

# **Going Beyond the Acronym: Meaningful Inclusion of LGBTQ Youth**

## **In-Person Topical Training**



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## **Combined Handouts**

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# A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs



## What is Inclusivity?

LGBTQ inclusivity refers to the degree to which programs are sensitive toward, responsive to, and encompassing of, the diverse experiences and needs of LGBTQ youth and families. Inclusivity is best envisioned on a spectrum. On one end, at the most fundamental level, is an *inclusive* program, a program that has made efforts to include LGBTQ youth. On the other end is an *affirming* program, which validates, supports, respects, and values the identities of all youth.



Establishing an environment in which LGBTQ youth feel comfortable and valued is ultimately beneficial for *all* youth. For example, students of all sexual orientations and gender identities who receive LGBTQ-inclusive curricula in school report feeling safer in school and having a greater sense of belonging at school.<sup>1</sup> While assessing how your organization is meeting the needs of LGBTQ youth may seem like an overwhelming task, the accompanying LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention (TPP) Programs is designed to help you to assess your program in the six key areas listed below.

### Six LGBTQ Inclusivity Constructs

1. **Organizational policies and practices**: the extent to which program participants, facilitators, and other staff are held responsible for their actions and statements regarding LGBTQ individuals
2. **Points of entry**: the avenues and means by which youth reach your program, including recruitment strategies (e.g., outreach materials), as well as the manner in which youth are greeted upon arrival
3. **Physical space**: the characteristics of the room(s) and building(s) in which your program takes place
4. **Staff competency**: a reflection of the cultural competence of the program facilitator(s) and other staff related to working with LGBTQ youth
5. **Language**: the terminology used both in the program materials and by the program facilitator(s)
6. **Content**: the accuracy and applicability of the program's material or subject matter to LGBTQ youth

<sup>1</sup> Bridge, H., K. Sinclair, C. Laub, S. T. Russell. 2012. *Lessons that matter: LGBTQ inclusivity and school safety*. (Gay-Straight Alliance Network and California Safe Schools Coalition Research Brief No. 14.) San Francisco, CA: Gay-Straight Alliance Network.

## Assessing TPP Programs for LGBTQ Inclusivity

The Office of Adolescent Health (OAH) TPP grantees are expected to review all program materials for use in the project for inclusivity of LGBTQ youth prior to use in the grant. Grantees inform OAH of their review process, results, and changes made to ensure that all materials are inclusive of LGBTQ youth. The process and accompanying tool in this guide was developed to assist grantees in fulfilling this requirement. While no formal, validated tool currently exists for assessing LGBTQ inclusivity, there is consensus among experts in the field about the major constructs to consider.

Assessing your TPP program's level of LGBTQ inclusivity involves more than a cursory review of the content of curriculum and materials. It involves a thorough examination of a variety of programmatic elements, including staff competency, organizational policies and practices, language and terminology, implicit assumptions, and program content.

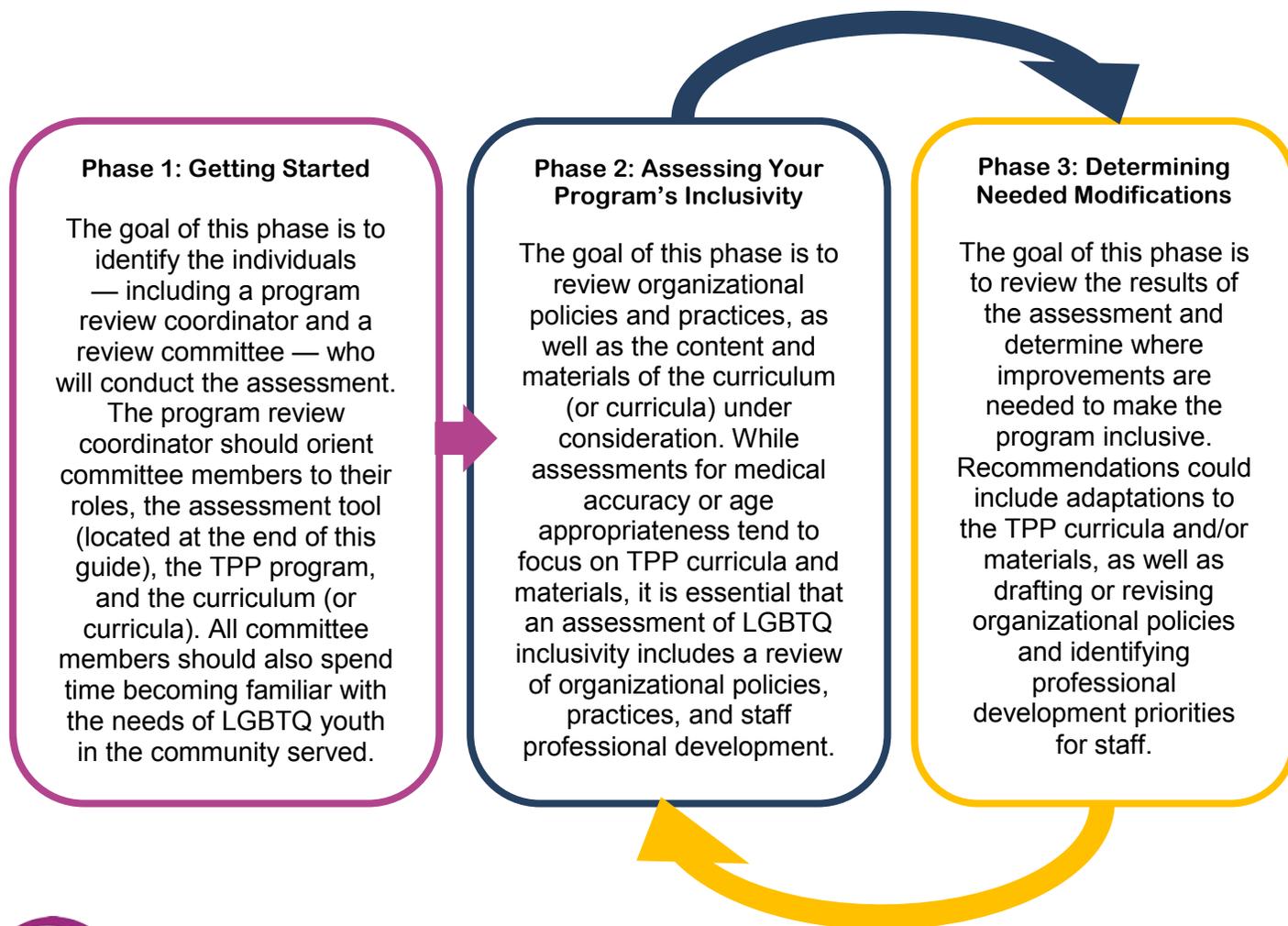
Your TPP *program* includes more than just the curriculum (or curricula) you have selected to implement. It refers to your organization's broader teen pregnancy prevention efforts, including outreach, staffing, physical location, and more. Your assessment of LGBTQ inclusivity should consider all elements of your TPP program, not just the curriculum you are implementing.



Based on the available research and expert feedback, OAH developed an assessment tool to enable grantees to assess the LGBTQ inclusivity of the various elements of their TPP programs. The tool, which can be found on page seven of this document, covers each of the six constructs outlined previously. This assessment tool provides a series of questions designed to help grantees assess the degree to which your TPP program is inclusive and affirming of LGBTQ youth. Grantees should use the tool to (1) determine areas where they are doing well; and (2) identify areas where improvements can be made to make their TPP program and its implementation inclusive and affirming of LGBTQ youth. At the end of this guide, you will find a list of additional resources that may be helpful as you through this process.

In this guide, we have broken down the process of assessing a TPP program for LGBTQ inclusivity into three phases. The amount of time you spend on each phase will depend on what your organization already does to ensure that your programs are responsive to the needs of LGBTQ youth, as well as the length and number of the curricula under consideration. Grantees should plan to reassess their program's inclusivity on an annual basis and make continuous quality improvements as needed to ensure their programs are inclusive and affirming.

## Process for Assessing TPP Programs for Inclusivity



## Phase 1: Getting Started

When selecting a program review coordinator, be sure to identify an individual who is comfortable organizing meetings and following up with committee members to make sure that tasks are accomplished in a timely manner. The coordinator should be a staff member at the OAH-funded grantee organization who is familiar with the policies and practices of the organization(s) implementing the program and with the TPP curriculum (or curricula) under consideration. Ideally, this person would also be familiar and comfortable with the needs of LGBTQ youth in the community served (or at least be willing to spend additional time acquiring this knowledge prior to the review).

The program review coordinator will begin by assembling background information to inform the review including (at a minimum):

- Needs assessment results from the community served
- Overall goals of the organization's TPP program
- A general description of the TPP curriculum (or curricula) being considered
- Description of the target population
- Description of the implementation setting(s)
- Comparison of curriculum content with local requirements related to sexual health education
- Organizational policies and practices pertaining to LGBTQ individuals and topics
- Professional development plans for staff

The [HECAT General Curriculum Information](#) form can be used to develop a general description of the curriculum.

The program review coordinator will then identify members (between three and eight total) to serve on a review committee and orient them to their roles and responsibilities. Since TPP grantees are required to assess their curricula and materials for a number of other criteria (e.g., cultural and linguistic appropriateness, age-appropriateness, medical accuracy), you can streamline the review process by including individuals with expertise in multiple content areas in order to conduct multiple reviews simultaneously. The committee members should begin by familiarizing themselves with the background information provided by the coordinator, as well as key terms and concepts related to gender identity and sexual orientation. The resource list at the conclusion of this guide provides several resources that may be useful with this task.

### Review Committee Members

The program review committee should consist of three to eight individuals who are familiar with the needs of LGBTQ youth in your community. Examples of potential committee members include:

- LGBTQ youth
- Parents (especially parents of LGBTQ youth)
- Local service providers that work with LGBTQ youth
- Individuals who are familiar with the needs of LGBTQ youth in the community (school staff, local service providers, etc.)
- Grantee staff with experience working with LGBTQ youth

## Phase 2: Assessing Your Program's Inclusivity

The LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs is intended to serve as a guide to assess your program's policies, practices and program materials as they relate to meeting the needs of LGBTQ youth.

