt

Day or the meaning behind the day. When an already marginalized population is being underrepresented within a school, the message being sent to all students is that 2SLGBTQQIA+ people are not important. Without affirming language, such as the use of pronouns and non-binary division of classes, and other inclusive and affirming practices, the message is that 2SLGBTQQIA+ students do not belong or simply do not exist.

In my community, this reticence to teach the health component of the PHE curriculum is occasionally a result of a disconnect or clash of fundamental religious views and mindsets that “prevents” some teachers from implementing the 2SLGBTQQIA+ inclusive curriculum in their classrooms. However, for the majority of teachers, I believe that they feel overwhelmed by the change in the curriculum and do not feel as though they are equipped to teach a 2SLGBTQQIA+ inclusive curriculum. A recent study (Rose et al., 2019), also found that PHE teachers feel uncomfortable with the content because of their lack of knowledge about PHE topics related to sexuality and gender identity. The unwillingness or inability of educators to teach this component of the PHE curriculum results in a lack of 2SLGBTQQIA+ representation within the classroom and the school. This situation further accentuates the need for ongoing professional development for in-service teachers, but more importantly, the need for more training for pre-service teachers.

In 1943, an American psychologist, Abraham Maslow proposed a hierarchy of needs suggesting that every human is on a personal journey to reach their fullest potential or to be self-actualized (Green, 2000). In Maslow’s hierarchy the first step relates to psychological needs, which includes the need for food, water, warmth, and rest met before a person is able to move on to the next step; step two is the need for safety and security; step three is where a person’s psychological needs begin to be pursued through belonging; and the fourth step is the attempt to

achieve esteem or a feeling of accomplishment. Only after the first four needs of Maslow's hierarchy are achieved can one pursue self-actualization. For most people becoming self-actualized is already a difficult feat; but for someone who is not being supported through the preceding steps it can be impossible. The implications for 2SLGBTQQIA+ students in a non-inclusive school are that they will be stunted in their attempts to self-actualize if they have not had their need for belonging satisfied.

Social isolation, or a lack of a sense of belonging, affect the well-being of 2SLGBTQQIA+ youth disproportionately more than their heterosexual peers. Studies have shown that social isolation leads to suicide attempts, self-harm, sexual risk, substance use and victimization and bullying by peers (Garcia et al., 2020; Peter, et al., 2015). I would posit that the reason 2SLGBTQQIA+ students are targeted is directly correlated to the 2SLGBTQQIA+ student's peers feeling like the 2SLGBTQQIA+ students don't belong, which may be due to the lack of inclusive education in schools. Ideally, 2SLGBTQQIA+ inclusive, affirming language would be used across all curricular content in schools. It would be a natural part of how teachers teach. But I am more of a realist than an optimist, so I would suggest that we start by having all teachers honour and teach the inclusive component of the PHE curriculum with integrity and an inclusive mindset. To that end, this research seeks to explore the development of professional development sessions focussed on inclusive PHE curriculum and the creation of a PHE curricular resource for teachers to investigate whether these professional supports can enhance teachers' confidence and skills in teaching this required area of study. The principal question driving this research is: What are grade seven teachers' experiences using 2SLGBTQQIA+ inclusive lessons for Physical and Health Education?

Educational Importance

The importance of this phenomenological study is to understand grade seven teachers' experiences using prepared 2SLGBTQQIA+ inclusive lessons for PHE. The driving force behind this study is to learn what teachers interpret as enough support to take on the challenge of teaching PHE in an inclusive way, especially for those who may feel hesitant. Understanding what teachers need to feel supported in teaching a 2SLGBTQQIA+ inclusive PHE is of great importance to me for two reasons. First, as a researcher, I want to be able to solve problems that I see through the analysis of my data. In this case, I want to be able to create 2SLGBTQQIA+ inclusive PHE lessons that are user-friendly and have an assessment of curricular competencies to offer support to teachers who feel they need it. Second, as a member of the 2SLGBTQQIA+ community, I believe that curriculum can be a vehicle for change to combat the negative effects that a non-inclusive school climate can perpetuate. Having teachers willing to offer students an informed perspective of the 2SLGBTQQIA+ community through PHE can give space for representation and dialogue. Holding space for dialogue seems small, but dialogue extends 2SLGBTQQIA+ rights into the school community at large, acting as a catalyst for change within individual classrooms and within a whole school climate. I believe that this study is of great importance.

As a teacher within the 2SLGBTQQIA+ community, I am willing to be seen, unapologetically, for who I am and am willing to advocate for a quality, inclusive learning environment for all students, especially those who identify under the 2SLGBTQQIA+ acronym. I am, however, acutely aware there are challenges, often interpreted as barriers, that teachers encounter when it comes to teaching an inclusive curriculum, specifically the grade seven British

Columbia Physical and Health Education (PHE) curriculum that is 2SLGBTQQIA+ inclusive. The literature surveyed in the following section provides an overview of some of the predominant academic findings related to the challenges and promising practices of an inclusive curriculum.

Literature Review

The literature surveyed here provides an overview of some of the predominant findings related to educational practices of an inclusive curriculum. These findings are organized within three major themes: 1) the current culture of teaching in K-12 schools, 2) teacher perceptions of challenges with 2SLGBTQQIA+ curriculum, and 3) strategies for success in implementing 2SLGBTQQIA+ inclusive curriculum.

The Current Culture of Teaching in K-12 Schools

In a 2023 classroom, there are a variety of demands placed on a teacher. Teaching is an evolving profession and as the world changes, the curriculum reflects and adapts to those changes. Teachers are responsible for familiarizing themselves and attaining new knowledge to maintain current practices and teach required curricular content. The most common form of training for in-service teachers is through professional development (Pro D) sessions that typically last no more than a day. Additionally, there is typically no follow-up support for the teachers after Pro D sessions, often resulting in “little change in teaching practice” (Christensen et al., 2021). Following amendments to the BC Human Rights Code vocabulary that acknowledged the terms “sex, sexual orientation, gender identity and, gender expression,” the BC Ministry of Education implemented a new curriculum framework in K-12 education that

requires middle school teachers to teach a new 2SLGBTQQIA+ inclusive health component of the PHE curriculum. This change to the provincial curriculum is good in theory; however, the reality is that the curriculum has not been successfully implemented in the classrooms. This is concerning given the number of recent studies that demonstrate that 2SLGBTQQIA+ students do not feel represented or respected in schools.

A study conducted by the Gay, Lesbian and Straight Education Network (Kosciw et al., 2014)), a recognized organization addressing 2SLGBTQQIA+ issues in schools, brings attention to data collected from 2SLGBTQQIA+ students' perceptions of their treatment at their schools. In this study, 59-84% of students reported that they were verbally abused, and 63% reported feeling unsafe while at school. Kosciw et al., (2020) also found that 2SLGBTQQIA+ students with higher levels of victimization experience lower self-esteem and school belonging as well as higher levels of depression. Hostile school climates can have destructive implications (Kosciw et al., 2020) on 2SLGBTQQIA+ students' mental and emotional (Russell et al., 2011; Greytak, & Kosciw, 2013; Kosciw et al., 2020) and physical well-being (Anderson et al., 2015; Russell, & Fish, 2016). All of these factors put 2SLGBTQQIA+ youth at a clear disadvantage to their non-queer peers, leading to school truancy (Burton et al., 2014; Robinson, & Espelage, 2011) and resulting in decreased academic performance (Almedia et al., 2009; O'Malley Olsen et al., 2014).

There is no doubt that the initiative to implement the 2SLGBTQQIA+ inclusive PHE curriculum was mandated into the provincial curriculum after much thoughtful consideration. The story of the implementation of the new PHE inclusive curriculum in BC is comparable to another Canadian province that aimed to “create conditions for learning that lead to an inclusive school environment, ... [so that] ALL students see themselves reflected within all aspects of the

learning environment” (chanicka, & Logan, 2021). However, once the BC curriculum was put into place, there was no formal focus on the specific role teachers play when it comes to curricular implementation. The expectation for teachers is to create a socially equitable classroom environment that is free from discrimination, prejudices, harassment, and violence. This, in turn, becomes the desired school culture. However, the idea that this new PHE curriculum created opportunities for teachers to foster inclusivity in classrooms has left much to be desired.

