

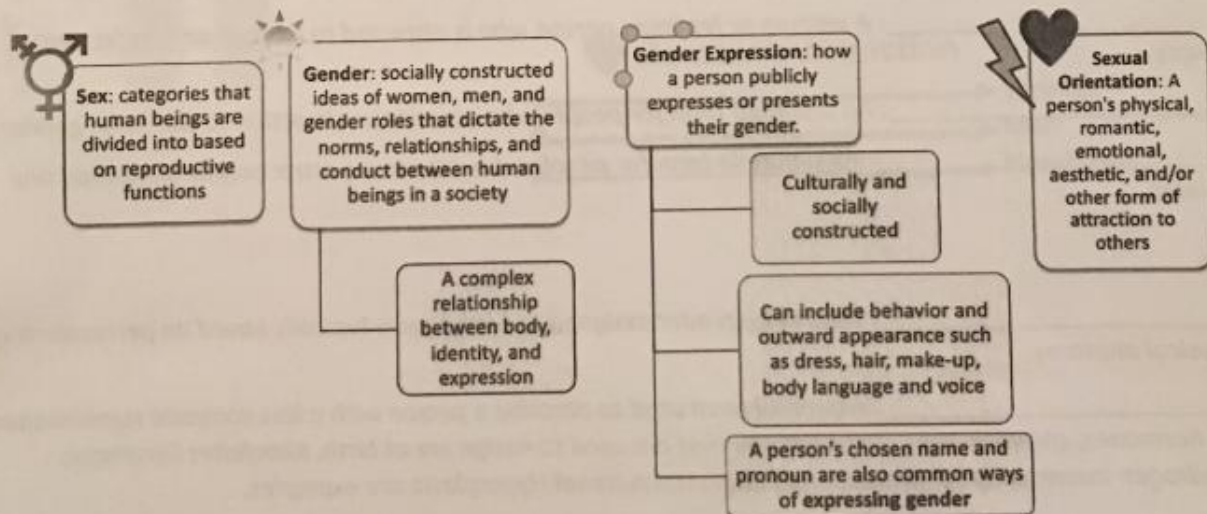
SEXUALITY AND GENDER ACCEPTANCE (SAGA): AN LGBTQIA+ WORKSHOP FOR SCHOOLS

Learning Objectives

1. Distinguish the difference between sex, gender, gender expression, and sexual orientation
2. Become familiar with common language for describing the LGBTQIA+ community
3. Gain insight into experiences and challenges faced by the LGBTQIA+ community in education and at-large
4. Learn and practice strategies for supporting LGBTQIA+ students in education

Disclaimer Notice: This handout is specifically designated for educator/ school staff/ professional use only. Students should **NOT** be given access to any resources and information on this document OR access to the document itself unless deemed necessary by the educator/ school staff/ professional. At that point, all accountability between students, families/caregivers, and school will be the responsibility of said educator/ school staff/ professional.

GENDER, GENDER EXPRESSION, AND SEXUAL ORIENTATION



LGBTQIA+ WORD MATCH

Directions: Use the word bank below to match the definitions to each word.

Word Bank

Transgender
Cisgender
Queer
Sex Assigned at Birth

Non-binary
Lesbian
Sexual Orientation
Intersex

Pansexual
Asexual & Aromantic
Bisexual

Gender

1. (A person who is) _____: A person whose gender is different than the one assigned to them at birth.
2. (A person who is) _____: A person whose gender is the same as the one assigned to them at birth.
3. _____: An umbrella term for all genders outside of woman or man.
4. _____: Often used as an inclusive term for LGBTQIA identities; a reclaimed slur with a complex history.

Sexual Orientation

5. _____: A person's physical, romantic, emotional, aesthetic, and/or other form of attraction to others.
6. _____: A person who is attracted to all genders.
7. _____: A person who experiences a lack of sexual and/or romantic attraction.
8. _____: A woman or feminine person who is attracted to women and/or feminine people.
9. _____: An umbrella term for people who experience attraction to the same gender.
10. _____: An umbrella term for people who experience attraction to more than one gender.

Sex

11. _____: The sex or gender assigned at birth that is typically based on perceptions of physical anatomy.
12. _____: A general term used to describe a person with a less common combination of hormones, chromosomes, and anatomy that are used to assign sex at birth. Klinefelter Syndrome, Androgen Insensitivity Syndrome, and Congenital Adrenal Hyperplasia are examples.

