



Gay, Lesbian, Bisexual, Transsexual, and Questioning Guidebook Learning Plan

January 2007

Important Note: The GLBTQ Assessment and Learning Plan are to be used only with youth who have self-identified as GLBTQ and/or expressed an interest in this area.

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Introduction

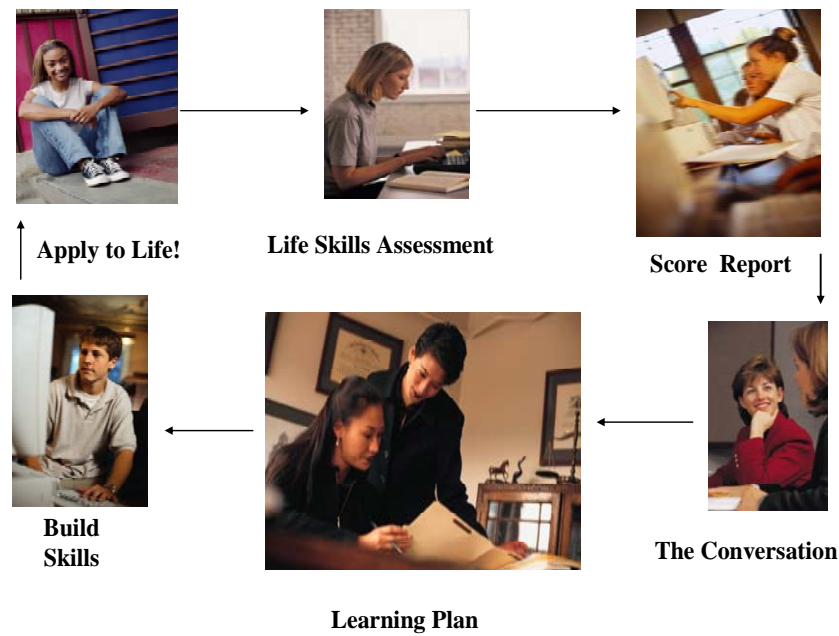
The Life Skills Guidebook (Guidebook) Learning Plans are a component of the Casey Life Skills Tools (see www.caseylifeskills.org). The Life Skills Tools include the Ansell-Casey Life Skills Assessment (ACSLA), Assessment Supplements, Guidebook Learning Plans, Ready, Set, Fly! A Parent's Guide for Teaching Life Skills, and group data reports. In addition, the Tools reference over 50 other instructional resources and a number of web resources. Taken together, the Tools represent a competency-based learning strategy for people to develop the skills they need to succeed in living interdependently as adults, starting at age eight and continuing through adulthood. While these tools are appropriate for most audiences beginning at age eight, they were especially created with youths living in and young adults leaving out-of-home care.

The ACLSA is not an exhaustive list of all the skills one needs to live on one's own. Rather, it provides an indication of skill level and readiness for living on one's own and interdependently with others. The ACLSA and Assessment Supplements are designed to be the *first step* in the Life Skills Learning Cycle (see Exhibit 1). The Guidebook, Guidebook Learning Plans, and activity resources, while not exhaustive, help with goal setting, action planning, instruction, learning, and application. Instruction is followed again by assessment to measure progress. If any part of this cycle is left out, life skills competency development is hindered.

In using the Guidebook Learning Plans, it is critically important to keep the central role of the person getting ready to live on his/her own in mind. Young people need to be involved in all aspects of life skills acquisition, including planning and instruction. A core part of Person-Centered Planning is that people are more successful when they self-select their learning and achievement goals. Similarly, the Foster Care Independence Act of 1999 requires youth involvement in their Independent Living Plans (National Foster Care Awareness Project, 2000). We encourage evaluating your work with people in transition and moving your learners to a position where they routinely make the majority of decisions that affect their learning. Greater learner involvement leads to learner ownership of their skill development (see Guidebook Chapter 1, Levels of Learning). Learning life skills is a life-long process. Few people will be able to

do all the skills covered in this Guidebook Supplement and should not expect 100% mastery in all the life skill domains. However, we hope those preparing for living on their own and interdependently with others will accomplish many of the Learning Goals in order to be prepared to succeed.

Exhibit 1. Life Skills Learning Cycle



Chapter 1. Plain Terminology of the GLBTQ Guidebook Learning Plan

Introduction

“GLBTQ” is an acronym that is currently used to refer to Gay, Lesbian, Bisexual, Transgender, and Questioning individuals and communities. The terminology used by the GLBTQ community to refer to diverse sexual orientations and gender identities has evolved and changed over the years, often in response to changes in the community and in society at large. In recent years, many youth and some older members of the GLBTQ community use the term Queer to apply to some or all of its community members. The advantage of this term is that it is seen as all-encompassing and thus avoids the need for cumbersome acronyms. Additionally, this term is useful for those who are non-heterosexual but wish to avoid a more specific (and perhaps limiting) label such as gay or bisexual. Some older GLBTQ adults are uncomfortable with the term Queer, because that term has been associated with stigma and violence against GLBTQ people in the past. Additionally, the term Queer is generally not appropriate for heterosexual persons to use because of this history of stigma associated with the term. In this document, we will most frequently use the term GLBTQ. However, we recommend that adults working with youth on issues related to sexual orientation and gender identity ask youth what terms they feel most comfortable with and what terms they would like the adult to use in discussing these issues with them.

Other letters that are sometimes added on to the GLBTQ acronym include “I” for Intersex and “A” for Allies. “Intersex” refers to individuals who are born with mixed indicators of biological sex. “Ally” refers to individuals who identify as heterosexual, but are actively and visibly supportive of their GLBTQ family members and the GLBTQ community. While both of these groups are important to acknowledge, their unique issues and needs are beyond the scope of this document.

In response to a need for specific life skills related to GLBTQ issues expressed by many social workers, teachers, youth, and parents, Casey Family Programs with Dr. Kimberly F. Balsam, Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins

(Success Technologies) created the GLBTQ Guidebook Learning Plan. Like the Guidebook Learning Plan, it is designed to help develop life skills teaching curriculum and individual learning plans. It is based on and companion to the Casey Life Skills GLBTQ Assessment Supplement. The Assessment Supplement was created by Chris Downs (Casey Family Programs), Rob Woronoff (Child Welfare League of American), Randy Estrada (Lambda Legal), and Candice Holmes (Child Welfare Consultant). A thorough description of the assessment can be found elsewhere at this website.

Descriptions of the GLBTQ domains follow.

- **Knowledge** focuses on knowledge related to gender, gender identity, sexual orientation, and sexual behavior.
- **Self Concept** concerns awareness of one's own personal strengths, self-esteem, assertiveness and communication, comfort with one's sexual orientation and gender identity.
- **Community Resources and Supports** covers skills needed to find GLBTQ-related community resources and supports, including using the yellow pages and internet.
- **Health** concerns the skills necessary for staying physically and emotionally healthy as a GLBTQ person, awareness of health issues unique to GLBTQ people, and knowledge and skills related to sexual activity, including STD and pregnancy prevention.
- **Living in Two or More Worlds** concerns the skills necessary to thrive as a GLBTQ person in a society that is predominantly heterosexual and the skills to integrate multiple aspects of one's identity
- **Safety** focuses on the skills needed for maintaining personal safety as a GLBTQ person, skills for managing conflict, knowledge of one's personal rights as a GLBTQ person,, safety issues associated with coming out, coming out and managing disclosure on a day to day basis, and responding to discrimination and prejudice.
- **Family/Community Values** concerns obtaining support from the GLBTQ community and one's friends and family for one's sexual orientation and gender identity.
- **Section for Transgender Youth** covers resources available to youth who identify as transgender

- **Environment and Safety Section** focuses on identifying and understanding the impact of abuse and disrespect, maintaining personal safety, and finding support.

Definitions

These are terms used in the Guidebook.

- **Domain:** Cluster of skills organized into major areas: Knowledge, Self Concept, Community Resources and Supports, Health, Living in Two or More Worlds, Safety, Family/Community Values, Section for Trans Youth, Environment and Safety Section.
- **Learning Goals:** Also known as competencies, they are specific statements of knowledge and ability.
- **Expectations:** Also known as objectives or performance indicators, they are tasks/action steps to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
- **Learning Levels:** Developmental approach to learning indicating degree to which individuals master Learning Goals.
- **Resources:** Broad array of teaching materials and people resources (e.g., curricula, websites, workbooks) that can be used to teach to a Learning Goal.
- **Curriculum:** A set of activities that lead to mastery of Learning Goals in one or more domains.
- **Life Skill Learning Plan:** An online template that guides the user to determine the essential elements for the development of a life skill curriculum, one session at a time, or an individual learning plan based on selected Learning Goals and related Expectations. The template is used to record selected Learning Goals and Activities the instructor or youth will use during the life skills learning session or time period. Completed, it is a unit of planned life skill instruction, which may be completed one-on-one, in a group, or by the youth during a specified time period.
- **Life Skill Instructor:** Individual who guides the learner and supports the individual throughout their Learning Plan.
- **Out-of-home care:** Refers to a living situation that is not with a person's immediate biological family, such as, family foster care, group homes, and residential treatment.

- **Learner:** Youth or adult that is learning life skills content in group, individual, or self-instruction formats.

Learning Goals and Levels

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals¹. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place. The levels of learning used in the developmental model are listed in Exhibit 2. The verbs at the beginning of the Learning Goal indicate the level at which the Learning Goal is written. Guidebook Learning Goals begin at level 2 and progress through level 4.

¹ We use Learning Goals for simplicity. The user is free to substitute language (e.g., competencies) for their situation.

