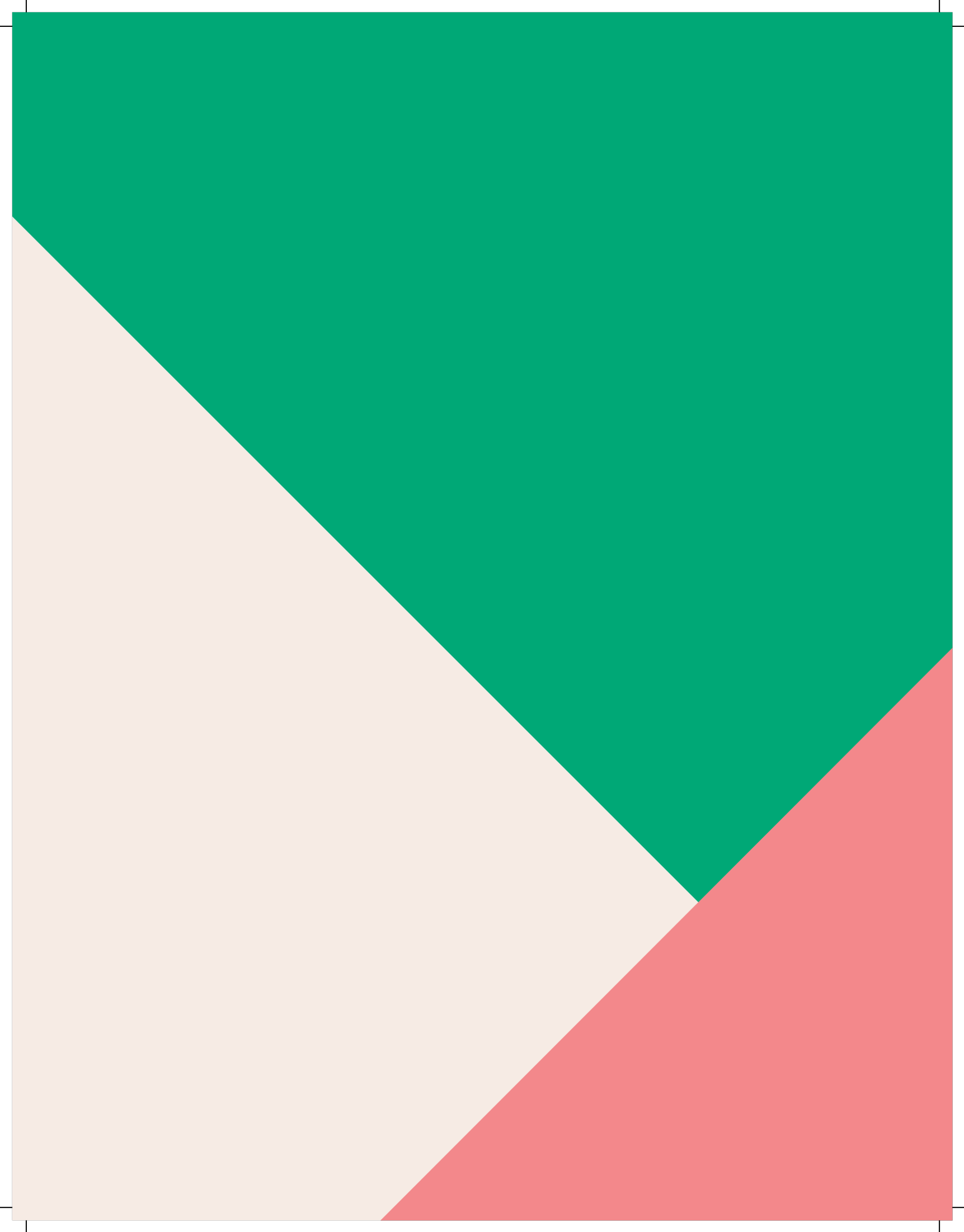# Gender and Sexuality in OST 101

A Foundational Resource Guide

ACTNOW

Afterschool for Children & Teens

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Content Warning: Please note that this guide includes mentions of homophobia, transphobia, discrimination on the basis of gender and sexuality, suicide, and mental health crises, which some readers may find distressing.

INTRODUCTION

Throughout today's presentation, our enduring understanding is that all youth deserve access to safe spaces. Research-based strategies promote safety for youth in and outside of the LGBTQ community through the following strategies:

- Inclusive policies
- Ongoing staff professional development
- Gender/Sexuality Alliances
- Inclusive curricula & spaces

Through this presentation and supplemental resources, we hope that you will be able to develop a greater understanding of the LGBTQIA+ community and how your program will be able to foster safety and inclusivity for LGBTQIA+ youth.

Gender, sex, and sexuality are large topics and this community is constantly changing and adapting. This foundational guide includes a resource guide of tools and activities facilitators may utilize with youth and a glossary of terminology. You will also be provided access to a short one-pager that administrators may find useful to distribute amongst their own program staff to facilitate internal trainings and conversations relating to LGBTQIA+ inclusivity.

UNDERSTANDING THE DIFFERENCE

SEX, GENDER, AND THE GENDER BINARY

Understanding and accepting gender identities and sexualities begins with understanding the distinction between sex and gender and understanding that the gender binary is a flawed Western construct.

SEX ASSIGNED AT BIRTH

Sex refers to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as female, male, or intersex at birth. Sex refers to the biological markers that generally can be coded as male or female. Since a person's sex may not align with their gender, such as with trans and nonbinary people, "sex assigned at birth" is the preferred terminology. There are very few instances in which a person needs to know another individual's sex assigned at birth, but in specific circumstances, such as a medical emergency, it may be important to know a person's sex. The term "sex assigned at birth" is a more inclusive way of referring to a person's sex in this scenario as it recognizes that their sex does not inherently refer to their gender. Gender refers to the social, psychological, cultural, and behavioral aspects of performing gendered traits. Gender is culturally produced. For example, wearing a dress is only considered a feminine trait because culture and society have constantly reiterated this idea and have established that dresses are feminine clothes. There is nothing inherently masculine about the color blue except for the fact that society has deemed it to be a boy's color. In 1918, an article from *Earnshaw's Infants' Department* stated that "the generally accepted rule is *pink* for the boys, and *blue* for the girls" and in the 1940s this idea switched so that pink was for girls and blue was for boys. There is nothing inherently tied to gender with these colors, instead, manufacturers used marketing to culturally link color to gender, making it easier to sell more baby clothes and make a larger profit.

GENDER

Gender is expressed through constantly reiterating traits which have been coded by society to be considered masculine or feminine. A person may therefore express their gender through clothing, haircuts, makeup, gender confirmation surgery, etc. Gender may be related to biological sex, however gender refers to an individual's internal, individual identity and does not necessarily correspond with their sex-assigned-at-birth. Gender refers to a person's internal understanding of their own identity within their understanding of options for gender. The gender binary refers to the idea that there are only two genders and that every person is one of those two. This gender binary inherently excludes intersex, two-spirit, nonbinary, trans, and many other identities. Excluding gender identities and sexualities or conflating sex and gender leads to the stigmatization and discrimination of LGBTQIA+ people. There are many genders beyond the cisgender male and female, or intersex, including nonbinary, transgender, agender, genderfluid, etc. Recognizing the difference between sex and gender is the first step in understanding the flaws within the gender binary and understanding genders beyond this binary. This understanding is foundational to compassionate comprehension of best practices for youth, such as using correct pronouns, fostering safety, and developing inclusive spaces.

SPECTRA OF IDENTITIES
INTERSEX PEOPLE

INTERSEX

The term intersex refers to the combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. This is a general term which can be applied to many different situations in which a person is born with reproductive anatomy which does not adhere to either entirely female or male organs. Since this term is a broad definition to describe those born into bodies which do not adhere to the traditional binary, the exact number of people born intersex is often contested, but is estimated to be 1.7% of all births.

1.7%
OF THE POPULATION
IS ESTIMATED TO BE BORN
INTERSEX

As with any other person, intersex people may or may not identify with the sex they were assigned at birth. They may identify as feminine, masculine, or non-binary gender. They also may present more masculine, feminine, androgynous, or fluid gender expression. Intersex people are normally assigned either male or female at birth, even though they do not exhibit strictly male or female sex characteristics. Intersex people are commonly raised as either male or female in order to adhere to the gender binary.