Teachers have a complex array of increasing demands placed on them, such as emailing and making phone calls home, planning assemblies, posting class work online for students who were absent, providing food to students who are in need, counselling students, and administering provincial assessments, to name a few. Each year teachers continue to have more and more responsibilities placed on them which may lead to their exhaustion and lack of energy to put into learning the 2SLGBTQQIA+ inclusive BC curricular content.

The Canadian K-12 education system is rooted in heteronormativity, sexism, gender roles, and ignorance where those in charge are not questioned about the cultural norms or status quo (Harris et al., 2021). Without any challenge to the status quo, the idea that 2SLGBTQQIA+ people are abnormal is perpetuated and therefore creates barriers for 2SLGBTQQIA+ students. The idea of 2SLGBTQQIA+ people being abnormal or deviant “is maintained and enforced through both active and passive means in the everyday routines of school life” (DePalma, & Atkinson, 2009). Gender and sexuality roles have implicit social roles that are perpetuated within a classroom setting and are vital to shaping the overall climate of a school (Toomey et al., 2012). For example, the labels on bathrooms, the binary separation of the class, and the introduction for speeches use the binary *ladies and gentlemen*. Therefore, teachers must embrace

reflexivity and reflection in their practices to focus on transforming socially unjust, inequitable situations into equitable learning environments for *all* students. Teachers are uniquely positioned to “provide students with knowledge that they will need to live in increasingly diverse communities” (Fletcher, & Russell, 2001). However, based on the current academic literature, teachers today do not feel equipped to teach a 2SLGBTQQIA+ inclusive curriculum.

Teacher Perceptions of Challenges with 2SLGBTQQIA+ Curriculum

Laurent Daloz (1999) crafted a mentoring matrix that outlines the right challenge/support balance, highlighting that when a challenge is perceived as too great, and the support is perceived as too little, people retreat. Recent studies suggest that teachers, particularly PHE teachers, perceive the challenge of delivering a 2SLGBTQQIA+ curriculum as too great and the support offered as too little (Campbell et al., 2021; Fletcher, & Russell, 2001; Kuvalanka et al., 2013; Page, 2017). Throughout the literature, researchers have recorded a multitude of teacher-identified factors that are perceived to be barriers to delivering an inclusive 2SLGBTQQIA+ curriculum. According to Campbell et al. (2021), teachers’ perceptions of barriers fall into two categories: 1) “factors related to a lack of preparation, training, or resources” and 2) “factors related to lack of support from colleagues or administrators...and an apprehensiveness about opposition from a variety of sources” (p.968). Campbell et al. (2021) found that of 3,400 educators surveyed, 33.4 % reported a lack of training and resources as a reason for not incorporating a 2SLGBTQQIA+ curriculum. In a recent study by Rose et al., (2019) health education teachers “reported feeling uncomfortable answering questions about sexual health, including questions related to sexual orientation and gender identity” (p.484). Rose et al.’s (2019) research underscores the need for professional development and potential mentoring for in-service teachers. Similarly, Page’s (2017) study found that while many teachers were open to

using resources consisting of 2SLGBTQQIA+ content, “they are not familiar with texts and resources that may be available to them” (p.4), indicating that there is a disconnect between available resources and the teachers in the K-12 educational system responsible for delivering the content.

The culture of the education system is rooted in heteronormativity, and while teachers are doing their best, they are overwhelmed and exhausted by the perceived lack of support from administrators. Lack of support constrains inclusive pedagogies. As Meyer (2008) suggests, a lack of consistency or clear guidelines can prevent teachers from implementing 2SLGBTQQIA+ inclusive curriculum in their classes and intervening when they hear sexual, homonegative, and transnegative language within the schools. As most of the literature reviewed suggests, there is a problem within the education system when it comes to a 2SLGBTQQIA+ inclusive curriculum. The lack of support in terms of policies, administration, resources, and training all culminate to create a school culture relaying a message to 2SLGBTQQIA+ youth that “there are some people in the school who do not deserve to be spoken about” (Page, 2017, p.13). Overwhelmingly, the literature reviewed indicates that teachers feel they do not have enough support for the challenge put upon them to learn and teach a 2SLGBTQQIA+ inclusive curriculum.

Strategies for Success in Implementing 2SLGBTQQIA+ Inclusive Curriculum

The academic literature reviewed suggests that the way to deconstruct the barriers identified in the previous section is to address each one. First and foremost, teachers need to be supported and to feel that they matter. Offering high-quality training in inclusive PHE pedagogy is important (Munoz-Plaza et al., 2002; Rose et al., 2019). Teachers need to be provided with learning opportunities to develop knowledge of the content and pedagogical skills to support effective instruction of 2SLGBTQQIA+ inclusive curriculum. Professional development opportunities are crucial to

the successful implementation of the 2SLGBTQQIA+ inclusive curriculum. If Pro D is delivered with a deliberate intention of “background justification, knowledge, and skills needed” (LaChausee et al., 2014, p.554), a 2SLGBTQQIA+ inclusive curriculum will be properly communicated, thus ensuring that teachers who have received this training have the support and resources for the successful delivery of 2SLGBTQQIA+ inclusive curriculum.

Second, school districts need to provide opportunities for teachers to develop their content knowledge and comfort with the curriculum. Rose et al. (2019) suggests providing an opportunity for teachers to build their skills through activities such as “role play and practice responding to student questions” (p.484) that would afford teachers the formative practice that they provide for their students. Therefore, increasing the teacher's comfort with the curriculum, and proficiency in delivery, would increase the likelihood of teachers implementing a 2SLGBTQQIA+ inclusive curriculum, specifically PHE teachers (Szucs et al., 2020). LaChausee et al. (2014) go as far as to contend that PHE should be a specialized teaching position, arguing that “credential health teachers are more supportive of school-based sex education programs and more comfortable teaching sex-related topics, and deliver a greater proportion of evidence-based health education program components” (p.554).

Finally, the school culture needs to change. To create schools that are supportive learning climates, current policies need to be learned and followed (Snapp et al., (2015). There are various anti-bullying and anti-discrimination policies, yet teachers are not familiar with them, which results in a lack of action when it comes to implementing a 2SLGBTQQIA+ inclusive curriculum or addressing homonegative and transnegative actions within a school. GLSEN in collaboration with Kosciw et al. (2014), found that 62% of 2SLGBTQQIA+ students who reported experiencing homonegative and or transnegative bullying had no action taken on their

behalf by school staff. Having access to a safe adult serves as an integral component in the creation of a safe school for 2SLGBTQQIA+ youth.

Gaps in the Research

While there is a vast range of research that identifies both the challenges and the strategies for success when it comes to implementing a 2SLGBTQQIA+ inclusive curriculum, it has been difficult to find research conducted on the perceptions of teachers regarding supports needed for successfully teaching a 2SLGBTQQIA+ inclusive curriculum, particularly within physical health education. This glaring gap in the research speaks to the need for additional research. The current research study seeks to address this gap by determining if there is a positive correlation between high-quality training and curriculum for teaching 2SLGBTQQIA+ inclusive PHE curriculum and teachers' sense of empowerment and confidence in teaching the curriculum.

It is my hope that the current research will contribute to this much-needed educational transformation as it pertains to the instructional practices and training needed by teachers to successfully teach 2SLGBTQQIA+ inclusive lessons for Physical and Health Education. The process for this research is explained in the following section.

Methodology

My research approach was from a constructivist paradigm. Creswell and Plano Clark (2007) point out that research based in a constructivist paradigm inquires into the multiple perspectives or realities that occur from a common singular event or phenomenon. I firmly believe that you are the sum of your experiences and that people construct their own understanding of the world from the experiences they have had. In this research, I sought to

better understand my inquiry question: What are grade seven teachers' experiences using prepared 2SLGBTQIA+ inclusive lessons for Physical and Health Education? Therefore, I trusted that the constructivist paradigm would enable me to gain the insights I wished to attain through this research. I felt it was important to explain my research stance as it influenced how I conducted my research.

My ontological belief is that there may be multiple realities to a common experience among individuals as their past experiences inform how they experience new events and shape their identities. The relationship between a researcher and a participant, from my epistemological perspective, is based on trust. The relationship between myself as a researcher and the participants of the study, was close and informal as I believe that a trusting and authentic relationship that is genuine lends itself to vulnerability and realness in a dialogue of lived experiences (Jonson, 2019; Northouse, 2019). Therefore, a close and informal relationship, where communication was mostly face-to-face and in a comfortable setting for the participants, enabled me as the researcher to obtain a deep, authentic description of the experiences as perceived by the participants. I aimed to create an environment that was free from judgment and where the participating teacher professionals felt as though they could approach me with questions and concerns regarding teaching a 2SLGBTQIA+ inclusive grade seven PHE curriculum. Each participant's perceptions, thoughts, subjectivity, and comfortability with the curriculum constructed the knowledge for this inquiry.

