

Advocates, *Líderes*, and Allies Series (ALAS)

ALAS I: Welcoming LGBTQ Youth





UnidosUS, previously known as National Council of La Raza (NCLR), is the nation's largest Hispanic civil rights and advocacy organization. Through its unique combination of expert research, advocacy, programs, and an Affiliate Network of nearly 300 community-based organizations across the United States and Puerto Rico, UnidosUS simultaneously challenges the social, economic, and political barriers that affect Latinos at the national and local levels.

For more than 50 years, UnidosUS has united communities and different groups seeking common ground through collaboration, and that share a desire to make our community stronger. For more information on UnidosUS, visit www.unidosus.org or follow us on Facebook and Twitter.

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The UnidosUS Education leadership portfolio, also known as *Líderes*, is guided by a vision: "To reimagine and shape the future of Latinx youth in the United States by enhancing their visibility, voice, talents, stories and opportunities."

At the core of leadership training is the elevation of youth voice, engagement and advocacy. Authentic engagement of children, teenagers and young adults is encouraged across the *Líderes* pipeline through programs that emphasize academic performance, youth voice, advocacy, college and career-readiness and civic/community engagement. With a national reach and serving Latinx communities in diverse contexts, the *Líderes* programs fill a programmatic gap for Latino-serving institutions by providing evidence-based programs with a tailored and culturally competent approach to student supports, services, and curricula. To support *Líderes* programs, UnidosUS uses data and feedback from Affiliates and participants to revise and improve the resources that support their implementation.

The Advocates, *Lideres*, and Allies Series (ALAS) was created to empower *Lideres* programs to assess and address the needs of particular communities of youth who may face common challenges. ALAS 1: Welcoming LGBTQ Youth has information and hands-on tools to ensure that lesbian, gay, bisexual, transgender, and queer youth are fully welcomed and supported in *Lideres* programs - or in any site or program that serves Latinx youth.

Including LGBTQ Youth in Lideres Programs

In the UnidosUS familia, we take pride in welcoming everyone into our community, including LGBTQ people, and ensuring that everyone is able to bring their authentic selves to work. In spite of recent positive social changes for lesbian, gay, bisexual, transgender, and queer people, many still experience discrimination in their lives and within their communities. In order for LGBTQ youth and staff to thrive in your organization, they must be welcomed, respected, and included. This toolkit was created to help UnidosUS Affiliates and partners, particularly those working with youth, to reflect on their practices for serving LGBTQ people and take steps to improve the way LGBTQ youth and adults are included in their work.

No matter where your organization is on the journey to becoming an open and inclusive place for LGBTQ people, this toolkit will provide you with the knowledge and resources to move forward. Inside, you will find facts about LGBTQ people in Latinx communities, assessment tools to better understand what your organization is doing well and how to improve services for LGBTQ youth and staff, activities to train youth and staff on LGBTQ issues, and resources that meet the specific needs of this vulnerable population.

The History of Inclusion at UnidosUS

Since its establishment in 1968, UnidosUS has strived to create welcoming and inclusive spaces for Latinx people of all genders and sexual orientations. In 1972, UnidosUS amended its bylaws to require equal representations of genders on the Board of Directors and in its Affiliate Council. More recently, UnidosUS has been vocal in its support of policies that directly impact LGBTQ Latinx people, such as the Employment Non-Discrimination Act and the overturning of the Defense of Marriage Act and California's Proposition 8. In 2016, following the Pulse Nightclub tragedy that claimed the lives of many LGBTQ Latinxs, the Board passed a resolution formally calling for common-sense gun control and an end to the violence impacting our communities. UnidosUS was among the first civil rights organizations to support the Equality Act when it was first introduced to Congress in 2015, and UnidosUS President and CEO Janet Murguía has personally championed this important legislation together with UnidosUS partners in the civil rights and advocacy communities.

The creation and implementation of this toolkit is an important step in UnidosUS's commitment to creating welcoming spaces for LGBTQ Latinxs to live authentically within their communities. *Líderes* programs reach thousands of youth across the nation each year, and ensuring that participants of all genders and sexual orientations receive high-quality, culturally competent services will build stronger communities and create opportunities for all youth to thrive. This toolkit is designed to support UnidosUS Affiliates and partners (and other education providers) seeking to welcome all youth with tools to assess their current services and practical suggestions for increasing organizational and staff capacity in a methodical way.

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Statistics about LGBTQ Youth

LGBTQ youth are a vulnerable population. Research shows that they are more likely than their heterosexual and cisgender peers to experience negative health and life outcomes.* This is particularly true for Latinx LGBTQ youth who face the additional burdens of racism, ethnic discrimination, and prejudice against immigrants.

It is estimated that one in three Latinx people in the U.S. are immigrants. Immigrants face unique pressure to adapt to a new environment while maintaining important cultural, social, and family ties to their country of origin, creating additional challenges for LGBTQ people. Just as in the United States, LGBTQ people in other countries across the Americas have formed resilient and visible communities, advocated for civil rights, and campaigned for systemic social change, winning important victories but also encountering setbacks. While in the last two decades major social and political gains for LGBTQ people have swept across Latin America, LGBTQ people continue to be targets of discrimination and prejudice, which are sometimes sanctioned by political leaders. This has contributed to a surge in LGBTQ asylum-seekers, who are under additional scrutiny as political rhetoric in the United States has targeted these individuals and restricted the asylum process. All of these challenges sometimes intersect with traditional Latinx cultural values, such as machismo and familismo, creating barriers for Latinx LGBTQ people to feel safe and accepted within their families and communities.

Finally, religion plays an important role in many Latinx communities. Nearly 57 percent of Latinxs identify as Catholic and many others are Evangelical, Protestant, Mormon or Jewish.† Many of these religious traditions have a history of intolerance toward LGBTQ people - and most do not currently allow (religious) marriage for LGBTQ believers. For many LGBTQ Latinx youth, religion can be another barrier to living openly and authentically with their sexual orientation and/or gender identity.

Below you will find some statistics about LGBTQ Latinx people and the challenges they may face. For additional statistics, quotes, and infographics, take a look at the Human Rights Campaign's reports "Growing Up LGBT in America," "Coming Out: Living Authentically as LGBTQ Latinx Americans," and the "Latinx LGBTQ Youth Report."

Statistics about LGBTQ and Latinx LGBTQ Youth:

- There are more than one million LGBTQ immigrants living in the United States, including 190,000 who are Latinx LGBTQ undocumented immigrants‡
- There are 75,000 LGBTQ DREAMers, including 36,000 who have participated in the Deferred Action for Childhood Arrival (DACA) program§

^{*} Cisgender is a term used to describe people whose gender identity aligns with the sex assigned to them at birth.

[†] HRC "Coming Out: Living Authentically as LGBTQ Latinx Americans," page 42.

[‡] HRC "Coming Out: Living Authentically as LGBTQ Latinx Americans," page 27.

[§] HRC "Coming Out: Living Authentically as LGBTQ Latinx Americans," page 27.

- 72 percent of Latinx LGBTQ youth have heard a family member say something negative about LGBTQ people*
- 45 percent of trans youth and 28 percent of LGB youth have been mocked or taunted by a family member⁺
- 1 in 5 Latinx LGBTQ youth think about racism everyday[‡]
- Over three in five LGBTQ youth were teased at school about their race/ethnicity§
- 31 percent of LGBTQ youth have received verbal threats because of their sexual orientation, gender identity, or gender expression¶
- Only 28 percent of LGBTQ youth feel safe in the classroom**
- Only 13 percent of LGBTQ youth have heard positive messages about being LGBTQ in school**
- \bullet Only 33 percent of LGBTQ youth are able to dress in a way that completely reflects their gender identity^{‡‡}
- 64 percent of transgender Latinx youth try to avoid using the bathroom during the school day§§
- Only 13 percent of LGBTQ youth have received information about safer sex that was relevant to them in school[¶]
- If current HIV rates persist, about one in four Latinx gay and bisexual men will be diagnosed with HIV during their lifetime***
- 79 percent of LGBTQ youth usually feel depressed or down, 73 percent usually feel worthless or hopeless, and 82 percent usually feel worried, nervous or panicked^{†††}
- Only six percent of Latinx youth said they would be comfortable discussing LGBTQ identity with a counselor the counselor to the composition of the counselor to the counselor

^{*} HRC "Latinx LGBTQ Youth Report," page 7.

[†] HRC "Latinx LGBTQ Youth Report," page 10.

[‡] HRC "Latinx LGBTQ Youth Report," page 40.

[§] HRC "Latinx LGBTQ Youth Report," page 29.

[¶] HRC "Latinx LGBTQ Youth Report," page 13.

^{**} HRC "Latinx LGBTQ Youth Report," page 26.

th HRC "Latinx LGBTQ Youth Report," page 33.

^{##} HRC "Latinx LGBTQ Youth Report," page 44.

^{§§} HRC "Latinx LGBTQ Youth Report," page 45.

¹¹ HRC "Latinx LGBTQ Youth Report," page 33.

^{***} Centers for Disease Control, "Lifetime Risk of Diagnosis."

^{***} HRC "Latinx LGBTQ Youth Report," page 19.

^{###} HRC "Latinx LGBTQ Youth Report," page 17.

Discussion Guide

Share these statistics with staff and youth participants at your organization to help explain why it is important to create safe and inclusive spaces for LGBTQ youth and staff. After sharing the statistics, you can discuss some of the following questions:

- Was there anything from these statistics that you already knew?
- What did you find most surprising about these statistics?
- Have you witnessed LGBTQ youth or staff being bullied or discriminated against within your organization and/or in the surrounding community?
- What types of resources does your organization have in place to support LGBTQ youth with these issues?

Intersectionality Opportunity: Myth Vs. Reality

This is a chance for staff and youth to think about how harmful myths can circulate about LGBTQ people, Latinx people, and others facing discrimination. These myths can shape media narratives or public discourse, but are very different than the facts. You may ask the group to consider:

- What types of myths and fears exist about LGBTQ people and Latinx people?
- How are these myths and fears similar and different?
- How are these myths and fears used to influence laws, opinion, and public policy?