The scoring criteria in the assessment tool include the following response options:

- Describes us well
- Almost there
- Just getting started
- Does not describe us

Remember, inclusivity is best conceptualized as a spectrum. When responding to the questions in the assessment, consider the *degree to which* your program meets the standard denoted. Be as honest and precise as possible in your assessments of each of the indicators listed for each construct, so that you can accurately assess your program and develop a set of relevant and realistic priorities.

### Scoring Example

*Assessment item: All staff (regardless of status/rank, previous experience, or expertise) participate together in regular trainings on sexual orientation issues so that they share a common understanding and can support one another.*

- **Describes us well** – you might select this response if your organization provides on-going professional development on how to meet the needs of LGBTQ youth.
- **Almost there** – you might select this response if your organization offers training on how to meet the needs of LGBTQ youth for all staff when they are hired, but does not provide on-going professional development.
- **Just getting started** – you might select this response if your organization recently established a policy regarding on-going professional development related to meeting the needs of LGBTQ youth but have not yet conducted any training.
- **Does not describe us** – you might select this response if your organization does not offer any training in how to meet the needs of LGBTQ youth.

## Phase 3: Determining Needed Modifications

Now that you have given considerable thought to the various dimensions that comprise LGBTQ inclusivity, it is time to determine how you might go about creating a more inclusive and affirming program for the youth and families you serve. You should review the results of the assessment to identify areas where you've already taken steps to make your TPP program inclusive (and should continue), as well as areas where improvements are needed to ensure the program is inclusive. Grantees are expected to make modifications to their program to ensure inclusivity of LGBTQ youth and families based on the results of the assessment, and to repeat the assessment on an annual basis to ensure your program meets the needs of LGBTQ youth and families.

Examples of possible modifications include:

- Revising recruitment and program materials and procedures used at point of entry (e.g., revising images on outreach fliers, recruiting at LGBTQ youth-serving programs).
- Revising program language and terminology within the TPP program curricula and materials (e.g., using gender-neutral language in role plays).
- Adding lessons or materials that specifically acknowledge and respond to the sexual health needs and perspectives of LGBTQ youth (e.g., discussing the effects of anti-LGBTQ harassment and bullying).
- Providing training and professional development opportunities to improve program staff attitudes and skills (e.g., trainings that help staff identify and address their own implicit biases related to LGBTQ individuals).



When assessing specific TPP evidence-based program (EBP) curricula, you may choose to work with other grantees considering the same EBP to determine needed adaptations. All proposed adaptations must be shared with OAH, and all major adaptations must be approved by OAH prior to implementation. In addition, there should be a plan to pilot the adaptations prior to full implementation to ensure that the adaptations adequately address the committee's concerns related to the LGBTQ inclusivity of the materials.

Additions may be considered minor adaptations (e.g., adding icebreakers or a reproductive health session) or major adaptations (e.g., combining elements of another program with the EBP). Some additions are not considered adaptations because they are implemented to support the program and do not affect the program content or delivery (e.g., providing snacks, marketing the program, informing parents about the program). All potential adaptations should be discussed with your PO.

## LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

OAH TPP grantees are expected to review all program materials for use in the project for inclusivity of LGBTQ youth prior to use in the grant. Grantees should inform OAH of their review process, results, and changes made to ensure that all materials are inclusive of LGBTQ youth. The Assessment Guide and this tool will assist you in fulfilling this requirement.

### Six LGBTQ Inclusivity Constructs

1. Organizational policies and practices
2. Points of entry
3. Physical space
4. Staff competency
5. Language
6. Content

### Organizational Policies and Practices (12 items)

Organizational Policies and Practices reflect the extent to which program participants, facilitators, and other staff are held responsible for their actions and statements regarding LGBTQ individuals.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Referrals</b>				
1. The organizations included on our referral list are inclusive of LGBTQ youth.				
2. Our referral list includes organizations that specifically focus on meeting the needs of LGBTQ youth.				
<b>Anti-discrimination Policy</b>				
3. Our organization has, and periodically updates, an <u>anti-discrimination policy</u> that protects program staff and participants from discrimination based on sexual orientation or gender identity, as well as age, disability, sex, race/ethnicity, color, national origin, and religion.				
4. Our organization's <u>anti-discrimination policy</u> is consistently enforced.				
5. Our organization makes a concerted effort to make all program staff and participants aware of the <u>anti-discrimination policies</u> (e.g., by posting them somewhere clearly visible and educating new staff and program participants about the policies).				

## LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

Organizational Policies and Practices reflect the extent to which program participants, facilitators, and other staff are held responsible for their actions and statements regarding LGBTQ individuals.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Anti-bullying and Harassment Policy</b>				
6. Our organization has, and periodically updates, <u>policies related to bullying and harassment</u> that protect individuals from inappropriate conduct that is based on sexual orientation or gender identity, as well as age, disability, sex, race/ethnicity, color, class, national origin, and religion.				
7. Our organization's <u>anti-bullying and anti-harassment policies</u> are consistently enforced.				
8. Our organization makes a concerted effort to make all program staff and participants aware of our <u>anti-bullying and harassment policies</u> (e.g., by posting them somewhere clearly visible and educating new staff and program participants about the policies).				
<b>Staff Responses to Bullying and Harassment</b>				
9. Our staff take the time to work with youth to develop and establish group rules, norms, and expectations that explicitly address discrimination, harassment and bullying based on gender identity or sexual orientation as well as negative language about persons who identify as LGBTQ.				
10. Our staff consistently enforce the expectations established by these group rules or norms, as well as the broader organizational anti-discrimination, anti-bullying, and anti-harassment policies.				
<b>Youth Accountability</b>				
11. Staff recognize and encourage youth efforts to address anti-LGBTQ bullying, harassment, or negative comments.				
12. Staff respond in an open and receptive manner when youth hold staff members accountable for their use of discriminatory language or lack of consistency in enforcing anti-discrimination, anti-bullying, and anti-harassment policies.				

# LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

## Points of Entry (8 items)

Points of entry include the avenues and means by which youth get to your program, including recruitment strategies (e.g., outreach materials), as well as the manner in which youth are greeted upon arrival.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Outreach Materials</b>				
1. Our outreach materials include positive images and representations of LGBTQ individuals.				
2. Our outreach materials include positive references to diverse sexual orientations and gender identities and relationship types.				
<b>Outreach to and Engagement of Youth</b>				
3. All youth are greeted warmly upon entry.				
4. Our outreach workers discuss LGBTQ people and non-heterosexual relationships in a positive manner with all youth.				
5. Our outreach plan includes recruitment from and/or work with LGBTQ organizations and clubs.				
<b>Program Forms</b>				
6. Our program forms (e.g. applications, enrollment forms, etc.) completed by the youth contain multiple options for gender.				
7. Our program forms contain a space for youth to write both their legal name and the name they wish to be called in the program.				
8. Our program forms ask the youth to specify the pronouns they use to describe themselves.				

## LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

### Physical Space\* (4 items)

Physical space includes the characteristics of the room(s) and building(s) in which your program takes place.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Inclusive Images</b>				
1. Posters and other images on the walls represent a diverse group of youth, including LGBTQ youth.				
2. Posters and other images that represent LGBTQ youth include individuals of various racial and ethnic groups.				
<b>Posted Expectations</b>				
3. Posters and other displayed signs explicitly prohibit bullying and harassment and promote respect for diversity (e.g. signs include phrases like "safe zone," "I am an ally," or other messages that convey acceptance and support for LGBTQ youth).				
<b>Restroom Facilities</b>				
4. The space contains gender-neutral, single-stall restrooms that provide privacy and respect for all youth OR has a visible written policy (or one that is verbally reviewed during each session) that does not force a youth to use a restroom that conflicts with the youth's gender identity.				

### Staff Competency (10 items)

Staff competency is a reflection of the cultural competence of the program facilitator(s) and other staff related to working with LGBTQ youth.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Staff Orientation</b>				
1. New staff receive training on strategies for creating a safe and supportive environment for LGBTQ youth prior to working with youth.				

\*You may be implementing in a space that is not part of your organization and therefore you may feel as if you unable to "control" the extent to which the space is inclusive. If this is the case, consider how you may educate the site or organization to become more inclusive.

## LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

<b>Staff competency</b> is a reflection of the cultural competence of the program facilitator(s) and other staff related to working with LGBTQ youth.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Ongoing Training</b>				
2. All staff (regardless of status/rank, previous experience, or expertise) participate together in regular trainings on <u>sexual orientation</u> issues so that they share a common understanding and can support one another.				
3. All staff participate together in regular trainings on <u>gender identity</u> issues so that they share a common understanding and can support one another.				
4. All staff receive training on TPP risk factors specific to LGBTQ youth (e.g., stigma and harassment, effective use of contraceptives in non-heterosexual relationships).				
5. Classroom management training covers means by which to redirect anti-LGBTQ behavior or sentiments.				
6. All staff receive ongoing support and feedback from direct supervisors on ways to model inclusive and affirming skills and behaviors.				
<b>Addressing Biases</b>				
7. Staff have multiple opportunities (through formal training and supervision) to discuss the role of personal biases in working with LGBTQ youth.				
8. Staff are supported in addressing their own biases regarding LGBTQ youth.				
<b>Hiring</b>				
9. Through recruitment efforts, we seek to hire a diverse group of staff who are representative of youth attending our program.				
<b>LGBTQ Role Models</b>				
10. Our program makes an effort to expose youth to positive LGBTQ role models by actively supporting openly LGBTQ staff and/or through literature, movies, music, or inviting guest speakers or connecting youth to LGBTQ programs in the community.				

# LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

## Language (11 items)

Language refers to the terminology used in both the program materials and by the program facilitator(s).	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Gender-neutral Terminology</b>				
1. Program <u>staff</u> use gender-neutral terms or confirm with youth which pronouns they prefer rather than make assumptions based on appearance or some other characteristic.				
2. Program <u>staff</u> use terms like “everyone,” rather than “ladies” or “boys” during group discussions/activities.				
3. Program <u>materials</u> (e.g., videos, handouts, lessons, pre- and post-tests) use terms like “everyone,” rather than “ladies” or “boys.”				
4. Program <u>staff</u> use terms like “partner,” “spouse,” or “significant other” rather than “boyfriend” or “wife” when discussing relationships.				
5. Program <u>materials</u> use terms like “partner,” “spouse,” or “significant other” rather than “boyfriend” or “wife” when discussing relationships.				
<b>Posted Expectations</b>				
6. Program staff use gender-neutral and inclusive language during all interactions with youth and colleagues, not just during program activities.				
7. Program staff support one another in consistently using gender-neutral and inclusive language by checking-in with their colleagues when they are unsure and making suggestions when they observe a missed opportunity.				
<b>Anatomy</b>				
8. Program <u>staff</u> use gender-neutral terms when discussing body parts and sexual behavior (e.g., “a penis” rather than “a man’s penis”).				
9. Program <u>materials</u> use gender-neutral terms when discussing body parts and/or the owners of those body parts (e.g., “a penis” rather than “a man’s penis”).				
10. Program <u>staff</u> discuss alternative, gender neutral terms for birth control/prophylactics (e.g., “external” condom also known as the “male” condom).				
11. Program <u>materials</u> offer alternative, gender-neutral terms in addition to medically accurate terms when discussing birth control/prophylactics (e.g., female condom may also be referred to as an “internal” condom).				

# LGBTQ Inclusivity Assessment Tool for Teen Pregnancy Prevention Programs

## Program Content (6 items)

Program content pertains to the accuracy and applicability of the program's actual substance or subject matter to LGBTQ youth.	Describes us well	Almost there	Just getting started	Doesn't describe us
<b>Positive LGBTQ Portrayals</b>				
1. Program materials (e.g., videos, handouts) and/or activities (e.g., role plays) include positive examples of diverse LGBTQ relationships.				
2. Program materials focus on high-risk behaviors as opposed to labeling people or populations as high-risk.				
<b>LGBTQ-relevant Information</b>				
3. Program materials address the specific sexual health needs of LGBTQ youth (e.g., the role of stigma and discrimination in health disparities).				
4. Program materials acknowledge that not all safer sex methods will work in the same ways for same-sex partners or transgender people (e.g., transgender people who have accessed hormonal or surgical interventions as part of a medical transition).				
5. Program materials discuss pregnancy risk for all youth, including LGBTQ youth, and help youth assess risk based on their behaviors as opposed to their gender identities and sexual orientations.				
<b>LGBTQ Diversity</b>				
6. Program materials include diverse representations of LGBTQ youth (e.g., race/ethnicity, socioeconomic status, ability, age, religion, color).				



# Resources to Assist with a Review of LGBTQ Inclusivity

- **LGB Youth: Challenges, Risk and Protective Factors (tip sheet)**  
[http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/tip\\_sheets/lgb-youth-508.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/tip_sheets/lgb-youth-508.pdf)
- **Voices from the Field: LGBT-Friendly Teen Pregnancy Prevention (podcast)**  
<http://ncfy.acf.hhs.gov/media-center/podcasts/voices-field-lgbt-friendly-teen-pregnancy-prevention>
- **Creating a Safe Space for LGBTQ Teens (online course)**  
<http://ncfy-learn.ibsinternational.com/course/index.php?categoryid=12>
- **Left Out: LGBTQ Inclusivity in Sex Education (presentation)**  
[http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/Assests/inclusive\\_forall.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/Assests/inclusive_forall.pdf)
- **Understanding LGBTQ Youth & Ensuring Inclusivity in Teen Pregnancy Prevention Programs (info sheet)**
- **Why LGBTQ Inclusivity Matters & How to Get Started (webinar)**  
[http://www.hhs.gov/ash/oah/snippets/508%20documents/lbgtq\\_inlcusivity\\_webinar\\_slides.pdf](http://www.hhs.gov/ash/oah/snippets/508%20documents/lbgtq_inlcusivity_webinar_slides.pdf)
- **Youth.gov (website)**  
<http://www.youth.gov/youth-topics/lgbtq-youth>
- **A Practical Guide for Creating Safe and Supportive Environments in Teen Pregnancy Prevention Programs (tip sheet)**  
[http://www.hhs.gov/ash/oah/oah-initiatives/assets/ta\\_9\\_safe\\_and\\_supportive\\_environments.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/assets/ta_9_safe_and_supportive_environments.pdf)
- **Find additional resources on the TPP Resource Center (website)**  
[http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/engaging-select-populations.html#lgbtq](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/engaging-select-populations.html#lgbtq)

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# Understanding LGBTQ Youth & Ensuring Inclusivity in Teen Pregnancy Prevention Programs

## Introducing LGBTQ Youth

LGBTQ is an acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning. LGBTQ is frequently used as an umbrella term for individuals with diverse genders or sexual orientations. LGBTQ youth are often grouped together, but these individuals have unique needs<sup>1</sup> both in general and when it comes to teen pregnancy prevention.

Sexual orientation and gender are important aspects of a person's identity. Expressing and exploring gender identity, gender roles, and sexual orientation is part of adolescent development. This process is unique to each individual and is not a one-time event. Personal, family, cultural, and social factors may influence how one expresses their sexual orientation and gender identity<sup>1</sup>.

LGBTQ youth experience various challenges, often because of how others respond to their sexual orientation or gender identity<sup>2</sup>. The disparities faced by LGBTQ youth are influenced largely by stigma and discrimination from others.

Stress associated with these experiences can put LGBTQ youth at greater risk for negative health outcomes, including homelessness, school victimization, suicide, drug use, and teen pregnancy<sup>3</sup>.

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**2-3x** **LGBTQ Youth**  
More likely than **Involved in**  
non-LGBTQ youth **Teen Pregnancy**

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<sup>1</sup> <http://youth.gov/youth-topics/lgbtq-youth/key-terms-and-concepts>

<sup>2</sup> Institute of Medicine, 2011

<sup>3</sup> Hunter & Schaecher, 1987; Reis, 1999; Reis & Saewyc, 1999; Ray, 2006; Ryan, Huebner, Diaz, & Sanchez, 2009; SAMHSA, 2014; Saewyc, Poon, Want, Homma, Smith, & the McCreary Centre Society, 2007

## Making the Connection: LGBTQ Youth and Teen Pregnancy

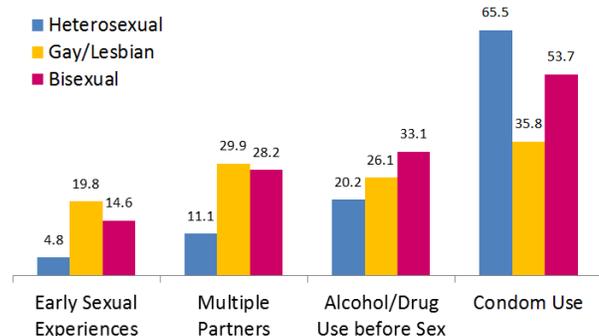
There are often incorrect assumptions made about LGBTQ youth and the risk for teen pregnancy. It is important to recognize that sexual identity is separate from sexual behavior and that sexuality is fluid and may change over time. For instance, a young person may identify as lesbian or gay, but may still engage in sexual behaviors with someone of the opposite sex. Similarly, a young person may not identify as lesbian, gay, or bisexual and engage in sexual behaviors with someone of the same sex.

Research has consistently found that LGBTQ youth are at a higher risk for teen pregnancy<sup>4</sup>. A recent study found that students who identified as lesbian, gay, or bisexual, or reported both male and female sexual partners, had higher odds of unintended pregnancy than heterosexual students or students who only had opposite-gender sexual partners<sup>5</sup>. Other studies found that LGBTQ youth are more likely than heterosexual youths to have had their first heterosexual intercourse before the age of 14 and to have had more sexual partners<sup>6</sup>.

It is important to understand that simply being LGBTQ does not put a youth at risk. Like any vulnerable group, not all LGBTQ youth are at high risk. While it is important to be aware of the potential risks, we must avoid assuming that all LGBTQ youth are at risk. The same protective factors that lead to positive youth development apply to LGBTQ youth, including having supportive family and peers and being in a safe and supportive environment.

To ensure that Teen Pregnancy Prevention (TPP) programs are relevant and address the needs of LGBTQ youth, they must be responsive to and inclusive of LGBTQ youth. Many evidence-based TPP programs were designed specifically for heterosexual teens and may not be inclusive of LGBTQ youth. Researchers have noted that, if sexual education programs ignore LGBTQ youth, they may conclude that the information is irrelevant to their lives, and “tune out” important information about contraception and safer sexual

Median Percentages of Students who Engage in Sexual Behaviors



Source: Centers for Disease Control and Prevention. *Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9–12 — Youth Risk Behavior Surveillance, Selected Sites, United States, 2001–2009. MMWR Early Release 2011;60, June 6, 2011.*

<sup>4</sup> Institute of Medicine, 2011; Saewyc, Poon, Want, Homma, Smith, & the McCreary Centre Society, 2007; Blake, Ledsky, Goodenow, Sawyer, & Hack, 2001; Lindley & Walsemann, 2015

<sup>5</sup> Lindley & Walsemann, 2015

<sup>6</sup> Saewyc, Skay, Bearinger, Blum, & Resnick, 1998; Saewyc, Bearinger, Blum, & Resnick, 1999; Blake, Ledsky, Lehman, Goodenow, Sawyer, & Hack, 2001; Saewyc, Poon, Homma, & Skay, 2008; Charlton, Corliss, Missmer, Rosario, Spiegelman, & Austin, 2013; Tornello, Riskind, & Patterson, 2014

practices<sup>7</sup>. This can prevent LGBTQ youth from learning the information and skills needed to make healthy decisions.

## Supporting LGBTQ Youth

There are important protective factors that promote the well-being and resiliency of LGBTQ youth. Research has identified policies, programs, and practices that help promote safe and supportive environments for LGBTQ youth. LGBTQ youth who experience family acceptance and attend schools with supportive staff, anti-bullying policies, and gay-straight alliance clubs are less likely to be victimized, skip school, or attempt suicide<sup>8</sup>. One study found less sexual risk taking among participants who experienced an HIV/AIDS curriculum inclusive of LGBTQ youth<sup>9</sup>. Programs can support LGBTQ youth by being inclusive of and responsive to their needs, helping LGBTQ youth connect to caring adults and family members, and creating safe and supportive environments that do not tolerate bullying or discrimination. Such practices benefit all youth, regardless of their sexual orientation or identity.