The axiological component of constructivist research assumes that there are biases present. When I initially began this inquiry into 2SLGBTQIA+ inclusive PHE, I originally thought teachers were intentionally failing to fulfill their fiduciary obligations by omitting this aspect of the curriculum due to a conflict of personal values. This perspective may have been

shaped by my experience as a 2SLGBTQQIA+ student who never got to see myself reflected in a positive way in the curriculum. However, after reviewing pertinent literature, I began re-evaluating my preconceived ideas about why teachers may resist teaching an inclusive PHE curriculum. Perhaps a small percentage of teachers allow a conflict of personal values to impact their delivery of an inclusive curriculum, but as Daloz (1999) points out in his mentoring matrix, a good leader will know the right challenge/support balance. From the mentoring matrix, I realized that perhaps it is not a lack of motivation on the part of teachers, but rather that they may feel a lack of professional support when it comes to teaching a 2SLGBTQQIA+ inclusive PHE curriculum. Daloz (1999) highlights that when a challenge is perceived as too great, and the support is perceived as too little, people retreat. This concept made me re-consider the idea that maybe, for the majority, it was more a lack of perceived support that prevented teachers from implementing a 2SLGBTQQIA+ inclusive PHE curriculum and not a conflict of personal values as I had initially believed. Therefore, I suspended my biases to enable my participants' voices to be heard.

My methodology is qualitative in nature as I was interested in exploring the lived experiences of grade seven PHE teachers in their efforts to learn about and teach the PHE curriculum. Yilmaz (2013) defines qualitative research as an “emergent, inductive, interpretive and naturalistic approach to use the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world” (p. 312). I aimed to gain insight into the experiences of grade seven teachers who were using prepared 2SLGBTQQIA+ inclusive lessons for their PHE classes. I chose to use interviews because I believed that the qualitative process would enable me to gain detailed descriptions of the participants' experiences and perceptions.

Method

The method I used within a qualitative methodology was phenomenology.

Phenomenology is a study where the focus is on describing the lived experiences (feelings, emotions, viewpoints, and perceptions) of a concept or phenomenon (Creswell & Poth, 2018). It was my intention to understand, “what [was] this experience like,” therefore, a phenomenological study was the best method for this research (van Manen, 2017, p. 811). There are seven defining features of a phenomenological study, as outlined by Creswell & Poth (2018):

- (1) an emphasis on a deep understanding and common meaning of a phenomenon;
- (2) investigating a phenomenon that all of the participants have experienced;
- (3) a philosophical discussion regarding the subjective and objective experiences of the phenomenon that the participants had in common;
- (4) bracketing of the researcher, where the researcher identifies and sets aside personal experiences with the research giving room for the participants’ voice to be the focus;
- (5) data collection that most often involves interviewing individuals who have experienced the phenomenon;
- (6) data analysis that moves from narrow units on to broader units of meaning; and
- (7) ends with a detailed description summarizing the “what” and “how” of the experience.

The purpose of phenomenology is not to find *the singular* answer but rather to obtain a deeper understanding of a person’s experience and their perceptions of that experience. It is my hope that the findings of this study provide insight, for myself and others interested in curriculum and 2SLGBTQQIA+ inclusivity, into the experiences of grade seven PHE teachers as they experience the phenomenon of teaching prepared 2SLGBTQQIA+ inclusive PHE. To understand and describe the grade seven teachers’ individual experiences with 2SLGBTQQIA+ inclusive

PHE I needed to focus on the voices of study participants making it imperative that I bracketed myself within this process.

Bracketing

Bracketing is a deliberate act of a researcher to suspend one's own personal experiences and understandings to accurately describe the experience of the participants, free from the researcher's influence (Ahern, 1999; Creswell & Poth, 2018). Bracketing enables the researcher to ensure the validity of the data by enabling the participants' voice to describe their experiences and not the researcher's perceptions. To be transparent with the participants of this study and to the readers, I utilized a variety of bracketing tools:

(1) I provided the pre-interview questions to the participants prior to the interview.

(2) While I conducted the interviews (pre and post) I kept field notes to keep my ideas separate from the transcript. The field notes were not hidden from the participants, and I explained that I would be writing notes for myself before the interviews started.

(3) Once the transcription of the interview was done, I cleaned the data, removed the umms, ahhs, and repeated words.

(4) I had participants as involved as possible, enacting member checks where the participants looked over the cleaned transcript and added or took out aspects they thought should or should not be included.

(5) I asked participants to choose a pseudonym to provide a level of anonymity.

(6) Finally, I asked an expert reader, my supervisor, Dr. Jo Sheppard, to ensure that the participants' voices were being heard. I believe hearing a person's story is powerful and provides insight into how their lived experiences have shaped the lens through which they view the world.

Therefore, during the professional development sessions and interviews, I was sure to actively listen to each participant and what they shared.

Data Sources

The experiences of the three individual participants (grade seven teachers) were the focus of this study. The participants were able to describe in deep detail their experience of the phenomenon of teaching prepared 2SLGBTQQIA+ inclusive lessons. Therefore, the written transcripts, the interviews, and the field notes were primary data sources for this research.

Participants. The research took place in a city outside the lower mainland, in British Columbia (BC). Before I pursued recruiting participants for this study, the University of the Fraser Valley's Human Research Ethics Board and the participating school district approved my request to conduct this research. I sought out participants through purposeful sampling (Creswell & Poth, 2018). I chose to use a purposeful sample for this inquiry because it allowed me to intentionally select participants who could best inform me through thick descriptions of their experiences of the phenomenon being studied (Creswell & Poth, 2018). Participants were selected on the following criteria: (a) current grade seven PHE teacher, (b) currently employed by the Mountain School District⁸, (c) teachers who wanted to become more comfortable with making their lessons 2SLGBTQQIA+ inclusive, and (d) teachers interested in participating in a pilot project to learn about and deliver up to three prepared 2SLGBTQQIA+ inclusive lessons. I emailed a poster (See Appendix B) to all the grade seven teachers in the Mountain School District, using teachers' publicly available emails. The participants self-selected via a response to

⁸ Mountain School District is a pseudonym

my email and were chosen on a first-come, first-choice basis. Table 1 provides demographic information on each of the participants.

Table 1

Participant Demographics

Pseudonym	Katie	Suzie	Dean
Age	45	45	32
Ethnicity	Caucasian	Caucasian	Caucasian
Religious Affiliation	N/A	N/A	N/A
Sexuality	Straight	Lesbian	Straight
Marital Status	Married	Married	Married
Gender	Female	Female	Male
Years of Teaching	23	20	9

Note: This table shows the research participants' demographics pertinent to this research, all names used are pseudonyms

Once the participants were chosen, I sent them the pre-interview questions, then I met with them individually to have them sign the letter of informed consent and conducted the pre-interview. Following the pre-interviews, I led two- 45-minute professional development sessions for teachers wanting to learn more about 2SLGBTQQIA+ inclusion. These sessions were not limited to the participants of this study, as I did not want to miss an opportunity for teachers to learn about 2SLGBTQQIA+ integration into the curriculum. After the second professional

development session, I gave participants the prepared lessons (See Appendix D) and we mutually decided when the lessons needed to be delivered and set a date for the post-interviews.

Tools

I conducted a pre-interview and a post-interview with the participants of this study. This phenomenological study utilized semi-structured interviews that were designed to elicit assumptions about 2SLGBTQIA+ inclusive PHE while allowing the participants to describe their experiences in their own words. I was able to utilize a semi-structured interview protocol, where I audio-recorded the interviews to gather evidence through open-ended discussion points that invited the participants to offer thick descriptions of their experiences as well as engage in a dialogue (Creswell & Poth, 2018). The interviews were individual, face-to-face, and kept to a maximum of one hour (one pre-interview and one post-interview) (See Appendix C).

Data Analyses

After data collection, I followed three steps to ensure the data analysis process went smoothly. Creswell & Poth (2018) outline a procedure they call the data analysis spiral. The steps I followed were as follows: (a) managing and organizing the data, (b) reading and memoing emergent ideas, and (c) describing and classifying codes into themes. I used an Excel spreadsheet to organize the data, which allowed me to highlight the codes and categorize them into themes.

