



MODULE 12:

Sexuality And Sexual Orientation

Learning Goals

During this module, participants will:

- ◆ Define terms such as sexual identity, sexual orientation, gender identity and LGBTQ ally (LGBTQA).
- ◆ Consider how sexuality and sexual orientation contribute to a runaway youth's behavior.
- ◆ Increase their own sensitivity to issues of sexual orientation and sexual identity.
- ◆ Learn about the challenges related to sexuality and sexual orientation faced by youth on the streets.
- ◆ Brainstorm ways for youth to become LGBTQ allies.

MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

DEFINE THE ISSUE

Adolescence is a difficult period for any youth. If he or she is also experiencing an attraction to someone of the same sex, adolescence can become even more challenging. Even when a youth who identifies as LGBTQ (lesbian, gay, bisexual, transgender, questioning) has the support of those immediately surrounding him or her, the youth will undoubtedly face the struggle of being accepted by society, perhaps for the rest of his or her life.

There are many reasons why youth run away, and issues related to sexuality and sexual orientation are certainly among them. For example, runaway youth who identify as LGBTQ may have experienced ridicule or abuse regarding their sexual orientation. Youth may also choose to leave home or care to be with a boyfriend or girlfriend.

Module 12 includes educational discussions and activities about the roles that sexuality and sexual orientation play in the lives of runaway youth and youth in general. Participants are encouraged to consider what being an ally to LGBTQ youth means. Module 12 is included in the curriculum because research participants thought it “very important” to provide education to parents regarding adolescent sexuality and sexual orientation.

ICONS:

For further details, see the Introduction Module.



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

MODULE ACTIVITIES

	ACTIVITY	TIME	METHODOLOGY
 	A. Establishing A Common Language	20 minutes	Discussion/Activity
	B. I'm Here To Listen	15 minutes	Discussion/Activity
	C. Becoming An LGBTQ Ally	10 minutes	Discussion/Activity

Total time required: **45 minutes**



MATERIALS

- ◆ Poster paper or chalk/dry erase board
- ◆ Markers
- ◆ Stopwatch
- ◆ "Establishing A Common Language" handout
- ◆ "Before I Tell You..." handout
- ◆ Copy and cut "I'm Here To Listen Scenarios" handout
- ◆ "The FYI on LGBTQ" handout
- ◆ "How To Become An LGBTQ Ally" handout



"I'm Here To Listen" activity with the Communication Module



Consider showing the curriculum companion film "1-800-RUNAWAY".



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12A. ESTABLISHING A COMMON LANGUAGE

20 minutes



WRITE

each of the following terms on a separate piece of poster paper (7 pieces in total):

- Sexuality
- Gender Identity
- Sexual Orientation
- Homophobia
- Heterosexism
- Queer
- Transgender

HANG

each sheet so the sheets are spread throughout the room.

PLACE

one or two markers near each sheet of poster paper.

INTRODUCE

the topic of sexuality and sexual orientation.

STATE

We're going to talk about sexuality and sexual orientation and how these topics relate to runaway youth. However, before discussing these topics, we want to recognize that some of us may be more familiar with this topic than others are.

Before beginning our activity, I'd like to stress the role that respect has in our group today. Sometimes talking about sexuality can lead even the most respectful person to act in a way that is offensive to someone else. I know you will all take these topics seriously and consider other people's feelings or backgrounds before saying something that might be viewed as disrespectful.

You'll spend the next few minutes learning from each other in order to establish a "common language." This language will provide us with a respectful way to talk about sexuality and sexual orientation.

DIVIDE

participants into 7 groups and ASSIGN each group to one of the pieces of hanging poster paper.



If you do not have enough participants to have two per group, assign more than one term to each group.

STATE

Each group will have 1 1/2 minutes to discuss the term on your poster and write a definition. When I call "Switch," you will move on to the next poster. You'll have another minute and a half to write a new definition for that term. We'll continue moving from poster to poster until each group has had a



chance to write a definition for each term.

You don't have to be experts, nor do you have to write long definitions. And, remember, be respectful in your choice of terms.

Okay, ready? Let's begin!

MONITOR the activity. **ALLOW** 1 1/2 minutes for discussing and writing the first set of definitions, then **HAVE** the groups **MOVE** to the next poster. **CONTINUE** until all groups have had a chance to write a definition for each term.