DISCRIMINATION

Intersex people often face stigmatization and discrimination from birth, or following the discovery of intersex traits. Intersex people can face infanticide, abandonment, and stigmatization from their families. Some intersex infants will be subjected to surgeries or hormone therapy to alter their sex characteristics to be more socially acceptable. However, these medical procedures are normally unnecessary and have no measurable benefit, and can result in sterilization. Increasingly, the the treatment of intersex people, including unnecessary medical procedures, are considered human rights abuses. Intersex organizations have also issued statements about human rights violations and advocate to end unnecessary medical procedures and the stigmatization of intersex people. In 2011, Christiane Völling became the first person to have successfully won a case relating to non-consensual surgical intervention in regards to intersex characteristics. In April 2015, Malta became the first country to outlaw non-consensual medical interventions to modify sex anatomy, a decision which included intersex people. Despite the knowledge that there is no medical need to perform surgery and intersex births are as common as red hair , intersex people still face significant stigmatization and discrimination.
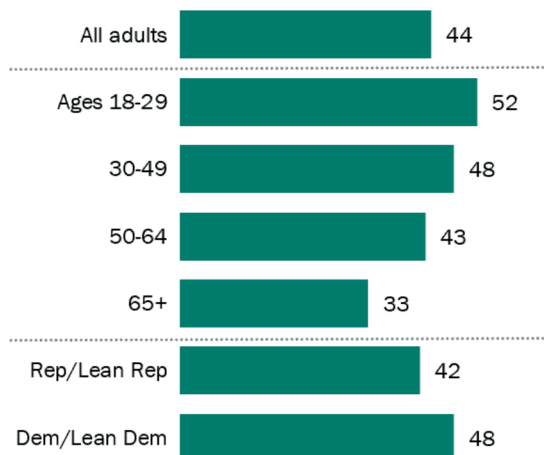
SPECTRA OF IDENTITIES
INTERSEX, NONBINARY, AND TRANSGENDER PEOPLE

TRANSGENDER

Transgender people are people who have transitioned (or are transitioning) from living as one gender to another. This is also an umbrella term for anyone whose sex is assigned at birth and whose gender identity does not correspond in the expected (heteronormative, cisgender) way (e.g., someone who was assigned male at birth but does not identify as a man). Some transgender people may undergo gender confirmation surgeries or other social or legal forms of transitioning. In the U.S., approximately 5.1% of adults under the age of 30 are trans or nonbinary, with 2% who are trans and 3.1% who are nonbinary. Approximately 44% of all U.S. adults report knowing a trans person and 20% report knowing someone who is nonbinary.
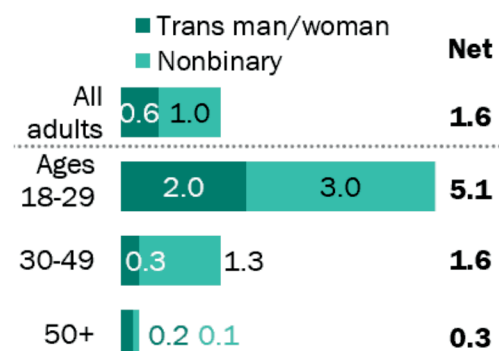
NONBINARY

Nonbinary people are people who experience their gender identity and/or gender expression as falling outside the binary gender categories of man and woman. Individuals may feel some combination of masculine, feminine, and/or androgynous traits. Many nonbinary people also call themselves transgender and consider themselves part of the transgender community, as they have transitioned from their sex assigned at birth to nonbinary. Others do not consider themselves to be transgender, since some transgender people wish to conform to heteronormative ideas of gender expression, or "pass", whereas some nonbinary people feel separated from the traditional gender binary. Many nonbinary people may use they/them pronouns, neopronouns, or multiple sets of pronouns.

More than four-in-ten U.S. adults report knowing a trans person

% saying they personally know someone who is transgender

All adults	44
Ages 18-29	52
30-49	48
50-64	43
65+	33
Rep/Lean Rep	42
Dem/Lean Dem	48

Source: Survey of U.S. adults conducted May 16-22, 2022.

Source 1

In U.S., young adults are the most likely to be transgender or nonbinary

% of U.S. adults who say their gender is different from their sex assigned at birth

■ Trans man/woman
■ Nonbinary

	Trans man/woman	Nonbinary	Net
All adults	0.6	1.0	1.6
Ages 18-29	2.0	3.0	5.1
30-49	0.3	1.3	1.6
50+	0.2	0.1	0.3

Source 2

SPECTRA OF IDENTITIES
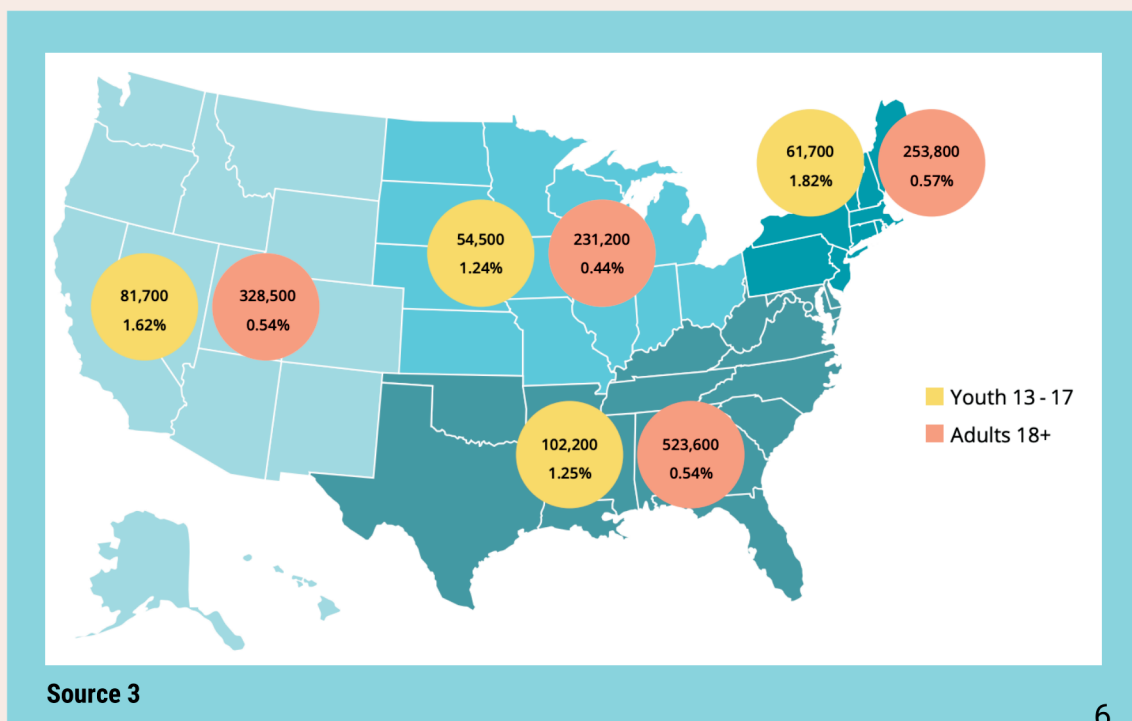# NONBINARY AND TRANSGENDER YOUTH

Using data from the Center for Disease Control (CDC) optional module on the Behavior Risk Factor Surveillance System (BRFSS, the National Crime Victimization Survey (NCVS), and the CDC's Youth Risk Behavior Survey (YRBS), Jody Herman, Andrew Flores, and Kathryn O'Neil compiled data in order to estimate the total number of transgender and nonbinary youth in the United States. Within their data, they note that some people who "identify as nonbinary may have reported their gender in the BRFSS as gender nonconforming".

UNITED STATES

In the United States, Herman, Flores, and O'Neil found that approximately 1.4% of youth ages 13 to 17 identify as trans. The total number is estimated to be 300,100 youth. Analyzing the data shows that younger groups have higher percentages of trans individuals than older groups, however the difference is only statistically significant between the 13 to 17 group and the 65 and older. This statistical difference can be accounted for when considering both the average life span of trans people compared to cisgender individuals, and considering the growing inclusivity and normalization of trans identities in modern culture. Of all trans individuals over the age of 13, 18.3% are ages 13 to 17, 24.4% are ages 18 to 24, 46.8% are ages 25 to 64, and 10.5% are ages 65 and older. The racial and ethnic distribution of youth and adults who identify as trans generally reflect the U.S. population. However the data does show that Latinx people, American Indian or Alaska Native, and biracial/multiracial groups appear more likely than White people to identify as transgender, those these differences between racial/ethnic groups are not statistically significant.