Organizing Data. I ensured that the data was organized and prepared for analysis. Both pre-and post-interview audio recordings were transcribed, using Otter.ai, shortly after they were conducted, and the field note observations were then added in italics. The transcripts were cleaned, reviewed, and approved by each participant. I also created an Excel spreadsheet to record quotes, codes, and themes.

Before coding the data, I familiarized myself with the perceptions the participants shared of their experiences by reading and re-reading the transcripts so that I could make connections, see patterns, and gain a robust understanding of how each participant described their experience (Saldaña, 2011). As I gained an intimate understanding of the data, I was able to construct meaning from the three participants' experiences, as a whole, which allowed me to begin coding the data.

Coding is a method of discovery that involves making sense of the transcripts and creating small categories of information. Saldaña (2011) defines qualitative data analysis codes as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 95-96). The coding process that I undertook included two levels of coding. In level one coding I familiarized myself with the data and created codes. This was followed by level two coding, when I organized the codes into themes. Themes are often short phrases that represent the level one codes, summarizing both apparent and underlying meanings (Saldaña, 2011).

I selected two level-one coding analysis techniques to review all the data; doing so allowed me to submerge myself into the data. The first coding process that I used was descriptive coding as this process allowed me to detect patterns and interrelationships within the different interviews and use nouns to summarize the data (Saldaña 2011). As I read through the transcripts, I highlighted words or phrases that stood out as powerful indicators of the participants' experiences. After I was finished highlighting, I re-read the highlighted parts and began to identify codes in the data. The codes were recorded on an Excel spreadsheet along with the word or phrase from the transcript and powerful quotes that would illuminate the codes. Once I completed this part of the coding process, my codes were then read by my supervisor, Dr. Jo

Sheppard, who offered expert insights into my coding of the data collected. Dr. Sheppard offered a second set of eyes to make sure my assumptions were not overriding the voices of participants.

The second level one coding strategy that I utilized to analyze the data was process coding. I chose process coding as this analysis strategy provided an opportunity to capture action within the data (Saldaña, 2011). Process coding uses “ing” gerund verbs to identify actions within the data. As I read through the transcripts, I applied an “ing” word to each subtopic of the interview finding similarities in the descriptions the participants gave about their perceptions and experiences of teaching prepared 2SLGBTQQIA+ lessons. I colour-coded the process codes and then recorded them onto an Excel spreadsheet along with the transcript phrase to give context to the results. Through the process coding strategy, I was able to track any changes over time in participant perceptions. Once again Dr. Jo Sheppard was called upon as an expert reader to provide insight into the codes I had created from the raw data.

The next step in data analysis was to work with the codes and identify themes that had emerged from both the descriptive and process codes. This procedure is referred to as second-level coding where “themes are broad and units of information that consist of several codes aggregated to form a common idea” (Creswell & Poth, 2018, p. 194). I started with creating themes from the descriptive codes so that I could reveal patterns or interrelationships where I could then reorganize the codes into themes. For the process codes, I worked with the “ing” codes to again reveal patterns of actions that could be regrouped into themes. The themes from both processes were further categorized into similar clusters to generate theoretical constructs (Creswell & Poth, 2018). As I familiarize myself with the data it is imperative that I maintain awareness of my biases and take steps to manage them.

Managing Bias

As the principal researcher, I made use of several processes recommended by Miles et al. (2014) to ensure that this research was trustworthy. First, I made my intentions clear to the participants from the beginning with the recruitment poster and the informed consent letter. Second, as previously mentioned, I bracketed my own assumptions and perceptions using field notes. Third, I asked participants to conduct member checks to ensure their voices came through in the transcripts. Fourth, I followed up on surprises when they occurred in the interviews by asking “can you give me an example?” and “can you describe that?” Finally, I reviewed the transcripts looking for negative evidence (Miles et al., 2014) to see if the saliency was due to my own biases or if they were true to the data. By taking these steps I believe the strength of this study was increased.

Strength of Study

I used the triple crisis of representation, legitimization, and praxis to ensure the authenticity and trustworthiness of this research (Denzin & Lincoln, 2005). During this research, I have cared about how I was going to be believed, I have cared for the participants, and I have continued to care about the usefulness of this research to the teaching field. The crisis of representation is concerned with how I, as the researcher, was able to represent the feelings, emotions, viewpoints, and perceptions of the participants without reducing them to objects (Denzin & Lincoln, 2005). I was able to maintain the humanism of participants by spending time with them before the interviews took place, and by providing informal professional development sessions where questions could be asked. During the interviews, I was an active listener and was able to gain thick descriptions of participants’ experiences. This allowed for direct quotes from the participants to bring their voices to light. Furthermore, clear representation was enabled through

member checks of the interview transcripts and through the structure of the interviews. The crisis of legitimization is concerned with the trustworthiness of the researcher. The trustworthiness and credibility of this research were strengthened by using direct quotes that exemplified the meaning that was uncovered. In addition, an interview protocol was in place for all the interviews. The crisis of praxis questions whether the interpretation I have produced from the analysis of the data will inform the field of teaching and, specifically, the implementation of 2SLGBTQQIA+ inclusive PHE curriculum. The results of this research aim to influence how teachers interact with and implement PHE curriculum into their teaching practices. I believe that following Denzin and Lincoln's Triple Crisis (2005) made for stronger research. Having overviewed the key steps of my research methodology and analysis, I turn now to the results of the study.

Results

The purpose of this study was to investigate grade seven teachers' experiences using 2SLGBTQQIA+ inclusive lessons for Physical and Health Education. The data was collected through pre- and post-interviews and then analyzed through descriptive and process coding. The codes that emerged from the data were clustered into categories and finally into three themes: 1) equity, 2) challenges to teaching the 2SLGBTQQIA+ PHE curriculum, and 3) support for teaching the 2SLGBTQQIA+ PHE curriculum.

Equity

Codes within the larger theme of Equity were clustered into the following categories: 1) making knowledge accessible to all teachers; 2) teacher actions to show students equity; 3) equitable classroom spaces; and 4) classroom culture shift.

Making Knowledge Accessible to All Teachers

In response to the pre-interview question “Do you feel the PHE curriculum is important to teach?” all three teachers agreed that it is. Suzie said, “The stuff we’re teaching in PHE is actually useful, and it’s their health. Without good health, what do you really have?” Considering that not all students find health topics interesting, the teachers expressed the feeling of wanting to impact as many students as possible with the curriculum. Impacting students could be through lessons that have “a variety of levels for students to be able to enter at” (Katie), or “thinking more of a big picture” (Suzie). Suzie noted the importance of impacting all students.

[I] try to get the most out of every activity in every lesson and try to hit as many students and make it applicable to as many students as possible, instead of targeting small areas all the time, where everyone is just zoned out.

Beyond the curriculum, the teachers spoke about educating students about equity in terms of acceptance. Dean said, “as we grow as a society, and as a group and people are figuring out who they are and what their identities are, I think it [teaching the PHE curriculum] is important because I think it’s educating them.” These feelings were reiterated by Suzie when she said, “This is real-life applicable stuff that they actually need to know.” Katie emphasized that in her class she tries to “get [the idea across] that acceptance of everybody’s abilities, of everybody’s thoughts and just, you know, everybody wants to belong.... Be yourself and accept everybody as they are.” For these teachers creating an equitable learning environment is not only something that they say but also something that is done in their classes through their actions.

Teacher Actions- Showing Students Equity

The teachers in this study repeatedly talked about showing students equity by prioritizing the safety of students, the inclusion of all students, and getting to know their students. Physical

and Health Education takes place in two places: the gym, where everyone knows it as PE and in the classroom where teachers teach Health as a class. Most people do not think about the overlap between the gym and the classroom Health content; however, the responses of the participants showed a connection between the classroom and the gym. Suzie and Dean drew attention to the issue of safety when changing. For some students, regardless of their gender identity or sexual orientation, it is an uncomfortable situation to be in a changing room with upwards of 30 (middle schools typically have 60 students in PE) students. Dean shared that he has “students almost every year who, whether it’s just puberty or whatever it is, who aren’t comfortable getting changed in the changing room.” The teachers in this study are aware of the dynamics within a gym setting and expressed the want to “just make sure that everybody’s feeling comfortable and safe in there” (Suzie).

