VISION

Every young person has enormous potential to blossom and develop, and their learning is essential to their later successes. (Adapted from Head Start)

GROUNDING ASSUMPTIONS

The work of E & D is about creating community, which involves building trust through careful listening, respectful disagreement, and taking risks. We want to create safe spaces. We value the work. We respect confidentiality: pay attention to what is yours to share, and what is not. We are all doing the best we can. Growth and learning can be uncomfortable. We need to practice self awareness. There are no quick fixes.
Roadmap
Social Constructions
What's in a name?
Current Environment
Scenarios
Considerations

Social Constructions
Sex vs. Gender
All the letters
Pronouns

• Internal sense of one's gender
• Invisible
• Socially constructed
• Terms: man, woman, boy, girl, gender
queer, two-spirit, transgender, trans*,
cisgender, etc.

• People's behaviors that convey or that others interpret as meaning something
about their gender identity
• Expressed via: behavior, clothing, hairstyles, body
characteristics, hobbies, etc.
• Externally identified
• May or may not align with gender identity
• Terms: butch, femme, masculine, feminine,
aggressive, androgynous, macho, queen,
gender non-conforming, etc.

SEXISM/GENDERISM
HETEROSEXISM/MONOSEXISM/
HOMOPHOBIA / BIPHOBIA

• Identified via: genitalia, chromosomes, reproductive organs, hormones, sex
• Socially constructed on the basis of physical
• Appearance
• Identified by medical professional
• Socially constructed
• Defined at birth by medical professional
• Legalized in U.S.
• Externally identified
• Terms: male, female, intersex, transsexual

INTIMATE, SEXUAL, EMOTIONAL, ROMANTIC, ETC.

• Behavior, attraction, identity (may not align)
• Internally identified
• Terms: bisexual, gay, lesbian, heterosexual, omni/pansexual, same-gender-loving,
asexual, questioning, queer, fluid, etc.

• People's behaviors that convey or that others interpret as meaning something
about their gender identity
• Expressed via: behavior, clothing, hairstyles, body
characteristics, hobbies, etc.
• Externally identified
• Terms: butch, femme, masculine, feminine,
aggressive, androgynous, macho, queen,
gender non-conforming, etc.

Male/Female Stereotypes

NO BREASTS
HAIR
MUSCLE
DR. STOIC
FOOTBALL
TALL
XY
PENIS
TOUGH
breasts
no hair
fat
nurse
emotional
cheerleader
short
xx
no penis
sweet
"Opposite Sex"
Attraction
ALL THE LETTERS
L – Lesbian
G – Gay
B – Bisexual
T – Transgender/Transexual
Q – Queer/Questioning
I – Intersex
A – Ally/Agender/Asexual

EXAMPLES OF PRONOUNS
- She/Her/Hers
- He/Him/His
- They/Them/Theirs
- Ze/Zir/Zirs
- Ey/Em/Eirs

PRONOUNS
- Have you introduced yourself with pronouns before?
- Is this the first time you’ve consciously considered what pronouns to use for others? Yourself?
- What was the experience like?
How do you cope with the negative labels? How have you reclaimed them?

Current Environment

Effects of Victimization
LGBTQ+ Students who experienced higher levels of victimization because of sexual orientation:
- Were more likely to have missed school in the past month (63.3% vs. 23.1%)
- Had lower GPA's (3.0 vs. 3.3)
- Nearly 2x as likely to report no post secondary plans (9.5% vs. 5%)
- More likely to have been disciplined at school (54.1% vs. 30.3%)
Source: HRC 2017 Report
Effects of Victimization

• LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth.
• LGB youth are almost five times as likely to have attempted suicide. (The Trevor Project)
• In a national study, 40% of transgender adults reported having made a suicide attempt. 92% of these individuals reported having attempted suicide before the age of 25. (Haas, et al., 2014)

Effects of Victimization

• LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection. (The Trevor Project)
• Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average. (The Trevor Project)

Anti-LGBTQ harassment and discrimination negatively affect educational outcomes and mental health.
68% of LGBT youth say they hear negative messages about being LGBT from elected leaders.

26% of LGBT youth say their biggest problems are not feeling accepted by their family, trouble at school/bullying, and a fear to be out/open. 22% of non-LGBT youth say their biggest problems are trouble with class, exams and grades.

LGBT youth out to their immediate families are more likely to report being happy than those who are not out.
Over 80% of LGBTQ students hear anti-LGBTQ remarks regularly. 15% said they heard from staff. Most LGBTQ+ students had been victimized at school and only just over half (53%) had reported it to staff. Of those only 34% indicated it resulted in effective staff intervention.

N = 413 from MN
Rural LGBTQ+ Population

- Between 2.9 and 3.8 million LGBTQ+, or 10-15% of the total US LGBTQ+ population reside in rural communities. (MAP, 2019)
- 7% of millennials identify as part of the LGBTQ+ community. (Jones and Cox, 2015)

Rural LGBTQ+ Youth

- For LGBT youth, schools in rural communities the most unsafe. (Kosciw, et.al., 2009)
- Lack of supportive programs
- Lack of other “out” LGBTQ people (Palmer, et al., 2012)
- Lack of inclusive sexuality education (Pia and Dixon, 2011)
- Intolerance from community members and institutions higher than urban (Kosciw, et al., 2009; Herek, 2002)
- Highest instances of victimization
- Half as likely to have a GSA (Palmer, et al., 2012)

Rural LGBTQ+ Youth

27% of rural students reported having a GSA at school, compared to 55% of suburban students and 53% of urban students. (GLSEN)

Those with access to supports report:
- Lower levels of victimization
- Higher levels of belonging and self-esteem
- Lower levels of depression
Six Themes
- Unsupportive school policy or intervention
- Harassment and microaggressions
- Advocacy fatigue
- Stigmatization based on religious beliefs
- Optimism and supportive spaces as factors that promote resiliency
- Family

Scenarios
Additional Considerations
• Potential Biases
• What needs to happen to maintain equity and inclusion?
• What communication strategies should be utilized?
• How can this inform the organization?

Rural Insights
• Connect the dots
• Education
• Meet them where they’re at
• Language
• Best practices, not always policy

Considerations
• Personal Bias
• Different experiences
• Varying degrees of “outness”
• Using similar language
• Appropriate language for children
Effective Inclusion

- Staff and volunteers comfortable talking about diverse families
- Provide opportunities for education/staff development
- Develop new materials, adjust existing materials
- Establish partnerships with LGBTQ groups
- Host a recruitment activity at an LGBTQ event or venue.
- Model behavior and language/Safety Signals
- Depict a diverse range of families
- Inclusive policies

Reflection

What did you learn or affirm today? Other feelings or reactions.