Case study: You might ask participants if they see similarities between fears about transgender people using public bathrooms and undocumented immigrants committing crimes.

"Bathroom bills" promote the *myth*, or *false* narrative, that transgender people are dangerous to cisgender people. The *reality* is that transgender people are far more likely to be the victims of dangerous assaults. Likewise, facts clearly show that immigrants are much less likely to commit crimes than citizens, but hateful rhetoric promotes the idea that they are dangerous.

Social and Cultural Changes for Latinx LGBTQ People

Despite legalized forms of discrimination and widespread prejudice, LGBTQ people are strong and resilient, with a rich history across the Americas. In addition to statistics about Latinx LGBTQ demographics and negative health and life outcomes, you may want to share information about recent social and political changes that have positively impacted LGBTQ people and the contributions that they have made to Latin American and Latinx histories and cultures:

- According to the Williams Institute, 1.4 million or 4.3 percent of Latinx people living in the United States identify as LGBTQ and 29 percent of Latinx same-sex couples are raising children*
- Over half of all Latinx Americans support same-sex marriage according to research conducted by the Pew Research Center[†]
- In 2017, a survey by the Pew Research Center found that 67 percent of Latinx Catholics supported same-sex marriage[‡]
- Within the last decade, countries across Latin America have legalized same-sex marriage[§]
 - Argentina (2010)
 - Brazil (2013)
 - Uruguay (2013)
 - Mexico (2015; with additional steps required for same-sex couples in several states)
 - Colombia (2016)
- In 2018, the Inter-American Court of Human Rights ruled that countries must allow same-sex marriage and to make it easier for transgender people to change their gender identity on official government documents. While this ruling is not obligatory or binding, it signals a huge shift in attitude toward LGBTQ across the region¶

Once you have shared these statistics and facts, you can ask participants similar questions as above to process this information:

- What did you already know about Latinx and Latin American LGBTQ people?
- What did you find surprising?

^{*} Williams Institute, "LGBT Latino/a Individuals and Latino/a Same-Sex Couples."

[†] Pew Research Center, "Latinos' changing views of same-sex marriage."

[‡] HRC "Coming Out: Living Authentically as LGBTQ Latinx Americans," page 43.

[§] HRC "Coming Out: Living Authentically as LGBTQ Latinx Americans," page 57.

[¶] Human Rights Watch, "Latin America Could Lead the Way for LGBT Rights in 2018."

- What social changes have you seen in your own communities for LGBTQ people?
 - Are gay, lesbian, and bisexual identities accepted and openly recognized?
 - Are transgender identities accepted and openly recognized?
 - Have attitudes toward and perceptions of LGBTQ people changed?
- What positive changes for LGBTQ people have you observed in your organization?
- Do you see generational differences in attitudes toward LGBTQ people?
- What still needs to change?

LGBTQ Inclusivity Self-Assessment for Affiliate Organizations

Organizational Self-Assessment

How to use this self-assessment: Thinking about how your organization welcomes and responds to the needs of lesbian, gay, bisexual, transgender youth and adults is the first step in identifying best practices, as well as opportunities to better serve this community. This survey is designed to allow youth, staff and leadership to reflect on how your organization welcomes and includes LGBTQ people already and what you can still do better. This survey can be completed online, or printed from PDF at the ALAS 1 resource site.

Unidos.US/82458

Staff and Participant Surveys

Staff and youth voices are important for assessing LGBTQ inclusivity in youth programs and at your organization. The ALAS 1 Staff and Youth Surveys are designed to seek their perspectives and establish a common understanding of how well LGBTQ participants and staff are currently being served.

These surveys can be administered online or using paper and pencil. To get the most useful and honest feedback, all surveys should be anonymous. The survey should be given to all staff and youth participants (rather than only those who may openly-identify as LGBTQ) as this could inadvertently "out" staff and youth participants or fail to capture information from those who do not openly-identify as LGBTQ.

Staff Survey

The ALAS 1 Staff Survey can be completed online, or printed from PDF at the ALAS 1 resource site.

Unidos.US/77028

Youth Survey

The ALAS 1 Youth Survey can be completed online, or printed from PDF at the ALAS 1 resource site.

Unidos.US/86540. You can see questions here

Reviewing Survey Results and Next Steps

Once you have completed the surveys, set aside time for leadership and staff to discuss the results. You should discuss anything that you found surprising, what you are already doing well for LGBTQ youth and staff, and how you can improve. You should work to identify next steps to make programming and the organization more inclusive for LGBTQ people.

The Resources and Activities sections of this toolkit may be helpful as you think of next steps in this process. You may wish to connect with other youth-serving organizations in your community or in the UnidosUS Affiliate network to see what they have done to make LGBTQ youth and staff feel included. Also, refer to the "Best Practices" section to find more tips for how to make your organization more inclusive for LGBTQ youth and staff.

Discussion Questions:

- Was there anything particularly striking or surprising about the results of the survey?
- Where do you see differences across stakeholder groups (staff or youth answers looking different, for example)? Why do you think this is?
- What is your organization doing well to make LGBTQ youth and staff feel included?
- What can your organization do better to make LGBTQ youth and staff feel included?
- What are next steps that you can take to make LGBTQ youth and staff feel more included?
- What are resources that your organization has available to take these steps?
- What are resources that you would need to find to take next steps?

Your organization may also consider conducting focus groups or interviews with youth and staff from programs across the organization to get more tailored feedback about what your organization is doing well and what you can do better.

Tips for conducting focus groups and interviews:

- If possible, have a neutral party facilitate the focus groups. This means that members of the organization's leadership team or other staff with seniority or significant organizational power *should not* conduct the focus groups.
- Make sure that staff know that their responses will not affect any aspects of their employment with the organization.
- Make sure that youth participants know that none of their responses will affect their ability to participate in the organization's programming.

- Inform youth and staff that if results of the focus groups/interviews are shared, their identities will be kept anonymous and the data collected will only be shared in aggregate form.
- To keep the conversation productive, focus on action steps and solutions rather than just identifying areas of growth.

Once survey data (and focus group or interview) data has been discussed, the results and next steps or strategic plan that is developed should be shared with staff and youth participants. You may consider creating a one pager or infographic that is easily understandable to both staff and youth. This shows that your organization is taking these issues seriously and helps to establish accountability between the organization, staff, and youth participants.

Best Practices

As members of the UnidosUS familia, one of our core values is *respeto*. More than respecting the opinions and views of others and treating them fairly, we listen, empathize, and make every effort to welcome people who may feel excluded into the UnidosUS family. While there are many different ways to show *respeto* toward LGBTQ youth and staff in your organization, it is important that everything that you do to make them feel welcome and included is rooted in this value. Below are a few examples of steps that your organization can take at different institutional levels to better serve LGBTQ people.

Affiliate/Non-profit

Your organization could formalize policies that can reduce discrimination toward LGBTQ people.

- Nondiscrimination policies at all levels of the organization that include sexual orientation and gender identity
- Parental leave policies that are inclusive of LGBTQ families
- Sexual harassment policies for staff and youth participants
- Anti-bullying policies for youth

Lideres and Youth Programs

Líderes programs should be a welcoming and inclusive space for LGBTQ youth. Your organization could provide professional development for staff and create intentional connections with the LGBTQ community.

- Annual training for staff on supporting LGBTQ youth, including training in how to intervene in situations involving bullying and homophobic/transphobic behaviors
- Annual training for youth participants on being allies for LGBTQ people
- Formalized connections or memorandum of understandings with LGBTQ organizations in the community

- Organizational resource lists should include LGBTQ-specific resources
- Sexual or reproductive health programming should be inclusive of LGBTQ youth
- Gender neutral bathrooms should be accessible to all participants
- Your organization should participate in LGBTQ community events, such as Gay Pride Parades and fairs
- LGBTQ people should be represented in organizational events and holidays, such as Hispanic Heritage Month, Valentine's Day, etc.

These suggestions are a starting point. After conducting surveys with leadership, staff and youth and considering the results, your organization should first identify simple ways to make LGBTQ people feel more included. For longer term projects, you should set goals and identify resources that you will need to make those changes.

For further resources, see the Human Rights Campaign's workplace <u>website</u> and GLSEN's <u>Safe Space Kit</u>, which is available as a PDF on their website.

Getting Started with Activities

The activities in this toolkit do not need to be used in a particular order, but they should be selected based on program and organization needs. Regardless of which activity you select for a training or workshop, ground rules, and icebreakers will set the tone for a productive, respectful conversation.

Ground Rules

After an ice breaker, the facilitator should lead participants in establishing ground rules or community agreements. This process will create a safe space in which participants can share, establish participant buy-in, and make participants accountable to one another. The facilitator should write the ground rules on a large sheet of paper or poster board that is visible throughout the session.

Suggested Ground Ru	les/Norms
Enough Let's Move On or "ELMO"	If a conversation or disagreement is beginning to take too much time, participants can say, "ELMO." Once the "ELMO" rule is invoked, the group must move on.
The Vegas Rule	Participants will be familiar with the phrase "what happens in Vegas, stays in Vegas." This means that participants will only take away facts and information from the activity. Any personal or especially vulnerable disclosures that are made by participants will not leave the room.
The One Mic Rule	This means that only one person should speak at a time and that person should be heard. This person has the "microphone." If the group has difficulty with this, the facilitator may consider using a physical object to act as a microphone. When that person has the object, they are the only one who is allowed to speak.