STATE *Now I'd like each group to remain standing by its current poster.*

READ the definitions aloud. If you think the groups are comfortable with the activity, you can have a member of each group read the definitions on his or her group's poster.

ASK *What are your reactions to these definitions?*

DISCUSS responses.

HAVE participants return to their seats.

HAND OUT "Establishing A Common Language" handouts. The terms are from www.sexetc.org.

STATE *Now I'll read some definitions found on the Internet.*

- *Sexuality: An overarching concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect physical, emotional, and spiritual life.*
- *Gender Identity: One's understanding or feeling about whether one is emotionally or spiritually male or female or both or neither.*
- *Sexual Orientation: One's core sense of whom one feels romantically and sexually attracted to.*
- *Homophobia: Irrational fear, hatred, or prejudice toward people who identify as lesbian or gay.*
- *Heterosexism: The attitude that heterosexuality is the only valid sexual orientation. Heterosexism often takes the form of ignoring lesbians and gay men, the assumption being that everyone is heterosexual, or that everyone should be heterosexual.*
- *Queer: A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people, it has recently been reclaimed among certain LGBTQ populations. For some, especially LGBTQ youth, queer is seen as a term of empowerment.*



STATE

- *Transgender: A term focused on issues of gender identity and represents a range of individuals who do not conform to traditional societal expectations and roles for each gender such as transvestites, transsexuals, transgenderists, androgynists and intersex people.*

ASK

What are your reactions to the formal definitions I just read?

DISCUSS

responses.

**COMPARE &
CONTRAST**

the formal definitions you just read with those written on the posters.

STATE

Now that we have a shared language, we're going to look at how to help a friend feel comfortable confiding in you.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12B. I'M HERE TO LISTEN

15 minutes



INTRODUCE

"I'm Here To Listen" activity.

STATE

Some youth choose to run away because they don't feel supported in issues related to sexuality. These issues can include not being allowed to date at all or to date whom they want, not feeling comfortable talking about sexual problems, having a reputation regarding sex, or being ridiculed for being lesbian, gay, bisexual or transgender (LGBT).

It is often difficult to determine the role that sexuality and sexual orientation play in a youth's decision to run away. This may be due to the discomfort related to the topics of sexuality and the disclosure of sexual orientation.

In the next activity, we're going to learn how to make ourselves approachable when it comes to listening to topics regarding sexuality.

Think about what you consider important when deciding whether or not to share valuable personal information with another person.

HAND OUT

"Before I Tell You..." handouts.

READ

the directions aloud:

In times when I need to talk to somebody, especially about something related to sexuality, I think about the following areas and questions.

HAVE

participants take turns reading aloud the different topics.

- *Confidentiality: Can I trust that this person will not tell someone else what I've shared with them unless it concerns my immediate safety or the immediate safety of others?*
- *Non-judgmental: Will this person be open-minded and not force their opinions when hearing about me or my situation?*
- *Concerned: Will this person be interested in listening to my problem?*
- *Empathy: Will this person try to understand where I'm coming from and try to put him or herself in my shoes?*
- *Guidance: If I choose to accept advice from this person, will the advice be relevant to my situation and sensitive to my health and well-being? Or will it seem generic, off-topic, and not in my best interest?*



- INTRODUCE** the role-play activity.
- STATE** *We're going to do an activity where questions like these will guide a discussion between an individual with a problem and a possible listener.*
- DIVIDE** participants into groups of three. (If necessary, one or two groups can have two observers.)
- STATE** *Each person in the group is going to play one of three roles. These are (1) individual with a problem, (2) listener, and (3) a trained observer.*
- HAND OUT** role play scenarios from "I'm Here To Listen Scenarios" handouts to group members who will be playing the "individual with a problem."



Make certain the person playing the "individual with a problem" is comfortable with his or her scenario.

- STATE**
- *"Individuals with a problem," you have been given a brief description of a life situation that involves sexuality, and you've been instructed NOT to share anything about this situation with your group before the activity begins.*
 - *Those of you playing the "Listener," your job is to embody some of the traits we talked about earlier (and which are included in your "Before I Tell You..." worksheet) to help those "individuals with a problem" feel comfortable talking to you. You will begin the activity by asking a few questions about what the other person is thinking or feeling.*
 - *"Trained observers," your job is to note how well the "Listeners" make themselves available to the "individual with a problem" in your group. You may also notice things like body language or facial expressions from both parties and how these might affect their progress. You don't speak at all during the activity.*

Oh, and I forgot to mention that each group will only have 3 minutes to do all of this. Get ready. Get set. GO!