Exhibit 2. Learning Levels

| Learning Level | Definition |
|--|--|
| Level 1 – Awareness Level 2 – Knowledge and Understanding | At levels one and two, the learner is acquiring information. At this level in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught. |
| Level 3 – Knows how | At level three, the learner is beginning to apply the knowledge learned through instruction. At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences. |
| Level 4 – Can or is able to | At level four, the learner is using the knowledge learned outside of the learning environment. At this level, the learner is able to demonstrate the skill on a regular basis and reports on his/her progress. |

- **“Knows and understands” Learning Goals:** The instructor presents information in a way that increases the learner’s knowledge base. For example, at the end of the session the learner will **only** be expected to **describe or explain** what he/she learned about financial institutions.
- **“Knows how” Learning Goals:** The instructor creates an opportunity for the learner to practice. For example, the learner demonstrates writing a check to make a purchase. Generally, “knows how to” Learning Goals are completed in a classroom or home environment. Often, they are ones that a person may need in the future but not now. They **simulate real life situations**.

- **“Can or is able to” Learning Goals:** The instructor provides an opportunity for real world demonstration. For example, “can set the table for daily meals,” just showing the learner what a table setting looks like isn’t enough. With the right kind of instruction, the learner should be able to demonstrate setting the table for three daily meals.

Expectations

Expectations describe what the learner should be able to do as a result of group, individual, or self-teaching and indicate how the Learning Goal was achieved in behavior terms. They are also called performance indicators or objectives. They begin with an action verb. They also can be translated into group or individual case or group plans by simply adding the words “At the end of X time period or session, the learner will be able to...” before each Expectation. For example, “At the end of the group session, the learner will be able to develop a personal fact sheet to use when completing job applications.” The underlined part is an Expectation. They are listed in order of increasing difficulty for each Learning Goal.

Resources and Activities

The Guidebook Learning Plans identify the activities and exercises from existing life skill resources that can be used to teach the Learning Goals in group, individual, or self-instruction formats. In an effort to minimize resource cost, the most widely used, cost-effective resources were selected after being screened for appropriateness and relevance to GLBTQ youth. Activities and exercises from these resources are cross-referenced to the Learning Goals. Each activity is listed by name, page number, and activity number (if provided). For the GLBTQ Supplement, additional resources that are specific to GLBTQ youth are included. In addition, websites that provide information and/or opportunities for instruction are included. In most cases, they are non-profit or government sites (.org or .gov) to minimize advertisements. Web resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. For all resources listed, information and activities that are specifically targeted to the needs of GLBTQ youth are noted with an asterisk. The Learning Goals, Expectations and Activity Resources provide the learner and life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan. Chapter 2 offers detailed instruction on how to create a Life Skills Learning Plan.

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person's learning style more learning will likely occur. For more information on determining the learning style, see the Guidebook, Chapter 1, Learning Styles.

Chapter 2. Using the GLBTQ Guidebook Learning Plan to Set and Reach Learning Goals.

Overview

The Guidebook, the ACLSA, and corresponding supplements address one important aspect of living on one's own – life skills. The ACLSA is used to *assess* life skills. The Guidebook is used to *teach* life skills. It is very important the learner give input at each step and has final say whenever possible. Learning Goals and Expectations provide the framework for life skills instruction. They help with knowing, understanding, and applying life skills. The Learning Goals represent overall goals for instruction. Expectations describe what the person should be able to do after instruction takes place. Increases in ACLSA scores before and after instruction show the amount of learning overall for individuals and groups. The steps for using the Guidebook follow.

Important Caution:

Casey has built and tested numerous assessments and assessment supplements and has identified numerous companion teaching curricula. The GLBTQ Assessment and companion curricula (Guidebook) require an important caution for the caregiver, life skills instructor, social worker or other adult who will work with the GLBTQ youth. Before you review a youth's score report, have a conversation with the youth about the score report, or develop a learning plan, be sure that you have examined any biases, stereotypes, and areas where your own knowledge of GLBTQ issues is deficient. This is important whether you as the core provider are GLBTQ or not. If you believe that you have done sufficient personal work on identifying and overcoming any biases, homophobic beliefs, or misconceptions about GLBTQ persons, please continue reading on how to work with learning plans and set/reach goals. If you are aware or concerned that your biases, stereotypes or lack of knowledge on GLBTQ persons are present please do two things: (1) find a different adult who does not carry such biases to work with the youth in your place and (2) better educate your self on how to effectively help GLBTQ youth so that you may be able to help a different youth later on.

Step 1: Assessment

- Completing the appropriate ACLSA level or Assessment Supplement is the first step in this process.
- Once completed, an immediate score report “pops-up” on the screen and the report is also emailed to an e-mail address the user specifies.
- The individual report provides summary scores by domains and the responses on each item.
- Domain scores indicate areas of strength and opportunities for improvement.
- After talking about assessment results, we recommend the learner, caregiver, and/or life skill instructor together have a conversation about
 - The strengths identified in the assessment,
 - The identified areas of challenge,
 - The goals which the learner wants/is willing to pursue,
 - Identifying Mastery Standards that indicate consistent application of selected skills (see Guidebook, Chapter 4, Mastery Standards).
- Then, work with the Guidebook Learning Plan to choose domains on which to work and set goals.

Step 2: Developing a Specific Life Skills Learning Plan

There are two plan options in the online Guidebook. One is designing a plan for teaching life skills in a group format. The other is for individual instruction or self-instruction. You are given a choice online of which plan you want to use.

Whether you are working with an individual or group format, learner involvement is critical. When interacting with computers, the one with the keyboard and mouse has the power. We suggest that you **GIVE THE LEARNER, OR GROUP, THE MOUSE!** Let the

learner develop the plan. We found that groups are very able to design their own group Learning Plans once they know how to use the web page. In addition, they become much more motivated to achieve their goals!

CREATING A PLAN ONLINE

Step 1: Go to http://www.caseylifeskills.org/pages/lp/lp_index.htm

Step 2: Under the drop down menu in the Learning Plan tab, click on the Guidebook Learning Plan you want to use (e.g., GLBTQ Supplement).

Step 3: Select and click on the domain(s) of interest.

Step 4: Review the list of Learning Goals and Activities. Click on the boxes next to the desired goals and/or activities you want to select based on the needs and wants of the participants in your group, combined ACLSA results, and how much time you have in each session *or* for Individual Plans, based on ACLSA individual results and learner wants and needs.

Step 5: Click on the yellow button "Add to the Learning Plan."

Step 6: To remove Learning Goals or Activities, go back to the web page where you made that selection and uncheck the box.

Step 7: When finished selecting your Learning Goals and Activities, click on the "Preview/Print Learning Plan" button on the bottom left part of the screen. This will produce a "new" web page.

Step 8: On the "new" web page, click either *Group Life Skills Learning Plan* or *Individual Life Skills Learning Plan*. The Plan will immediately appear and can be printed or saved to your computer.

Repeat steps 2 thru 6 for each domain as desired. All chosen Learning Goals (and accompanying Expectations) and/or Activities appear in the Learning Plan. The Learning Plan can be previewed as you are building it by clicking the "**Preview/Print Learning Plan**" button on the left side of the screen.

SAVING AND EDITING YOUR PLAN (Microsoft Word, Works, and WordPerfect)

- **To View Plan:** Click "**Preview/Print Learning Plan**" button on the bottom left side of the screen.
- **To copy:** Use your mouse to highlight all the information in the Plan. Go under the file menu and choose "copy." The information will be copied on your computer clipboard and you can now "paste" it into a new document on your computer. To

paste, go under the file menu and choose “paste.” You may need to format to make it look like the online Learning Plan. Save the document with your word processing software.

- **To print** your Plan, either click on the “printer” icon at the top of the screen or go under the file menu and choose “print.” There is no cost for printing the Individual Learning Plan.
- **To save** the Plan without copying and pasting, go to the File menu at the top of the screen and choose “File Save As,” then save the file as an html file.
- **To open the Saved html File**, right click on the file and click open with your word processor software.
- **When finished, save the File** in the format of your word processor software.

PLEASE NOTE: When you leave the caseylifefskills.org Web site, the Plans are permanently deleted, so either “copy and paste” or “save as” to keep the files with your Plan on your computer.

Group Life Skills Learning Plan Elements (see Exhibit 3 for an example).

- **Domain:** ACLSA/Guidebook domain targeted for instruction.
- **Goals, Expectations, and Activities:** Automatically recorded in the Learning Plan when you select them by clicking the box to the left of the Learning Goal or activity.
- **Activity Type:** How you will use the activity in groups (as an opening, individual, group or closing activity).
- **Time:** How long an activity will take to complete.
- **You fill in type and time** based on your judgment and the definitions provided.

Exhibit 3. Group Life Skills Learning Plan

| Domain: Money Management | | |
|--|-------------------------|-------------|
| Goal: Knows and understands how one’s values influence money decisions. | | |
| Expectations: At the end of the session, the learner will be able to: | | |
| <ul style="list-style-type: none"> a. Distinguish between personal needs and wants. b. Recognize the impact personal values have on money decisions. | | |
| Activity Name | Activity Type | Time |
| Needs/Wants Polarity | Opening Activity | 10 minutes |
| What is a Need? What is a Want? | Group Building Activity | 20 minutes |
| My Personal Collage | Individual Activity | 25 minutes |
| Reflection Worksheet | Ending Activity | 10 minutes |

Individual Life Skills Learning Plan Elements (Exhibit 4)

- Plans are tailored to the unique needs of each learner.
- **Goals and Expectations** are automatically pasted into the Learning Plans when Learning Goals are selected.
- **Activities** are pasted automatically in the “What Activities are Going to be Done” column.
- After copying and pasting the partially completed plan into a word processing document or using the “save as” function with the original plan, complete the **Who** and **When** columns.

- **Signatures:** Optional space at the bottom of the Learning Plan for all involved to sign².
- **Print** the plan and keep for the learner's records.