Suggested Ground Ru	les/Norms (Continued)
Assume Best Intentions	This means that there is an assumption of goodwill between participants, and everything that someone says is interpreted as coming from a good place even if it may be potentially offensive or ignorant. This can help participants to share honestly without fear of being judged.
Ouch! and Educate	If a participant says something that is problematic or offensive, another participant can say, "Ouch!" It is then the responsibility of that person to educate the other as to why what they said was problematic or offensive.
Take Responsibility for Impacts	Regardless of intention, participants assume responsibility for words or actions that may have been offensive or hurtful to others.
"I Statements"	"I statements" are a style of communication that focus on a person's own thoughts, beliefs, and behaviors rather than those of another person. For example, instead of "you make me feel angry when you say that," you could say, "I feel angry when you talk about LGBTQ people in a mean way." "I statements" help to foster positive communication by allowing a speaker to make talk about how they are feeling without making accusations against another person.
Book Learning is Not Better Than Experience	Participants may come from a wide variety of educational backgrounds and diverse experiences. This rule means that things people may have learned in school or formal settings is not more valuable than what may have been learned through life experience. With this rule, participants who may not have as much formal education can feel more included and heard.

Ice Breakers

Ice breakers help participants get to know each other and can lay the foundation for a safe space in which participants can share and be vulnerable throughout the rest of the workshop or activity. When selecting an ice breaker, the facilitator should consider the size of the group and time constraints. Here are examples of icebreakers that can be used with adults and ones that can be used with youth participants.*

During the ice breaker, participants should state their name and <u>gender pronouns</u> (e.g. he, him, his or they, them, theirs). Depending on the group's familiarity with LGBTQ themes, the facilitator may want to preemptively explain what PGPs are. If someone in the group asks what they are, the facilitator should ask participants to see if anyone knows and then offer corrections if necessary.

^{*} Please note that all links contained in this Toolkit are working as of February 2019. If you find that any of the links are no longer accessible, please contact the UnidosUs team.

The Parking Lot

For activities that are information heavy, the facilitator may create a "parking lot." This space is for questions that come up during the day that are not directly related to the activity at hand or that participants do not feel comfortable posing to the entire group. At the end of the day, the facilitator can use a few minutes to look over these questions and answer them as a group.

The facilitator can label a large sheet of paper or poster board "Parking Lot" and post it in the room in a space that will be unobtrusive to the day's activities. Post-it notes and pens or markers should be accessible for participants to leave their questions. Depending on the group, questions can be posted anonymously.

The parking lot should be introduced at the beginning of the activity. If someone does stand up to write a question, the facilitator and participants should not draw attention to the fact that someone is doing so. This helps to keep the group focused and can encourage participants to ask questions that they may not feel comfortable asking in front of others.

Creating Inclusive Learning

Depending on time constraints, the size of the group, and how well participants know each other, the facilitator may include some activities to encourage participants to be honest and vulnerable with one another throughout the day. Typically, these are recommended for groups that may not know each other as well, such as staff from different departments in your organization. Below are a few examples of activities that encourage open sharing:

Activity	Purpose	Directions and Additional Notes
Empathy Cards*	To encourage participants to share low risk fears and vulnerabilities, and to feel empathy from other participants.	Hand out index cards to all participants and ask them to write fears or anxieties about the day's trainings or about working with LGBTQ people. Shuffle the cards and have participants read them aloud. After each card is read, ask participants to raise their hand if they have the same or similar worries. If conversation stems from the cards, allow it to go on—time permitting.
The Comfort Zone (pdf of instructions in Appendix)†	To have participants identify their comfort zones that pertain to learning about and discussing challenging topics.	To encourage participation, you can also ask participants for examples of what makes them comfortable or uncomfortable. For example, you might ask: • What are some examples of things that made you comfortable today? • What is something that you did today that made you feel uncomfortable? • Thinking about situations that involve LGBTQ people, are there activities that make you more or less comfortable? After receiving an example, have the other participants indicate their comfort by moving in and out of the circles. To build rapport with group members, it's suggested to start with questions that are general, such as "Were you comfortable getting to the training today?" and then moving to questions that are more related to LGBTQ topics, such as "I'm comfortable inviting LGBTQ family members to family gatherings."
The Power of Vulnerability	To have participants define vulnerability and describe how it relates to the day's training.	Have participants watch part or all of Brene Brown's <u>"The Power of Vulnerability"</u> Ted Talk. Then as a large group or in small groups, have participants define vulnerability, describe why it is important for the day's training, and also name any fears or anxieties that they may have for how the day will go.

^{*} From <u>Fast Company</u>

[†] From Social Justice Toolbox

Activity	Purpose	Directions and Additional Notes
Identity Maps* (pdf of star chart handout in Appendix)	To encourage participants to see the diversity amongst each other. This also provides an opportunity to discuss identities that may not be visible to others.	Pass starburst identity maps to each participant. Have them write their preferred name in the center and then list identities they may have. Provide examples, such as sexual orientation, if they have a disability, if they are a brother or sister to someone. Once the maps are completed, have participants introduce themselves to a partner or to the whole group. Discuss with participants how it felt to complete the activity, their comfort level revealing things about themselves, or anything else they found surprising or challenging. To make the activity more creative, you can also have participants outline their bodies on butcher block paper. They can then write their identities on different parts of their body or paste images to represent their identities that they have cut out from magazines.
Common Experiences Activity	To have participants recognize that the worries and anxieties they may have about working with LGBTQ youth are similar to their colleagues.	Provide each participant with a noise maker. (You can also fill plastic Easter eggs with candy to make ones on your own). Ask the participants to close their eyes. You will then read a series of statements. If the participants agree with those statements, then they will shake the noise maker. The participants can shake the noise makers more or less vigorously depending on how much they agree with the statement. After you've read all the statements, have the participants open their eyes and discuss how it felt to hear their colleagues shake the noise makers. For example, were they surprised by lots of noise or silence for certain questions? Example statements: I'm excited to learn more today about working with LGBTQ youth. I feel prepared to address the needs of LGBTQ youth with whom I work. I am nervous about working with LGBTQ youth. I get nervous about saying the wrong thing to LGBTQ youth. I am afraid to ask people what their gender pronouns are. I feel comfortable talking to youth about sexuality and gender. I know what to do if a youth participant came out to me. My organization feels like a safe space for LGBTQ youth. My organization feels like a safe space for LGBTQ staff. I know I work with LGBTQ youth participants.

^{*} Adapted from Facing History

Activity	Purpose	Directions and Additional Notes
"All My People Who" Activity	This activity* can help participants to learn about each other's commonalities.	Line up two rows of chairs so they are back to back. The number of chairs should be one less than the number of participants. The facilitator will read statements beginning with the phrase "All my people who" If a participant identifies with that phrase, then they will need to race to get a seat. After each statement has been read, remove one chair. Similar to musical chairs, the goal is to continue playing until there is only one participant left.
		The "All my people who" statements can be adapted for the age of the participants and the level of vulnerability the facilitator would like to reach with the participants. Questions should be scaffolded to become more specific or intimate as the game progresses.
		Example statements are below. All my people who:
		Are excited to be at this training today
		Like the color blue
		Like to drink coffee
		Are wearing blue jeans
		Care about social justice
		Grew up in a city
		Grew up in a rural place
		Attended public school
		Have an LGBTQ friend or family member

^{*} Note this is an ice breaker often used with youth and folks who are able-bodied.

Activities for Staff and Youth

Remembering Intersectionality

Depending on the knowledge and experience of your participants, it may be helpful to review the concept of intersectionality before beginning activities that specifically pertain to gender and sexual orientation.

Legal scholar Kimberlé Crenshaw introduced the term "intersectionality" as a way to explain the discrimination and violence that black women experienced on the basis of both race and sex.* "Intersectionality" refers to the fact that we all have identities that intersect, which make us who we are. These identities may include categories such as our race, ethnicity, gender, sexual orientation, social class, and ability, among many others.

It is important for participants to recognize that LGBTQ people have intersectional identities. This means that their identities consist of more categories than merely their gender or sexual orientation.

Throughout all the activities, the facilitator should look for opportunities for participants to "think intersectionally." This means drawing from their prior knowledge and life experience to see that the lives of LGBTQ people may be impacted differently depending on their identities.

Below is an activity that can introduce participants to the concept of intersectionality and to see how their identities are intersectional.

LGBTQ Organizational Crosswalk

This activity will ask participants to identify how LGBTQ people are included and represented in your organization.

Note: This can also be used as an activity to gather data when conducting the Inclusivity Survey. Youth and staff from all levels of the organization can be used to collect this data.

Materials:

- Promotional Materials from your organization, including online materials
- Optional: Participants' smartphones
- Possible Scaffolding

^{*} For further information on intersectionality in accessible language, please see this 2015 article from the Washington Post.

SET UP AND FRAMING (5 MINUTES)

Groups will each be assigned a different aspect of the organization—examples of which are listed below:

- Promotional printed materials
- Your organization's website
- The physical space of the organization (e.g. posters and signs, bathrooms, LGBTQ symbols, etc.)
- Referral lists and resources used for youth participants (should include local and national organizations)
- Events, such as Latinx Heritage Celebrations, community fairs, participant recruitment events
- Staff and youth policies and protocols, such as non-discrimination policies, hiring practices, anti-bullying policies
- Staff training materials
- Curriculum for youth programming (including any sexual and reproductive health programming)

IDENTIFICATION OF INCLUSION AND REPRESENTATION (*) (15-20 MINUTES)

Once groups have been made and materials have been distributed, participants should identify ways that LGBTQ people are included and excluded in their assigned materials. One participant in the group should act as a notetaker to record observations (this can include taking photographs).

FACILITATOR NOTES

Facilitator can explain that participants will be broken into small groups and asked to identify ways that Latinx LGBTQ youth and staff are included and represented throughout the organization.

The facilitator should provide examples, such as:

- In materials with images, are Latinx same-sex couples and gender nonconforming represented?
- Are there resources specifically for Latinx LGBTQ?
- Are referrals to organizations that are Latinx LGBTQ-friendly?
- Does the organization participate in LGBTQ community events, such as LGBTQ Pride Events?