- MONITOR** the activity. **ANSWER** questions as they arise and track the time.
- RECONVENE** the larger group.
- ASK** *Which of you "individuals with a problem" would like to be the first to share you scenario with us?*
- ALLOW** a participant to respond.
- CONTINUE** allowing "individuals with a problem" to read their scenarios.
- ASK** *"Trained observers," tell us about some of your observations in this scenario? What did the "Listener" in your group do or say to make the "Individuals with a problem" feel comfortable?*



ALLOW the "Trained observers" to respond.

ASK *"Listeners," what was it like to be responsible for making someone feel comfortable sharing sensitive personal information with you?*

What did you say or do to make them feel more comfortable talking to you?

ALLOW the "Listeners" to respond.

STATE *So far, we've had a chance to think about how issues related to sexuality can complicate life and lead some youth to consider running away. By discussing the different questions that come up when contemplating whether or not to talk to someone about a problem, we begin to understand how we can find reliable people to listen, as well as how to be reliable and approachable listeners to others who may need to talk.*

Also remember that if you need someone to talk to, you can call the National Runaway Switchboard 24 hours a day, 7 days a week at 1-800-RUNAWAY.

ASK *Do you have any questions or comments?*

DISCUSS responses.



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

ACTIVITY 12C. BECOMING AN LGBTQ ALLY

10 minutes



INTRODUCE "Becoming An LGBTQ Ally" activity.

STATE *People who identify as lesbian, gay, bisexual, transgender, questioning, and those who are questioning their sexual identities are often ridiculed by others. The terms homophobia and heterosexism refer to the prejudice and discrimination that LGBTQ people experience daily from heterosexuals.*

Homophobia and heterosexism can come from peers, like classmates, or family members. These forms of discrimination can be either very overt or more subtle.

HAND OUT "The FYI on LGBTQ" handouts.

ASK *Now I'd like for people to volunteer to read each term aloud. Who would like to read the first term and its definition?*

HAVE participants take turns until all terms have been covered.

ASK *Are there any questions?*

DISCUSS responses.

STATE *Now I'd like for all you to please stand.*



If someone is unable to stand, have the whole group raise their hands.

Now I'm going to read some examples to you. After I finish an example, I'll ask you to sit if you've been involved in or observed situations like the one I am going to read.

Here is the first example: Calling someone a "fairy," "dyke," or "fag." Sit down (lower your hands) if you've been involved in or observed someone else using those terms.

ALLOW time for participants to respond.

STATE *Now I'd like for all you to please stand/raise your hands again.*

Here is the next example: saying "that's so gay" about something that is not "cool". Sit down (lower your hands) if you've been involved in or observed someone else using that term.

ALLOW time for participants to respond.



REPEAT

the instructions above for the following examples:

- Giving someone a hard time for not acting the way a man or woman should act
- Wanting to have your lesbian classmate on your sports team because you believe lesbians are better at sports than most girls
- Not wanting to befriend a new kid at school because people think he “acts too gay”

STATE

Now I’d like you to raise your hands if you have witnessed someone speak up on behalf of individuals who have been victims of homophobia or heterosexism.

ALLOW

time for participants to respond.

Homophobic language and heterosexism often goes unnoticed or ignored by others. Many fear that speaking up on behalf of others who are victimized for being LGBTQ will send the wrong message—the message that they may be LGBTQ too. In reality, you can’t become LGBTQ by associating with LGBTQ people, just like you cannot become another ethnic or racial identity by associating with people with different ethnic or racial backgrounds.

Experiencing homophobia and heterosexism is frustrating for LGBTQ individuals and their allies because it makes them feel bad about an aspect of themselves they aren’t able to change—similar to how experiencing sexual discrimination is distressing for women, or racism is distressing for people of color.

HAND OUT

“How To Become An LGBTQ Ally” handouts.

STATE

An “ally” refers to someone who is not of a particular community or background yet advocates (or “stands up”) for those of that particular community or background.

Here are some tips to keep in mind when you’re considering becoming an ally to LGBTQ individuals.