Exhibit 4. Individual Life Skills Learning Plan Example

| | | |
|--|---|--------------------------------------|
| Goals & Expectations | | |
| <p>What can I do to reach my goals? How will I know when I reach each goal? Check to make sure your goals are flexible, specific and have a date by which you want to reach the goal.</p> | | |
| <p>Goal: Knows and understands how one's values influence money decisions.</p> | | |
| <p>Expectations: At the end of the session, the learner will be able to:</p> <ul style="list-style-type: none"> • Distinguish between personal needs and wants. • Recognize the impact personal values have on money decisions. | | |
| <hr/> | | |
| Action Plan | | |
| <p>The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals – yourself, staff, others</p> | | |
| What activities or services will be done? | Who is responsible for doing it? | When will it be accomplished? |
| What Money Means, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly! | | |

| | |
|-------------------------------|-------------|
| Optional Signatures | Date |
| Learner: _____ | _____ |
| Caregiver: _____ | _____ |
| Life Skills Instructor: _____ | _____ |

² Some agencies require youth/learners and caregivers to sign the Learning Plan to show involvement and commitment to the plan.

Summary: How to Use the Guidebook Learning Plan in Case Plans and Contracts with Youth

- Life skills instruction is an intentional process, driven by individual case plans and contract agreements developed with the learner.
- The Guidebook Learning Plan helps formulate goals and tasks/action steps with Learning Goals, Expectations and Activities.
- Learning Goals can be copied in a case plan or contract agreement (e.g., Learner knows and understands the importance of healthy leisure time activities).
- Expectations (indicators) are the tasks/action steps to achieve the goal (e.g., describe the difference between healthy and unhealthy leisure time activities).
- Resources/activities become the “What” or intervention strategies to achieve the goal.
- Learners control their learning by providing input or selecting Learning Goals and Activities.
- Evaluation of level of achievement is based on accomplishment of Expectations, increases in ACLSA scores and for consistent application, Mastery Standards.
- The GLBTQ Assessment and Learning Plan are to be used only with youth who have self-identified as GLBTQ and/or expressed an interest in this area.
- Activities and readings that are aimed specifically at GLBTQ youth are noted with an asterisk*. Other activities and readings are aimed at a general teen audience but contain information that may be useful for GLBTQ youth. When using general materials, it may be necessary to adapt some wording to fit the needs of GLBTQ youth (e.g., materials about dating that use opposite-sex pronouns could be modified to include same-sex pronouns). It is also advised to discuss with the Learner the ways in which these general materials are and are not applicable to his or her unique situation and sexual orientation.

Chapter 3. GLBTQ Learning Plan

Learning Goals, Expectations, and Activities by Domain

| Learning Goals | Expectations | Activities |
|--|---|---|
| Knowledge Domain | | |
| 1. Knows the meaning of the terms gender, gender identity, and sexual orientation and understands the differences between these concepts . | <ul style="list-style-type: none"> a. Define the terms gender, gender identity and sexual orientation. b. Identify and define three sexual orientations (e.g., heterosexual, gay/lesbian, and bisexual). c. Define what “transgender” means. d. Define what “questioning” means. e. Describe stereotyping and discrimination based on sexual orientation. f. Describe stereotyping and discrimination based on gender. g. Describe what it means to question one’s sexual orientation. h. Describe what it means to question one’s gender identity. | Be Yourself, p. 4; 7-8. Bisexuality 101* Filling the Gaps, Sexuality and Society, Gender Role Stereotypes – Where Do I Find Them? p. 151-153. Filling the Gaps, Sexuality and Society, Advantages and Disadvantages of Being Female and Male, p. 154-155. Free Your Mind, p. 3-14, We are Everywhere* GLBTQ, GLBTQ 101, p. 6-11; 17-24.* GLBTQ, Transgender, p. 164-165.* GLBTQ, Glossary, p. 200-206.* Growing up Gay in America, Popular Terms and their Meanings, p. 23* I Think I Might Be Gay.* I Think I Might Be Lesbian* I Think I Might Be Bisexual* I Think I Might Be Transgender* In the System and in the Life, p. 12, Introduction for Teens.* In the System and in the Life, C. 1, Out in the Open, p. 17-38.* In Your Face, C. 2, One of these Kids is Not Like the Others, p. 21-43* It’s Perfectly Normal, C. 1, Girl or Boy, Female or Male, p. 10-11. It’s Perfectly Normal, C. 6, Straight and Gay, p. 16-18.* Just the Facts, Sexual Orientation Development* - http://www.apa.org/pi/lgbq/publications/justthefacts.html Out With It, C. 1, That Gay Thing, p. 2-15* Out With It, C. 5, Gender Benders, p. 64-76* Teenage Human Body, Other Sexual Issues, p. 110. The Shared Heart (entire book)* |

| | | |
|--|---|--|
| | | <p>Two Teenagers in Twenty (entire book)* The Full Spectrum (entire book)* What if Someone I Know is Gay? C. 1, The Basic Stuff, p. 5-40.* What if Someone I Know is Gay? C. 7, Activism and Discrimination, p. 105-115*</p> |
| <p>2. Knows and understands the differences between sexuality, sexual identity, sexual behavior, sexual attraction, and love</p> | <p>a. Define sexuality, sexual identity, sexual behavior, sexual attraction, and love. b. Explain the difference between sexual identity and sexual behavior. c. Tell about the five myths and misconceptions about sex. d. Explain the media’s role in portraying sex and sexuality. e. Explain the difference between love and sex. f. Describe sexual desire verses love.</p> | <p>Coalition for Positive Sexuality – http://www.positive.org Filling the Gaps, Sexual Behavior, Sexual Behavior in Our Culture, p. 124-126. GLBTQ, Glossary, p. 200-206. GLBTQ, Sex and Sexuality, p. 102-123. Growing Up Gay, Sex and Love are Not the Same, p. 138-140. It’s Perfectly Normal, C. 3, Sexual Desire, p. 12-13. Just the Facts, Sexual Orientation* – http://www.apa.org/pi/lgbc/publications/justthefacts.html PAYA, Module 5a, Sexuality, STD’s and Pregnancy, p. 5.</p> |
| <p>3. Knows and understands myths and truths concerning being GLBTQ.</p> | <p>a. Explain why homosexuality is not a sign of mental illness. b. Describe why therapy to change sexual orientation can be harmful to GLBTQ people. c. Explain why the following statements are myths: Gay men act and dress like women Gay men only care about sex Lesbians act and dress like men Bisexuals are people who are afraid to admit that they are really gay or lesbian. Bisexuals are confused about their sexuality. GLBTQ people can’t have children.</p> | <p>Be Yourself, p. 8.* Be Yourself, p. 17-18.* Bi Any Other Name, p. 12-13, Myths/Realities of Bisexuality* Bisexuality 101, p. 1-7.* GLBTQ, GLBTQ 101, p. 11-13; 17-24.* Just the Facts, Sexual Orientation* – http://www.apa.org/pi/lgbc/publications/justthefacts.html PAYA, Module 2, Myths and Facts about Gay, Lesbian, and Bisexual People, p. 113-116* Out With It, p. 10-12, Myths and Facts* PFLAG, Our Daughters and Sons: Questions and Answers for Parents of GLB People.* What if Someone I Know is Gay? C. 1, The Basic Stuff, p. 5-40.*</p> |

| | | |
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| <p>4. Understands the process of “coming out”</p> | <p>a. Describe the meaning of the term “coming out”.</p> <p>b. Explain the benefits and risks of coming out</p> <p>c. Explain why coming out is a lifelong process.</p> <p>d. Describe how to decide if and when to come out to a particular person or in a particular situation</p> <p>e. Describe what to do if someone else “outs” you against your will</p> | <p>Be Yourself, p. 10-15.*</p> <p>Free Your Mind, C. 2, p.15-28, Coming into Your Own* Free Your Mind, The Costs of Hiding, p. 68-69.* GLBTQ, C. 3, p. 41-59, Coming Out* Growing up Gay in America, C. 3, Coming Out to Your Parents, p. 62-75.* Human Rights Campaign Resource Guide for Coming out - http://www.hrc.org/Content/NavigationMenu/Coming_Out/Get_Informed4/Coming_Out3/Index.htm In the System and in the Life, C. 1, Out in the Open, p. 17-38.* In Your Face, C. 2, One of these Kids is Not Like the Others, p. 21-43.* In Your Face, C. 4, Do You Have to Let the Whole World Know?, p. 61-73* Out With It, C. 3, Coming Out, p. 34-53* Two Teenagers in 20 (entire book)*</p> |
| <p>5. Knowledge for heterosexuals (<i>this section is for youth who identify as heterosexual</i>)</p> | <p>a. Explains the challenges of living as a GLBTQ person in a heterosexual world</p> <p>b. Describe three differences between life as a heterosexual person and life as a GLBTQ person</p> <p>c. Describe two ways that you can be supportive of GLBTQ people in your life.</p> | <p>Filling the Gaps, Sexual Identity and Orientation, Some of Us are Lesbian or Gay, p. 137-138.* Filling the Gaps, Sexual Identity and Orientation, Heterosexuals in an Alien World, p. 139-140.* Filling the Gaps, Sexual Identity and Orientation, Exploring Sexual Orientation, p. 141-142.* Filling the Gaps, Sexual Identity and Orientation, Some of Your Best Friends Are, p. 143.* In the System and in the Life, C. 3, Straight but Not Narrow-Minded, p. 75-90.* Out With It, C. 2, Friends and Family, p. 16-33* What if Someone I Know is Gay? C. 2, Friends and Family, p. 41-63.*</p> |
| <p>Self Concept Domain</p> | | |
| <p>6. Knows and understands one’s personal strengths, needs, and goals.</p> | <p>a. Describe three personal strengths and three needs.</p> <p>b. Recognize how one’s strengths can be used to meet one’s needs.</p> | <p>9/10 F.L.A.S.H, Lesson Plan 5, Puberty and Adolescence: Who Am I? Where Am I Going? p. 103-114. Creative Life Skills Activities, Activity 9, Toilet Paper. Creative Life Skills Activities, Activity 10, Grab Bag.</p> |

