

SEXUALITY & GENDER

WHO IS TRUE COLORS?

- ◉ Education
- ◉ Advocacy
- ◉ Youth Leadership
- ◉ Mentoring
- ◉ Annual Conference (going on-line in early June)

OurTrueColors.org
(860) 232-0050



BASIC FRAMEWORK

- ◉ We can't keep up, but we can keep OPEN
- ◉ We don't have to understand or even approve
- ◉ We just have to accept and respect

OPENING EXERCISE

- ◉ Five words you would use to describe yourself
- ◉ Your name (as you like to be addressed)
- ◉ Your pronoun (public or private?)
- ◉ A goal for the conversation today
- ◉ <https://www.youtube.com/watch?v=3xpvricekxU&t=24s>

WORKSHOP OBJECTIVES

- ◉ Differentiate between orientation, sex, gender, gender identity, and gender expression
- ◉ Identify risk and protective factors for LGBTQ+ youth
- ◉ Identify helping strategies, tools, and ideas for support

ALL OUR IDENTITIES MATTER



RISK FACTORS

- ◉ Social Isolation
- ◉ Family Violence
- ◉ Depression, anxiety, suicidality & other mental health risks
- ◉ Secrecy, concealment strategies can lead to unending stress
- ◉ Substance abuse & cigarette smoking
- ◉ Homelessness
- ◉ Sexual acting out, higher STI/HIV/AIDS rates
- ◉ Harassment or bullying at school or on social media

PROTECTIVE FACTORS (YOUTH)

- ◉ Family Support
- ◉ Cohort of Friends
- ◉ Existence of a GSA
- ◉ 3 or more educators who are known to be supportive

GENDER



Gender Expression

Gender Identity

Sex

GENDER, CONT.

◉ Cisgender

- When the sex you were assigned at birth matches who you know yourself to be
- Some words:
female/male/boy/girl/man/woman

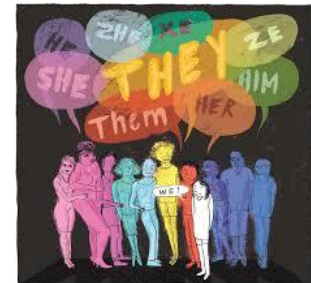
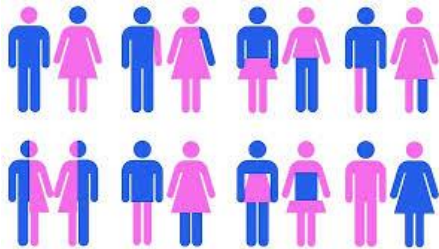
◉ Transgender

- When the sex you were assigned at birth doesn't match who you know yourself to be
- Some words: MtF/MtF/Transgender
Man/Transgender woman

NON-BINARY

- History is full of examples of gender diversity
- People can be men, women, both, neither, or something else. Everyone gets to describe their gender in their own words

https://www.youtube.com/watch?v=QJ0y4J_TJ6E



SEXUAL ORIENTATION

- Defined by the gender(s) toward which one is sexually and romantically attracted
 - One gender (Gay/Straight)
 - More than one gender (Bi/Pan)
 - Not sexually and/or romantically attracted to any gender (Asexual)

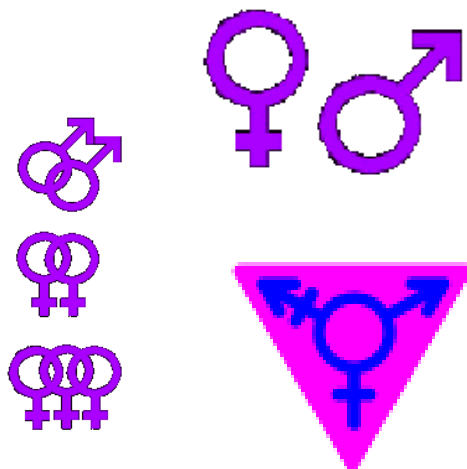
WHAT CAN YOU DO?

◉ Small groups:

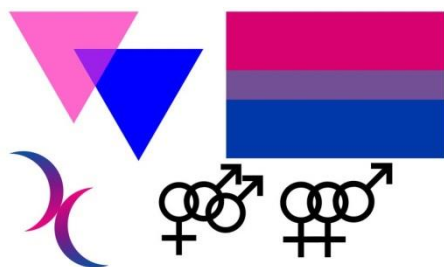
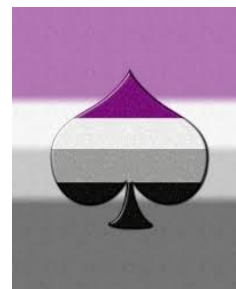
- Identify a recorder and a reporter
- Operationalize the learning
- Identify 3-5 CONCRETE things you can do to ensure that your work is inclusive
- Be prepared to report back on your discussion

WHAT CAN YOU DO?

- ◉ External Environment
- ◉ Safe Zone and Safety Circles
- ◉ Website
- ◉ Intake forms
- ◉ Interview norms
- ◉ Enhanced safety for students who are not out



FOR EVERY GIRL WHO IS TIRED OF ACTING WEAK WHEN SHE IS STRONG, THERE IS A BOY TIRED OF APPEARING STRONG WHEN HE FEELS VULNERABLE. FOR EVERY BOY WHO IS BURDENED WITH THE CONSTANT EXPECTATION OF KNOWING EVERYTHING, THERE IS A GIRL TIRED OF PEOPLE NOT TRUSTING HER INTELLIGENCE. FOR EVERY GIRL WHO IS TIRED OF BEING CALLED OVER-SENSITIVE, THERE IS A BOY WHO FEARS TO BE GENTLE, TO WEEP. FOR EVERY BOY FOR WHOM COMPETITION IS THE ONLY WAY TO PROVE HIS MASCULINITY, THERE IS A GIRL WHO IS CALLED UNFEMININE WHEN SHE COMPETES. FOR EVERY GIRL WHO THROWS OUT HER E-Z-BAKE OVEN, THERE IS A BOY WHO WISHES TO FIND ONE. FOR EVERY BOY STRUGGLING NOT TO LET ADVERTISING DICTATE HIS DESIRES, THERE IS A GIRL FACING THE AD INDUSTRY'S ATTACKS ON HER SELF-ESTEEM. FOR EVERY GIRL WHO TAKES A STEP TOWARD HER LIBERATION, THERE IS A BOY WHO FINDS THE WAY TO FREEDOM A LITTLE EASIER.

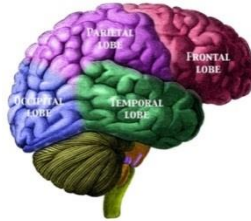


FEEDBACK, NEXT STEPS

◉ What did you feel?



◉ What did you learn?



◉ What will you DO?

**TAKE
ACTION!**