Creating an inclusive setting, whether in a gym or a classroom, begins with language use. Typically, teachers use gender as a quick way to divide the group of students in a class; however, using a binary, such as boys, and girls, can often exclude non-binary and trans students. Suzie now uses the division number to divide students. As she says, “that’s just the easiest way if I’m having to split them up somehow or just get a partner then I do like January to June, July to December and that’s how I split.” By not using binary language teachers are “automatically including them [trans, non-binary, and questioning youth]; you’re automatically making them feel okay” (Dean). Using 2SLGBTQIA+ inclusive language allows all students to feel included, but, in some cases, differentiation is needed to provide each student with a chance to be successful. Several times the participants referred to the importance of knowing your students, whether it is their race, culture, gender identity, or socioeconomic status. As Dean noted,

knowing your students allows you to “apply the curriculum where everybody feels included and comfortable. And everyone is represented well.”

Equitable Classroom Spaces

The culture of a classroom has been established as an equitable place where everyone is included, and students feel safe. As Suzie noted, it is an equitable culture, where the teacher’s goal is to provide all students with an “equal opportunity to learn and participate and have a chance to feel success and they are learning,” students are enabled to step up in ways you may not have thought were possible. With respect to the pilot 2SLGBTQQIA+ lessons, all three participants agreed that the students “were super engaged,” and that “I think it’s been a very good experience and I think the kids overall found it valuable as well.” Dean shared that “there were quite a few students who I would say, are more mature than other students who really kind of were vibing, and they were pumped we were doing it.”

Suzie noticed the initial reticence of 2SLGBTQQIA+ identifying students when the pilot lessons began, saying “they’re very hesitant, and they think maybe they’re gonna get some kind of personal attack or get made fun of.” But as the lessons progressed, those students realized that the teacher would address any unacceptable behaviour. For example, Suzie described how she dealt with rude behaviour during a video, saying, “some of the boys were laughing and I stopped it [the video]. And I walked right up to him and I’m like, why are you laughing?” After Suzie addressed this behaviour with the students, she said she “could see my they/them kids were so happy that this was happening and that somebody was doing something about it.”

Classroom Culture Shift

The study participants witnessed students who identify in the 2SGLBTQQIA+ community become more confident and “comfortable enough to talk about their kind of take on

healthy relationships, but same-sex relationships” (Suzie). Katie stated that one of her out students was proud of their knowledge “and show[ed] the class, which kind of brought everybody, up. It was fantastic.” Several of the participants noted the transformation of students who are often seen as outcasts becoming more confident in class is a result of creating an equitable classroom environment. This point is exemplified in Suzie’s classroom, when students were asked to find a Pixar short film that they felt had a good message. Much to Suzie’s surprise two students had chosen a 2SLGBTQQIA+ inclusive Pixar short film.

That was really cool, and I don’t think they would have [picked a 2SLGBTQQIA+ film] if we hadn’t been doing these lessons, I don’t think they would have felt comfortable. So, I think it’s been positive, it’s made a positive difference in here (Suzie).

Often microaggressions and ignorant comments expressed by students stem from a lack of knowledge of the subject. When the teacher participants taught the provided lessons, they began to realize that the grade seven students did not have sufficient background knowledge. For example, Dean said, “a lot of what we’re bringing up, for a lot of these students, is really new to them.” The three participants agreed that providing 2SLGBTQQIA+ inclusive PHE in the previous grades (K-6) would be beneficial. As Dean explains,

...as they go through each year learning about it, it’s just going to become commonplace, there’s not going to be the controversy of what books you have in the classroom and stuff, because it’s just gonna be, this is what we do, we’re accepting.

Katie also believes that if PHE lessons were 2SLGBTQQIA+ inclusive, “the whole culture of the school would be a lot more understanding” thereby creating a more positive school culture where students would be empathetic towards their classmates who identify under the 2SLGBTQQIA+ umbrella.

Challenges to Teaching the 2SLGBTQQIA+ PHE Curriculum

During the interviews, the participants shared some challenges that have prevented them from being successful in taking on the challenge of teaching the new 2SLGBTQQIA+ Physical and Health Education curriculum. Through an analysis of the data, these challenges were identified as 1) parent resistance to 2SLGBTQQIA+ curriculum: 2) lack of advocacy and support from administration: 3) teacher discomfort with 2SLGBTQQIA+ curriculum; and 4) lack of 2SLGBTQQIA+ resources.

Parent Resistance to 2SLGBTQQIA+ Curriculum

One of the greatest fears of a teacher in 2023 is to have one of their lessons misconstrued, which can sometimes result in a social media blast by a parent. When it comes to 2SLGBTQQIA+ inclusive curriculum, the opposition from parents within Mountain School District is astonishing, which creates a reasonable fear for the teachers in the district. During the pre-interviews, when asked about the challenges teachers have experienced delivering the PHE curriculum in an inclusive way, Suzie held nothing back and instantly said “Parents.” As she continued, she talked about a project she created for her class during June, Pride Month. The assignment attached to the lesson was for students to research members of the 2SLGBTQQIA+ community and make an informational poster about that person. The idea behind this assignment was to show that members of the 2SLGBTQQIA+ community are also people that they know and admire. The informational posters were to be put up around the school to disseminate the information in a positive way. However, Suzie was met with resistance from parents.

I had a lot of pushback from a couple of parents. So, I ended up having to change it to allies, and members of the LGBTQ community because some parents didn’t want their students doing a project on a member of the LGBTQ community.

Suzie noted that “a lot of parents don’t realize how important it is” and that their response to 2SLGBTQQIA+ inclusive education can be challenging.

A lot of parent’s ignorance is difficult...Having those students and parents in my class made me hesitant to teach certain things, because I knew that it was going to be difficult, and I’d be getting a lot of pushback. (Suzie)

I was curious about Suzie having to change the assignment, so asked her to explain more about that. The change did not come lightly, but it did come after the administrators who “don’t really want a lot of trouble” asked Suzie to accommodate the request of the parents and offer an alternative to the research project.

Lack of Advocacy and Support from Administration

School administrators set the tone for what is acceptable and what is not in a school culture. Through their actions, teachers know if they are going to be supported or not when a conflict with a parent arises. Not all administrators lack the courage to support their teachers when it comes to 2SLGBTQQIA+ inclusive curriculum, but in this research, there were instances when participants felt that administrators showed a lack of courage. Suzie shared that “admin actually don’t always stand up to that kind of stuff [parent challenging curriculum] ...but I know that that’s something that they [administrators] do...they try to be peacekeepers.” Suzie stated that the administration “might ask me to have a student have an alternate setting for certain lessons and that sort of bugs me because it’s part of the curriculum and you wouldn’t ask to have a student removed for a lesson about electricity, right?”

Teacher Discomfort With 2SLGBTQQIA+ Curriculum

Participants in this study shared that one of the biggest contributing factors to not incorporating 2SLGBTQQIA+ inclusive curriculum is teacher discomfort with the material. As

Suzie noted, “If I’m not feeling comfortable with it, and I’m me, a pretty confident person who is part of this community, then what’s everyone else feeling?” This is also reflected in Katie’s response:

It’s hard for someone who’s not in that community, to know everything and then try and teach that. You could say that for anything, I don’t know everything about science, and I still teach it. However, this is a lot more personal for a lot of people. So, you don’t want to offend anybody... [and] you definitely do not want to give any misinformation.

Dean also mentioned that a challenge for him is second-guessing himself as he teaches. He recalls getting looks from students and thinking to himself “oh no, I don’t want to go over any lines.” Prior to using the 2SLGBTQQA+ inclusive lessons that were part of this research study, Dean had worried about pushing boundaries too far without enough knowledge on the topic. He also shared that upon reflection, he thought perhaps he was pushing boundaries more for the shock factor; “Whereas with this, it was like, no, no, no, this isn't shock. This is normal, and we're going to talk about it like it's normal.” Teachers like Katie, who are wanting to be inclusive, feel “it’s a lot of learning for someone who’s not in that community to figure out how this all works.” For some teachers, the challenge is how to teach the 2SLGBTQQA+ inclusive curriculum respectfully without having a good grasp of the content themselves. Katie revealed that “my own lack of knowledge, and sometimes even my own opinions or thoughts on some things” hold her back and that she is “still figuring it out” for herself. Dean added that as teachers “we’re not experts on everything.”