HOW TO MAKE MATERIALS MORE INCLUSIVE? (5) (15-20 MINUTES)

Once participants have generated lists/examples of their observations, the facilitator should ask them to identify the following:

- What is your organization doing well in terms of Latinx LGBTQ inclusion and representation?
- What could your organization be doing better with Latinx LGBTQ inclusion and representation?
- What should be next steps to make Latinx LGBTQ youth and staff feel safe, included, and well-represented?
- What resources does the organization have to do this?
- What resources would the organization need to do this?

SHARE OUT () (15 MINUTES)

Once participants have identified strengths, areas of growth, and possible next steps, they should return to the larger group and share what they found.

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- Staff and youth policies and protocols, such as nondiscrimination policies, hiring practices, anti-bullying policies
- Staff training materials
- Curriculum for youth programming (including any sexual and reproductive health programming)

FACILITATOR NOTES

These notes should be recorded and shared with the leadership of the organization as they may be useful in determining organizational next steps and compliment data collected from initial surveys.

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SHARE OUT (3 (15 MINUTES)

Once participants have identified strengths, areas of growth, and possible next steps, they should return to the larger group and share what they found.

FACILITATOR NOTES

The facilitator should provide examples, such as:

- In materials with images, are Latinx same-sex couples and gender nonconforming represented?
- Are there resources specifically for Latinx LGBTQ?
- Are referrals to organizations that are Latinx LGBTQ-friendly?
- Does the organization participate in LGBTQ community events, such as LGBTQ Pride Events?

These notes should be recorded and shared with the leadership of the organization as they may be useful in determining organizational next steps and compliment data collected from initial surveys.

For staff and youth participants: To make the crosswalk more interactive, have the participants take pictures with their smartphones that they can use to report back to the group.

For youth participants:

- Youth participants should focus on materials that most directly impact them, such as programmatic curriculum, physical spaces, and LGBTQ signs and symbols.
- You may consider turning the activity into a competition to see which teams can identify the most strengths, areas of growths, and solutions/next steps.
- For identifying representation in the physical space, you may consider turning the activity into a scavenger hunt.

If you would like to track the steps the growth of your organization as an inclusive space for Latinx LGBTQ people, you may consider coming up with a system to archive materials, including creating a website. This can be a great way to record the history of your organization and identify the progress that you have made in becoming more inclusive.

FACILITATOR NOTES

What's in a Name?

Participants will be able to identify how the names of organizations and social groups change over time to be more inclusive and reflective of social change and the societies and cultures in which we live.

Materials:

- Print outs of UnidosUS blog about name change
- Video from Janet Murguía
- Latino USA Clip
- Technology to show video and audio clips
- A note about language used with historically oppressed communities.
- Possible Scaffolding

INTRODUCTION AND FRAMING (5-10 MINUTES)

The facilitator should explain that participants will discuss the importance of language and labels as they relate to their organization and the communities with whom they work. Rather than being random, the language used to name and label organizations and groups can signal who is included and who is excluded. It also reflects how societies and cultures have changed. As an example of this, the facilitator can describe how the name of UnidosUS has changed since the organization was created. Below is a brief outline of those name changes:

- Southwest Council of La Raza (1968)
- National Council of La Raza (1973) (also known as NCLR)
- UnidosUS (2017)

The facilitator should ask participants questions that challenge them to critically think about this name change. For example,

- What geographic areas or populations of US Latinx populations are represented and not represented by these names?
- How did the change from NCLR to UnidosUS make the name sound more inclusive?
- How are these name changes reflective of political changes, social movements, and culture?
- Should names remain the same to preserve tradition?
- What are the pros and cons of name changes?

FACILITATOR NOTES

Once participants have answered these questions, the facilitator may choose to pass out this <u>FAQ</u> about the UnidosUS name change or show this <u>video</u> from President and CEO Janet Murguía. Participants can then discuss whether the ideas about the reasons for the name change they came up with are similar or different from the ones used by UnidosUS.

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NAME CHANGES IN THE LATINX COMMUNITY (§ (10-15 MINUTES)

The facilitator should then lead participants in a discussion of name changes that have occurred among Latinx groups and individuals living in the United States. Ask participants what are different names that they have heard used to refer to Latinx people. Examples might include:

- Hispanics
- Latinos/as and Chicanos/as
- Latinx and Chicanx*

In small groups, participants should discuss recent changes from Latinos/as to Latinx. Some questions to consider should be the following:

- What is the purpose of "Latinx" as a name change?
- Who is included and excluded by terms like Hispanic, Latino/a, Latinx?
- Who gets to decide these changes?
- With so many different terms floating about, how do you know what is the right thing to say?
- What terms do you use to refer to yourself and the people with whom you work or go to school with?
- How do you feel when you are called a term that you do or do not identify with or are labeled in a certain way?

The participants should also discuss the name changes that have or have not taken place within their own organizations. For example,

- Has the name of the organization changed to be more inclusive of the populations that it serves?
- How are the communities served referred to within the organization?
- Does this differ from the ways that youth participants and staff refer to themselves?

If participants are unfamiliar with these name changes or categories, you may consider playing this <u>clip</u> from the NPR radio show "Latino USA" that explains the history of the term "Hispanic."

Depending on the knowledge of the participants, the facilitator may consider having participants read this <u>article</u> from the website Remezcla, which further contextualizes these categories.

FACILITATOR NOTES

^{*} For facilitators wanting to learn more about the term "Latinx," Rigoberto Márquez's article "What is in the 'x' in Latinx?" published on the website medium. com is an excellent place to start.

SHARE OUT (*) (10 MINUTES)

Once participants have finished discussing in small groups, they should return to the larger group to share their thoughts and conclusions.

HOW THIS RELATES TO LGBTQ FOLKS (§ (10 MINUTES)

After the large group discussion, the facilitator should explain that similar name changes have taken place among LGBTQ people. For instance, the word "queer" was once used as a derogatory word to refer to people who were lesbian or gay. Similar to other historically oppressed groups, many people within the LGBTQ community have reclaimed the word queer to make it into something positive and prideful.

The facilitator should remind the group that they may sometimes be uncomfortable or unsure of how to talk about certain groups of people and that this is normal. Ask participants to raise their hands or indicate in another way if they have ever been worried about using the wrong word or language. Depending on the group, the facilitator may elect to turn this question into a small group discussion to make it easier for participants to share. Participants can also use this time to worries or concerns they have about using the "wrong" language.

The facilitator should then remind participants that because oppressed groups have historically been named by social groups with more societal power, members of oppressed groups should always be given the power in naming themselves. On a practical level, when we meet new people we usually ask what their name is and what they like to be referred to as (e.g. a nickname, a shortened version of their full name). The same etiquette applies to group labels. When you meet someone, you may want to ask what their gender pronouns are. If they disclose their identity as LGBTQ, you will want to use the language that they have used to refer to them or ask them what their preference is. When in doubt, ask! Rather

FACILITATOR NOTES

Ask the group if they have heard anyone use the word "queer" in a positive or negative way?

Ask participants who they have approached situations in which they don't know how to refer to someone's identity, whether it is an LGBTQ person or a member of a different social group.

than being awkward, many people greatly appreciate when you take the time to get to know them and ask their preferences.

If a participant ever worries or is concerned that they may have used the wrong term, encourage them to look at these as moments of learning. Many people may not be concerned about the names and labels used to refer to them. Others may. The only way to find out is to ask.

Just as with the word "queer," there are other words that are sometimes used within members of the LGBTQ community that have hurtful or pejorative connotations. For instance, many gay men may refer to each other as "queen/reina" or "girl/chica." When members of the LGBTQ community use these words in this, often playful or endearing way, it is meant to be a way to reclaim the language that formerly was used against them and used to oppress.

When a person who is not a member of the LGBTQ community uses this language, even when it is used with the best intentions, the language is not being reclaimed in the same way. Only oppressed groups have the power to use formerly pejorative language in these ways.

For youth participants:

 Another example to use in this lesson may be to talk about the reclamation of the "N-Word." This lesson from Teaching Tolerance provides additional tips for discussing the reclamation of formerly derogatory language with youth. A pdf version of this article can also be found in the Appendix.

FACILITATOR NOTES

Remind participants that even if they consider themselves to be knowledgeable about LGBTQ issues and terms, they should still always ask. Just because someone is an ally does not mean they always know best or should take away someone else's power to name themselves or the community of which they are a part.

How Things Change: Your Organization and LGBTQ History

Participants will consider how the climate for LGBTQ people has changed and identify ways that their organization has changed.

Materials:

- GLSEN LGBTQ History Timeline
- UnidosUS Blog about LGBTQ community
- Possible Scaffolding

INTRODUCTION AND FRAMING (5 MINUTES)

Now that we've seen how language has changed over time, we are going to look at how society has changed as well. First, we are going to start thinking about how things may have changed in your organization.

DISCUSSION OF ORGANIZATIONAL CHANGE (§) (10-15 MINUTES)

Facilitator can break participants into small groups to discuss what changes they have witnessed in their organization that are reflective of wider social changes. You may consider first talking about issues related to Latinx communities. Below are examples of questions you may consider asking:

- How has the neighborhood your organization is in changed since its founding?
- Do you still serve the same communities? Are these communities more homogeneous or diverse than when the organization was first started?
- Have the needs of the communities that you serve changed?
- How has your programming changed to reflect the needs of the communities that you served?
- Has the name of your organization changed?
- How has the diversity of the staff changed?
- How have changes to U.S. immigration policy impacted the work that you do and the lives of the communities that you serve?
- How have social movements, such as the Chicanx movement, Black Lives Matter, and others impacted the work that you do?

FACILITATOR NOTES

For youth participants, you may consider asking them about changes that they have observed in their neighborhoods, schools communities, and programming within the organization					
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SHARE OUT (10 MINUTES)

Once small groups have finished discussing, they can share their conclusions with the larger group. The group should focus on how their organization and communities have been impacted by social changes in wider society.