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| | <ul style="list-style-type: none"> c. Define the term “self-esteem.” d. Describe the relationship between self-esteem and emotional well being. e. Explain how self esteem and body image are related. f. Describe your personal values. g. Name at least three things about yourself that you feel good about. h. Explain your personal definition of success. i. Describe the benefits and consequences of perseverance. j. Tell at least three characteristics of a good leader and why being a leader is important. k. Identify two specific short-term personal goals l. Identify one specific long-term personal goal. m. Describe how being GLBTQ might affect planning for your future | <p>Creative Life Skills Activities, Activity 65, Win, Lose or Draw.</p> <p>Creative Life Skills Activities, Activity, 69, Easy Mobile Making.</p> <p>Creative Life Skills Activities, Activity 76, Things Important to Me.</p> <p>Creative Life Skills Activities, Activity 78, Getting to Know Me.</p> <p>Creative Life Skills Activities, Activity 79, “Who Am I” Collage.</p> <p>Creative Life Skills Activities, Activity 90, Get to Know Your Apple.</p> <p>Creative Life Skills Activities, Activity 91, Bumper Stickers.</p> <p>Creative Life Skills Activities, Activity 98, Positive Affirmation.</p> <p>GLBTQ, C. 11, Work, College, and Beyond, p. 187-199.*</p> <p>Growing Up Gay In America, C. 8, Your Life: Planning for the Future, p. 186-214.*</p> <p>In Your Face, C. 11, The Future: Where are You Going? p. 143-156.*</p> <p>Kids Health, Self Esteem, Mental Health, Body Image – http://www.kidshealth.org/teen/your_mind/ http://www.kidshealth.org/kid/feeling/</p> <p>Life Skills Activities for Secondary, I-3, Spotlight on Me, p. 7-8.</p> <p>Life Skills Activities for Secondary, VI-1, What Are Values? p. 370-371.</p> <p>Life Skills Activities for Secondary, VI-2, Values Important to Me, p. 372-373.</p> <p>Life Skills Activities for Secondary, VI-3, Forming Values, p. 374-375.</p> <p>PAYA, Module 2, Values, p. 98-101</p> <p>PAYA, Module 2, Valuing Diversity, p. 107-112.</p> <p>PAYA, Module 2, Relationships, p. 135-140.</p> <p>Ready, Set, Fly! Personal Development #1.</p> <p>Ready, Set, Fly! Personal Development #2.</p> |
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| | | <p>Ready, Set, Fly! Personal Development #5. The Alcohol and Drug Information Clearinghouse, Body Image - http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivbody.html 4 Girls, Mind – http://www.4girls.gov</p> |
| 7. Knows and understands the concept of self-esteem. | <ul style="list-style-type: none"> a. Define the term “self-esteem.” b. Explain how self-esteem is related to self-awareness and self-image. c. Describe the relationship between self-esteem and emotional well being. d. Explain how self-esteem and body image are related. e. Describe what influences body image and how to affirm body image. f. Explain why some GLBTQ people might experience problems with self-esteem g. Describe what you like about yourself. h. Describe what you like about being GLBTQ i. Describe what about yourself you are proud. | <p>Creative Life Skills Activities, Activity 78, Getting to Know Me. Creative Life Skills Activities, Activity 79, “Who Am I” Collage. Creative Life Skills Activities, Activity 98, Positive Affirmation. Kids Health, Self Esteem; Mental Health; Body Image – http://www.kidshealth.org/teen/your_mind/ http://www.kidshealth.org/kid/feeling/ Ready, Set, Fly! Personal Development #1. Ready, Set, Fly! Personal Development #2. The Alcohol and Drug Information Clearinghouse, Body Image - http://www.nebraskaprevlink.ne.gov/therightstuff/youth/positivbody.html 4 Girls, Mind – http://www.4girls.gov</p> |
| 8. Knows how and when to be assertive when communicating at home, school, and work. | <ul style="list-style-type: none"> a. Explain the differences between passive, aggressive, and assertive styles of communication. b. Describe how to communicate assertively. c. Recognize that people have the right to express different opinions. d. Demonstrate assertive communication in three situations. e. Demonstrate standing up for yourself in a respectful way. | <p>9/10 F.L.A.S.H, Lesson Plan 9, Sexual Exploitation: Communication, p. 159-176. 9/10 F.L.A.S.H, Lesson Plan 23, Contraception: Communication, p. 417-432. 9/10 F.L.A.S.H, Lesson Plan 28, Sexually Transmissible Diseases (STDs): Communication, p. 505-514. GLBTQ, Life at School, p. 61-79.* Ready, Set, Fly! Communication #15. Ready, Set, Fly! Communication #16. Teenage Human Body, Social Maintenance, p. 45.</p> |

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| | | The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html |
| 9. Is comfortable with own sexual orientation and gender identity. | <ul style="list-style-type: none"> a. Name at least one friend or family member who knows about your sexual orientation. b. Describe what you like about your sexual orientation. c. Describe what you like about your gender identity. d. Describe your pride in yourself. e. Describe your values about sexual orientation and gender identity f. Tell your “coming out” story. | <p>Be Yourself, p. 7.* Filling the Gaps, Sexual Identity and Orientation, Exploring Sexual Orientation, p. 141-142.* Free Your Mind, C. 2, Coming Into Your Own, p. 15-28.* GLBTQ, GLBTQ 101, p. 14-18; 22.* GLBTQ, Sex and Sexuality, p. 102-123.* Ready, Set, Fly! Communication #15. Ready, Set, Fly! Communication #16.</p> |
| Community Resources and Supports Domain | | |
| 10. Can use the newspaper and yellow pages to find information. | <ul style="list-style-type: none"> a. Knows how and is able to use the phone book to locate specific resources. b. Knows how and is able to use a newspaper to locate specific resources. c. Knows how and is able to use magazines to locate specific resources. | <p>Creative Life Skills Activities, Activity 28, Phone Book Exercise. Life Skills for Secondary, IV-3, Information from Newspapers, p. 208-209. Life Skills for Secondary, IV-4, Information from Magazines, p. 210-211. Making It on Your Own, What’s Going On? p. 78. PAYA, Module 4, Community Resources, p. 70-72. Ready, Set, Fly! Community Resources #1. Ready, Set, Fly! Community Resources #2. Ready, Set, Fly! Community Resources #3.</p> |
| 11. Knows how to use the Internet to locate general and LGBTQ-specific resources. | <ul style="list-style-type: none"> a. Locate places in your community that provide Internet access (e.g., library, community center, school). b. Identify two search engines (e.g., Yahoo, Google). c. Describe how to use a search engine d. Using the internet, locate at least three | <p>GLBTQ, Dial In or Log Off? GLBT Online Communities? P. 81-82.* GLBTQ, The Internet: Stay Safe as You Surf, p. 83-84.* Watching Out For Yourself in Online Relationships.* Ready, Set, Fly! Community Resources #1. National Association of Lesbian, Gay, Bisexual, and Transgender Community Centers (NALGBTCC)* –</p> |

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| | <p>GLBTQ resources.</p> <p>e. Describe some of the benefits of accessing GLBTQ resources online</p> <p>f. Describe some of the dangers of internet surfing and things you can do to stay safe</p> | <p>http://www.lgbtcenters.org/ National Youth Advocacy Coalition *– http://www.nyacyouth.org Out Proud *– http://www.outproud.org Queer America- http://www.queeramerica.com The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/webpage.html Yahooligans, Teaching Internet Literacy- http://www.yahooligans.com</p> |
| <p>12. Can find resources for specific needs as a GLBTQ person</p> | <p>a. Identify three websites specifically for GLBTQ youth</p> <p>b. Describe three different kinds of GLBTQ resources (e.g., support group, helpline, community center)</p> <p>c. Identify GLBTQ youth resources that exist in your community.</p> <p>d. Identify at least one person that you can talk to about your sexual orientation or gender identity</p> <p>e. Describe how to find specific resources for unique needs (i.e., person of color, deaf, etc.)</p> <p>f. Tell what you would do if a social service agency that you were asking for help was homophobic.</p> | <p>Creative Life Skills, Activity 28, Phone Book Exercise. Creative Life Skills, Activity 30, Where in the World Do I Find? Creative Life Skills, Activity 35, Who Do I Call? Creative Life Skills, Activity 55, Community Resource Scavenger Hunt. GLBTQ, Sex and Sexuality, p. 102-123.* Free Your Mind, C. 3, Reaching Out, .p. 29-43.* Free Your Mind, C. 18, Living in Your Community, p. 307-320.* Free Your Mind, Resources, p. 367-400.* Growing up Gay in America, C. 7, p. 163-184, Gay Life in Cyberspace.* I Think I Might Be Lesbian, p. 11* Life Skills Activities for Secondary, IV-1, What Do You Need to Know? p. 202-204. Life Skills Activities for Secondary, IV-1, Where to Get Information, p. 205-209. Making It on Your Own, Your Medical and Dental Resources, p. 60. Ready, Set, Fly! Transportation, #1. Ready, Set, Fly! Transportation, #2. Out Youth website* - http://www.outyouth.org/index.html</p> |