ILLINOIS

In the Midwest, Herman, Flores, and O'Neil found that 1.24% of youth ages 13 to 17 identify as transgender, approximately 54,500 youth. In Illinois specifically, an estimated 13,700 youth ages 13 to 17 identify as transgender or 1.66% of all youth ages 13 to 17. This is slightly higher than the national average.

81,700 1.62%
328,500 0.54%
54,500 1.24%
231,200 0.44%
61,700 1.82%
253,800 0.57%
102,200 1.25%
523,600 0.54%

Youth 13 - 17
Adults 18+

Source 3

6

INTERSECTIONALITY

Intersectionality refers to the understanding that social categories are interconnected and within an individual, the overlap of multiple social categories actually creates an independent category which face discrimination or disadvantages.

The term intersectionality was coined by Kimberlé Crenshaw in 1989. To describe intersectionality she used the analogy of a car accident at an intersection. It may not be as simple to identify one cause of a car accident at an intersection as it may be to identify the cause of a fender bender in a parking lot. There may be multiple circumstances that all contributed to the accident. For example, there may be rain creating slick roads and glares of headlights, one driver may be speeding, and another may be checking a text message. All of these factors contributed to the accident, and one cannot bear the full weight. Similarly, humans and their experiences are not able to be reduced to a singular identity at any point. A queer White woman and a queer Black woman will have lived different lives and face different forms of discrimination. The intersection of a person's identity results in unique experiences and varied forms of discrimination.

The Pulse Nightclub shooting in 2016 in Orlando was a mass shooting that wounded 53 and killed 49 at the gay nightclub in Orlando, Florida. The attack occurred when the club was hosting a "Latin Night", therefore most of the victims were Latino. This was not an attack on queer people, or Latino people, but rather an attack on queer, Latino people. These people cannot be reduced to just one identity, and it is impossible to separate identities, such as race, gender, disability, etc. when looking at violence or discrimination against individuals. The whole of the person must be considered.

Understanding intersectionality is important because one must consider the whole person when working toward inclusivity. Queer people of color face different challenges than white queer people.

Consider not only including activities that include white, queer voices, but also stories from queer people of color, queer disabled people, or resources for poor or homeless LGBTQIA+ youth.

Consider if your facilities are truly inclusive for all queer youth? Are there wheelchair-accessible, gender-neutral bathrooms? Does your Pride Club meet in a space where disabled students would be able to fully participate?

INTERSECTIONALITY
AND THE GENDER BINARY

UNPACKING THE NEGATIVE IMPACTS OF THE GENDER BINARY

The gender binary is inherently negative, as it enforces heteronormative ideals, which not only stigmatizes and invalidates the existence of queer people but also harm cisgender men and women. The gender binary reinforces the idea that there are only two genders and that every person is one of those two. This means that all other gender identities are invalidated. This gender binary inherently excludes intersex, two-spirit, nonbinary, trans, and many other identities. Assuming the gender binary is correct is the foundation of rationalizing hate and discrimination, for if these genders do not exist, then there is no need to develop policies that protect their rights, no need to prevent bullying against them, and the gender binary reinforces the idea that anyone who was not born as male or female and who's gender does not align with their sex-assigned-at-birth is open to harassment. Excluding gender identities and sexualities or conflating sex and gender leads to the inherent stigmatization and discrimination of LGBTQIA+ people.

The gender binary also assumes that all people should adhere to "traditional" gender roles and therefore reinforces heteronormativity. For example, it assumes that people who were assigned female at birth identify as women, will present feminine traits, and be sexually and romantically attracted to only men. This also invalidates the existence of any sexualities other than heterosexual relationships. Clearly, the gender binary harms LGBTQIA+ people by consistently invalidating their existence, which in turn creates a foundation for discrimination.

However, the gender binary also harms cisgender men and women. Since the gender binary forces people to adhere to traditional gender roles, the gender binary requires that women fulfill their role within the home as caregivers, and men would be the primary provider. Many of the issues people cite within modern society in regard to gender discrimination are reinforced by heteronormativity perpetuated by the gender binary. For example, men's mental health has been often ignored, as men are expected to consistently perform masculinity and strength to the point where they feel unable to ask for support or show emotions that have been coded as feminine. Additionally, since women were delegated to be mothers, they are still expected to be the primary caregivers within their families, even if they work full-time jobs. Women, especially women of color, also still experience the pay gap and other forms of workplace discrimination. These issues are built upon the forced adherence to the ideas perpetuated by the gender binary.

INTERSECTIONALITY
AND THE GENDER BINARY
HOW IS THE GENDER BINARY A WESTERN CONSTRUCT?

We can see that the gender binary is a Western construct by looking at the Indigenous American cultures, pre-colonial India, and the existence of intersex people. As we have already discussed, intersex people exist. Roughly 1.7% of the population is born intersex. On a biological level, there are people who are born who do not fully express female or male biological traits, which would inherently break down the foundational thought of the gender binary, as there are not only two genders.

Furthermore, Western cultures imposed this idea of the gender binary on other cultures. The Indigenous American people have a third gender known as two-spirit and in pre-colonial India, there was also a third gender known as the hijra. In most Indigenous tribes, two-spirit people, "were considered neither men nor women; they occupied a distinct, alternative gender status. In tribes where two-spirit males and females were referred to with the same term, this status amounted to a third gender. In other cases, two-spirit females were referred to with a distinct term and, therefore, constituted a fourth gender" (https://www.ihs.gov/lgbt/health/twospirit/). Prior to colonization, the hijra and two-spirit people were held in high regard in society. However, colonization used religion and law to ruin the legitimacy of these people's identities. Colonizers, in imposing on people's land also imposed their morals and beliefs about the world onto these people. Now, even though India is considered to be post-colonial, the hijra is not held in esteem and they are considered a low class of people. Additionally, the presence of two-spirit people had diminished for a long period of time in Indigenous culture due to discrimination, but many queer, Indigenous people are now pushing to revive the traditions and acceptance of two-spirit people. The existence of the hijra and two-spirit people shows that other cultures do not consider gender to be a binary. Therefore, the gender binary is a Western construct, and not an intrinsic aspect of human existence.

Terms for Two-Spirit People

TRIBE	TERM	TRANSLATION
Navajo	3rd gender: Nádleehí 4th gender: Dibaa'	"permanently changing, emergent"
Lakota	Winkte	"Would be Women"
Zuni	Lhamana	"girl/boy"
Osage	Mixu'ga	"Instructed by the moon"
Ojibwa	Agokwa Ogichidaakwe	"man-woman" "warrior-woman"

Source 4

INTERSECTIONALITY
IN OUT-OF-SCHOOL TIME

MENTAL HEALTH

As previously mentioned, Latinx people, American Indian or Alaska Natives, and biracial/multiracial groups appear more likely than White people to identify as transgender, although these differences between racial/ethnic groups are not statistically significant. LGBTQIA+ people can be of any race or ethnicity. Therefore, it is important to keep intersectionality in mind within the OST space as LGBTQIA+ youth of color will have different experiences than white LGBTQIA+ youth. When including queer voices and experiences within this space, it is also important for providers to work to avoid unconsciously imposing whiteness as the universal experience of all queer people.

Intersectionality in the OST space is necessary when looking at the mental health of queer youth. 52% of Native/Indigenous LGBTQIA+ youth, 43% of Latinx LGBTQIA+ youth, 47% of Black LGBTQIA+ youth, 48% of LGBTQIA+ youth who are more than one race/ ethnicity, and 39% of White LGBTQIA+ youth have considered suicide. Additionally, 31% of Native/Indigenous LGBTQIA+ youth, 18% of Latinx LGBTQIA+ youth, 21% of Black LGBTQIA+ youth, 21% of LGBTQIA+ youth who are more than one race/ ethnicity, and 12% of White LGBTQIA+ youth have attempted suicide, according to the Trevor Project's 2022 National Survey on LGBTQ Youth Mental Health.