## Understanding Complex Concepts and Terms

One way to support LGBTQ youth is to understand key concepts and terms, such as biological sex, sexual orientation, gender identity, and gender expression, and their differences. Many people confuse these concepts. However, in order to support youth, it is important to develop an understanding of and familiarity with these concepts as well as with key terms. Sexual orientation and gender identity are two separate, independent characteristics of an individual.

- **Sexual orientation** is a romantic attraction to others.
- **Gender identity** is an internal sense of being male, female, or another gender independent of one's sex assigned at birth. Gender identity is not related to a person's sexual orientation.

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<sup>7</sup> Saewyc, Poon, Homma, & Skay, 2008

<sup>8</sup> Institute of Medicine, 2011; <http://youth.gov/youth-topics/lgbtq-youth>

<sup>9</sup> Institute of Medicine, 2011; Blake, Ledsky, Goodenow, Sawyer, & Hack, 2001

There are many key terms relevant to LGBTQ youth; the following list includes a few common terms, adapted from <http://youth.gov/youth-topics/lgbtq-youth/key-terms-and-concepts>.

<b>Biological Sex</b>	<ul style="list-style-type: none"><li>• Genetic/body characteristics with which youth are born, typically labeled “male” or “female.” Some are born with a reproductive/sexual anatomy that does not fit typical definitions of “male” or “female.” This is sometimes referred to as “intersex.”</li></ul>
<b>Gender Identity</b>	<ul style="list-style-type: none"><li>• Internal sense of being male, female, or another gender; not necessarily visible to others. “Cisgender” is when gender identity/expression does not differ from assigned sex at birth. “Transgender” describes people whose gender is different from assigned sex at birth; these individuals might want to use a pronoun other than he/she such as they/ze.</li></ul>
<b>Gender Expression</b>	<ul style="list-style-type: none"><li>• How people show their gender to others. Many think gender to be binary or only two types, “masculine” or “feminine.” However, gender and gender expression is on a spectrum. It can also change over time and is very fluid.</li></ul>
<b>Transitioning</b>	<ul style="list-style-type: none"><li>• When transgender youth express their gender to align with their internal sense of gender identity. Transitioning can include physical changes but may or may not include medical/surgical treatment. Transitioning is an important part of affirming identity for transgender youth.</li></ul>
<b>Sexual orientation</b>	<ul style="list-style-type: none"><li>• Romantic attraction to others. Could be attraction to opposite sex/gender (heterosexual), same (gay/lesbian), or both (bisexual) or to people independent of their sex/gender (pansexual or omniseual). Can also mean low or non-existent attraction to any sex/gender (asexual).</li></ul>
<b>Questioning</b>	<ul style="list-style-type: none"><li>• A term used to describe people who are unsure about their sexual and/or gender identity.</li></ul>
<b>Coming Out</b>	<ul style="list-style-type: none"><li>• An on-going process in which youth identify, acknowledge, express, and share information about their sexual orientation or gender identity to oneself, friends/peers, family, teachers, colleagues, and community members. Coming out can be affirming, but it can also create stress.</li></ul>
<b>Queer</b>	<ul style="list-style-type: none"><li>• A term reclaimed by the LGBTQ community that is used by some individuals to identify. Not all LGBTQ individuals use this term and it should be used with caution.</li></ul>
<b>Two-spirit</b>	<ul style="list-style-type: none"><li>• Term used by some Native American communities. Refers to individuals who express gender or sexual orientation roles in Indigenous ways, using tribal concepts, and/or who identify as LGBT, questioning, or intersex in a Native context.</li></ul>

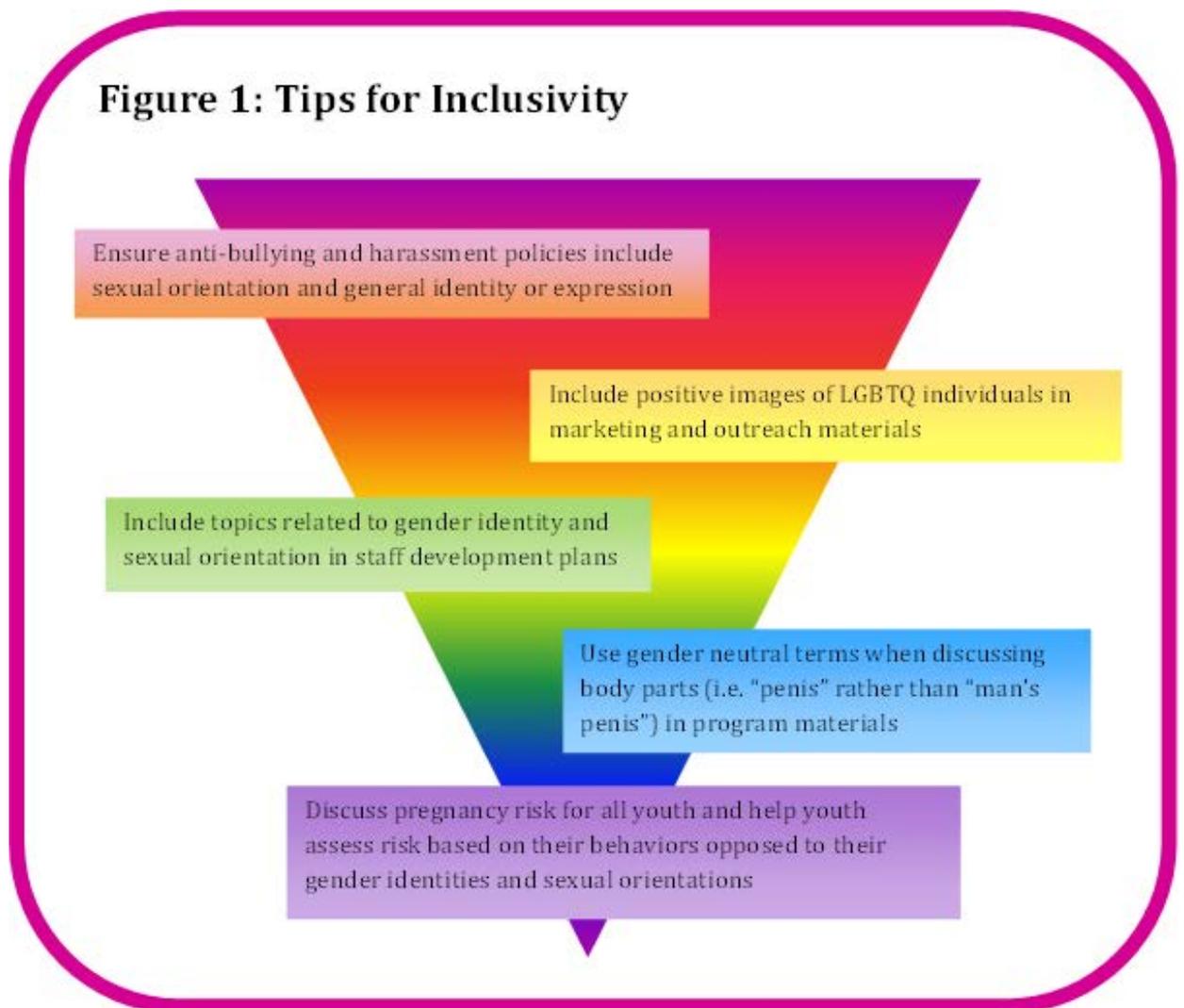
## What is Inclusivity?

LGBTQ inclusivity means the degree to which programs are sensitive toward, responsive to, and do not exclude the diverse experiences and needs of LGBTQ youth and families. Inclusivity is best envisioned on a spectrum. On one end, at the most fundamental level is an inclusive program, one that has made efforts to include LGBTQ youth. On the other end is an affirming program, which validates, supports, respects, and values the identities of all youth.

LGBTQ inclusivity strategies for adolescent programs can help build tolerance, understanding, and acceptance to help all youth succeed. In many TPP programs, LGBTQ stories and experiences are not included and information is not tailored to their needs. A first step toward inclusivity is developing a fundamental understanding of LGBTQ concepts, key terms, and the differences between gender and sexual orientation. Inclusivity is particularly important because we do not always know which youth are LGBTQ; many youth choose not to publicly disclose their identity for personal or safety reasons. It is critical that we model respect and value for all youth to ensure safe and supportive environments. Figure 1 below provides some tips for ensuring your TPP program is inclusive and responsive to LGBTQ youth.

The Office of Adolescent Health has developed **A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs** to assist organizations in assessing TPP programs for LGBTQ inclusivity. Additional resources for ensuring your TPP program is inclusive and responsive to LGBTQ youth are available on the next page.

**Figure 1: Tips for Inclusivity**



## Resources

### **Teen Pregnancy Prevention (TPP) Resource Center, Engaging Select Populations: LGBTQ**

Office of Adolescent Health, U.S. Department of Health and Human Services.

Website: [http://www.hhs.gov/ash/oah/oah-initiatives/teen\\_pregnancy/training/engaging-select-populations.html#lgbtq](http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/engaging-select-populations.html#lgbtq)

### **A Guide for Assessing LGBTQ Inclusivity of Teen Pregnancy Prevention Programs**

Office of Adolescent Health, U.S. Department of Health and Human Services. 2015

Website: [http://www.hhs.gov/ash/oah/oah-initiatives/assets/tpp-grantee-orientation/lgbt\\_inclusivity\\_guide.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/assets/tpp-grantee-orientation/lgbt_inclusivity_guide.pdf)

### **A Practical Guide for Creating Safe and Supportive Environments in Teen Pregnancy Prevention Programs**

Office of Adolescent Health, U.S. Department of Health and Human Services. 2015

Website: [http://www.hhs.gov/ash/oah/oah-initiatives/assets/ta\\_9\\_safe\\_and\\_supportive\\_environments.pdf](http://www.hhs.gov/ash/oah/oah-initiatives/assets/ta_9_safe_and_supportive_environments.pdf)

### **LGBTQ and Youth.gov**

A federal collaboration of agencies designed to support youth.