LGBTQ TIMELINES (10-15 MINUTES)

Depending on the knowledge base of your participants, you may want to show them the LGBTQ history timeline from GLSEN on a large projector. The timeline goes back centuries. It is best to focus on changes that have happened within the last century. The facilitator should highlight different events and discuss with participants what they did or did not know and what they may have found surprising. For instance, many participants may not realize that consensual sex between persons of the same sex was illegal in many states until the Supreme Court found anti-sodomy laws to be unconstitutional in Lawrence v. Texas (2003). Participants will likely be most familiar with the repeal of the military policy "Don't Ask, Don't Tell" and the marriage equality ruling in 2015.

You should then discuss other accessible historical events about LGBTQ people from popular culture. (If the group has a fair understanding of LGBTQ history, you may skip the timeline and go straight to this section of the activity). Example events might include:

- In 1989, Ricardo Gonzalez became the first openly gay Latinx elected official as the Madison Common Council Alderman
- The television series *Ugly Betty* featured the gay character Justin Suarez in 2010
- The film Moonlight winning the Best Picture award at the Oscars in 2017
- RuPaul's Drag Race aired on mainstream network
 VH1 in 2016
- Netflix's series One Day at a Time featured the coming out storyline of the character Elena Alvarez in 2017

FACILITATOR NOTES

The facilitator can then explain there have been many changes in society for LGBTQ people, especially in the last two decades, and say that we are going to discuss how this has impacted your organization.

The facilitator should discuss these events with participants to see how things have changed for LGBTQ people, especially within the last two decades.

- Increasing <u>hate crime rates</u> after the 2016 presidential election
- <u>High prevalence of HIV</u> among black and brown men who have sex with men
- Lack of employment protections for LGBTQ people
- Continued fears about transgender people using public bathrooms
- Violence against LGBTQ people, such as the Pulse Nightclub shooting

 Lupe Valdez became the first openly lesbian Latina to be an LGBTQ nominee for governor in Texas in 2018

FACILITATOR NOTES

CHANGES FOR LGBTQ PEOPLE IN YOUR ORGANIZATION AND COMMUNITY (*) (10-15 MINUTES)

The facilitator should then break participants into small groups and ask them to research the following questions using their smartphones or a computer:

- When were same-sex marriage or domestic partnerships legalized in your state?
- Does your state have employment discrimination laws that include gender identity and sexual orientation?
- What hate crimes statistics against LGBTQ people are in your state?

Once groups have looked up these guestions, they should discuss them as a larger group. The facilitator should ask participants if they learned anything knew or were surprised by what they learned.

YOUR ORGANIZATION **(10-15 MINUTES)**

The facilitator can explain that just as UnidosUS changed its name to be more inclusive, it has also taken steps to show support for LGBTQ Latinx people. The facilitator can have participants read this blogpost about this topic or show one of the clips embedded within the blog. The facilitator should highlight intersectionality in this section, reminding participants that many Latinx people may identify as LGBTQ.

As a group or in small groups, ask participants to identify ways that their organization has changed or not changed to reflect social changes for LGBTQ people. They may consider the following questions:

- Do hiring policies mention sexual orientation and gender identity?
- If your organization is involved in any advocacy or political work, has it taken a stance on pro-LGBTQ policies?

- Does your organization participate in cultural events, such as Gay Pride Parades or other LGBTQ events?
- Do youth and co-workers discuss same-sex relationships with the same ease and comfort as heterosexual relationships?
- Does the organization have services for LGBTQ people, such as HIV testing or referral for PrEP?

For youth participants:

- Questions throughout the activity should focus on the youth experience, such as how youth see social change represented in the programming in which they participate?
- You may also consider making the questions posed about changes in the organization and/or community into a scavenger hunt or game.

FACILITATOR NOTES

After highlighting strengths and weaknesses with how welcoming and supportive your organization is of LGBTQ people, they should brainstorm a list of ways to help make the organization welcoming and inclusive. The facilitator may also ask participants to think of resources they have that could help to make these changes or resources that would be needed.

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LGBTQ Terminology

This activity will be used to assess participants' familiarity with LGBTQ terminology. It can also be adapted to be serve as an icebreaker activity.

Materials:

- LGBTQ terms and definitions (each term and definition should be printed on a separate piece of paper in a font that will be visible from across a room)
- Masking tape
- Possible scaffolding

Hand out terms and definitions to participants. Explain that they are to find the person who has the term or definition that goes with theirs. Once they have found their partner, you will then do introductions.

SHARE OUT (3 (10-15 MINUTES)

Once all the pairs have found each other, ask them to introduce their partner by sharing their name, preferred gender pronoun, and favorite flavor of ice cream. If anyone does not know what a preferred gender pronoun is, then you can explain that it is a pronoun used to refer to yourself, such as he, him, his, etc. Participants will then share out their terms and definitions.

Terms and definitions* (from HRC Glossary of Terms)

Ally a person who is not LGBTQ but shows support for LGBTQ people and promotes equality in a variety of ways.

Androgynous Identifying and/or presenting as neither distinguishably masculine nor feminine.

Asexual The lack of a sexual attraction or desire for other people.

Bisexual A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Cisgender A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

FACILITATOR NOTES

The facilitator should correct any mismatches and clarify if participants have questions. Once all of the terms and definitions have been shared, tape them to the wall so that they will be visible throughout the rest of the training. Remind participants that they can reference these terms throughout the training or look to them as a reminder of their definition.

^{*} Note that this list of terms and definitions is not exhaustive. Facilitators are encouraged to adapt the list to meet the needs of the communities that they serve and the level of familiarity that staff may have with LGBTQ topics.

Closeted Describes an LGBTQ person who has not disclosed their sexual orientation or gender identity.	FACILITATOR NOTES
Coming out The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.	
Gay A person who is emotionally, romantically or sexually attracted to members of the same gender.	
Gender identity One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.	
Gender non-conforming A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.	
Genderqueer Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.	
Gender transition The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.	
Homophobia The fear and hatred of or discomfort with people who are attracted to members of the same sex.	
Intersex An umbrella term used to describe a wide range of natural bodily variations. In some cases, these traits are visible at birth, and in others, they	

are not apparent until puberty. Some chromosomal variations of this type may not be physically apparent at all.	FACILITATOR NOTES
Latinx a gender-inclusive term to refer to those who hold Latin American and/or Hispanic cultural or racial identities, including Latinos and Latinas, but also individuals with non-binary or gender-expansive identities.	
Lesbian A woman who is emotionally, romantically or sexually attracted to other women.	
LGBTQ An acronym for "lesbian, gay, bisexual, transgender and queer."	
Queer A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."	
Questioning A term used to describe people who are in the process of exploring their sexual orientation or gender identity.	
Sex assigned at birth The sex (male or female) given to a child at birth, most often based on the child's external anatomy. This is also referred to as "assigned sex at birth."	
Sexual orientation An inherent or immutable enduring emotional, romantic or sexual attraction to other people.	
Transgender An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.	

FACILITATOR NOTES

For adult participants

• For participants who have advanced knowledge of LGBTQ terminology, you may want to challenge participants to develop lists in small groups that they believe are important to know when working with LGBTQ youth. You can ask the small groups to develop their own working definitions of these terms and present them to the group to discuss. The facilitator can offer gentle corrections or redirect participants to the HRC glossary of terms if their definitions do not align.

What's Gender Got to Do with It?

Participants will be able to describe how gender intersects with sexual orientation and affects the ways that LGBTQ are viewed in society and stereotyped.

Materials:

• Flip Chart paper or whiteboard and markers

WHAT IS GENDER? (5 MINUTES)

The facilitator should start by explaining what gender is: "Gender refers to how people identify and express themselves through physical characteristics and behaviors, such as dress, mannerisms, and speech patterns. We usually talk about gender in terms of masculinity and femininity. Gender identities and expressions vary across cultures and historical periods."*

FACILITATOR NOTES

The facilitator should write these
observations on a sheet of flip chart paper
that is divided into two sides: masculine/
men and feminine/women.

NAMING GENDERED ACTIVITIES (5 MINUTES)

As a large group, ask participants to brainstorm things that they associate with being a man and a woman in their community and organization. Examples might include, women are responsible for cooking and cleaning or social workers at your organization are only women.

GENDER IN LATINX COMMUNITIES (5-10 MINUTES)

Once participants have generated a sizeable list, break them into small groups. Each group should generate a list of characteristics that they associate with Latinx men and women. The groups should think about how these characteristics may be different/similar to other racial and ethnic groups.

If participants have a difficult time coming up with examples, the facilitator may consider passing out images of Latinx men and women that they have found ahead of time. The participants can then observe what characteristics they see.

^{*} For participants who have not studied gender in formal settings, there may be some pushback about the idea that it is a social rather than solely biological (i.e. "natural") category. If the facilitator encounters pushback with this idea, it is recommended that they validate the participants experience and acknowledge that there has and continues to be a longstanding debate on whether concepts like gender are biological, social, or a combination of both. However, for the purposes of this training, we are assuming that gender is as much social as biological—as this is the definition accepted by most gender researchers.

Depending on time, the facilitator may also ask participants to make a list of what they think of when they hear different gendered adjectives, especially as they relate to their communities and organizations. For instance, what are the different connotations of feminine versus girly? What do they think of when they hear macho or masculine?	FACILITATOR NOTES
Once participants have generated a sizeable list, have them come back to the larger group to share.	
The facilitator may also consider using this time to introduce the concepts of machismo/marianismo as constructs that sociologists have identified as gendered patterns within many communities with Latin American origins. Below are basic definitions of those terms:	
Machismo: "describes the beliefs and expectations regarding the role of men in society; it is a set of values, attitudes, and beliefs about masculinity, or what it is to be a man."*	
Marianismo: often seen as the counterpart or opposite of machismo, marianismo refers to "values and expectations about female gender roles." This term also is associated with La Virgen Maria and the idea of "purity" and submissiveness.	
When introducing these terms, the facilitator may want to lead a discussion of how relevant these terms are to participants' lives and communities. For example, do participants still see elements of machismo and marianismo in their communities? Are these concepts based in truth or are they based in stereotypes? How have machismo and marianismo changed over time?	
* This definition is taken from the <u>article</u> "Machismo, Marianismo, and Negative Cognitive-Emotional Factors: Findings From the Hispanic Community Health	

Study/Study of Latinos Sociocultural Ancillary Study"

NAMING GENDERED INSTITUTIONS (10 MINUTES)

The facilitator should then break participants into small groups and ask them to generate a list of social events or institutions that are gendered. Examples include professional sports that are divided into men's and women's teams, high school proms in which girls wear dresses and boys wear tuxedos and where different sex couples are expected to dance with each other.

