

## LGBTQ Resource Guide

**It's helpful to understand some of the words used for LGBTQ (lesbian, gay, bisexual, transgender, queer and questioning) individuals:**

**Sexual Orientation:** Who a person is emotionally, physically, and/or romantically attracted to. (e.g. gay, lesbian, bisexual)

**Gender identity:** How an individual experiences and conceptualizes their gender, regardless of one's assigned sex. This is what a person feels or knows about their gender on the inside. (e.g. transgender)

**Transgender:** An umbrella term for individuals whose gender identity and/or gender expression does not align with the gender they were assigned at birth. "Trans" is shorthand for "transgender." (Note: Transgender is correctly used as an adjective, not a noun, thus "transgender people" is appropriate but "transgenders" is often viewed as disrespectful.)

**Intersex:** A general term for a spectrum of conditions where an individual is born with reproductive or sexual anatomy that does not seem to fit the medical standards for male and female types. This may be because of physical anatomy, chromosomes or hormones.

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Oregon state law affects the ways lesbian, gay, bisexual, transgender & queer (LGBTQ) issues are handled at schools:

- The 2009 Oregon Safe Schools Act protects students from bullying and harassment based on race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability. "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or **gender identity**, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.
- The administrative rule about sexuality education specifies that curricula must use "culturally and gender sensitive materials, language, and strategies that **recognizes different sexual orientations and gender roles.**"

With LGBTQ students potentially in every classroom, insuring safety and respect for all students in a sexuality education course means interrupting hurtful or

discriminatory statements. We want to create "teachable moments" from hurtful comments about race, ability, sexual orientation, etc. Below are suggestions for responding to statements you may hear about LGBTQ issues.

### **Hearing things like "I'm not gay!" or "That's gross!"**

"It's really great that you have thought about your own sexual orientation. Make sure you are being respectful of others, as well."

"It's not okay for you to put down anyone. You get to have your own thoughts and opinions in this class, and it's also important that we are all respectful and kind in our comments."

### **I don't know anyone like that, why should I care?**

"You may not know people who are LGBTQ, or you may know them but not know that about them. Either way, LGBTQ people are part of our families and communities, and we are going to be inclusive of all people in our class."

### **That's so gay!**

"Did you know what you just said is considered derogatory? Let's brainstorm five words that better describe what you meant to say."

"I know that you're a good person, and you'd never intend to offend someone, but what you just said is hurtful and that is unacceptable in our class."

### **Only queer people would want to talk about this stuff. Are you gay?**

"It's important for all of us to understand concepts like 'sexual orientation', whether we're part of a LGBTQ community or not, because we all have a sexual orientation (feelings, attractions, desires). Also, I understand that you might be curious about the experiences or beliefs of adults in your world, but these classes are about you developing your own beliefs. I'd like you to respect my privacy, as I will respect yours."

## **Videos**

The videos in My Future My Choice only show/talk about heterosexual relationships. Some of the conversations do cover consequences such as STIs and HIV/AIDS, which are applicable to all students. At this time, there are few available videos about healthy relationships featuring a diverse population that includes sexual orientations and gender identities. The movie “Straight Laced” is an excellent movie about gender roles, gender identity and gender stereotypes in the voice of teens. It may be found at your local library, as well as local non-profit organizations and educational institutions. It can also be purchased at:

<http://www.newday.com/films/straightlacedhowgendersgotusalltiedup.html>

Another free video resource is Scenarios USA, a website with short films on various topics written and produced by youth. These films also have lesson plans for teachers to download.

<http://www.scenariosusa.com/>

## **Other resources**

Basic Rights Oregon

[www.basicrights.org](http://www.basicrights.org)

Cascade AIDS Project

[www.cascadeaids.org](http://www.cascadeaids.org)

TransActive Gender Center

[www.transactiveonline.org](http://www.transactiveonline.org)

National Coalition for LGBT Health

[www.lgbthealth.net](http://www.lgbthealth.net)

Rainbow Youth (Salem-Keizer area)

[www.salemrainbowyouth.org](http://www.salemrainbowyouth.org)

The Living Room (Clackamas County)

[www.thelivingroomyouth.org](http://www.thelivingroomyouth.org)

Q Center (LGBTQ community center)

[www.pdxqcenter.org](http://www.pdxqcenter.org)

Sexual & Gender Minority Youth Resource Center (SMYRC) – a program of Q Center

[www.smyrc.org](http://www.smyrc.org)

Advocates for Youth (Sexuality Ed.)

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

Lotus Rising Project (Southern OR)

[www.lotusrisingproject.org](http://www.lotusrisingproject.org)

PFLAG/PFLAG PDX Black Chapter

[www.pflagpdx.org](http://www.pflagpdx.org)

Oregon School Based Health Alliance

[www.osbha.org](http://www.osbha.org)