Lack of 2SLGBTQQA+ Resources

When it comes to 2SLGBTQQA+ inclusive curriculum, the participants of this research found that the lack of resources was an immense challenge, particularly for teachers who are not

in the 2SLGBTQQIA+ community. Katie shared that she was not sure where to go to get resources and that she had “searched for support within the school” and that she has not “gone into the SOGI curriculum” and was not sure if the curriculum department offered any resources for teachers. Katie noted that implementing 2SLGBTQQIA+ inclusive curriculum is challenging because as a teacher in 2023, there is always the fear of getting something wrong and having it blow up in your face publicly. Suzie identified the lack of resources as a challenge for teachers:

I feel it’s another reason why a lot of teachers don’t do a lot with this (curriculum) in health is because there aren’t a lot of resources available. And I think if it’s going to be more work for the teachers to find it and put it all together, they’re not going to do it.”
(Suzie)

One participant described their searching efforts as having “sifted through it and spent so much time to get what I do have...[and] if you look at some of the SOGI stuff [online], it’s S*#!” The same participant added that “I feel like it’s another reason why a lot of teachers don’t do a lot with this [2SLGBTQQIA+ inclusive] in Health because there aren’t a lot of resources available. I think if it’s going to be more work for teachers to find it and put it all together, they’re not going to do it”.

In Mountain School District they have an equity helping teacher who runs the district SOGI group, but this year the support that this person has been able to offer has really fallen short of everyone’s expectations. Suzie became the SOGI rep for their school thinking that they would be receiving resources, collaborating with like-minded teachers, and being updated on policy and procedures within the district. However, Suzie shared that she felt like she is not doing enough for the staff and that she, herself, doesn’t feel supported in her role: “I’m not

getting the support that I need” and... “I would like something more because it is something that I am comfortable teaching, but I feel like I need more support with it, like with lesson ideas.”

When it comes to professional development in PHE in general there are little to no options for teachers in Mountain School District to learn about the 2SLGBTQQIA+ inclusive curriculum. Suzie expressed that since middle schools have very few PE specialists there should be more professional development (pro d) sessions because all the teachers are teaching their own PE. While Suzie shared that there have been a few professional development sessions around 2SLGBTQQIA+ inclusive curriculum, these have not progressed beyond a very basic level:

Every Pro-D I’ve gone to it’s like, here’s the gingerbread (sic) person. It’s like F*@\$ how many times do I have to see this goddamn gingerbread (sic) person. Like I’m past that level, I’d like a little bit more. (Suzie)

Further, into the conversation, Suzie did say that although the *genderbread* person (misnamed earlier) is a valuable resource, it is for beginners. She ended with “there’s no Pro-Ds on it, which is really sad”.

Making a conscious effort to shift from perpetuating a heteronormative school culture to one that welcomes and celebrates diversity can be difficult. However, as Dean noted, “it’s important to be mindful of who you have in your classroom, whether you know it or not, what they’re going through, and just of making sure you’re not classifying genders.” Teachers now, more than ever, are trying their “best to be aware of where people are with their comfort and their sexuality and trying to make sure [they] don’t make [the students] uncomfortable” (Katie) in their classrooms. Teachers are attempting to face the challenge of teaching an inclusive 2SLGBTQQIA+ PHE curriculum head-on, but they need more support.

Support for Teaching the 2SLGBTQQIA+ PHE Curriculum

Support can mean a variety of things depending on whom you ask. In this particular context of teacher and 2SLGBTQQIA+ inclusive curriculum, participants shared that support that could mean an administrator or district backing a teacher up, providing professional development, providing accessible, age-appropriate resources, or even just checking in and asking if there is anything the teacher needs. The concept of support was categorized from the participants' data. The data revealed support being identified as 1) pilot 2SLGBTQQIA+ inclusive lessons; and 2) administration/district support for 2SLGBTQQIA+ PHE curriculum.

Pilot 2SLGBTQQIA+ Inclusive Lessons

The participants of the research took the challenge to teach at least three prepared PHE lessons that were 2SLGBTQQIA+ inclusive. Their feedback on the lessons provided was positive. All the teachers felt that the resources supported them through the curriculum that they had previously struggled with. Katie said, "I thought it [the experience] was great" and "I massively appreciated you having those lessons set out and being able to guide me through them...I probably wouldn't have tackled this without it [the lessons]." Dean also expressed gratitude saying, "if I wasn't sure about something, I don't want to go down that road in case I get it wrong, (so) having all that information there was really important to me." Katie was thankful for the resources provided stating that "for someone starting off in this, that doesn't know a lot about it and who is not super comfortable with it, I was thankful to have the resources."

The participants commented on the organization and the sequential nature of the lessons and "having the links to the videos already there [in the PowerPoint]" as well as the reflection sheets that came with the lessons. Katie said the reflection sheets allowed her to "get a really

clear understanding of how they [the students] were doing” with the curriculum. Dean appreciated the way the lesson plans were organized, noting “the great thing about it too, is where you have the script to follow; it’s like any dummy could follow it” Suzie hadn’t been able to find useful resources but shared that the resources provided as part of this research study “were perfect because they were directed right at the age group, and it was really useful.” She added that “that’s what people need, right? Maybe it’ll get taught more if people have it, basically handed to them.” For these three participants, the resources made them feel more confident in their knowledge of the curriculum. As well, the lessons provided the participants with the structure and guidance to teach the PHE curriculum in a 2SLGBTQQIA+ inclusive. Although they had not completed the entirety of the lessons provided at the time of the interviews, all the participants mentioned that they were going to continue to the end because they found the lessons to be valuable. Suzie shared “I’m going to finish them [the lessons] and go through the rest of it because the kids are super into it and asking when we’re having it again.”

Administration/District Support

When it came to the participants’ feelings of support, they all shared that they did not know where their administrators stood in terms of 2SLGBTQQIA+ inclusive content. The teacher participants expressed that having a clear statement from their administration and the school district would make them feel more supported or backed up when they teach 2SLGBTQQIA+ inclusive lessons. However, the feeling of support, by way of providing resources and a whole school implementation plan is not being experienced. The participants do feel as though they will not be reprimanded for teaching the 2SLGBTQQIA+ inclusive

curriculum. Katie said that having her admin support the school's GSA⁹ makes her feel as though "it's okay to work on that [2SLGBTQQIA+ content] in class." While Dean said that if his administration knew of a 2SLGBTQQIA+ inclusive lesson or activity that he or other teachers at his school were doing, "they would support us in that and they would probably kind of promote it as well." Additionally, Dean said,

I know if I am teaching something that parents with more traditional values might disagree with, I know that or I hope that they're [the school district] going to have my back and from what they preach, it seems they would. (Dean)

Discussion

I began this study curious about what grade seven teacher's experiences were using 2SLGBTQQIA+ inclusive lessons for physical and health education (PHE). This study confirmed many of the initial ideas I had before conducting this study. It also raised several questions I hope to research more in the future.

In response to my research question, the results of the study indicated that the three teacher participants wanted to become more comfortable with implementing the British Columbia Physical and Health Education curriculum in a 2SLGBTQQIA+ inclusive way. The participants had varying degrees of comfortability with the curriculum prior to their participation in this research. After participating in this study, all three participants expressed gratitude for the experience and stated that they gained confidence in their ability to deliver the PHE curriculum. Furthermore, they said they will continue to incorporate 2SLGBTQQIA+ inclusive curriculum in

⁹ Refer to acronyms p. viii

their classrooms. This study's findings are discussed in this chapter within the categories of 1) support for the challenges of teaching 2SLGBTQQIA+ PHE curriculum; 2) understanding the why of 2SLGBTQQIA+ inclusive curriculum; 3) fears of staff who identify within the 2SLGBTQQIA+ community; and 4) future research.

Support for the Challenges of Teaching 2SLGBTQQIA+ PHE Curriculum

If caterpillars have taught us anything, change is possible. The findings from this research study suggest that, given the right amount of support, teachers can overcome challenges associated with teaching the mandated PHE curriculum and transform into informed, inclusive educators who make a difference for 2SLGBTQQIA+ identified students. The challenges identified in this study were 1) parent resistance to 2SLGBTQQIA+ curriculum; 2) lack of advocacy and support from administrations; 3) teacher discomfort with 2SLGBTQQIA+ curriculum; and 4) lack of 2SLGBTQQIA+ resources. The findings reflect the findings of Campbell et al., 2021; Fletcher, & Russell, 2001; Kuvalanka et al., 2013; and Page, 2017 who found that teachers, particularly PHE teachers, perceive the challenge of delivering a 2SLGBTQQIA+ curriculum as too great and the support offered as too little (Daloz, 1999). Therefore, there appears to be a correlation between the willingness of grade seven PHE teachers to try and incorporate the new 2SLGBTQQIA+ inclusive BC curriculum and the support that practicing teachers receive. The data collected from the three participants echoes research by Rose et al., (2019) that found that teachers are not comfortable with 2SLGBTQQIA+ inclusive material due to a lack of professional development for in-service teachers. Additionally, the three teachers in my research were willing to teach the 2SLGBTQQIA+ inclusive curriculum but had struggled to find age-appropriate resources to utilize, a finding that reflects Page's (2017) study.