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| | | <p>Youth Resource website* - http://www.youthresource.com/ National Youth Advocacy Coalition website* – http://www.nyac.org Ambiente Joven* – http://www.ambientejoven.org The Blackstripe*– http://www.qrd.org/qrd/www/culture/black/index2.html Deaf Queer* – http://www.deafqueer.org Gay, Lesbian and Straight Education Network (GLSEN*) – http://www.glsen.org Parents, Families and Friends of Lesbians and Gays* – http://www.pflag.org</p> |
| 13. Knows how and is comfortable participating in GLBTQ community activities | <p>a. Define “GLBTQ community” and tell why it is important for GLBTQ people. b. Identify at least one GLBTQ person with whom you can talk about your sexual orientation or gender identity. c. Identify 3 GLBTQ community activities that you might be comfortable participating in. d. Participate in a GLBTQ community activity. e. Name at least 2 places where GLBTQ people are in your city or town that you feel safe. f. Name at least two ways to meet other GLBTQ teens. g. Name at least one GLBTQ teen that you can count on for support.</p> | <p>Be Yourself, p. 11-12.* Free Your Mind, C. 20, The Gay, Lesbian, and Bisexual Community, p. 335-355.* GLBTQ, Life at School, p. 69-73.* GLBTQ, GLBTQ Friends, p. 78-84.* National Association of Lesbian, Gay, Bisexual, and Transgender Community Centers (NALGBTCC)* – http://www.lgbtcenters.org National Youth Advocacy Coalition* – http://www.nyacyouth.org Out Proud* – http://www.outproud.org</p> |
| Health Domain | | |
| 14. Knows how to maintain good physical health and prevent disease. | <p>a. Describe how to find a doctor who is GLBTQ-friendly. b. Find a doctor with whom you feel comfortable in talking about your sexual orientation, gender identity, and sexual behaviors. c. Identify any questions you have about health</p> | <p>9/10 F.L.A.S.H, Lesson Plan 29, Sexual Health Care, p. 515-548. GLBTQ, Staying Healthy, p. 124-145. Life Skills Activities for Secondary, VI-9, Exercise, p. 391-392. Making It on Your Own, Your Medical History, p. 60. Making It on Your Own, Exercise for Fitness, p. 64.</p> |

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| | <p>and who you can ask about them.</p> <ul style="list-style-type: none"> d. Explain your family health history. e. Keep up-to-date medical records (e.g., immunizations, injuries, hospitalizations). f. Explain how regular exercise can make one feel better and look better. g. Exercise at least two to three times a week. h. Explain how alcohol and drugs affect the body and mind. i. Explain why LGBT people are at greater risk for unhealthy behaviors like smoking, alcohol and drug use. j. Explain how to maintain sexual health. k. Describe why you want to be healthy. l. Identify one short-term personal goal to improve health and describe the steps you will take to achieve this goal. | <p>PAYA, Module 2, Health Care, p. 17-18. Ready, Set, Fly! Health #1. Ready, Set, Fly! Health #2. Teenage Human Body, Energy Maintenance, p. 29-33. Teenage Human Body, Germs and Diseases, p. 82-83. Girl Power! Alcohol and Drugs http://www.girlpower.gov/girlarea/bodyfx/index.htm 4 Girls, Illness & Disability, Fitness, Body – http://www.4girls.gov Gay and Lesbian Medical Association (GLMA), for referrals* – www.glma.org, or (415) 255-4547. Girl Power, Ways to Stay Healthy - http://www.girlpower.gov/girlarea/bodywise/Index.htm Kids Health, Your Body – http://www.kidshealth.org/teen/your_body http://www.kidshealth.org/teen/food_fitness/ Kids Health, Exercise; Care of Body – http://www.kidshealth.org/kid/stay_healthy/index.html Kids Health, Fitness – http://www.kidshealth.org/parent/nutrition_fit/index.html Kids Health, Parent Information – http://www.kidshealth.org/parent/general/index.html Trans*topia* – http://www.transtopia.org</p> |
| <p>15. Knows how to maintain good emotional health.</p> | <ul style="list-style-type: none"> a. Define stress. b. Give examples of stressful situations. c. Give examples of stressful situations that GLBTQ people might encounter. d. Identify situations which may cause conflict between people and lead to stress. e. Identify sources of stress in your life right now. f. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule, | <p>Free Your Mind, C. 4, If I Live, I'll Be Great: Making It Through Hard Times*, p. 44-58. GLBTQ, Staying Healthy, Stress and Depression*, p. 125-134. GLBTQ, Staying Healthy, Depression*, p. 125-136. Growing Up Gay, Dealing With Depression*, p. 31-33. Growing Up Gay, Find a Therapist You Can Trust*, p. 33-34. Life Skills Activities for Secondary, VI-21, Stress & Stressors, p. 426-428. Life Skills Activities for Secondary, VI-22, Stressful Events & Situations, p. 429-431.</p> |

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| | <p>being assertive).</p> <p>g. Select a strategy to reduce stress and maintain good emotional health (e.g., exercise, deep breathing, simplify schedule, journal).</p> <p>h. Evaluate effectiveness of strategy selected.</p> <p>i. Describe the signs and symptoms of depression and other emotional health problems.</p> <p>j. Describe why LGBT people may be at greater risk for problems like depression and anxiety.</p> <p>k. Describe where to obtain help when upset or with depression and other emotional health problems.</p> <p>l. Describe where to get help if you feel like hurting yourself.</p> <p>m. Describe how to tell if a therapist is GLBTQ-friendly.</p> <p>n. Name at least three people you could talk to if you were having problems with emotional health or you felt like hurting yourself.</p> | <p>Life Skills Activities for Secondary, VI-23, Coping with Stress, p. 432-435.</p> <p>Life Skills Activities for Secondary, VI-24, Depression, p. 436-438.</p> <p>Life Skills Activities for Secondary, VI-25, Suicide, p. 439-441.</p> <p>Life Skills Activities for Secondary, VI-26, Getting Help, p. 442-444.</p> <p>Life Skills Activities for Secondary, VI-27, You Have Choices, p. 445-447.</p> <p>Making It on Your Own, Dealing with Stress, p. 66.</p> <p>Making It on Your Own, Depression, p. 66.</p> <p>Making It on Your Own, Getting Help, p. 66.</p> <p>Queer Blues, C. 1, Shades of Blue: What Depression Is and Isn't*, p. 7-20.</p> <p>Queer Blues, C. 2, Blue Passages: How Society Contributes to Depression for Lesbians and Gays*, p. 21-39.</p> <p>Queer Blues, C. 4, Blue Portraits: Queer Stories*, p. 59-74.</p> <p>Queer Blues, C. 7, Queer Psychotherapy: The Talking Cure*NEED PAGES</p> <p>Ready, Set, Fly! Health #14.</p> <p>Ready, Set, Fly! Health #15.</p> <p>Teenage Human Body, Stress, p. 64-65.</p> <p>Teenage Human Body, Depression, p. 68-69.</p> <p>4 Girls, Mind– http://www.4girls.gov</p> <p>Kids Health – http://www.kidshealth.org/parent/emotions/index.html</p> <p>Kids Health – http://www.kidshealth.org/kid/feeling/</p> <p>National Runaway Switchboard: 1-800-621-4000.</p> <p>The Girls and Boys Town National Hotline: 1-800-488-3000</p> <p>The National Hopeline Network: 1-800-784-2433.</p> <p>The Trevor Helpline: 1-866-4888-7386.</p> |
| | <p>a. Explain factors in deciding to be sexually</p> | <p>9/10 F.L.A.S.H, Lesson Plan 8, Puberty and Adolescence:</p> |