Website: <http://youth.gov/youth-topics/lgbtq-youth>

### **Creating a Safe Space for LGBTQ Teens: An Online Training Module**

National Clearinghouse on Families & Youth (NCFY), the Family & Youth Services Bureau, Administration of Children and Families, U.S. Department of Health and Human Services, 2014

Website: <http://ncfy-learn.jbsinternational.com/course/category.php?id=12>

### **A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families**

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, 2014

Website: <http://homeless.samhsa.gov/Resource/A-Guide-for-Understanding-Supporting-and-Affirming-LGBTQI-2--S-Children-Youth-and-Families-56476.aspx>

### **CDC Webpage for Lesbian, Gay, Bisexual, and Transgender Health: Youth**

Centers for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services

Website: <http://www.cdc.gov/lgbthealth/youth.htm>

### **The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding**

Institute of Medicine (IOM) of the National Academies

Website: <http://www.iom.edu/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx>

## The Language of Sexual Orientation

When we teach about sexual orientation, we will either use or hear language from our students that we have learned from other sources. Oftentimes, these words or phrases can provide misinformation and even offend without our intending to do so. This handout is designed to give some guidance on certain terms.

**SEXUAL ORIENTATION** is the gender(s) of the people to whom we are attracted, sexually and romantically.

**SEXUAL BEHAVIOR** is what we do with these individuals to whom we are attracted, or alone.

**SEXUAL IDENTITY** is what we call ourselves. In our society, there are currently three common labels for sexual orientation and identity: Heterosexual, Lesbian or Gay, and Bisexual. As you will read below, you may also hear the term “queer” as an identity.

### TO DO:

✓ Try to refer to **SAME-SEX** or **SAME-GENDER** vs. **gay or lesbian relationships** until a sexual identity has been established.

It is common for teens to engage in same-gender behaviors and relationships but not yet be ready to claim a lesbian, gay, or bisexual identity. Therefore, labeling a relationship or sexual behavior within that context can freak teens out. In addition, it is not always accurate. A person can identify as heterosexual, have a same-gender relationship, but still consider themselves to be heterosexual. Behavior is not what makes a person lesbian, gay, or bisexual. One’s own personal feelings do.

✓ Use the term “**GAY**” or “**LESBIAN**” rather than “**homosexual**.”

Although “homosexual” is a factually accurate term, it is also very loaded. “Homosexuality” was listed for many years as a psychological disorder, and was only removed from the American Psychological Association’s Diagnostic and Statistical Manual of Mental Disorders in 1973, with all mention of other related issues (such as ego-dystonic homosexuality) in 1987.

✓ Whenever possible, include the word **PEOPLE** after “lesbian, gay, bisexual, or heterosexual.” It is a simple way of reminding students that we are all individuals. In addition, referring to “heterosexuals” or “gays” as a group is inaccurate. Men and women have different experiences, so to generalize about “heterosexuals” cannot be accurate. A good comparison here is with race and ethnicity. For example, call a person from the Caribbean African American, and watch her reaction. Tell someone who is Latino and Native American and Swedish that he is Latino. Youth in particular can really relate to being forced into a particular box.

## **TO AVOID:**

⊗ Avoid using the terms **sexual preference**, **choice**, or **sexual lifestyle**.

- “**Preference**” implies that a person would consider someone of a different gender than the one to which they are attracted. For example, if I *prefer* blueberry pie to pumpkin pie, that means that I would, on occasion, consider having some pumpkin pie. If, however, I do not like pumpkin pie at all, do not find it even remotely appealing, and would never consider eating it, I do not *prefer* blueberry pie. I’m just a blueberry pie person.

Similarly, heterosexual individuals do not *prefer* someone of another gender; that is who they are attracted to. Lesbian and gay people do not *prefer* to be with people of the same gender; that is who they are attracted to. Bisexual individuals may or may not say they prefer one gender to another. For many bisexual people, the individual comes first, and the person’s gender comes second.

- Similar to “preference,” “**choice**” implies that someone chooses to be lesbian, gay, or bisexual. We will often hear people who are trying to understand lesbian, gay, and bisexual individuals say, “Whatever you choose to do is your business.” However, we do not say this about heterosexual individuals. People do not choose who they are attracted to; they choose whether to act on those feelings of attraction.

- “**Lifestyle**” refers to the manner in which people live their lives. There is no such thing as a heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs, they are in short- and long-term relationships, they marry, they divorce, they have children, and they travel.

Lesbian, gay, and bisexual people also lead very diverse lives. They have different kinds of jobs. They are in short- and long-term relationships, and although they cannot legally marry, they commit to lifetime relationships that sometimes last and sometimes do not. They have children, and they travel.

“Lifestyle” is a term that often comes from a media depiction of one portion of gay male life. When there is a reference to homosexuality, the accompanying visual image presented will usually be of very well-chiseled, half-naked men dancing at a party, of men dressed in leather, of men dressed in drag, and more. Although these are aspects of gay culture, the vast majority of gay men do not look like or engage in these practices. However, since they are less visible, what we see stays with us. This is how stereotypes begin and how they stick.

## **And just think before using...**

➔ **“Queer.”** Many people of so-called social or power minority groups will often use epithets among themselves in order to defuse the negative power of and reclaim these words. We are hearing a good number of young people referring to themselves and other lesbian, gay, and bisexual teens as “queer.” Similarly, they may refer to each other as “fags” and “dykes.” This will be confusing to heterosexual kids who do not understand why they are getting into trouble for doing the same.

As a general rule, it is best to use “lesbian, gay, bisexual, and heterosexual.” Do not use “queer” or any other term unless a person tells you that that is how she or he prefers to be identified. A good comparison is the “N” word, which many African American and black men have reclaimed. However, not all African American and black men own or appreciate this word, regardless of who is using it.

➔ **“Straight.”** “Straight” is certainly the most common vernacular for “heterosexual.” However, it, too, is loaded. “Straight” implies that anyone who is not heterosexual is “off.” In fact, some adult lesbian, gay, and bisexual individuals have reclaimed it as well by referring to lesbian and gay bars as “bent” bars. Something you might consider here is explaining the difference, and then using “heterosexual” as much as possible.

➔ **“Partner.”** This is a tricky one, for a number of reasons. First of all, “partner” has become a buzzword for a same-gender relationship. If your goal is simply to be gender neutral, then you need to use it all the time. This means “Jamal and his partner Kendra.” Otherwise, people will get used to hearing it only for same-gender relationships.

Keep in mind, though, that teens rarely use the word “partner” when referring to their relationships. Therefore, go with what the teens use rather than foisting adult language onto them. However, you can still be inclusive. If you give an example using Jamal and Kendra, be sure to use an example that includes Tanya and Lisette, William and Tony, and others. Doing so will certainly get a reaction the first few times you do it! However, you can use this as a great teachable moment.

*Developed by Elizabeth Schroeder, Ed.D., MSW  
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[www.drschroe.com](http://www.drschroe.com)*

**Going Beyond the Acronym: Meaningful Inclusion of LGBTQ Youth**  
**August 23-24, 2016**

**Language Adjustments for Gender Inclusion and Affirmation**

We can make a great deal of difference in creating gender inclusive learning environments by becoming aware of the language we use in everyday conversation, and what this language communicates. Please review the common words and phrases below and record what you could say differently that would communicate the same in a more inclusive manner.

<b>Less inclusive language</b>	<b>What it communicates</b>	<b>What we can say/do instead</b>
"You guys"		
"Ladies and gentlemen"		
"Female condom"		
"A man's penis"		

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**ANSWER KEY: Language Adjustments for Gender Affirmation and Inclusion**

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<b>Less inclusive language</b>	<b>What it communicates</b>	<b>What we can say/do instead</b>
"You guys"	<ul style="list-style-type: none"> <li>• That "guys" refers to people of any gender</li> </ul>	<ul style="list-style-type: none"> <li>• "Everyone"</li> <li>• "Folks"</li> <li>• "You all"</li> </ul>
"Ladies and gentlemen"	<ul style="list-style-type: none"> <li>• Only cisgender men and women/boys and girls are in the room</li> </ul>	<ul style="list-style-type: none"> <li>• "Everyone"</li> <li>• "Folks"</li> <li>• "You all"</li> </ul>
"Female condom"	<ul style="list-style-type: none"> <li>• That contraceptive and safer sex methods are gendered rather than usable in a vagina or anus</li> </ul>	<ul style="list-style-type: none"> <li>• Internal condom</li> </ul>
"A man's penis"	<ul style="list-style-type: none"> <li>• That biological sex and gender identity are the same – when someone can identify as female, trans, gender queer or something else and still have a penis</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the body parts without gendering them: "a penis" or "a person with a penis"</li> </ul>

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<b>Less inclusive language</b>	<b>What it communicates</b>	<b>What we can say/do instead</b>
“Opposite” sex/gender The “other” sex/gender		
“You guys”		
“Ladies and gentlemen”		
“Female condom”		
“Male anatomy”		
“Both genders”		

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<b>Less inclusive language</b>	<b>What it communicates</b>	<b>What we can say/do instead</b>
"Opposite sex/gender" "The other sex/gender"	<ul style="list-style-type: none"> <li>• That there are two sexes/genders</li> <li>• That different sexes/genders are "opposites" or adversaries</li> </ul>	<ul style="list-style-type: none"> <li>• Different sex/gender</li> <li>• Another sex/gender</li> </ul>
"Ladies and gentlemen"	<ul style="list-style-type: none"> <li>• Only cisgender men and women/boys and girls are in the room</li> </ul>	<ul style="list-style-type: none"> <li>• "Everyone"</li> <li>• "Folks"</li> <li>• "You all"</li> </ul>
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"Male anatomy"	<ul style="list-style-type: none"> <li>• That biological sex and gender identity are the same – when someone can identify as female, trans, gender queer or something else and still have a penis</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to the body parts without gendering them: "a penis" vs. "a man's penis"</li> </ul>
"Both genders"	<ul style="list-style-type: none"> <li>• That there are only two genders</li> </ul>	<ul style="list-style-type: none"> <li>• All genders</li> <li>• Different genders</li> </ul>

# NAVIGATING TRANSGENDER TERMINOLOGY

Excerpted from the Teaching Transgender Toolkit by Eli R. Green and Luca Maurer

[www.teachingtransgender.com](http://www.teachingtransgender.com)

Transgender terminology is challenging, even for the experts. Teaching it adds another whole level of complexity! There are a lot of terms, and each has a complex history and meaning that has evolved over time. People use them in different ways. They will be defined differently by everyone you ask, and some terms are considered offensive by some and affirming by others. Our participants often find the nuances and complexities (not to mention the sheer number of terms) to be confusing and overwhelming. At the same time, accurate terminology is also one of the most important and central pieces of being culturally competent around transgender issues.