The current literature provides strategies for providing support to teachers, such as professional learning opportunities (Rose et al., 2019; Munoz-Plaza et al., 2002). However, there appears to be no research that explores the specific perception of teachers regarding curriculum resources that are needed to teach a 2SLGBTQQIA+ inclusive curriculum. All the participants of my study valued the support they received, particularly the nine lessons provided for this research and all three of them plan to make use of the lessons in the future. This research suggests that when teachers who want to improve their practices are given the appropriate resources, as was provided for this research, teachers feel empowered and experience success in teaching a 2SLGBTQQIA+ inclusive PHE curriculum.

Understanding The Why of 2SLGBTQQIA+ Inclusive Curriculum

Setting up teachers for a successful implementation of a 2SLGBTQQIA+ inclusive PHE curriculum can only help in their implementation of an equitable classroom. A prevalent theme in this research was equity. All three of the participants described their hopes of providing a space where all learners can find a sense of belonging as they pursue a journey of self-actualization. When teachers take steps to include a marginalized population within their classrooms, they are sending a message to the class and the students in the class who identify under the 2SLGBTQQIA+ umbrella, that inclusion is important and the 2SLGBTQQIA+ community belongs here. While the participants in this study were teaching the prepared lessons, they began to see the confidence of students who self-identify within the 2SLGBTQQIA+ community grow. The students began to have a sense of belonging within their classrooms, which in turn allowed them to let their guard down and participate more fully in class. These results are consistent with Chanicka, & Logan, 2021 who found that an inclusive design removes barriers so that all students can reach their full potential. When teachers provide an informed

perspective of the 2SLGBTQQIA+ community it disrupts the perpetuation of negative outlooks for 2SLGBTQQIA+ youth's future. Simply utilizing 2SLGBTQQIA+ inclusive lessons and addressing homonegative and transnegative behaviours within the classroom, allows the classroom to be a more equitable place for all.

Fears of Staff Who Identify Within the 2SLGBTQQIA+ Community

I would be remiss if I did not present all the data collected. Suzie, the one participant who is a self-identified lesbian, mentioned that she had initially stepped away from anything SOGI because in her words, “staff can be a little stupid sometimes. They think you have some kind of hidden agenda. Like, I’m not out recruiting¹⁰ or something.” However, she decided to become the SOGI rep at her school as she saw a newer staff member take on this role and be disregarded by the rest of the staff which was difficult for Suzie. It wasn’t until after Suzie saw the new staff member struggle and be vulnerable, as they advocated for self-identifying 2SLGBTQQIA+ youth and the activities the GSA wanted to do, that she came to the realization of how important her role was as SOGI rep: “I’m gonna help... because I don’t care what people think anymore.” Suzie was in a unique position of being an experienced, out teacher who would experience negative disrespectful comments that would pull her character into question, but her desire to help change the culture of the school and be a leader outweighed this fear.

A school is a place where all students should feel some belonging and representation, whether it be in sports, in curriculum, or in a school-run club. A sense of belonging is one of many steps to elevating students towards self-actualization, a sense of agency and autonomy. Teachers, as professionals, should strive to make “schools [a] safe and respectful places for all

¹⁰ Refer to glossary p. xii

students by explicitly addressing the silences and misconceptions that allow sexism, homophobia, transphobia, and other forms of oppression to persist” (Meyer et al, 2019, p.7). However, enacting change requires intention; and for many teachers, this will mean stepping out of their comfort zone, feeling vulnerable, being humble, and welcoming the assistance offered to support their students in an inclusive learning environment.

Future Research

I am interested in researching the perspectives of middle school teachers who self-identify as being part of the 2SLGBTQQIA+ community and teach PHE. Within this research, Suzie brought up a salient point. She shared that she, as a self-identifying lesbian and the SOGI Rep for the school, experienced negativity from her staff in response to her efforts to promote 2SLGBTQQIA+ inclusive curriculum. From Suzie’s perspective, the resistance of staff was based on a perception by some that Suzie had a particular agenda and was recruiting¹¹. It interests me to know if this is a common phenomenon among 2SLGBTQQIA+ educators.

In addition, I believe further in-depth phenomenological research should be conducted to compare the perspectives of students in grades six, seven, and eight who received a 2SLGBTQQIA+ inclusive PHE curriculum with those who did not receive the same inclusive PHE curriculum. This kind of research would be impactful for educators and policymakers to hear.

Finally, I am curious about the perspectives of the administrators. The current drew attention to the fact that the principals of schools are perceived as peacekeepers whom teachers hope would back them up if an issue arises in terms of the inclusion of 2SLGBTQQIA+

¹¹ Refer to glossary p. x

inclusive curriculum being taught in their classrooms. I wonder if the perceptions of indecisiveness among administrators are due to the fact that the administration does not feel a sense of support or have a complete understanding of the district's policy regarding the implementation of the 2SLGBTQQIA+ curriculum. Further research to explore the perceptions of administrators regarding their leadership and support for 2SLGBTQQIA+ initiatives would be valuable.

Limitations

This research study had contributing factors that would impact generalizing the results. This study was limited to three grade seven teachers in one school district and the participants were chosen on a first-respondent basis. It is important to note that the results of this study are not generalizable to the experience of all teachers because of the small sample size and selection of participants. It is also appropriate to point out that this research occurred over two months, limiting the study's depth and breadth.

Implications and Recommendations

Despite these limitations, this research presents a narrative of hope for the future of 2SLGBTQQIA+ inclusive curriculum implementation within classrooms. The findings in this study contribute to the literature on 2SLGBTQQIA+ inclusive curriculum implementation and teacher support. The results of this study are important as they offer insights into how to transform non-inclusive school communities. The research sheds light on the strength of support to combat teacher challenges and how the support provided can transform a teacher's comfort, confidence, and engagement in delivering a 2SLGBTQQIA+ inclusive curriculum in their classroom. A teacher who feels supported transforms into an empowered change agent. When

teachers feel empowered, they are more likely to take on the challenge of teaching a 2SLGBTQQIA+ inclusive curriculum and be successful. The newfound empowerment may also lead to teacher collaboration and increase the number of teachers willing to take on the challenge.

After researching teacher perceptions of support to take on the challenge of incorporating a 2SLGBTQQIA+ inclusive PHE curriculum, I created a list of recommendations. I plan to share the findings of my research with Mountain School District with the hope that my participants' voices will be heard and taken into consideration as they plan to implement changes to the current support provided to Mountain School District teachers. I offer the following suggestions:

Provide 2SLGBTQQIA+ inclusive professional development. I believe there is a direct correlation between teacher comfort with the 2SLGBTQQIA+ curriculum and 2SLGBTQQIA+ inclusive professional development offered for teachers. I recommend having the 2SLGBTQQIA+ curriculum as the focus for an administration day (Pro D) in September in the future. This would be a mandatory participation Pro D for all of the Mountain School District's employees, much like the Moving Forward¹² Indigenous Pro D of September 2022. I would offer my support and perspective for planning such a Pro D as well as subsequently delivering additional sessions at other Pro D days in Mountain School District and throughout British Columbia.

Introduce a PHE curriculum helping-teacher for the district. I propose having one, if not a panel, of PHE curriculum helping teachers within a school district. I would like to see the

¹² Moving Forward is a pseudonym

panel consist of a teacher familiar with the PHE curriculum from elementary, middle, and secondary as well as a teacher who is a straight ally. Introducing a position like this would allow for a consistent curricular implementation of 2SLGBTQQIA+ inclusive curriculum for the K-12 PHE education within Mountain School District as well as having the ability to offer teacher-to-teacher mentorship from the helping teachers.