ASK

Now I’d like for people to volunteer to read each point aloud. Who would like to read the first point?

HAVE

participants take turns until all points have been covered. The points are:

- Be open-minded and honest when talking about life issues with LGBTQ friends. This may range from “You can count on me anytime” to “I don’t know too much about that topic, but let’s find someone you can talk to about it.”
- Interrupt homophobic jokes or comments by letting the person know that what they’re saying is not acceptable. You might say, “It’s just as uncool as saying a racist joke.”
- Get involved in or start your school’s Gay-Straight Alliance



(GSA). For more information on how to do this, check out the Gay, Lesbian and Straight Education Network's (GLSEN) website at www.glsen.org.

- Identify other allies like teachers, parents, friends, community members. It's not always easy being an LGBTQ ally! So, you may find that talking to other allies gives you the support you need to remain a strong ally.
- Try to bring change in your environment. This can be through having your school adopt "sexual orientation" in their anti-discrimination policy.
- Let people know that you, personally, support people who are LGBTQ.

ASK

What other tips might we add?

DISCUSS

responses. Add your own tips during the discussion.

ASK

Do you have any questions or comments?

DISCUSS

responses.



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

SUMMARY

STATE

- *Important definitions on this topic are the following:*
 - *Sexuality, or a concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect us.*
 - *Gender Identity, or whether we identify as male or female or both or neither.*
 - *Sexual Orientation, or whom we feel romantically and sexually attracted to.*
 - *Homophobia, or the fear, hatred, or prejudice toward people who identify as lesbian or gay.*
 - *Heterosexism, or the idea that heterosexuality is the only valid sexual orientation.*
 - *Queer, or a term once seen as a negative but now used by some LGBTQ people as a term of empowerment.*
 - *Transgender, or individuals who do not conform to traditional societal expectations and roles*
- *It is often difficult to determine the role that sexuality and sexual orientation play in a youth's decision to run away.*
- *Keys to deciding whether to share with another include:*
 - *Confidentiality*
 - *Non-judgmental*
 - *Concerned*
 - *Empathy*
 - *Guidance*
- *An "ally" refers to someone who stands up for those of a particular community or background.*
- *Ways to be an ally are:*
 - *Be open-minded and honest when talking about life issues with LGBTQ friends.*
 - *Interrupt homophobic jokes or comments.*
 - *Get involved in or start your school's Gay-Straight Alliance (GSA).*
 - *Identify other allies like teachers, parents, friends, community members.*
 - *Try to bring change in your environment.*
 - *Let people know that you, personally, support people who are LGBTQ.*



MODULE 12: SEXUALITY AND SEXUAL ORIENTATION

HANDOUTS AND WORKSHEETS

- A. Establishing A Common Language
- B. Before I Tell You...
- C. I'm Here To Listen Scenarios
- D. The FYI On LGBTQ
- E. How To Become An LGBTQ Ally

REFERENCES

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<http://www.glsen.org/cgi-bin/iowa/all/news/record/822.html>

National Runaway Switchboard (2001). *Runaway Prevention Curriculum For Classroom and Community Educators*, Chicago, Il: NRS

(Borrowed and adapted with permission from) *Sex, Etc.: Why Wonder?, You're at: Sex Terms* (n.d.) Retrieved 2006, from

<http://www.sexetc.org/page/glossary>.

Sex, Etc. (n.d.) Published by Answer, at Rutgers University, Retrieved 2006, from

<http://sexetc.org>.

RESOURCES

A publication from the American Psychological Association that offers research on Gay and Lesbian parenting as well as resources

(<http://www.apa.org/pi/lgbc/publications/lgparenting.pdf>).

GLSEN, or the Gay, Lesbian & Straight Education Network, is the leading national education organization focused on ensuring safe schools for ALL students

(<http://www.glsen.org>).

Health-Interested Teens' Own Program On Sexuality is a non-profit organization whose mission is to promote adolescent health by helping teens understand their sexuality and make responsible decisions regarding their sexual health (<http://www.hitops.org>).

National Runaway Switchboard is the federally-designated national communication system (hotline and website) for runaway and homeless youth. Youth and family members call 1-800-RUNAWAY or access the website to work through problems and to find local help

(<http://www.1800RUNAWAY.org>).