Source: <http://www.transstudent.org/definitions>

SAGA PERSON ACTIVITY

Directions: Take this time to reflect on where you might be for each line of the SAGA person. You are welcome to right on the lines or to think about where you would place yourself based on your understanding of your gender identity, expression, and so on. There are no right or wrong answers and it's totally fine if your understanding of yourself shifts from day to day or over time.



Gender Identity

☀️

→ Woman

→ Man

→ Non-Binary

Gender Expression

●

→ Feminine

→ Masculine

→ Androgynous

Sex Assigned at Birth

♀️ ♂️ ⚧️

Female Male Intersex

● ● ●

Physical Attraction

⚡️

→ Woman

→ Man

→ Non-Binary

Romantic Attraction

♥️

→ Woman

→ Man

→ Non-Binary

GENDER PRONOUNS

	<i>Subject</i>	<i>Object</i>	<i>Possessive</i>	<i>Pronunciation</i>	<i>Example</i>
Gender Binary	<i>She</i>	<i>Her</i>	<i>Hers</i>	<i>As it looks</i>	<i>She is speaking.</i>
	<i>He</i>	<i>Him</i>	<i>His</i>	<i>As it looks</i>	<i>He is speaking.</i>
Gender Neutral	<i>They (Sing.)</i>	<i>Them</i>	<i>Theirs</i>	<i>As it looks</i>	<i>They are speaking.</i>
	<i>Ze</i>	<i>Hir</i>	<i>Hirs</i>	<i>Zhee, Here, Heres</i>	<i>Ze is speaking.</i>
	<i>Ze</i>	<i>Zir</i>	<i>Zirs</i>	<i>Zhee, Zhere, Zheres</i>	<i>Ze is speaking</i>
	<i>Xe</i>	<i>Xem</i>	<i>Xyr</i>	<i>Zhee, Zhym, Zhyre</i>	<i>Xe is speaking.</i>

Trans Student Educational Resources University of Tennessee



Want to Practice?

Play Minus18's Pronoun Practice Game!

Link: <https://pronouns.minus18.org.au/>

IN USE & OUTDATED LGBTQIA+ TERMINOLOGY AND PHRASES

In Use: "transgender" or "transgender person"

Outdated: "transgenders," "a transgender," "transgendered"

Transgender should be used as an adjective, not as a noun or verb. Do not say, "Tony is a transgender," "Tony is transgendered" or "The parade included many transgenders."

In Use: "transgender man" or "transgender woman" or "transgender person"

Outdated: "FTM" or "MTF"

These terms imply that transgender people were their gender assigned at birth before transition. Many transgender people have known themselves to always be the gender they are. It's also important to honor transgender people who do not identify as men or women.

In Use: "transition"

Outdated: "sex change," "pre-operative," "post-operative"

Referring to a "sex-change operation," or using terms such as "pre-operative" or "post-operative," inaccurately suggests that a person must have surgery in order to transition.

In Use: "assigned male at birth," "assigned female at birth"

Outdated: "biologically male," "biologically female," "genetically male," "genetically female," "born a man," "born a woman"

The phrase above are reductive and overly-simplify a very complex subject. A person's sex is determined by a number of factors - not simply genetics - and a person's anatomy does not "trump" a person's gender identity. Finally, people are born babies: they are not "born a man" or "born a woman."

In Use: "lesbian, gay, bisexual or transgender"

Outdated: "LGBT lifestyle"

There is no single LGBT lifestyle. LGBT people are diverse in the ways they lead their lives. The phrase "lifestyle" is used to denigrate LGBT people, suggesting that their sexual orientation or gender identity is a choice and therefore able to be changed.

In Use: "sexual orientation"

Outdated: "sexual preference"

The phrase "sexual preference" is generally used to suggest that being lesbian, gay, or bisexual is a choice and therefore "curable." The term "sexual orientation" is the accurate description of an individual's enduring physical, romantic, or emotional attraction.

In Use: "gay" (adj.); "gay man" or "lesbian" or "bisexual person" (n.)

Outdated: "homosexual" (as a n. or adj.)

Please use "lesbian," "gay man", or "bisexual person" to describe people with these identities. Because of the clinical history of the word "homosexual," it has been adopted by anti-LGBT people to suggest that those attracted to the same gender are somehow diseased or psychologically/emotionally disordered.