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| <p>16. Is able to make healthy decisions about sexual activity.</p> | <p>active with someone.</p> <p>b. Role play skills necessary to negotiate abstinence.</p> <p>c. Tell how to say no to unwanted sexual touching.</p> <p>d. Role play skills needed to avoid unwanted sexual activity.</p> <p>e. Explain what safer sex is.</p> <p>f. Explain why alcohol and drugs can affect the ability to make healthy decisions about sex.</p> <p>NEED RESOURCE FOR THIS</p> | <p>What Will I Decide About Touch? p. 143-158.</p> <p>9/10 F.L.A.S.H, Lesson Plan 11, Sexual Exploitation: Continuum of Sexual Touch, p. 193-214.</p> <p>9/10 F.L.A.S.H, Lesson Plan 12, Sexual Exploitation: Assault Strategies, p. 215-230.</p> <p>9/10 F.L.A.S.H, Lesson Plan 23, Contraception: Communication, p. 417-432.</p> <p>9/10 F.L.A.S.H, Lesson Plan 28, Sexually Transmissible Diseases (STDs): Communication, p. 505-514.</p> <p>Filling the Gaps, Abstinence, Reasons Why Teens Have or Do Not Have Sexual Intercourse, p. 6-7.</p> <p>Filling the Gaps, Abstinence, Setting Sexual Limits, p. 13-16.</p> <p>Filling the Gaps, Safer Sex, Assessing Physical Risk, p. 87-88.</p> <p>Filling the Gaps, Safer Sex, Negotiating Risk Reduction, p. 91.</p> <p>Filling the Gaps, Sexual Behavior, Decision Making Tree, p. 114-116.</p> <p>Filling the Gaps, Sexual Behavior, Dear Dr. Alex, Closeted in Colorado, p. 122-123.</p> <p>Free Your Mind, C. 7, Sex, p. 89-105*.</p> <p>Free Your Mind, C. 8, HIV, AIDS, and Safer Sex, p. 106-122*.</p> <p>GLBTQ, C. 7, Sex and Sexuality, p. 102-123*.</p> <p>Growing Up Gay, C. 6, Sex, p. 138-164*.</p> <p>It's Perfectly Normal, C. 23, Postponement, Abstinence and Birth Control, p. 68-71.</p> <p>UNICEF – http://www.unicef.org/voy/explore/aids/explore_1360.html</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/goals.html</p> <p>http://www.nebraskaprevlink.ne.gov/therightstuff/youth/decisions.html</p> <p>The Ohio State University, Steps to Decision Making – http://ohioline.osu.edu/hyg-fact/5000/5301.html</p> |
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| <p>17. Knows and understands how to prevent pregnancy.</p> | <ul style="list-style-type: none"> a. Describe how females become pregnant. b. Describe why sex between two people of the same biological sex does not lead to pregnancy. c. Describe the difference between sexual orientation and sexual behavior. d. Describe why being GLBTQ does not automatically protect you from unwanted pregnancy. e. Identify at least three methods of birth control. f. Explain how these methods of birth control are used. g. Evaluate the effectiveness of each method to prevent both pregnancy and sexual transmitted diseases (STDs). h. Identify three ways to resist pressure to have sex with someone of the opposite sex. i. Describe how to decide to have sex with someone of the opposite sex . j. Describe who to go to get information about pregnancy, birth control, and prevention. k. Name at least one place to get free birth control, like condoms. l. Name at least one person you could talk to if you had questions about birth control or pregnancy. | <p>9/10 F.L.A.S.H, Lesson Plan 8, Puberty and Adolescence: What will I Decide About Touch? P. 143-158.</p> <p>9/10 F.L.A.S.H, Lesson Plan 20, Contraception: Overview, p. 365-396.</p> <p>9/10 F.L.A.S.H, Lesson Plan 21, Contraception: A Closer Look, p. 397-408.</p> <p>9/10 F.L.A.S.H, Lesson Plan 22, Contraception: What’s the Best Method? p. 409-416.</p> <p>9/10 F.L.A.S.H, Lesson Plan 23, Contraception: Communication, p. 417-432.</p> <p>Creative Life Skills Activities, Activity 23, The Birth Control Box.</p> <p>Creative Life Skills Activities, Activity 49, Not a Bag of Tricks.</p> <p>Creative Life Skills Activities, Activity 63, Sexual Jeopardy.</p> <p>Creative Life Skills Activities, Activity 72, Ad Campaign.</p> <p>Filling the Gaps, Abstinence, So What’s An Abstinence Anyway? p. 8-9.</p> <p>Filling the Gaps, Condoms, Condom Comfort, p. 26-28.</p> <p>Filling the Gaps, Condoms, Condom Match Game, p. 29-31.</p> <p>Filling the Gaps, Condoms, Condom Role Plays, p. 32-34.</p> <p>Filling the Gaps, Condoms, Choosing Condoms, p. 35-38.</p> <p>GLBTQ, Sex and Sexuality, p. 114-123.</p> <p>It’s Perfectly Normal, C. 11, The Travel of the Egg, p. 32-36.</p> <p>It’s Perfectly Normal, C. 11, The Travels of the Sperm, p. 37-40.</p> <p>It’s Perfectly Normal, C. 20, Before Birth, Pregnancy, p. 58-60.</p> <p>It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72.</p> <p>Life Skills Activities for Secondary, VI-12, Being Sexually Active, p. 399-401.</p> <p>Making It on Your Own, Preventing Pregnancy, p. 69.</p> <p>PAYA, Module 2, Teenage Pregnancy, p. 166-169; 189-195.</p> <p>PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-10; 14-19.</p> |
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| | | <p>Ready, Set, Fly! Relationships and Sexuality #3. Teenage Human Body, Safer Sex, p. 103-109. American Social Health Association – http://www.iwannaknow.org Coalition for Positive Sexuality – http://www.positive.org Kids Health – http://www.kidshealth.org/teen/sexual_health/</p> |
| <p>18. Knows and understands how to prevent, detect, and treat STDs including HIV and AIDS.</p> | <ul style="list-style-type: none"> a. Explain how one becomes infected with STDs, HIV and AIDS. b. Identify three common STDs. c. Describe how these STDs affect one’s body. d. Explain ways to protect oneself from STDs and HIV. e. Explain why alcohol and drugs can affect one’s ability to prevent STDs. NEED RESOURCE. f. Describe treatment methods for at least two STDs. g. Identify community agencies that provide free and anonymous STD/HIV testing. h. Name at least one place where to get free condoms. i. Demonstrate assertive parent/child, doctor/patient, partner/partner communication regarding STDs and sexual health in general. | <p>9/10 F.L.A.S.H, Lesson Plan 24, Sexually Transmissible Diseases (STDs): Overview, p. 433-448. 9/10 F.L.A.S.H, Lesson Plan 25, Sexually Transmissible Diseases (STDs): HIV/AIDS: Understanding the Disease, p. 449-464. 9/10 F.L.A.S.H, Lesson Plan 26, Sexually Transmissible Diseases (STDs): HIV/AIDS: Its impact on People, p. 465-484. 9/10 F.L.A.S.H, Lesson Plan 27, Sexually Transmissible Diseases (STDs): Epidemiology, p. 485-504. 9/10 F.L.A.S.H, Lesson Plan 28, Sexually Transmissible Diseases (STDs): Communication, p. 505-514. Be Yourself, p. 9-10. Creative Life Skills Activities, Activity 33, Cruise to Island Paradise. Free Your Mind, Don’t Do Anything You Don’t Want to Do, p. 92-94.* Free Your Mind, C. 8, HIV, AIDS, and Safer Sex, p. 106-122.* GLBTQ, Sex and Sexuality, p. 114-123.* I Think I Might Be Gay, p. 7.* I think I Might Be Lesbian, p. 7.* It’s Perfectly Normal, C. 23, Planning Ahead, Postponement, Abstinence, and Birth Control, p. 68-72. It’s Perfectly Normal, C. 26, Check up, Sexually Transmitted Diseases, p. 77-79. Filling the Gaps, Condoms, Condom Comfort, p. 26-28.</p> |

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| | | <p>Filling the Gaps, Condoms, Condom Match Game, p. 29-31. Filling the Gaps, Condoms, Condom Role Plays, p. 32-34. Filling the Gaps, Condoms, Choosing Condoms, p. 35-38. Life Skills Activities for Secondary, VI-16, HIV & AIDS, p. 412-414. Making It on Your Own, Preventing HIV & AIDS, p. 67. Making It on Your Own, Other Sexually Transmitted Diseases, p. 68. PAYA, Module 2, STDs, p. 170-186; 189-195. PAYA, Module 5a, Sexuality, STDs, and Pregnancy, p. 7-19. Ready, Set, Fly! Relationships and Sexuality #6. Teenage Human Body, STDs, p. 84-89. American Social Health Association – http://www.iwannaknow.org Coalition for Positive Sexuality – http://www.positive.org Kids Health, Sexual Health – http://www.kidshealth.org/teen/sexual_health/ Kids Health – http://www.kidshealth.org/teen/infections/</p> |
| <p>Living in Two or More Worlds Domain</p> | | |
| <p>19. Can define and understands the relationships between gender, gender identity, and sexual orientation.</p> | <ol style="list-style-type: none"> a. Define the terms gender, gender identity and sexual orientation. b. Identify and define three sexual orientations (e.g., heterosexual, homosexual, and bisexual). c. Describe stereotyping and discrimination based on sexual orientation. d. Describe stereotyping and discrimination based on gender. e. Define what “lesbian,” “gay,” “bisexual,” “questioning,” and “transgender” mean. f. Describe what it means to question one’s sexual orientation. | <p>Be Yourself, p. 4; 7-8. Bisexuality 101* Filling the Gaps, Sexuality and Society, Gender Role Stereotypes – Where Do I Find Them? p. 151-153. Filling the Gaps, Sexuality and Society, Advantages and Disadvantages of Being Female and Male, p. 154-155. Free Your Mind, p. 3-14, We are Everywhere* GLBTQ, GLBTQ 101, p. 6-11; 17-24.* GLBTQ, Transgender, p. 164-165.* GLBTQ, Glossary, p. 200-206.* Growing up Gay in America, Popular Terms and their Meanings, p. 23* I Think I Might Be Gay.*</p> |

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| | <p>g. Describe what it means to question one's gender identity.</p> | <p>I Think I Might Be Lesbian* I Think I Might Be Bisexual* I Think I Might Be Transgender* In the System and in the Life, C. 1, Out in the Open, p. 17-38.* In Your Face, C. 2, One of these Kids is Not Like the Others, p. 21-43* It's Perfectly Normal, C. 1, Girl or Boy, Female or Male, p. 10-11. It's Perfectly Normal, C. 6, Straight and Gay, p. 16-18.* Just the Facts, Sexual Orientation Development* - http://www.apa.org/pi/lgbc/publications/justthefacts.html Out With It, C. 1, That Gay Thing, p. 2-15* Out With It, C. 5, Gender Benders, p. 64-76* Teenage Human Body, Other Sexual Issues, p. 110. The Shared Heart (entire book)* Two Teenagers in Twenty (entire book)* The Full Spectrum (entire book)* What if Someone I Know is Gay? C. 1, The Basic Stuff, p. 5-40.* What if Someone I Know is Gay? C. 7, Activism and Discrimination, p. 105-115*</p> |
| <p>20. Knows and understands different parts of one's identity.</p> | <p>a. Describe what you like about yourself. b. Describe your identity. c. Describe aspects of your identity that other people can easily see. d. Describe aspects of your identity that people may not be able to see. e. Describe how to tell if you might be GLBTQ. f. Name three things about your sexual orientation that you feel good about. g. Name three things about your gender identity that you feel good about.</p> | <p>Coalition for Positive Sexuality – http://www.positive.org Filling the Gaps, Sexual Behavior, Sexual Behavior in Our Culture, p. 124-126. GLBTQ, Glossary, p. 200-206. GLBTQ, Sex and Sexuality, p. 102-123. Growing Up Gay, Sex and Love are Not the Same, p. 138-140. It's Perfectly Normal, C. 3, Sexual Desire, p. 12-13. Just the Facts, Sexual Orientation* – http://www.apa.org/pi/lgbc/publications/justthefacts.html PAYA, Module 5a, Sexuality, STD's and Pregnancy, p. 5.</p> |