National Youth Advocacy Coalition offers information about advocacy, information and resources for youth (<http://www.nyacyouth.org>).



Parents, Families and Friends of Lesbians And Gays promotes the health and well-being of gay, lesbian, bisexual and transgender persons, their families and friends through: support, to education, and advocacy, to end discrimination and to secure equal civil rights (<http://www.pflag.org>).

Teenwire.com is an award-winning sexual health website for teens run by Planned Parenthood Federation of America, the nation's largest voluntary reproductive health care organization (<http://www.teenwire.com>).

Sex, Etc. is an award-winning national magazine and website on real, honest sexual health information, written by teens, for teens (<http://www.sexetc.org>).



ESTABLISHING A COMMON LANGUAGE

Sexuality: An overarching concept describing the interplay of gender, gender role, gender identity, sexual orientation, and social norms as they affect physical, emotional, and spiritual life.

Gender Identity: One's understanding or feeling about whether one is emotionally or spiritually male or female or both or neither.

Sexual Orientation: One's core sense of whom one feels romantically and sexually attracted.

Homophobia: Irrational fear, hatred, or prejudice toward people who identify as lesbian or gay.

Heterosexism: The attitude that heterosexuality is the only valid sexual orientation. Heterosexism often takes the form of ignoring lesbians and gay men, the assumption being that everyone is heterosexual, or that everyone should be heterosexual.

Queer: A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people it has recently been reclaimed among certain LGBTQ populations. For some, especially LGBTQ youth, queer is seen as a term of empowerment.

Transgender: A term focused on issues of gender identity and represents a range of individuals who do not conform to traditional societal expectations and roles for each gender such as transvestites, transsexuals, transgenderists, androgynists and intersex people.

Borrowed and adapted with permission from *Sex, Etc.: Why Wonder?*, the premier online and print teen destination for real, honest sexual health information, written by teens, for teens. Published by Answer, at Rutgers University. Visit *Sex, Etc.* at <http://sexetc.org>.

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BEFORE I TELL YOU...

Directions: When you need to talk to someone, especially about sexuality, think about the following topics and questions before deciding whether or not to talk with this person.

CONFIDENTIAL	Can I trust that this person will not tell someone else what I've shared with them, unless it concerns my immediate safety or the immediate safety of others?
NON-JUDGMENTAL	Will this person be open-minded and not force their opinions on me when hearing about me or my situation?
CONCERNED	Will this person be interested in listening to my problem?
EMPATHY	Will this person try to understand where I'm coming from and try to put him or herself in my shoes?
GUIDANCE	If I choose to accept advice from this person, will the advice be relevant to my situation and sensitive to my health and well-being? Or, will it seem generic, off-topic and not in my best interest?

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“I’M HERE TO LISTEN” SCENARIOS*

You are a 16 year-old girl who is feeling pain in your vaginal area after just having sex with your boyfriend of 6 months. You live with your grandmother who doesn’t know that you’re sexually active. You are feeling scared because you think that you might have a Sexually Transmitted Infection (STI) and you want to talk to somebody about it.



You just got grounded for not doing well in school. Your parents think it’s because you’ve started dating, and so they’re not allowing you to talk to any of your friends on the phone or to use the Internet. You’re upset and frustrated because they won’t respect your privacy or the important friendships you’ve been making. You just want to leave, and you need someone to talk to.



Your girlfriend recently moved out of state. You think that your parents are relieved about it, because they didn’t like her very much. You miss her so much, and you feel that you can’t be so far away from her. You’re thinking of running away to find her, but you decide to talk to someone about it first.



Your parents divorced 2 _ years ago, and you believe that they made a big mistake because they were “soul mates.” Recently your mother started seeing someone else, and he spends the night sometimes. Thinking of your mom being intimate with someone else makes you feel angry toward her, and you’re sick of being around it. You’re pretty certain that you’re going to run away, but you want to talk to someone first.



You’re a 15 year-old boy with a sexual orientation of “straight.” Ever since you were younger, your voice has always been high pitched and people always call you names like “gay” or “fag.” Most recently, even your parents confronted you by asking, “Are you sure you don’t like guys?” You’ve decided to runaway because you feel really angry, frustrated, and misunderstood by everyone around you. You decide to attempt talking to someone about it.