Source: <http://www.glaad.org/reference/transgender>

DATA AND IMPACT

Academic Impact:

- LGBTQ+ students are 2x as likely to say that they were **not** planning on completing high school or going on to college (PFLAG, 2017).
- The average GPA for students who were frequently physically harassed because of their sexual orientation was **half a grade lower than that of other students** (PFLAG, 2017).
- LGBTQ+ youth are **3x** as likely to experience harsh disciplinary action (Center for American Progress, 2012).

School Climate Challenges:

- Only **27%** of students felt they could **safely be out at school** (HRC, 2018)
- Only **26%** of students **feel safe in their classroom environments** (HRC, 2018)
- **41.1 %** of Trans and Non-binary youth have been **prevented from using their chosen name and pronouns** in school (GLSEN, 2017).
- 19 states have anti-bullying laws that protect LGBTQ youth. **Ohio is not one of these** (HRC, 2018).

Housing and Criminal Justice:

- Studies indicate that between **25% and 50% of homeless youth are LGBT and on the streets because of their sexual orientation or gender identity** (PFLAG, 2017).
- **40% of total homeless population is LGBTQ+ youth**, even though only 5-10% of the youth population is LGBTQ+ (HRC, 2017).
- LGBTQ+ youth make up 5-7% of the total youth population but **represent 13% of those in the juvenile justice system**. Most of these youth are youth of color (Youth.gov, 2013).

State and Federal Protections:

- Ohio has **no state-wide protections** for LGBTQIA+ in employment, housing, and public accommodations [(i.e., access to public businesses, bathrooms, etc.) (Equality Ohio, 2021)
 - **Cuyahoga county has full protections**
- **Title VII**- As of 2020, the protects LGBTQIA+ workers from workplace discrimination under the Civil Rights Law (National Law Review, 2020)
- **Title IX**- Protects youth from sexual harassment and discrimination based on gender identity and sexual orientation (Lambda Legal, 2019).

Legal Challenges for LGBTQIA+ Youth

- **Anti-Transgender Legislation**- The year 2021 has become a record-breaking year for anti-trans bills across the United States. These bills include attempts to prevent transgender youth from having access to healthcare, from access to bathrooms, to exclude them from athletics, to prevent them from changing their name or gender marker on legal documents, and much more (ACLU, 2021).

REVIEW: STRATEGIES TO RESPOND TO BIASED LANGUAGE

Paraphrase and Question

- "Help me to understand what you meant when you said / did ____."

Name It

- "I wonder if that statement had a negative impact on members of our group, what are people feeling in the room right now?"
- *Be prepared to share a statement of what the impact is and what can be done to address any potential negative impact.*

Interrupt and Challenge

- "That kind of behavior does not align with our values. Please ____."

Model

- "I heard you say _____. I used to say / think _____, but then I learned _____."

Educate and Promote Empathy.

- "How would you react / feel if someone assumed that you _____?"

I-Statement

- *When you have experienced a micro-aggression and you want to respond.*
- Start with "I am" or "I feel"
- Emotion (e.g., concerned; disappointed; upset; excited)
- Event, incident, or behavior
 - Focus on the specific behavior(s) involved
 - What they did, not what they are
- State the impact
- Request a change in behavior, or discuss what can be done differently in the future

HOW WOULD YOU RESPOND?

Student Questions:

1. An elementary student asks you... "What does 'gay' mean?"
2. An elementary student says... "Pink is a girl's color!"
3. You overhear a student say, "Boys are better at sports than girls."
4. You overhear a student say, "That's gay"
5. An elementary student asks you... "Why does Tommy dress like a girl?"
6. An elementary student asks you... "Why does Miranda have two dads?"
7. You overhear a high school student say... "I'm not working with him, he will try to turn me gay."
8. A high school student is repeatedly being mis gendered when they have asked classmates multiple times to use their pronouns.
9. You overhear students mocking one of their peers by... stating their gender is made up and they're really just a "boy" or "girl."

Family & Caregiver Questions:

1. "Aren't the students too young to talk about LGBTQ topics?"
2. "I don't want my child to think that being gay is an OK option for them."
3. "Why do you read books about gay families in class? I do not want my child to know about that."
4. "My child is not allowed to play in the kitchen station during center time. Please enforce this."
5. "My child is "trying to be transgender" so please do not call them by their chosen name and pronouns or support them in this identity."
6. "Gender-neutral pronouns are "not real words" and that "singular-they" is just bad English."