FACILITATOR NOTES

Participants should also consider gendered activities within their cultures and the cultures of the communities that they serve. For instance, quinceañeras, activities at family gatherings, religious traditions, etc.

HOW GENDER IMPACTS LGBTQ PEOPLE (*) (10 MINUTES)

Once the participants have generated a list, they can volunteer to share their findings with the rest of the group. As a large group, the facilitator should lead a discussion that asks how LGBTQ people are specifically impacted by the gendered characteristics and institutions identified above.

Example discussion points could include:

- How do people react in your community when men exhibit feminine characteristics or behaviors and women exhibit masculine ones?
- What types of gendered stereotypes may exist about LGBTQ people in your community?

The Heterosexual Questionnaire

This questionnaire asks straight people to answer questions that are commonly asked of LGBTQ people. The questionnaire is meant to challenge participants to recognize that heterosexuality, despite recent social and cultural changes for LGBTQ people, is still considered the only moral, normal, and socially desirable sexual orientation to have. Several versions of the questionnaire exist online and can be adapted to fit the specific needs of participants.

Materials:

- Handouts of the "<u>Heterosexual Questionnaire</u>" for each participant*
- Something to write with

^{*} Adapted from Warren Blumenfeld's Homophobia: How We All Pay the Price (1992): 203-204.

COMPLETE THE QUESTIONNAIRE (10-15 MINUTES)

FACILITATOR NOTES

Have participants individually complete the questionnaire.

GROUP DISCUSSION (15-20 MINUTES)

- · As a group, ask
 - How participants felt completing the questionnaire?
 - Based on the questions, what types of stereotypes and biases exist about LGBTQ people?
 - Are these stereotypes and biases still common despite the legalization of samesex marriage and other social changes?
 - Do these assumptions exist in the communities of which you are a part?
 - What stereotypes or assumptions are there about LGBTQ people in Latinx communities?

THINK, PAIR, SHARE (*) (10-15 MINUTES)

After you've wrapped up the large group discussion, have participants break into pairs. Based on the group discussion, ask them to identify a personal belief or stereotype about LGBTQ people that they may have been unaware of before this activity. Have them brainstorm ways that they may be able to challenge these biases on a daily basis in their work and/or personal life. Then have pairs volunteer and share what they discussed.

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Identity Signs*

This activity challenges participants to see how intersectionality is related to privilege. Participants will be able to identify how certain identities are in particular circumstances and situations.

Materials:

- Identity signs
- Tape

^{*} Adapted from <u>The Safezone Project</u>.

BEFORE THE ACTIVITY (5 MINUTES)

Facilitator should hang up identity signs around the room that are large enough for participants to see. Identities that should be included are gender, sexual orientation, race, ethnicity, and ability. The facilitator should also include identity markers that may be represented in the communities that your organization serves, such as citizenship status, socioeconomic status, etc.

FRAMING THE ACTIVITY (2 MINUTES)

Facilitator will explain to participants that they are going to do an activity that will require them to move around the room. Once the facilitator reads a statement, the participants will go to the sign that best reflects their experience. If a participant is unable to move or stand, they can sit under the sign or write down where they would move to.

MOVING (3) (20 MINUTES)

The facilitator will read a statement and invite the participants to stand under the sign that best reflects their experience. Below is an example list of statements that can be read.

Depending on the group and the facilitator's preference, the group can discuss with others underneath their signs for a few minutes about why they selected that sign. Alternatively, the facilitator can invite the group to look at the room to see where participants are standing. Then, once all the statements have been read, they can discuss the experience as a group.

ха	mple statements:
•	The part of my identity that I am least aware of on a daily basis is
•	The part of my identity that was most emphasized or important in my family when I was growing up was
•	The part of my identity that I wish I knew more about is
•	The part of my identity that makes me feel discriminated against is
•	The part of my identity that provides me the most privilege is
•	The part of my identity that I believe is most misunderstood by others is
•	The part of my identity that I believe is difficult to discuss with others who identify differently is

SHARE OUT (3 (10 MINUTES)

Once the group has finished going through all of the statements, invite them to share how they felt about the activity as a large group. What did they find surprising? Was there an identity that they didn't think about that much? How was their individual experience different from others? What does it feel like to have more or less privilege in certain situations in comparison to others? How does this activity relate to LGBTQ identities?

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The Gender Unicorn

(graphic and definitions from TSER)

Participants will understand the differences between gender identity, gender expression, sex assigned at birth, and physical and emotional attraction. Participants will also be able to map how they identify with these different components to better understand how they relate to gender.

Materials:

• Gender Unicorn handout for each participant

FRAME THE ACTIVITY & (5 MINUTES) **FACILITATOR NOTES** Facilitator will explain that when we talk about LGBTQ identities, we are talking about many sexualities and genders. To help us understand more about the differences between sexualities and genders, we're going to spend the next few minutes looking at this graphic called the Gender Unicorn. REVIEW THE KEY TERMS RELATED TO GENDER (*) (10-15 MINUTES) The facilitator will review the terms listed below. It may be helpful to write the term in large letters on a piece of flipchart paper and write key ideas about each term. To make this more interactive, the facilitator may ask one of the participants to be in charge of writing notes on this paper. Gender Identity: One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities. **Gender Expression/Presentation:** The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth. Sex Assigned at Birth: The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes, Chromosomes do not determine genitalia.* For more information on why many transgender advocates do not use the terms

"biological sex," see this article.

^{44 |} UNIDOS US

Sexually Attracted To: Sexual Orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/ presentation, and sex assigned at birth.

Romantically/Emotionally Attracted To: Romantic/ emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

Depending on the age of the participants, the facilitator may consider using the "coloring book" version of the gender unicorn and providing participants with supplies and time to decorate the handout.

FACILITATOR NOTES

HAVE PARTICIPANTS COMPLETE THEIR OWN GENDER UNICORNS (10 MINUTES)

Once the facilitator has reviewed all of the terms, the facilitator should pass out gender unicorn handouts to each participant. Participants should mark on the handout how they identify with each aspect of gender.

SHARE OUT (3 (10 MINUTES)

In small groups, the participants can discuss the process of identifying the different aspects of gender and how it felt to complete the gender unicorn. The facilitator should emphasize that participants do not have to disclose what they marked down on the handout or how they identified. This conversation is meant to be more about the process of thinking deeply about one's gender.

Below are additional questions that the facilitator may pose to the small groups:

- What types of gender expressions/presentations are most visible in Latinx communities?
- How are people who do not conform to those common expressions/presentations treated with Latinx spaces and communities?
- How can you educate others about gender in your organization and/or community?

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Coming Out Stars*

Participants will learn about the social and cultural factors that impact the life chances of LGBTQ youth.



SUICIDE WARNING

This activity discusses topics, such as suicide, that may be triggering for some people. For youth and staff, it is recommended that the facilitator have resources ready that people can access should they feel triggered, such as the number for the National Suicide Prevention Hotline. You may consider changing the final story about the RED star. For example, instead of ending their life, this star could begin to self-harm or turn to drugs or alcohol as a way to cope. You may consider changing this story to be reflective of how people in your actual community would respond if they were discriminated against and treated differently in these ways.

Materials:

- Blue, Purple, Red, and Orange construction paper stars
- Writing Utensil
- Possible Scaffolding

^{*} Adapted from the University of Southern California's LGBTQ Resource Center. PDF of original instructions available in the Appendix.

FRAMING (5 MINUTES)

Have each participant pick a paper star. Ask them to imagine that this star represents their world and at the very center of it is themselves. Have the participants write their name in the center.

Each point of the star will represent something or someone important to the participant. On one point, ask them to write the name of a person who they care about very much, such as a best friend.

Moving clockwise, ask them to write the name of a community to which they belong. It could be a religious group, a friend group, a sports league, a club, etc.

On the next point, have participants write the name of a family member that they are very close to. Someone who they always turn to for advice and feel comfortable sharing with about their life.

For the next point, participants will write down their dream career or a personal aspiration. The more ambitious the better.

On the last point, ask participants to write a few of their hopes and dreams. Examples could be to be a millionaire or to write a best-selling book.

Once all participants have finished their stars, ask them all to stand in the circle. Tell them that they are all now an LGBTQ person and they are about to begin the coming out process. This star represents their life. Ask them to not talk for the remainder of the activity.

FOLDING THE STARS (5-10 MINUTES)

Tell participants that they decide that it would be easiest to tell their friends first that they identify as LGBTQ. They have been there for you in the past and you feel it is important for your friends to know.

 If you have a BLUE star, your friend has no issue with it. They have suspected that you were LGBTQ

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for some time and are really glad that you were honest with them. They accept you as you are.

- If you have an ORANGE or PURPLE star, your friends are apprehensive. They are annoyed that you took so long to tell them, but you are confident that they will come around soon and begin to accept you. You may just need to give them some time. Please fold back this side of your star.
- If you have the RED star, you are met with anger and revulsion. Your friend tells you that being LGBTQ is wrong and they cannot be friends with you if you are like that. If you have the RED star, please rip off this side of your star. This friend is no longer a part of your life.

Because some of the participants had good luck with telling their friends, they decide to share their identities with their families. Since they have always been close with one specific family member, they decide to tell them first.