Revise the Administrative Procedures. Currently, the Mountain School district's administrative procedures do not appear to align with the required BC curriculum. The administrative procedure provides the right for parents/guardians to opt out and seek an alternate delivery of specific curricular competencies, usually the 'sensitive topics.' If the BC Ministry of Education has mandated a curriculum to be delivered by all teachers, then there should not be any options for opting out of certain lessons. How will things ever change if we don't allow students to learn about the diversity of the people around them? Education is the vehicle for change in our society.

Final Thoughts

When I started my inquiry of 2SLGBTQQIA+ inclusive PHE curriculum for my Master of Education capstone project, I had a bleak outlook that focused on understanding why teachers are still not implementing the new PHE curriculum in their classrooms. I thought teachers should be called out if they weren't teaching the content as laid out by the British Columbia Ministry of Education. However, as I delved into the literature on this topic, I learned that perhaps the reasons for teachers not implementing the 2SLGBTQQIA+ inclusive curriculum were much more complex than simply the teacher's resistance or conflict with values and the curriculum.

As I proceeded with this research, I found that there was a plethora of reasons for not teaching the 2SLGBTQQIA+ inclusive PHE curriculum. Thus, understanding what teachers perceive as enough support to teach the curriculum became the driving force of my study.

As I reflect upon this research, I am grateful for the learning opportunity that the teacher participants have provided for me. I no longer see the teachers as the problem, but rather the lack of support provided to teachers. I am appreciative of the participants of this study as they trusted me to provide a safe learning cocoon for them to learn and ask questions as they forged through their transformational journey to becoming teachers who are confident in delivering the 2SLGBTQQIA+ inclusive PHE curriculum. If the ultimate goal is for all students to find a sense of belonging within the walls of their school, then the teachers need to be supported in their facilitation of the 2SLGBTQQIA+ inclusive curriculum. With appropriate supports, educators can disrupt the status quo of cisheteronormativity within a school. In doing so, educators can not only create a space for self-identifying 2SLGBTQQIA+ youth to exist but also transform their futures.

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Appendix A

Ethics Approval

Research, Engagement, & Graduate Studies
33844 King Rd
Abbotsford BC V2S 7M8

Tel: (604) 557-4011
Research.Ethics@ufv.ca
Website: www.ufv.ca/research-ethics

Human Research Ethics Board - Certificate of Ethical Approval

HREB Protocol No: 101168

Principal Investigator: Mrs. Alisah McPhee

Team Members: Mrs. Alisah McPhee (Principal Investigator)
Dr. Jo Sheppard (Supervisor)

Title: Grade seven teachers' experiences using prepared 2SLGBTQQIA+ inclusive lessons for Physical and Health Education.

Department: Faculty of Education, Community & Human Development\Teacher Education

Effective: December 16, 2022

Expiry: December 15, 2023

The Human Research Ethics Board (HREB) has reviewed and approved the ethics of the above research. The HREB is constituted and operated in accordance with the requirements of the UFV Policy on Human Research Ethics and the current Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2).

The approval is subject to the following conditions:

1. Approval is granted only for the research and purposes described in the application.
2. Approval is for one year. A Request for Renewal must be submitted 2-3 weeks before the above expiry date.
3. Modifications to the approved research or research team must be submitted as an Amendment to be reviewed and approved by the HREB before the changes can be implemented. If the changes are substantial, a new request for approval must be sought. *An exception can be made where the change is necessary to eliminate an immediate risk to participant(s) (TPCS2 Article 6.15). Such changes may be implemented but must be reported to the HREB within 5 business days.
4. If an adverse incident occurs, an Adverse Incident Event form must be completed and submitted.
5. During the project period, the HREB must be notified of any issues that may have ethical implications.
6. A Final Report Event Form must be submitted to the HREB when the research is complete or terminated.

*Please note a Research Continuity Plan is no longer required.

Thank you, and all the best with your research.

UFV Human Research Ethics Board

Appendix B

Interview Protocol (Semi-Structured)

Thank you for agreeing to participate in this interview. I am interviewing teachers to better understand teachers' perceptions of support as they experience participating in a professional development session and utilize prepared Physical and Health Education lessons that I created. There are no right or wrong answers to my questions, I am interested in your thoughts and experience with using prepared 2SLGBTQQIA+ inclusive lessons thus far. The interview should take approximately 60 minutes, but not exceeding, depending on how much information you would like to share. With your permission, I would like to audio record the interview because I don't want to miss any of your comments. All responses will be kept confidential. This means that only your de-identified interview responses will be heard/seen by me. My supervisor will have a cleaned-up version with the use of a pseudonym. You have signed the consent form and are aware of your rights as a participant. I would like to point out that your participation is voluntary, and you may withdraw from this research until you have approved the transcript of the interviews. At the end of the interview, I will provide you with a number to contact the Employee Assistance Program services in case the interview questions have brought up any feelings that need to be addressed.

Pre-interview

1. How would you define inclusive Physical Health Education?
 - a. How does 2SLGBTQQIA+ fit into your definition?
2. What are some successes you have experienced when delivering the PHE curriculum?
 - a. Can you give me an example? (Example with 2SLGBTQQIA+)
3. What are some challenges you experience when delivering the PHE curriculum in an inclusive way?
 - a. Why do you feel that was a challenge?
4. Do you feel supported in teaching an inclusive PHE curriculum?
 - a. Where is that support offered?
5. Do you feel the PHE curriculum is important to teach?
 - a. What aspects do you feel are most important? Why?
 - b. Can you see any important aspects of PHE?

Post-interview (after teaching three or more prepared lessons)

1. What stood out as significant to you in this experience?
 - a. Why was that significant for you?
 - b. Did any experience make you feel supported?
 - c. What could be done to make you feel more supported?

Appendix C

Sample Lesson

Lesson 1: Creating a 'comfortable' classroom- Class Norms

Materials:

Teacher provides: 5 pieces of chart paper, 5 pieces of lined paper, Lesson 1 worksheet, video clip https://www.youtube.com/results?search_query=dealing+with+difference

Students need: a pencil, a felt

Hook:	Will vary from class to class	
Link: 5 minutes	Ask: 1-Who remembers studying the human body last year? Was there any specific part that made you uncomfortable? 2- Think about what uncomfortable feels like for a minute. (Ask for a volunteer to share out a feeling) 3- Now think about what comfortable feels like for a minute (ask for a volunteer to share out)	Expected response: Reproduction <i>Scary, alone, embarrassed...</i> <i>Sweatpants, home, included, safe...</i>
Experience: 10 minutes (2 per station) 10 minutes	In groups of 6 students will move around the room to stations, where there is chart paper with the questions: • What does comfortable look like? • Who does comfortable look like? • What does comfortable feel like? • What does comfortable sound like? • What does comfortable taste like? Explain to students that they will rotate through the stations. They will read the question and write their ideas on the chart paper. Let students know that when they get to a new paper, they can add new words/phrases, or	• <i>Warm blanket, Sweatpants, Respecting others, Active listening</i> • <i>Family, Friends, Teachers, Counsellor</i> • <i>Routine, Me/Us being included, Representation</i> • <i>Pronouncing names properly, Not laughing at someone or what they are saying, Using I statements- "I think", "In my opinion", Respecting others and their ideas, Using pronouns</i> • <i>Cultural foods, Warm food</i>

	they can put a star by an existing word/phrase they agree with. (can have many stars). Share out: have students share out the starred words and write them on the board.	
Analyze: 24 minutes	Creating Classroom Norms Ask students if they know the difference between Norms and Rules Have students work in groups their groups of 6 to come up with sentences to incorporate the words in our brainstorming session to make norms for a “comfortable” classroom even when the topic may be uncomfortable (like reproduction). *1 recorder per group EXAMPLE: I will follow routines→ putting a hand up I will respect others Have the recorder bring up their group’s set of norms. Read them out to the class (take out repeats and amalgamate any that are similar) as the class if this they agree on these norms for this class?	<i>I expect students to say routines which isn’t exactly what we want-</i> Norms are created from the students’ own feelings about how they want to be treated by others. Norms are agreements among class members about how they will treat one another. Rules are typically set out by a teacher without consultation by the class members.
Apply: 5 minutes	Explain to students that they have just created a list of ways to make their classroom comfortable. Now they are going to see if they can identify disrespectful or uncomfortable behaviours in a classroom that break the norms they created. Hand out “Lesson 1 worksheet and show	

	students the “Dealing with Difference” video clip. Students should independently answer the questions and hand in.	
Link: 1 minute	As you leave today, think about our class norms, are there any that should be added?	