POSSIBLE RESPONSES: HOW WOULD YOU RESPOND?

Note, these are not the only responses but are suggested responses for common questions someone might get about LGBTQIA+ inclusion in K-12 education.

Possible Student Responses

1. The word 'gay' is used to describe people who love people of the same gender. • The word 'gay' refers to people who love or are attracted to people of the same gender.
2. There is no such thing as boy colors or girl colors, all people like different colors. What is your favorite color?
3. People of all genders are good at different things. All kids have different talents.
4. It is not ok to use that word/phrase as a put-down in our school. • You may not have meant to hurt anyone but saying "that's gay" can hurt those around you. Do you know what gay means?
5. All students express themselves differently. Girls and boys can dress and act however they want to regardless of gender. This is a part of how they show their personality.
6. All kids have different families. Some have two moms, two dads, some have an aunt or grandparent who takes care of them. No two families are the same.
7. That is hate speech that is not tolerated in this classroom. Nobody can be turned gay or straight.
8. Inform students this is a form of bullying. • Our name is our identity, and everyone deserves to be given the respect of the name/pronouns they want to be called.
9. Inform students this is bullying and is not tolerated in your school. • Explain that everyone is entitled to their own opinions, but each student is expected to show respect for others who may have different views.

Possible Parent Responses

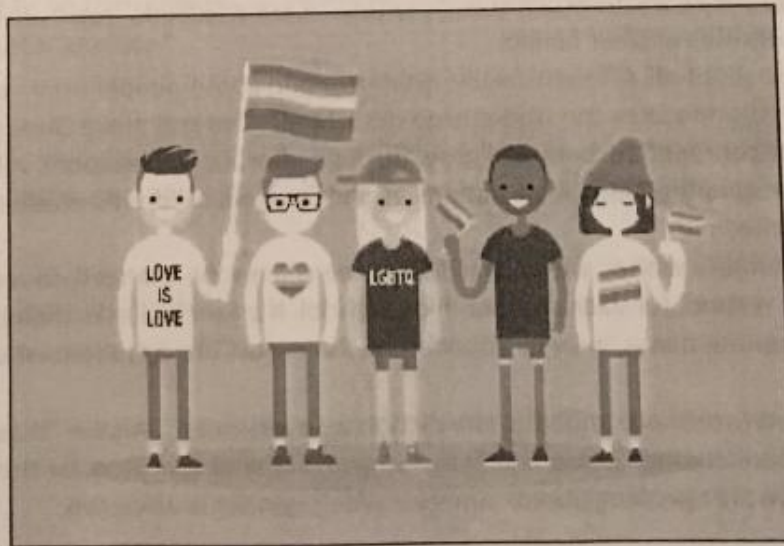
1. Talking about families and caring adults that love each other is appropriate. • Learning the meaning LGBTQ words in elementary school is important as it comes up in many different contexts including families, name-calling, and current events.
2. Knowing or learning about LGBTQ topics will help your child be respectful to people who are different from them and create a school community where all are welcome, free from bullying or harassment about their identities or their family.
3. We read books about all different family structures and about people from varying cultures and backgrounds. This educates the students on how people live and move through our world.
4. Students are encouraged to learn and grow through play in our classroom. All students are equally responsible for spending time at all stations as play impacts children's academic and developmental learning outcomes.
5. We respect a family's wishes and your child's name will not be changed on any school documents, but we do practice respect for each student in our school. If your child asks their teachers or peers to call them an appropriate name, we will respect that choice just like a student who prefers to be called by a nickname.
6. Hundreds of new words are added to the dictionary every year. Singular "they" was the Word of the Year in 2016. Our language is constantly evolving and changing. • Singular they is used commonly in English when we are speaking about someone who's gender is unknown.

ALLYSHIP

- Allyship is a practice, not an identity
- You don't have to understand someone's identity to respect it
- You can't always tell if someone's identity simply by looking at them.
- There is no "one right way" to be LGBTQIA+
- Continue to educate yourself
- Reflect on the ways that you might perpetuate exclusion for LGBTQIA students, employees, colleagues, and community members.