- If you have a PURPLE star, the conversation did not go completely as you planned. They have lots of questions for you and are not sure about what to think or feel. You talk to them for a while and they seem to get more comfortable with the fact that you are LGBTQ. Fold this side of your star back. This family member will eventually be an ally but will need time.
- If you have a BLUE star, you are embraced by this family member. They are proud of you for coming out to them and you know that they will always be there for you.
- If you have an ORANGE or RED star, your family cannot imagine being related to someone who is LGBTQ. They are disgusted with you and disown you or throw you out of your house. You are now one of the LGBTQ youth who account for 40% of homeless youth. If you have an ORANGE or RED star, please tear off this side and throw it to the ground.

Having told your friends and family, members of your community soon find out that you are LGBTQ.

If you have a PURPLE or BLUE star, you are accepted by your community with open arms. They are excited that you are living your truth. They are also happy that you are adding to the diversity of your community.

- If you have an ORANGE star, you are met with mixed responses. Some community members accept you and others do not. You know that with time you'll be able to fit in again and feel included as you did in the past. Fold back this side of your star.
- If you have a RED star, your community reacts with hatred. They are disgusted by you and tell you that you can no longer be a part of your community. People who once talked to you and supported you will no longer acknowledge your presence. If you have a RED star, tear this side off and throw it to the ground.

Rumors and gossip about your sexual orientation and/or gender identity have begun to circulate at work. Usually you try to confront gossip right away and shut it down, but this time you're concerned that it may do more harm than good. Before you can think of next steps, it is too late.

- If you have a BLUE star, you co-workers let you know that they have heard the rumors and they don't care. They still love working with you. Your boss reacts the same way and says they do not care because you do your job well.
- If you have a PURPLE star, you are not quite sure what to make of your workplace. All your coworkers seem to think that you are LGBTQ, but you have not said anything to anyone. You notice that some people talk to you and approach you less but nothing else has changed much. Fold back this side of your star.
- If you have an ORANGE or RED star, your work life is about to change dramatically after the rumors

spread. One day you come to work and find that your office has been packed up. Your boss tells you that she has to fire you due to cutbacks and your unsatisfactory work performance. If you have an ORANGE or RED star, tear this side and throw it to the ground.	FACILITATOR NOTES
Your future is now ahead of you as an LGBTQ person. Your future is ahead of you—all your hopes and dreamsfor some of you this is all that you have left.	
• If you have a PURPLE, BLUE or ORANGE star, then these dreams are what keep you going. You've been met with rejection but you have also found people and communities who have loved and accepted you as you are. It has been hard but your hopes and dreams have become a reality.	
• If you have a RED star, you find yourself falling into a despair. All you have been met with is rejection and it will be impossible to realize your hopes and dreams without the support of friends and family. You become depressed. You begin to use drugs and alcohol to help you cope. You eventually find that you have no reason for living. If you have a RED star, drop it to the ground. You are one of the LGB youth who are five times more likely to attempt suicide, or one of the 40% of transgender adults who attempt suicide.	
PROCESSING (10 MINUTES)	
After the activity, ask participants to return silently to their seats and to sit for a few moments in quiet reflection.	
This can be an emotional activity. If any participants are looking particularly affected, remind the group that they can step out and do what they need to do to take care of themselves.	
Ask if anyone has an initial response to the activity. Ask them to describe how it felt depending on which	

star they had.

Ask participants to reflect on whether this activity is similar to what they've witnessed when someone has come out in their own experience.	FACILITATOR NOTES
Ask participants how the coming out process might be challenging for Latinx youth. What are the specific challenges that they might face?	
THINK, PAIR, SHARE 🐧 (10 MINUTES)	
Once the discussion is wrapping up, ask participants to find a partner. Then have them discuss how they would react if someone came out to them. For staff, ask them to consider how they would react if a youth participant or co-worker came out. For youth, ask them how they would react if a friend, family member, or trusted adult in their life came out to them.	
How do they think they would/should react? What would they say to let this person know that they were supportive?	
For staff, what resources would you connect this youth participant to within your organization and in the local community? For youth participants, is there a trusted adult that you would have this person talk to at the organization? Would you recommend they attend any specific programming at the organization or school?	
Once participants have brainstormed ideas, have them share out as a group. For staff, if there's no resource guide for LGBTQ youth at the organization, ask if someone could write down any resources or ideas shared and email them to the participants once the activity is over. For youth, discuss programming and trusted staff within the organization who they could talk to.	
Before the activity ends, share resources that the organization might have that are related to suicide or the National Suicide Prevention Hotline (contact information is in the "Resource" section of this toolkit.	

If you are doing the activity with families, you may also consider sharing resources related to family acceptance for LGBTQ people, such as PFLAG. See the "Family Acceptance" section of the resources at the end of this toolkit.	FACILITATOR NOTES
The scenarios used in the folding section can be adjusted to fit the needs of the specific community you work with. For instance, if many youth participants come from a specific religious background, you may place emphasis on how that community might respond to their coming out.	
If your organization provides medical care, you might consider adding something about coming out to your doctor and how this might impact your ability to get sexual and reproductive health services, such as HIV prevention medication and treatments.*	
For youth participants who may soon be attending college, you might consider talking about coming out to roommates and professors.	
* The HRC has a useful resource that gives suggestions for how to come out to your doctor as an LGBTQ person. That link can be accessed here .	

LGBTQ Role Plays

This activity will prepare participants for common scenarios working with LGBTQ youth.

Materials:

- Printed scenarios
- Possible Scaffolding

INSTRUCTIONS (5 MINUTES)

FACILITATOR NOTES

Participants will be broken into pairs and assigned different scenarios. Participants should act out how they would respond in these scenarios.

ROLE PLAYING (15-20 MINUTES)

Below are possible scenarios that can be role played for staff members:

- A youth participant tells the staff member that they are LGBTQ and are afraid to tell their parents.
 Their parents are immigrants and have made a lot of sacrifices for them. The youth participant is afraid that their parents will be disappointed in them or possibly even reject them.
- A youth participant tells a staff member that they recently came out to their family. Their parents did not believe them and said that they were going through a "phase." The parents have started taking them to talk with their pastor at their church, who believes they can be "cured" of their LGBTQ identity.
- A staff member notices that a youth participant who recently came out is being bullied by other participants. In addition to being called hurtful names, they are also not included in group activities.
- A staff member notices that a youth participant
 has started to dress differently and changed their
 hair style. The youth participant has asked the
 staff member and other youth participants to start
 calling them by a different name.
- A youth participant shares with a staff member that they are sexually active. They are not sure of how to protect themselves because their sexual health class at school did not include issues related to LGBTQ people.
- You hear rumors that another staff member is LGBTQ. Staff have started to avoid this person or make jokes about them behind their back.

As the participants are acting out the scenarios, they should think about how they would feel if they actually were in each role. What fears or uncertainties would they have? How would they approach situations? Would they know who else to turn to for support? If there is time, participants should try to complete multiple scenarios.

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•	During small talk, a staff member talks about their
	partner who is someone of the same gender. You
	did not previously know that this person may have
	been LGBTQ.

You see bullying occur or hear homophobic remarks being made during another staffer's programming. The staffer does not intervene.

Below are scenarios for youth participants:

- A friend shares with another youth participant that they feel confused about their sexuality and/ or gender identity. They think that they might be LGBTQ but they do not know what to do or who to talk to.
- A youth participant comes out to one of their friends in the program. They tell them that they are very worried about being rejected. The friend comes from a religiously conservative background They care about their friend a lot but have always been told that being LGBTQ is wrong.
- A youth participant notices that another participant has started to be teased a lot after they came out as LGBTQ. The other participants have said mean things to them. The staff member that leads the program has witnessed this bullying but has not done anything about it. In fact, they have sometimes laughed at what the other participants have said.

SHARE OUT (3) (15-20 MINUTES)

The facilitator should ask participants how they felt completing the exercise. Did they know what to say? Did they make mistakes? What were their fears and uncertainties? Did they know what types of resources were available to the youth in the organization and community?

Before concluding the discussion, the facilitator should ask participants to generate a list of people who they can turn to in the organization if they need guidance or help supporting an LGBTQ person.

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Because coming out is a common scenario that many staff members and youth may encounter at your organization, the facilitator should review this scenario in-depth. Below are a few key points that they should remember:

- Be an active listener and give the other person the space and time to talk. Sounds like, "I'm listening and here for you. I'm not going to judge anything that you share with me."
- Validate the person. Sounds like, "You're really brave for sharing all of this with me today. I want you to know that I accept you for who you are and do not see you any differently than I did before. It's okay to be LGBTQ and lots of people identify that way. I'm really proud that you shared this with me."
- Ask the person how you can be most supportive to them and respect their decisions and choices.
 Sounds like, "Let me know how I can be supportive of you. I support whatever step you take next."
- If the person asks to be called a different name or referred to by other pronouns, ask them if they are comfortable with you referring to them this way in front of other staff and/or participants. Sounds like, "What name and pronoun would you like me to call you? What should I call you in front of other people at our organization?"
- Do not share what this person has disclosed to you with other staff, participants, or the participant's families. Sounds like, "I feel really honored that you shared this with me. I'm not going to tell anyone else about what you shared unless you want me to."
- We know that LGBTQ youth face many challenges at home and in school. It's a good idea to check in with them to see if they are safe and feeling supported in those environments. Sounds like, "I really care about you and want to make sure that you feel safe and supportive. How have you felt at school and at our organization lately?"
- The only instance in which you should share something that a participant has disclosed

something to you is if they say they are being hurt, thinking about harming others, or thinking about harming themselves. If you have questions about this, you should consult with a supervisor and ask your questions without revealing the participant's information.

• Offer to connect the person to resources that may be available in your organization or in the community. If the person does not want these resources, then do not pressure them into using them. Sounds like, "We have lots of resources for LGBTQ youth that I can connect you with. If you don't want any now, that's okay. You can always ask me about them later. I'm here for you."