LGBTQIA+ youth of color are, generally, experiencing higher rates of mental health crises than their white counterparts. When offering resources and support, it is important to be aware of this distinction. It is also important to note that 41% of White LGBTQIA+ youth received mental health care, higher than any other category by race/ethnicity. Additional mental health support and resources must be available for all LGBTQIA+ youth, but there must also be an emphasis to make this care accessible and intersectional.

INTERSECTIONALITY
IN OUT-OF-SCHOOL TIME
MENTAL HEALTH STATISTICS BY RACE/ETHNICITY

LGBTQ youth who wanted counseling from a mental health professional in the past year:
- ● Wanted mental health care, but didn't get it ● Received mental health care

By race/ethnicity

Asian/Pacific Islander
- 51%
- 28%

Black
- 53%
- 27%

Latinx
- 54%
- 29%

Native/Indigenous
- 49%
- 31%

White
- 45%
- 41%

More than one race/ethnicity
- 51%
- 35%
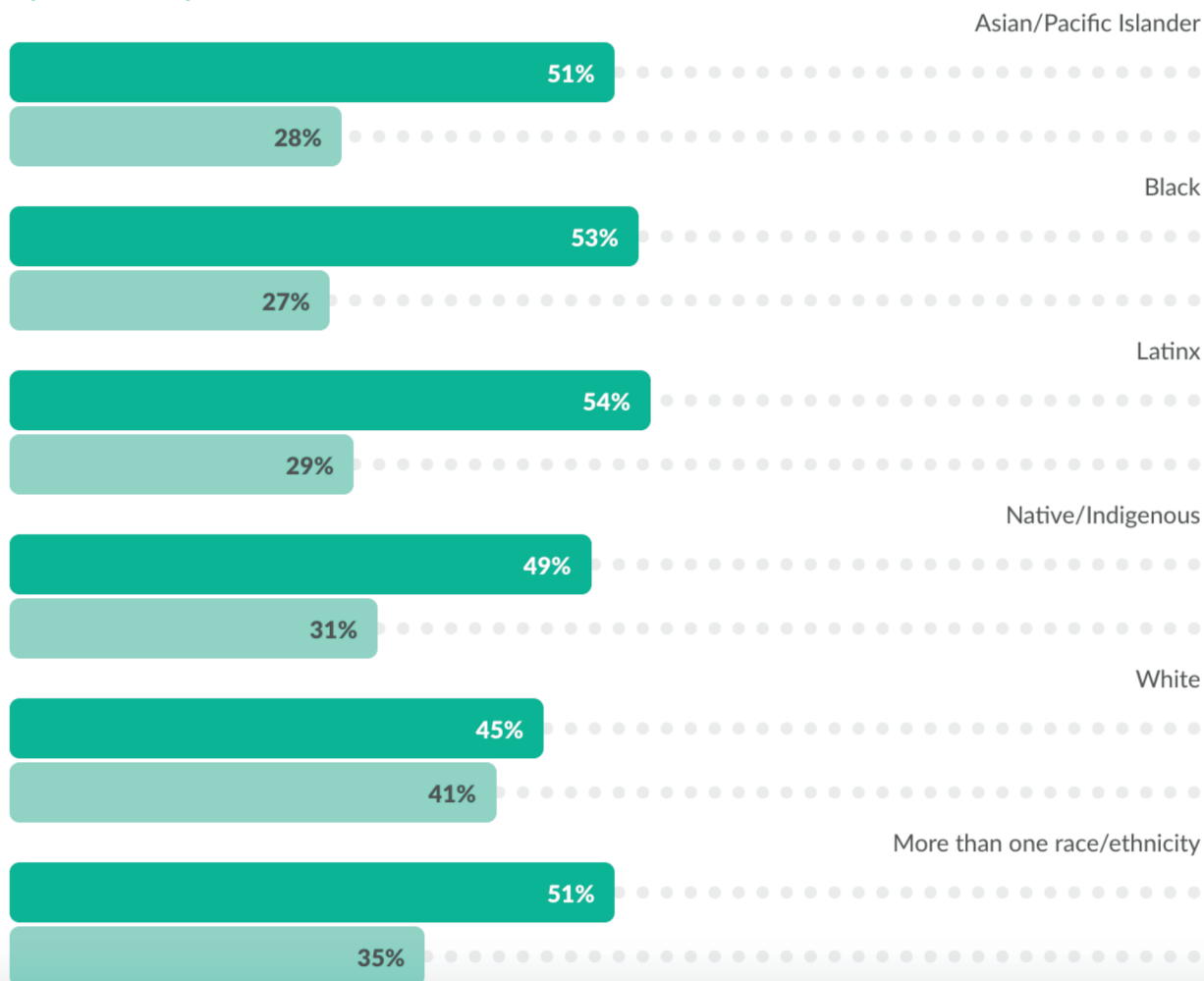
Source 5

INTERSECTIONALITY
IN OUT-OF-SCHOOL TIME

WHY IN OST?

Only about a third of LGBTQIA+ youth found their home to be LGBTQ-affirming. The Trevor Project data reports that "LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide". Approximately 55% of LGBTQIA+ youth reported that school was an LGBTQIA+-affirming space and 51% of transgender and nonbinary youth reported that school was a gender-affirming space. Having LGBTQIA+ affirming spaces in school and in out-of-school time is imperative as it results in significantly lower rates of attempted suicide among LGBTQIA+ youth.

"LGBTQ YOUTH WHO HAD ACCESS TO SPACES THAT AFFIRMED THEIR SEXUAL ORIENTATION AND GENDER IDENTITY REPORTED LOWER RATES OF ATTEMPTING SUICIDE THAN THOSE WHO DID NOT."

Where LGBTQ youth access LGBTQ-affirming spaces:

Online
69%

School
50%

Home
34%
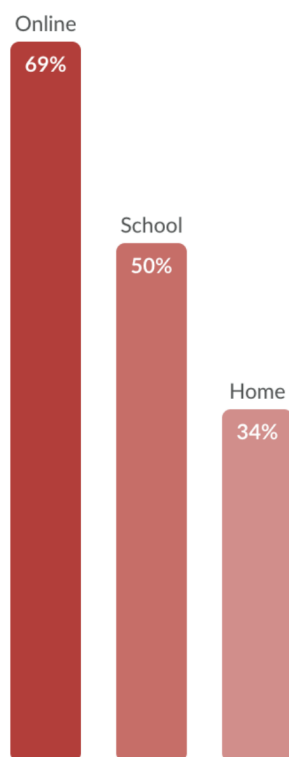
LGBTQ youth who attempted suicide in the past year, comparison across access to affirming spaces:
● LGBTQ-affirming ● Not LGBTQ-affirming

Online communities

Affirming online communities
14%

No access to affirming online communities
16%

School

Affirming school
12%

School not affirming
18%

Home

Affirming home
11%

Home not affirming
16%
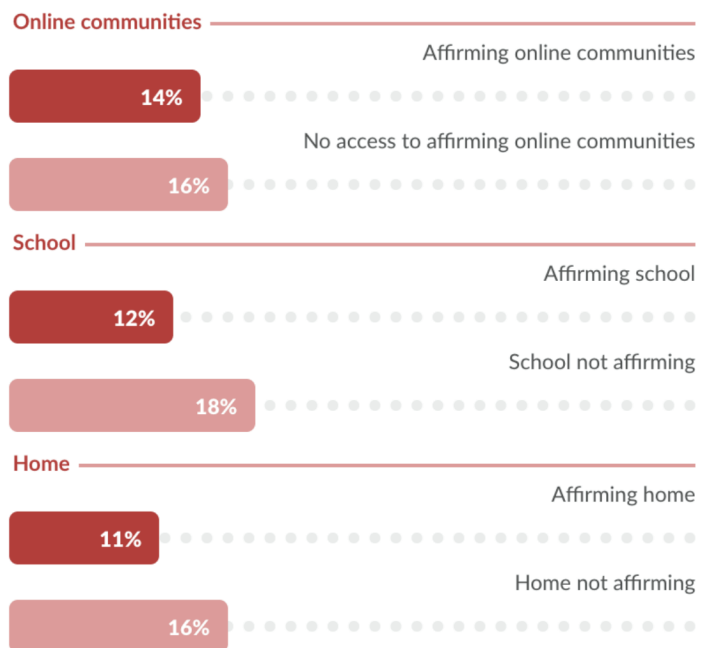
PRONOUNS
BEST PRACTICES

DEFENSE OF SINGULAR "THEY"

People have utilized "they" in a singular form for a long time to describe someone whose gender is unknown. It has been used as a singular pronoun since as early as the 1300s. 7th edition APA style writing covers the use of the singular they in section 4.18 and states that "singular "they" is a generic third-person singular pronoun in English" and should be used if it is a person's self-identified pronoun or as a generic third person singular pronoun if the person's gender is unknown in writing.