LGBTQIA+ INCLUSION IN THE CLASSROOM

- Call students what they want to be called
- Make classroom rules clear and inclusive
- Address hate speech every time
- Include LGBTQ+ stories in your book selections
- Eliminate gendered activities
- Illustrate your support with visuals
- Create a committee or club



GOAL SETTING

This week— 1 LGBTQIA+ inclusion strategy + 1 other inclusion strategy:

This month— 1 LGBTQIA+ inclusion strategy + 1 other inclusion strategy:

This Year— 1 LGBTQIA+ inclusion strategy + 1 other inclusion strategy:

Reflection Questions:

1. Which of your ideas seems most risky to you? Why?
2. Which is the easiest? Why?
3. What kind of support will you need to get these done?
4. What changes might these actions bring for you, personally and professionally?
5. What impact might these changes have on your relationships with your students? Your colleagues? Your community?

Helpful Resources For Youth & Families

All resources have links to their website, please see their websites for more information. Resources listed may not be appropriate for students and are purely for participants to further their knowledge and competency on LGBTQIA+ inclusion.

Educational Resources:

- **Campus Pride Index:** [<https://www.campusprideindex.org/>]-The Campus Pride Index sets the bar higher for LGBTQ-inclusive policies, programs, and practices. The index is owned and operated by Campus Pride, the leading national nonprofit organization for student leaders and campus groups working to create safer, more LGBTQ-friendly learning environments at colleges and universities.
- **Trans Student Educational Resources:** [<http://www.transstudent.org/>]- Trans Student Educational Resources is a youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment.
- **Pronoun Practice:** [<https://pronouns.minus18.org.au/>]-Get practice with using different pronouns in a safe, online environment.

More About Gender, Sexuality, & Social Justice

- **Asexual Visibility and Education Network (AVEN):** [<http://www.asexuality.org/>]- "The world's largest online asexual community as well as a large archive of resources on asexuality."
- **bi.org:** [<https://bi.org/en/>]- "A voice to the bisexual community, share accurate information, answer questions, and provide resources for further learning."
- **Everyday Feminism:** [<https://everydayfeminism.com/lgbtqia-articles/>]- "Learn how to heal from and stand up to everyday violence, discrimination, and marginalization," with plenty of articles about class, gender, LGBTQIA issues, and race."

Organizations Doing Good

Local:

- **Colors+ Youth Center:** [<https://www.colorsplus.org/>]- Mental health and community building organization located in Fairview Park, OH.
- **LGBT Community Center of Greater Cleveland:** [<http://www.lgbtcleveland.org/>]- Cleveland based resources for the LGBTQ+ Community.
- **LGBTQ+ Lorain County:** [<https://www.lgbtqloraincounty.org/>]- "Working to make Lorain County a safe place for LGBTQ+ to work, play, and live."
- **GLAAD:** [<https://www.glaad.org/>]- Gay & Lesbian Alliance Against Defamation. "GLAAD works with print, broadcast and online news sources to bring people powerful stories from the LGBT community that build support for equality."
- **GLSEN:** [<https://www.glsen.org/>]- Gay, Lesbian, and Straight Education Network. "Every day GLSEN works to ensure that LGBT students are able to learn and grow in a school environment free from bullying and harassment."
 - **Northeast Ohio Chapter:** [<https://www.glsen.org/chapter/northeast-ohio>]
- **Equality Ohio:** [<https://equalityohio.org/>]- a nonpartisan, nonprofit organization that advocates for full equality for the LGBTQ community.

National:

- **It Gets Better Project:** [<https://itgetsbetter.org/>]- "The It Gets Better Project's mission is to communicate to lesbian, gay, bisexual and transgender youth around the world that it gets better, and to create and inspire the changes needed to make it better for them."
- **The "Not All Like That" (NALT) Project:** [<http://notalllikethat.org/>]- "Videos of Christians explaining how they fully support LGBTQ people and that being Christian shouldn't mean being anti-gay."
- **PFLAG:** [<https://pflag.org/>]- "Parents, Families, Friends, and Allies United with LGBT People to Move Equality Forward."
- **Transgender Law Center:** [<https://transgenderlawcenter.org/>]- "Transgender Law Center works to change law, policy, and attitudes so that all people can live safely, authentically, and free from discrimination regardless of their gender identity or expression."
- **The Trevor Project:** [<https://www.thetrevorproject.org/>]- "Crisis intervention and suicide prevention for LGBTQ youth."