## ***Terms we use frequently:***

### **Affirming:**

The unequivocal support for an individual person's gender identity or expression, regardless of the biological sex they were assigned at birth; the systematic support to ensure that transgender people and communities are fully represented, included, valued and honored.

### **Gender Identity:**

A person's deep-seated, internal sense of who they are as a gendered being; specifically, the gender they identify themselves as. All people have a gender identity.

### **Biological Sex:**

A person's combination of genitals, chromosomes and hormones, usually categorized as "male" or "female" based on visual inspection of genitals via ultrasound or at birth. This is based on an assumption that a person's gender identity will be congruent with the sex that they were assigned. All people have a biological sex.

### **Sex Assigned at Birth:**

The decision made about a person's sex based on the visual appearance of their genitals at the time of birth. The sex that someone is labeled at birth.

### **Transgender:**

An adjective to describe a person whose gender identity is incongruent with (or does not "match") the biological sex they were assigned at birth. We have chosen to use "transgender" as an umbrella term to refer to the range and diversity of identities within the transgender communities because it is currently the most used and recognized term.

**Cisgender:** (pronounced /sis-gender/)

An adjective to describe a person whose gender identity is congruent with (or “matches”) the biological sex they were assigned at birth. (Some people will abbreviate this as “cis”).

**Gender Expression:**

A person’s outward gender presentation; usually comprised of personal style, clothing, hairstyles, makeup, jewelry, vocal inflection and body language. Gender expression is usually categorized as masculine or feminine, and less commonly as androgynous. All people express their gender. It may be expressed in ways congruent with a person’s gender identity. Or, incongruently if a person does not feel safe or supported, or does not have the resources, to engage in gender expression that authentically reflects their gender identity.

**Gender Conforming:**

A person whose gender expression is perceived as being consistent with cultural norms expected for their gender. Specifically, that boys/men are or should be masculine, and that girls/women are or should be feminine. Not all cisgender people are gender conforming and not all transgender people are gender non-conforming. (For example, a transgender woman may have a very feminine gender expression).

**Gender Non-Conforming:**

A person whose gender expression is perceived as being inconsistent with cultural norms expected for their gender. Specifically, boys/men are not masculine enough or are feminine, or that girls/women that are not feminine enough or are masculine. Not all transgender people are gender non-conforming, and not all gender non-conforming people identify as transgender. Cisgender people may also be gender non-conforming. Gender non-conformity is often inaccurately confused with sexual orientation.

**Gender Neutral:**

A term that describes something (usually a space, such as a bathroom, or clothing) that is not segregated by sex/gender. Some language can also be gender neutral.

**Coming Out:**

The process of a transgender person acknowledging and explaining their gender identity to themselves and others.

**Social Transition:**

A transgender person’s process of a creating a life that is congruent with gender identity. This often includes asking others to use a name, pronoun, or gender that is more congruent with their gender identity.

### **Affirming Pronouns:**

Refers to the most respectful and accurate pronouns for a person, as defined by that person. This is also sometimes referred to as “preferred gender pronouns,” though this phrasing is increasingly outdated. To ascertain someone’s affirming pronouns, ask: “What are your pronouns?”

### **Sexual Orientation:**

A person’s feelings of attraction (emotional, psychological, physical, and/or sexual attraction) towards other people. A person may be attracted to people of the same sex, of a different sex, people of the same and different sexes, or to people regardless of sex or gender. And some people do not experience primary sexual attraction, and may identify as asexual. Sexual orientation is about attraction to other people (external), while *gender identity* is a deep-seated sense of *self* (internal). All people have a sexual orientation that is separate from their biological sex, gender identity and gender expression.

## ***Some terms we use to explain prejudice toward transgender people:***

### **(Anti-Transgender) Prejudice**

An individual’s negative attitudes, beliefs, or reactions to transgender people. Examples of anti-transgender prejudice include: believing that transgender people are mentally disturbed, being uncomfortable sharing space with a transgender person, or, thinking that transgender people should not be allowed to use public bathrooms. We primarily use anti-transgender prejudice in this book instead of the more common “transphobia” because “phobia” implies a fear of transgender people, while prejudice refers to a range of negative attitudes toward and biased beliefs about transgender people.

### **(Anti-Transgender) Discrimination:**

The range of actions taken to deny transgender people access to situations/ places or to inflict harm upon transgender people. Examples of discrimination include: not hiring a transgender person, threatening a gender non-conforming person’s physical safety, denying a transgender person access to services, or reporting someone for using the “wrong” bathroom.

### **Microaggressions:**

Small, individual acts of hostility or derision toward transgender or gender non-conforming people, which can sometimes be unintentional. Examples of microaggressions include: use of non-affirming name or pronouns, derogatory language, asking inappropriate or offensive questions, or giving looks that reveal distaste or confusion.

### **Systematic Anti-Transgender Prejudice:**

A system that denies the existence of or devalues the worth of transgender people, and cannot be tied to the discriminatory actions of any one individual. Examples of systematic prejudice include: not being able to access affirming identity documents (such as a birth certificate,

driver's license or passport), lack of federal or state laws that prohibit discrimination against transgender people, or lack of gender neutral bathrooms.

### ***Some other terms we use less frequently:***

#### **(Transgender) Ally:**

A cisgender person who supports, affirms, is in solidarity with, and advocates for transgender people. The word ally is considered contentious in some circles, in which case "advocate" or the phrase "in solidarity with" is used instead.

#### **Gender Binary:**

The idea that gender is strictly an either/or option of male/men/masculine or female/woman/feminine based on sex assigned at birth, rather than a continuum or spectrum of gender identities and expressions. The gender binary is often considered to be limiting and problematic for all people, and especially for those who do not fit neatly into the either/or categories.

#### **Gender Marker:**

The marker (male or female) that appears on a person's identity documents (e.g. birth certificate, drivers license, passport, travel or work visas, green cards, etc.). The gender marker on a transgender person's identity documents will be their sex assigned at birth until they go through a legal and logistical process to change it, where possible.

#### **Intersex or Disorder of Sex Development (DSD):**

A category that describes people whose have a genetic, genital, reproductive or hormonal configuration that results in a body that often cannot be easily categorized as male or female. Intersex is frequently confused with transgender, but the two are completely distinct and generally unconnected. Participants may be more familiar with the term *hermaphrodite*, which is considered outdated and offensive.

#### **LGBTQ:**

An acronym commonly used to refer to Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning individuals and communities. LGBTQ is often erroneously used as a synonym for "non-heterosexual," which incorrectly implies that transgender is a *sexual orientation*.

#### **Questioning:**

A person who is exploring or questioning their gender identity or expression. Some may later identify as *transgender* or *gender non-conforming*, while others may not. Can also refer to someone who is questioning their sexual orientation.

### **Trans:**

This is sometimes used as an abbreviation for transgender.

### **Transgender men and boys:**

People who identify as male, but were assigned female at birth. This is preferred because other language, such as *FTM* or *female-to-male*, puts more emphasis on biological sex rather than affirming gender identity. Also sometimes referred to as transmen.

### **Transgender women and girls:**

People who identify as female, but were assigned male at birth. This is preferred because other language, such as *MTF* or *male-to-female*, puts more emphasis on biological sex rather than affirming gender identity. Also sometimes referred to as transwomen.

### ***Some terms we don't use (and why):***

#### **Preferred Gender Pronouns / Pronoun Preference:**

Refers to the most affirming pronoun for a person, as defined by that person. We avoid using the term “preferred” because it implies that it is optional or a choice. We use the phrase “affirming pronouns” instead. These are sometimes also called “chosen pronouns.” The most common pronouns are female (she/her/hers) and male (he/him/his). Gender-neutral pronouns include “they/them/theirs” or “ze/hir/hirs.”

#### **Transexual/Transsexual:**

This is one of the most enduring transgender-related terms, and has evolved significantly over the years. Most commonly, transsexual is an older term used to refer to a transgender person who has had hormonal or surgical interventions to change their bodies to be more aligned with their gender identity than the sex that they were assigned at birth. This term has generally fallen out of favor in the United States because it places more significance on a person's medical transition, rather than affirming their gender identity. Since historically it was a medical term, some people feel it is unnecessarily pathologizing. However, some transgender people in the US and in other countries use the term transsexual as an affirming identity label. In this situations, it is not considered derogatory. Unless a person is referring to their own identity or reporting another person's self-identification as transsexual, transgender is generally the best term to use.

#### **Trans\*:**

Trans\* is a relatively new term that seeks to represent the diversity of non-cisgender gender identities, particularly non-binary ones, within the transgender communities. Some of these identities include: bigender, genderfluid, gender non-conforming, genderqueer, non-binary, agender, genderless, non-gendered, third gender, crossdresser and two-spirit identified people. While we fully support the goal of decreasing the marginalization of non-binary gender identities, we have chosen not to use trans\* for two primary reasons. First, it is a relatively new term, and it is unclear how popular this term will become or how long it will remain current.

And second, we find it most useful with participants who already have an strong understanding of transgender identities, experiences and communities. Some people purposefully use trans\* as the term they feel best describes their gender identity. Others shun it, for a variety of reasons. Since our target audience for this book is facilitators working with participants who are seeking foundational knowledge and skills, we have elected to use “transgender” as our primary term, and provide additional ideas and resources for facilitators to include and represent non-binary gender identities.