1

Use a Person's Correct Pronouns When Speaking To And About Them

The gender of your students should not impact the services you provide. Using a person's correct pronouns shows basic respect for the individual. Being referred to with the correct pronouns and seeing that OST is an actively inclusive space is often the difference between just being at an OST program and instead feeling as though they belong, are significant, and are understood and accepted in the program. Proactively model inclusivity!

2

Include Queer Voices Within Your Space and Programming

Within your program, include activities that include diverse representation for queer youth. Read books that begin discussing trans identities, have posters of influential gay historical figures or inventors, or watch a movie with queer actors and characters. It is important to highlight diverse stories as it allows for some students to see themselves represented within what they are learning about, and encourages cisgender, straight students to also begin developing a more inclusive mindset.

3

Avoid Gendered Assumptions

Don't assume all of your youth identify strictly as male or female. When addressing groups of people or people whose pronouns you haven't been told, use gender-neutral language such as, "friends," "folks," or "y'all," rather than "guys" or "ladies". Avoid grouping youth as "boys" or "girls". Instead, consider using birthdays or sides of the room to create groups. Use descriptive language if you do not know a person's gender, pronouns, or name. For example: Can you give this to the person in the blue shirt? Also, pay attention to your unintentional labeling of characters. Do all of the stuffed animals in your classroom get labeled as "he"? Practice including a wide variety of pronouns when discussing characters whose gender is not specified, beyond the gender binary.

4

How to Apologize for Misgendering

Misgendering refers to the use of the wrong name, pronouns, or form of address for a person's gender. If you misgender someone by accident, apologize swiftly without making an excessive show out of the mistake or your guilt, which can create even more discomfort for the person who has been misgendered. Show that you care by doing better moving forward. If you see another person purposefully misgendering someone, intervene and remind the perpetrator to use correct the pronouns. Check-in with the victim and follow your program's response to bullying and harassment.

5

Multiple Pronouns

Some people may use more than one set of pronouns, such as she/they, they/he, or she/him/they. Since they use more than one set of pronouns, use the pronouns they introduced themself with interchangeably. For example, if a person uses he/they pronouns you should use both to refer to them such as "They made this art project- he did a great job!"

Some people, if they use multiple pronouns, list their pronouns with the pronoun they would like to use more often listed first. If someone introduces themself as they/she, they may prefer you to use they more often than she. When you meet someone who uses multiple pronoun sets, you may kindly ask about their preferences for when and how to use each of their pronouns.

6

Reiterate to youth that you can't tell gender by looking at someone

When meeting someone for the first time, ask about their pronouns and then respect their pronouns. Even if the person appears cisgender, modeling best practices for your youth will encourage them to also utilize best practices.

7

Neopronouns

The Human Rights Campaign states that neopronouns are pronouns and " include those pronouns besides the ones most commonly used in a particular language. As one's pronouns are ultimately a reflection of their personal identity, the number and types of (neo)pronouns a person may use is limitless." The most commonly used neopronoun sets include xe/xir/xirs, ze/zir/zirs and fae/faer/faers. People who use neopronouns may also prefer gender-neutral honorifics such as Mx. instead of Ms. or Mr. and Zir instead of Sir or Ma'am.

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
They	*They* laughed	I called *them*	*Their* eyes gleam	That is *theirs*	They like *themselves*
Ne	*Ne* laughed	I called *nem*	*Nir* eyes gleam	That is *nirs*	Ne likes *nemself*
Ve	*Ve* laughed	I called *ver*	*Vis* eyes gleam	That is *vis*	Ve likes *verself*
Spivak	*Ey* laughed	I called *em*	*Eir* eyes gleam	That is *eirs*	Ey likes *emself*
Ze/Zie and Hir	*Ze* laughed	I called *hir*	*Hir* eyes gleam	That is *hirs*	Ze likes *hirself*
Ze/Zie and Zir	*Ze* laughed	I called *zir*	*Zir* eyes gleam	That is *zirs*	Ze likes *zirself*
Xe	*Xe* laughed	I called *xem*	*Xyr* eyes gleam	That is *xyrs*	Xe likes *xemself*

Source 7

8

Include Your Pronouns

Putting your pronouns in your email signature, using them as part of your introduction, zoom name, etc. normalizes and de-stigmatizes individuals who may use pronouns that do not appear to match their gender presentation. It also reduces the assumption that pronouns are only used by Transgender individuals, which can help prevent students who pass from unintentionally outing themselves by introducing themselves with their pronouns.

For example, an in-person introduction may sound like "Hi! My name is Mx. Evanson and I use they/them pronouns. What's your name and pronouns?" Your Zoom name for online meetings may read as your name (your pronouns). For example, Matt Tobin (he/him). You can also add your pronouns on name tags or in your email signature! See the example format below.

Best,
Elizabeth Hartnett
She/Her
Policy and Communications Intern
Afterschool for Children and Teens Now
www.actnowillinois.org

A downloadable version is available on Jessica Appleby's website:
https://jessicajappleby.com/2020/05/05/setting-the-tone-for-a-gender-inclusive-classroom-the-introductory-questionnaire/

1. Full name as it appears on my roster _____
2. Name you'd like me to call you in class _____
3. What are your pronouns?   **he/him**   **she/her**   **they/them**   **ze/zir**   other:
   a. Is it ok to use these publicly in class?   **Yes   No**
   b. Is it ok to use these in front of other faculty?   **Yes   No**
   c. Would you like to discuss this further privately with me? **Yes   No**
4. Year and major?

5. Where are you from?

6. Why did you sign up for this course? (be honest!)

7. What grade are you willing to work for in this class?

8. Everyone is super nerdy about something... what's your thing you get really excited about?

9. What is something you'd like me to know so that I can better help you succeed in this course?

Source 8

9

Create Space for Students to Share Their Pronouns

Creating an online or physical getting-to-know-you questionnaire allows students to privately share their pronouns with you. Create space for students to share which pronouns you may use privately, in class, and with guardians. See this great example from Assistant Professor of French at the University of Central Oklahoma, Department of Modern Languages, Jessica Appleby. Consider also adding "Is it ok to use these pronouns in front of your guardians?" to avoid outing a student at home.

SOCIAL DETERMINANTS OF HEALTH
HEALTH DISPARITIES

The US Department of Health and Human Services defines social determinants of health as "the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks" (Social Determinants of Health)

The LGBTQIA+ community belongs to almost every race, ethnicity, religion, age, and socioeconomic group. LGBTQIA+ youth are at a higher risk for substance use, sexually transmitted diseases (STDs), cancers, cardiovascular diseases, obesity, bullying, isolation, rejection, anxiety, depression, and suicide as compared to the general population.

Promoting healthy choices for LGBTQIA+ youth is not enough to eliminate these health disparities. Instead, the condition of their environments must be improved in order to improve their overall health and well-being. They must have access to holistic care and safe and supportive environments in order to be able to thrive.

Many LGBTQIA+ youth receive poor quality of care due to stigma, lack of healthcare providers' awareness, and insensitivity to the unique needs of this community. Additionally, it is estimated that 10% of the entire United States population does not have health insurance, and therefore may be unable to receive necessary or preventative medical care. LGBTQIA+ youth who do not have medical insurance are facing an even greater challenge.