Many of the same points are applicable for youth participants. You may also want to share:

- Coming out is important and personal being a supportive friend can make a world of difference
- If you are unsure of how to best be supportive, talk with a trusted adult (such as trained program staff). Do not share any personal information about your friend, such as their name when you're asking questions.
- If you notice that a staff member is not properly intervening in a bullying situation or if a staff member is saying homophobic or transphobic things, then talk to another staff member in the organization.

Below are additional scenarios that you may choose to include if families are involved in the training:

- You are a parent. One day your child discloses to you that they are LGBTQ. They share that they have been afraid to tell you because they have heard you say disrespectful and homophobic things about the LGBTQ community in the past.
- You are a parent and you notice that your son has begun to dress in a more feminine way. You've heard his friends refer to him by a different name. Your son hasn't said anything to you directly, but you are beginning to wonder if your son may be a member of the LGBTQ community.

- You are the family member of an LGBTQ person.
 One Sunday at church, you hear the pastor saying really hurtful things about LGBTQ people and stereotypes about the LGBTQ community. You decide to have a conversation with the pastor about how to make your faith community more welcoming to LGBTQ people.
- Your daughter came out to you as a lesbian a
 few months ago. It has been hard, but you have
 learned to accept her identity. She has now told
 you that she has started dating someone. You
 suspect that she is sexually active and want to
 make sure that she is protecting herself. You're not
 sure how to talk to her about safer sex.

SEXUAL AND REPRODUCTIVE HEALTH		
Resource	Description	
Planned Parenthood	Planned Parenthood provides sexual and reproductive health services nationally and has specific resources for the needs of LGBTQ clients.	
Sex Etc.	Online magazine that publishes articles about sexual and reproductive health. Many of the articles are written by young people in language that is accessible.	
Center for Young Women's Health	Website operated through a collaboration with the Division of Adolescent and Young Adult Medicine and Division of Gynecology at Boston Children's Hospital. Website has useful information guides about different topics related to sexual and reproductive health.	
Young Men's Health	Website operated by Division of Adolescent and Young Adult Medicine at Boston Children's Hospital. Provides resources, information, and FAQs for young men of all sexual orientations.	
CDC GetTested	Website operated by the Centers for Disease Control. Allows users to find local HIV and STI testing sites using their state or zipcode.	
CDC HIV Risk Assessment Tool	Online tool designed to assess user's risk for contracting HIV. Provides resources for HIV prevention and HIV-affected communities.	

Sexual and Reproductive Health	
Resource	Description
Truvada for PrEP Medication Assistance Program	Provides information from Gilead, the manufacturer of Truvada, for obtaining co-pay assistance for HIV pre-exposure prophylaxis.
United States AIDS Hotline	Lists of AIDS hotlines in the United States operated by the website thebody.com.
Gay and Lesbian Medical Association	A directory of LGBTQ-friendly medical providers.
The National Sexual Assault Hotline	Operated by the Rape, Abuse & Incest National Network, this hotline is intended for survivors and other affected by sexual violence. A telephone and online hotline are both available, with services offered in English and Spanish. The services are anonymous and confidential.
Coming Out to Your Doctor	A guide created by the Human Rights Campaign that provides tips for finding an LGBTQ-friendly healthcare provider and suggestions for how to come out to a healthcare professional as LGBTQ.
Don't Ask, Don't Tell: Talking to Your Healthcare Provider about being LGBT Brochure	A brochure published by the National LGBTQ Health Education Center that provides useful advice for coming out to a healthcare provider as LGBTQ.

MENTAL/EMOTIONAL HEALTH AND WELL-BEING		
Resource	Description	
The Trevor Project	Leading national organization that provides crisis intervention and suicide prevention services to LGBTQ young people under 25. The Trevor Project has telephone and online crisis hotlines. The website also has helpful resources related to suicide and self-injury prevention, mental health, coming out, and other topics relevant to LGBTQ youth.	
kidshelp.org	Website provides information about depression and other mental health challenges that young people may face. There are also links about finding the right type of mental health support and suggestions for how young people can talk to adults about mental health.	
Association for LGBT Issues in Counseling	Provides information about resources for LGBTQ people looking to work with a mental health professional. Website includes a directory to find an LGBTQ-friendly therapist.	
National LGBT Help Center	Telephone and online hotline that provides peer support and resources for issues related to mental health, coming out, safer sex, and other topics relevant to members of the LGBTQ community.	
<u>Trans Lifeline</u>	A telephone hotline staffed by transgender people for transgender people in crisis. Their goal is to prevent self-harm but they welcome calls from any transgender person experiencing a crisis.	
The Network/La Red	Advocacy organization that works on issues related to LGBTQ partner abuse. They have a telephone hotline that provides emotional support, resources, and safety planning for members of the LGBTQ community experiencing partner abuse.	

HOUSING AND HOMELESSNESS	
Resource	Description
True Colors Fund	National organization that works to end homelessness for LGBTQ youth. The website's resources page has useful statistics about LGBTQ youth homelessness, online course modules, and toolkits for organizations working on issues related to LGBTQ inclusivity.
National Coalition for the Homeless	National network that works to end homelessness and ensure that the rights of those currently experiencing homelessness are protected. The website has helpful facts about LGBTQ homelessness and links to other resources for LGBTQ people experiencing homelessness.
National Runaway Safeline	National hotline for youth and teens who are thinking about running away from home or already have. A telephone and online hotline are available.

JOBS AND CAREER EXPLORATION	
Resource	Description
Human Rights Campaign Workplace Equality Index	Annual rating system created by the Human Rights Campaign, which assesses workplaces for policies that promote LGBTQ equality.
<u>TJobBank</u>	Online job listing site specifically for job seekers who identify as transgender.
Out Professional Network	Online job listing for LGBTQ professionals.
National Center for Trans- gender Equality "Know Your Rights"	Provides a general list of workplace rights that are relevant to transgender employees.

BULLYING	
Resource	Description
<u>Stopbullying.gov</u>	Website operated by Department of Health and Human Services. Provides information for adults, minors, and service providers about face-to-face and cyberbullying.
<u>GLSEN</u>	GLSEN is a national advocacy organization for LGBTQ students and teachers. Their website provides information and statistics about bullying that LGBTQ people may face in educational settings.

ADVOCACY AND LEGAL		
Resource	Description	
<u>Lambda Legal</u>	National organization that is committed to achieving full equality for LGBTQ Americans. Provides resources about national LGBTQ legal issues.	
National LGBTQ Task Force	National Organization that advances full freedom, justice, and equality for LGBTQ people.	
Human Rights Campaign	Largest national LGBTQ civil rights organizations. The website includes links to resources related to LGBTQ civil rights and other topics relevant to LGBTQ youth, adults, families and their allies.	
National Latina Institute for Reproductive Health	National Latina advocacy organization focused on reproductive health. They primarily focus on issues related to abortion access and affordability, sexual and reproductive health equity, and immigrant women's health and rights.	
GLAAD	National organization focused on re-shaping the narratives about LGBTQ people in the media to ensure that they are represented positively and accurately.	

FAMILY ACCEPTANCE	
Resource	Description
<u>PFLAG</u>	The largest national organization for families and allies of LGBTQ people. PFLAG is committed to advancing equality for LGBTQ people through support, education, and advocacy. The website provides information about how to find a local PFLAG chapter in your organization.
The Family Acceptance Project	A research project based out of San Francisco State University, the Family Acceptance Project conducts research related to family acceptance for LGBTQ people. The website includes links to publications about family acceptance and other useful resources for service providers hoping to increase acceptance for LGBTQ people.
Supporting & Caring for Transgender Children	A guide created by the Human Rights Campaign for parents and healthcare providers to help them support transgender and gender expansive children.
Talking with Kids about LGBTQ Issues	A list of resources curated by the Human Rights Campaign that provides age-appropriate language for adults to speak with children about LGBTQ issues.
Somos Familia	Organization based in the San Francisco Bay area that promotes the acceptance of LGBTQ people in Latinx families. The website includes links to helpful videos, resources related to LGBTQ family acceptance, and toolkits to promote family and community acceptance of LGBTQ Latinx people.
<u>"Nuestras Hijas y Nuestros</u> <u>Hijos" Guide</u>	A Spanish-language, culturally appropriate guide for Latinx families learning to accept LGBTQ family members. The guide is created by PFLAG.

FAITH COMMUNITIES		
Resource	Description	
Religion and Coming Out for Latinxs	A link created by the Human Rights Campaign that discusses issues for LGBTQ Latinxs who are involved in faith communities.	
Metropolitan Community Church	One of the oldest LGBTQ-affirming churches in the United States. The website includes tools useful for promoting the acceptance and celebration of LGBTQ people in faith communities.	
EDUCATION		
EDUCATION		
Resource	Description	

EDUCATION	
Resource	Description
Point Foundation	National LGBTQ scholarship fund. They provide scholarships, mentorship, leadership development, and community service training for LGBTQ students. They provide scholarships for LGBTQ students pursuing undergraduate and graduate studies.
Project 10	National organization that works to ensure that public schools are in accordance with federal policies related to supporting LGBTQ students.
TSER	Trans Student Educational Resource. National organization founded and run by young transgender people. They provide resources and trainings related to supporting transgender students in schools.

EDUCATION		
Resource	Description	
<u>Campus Pride</u>	National organization that works with LGBTQ student leaders to create safe and inclusive spaces on college campuses. The organization also publishes the Campus Pride Index, which is a benchmarking tool to see how colleges and universities rank in regard to LGBTQ inclusivity and safety.	
COMING OUT		
Resource	Description	
Guía de Recursos Para Salir del Clóset	A Spanish-language resource guide about coming out as LGBTQ for Latinx communities. The guide was created by the HRC.	
Being Latinx & LGBTQ: An Introduction	A guide with helpful information and resources for Latinx LGBTQ people from the HRC. The website includes a link to Spanish-language resources as well.	
Coming Out as You	A website created by The Trevor Project that includes a guide for youth who are coming out, a template to journal, and a resource about that explains the differences between sexual orientation and gender identity.	

NOTES	