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| <p>21. Knows and understands one's own cultural identity and how cultural identity relates to being GLBTQ.</p> | <ul style="list-style-type: none"> a. Define the terms culture, identity, race and ethnicity. b. Describe the customs associated with your culture (e.g., family structure, language, food, style of dress). c. Describe the contributions that your culture has made to society. d. Tell at least four ways culture has affected your identity, values, and beliefs. e. Describe what you like about your culture. f. Describe some of your culture's views of GLBTQ people. g. Define discrimination and explain how it affects people in their daily lives. h. Describe some of the challenges and strengths that may exist for a person of color who is GLBTQ. i. Describe some of the challenges and strengths that may exist for a person who is deaf and GLBTQ. | <p>Be Yourself, p. 8-9.* Filling the Gaps, Diversity, Defining Discrimination, p. 53-54.* Filling the Gaps, Diversity, Sexuality and Disability, p. 55-57.* Free Your Mind, People of Color, p. 11-12.* GLBTQ, Religion and Culture, p. 146-163.* In the System and in the Life, p. 28-30, Don't Be Ashamed of Who you Are.* Life Skills Activities for Secondary, I-2, My Ethnic Background, p. 2-6. Out With It, p. 65-66, A Minority Within a Minority* Out With It, p. 80-82, Out of the Closet and In the Life* Out With It, C. 4, Homophobia, p. 54-61* PAYA, Module 2, Cultural Roots, p. 102-106. Ready, Set, Fly! Cultural Awareness #1. Ready, Set, Fly! Cultural Awareness #2. Ready, Set, Fly! Cultural Awareness #3. Ready, Set, Fly! Cultural Awareness #4. Ready, Set, Fly! Cultural Awareness #5. Ready, Set, Fly! Cultural Awareness #6. Ready, Set, Fly! Cultural Awareness #7. Ready, Set, Fly! Cultural Awareness #8. Revolutionary Voices (entire book)* Ambiente Joven *- http://www.ambientejoven.org The Blackstripe* - http://www.qrd.org/qrd/www/culture/black/index2.html Deaf Queer* - http://www.deafqueer.org National Youth Advocacy Coalition* - http://www.nyacyouth.org Trikone* - http://www.trikone.org/about/organization.html Youth Resource: LGBT *- http://www.youthresource.com/living/youth_of_color.htm</p> |
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| <p>22. Knows where to find a religious community that welcomes GLBTQ people.</p> | <p>a. Describe what different religious traditions have to say about being GLBTQ.</p> <p>b. Describe where anti-GLBTQ beliefs originated from for your own religion or religious background.</p> <p>c. Describe what your religious community believes about GLBTQ people.</p> <p>d. Describe how GLBTQ people can reconcile their religious beliefs with being GLBTQ</p> <p>e. Identify some of the arguments against religious intolerance of GLBTQ people</p> <p>f. Identify at least one safe, welcoming religious community of GLBTQ people.</p> | <p>GLBTQ, Religion and Culture, p. 146-163.* Free Your Mind, C. 15 Religious Life, p.259-276, * Free Your Mind, C. 16, The Bible, p. 277-285.* Growing up Gay in America, C. 9, Homosexuality vs. Religion, p. 315.223.* In Your Face, C. 5, Condemned or Redeemed? What Does Your God Think of All of This? p. 75-80.* Just the Facts, Transformational Ministry.* What if Someone I Know is Gay, C. 5, God and Religion, p. 85-94.* Affirmation (Mormon)*- http://www.affirmation.org. Affirmation (United Methodist)*- http://www.umaffirm.org Al-Fatiha Foundation (Muslim)*- http://www.al-fatiha.org. Dignity/USA (Catholic)* - http://www.dignityusa.org. Integrityusa (Episcopal)*- http://www.integrityusa.org. Lutherans Concerned *- http://www.lcna.org More Light Presbyterians* - http://www.mlp.org Unitarian Universalists GLBT* - http://www.uua.org/obgltc SDA Kinship International (Seventh-Day Adventist)* - http://www.sdakinship.org/ United Fellowship of Metropolitan Community Churches* - http://www.ufmcc.com Evangelicals Concerned with Reconciliation* - http://www.ecwr.org/ World Congress of GLBT Jewish Organizations* - http://www.glbtejews.org/ Gay Buddhist Fellowship* - http://www.gaybuddhist.org/ Unity Fellowship Church Movement (African American) *- http://www.unityfellowshipchurch.org/</p> |
| <p>Safety Domain</p> | | |
| <p>23. Is able to maintain personal safety.</p> | <p>a. Explain and comply with rules intended to ensure safety (e.g., seatbelts, hitchhiking).</p> <p>b. Name two or more places you can contact to get help if you feel unsafe.</p> | <p>9/10 F.L.A.S.H, Lesson Plan 9, Sexual Exploitation: Communication, p. 159-176. 9/10 F.L.A.S.H, Lesson Plan 10, Sexual Exploitation: Consent vs. Exploitation, p. 177-192.</p> |

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| | <p>c. Name two or more places where you can find shelter or safety in an emergency.</p> <p>d. Explain how to identify/describe an unsafe person.</p> <p>e. Describe how to avoid a harmful situation.</p> <p>f. Tell what sexual harassment is.</p> <p>g. Define sexual abuse.</p> <p>h. Define exploitation.</p> <p>i. Tell what to say if someone tries to do something to your body you don't want them to.</p> <p>j. Name who to talk to if you've been sexually harassed, abused, or raped.</p> <p>k. Tell what to do about Date Rape</p> <p>l. Describe some of the unique safety risks that GLBTQ people have (e.g., hate crimes, harassment)</p> <p>m. Describe what you would do if you have experienced an anti-LGBT crime or incident</p> | <p>9/10 F.L.A.S.H, Lesson Plan 11, Sexual Exploitation: Continuum of Sexual Touch, p. 193-214.</p> <p>9/10 F.L.A.S.H, Lesson Plan 12, Sexual Exploitation: Assault Strategies, p. 215-230.</p> <p>Free Your Mind, Sexual Abuse and Rape, p. 99-100.*</p> <p>Free Your Mind, Exploitation, p. 100-102.*</p> <p>GLBTQ, Homophobia, p. 30-40.*</p> <p>GLBTQ, Life at School, p. 61-74.*</p> <p>In the System and in the Life, p. 46-49, Trapped!*</p> <p>In the System and in the Life, p. 50-52, From the Frying Pan into the Fire.*</p> <p>In the System and in the Life, p. 59-61, Kicked Out of my Foster Home Because I was Gay.*</p> <p>In Your Face, C. 6, Kids in the Hall: What is it Like at School?, p. 81-97.*</p> <p>It's Perfectly Normal, Talk About It: Sexual Abuse, C. 25, p. 75-77.</p> <p>Life Skills Activities for Secondary, I-25, Sexual Abuse, p. 59-60.</p> <p>Out With It, C. 4, Homophobia, p. 54-63.*</p> <p>What if Someone I Know is Gay, C. 6, School, p. 95-104.*</p> <p>Gay, Lesbian and Straight Education Network* – 212-727-0135 www.glsen.org, glsen@glsen.org</p> <p>Kids Health, Safety – http://www.kidshealth.org/kid/watch/index.html http://www.kidshealth.org/teen/safety/ http://www.kidshealth.org/teen/your_mind/</p> <p>Kids Health, Peer Pressure – http://www.kidshealth.org/kid/feeling/</p> <p>National Domestic Violence Hotline, 1-800-799-SAFE.</p> <p>National Organization for Victim Assistance, 1-800-TRY-NOVA.</p> <p>Parents, Families and Friends of Lesbians and Gays*, 202-467-8180 - www.pflag.org, infor@pflag.org.</p> <p>Rape, Abuse and Incest National Network, 1-800-656-HOPE.</p> |
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| | | Trevor Hotline – 1-866-488-7386 |
| 24. Knows how to manage conflict. | <ul style="list-style-type: none"> a. Describe the signs of conflict. b. Describe two different ways to manage conflict. c. Demonstrate two conflict management techniques that could be used at home, school, or work. d. Demonstrate ways to handle a situation when you or another person make a mistake in judgment. | <p>9/10 F.L.A.S.H, Lesson Plan 9, Sexual Exploitation: Communication, p. 159-176.</p> <p>Life Skills Activities for Secondary, II-12, Identifying a Conflict, p. 107-108.</p> <p>Life Skills Activities for Secondary, II-13, Compromising p. 109-111.</p> <p>Life Skills Activities for Secondary, II-14, Finding Alternatives, p. 112-113.</p> <p>Life Skills Activities for Secondary, II-15, Avoiding Power Struggles, p. 114-116.</p> <p>PAYA, Module 2, Decision Making in Relationships, p. 141-152.</p> <p>Ready, Set, Fly! Communication #17.</p> <p>Ready, Set, Fly! Communication #18.</p> <p>Ready, Set, Fly! Communication #20.</p> <p>The Alcohol and Drug Information Clearinghouse – http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html</p> |
| 25. Knows and understands how abuse, dishonesty, and disrespect impact relationships. | <ul style="list-style-type: none"> a. Define in your own words abuse, dishonesty, and disrespectful behavior. b. Give examples of how they impact relationships. c. Describe what to do if someone is trying to hurt you physically or emotionally. d. Describe where and how to get help if you can't handle a conflict with someone. e. Describe examples of vandalism and pranks and why they are harmful to others. f. Describe how to keep your relationships free from violence. g. Name the types of abuse that can happen in gay and lesbian relationships. h. Describe how to be safe at school. | <p>9/10 F.L.A.S.H, Lesson Plan 7, Puberty and Adolescence: Will I Fit In? p. 123-142.</p> <p>9/10 F.L.A.S.H, Lesson Plan 10, Sexual Exploitation: Consent vs. Exploitation, p. 177-192.</p> <p>9/10 F.L.A.S.H, Lesson Plan 11, Sexual Exploitation: Continuum of Sexual Touch, p. 193-214.</p> <p>9/10 F.L.A.S.H, Lesson Plan 12, Sexual Exploitation: Assault Strategies, p. 215-230.</p> <p>Be Yourself, p. 17-18.*</p> <p>GLBTQ, Dating and Relationships, p. 86-101.*</p> <p>In the System and in the Life, p. 46-49, Trapped!*</p> <p>In the System and in the Life, p. 50-52, From the Frying Pan into the Fire.*</p> <p>In the System and in the Life, p. 59-61, Kicked Out of my Foster Home Because I was Gay.*</p> |