24% OF LESBIAN, GAY, OR BISEXUAL STUDENTS HAVE MISUSED PERSCRIPTION OPIODS

63% OF LESBIAN, GAY, OR BISEXUAL STUDENTS HAVE EXPIERENCED SYMPTOMS OF DEPRESSION

33% OF LESBIAN, GAY, OR BISEXUAL STUDENTS HAVE BEEN BULLIED AT SCHOOL

23% OF LESBIAN, GAY, OR BISEXUAL STUDENTS HAVE USED ILLICIT DRUGS

SOCIAL DETERMINANTS OF HEALTH
SOCIAL DISPARITIES

The environments in which LGBTQIA+ youth are also impacted by the social and political landscape. The Trevor Project's 2022 National Survey on LGBTQ Youth Mental Health analyzed the percentage of transgender and nonbinary youth who were concerned about different legislation, which has been proposed, discussed, or enacted throughout the country.

- "93% of transgender and nonbinary youth said that they have worried about transgender people being denied access to gender-affirming medical care due to state or local laws."
- "91% of transgender and nonbinary youth said that they have worried about transgender people being denied access to the bathroom due to state or local laws."
- "83% of transgender and nonbinary youth said that they have worried about transgender people being denied the ability to play sports due to state or local laws."

Specific legislation has the ability to target LGBTQIA+ youth and deny them access to resources, bathrooms, medical care, and more. The mistreatment and stigmatization of LGBTQIA+ people lead to social and political actors striving to take away their rights. This creates an even more hostile environment, which prevents these youth from being able to thrive.

"93% OF TRANSGENDER AND NONBINARY YOUTH SAID THAT THEY HAVE WORRIED ABOUT TRANSGENDER PEOPLE BEING DENIED ACCESS TO GENDER-AFFIRMING MEDICAL CARE DUE TO STATE OR LOCAL LAWS."

GLOSSARY OF TERMS

agender: a person with no or very little connection to the traditional system of gender, no personal alignment with the concepts of either man or woman, someone who sees themselves as existing without gender. May also refer to themselves as gender neutral.

ally: a (typically straight and/or cisgender) person who supports and respects members of the LGBTQIA+ community. Active allies take action and steps to help and support the LGBTQIA+ community.

androgyny: a gender expression that has elements of both masculinity and femininity.

aromantic: someone who experiences little or no romantic attraction to others and/or has a lack of interest in romantic relationships/behavior. Aromanticism exists on a spectrum from people who experience no romantic attraction or have any desire for romantic activities, to those who experience low levels, or romantic attraction only under specific conditions. Many of these different places on the continuum have their own identity labels (see *demiromantic*). Sometimes abbreviated to "aro" (pronounced like "arrow").

asexual: refers to a complete or partial lack of sexual attraction or lack of interest in sexual activity with others. Asexuality exists on a spectrum, and asexual people may experience no, little, or conditional sexual attraction. Often abbreviated to "ace" for short.

bicurious: a curiosity toward experiencing attraction to people of the same gender/sex.

bigender: a person who fluctuates between traditionally "woman" and "man" gender-based behavior and identities, identifying with both genders (or sometimes identifying with either man or woman, as well as a third, different gender).

binder: an undergarment used to alter or reduce the appearance of one's breasts (worn similarly to how one wears a sports bra).

binding: the (sometimes daily) process of wearing a binder. Binding is often used to change the way others perceive one's anatomical sex characteristics, normally as a form of gender expression.

biological sex: a term used to refer to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as female or male, or intersex at birth. Often referred to as simply "sex," "physical sex," or "sex assigned at birth". "*Sex assigned at birth*" is the preferred terminology.

biphobia: negative attitudes (such as but not limited to fear, anger, intolerance, resentment, or erasure) that one may have or express toward bisexual individuals due to their sexual orientation. Biphobia can come from and be seen within the LGBTQIA+ community as well as straight society.

bisexual: a person who experiences attraction to some people of their gender and another gender. Bisexual attraction does not have to be equally split or indicate a level of interest that is the same across the genders to an individual may be attracted to. Some people may use this term interchangeably with"pansexual" however other people do not find these terms to be interchangeable. Therefore, it is important to not assume which term someone identifies with and to use the term which the individual uses to describe themself.

cisgender: a gender description for when someone's sex assigned at birth and gender identity correspond with the heteronormative standard. For example, someone who was born with male sex traits identifies as a man. The word cisgender can also be shortened to "cis."

closeted: an individual who has not disclosed to themselves or others their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one's safety, peer or family rejection, disapproval, and/or loss of housing, job, etc. Also known as being "in the closet." When someone "comes out" of the closet, this refers to the act of telling others of their gender identity or sexuality. (See *coming out*).

coming out: the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself and the process by which one shares one's sexuality or gender identity with others.

demiromantic: someone with little or no capacity to experience romantic attraction until a strong emotional connection is formed with someone.

demisexual: someone with little or no capacity to experience sexual attraction until a strong romantic connection is formed with someone, often within a romantic relationship.

drag king: someone who performs (hyper-) masculinity theatrically.

drag queen: someone who performs (hyper-) femininity theatrically.

dyke: referring to a masculine presenting lesbian. Some lesbians and queer female-identified people have reclaimed this term as a positive term to self-identify. It was originally used as a derogatory term, and still often is. Therefore, it is best practice for those who are not queer female-identified people to avoid using this term.

f**eminine-presenting:** masculine-presenting: a way to describe someone who expresses gender in a more feminine or masculine way, without inherently connecting this presentation to their gender identity.

femme: someone who identifies themselves as feminine, whether it be physically, mentally, or

emotionally. Often used to describe someone who presents as feminine specifically within a lesbian relationship.

fluid: generally with another term attached, like gender-fluid or fluid-sexuality, fluid or fluidity describes an identity that may change or shift over time between or within the mix of the options available.

FtM / F2M; MtF / M2F: abbreviations referring to s female-to-male transgender person or male-to-female transgender person.

gay: experiencing attraction to members of the same gender. Most often used to describe men who are attracted to other men, but can also be an umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who is not straight.

gender: the repeated performance of socially constructed norms, behaviors, etc. which have been attributed to masculine or feminine roles. As a social construct, gender varies from society to society and can change over time. Gender may be related to biological sex, however gender refers to an individual's internal, individual identity and does not necessarily correspond with their sex-assigned-at-birth.

gender binary: the western idea that there are only two genders (male and female) and that every person is one of those two.

gender confirmation surgery: may also be known as gender affirmation surgery, these are medically performed surgeries performed with the goal to alter a person's physical appearance and functional abilities in order to better conform to the gender identity the person aligns themself with. Some refer to different surgical procedures as "top" surgery and "bottom" surgery to discuss what type of surgery they are having without having to be more explicit.

gender expression: the external display of one's gender, such as through clothing, demeanor, social behavior, etc, generally understood on scales of masculinity and femininity. Also referred to as "gender presentation."

gender fluid: a gender identity that can be understood as a mix of the two traditional genders, but may feel more masculine some days, and more feminine other days. Gender fluid individuals may experience varying levels of this gender combination at any point and therefore may utilize different pronouns at different times.

gender identity: the internal perception of one's own gender. Often conflated with biological sex, or sex assigned at birth.

gender non-conforming: a gender expression descriptor that indicates a non-traditional gender presentation or a gender identity label that indicates a person who identifies outside of the gender binary.

genderqueer: a gender identity label often used by people who do not identify with the binary of man/woman. This may also be used as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid).

heteronormativity: the assumption, in individuals and/or in institutions, that everyone is heterosexual and that heterosexuality is superior to all other sexualities, and that all people are cisgender. Heteronormativity leads to the invisibility and stigmatization of other sexualities. Heteronormativity also leads us to assume that only masculine men and feminine women are straight.

heterosexual/straight: experiencing attraction solely to members of a different gender.

homophobia: an umbrella term for the anger, intolerance, resentment, erasure, or discomfort that one may have toward LGBTQIA+ people. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQIA+. Homophobic is a word used to describe actions, behaviors, or individuals who demonstrate elements of this range of negative attitudes toward LGBTQIA+ people.

homosexual: a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. Some people consider this term to be stigmatizing as it was previously used as a medical term to denote same-sex attraction as a mental illness, and thus terms such as gay and lesbian rose in popularity.

intersex: term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female.

lesbian: women who are attracted romantically, erotically, and/or emotionally to other women.