**Terms we recommend avoiding:**

The following terms are generally considered to be outdated, offensive or derogatory when discussing people who are, or are perceived to be transgender or gender non-conforming. And as noted above, usage and preferred terms can vary by audience and community. This is not an exhaustive list.

- Tranny, or Trannie
- Transgendered
- It
- Pre-Op, or Post-Op
- “Real” sex
- Hermaphrodite
- Transgendering
- She-Male, or He-She
- Deviant
- Sex Change
- Transvestite
- Transgenders
- “The Surgery”
- Fooling, or Deceiving

Instead of saying this:	Say this:
“Real” sex, “real” gender, genital sex	Sex assigned at birth
a transgender	Transgender person, or, Person who is transgender
transgenders	Transgender people, or, People who are transgender
transgendered	Transgender
FTM, used to be a woman, born a female	Transgender man, or, Transman
MTF, used to be a man, born a male	Transgender woman, or, Transwoman
Sex Change, The Surgery, Transgendering, pre-operative, post-operative	Medical Transition
Hermaphrodite	Intersex person or Person who is intersex

Remember– it is very likely that these terms and definitions will continue to evolve over time. Check out [www.teachingtransgender.com](http://www.teachingtransgender.com) for updated references and resources.

## Tips for Responding to Challenging Questions

When a student catches you off guard with an embarrassing question, uses sexualized language, or says something that you find offensive, you need to watch your **primary reaction**. Our goal in this situation is to appear “unshockable,” even if we have been thrown dramatically by what has been said or asked. The following are a few techniques for remaining objective:

- **Stall.** The first thing you need to do is regain your composure. You can do this by:
  - **Nodding your head slowly.** It lets the person know you’ve heard what she or he has said and are thinking about it.
  - **Having a “stock phrase” ready that you can use automatically as you gather your thoughts.** For example, “You know, I’m really glad you came to me with that,” or “That’s a really good question.”
- **Clarify** by asking a question in return. For example, “When you ask what birth control I use, are you truly interested in my method or do you want to know what’s right for you?”
- **Turn the situation back to the person.** This can be particularly effective when you are dealing with someone who is looking for advice, or who simply seems bent on getting a rise out of you. For example, if a student were to say, “My girlfriend just told me she’s pregnant. What should I do?” You can ask, “What do you think you should do?” It is better to help a person figure a situation out for her or himself, rather than make a decision for her or him. Asking other questions can help lead her or him to evaluate the situation and take steps toward making a decision.
- **Refer the person to someone else.** In some situations, you may feel too uncomfortable with the question or situation to be able to respond effectively. For example, if you were asked by a young adolescent about ways to get condoms even though you strongly believed that abstinence was the healthiest choice, it would be best to refer them to a colleague who could help answer their question if you felt you could not.
- **If you do not know the answer, say “I don’t know.”** Young people appreciate honesty, and they really do not expect us to be all-knowing. The important thing is that you follow up—either look for the answer together, or let the student know that you will get the information for them..
- **Explore** a concept with a student. For example, “I know that I should wait to have sex, but everyone else has done it, so why shouldn’t I just get it over with?” Asking, “What are some of the reasons why people choose to or not to have sex?” can help you and the student identify a potential barrier, and then discuss how the barrier can be overcome. In addition, you can ask, “What do you think would happen if you were to wait?” or “What do you think it would be like to have sex with someone you didn’t care about, just to get it over with?” Letting the student talk about consequences will help her or him reflect on the reality of a given situation without you having to “preach” about it.

Above all, remain calm. You do not need to know everything, and you do not need to answer every question at the moment it is asked. Being open to listening to a student’s questions and concerns, and not reacting in a judgmental manner, is most important.

## Action Planning for Transgender Issues

Assignment: Read through this list of ways schools and educators tend to deal with transgender issues, and suggestions for changing to be more inclusive. Then identify and discuss at least one action step that you could take in your own pregnancy prevention program be supportive of transgender, genderqueer and gender non-conforming adolescents.

### **What we TEND to do:**

Use forms that ask people to indicate whether they're male or female.

Divide groups into boys and girls for activities, lining up, doing projects, etc.

Have bathrooms and locker rooms designated as "Boys" and "Girls."

Skip over gender identity when discussing sexual orientation.

Ignore (or even use) put-downs related to gender such as "you throw like a girl".

Make assumptions about what pronoun or name to use with transgender people.

Not address transgender students' unique needs.

Force students to wear uniforms, graduation gowns, etc. attributed to their biological sex.

Describe genders as opposite and assume there are only two (as opposed to a continuum).

Call out genders gratuitously. For example, "OK ladies and gentlemen, let's get started."

### **What we SHOULD do:**

Leave a blank line and ask people to write in their gender.

Find another way to divide them—by birthday month, favorite color, first letter of last name, etc.

Have one unisex bathroom (such as in the nurse's office) for bathroom use and changing for PE.

Talk about the difference between sexual orientation and gender identity.

Intervene with all put-downs and hurtful remarks and use them as an opportunity to explore gender role stereotypes.

Ask people what pronoun and name they use and use that.

Be sure staff is supportive of any students, parents or faculty who may be transgender and offer appropriate support.

Allow students to dress in a way that matches their gender identity.

Realize that people are not opposites of other people. We have more commonalities than differences. Use "ANother gender" instead of "THE other gender" or opposite sex.

Only name genders when they matter. The rest of the time, ignore them. For example, "OK folks, let's get started."

## Resources for LGBTQ People of Color

**Hispanic Black Gay Coalition (HBGC), <http://www.hbgc-boston.org/>**

HBGC is a Boston-based, non-profit dedicated to improving the lives of black, Hispanic, and Latin(a) LGBT individuals in the area, with the intention of making people with intersectional identities feel welcome and safe in their racial and ethnic communities as well as in the Boston LGBT community as a whole. This website includes information on HBGC's programs (which are targeted toward LGBT youth of color, women, those affected by domestic violence or partner abuse, and those looking to become mentors) as well as support groups, services, and pathways to get involved.

**NE Two-Spirit Society (NE2SS), <http://www.ne2ss.typepad.com>**

NE2SS' website is meant to organize LGBT and two-spirit American Indians. The organization aims to educate the larger LGBT community about two-spirit history and tradition, and to expand the community by connecting with other organizations. NE2SS' website features profiles of significant figures, history, links to outside resources, and a list of NE2SS events.

**Queer Asian Pacific-Islander Alliance (QAPA), <http://qapa.org>**

QAPA was founded with the goal of eliminating racism in the LGBT community. Its website lists events and calls for volunteers for activist efforts around queer Asian and Pacific Islanders.

**The Black Gay Research Group (BGRG), <http://www.thebgrg.org>**

BGRG, a group of black, gay men dedicated to reviewing and producing scholarly writing on black, gay men, hosts this website, which features information on the organization, opportunities to donate and volunteer, and information about the group's Black Gay Research Summits, Black Gay Research Think Tank, and National Black Gay Research Agenda.

**The National Black Justice Coalition (NBJC), <http://nbjc.org/>**

NBJC is a civil rights organization dedicated to ending racism and homophobia. Its website highlights issues such as health and wellness, HIV/AIDS, discrimination in employment, family recognition, transgender equality, safe and inclusive schools, and historically black colleges and universities (HBCUs). The website also hosts a blog and resource list.

**The Red Circle Project (RCP), <http://redcircleproject.org/>**

The RCP provides support and services to Native American, gay/two-spirit men and Native American male-to-female transgender individuals. The website features research, resources, and basic two-spirit terminology.

# Unpacking the Invisible Knapsack II

## Sexual Orientation

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### Daily effects of straight privilege

This article is based on Peggy McIntosh's article on white privilege and was written by a number of straight-identified students at Earlham College who got together to look at some examples of straight privilege. These dynamics are but a few examples of the privilege which straight people have. Lesbian, gay, bisexual, and queer-identified folk have a range of different experiences, but cannot count on most of these conditions in their lives.

On a daily basis as a straight person...

- I can be pretty sure that my roommate, hallmates and classmates will be comfortable with my sexual orientation.
- If I pick up a magazine, watch TV, or play music, I can be certain my sexual orientation will be represented.
- When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
- I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
- I did not grow up with games that attack my sexual orientation (IE fag tag or smear the queer).
- I am not accused of being abused, warped or psychologically confused because of my sexual orientation.
- I can go home from most meetings, classes, and conversations without feeling excluded, fearful, attacked, isolated, outnumbered, unheard, held at a distance, stereotyped or feared because of my sexual orientation.
- I am never asked to speak for everyone who is heterosexual.
- I can be sure that my classes will require curricular materials that testify to the existence of people with my sexual orientation.
- People don't ask why I made my choice of sexual orientation.
- People don't ask why I made my choice to be public about my sexual orientation.
- I do not have to fear revealing my sexual orientation to friends or family. It's assumed.
- My sexual orientation was never associated with a closet.
- People of my gender do not try to convince me to change my sexual orientation.
- I don't have to defend my heterosexuality.

- I can easily find a religious community that will not exclude me for being heterosexual.
- I can count on finding a therapist or doctor willing and able to talk about my sexuality.
- I am guaranteed to find sex education literature for couples with my sexual orientation.
- Because of my sexual orientation, I do not need to worry that people will harass me.
- I have no need to qualify my straight identity.
- My masculinity/femininity is not challenged because of my sexual orientation.
- I am not identified by my sexual orientation.
- I can be sure that if I need legal or medical help my sexual orientation will not work against me.
- If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has sexual orientation overtones.
- Whether I rent or I go to a theater, Blockbuster, an EFS or TOFS movie, I can be sure I will not have trouble finding my sexual orientation represented.
- I am guaranteed to find people of my sexual orientation represented in the Earlham curriculum, faculty, and administration.
- I can walk in public with my significant other and not have people double-take or stare.
- I can choose to not think politically about my sexual orientation.
- I do not have to worry about telling my roommate about my sexuality. It is assumed I am a heterosexual.
- I can remain oblivious of the language and culture of LGBTQ folk without feeling in my culture any penalty for such oblivion.
- I can go for months without being called straight.
- I'm not grouped because of my sexual orientation.
- My individual behavior does not reflect on people who identify as heterosexual.
- In everyday conversation, the language my friends and I use generally assumes my sexual orientation. For example, sex inappropriately referring to only heterosexual sex or family meaning heterosexual relationships with kids.
- People do not assume I am experienced in sex (or that I even have it!) merely because of my sexual orientation.
- I can kiss a person of the opposite gender on the cheek or in the cafeteria without being watched and stared at.
- Nobody calls me straight with maliciousness.
- People can use terms that describe my sexual orientation and mean positive things (IE "straight as an arrow", "standing up straight" or "straightened out") instead of demeaning terms (IE "ewww, that's gay" or being "queer").
- I am not asked to think about why I am straight.
- I can be open about my sexual orientation without worrying about my job.