You’re a 16 year-old male who identifies as gay and who comes from a conservative religious background. Ever since you can remember, your father and older brother have suspected that you were gay. Whenever possible they call you names, put you down in front of others, and tell you that “Hell is reserved for gays.” You feel so alone, and wish you could be on your own. You decide to try and talk to someone about it.



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THE FYI ON LGBTQ

Directions: Refer to this quick guide to help keep you straight about LGBTQ issues.

LESBIAN	A female-identified person who is sexually attracted to other females.
GAY	A male-identified person who is sexually attracted to other males.
BISEXUAL	An individual of any gender who is sexually attracted to both males and females.
TRANSGENDER	A term focused on issues of gender identity and represents a range of individuals who do not conform to traditional societal expectations and roles for each gender such as transvestites, transsexuals, transgenderists, androgynists and intersex people.
QUESTIONING	An individual who is questioning their sexual identity, sexual orientation or gender identity.
QUEER	A term used by some LGBTQ-identified people. Once a negative term used to describe LGBTQ people it has recently been reclaimed among certain LGBTQ populations. For some, especially youth, queer is seen as a term of empowerment.
HETEROSEXISM	The attitude that heterosexuality is the only valid sexual orientation. Also the assumption that everyone is heterosexual (straight), or that everyone should be heterosexual.
HOMOPHOBIA	An irrational fear, hatred or prejudice toward people who identify as LGBTQ.

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HOW TO BECOME AN LGBTQ ALLY

An ally refers to someone who is not of a particular community or background yet advocates (or “stands up”) for members of that particular community or background.

Here are some tips to keep in mind when you’re considering becoming an ally to LGBTQ individuals or an LGBTQA.

- Be open-minded and honest when talking about life issues with LGBTQ friends. This may range from “You can count on me anytime” to “I don’t know too much about that topic, but let’s find someone that you can talk to about it.”
- Interrupt homophobic jokes or comments by letting the person know that what they’re saying is not acceptable. You might say, “It’s just as uncool as saying a racist joke.”
- Get involved in or start your school’s Gay-Straight Alliance (GSA). For more information on how to do this, check out the Gay, Lesbian and Straight Education Network’s (GLSEN) website at www.glsen.org
- Identify other allies like teachers, parents, friends, community members. It’s not always easy being an LGBTQ ally! So, you may find that talking to other allies gives you the support you need to remain a strong ally.
- Try to bring change in your environment. This can be through having your school adopt “sexual orientation” in their anti-discrimination policy.
- Let people know that you, personally, support people who are LGBTQ.

ally

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Module 12: Sexuality and Sexual Orientation Pre and Post-Activity Worksheet

Initials:

Directions: Please put your initials at the top of the page and circle "pre" if you are taking the test before class or "post" if you are taking the test after class. Answer the following questions to the best of your ability!

What is your **gender**: _____ **Race/ethnicity**: _____ **Age**: _____

- _____ is described as one's core sense of who one feels attracted to.
 - Sexuality
 - Sexual orientation
 - Inner beauty
 - A warm feeling
- Gender Identity is defined as _____.
 - being born a certain sex
 - feeling different
 - feeling emotionally or spiritually male or female or both or neither
 - one's sexual identity
- Acts of discrimination can be either obvious or subtle.
 - True
 - False
- _____ is a term that refers to the prejudice and discrimination that lesbian and gay people experience on account of their identities.
 - Heterosexism
 - Homophobia
 - Phobia
 - Poking fun
- An individual who is **not** a member of a particular community or background yet advocates (or "stands up") on behalf of people who are a part of that particular community or background is referred to as a(n) _____.
 - racist
 - ally
 - nice person
 - helper
- LGBTQ stands for lesbian, gay, bisexual, transgender, questioning.
 - True
 - False
- A term that expresses the attitude that heterosexuality is the only valid orientation is _____.
 - heterosexism
 - homosexual
 - heterosexual
 - none of the above
- Queer refers to a term that includes all LGBTQ identities and is believed to be a term of empowerment among some LGBTQ individuals.
 - True
 - False
- Some ways to be an ally are to _____.
 - be open minded and honest
 - interrupt homophobic jokes or comments and state that they are not ok
 - start a Gay-Straight Alliance at your school
 - all of the above
- Some youth choose to run away after not feeling supported in relation to their sexuality – such as not being able to date, not being accepted, or being ridiculed.
 - True
 - False