LGBTQIA+: a shorthand abbreviation of the queer community. Stands for Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Ace/Aro, and other queer identities.

misgendering: to use the wrong name, pronouns, or form of address for a person's gender. Whether misgendering happens as an innocent mistake or a malicious attempt to invalidate a person, it is deeply hurtful and can even put a person's safety at risk if they are outed as transgender in an environment that is not tolerant. Purposefully misgendering is not okay, and you can be a good ally by standing up for others if you witness someone being harassed for their gender. If you misgender someone by accident, apologize swiftly without making an excessive show out of the mistake or your guilt, which can create even more discomfort for the person who has been misgendered. Show that you care by doing better moving forward.

microaggression: everyday comments and questions that can be hurtful or stigmatizing to marginalized people and groups. Microaggressions are subtle, and the person committing the microaggression may have no idea that their comments are harmful.

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Mx.: an honorific (e.g. Mr., Ms., Mrs., etc.) that is gender neutral. It is often the option of choice for folks who do not identify within the gender binary.

nonbinary: people who experience their gender identity and/or gender expression as falling outside the binary gender categories of man and woman. Many nonbinary people also call themselves transgender and consider themselves part of the transgender community, as they have transitioned from their sex-assigned at birth to nonbinary. Others do not consider themselves to be trans. Nonbinary may also be written as non-binary and may sometimes be shortened to enby. Many nonbinary people may use they/them pronouns, neopronouns, or multiple sets of pronouns. (See *transgender*).

outing: the involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status. For example, referring to a closeted student's same-sex partner to their parents, who were unaware that their child was queer. Outing someone is not only a breach of their privacy but may also put the individual's safety at risk.

pansexual: a person who experiences sexual, romantic, and physical attraction for members of all gender identities/expressions. Often shortened to "pan."

passing: trans people being accepted as, or able to "pass for," a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as trans. May also be used to refer to a queer individual who is believed to be or perceived as straight, however, it is most commonly used in reference to the transgender community.

polyamory (polyamorous): refers to the practice of, desire for, or orientation toward having ethical, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners). Often shortened to "poly."

queer: an umbrella term to describe individuals who don't identify as straight and/or cisgender. Due to its historical use as a derogatory term, and how it is still used as a slur in many communities, it is not used by all LGBTQIA+ people as a personal label. The term "queer" can often be used interchangeably with LGBTQIA+ (e.g., "queer people" instead of "LGBTQIA+ people").

questioning: an individual who is unsure about or exploring their own sexual orientation or gender identity.

QPOC / QTPOC: an abbreviation that stands for queer people of color and queer and/or trans people of color.

romantic attraction: a capacity that evokes the want to engage in romantic intimate behavior (e.g., dating, relationships, marriage), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction.

same gender loving (SGL): a term sometimes used by some members of the African-American or Black community to express a non-straight sexual orientation without relying on terms and symbols of European descent.

sex assigned at birth (SAAB): a phrase used to intentionally recognize a person's assigned sex (not gender identity). Sometimes specifically used as "assigned male at birth" (AMAB) or "assigned female at birth" (AFAB).

sexual attraction: a capacity that evokes the want to engage in physically intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-none, to intense). Often conflated with romantic attraction.

sexual orientation: the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labeled based on the gender relationship between the person and the people they are attracted to. Often confused with sexual preference.

sexual preference: the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. Generally, when this term is used, it is mistakenly interchanged with "sexual orientation," creating an illusion that one has a choice (or "preference") to whom they are attracted to.

third gender: a person who does not identify with either man or woman, but identifies with another gender. This gender category is most commonly used by societies that recognize three or more genders. It is also a conceptual term used as a way to move beyond the gender binary.

top surgery: surgery for the construction of a male-type chest or breast augmentation for a female-type chest. Top surgery is a common form of gender confirmation surgery.

transgender: a gender description for someone who has transitioned (or is transitioning) from living as one gender to another. This is also an umbrella term for anyone whose sex assigned at birth and gender identity does not correspond in the expected (heteronormative, cisgender) way (e.g., someone who was assigned male at birth, but does not identify as a man).

transgender man: a man who was assigned female at birth. He may shorten it to trans man.

transgender woman: a woman who was assigned male at birth. She may shorten it to trans woman.

transition / transitioning: referring to the process of a transgender person changing aspects of themself (e.g., their appearance, name, pronouns, or making physical changes to their body) to align with their gender identity, rather than their sex assigned at birth. Transitioning may include social transition, legal transition, and/or medical transition. Social transition refers to telling others of one's gender identity, using a different name, using different pronouns, dressing differently, starting or stopping wearing make-up and jewelry, etc Legal transition

refers to legally changing your name and/or sex marker on documents like a driver's license, passport, Social Security record, bank accounts, etc. Medical transition refers to any hormone replacement therapy and/or one or more surgical procedures. Some transgender people may not feel they need to take any transition steps at all, while other trans people may wish to transition but cannot due to cost, underlying medical conditions, and/or fear of consequences from transphobic families, employers, etc. Avoid the phrase "sex change."

transphobia: the discrimination against, or hatred of trans people, the trans community. Transphobia can be seen within the queer community, as well as in general society.

two-spirit: created by First Nations/Native American/Indigenous peoples, which describes a sexual orientation and/or gender/sex that exists outside of colonial constructions of the gender binary (neither man nor woman, but a distinct, alternative gender status exclusive to their ethnicity). This term should not be appropriated by or used to describe people who are not First Nations/Native American/Indigenous.

ze/zir: alternate, neopronouns that are gender neutral and preferred by some trans/nonbinary people. Some people do not embrace he/she or "they/their" as their pronouns and therefore may utilize these pronouns as they better reflect the individual's personal identity.

*Pride Flags: pride flags are representative symbols of the LGBTQIA+ community. Each flag has specific meaning and may represent a specific aspect of the community.

The following pages include example of pride flags and what they represent. The flags included within this document are those most frequently used within the LGBTQIA+ community.

agender flag:

bisexual flag:

aromantic flag:

demiromantic flag:

asexual flag:

demisexual flag:

bigender flag:

gay men's flag:

gender fluid flag:

nonbinary flag:

genderqueer flag:

pansexual flag:

intersex flag:

polyamorous flag:

lesbian flag:

pride (traditional) flag:

pride (progress) flag:

pride (intersex-inclusive) flag:

transgender flag:

two-spirit flag:

A Brief Note on Pride Flags:

The flags included within this document are the most frequently used within the LGBTQIA+ community. There are more flags and variations on flags, however these are the primary and most commonly used flags. Additionally, new flags are often created as vocabulary to define specific gender and sexual identities expands.

Some flags also are constantly in a state of progress and are dynamic, such as the pride flag which has gone through multiple variations and remains dynamic and has the potential to continue evolving to be more inclusive and better represent the entire community.

ADDITIONAL RESOURCES FOR FACILITATORS

Resources for Elementary School Age Youth

- Ready, Set, Respect! GLSEN's Elementary School Toolkit ~ Toolkit for resources and lesson plans to teach anti-bullying and LGBTQIA+ inclusivity
    - https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf
- Human Rights Campaign ~ Lesson Plans to Create LGBTQ+ Inclusive Classrooms and Schools
    - https://welcomingschools.org/resources/lesson-plans-lgbtq-inclusive
- Pronouns: Little Words That Make a Big Difference
    - https://www.glsen.org/activity/pronouns-little-words-make-big-difference
- Brightly ~ 30 Great LGBTQIA+ Books for Kids and Teens
    - https://www.readbrightly.com/9-great-lgbtq-books-kids/

Resources for Middle and High School Age Youth

- Hope in a Box ~ Fifty books for an LGBTQ inclusive English Classroom
    - https://static1.squarespace.com/static/5ab55134e74940268192e18c/t/5f4c0323511e4f509f9bea3d/1598817168123/Hope+in+a+Box+50.pdfinclusive
- GSA Resources
    - https://www.glsen.org/support-student-gsas
- Middle School Lesson Plans ~ General LGBTQ History
    - https://www.lgbtqhistory.org/course/middle-school-lesson-plans-general-lgbtq/
- CDC ~ LGBTQ Inclusivity in Schools: A Self-Assessment Tool
    - https://www.cdc.gov/healthyyouth/disparities/mai/pdf/LGBTQ_Inclusivity-508.pdf?s_cid=tw-zaza-1364
- Massachusetts Department of Elementary and Secondary Education Model Curriculum Units ~ Defending Democracy at Home: Advancing Constitutional Rights
    - https://www.doe.mass.edu/frameworks/mcu/
- Teaching Tolerance ~ Best Practices for Serving LGBTQ Students: The LGBTQ Library
    - https://www.learningforjustice.org/sites/default/files/2018-10/TT-Best-Practices-for-Serving-LGBTQ-Students-Guide-Appendix.pdf
- GSA Network ~ Fun Things to Do With Your GSA
    - https://gsanetwork.org/wp-content/uploads/2018/08/FunThingsToDo.pdf
- One Archives Foundation ~ LGBTQ History Lesson Plans
    - https://www.onearchives.org/lgbtq-lesson-plans/