## Tips for Teaching about Sexual Orientation

*Elizabeth Schroeder, EdD, MSW*

*Professional Trainer/Consultant*

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- **Find activities that help break gender role stereotypes.** Kids still link gender to sexual orientation, even though they are two different things. A guy who dances ballet is still going to be seen as gay, and a girl who wants to be a construction worker will still be seen as lesbian. Using examples like that can introduce powerful discussions about gender, sexual orientation and stereotypes.
- **Do role plays where you assign same-sex actors -- then process any discomfort.** Often, when there is an unequal number of students, two girls will come to the front of the room to play a heterosexual couple, one representing a guy, the other a girl. Usually, there is no reaction. If two guys came up to do the same, however, the room often explodes into laughter and it's challenging to complete the activity. How would you intervene? Why? It's a great opportunity discuss how and why the reactions to two girls vs. two guys were so different.
- **Look at the order in which you offer lessons on lesbian, gay, and bisexual issues.** In some curricula and textbooks, sexual orientation is grouped with "controversial topics," like abortion or sexual abuse. Instructors following the order of the curriculum or book need to know the messages that conveys about sexual orientation.
- **Look at the title of the activity for its tone.** For example, lessons called "The Invisible Minority" and the "Struggles of Being Gay" present only one side of what it is like to be a lesbian, gay, or bisexual teen. Doing these types of activities without acknowledging the positive aspects of being lesbian, gay, or bisexual can overwhelm the closeted kids in your classrooms, inspire pity from heterosexual kids, and engender negativity.
- **Allocate more than one class session.** Do shorter activities, and allow a lot of time for processing.
- **Use your anonymous question box.**
- **Come back to it throughout the year.** Teens often refer to having "gay day" at school – the day when the teacher talked about LGB people or issues, and then referred only to heterosexual people for the rest of the term. Even if you are not able to be all-inclusive every day, try to refer back to your distinct class or day about LGB issues.

- **Use guest speakers – but be careful.**
  - ✓ Have more than one, and have different sexes, genders and orientations represented
  - ✓ If you are having a panel on sexual orientation, be sure to include someone who is heterosexual
  - ✓ Set up parameters in advance about types of questions students can ask
  - ✓ Make sure people speak from the “I” – some panelists end up saying “gay people do this,” when all they can really talk about is their own experience

• **BE CAREFUL ABOUT SELF-DISCLOSURE.** If you are heterosexual, you have the privilege of being able to disclose your orientation without repercussion. You may do so without thinking about it – you may have photos of your spouse or family on your desk, you don’t worry about being overheard when you tell a colleague about what you did over the weekend, etc.

If you are lesbian, gay, or bisexual, there are potential repercussions for disclosing this. In some areas, being out and visible can be a wonderful experience and raise awareness that teachers can be any sexual orientation. In other areas, however, you can still get fired. You can become defined by your orientation, with whatever you teach being labeled as coming from “the gay teacher.” In particular, this can make it very hard to teach about sexual orientation and respect for diversity. It becomes “your issue,” and every time you try to incorporate it into future lesson plans, it and you can become marginalized.

This is a decision, therefore, that every professional must make for her or himself. It should be done with great forethought, not randomly.

• **Be clear on your goals for teaching about sexual orientation.** You can’t hope to cover everything, so what are your priorities?

• **Don’t let homophobic language go.** If you hear “faggot” or “dyke,” correct it – don’t make a big deal out of it, but correct it. This sends a message that all students are safe and welcome in your classroom. If someone used a racist term, you’d jump on it right away. Let students know you won’t tolerate homophobic, sexist, able-ist or any other discriminatory language.

• **Know your own values and strengths as a teacher** – and be honest with yourself. If you are required to teach about sexual orientation but are uncomfortable doing so, you are not a bad person. You do need to know, however, that your feelings cannot help but affect how you teach. Perhaps have someone teach for or co-teach a specific lesson with you, or bring in a guest speaker.

## Do's and Don'ts: Teaching about Sexual Orientation

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### We Tend To...

1. Have one class/separate section on "sexual orientation."
2. Talk about LGB exclusively.
3. Talk about "homosexuality" exclusively.
4. Focus on behaviors.
5. Use the term "partner" in an effort to be gender neutral and inclusive.
6. Talk about how hard it is to be LGB.
7. Punish homophobic comments.
8. Talk about homophobia as its own bias.
9. Lump together LGBTQQIA individuals.
10. Teach to identities vs. behaviors.

### We SHOULD...

1. Do this, but also include examples of LGB relationships throughout the term/curriculum.
2. Incorporate heterosexuality into our discussions.
3. Be specific. Lesbian is different from gay. Understand and include discussions about bisexuality.
4. Focus on orientation and identity, as well as behaviors and relationships.
5. Be more specific by saying "boyfriend or girlfriend."
6. Talk about this, but acknowledge that it is very positive for many people.
7. Help young people reflect on their values. Personalize bias so that it will resonate with them, rather than not doing it because the young person fears punishment.
8. Compare it to sexism, racism, or any other kind of prejudice, while at the same time acknowledging the unique aspects of homophobia.
9. Be specific. About whom are you speaking? Adding in "TQQIA" when you are only addressing "LGB" is just as harmful as not addressing them at all.
10. Review the topic area. If teaching about STD prevention, it is behaviors that put a person at risk, not their sexual or gender identity. At the same time, you need to acknowledge risk-taking behaviors associated with being closeted or depressed.

11. Focus on one type of diversity at a time.

12. Teach as if our entire audience were heterosexual.

11. Remember the diversity within the diversity. Issues that a lesbian Latina faces are different from what an African American bisexual woman faces, or from what a South Asian transgender gay man might face.

12. Model inclusion for all.

## Teacher’s Guide: Yellow Flag Language

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list, and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>“Homosexual” was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, “homosexual” is often shortened to “homo,” which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they’re stupid, like “that’s so gay”).</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as “homosexual,” someone else can’t say “you can’t use that term.” It’s their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of “straight” is “bent” or “crooked.” This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual preference	Sexual orientation	<p>“Preference” is a term that’s used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying their orientation is simply something they prefer, rather than who they are.</p> <p>This is a “yellow flag” term because bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.” In that case, the use of the word “preference” is correct.</p>

## Teacher’s Guide: Yellow Flag Language

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends: OBI	<p>Implying that a person’s orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it’s who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why “choice” is a cautionary word – depends on how it’s used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>“Lifestyle” refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships – they marry, they divorce, they have children, they travel, etc.</p> <p>“Lifestyle” or “gay lifestyle” is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of and reclaim these words. Many lesbian, gay, bisexual and other people identify as “queer,” and many do not. Some will call each other “fags” and “dykes,” which we consider to be red flag words. This will be confusing to heterosexual people who don’t understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Don’t use “queer” or any other term unless a person tells you that that is how they prefer to be identified.</p>

# Order today!

The Teaching Transgender Toolkit: A Facilitator's Guide to Increasing Knowledge, Reducing Prejudice & Building Skills by Dr. Eli R. Green & Luca Maurer, MS, is a detailed collection of best practices, lesson plans, and resources for those who wish to facilitate trainings about transgender people, identities, and experiences.

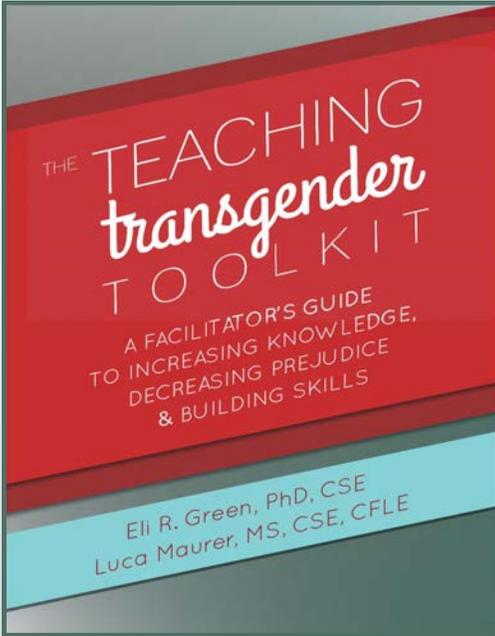
The first of its kind, this book translates the authors' decades of experience leading transgender-related trainings and educational best practices into a guide that can be used by trainers of all levels to provide accurate and effective trainings. Whether you are a novice who has never led a training before, or you are an expert trainer or an expert on transgender identities, the Teaching Transgender Toolkit has something for you!

"Society is increasingly eager to learn about transgender people. And while thousands of trans folks and allies have made themselves available to do really great training, we need even more people doing this real teaching. All of us would benefit from a systematic, organized, thorough and thoughtful book like this."

– Mara Keisling, Executive Director, National Center for Transgender Equality

"The Teaching Transgender Toolkit is a first of its kind, much needed resource for any educator looking to help youth serving professionals, families, and communities be more trans sensitive and inclusive. These empathy building and skills-based tools are a great way to help your audiences support transgender communities better."

– Leslie M. Kantor, PhD, MPH, Vice President, Education  
Planned Parenthood Federation of America



 You can also place your order online!  
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# Auditing Culture

Cultural Level	Observations
<b>Artifacts</b> (artwork, tools, physical space, technology, etc.)	
<b>Behaviors</b> (actions, words, language, conflict, etc.)	
<b>Values (should and should nots, what is important and rewarded)</b>	
<b>Beliefs (how the world works, what success means, etc.)</b>	



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