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- DCEG "Beyond the Gender Binary"
  - https://dceg.cancer.gov/about/diversity-inclusion/inclusivity-minute/2022/beyond-gender-binary#:~:text=The%20gender%20binary%20describes%20the,%2C%20non%2Dbinary%20or%20agender.
- Key Issues Facing People With Intersex Traits
  - https://www.americanprogress.org/article/key-issues-facing-people-intersex-traits/
- Center for Intersectional Justice "What is Intersectionality"
  - https://www.intersectionaljustice.org/what-is-intersectionality
- APA Style "Singular They"
  - https://apastyle.apa.org/style-grammar-guidelines/grammar/singular-they#:~:text=The%20singular%20%E2%80%9Cthey%E2%80%9D%20is%20a,avoid%20making%20assumptions%20about%20gender.
- Jessica Appleby "Setting the Tone for a Gender Inclusive Classroom – The Introductory Questionnaire"
  - https://jessicajappleby.com/2020/05/05/setting-the-tone-for-a-gender-inclusive-classroom-the-introductory-questionnaire/
- Teaching Tolerance "BEST PRACTICES FOR SERVING LGBTQ STUDENTS A Teaching Tolerance Guide"
  - https://www.learningforjustice.org/sites/default/files/2018-09/TT-LGBTQ-Best-Practices-Guide.pdf
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- GSA Network "LGBTQ Youth of Color: Discipline Disparities, School Push-Out, and the School-to-Prison Pipeline"
  - https://gsanetwork.org/wp-content/uploads/2018/08/LGBTQ_brief_FINAL.pdf
- Washington Post on the Pulse Nightclub Shooting
  - https://www.washingtonpost.com/news/post-nation/wp/2016/06/12/orlando-nightclub-shooting-about-20-dead-in-domestic-terror-incident-at-gay-club/
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  - https://www.genderinclassrooms.com/single-post/2018/02/18/5-tips-for-teaching-about-pronouns
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  - https://health.gov/healthypeople/priority-areas/social-determinants-health
- Local Resources for LGBTQ Youth in Chicago
  - https://www.afterschoolmatters.org/wp-content/uploads/2016/05/Local-Resources-for-LGBTQ-youth.pdf
- National LGBT Cancer Network "LGBT Terminology Resource"
  - https://cancer-network.org/resources/lgbt-terminology-resource/?gclid=Cj0KCQjwiZqhBhCJARIsACHHEH9CavCNiUOSBgZECdgpto6oK07BXgwV44srzDN7Pjb_xcgHgksu0EwaAqwsEALw_wcB

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- **Human Rights Campaign "Glossary of Terms"**
  - https://www.hrc.org/resources/glossary-of-terms
- **Johns Hopkins University "Diversity and Inclusion Gender and Sexuality Resources"**
  - https://studentaffairs.jhu.edu/lgbtq/education/glossary/
- **GLAAD "Media Reference Guide"**
  - https://www.glaad.org/reference/terms
- **Center for Intersectional Justice "What is Intersectionality"**
  - https://www.intersectionaljustice.org/what-is-intersectionality
- **Learning for Justice "The Acronym and Beyond"**
  - https://www.learningforjustice.org/magazine/publications/best-practices-for-serving-lgbtq-students/lgbtq-terms-definitions-the-acronym-and-beyond
- **It Gets Better Project Glossary**
  - https://itgetsbetter.org/glossary/?gclid=Cj0KCQjwiZqhBhCJARIsACHHEH8xERxw7oWc2NKSJl0XMF3No4i1EGSVjTsA7L8_mluGcFwUT6seJc0aAtdqEALw_wcB
- **Additional Resources for Learning About Two-Spirit Identities**
  - https://oacas.libguides.com/sogie/two-spirit
  - https://www.ihs.gov/lgbt/health/twospirit/
  - https://www.pbs.org/independentlens/documentaries/two-spirits/

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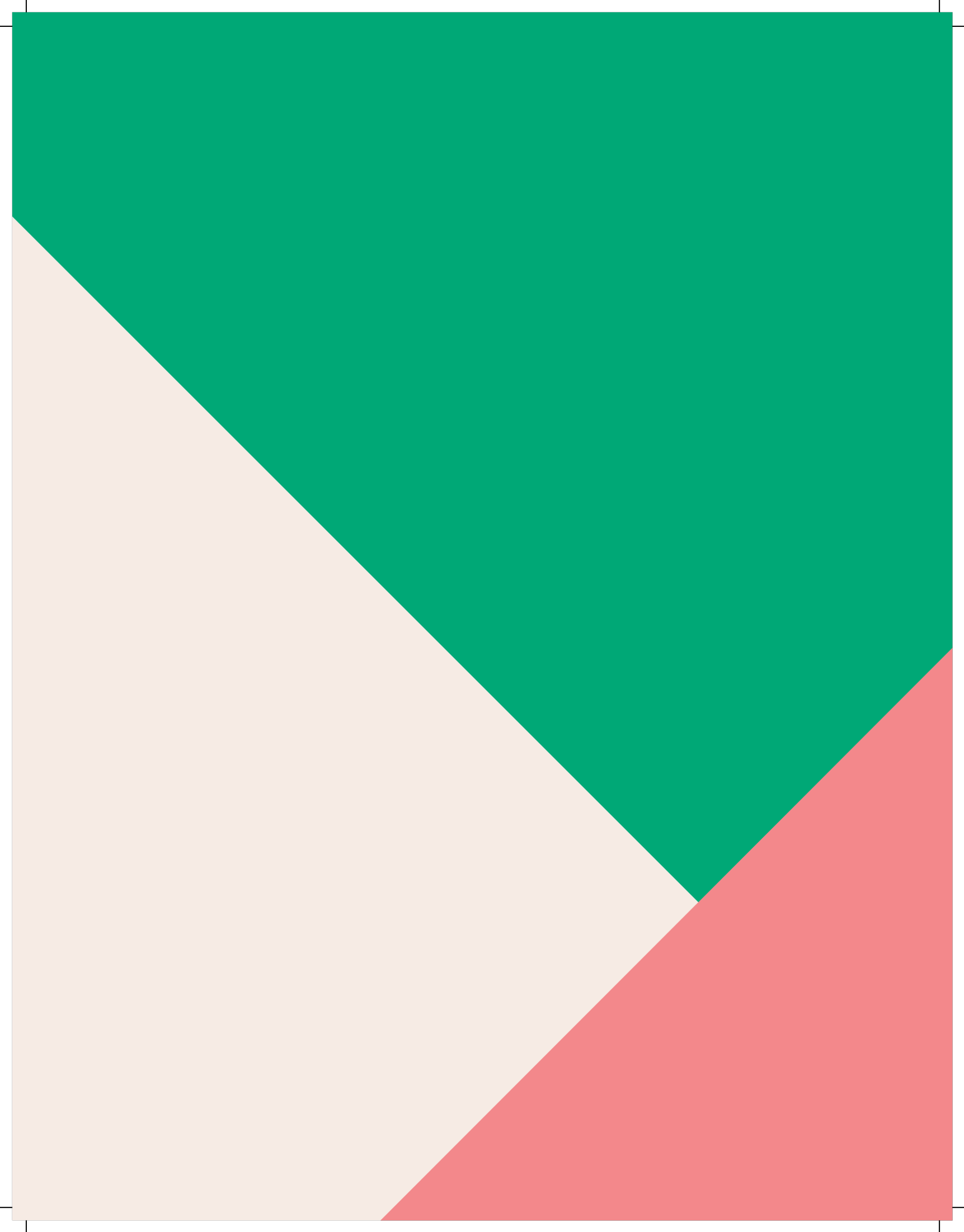
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