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| | | <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 7, Youth Dealing with Homophobia: Stories from Real Life: What Can We Do?*</p> <p>PAYA, Module 2, Violence in Relationships, p. 87-93.</p> <p>Out With It, C. 4, Homophobia, p. 54-63.*</p> |
| <p>26. Knows how to develop and maintain healthy relationships.</p> | <ol style="list-style-type: none"> a. Identify three characteristics of healthy and unhealthy relationships. b. Name two myths about same-sex romantic relationships. c. Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship). d. Describe how relationships change over time. e. Describe two ways to develop and/or enhance a new relationship with family, friends, mentors, co-workers, and romantic interests. f. Identify two ways to maintain relationships over time and distance. g. Explain the roles and responsibilities that both parties play in maintaining relationships. h. Describe three ways to show care for others. i. Demonstrate showing appreciation for things people do for you. j. Demonstrate how to encourage others to talk about themselves. k. Name at least one person you can confide in. l. Describe how to avoid relationships that hurt or are dangerous. | <p>Be Yourself p. 15-16.*</p> <p>Creative Life Skills Activities, Activity 29, Finding the Right Relationship.</p> <p>Free Your Mind, C. 5, Friends, p. 61-73.*</p> <p>Free Your Mind, C. 6, Love, p. 74-88.*</p> <p>Growing Up Gay, C. 5, Relationships: Boyfriends & Beyond, p. 110-136.*</p> <p>In Your Face, C. 10, Is This Your First Time? First Kisses, Relationships, and Other Such Things, p. 127-142.*</p> <p>Life Skills Activities for Secondary, I-21- I-31, Being Part of a Family, p. 51-71.</p> <p>PAYA, Module 2, Violence in Relationships, p. 87-93.</p> <p>Ready, Set, Fly! Relationships #2.</p> <p>SEALS II, Relationships and You, p. 35.</p> <p>SEALS II, Savvy Socializing, p. 37.</p> <p>SEALS II, Deepening Relationships, p. 38.</p> <p>SEALS II, Developing Boundaries, p. 39.</p> <p>SEALS II, Supportive Relationships, p. 40.</p> <p>SEALS II, Breaking Down Our Walls, p. 41.</p> <p>SEALS II, Healthy Relationships, p. 42.</p> <p>Social Skills for Secondary, Problems or Unusual Situations, p. 168.</p> <p>What if Someone I Know is Gay?, C. 3, Dating, Getting Married, Kids, p. 64-74.*</p> <p>4 Girls, Relationships – http://www.4girls.gov</p> <p>Kids Health, Friends – http://www.kidshealth.org/kid/feeling/</p> <p>The Alcohol and Drug Information Clearinghouse –</p> |

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| | | http://www.nebraskaprevlink.ne.gov/therightstuff/youth/express.html |
| 27. Knows and understands safety issues related to coming out. | <ul style="list-style-type: none"> a. Define what “coming out” means. b. Explain the benefits and risks of coming out. c. Describe how to decide when and where it is safe to come out to someone or in a situation. d. Name at least one way to “test the waters” and see if someone is safe to come out to. e. Describe how to assess whether you are ready to be “out.” f. Identify at least one resource to help your parents/guardians/family cope/accept your sexual orientation and identity. g. Describe what you would do if someone “outed” you against your will. h. Describe what you would do if you came out to someone close to you and they had a negative reaction. i. Describe why coming out is a lifelong process, rather than a single event. | <p>Be Yourself, p. 12-16.* Free Your Mind, C. 2, Coming Into Your Own, p. 15-28.* Free Your Mind, C. 9, Coming Out to Your Family, p. 123-139.* Free Your Mind, C. 10, Your Family’s Response, p. 140-159.* GLTQ, Coming Out, p. 41-59.* Growing up Gay in America, C. 3, Coming Out to Your Parents, p. 62-75.* Hear Me Out (entire book).* In the System and in the Life, C. 1, Out in the Open, p. 17-38.* In the System and in the Life, C. 2, In the System and in the Life, p. 39-74.* In Your Face, C. 4, Do You Have to Let the Whole World Know?, p. 61-73* I think I Might be Gay, p. 10-11. * I think I Might be Lesbian, p. 10.* Just the Facts, Sexual Orientation.* Out With It, C. 3, Coming Out, p. 34-53.* Out With It, C. 4, Homophobia, p. 54-63.* Out Proud* – http://www.outproud.org Parents, Families and Friends of Lesbians and Gays*, 202-467-8180 - www.pflag.org, infor@pflag.org.</p> |
| 28. Knows and understands rights concerning one’s body and as a GLBTQ Youth. | <ul style="list-style-type: none"> a. Describe basic child abuse and neglect rights. b. Tell at what age one can get birth control/abortion without parental permission. c. Describe legal age and issues regarding smoking, drinking, and drug use. d. Describe your rights to be safe at school. e. Describe your rights to be safe at work. f. Name the laws that protect you from harassment. g. Describe GLBTQ rights. | <p>GLBTQ, Work, College and Beyond, p. 187-199.* Be Yourself p. 15-16.* Free Your Mind, The Lesbian, Gay, and Bisexual Bill of Education Rights, p. 214.* Hear Me Out (entire book).* Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 2, Are Gay Rights “Special?”* Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 3, What if Things Were Different?*</p> |

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| | <ul style="list-style-type: none"> h. Describe what to do if you experience anti-GLBTQ discrimination. i. Describe what to do if sexually harassed or a victim of rape. j. Describe how to report and get help if a crime is committed against self or others. k. Describe how to find a lawyer who is GLBTQ-friendly. | <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 4, Debating Tolerance in a New Democracy: A Role Play.*</p> <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 5, What Must Be Done to Achieve Equality?*</p> <p>NCLR-AB 458 Fact Sheet, Words Really Matter, www.nclrights.org/</p> <p>Out With It, C. 4, Homophobia, p. 54-63.*</p> <p>What Are My Rights, You and Your Job, p. 55-67.</p> <p>What Are My Rights, You and Your Body, p. 69-94.</p> <p>What Are My Rights, Sexual Rights, p. 122-128.</p> <p>Gay, Lesbian and Straight Education Network* – http://www.glsen.org, 212-727-0135.</p> <p>Just the Facts, Relevant Legal Principles.* http://www.apa.org/pi/lgb/publications/justthefacts.html</p> <p>Lamda Legal* – http://www.lambdalegal.org.</p> <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective *– http://www.umn.edu/humanrts/edumat/hreduseries/TB3/intro.html</p> <p>See Appendix for further legal resources.</p> |
| <p>29. Knows how to effectively respond to prejudice and discrimination.</p> | <ul style="list-style-type: none"> a. Define racism, stereotyping, prejudice, and discrimination. b. Define homophobia and heterosexism. c. Describe your legal rights to be safe and free from discrimination at school. d. Describe how to advocate for yourself when you feel unsafe or discriminated against. e. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and/or in the community. | <p>9/10 F.L.A.S.H, Lesson Plan 7, Puberty and Adolescence: Will I Fit In? p. 123-142.</p> <p>11/12 F.L.A.S.H, Lesson Plan 5, Child and Adolescent Sexual Development: Gender Orientation and Society, p. 79-90.</p> <p>Be Yourself, p. 15-16.*</p> <p>Be Yourself, p. 17-18.*</p> <p>Creative Life Skills Activities, Activity 86, Celebrating Differences, Part I.</p> <p>Creative Life Skills Activities, Activity 87, Celebrating Differences, Part II.</p> <p>Creative Life Skills Activities, Activity 88, Celebrating Differences, Part III.</p> |

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| | | <p>Filling the Gaps, Diversity, Defining Discrimination, p. 53-54. Free Your Mind, Be Kind To Yourself, p. 50-52.* GLBTQ, Homophobia, p. 25-40.* GLBTQ, Life at School, p. 61-74.* GLBTQ, Work, College, and Beyond, p. 192-194.* Hear Me Out (entire book).* Just the Facts, Relevant Legal Principles.* Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 3, What if Things Were Different?*</p> <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 4, Debating Tolerance in a New Democracy: A Role Play.* Out With It, C. 4, Homophobia, p. 54-63.* Ready, Set, Fly! Cultural Awareness #11. Ready, Set, Fly! Cultural Awareness #12. Ready, Set, Fly! Cultural Awareness #13. Ready, Set, Fly! Cultural Awareness #14. What if Someone I Know is Gay? C. 7, Activism and Discrimination, p. 105-115*</p> |
| Family/Community Values Domain | | |
| 30. Is able to connect to and obtain support from the GLBTQ community. | <p>a. Name at least two support groups or organizations for the friends and family members of GLBTQ people.</p> <p>b. Define “gay pride.”</p> <p>c. Name the location and timing of the nearest “gay pride” parade or event nearest you.</p> <p>d. Describe what the symbols of rainbows and pink triangles mean.</p> <p>e. Identify one leader or historical figure in the GLBTQ community.</p> <p>f. Describe when it’s appropriate to use GLBTQ humor.</p> | <p>Be Yourself, p. 16-21.* Free Your Mind, C. 18, Living in Your Community, p. 307-320.* Free Your Mind, C. 20., The Gay, Lesbian, and Bisexual Community, p. 335-355.* GLBTQ, GLBTQ Friends, p. 75-85.* In Your Face, C. 8, Community Views: The Lesbian/Bi/Gay World and Beyond, p. 103-116.* In Your Face, C. 9, Getting Involved: Extracurriculars in the Community, p. 117-126.* Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 3, What if Things Were</p> |

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| | <p>g. Identify at least one relationship with a GLBTQ person.</p> <p>h. Identify at least one GLBTQ person older than you who you view as a role model.</p> | <p>Different?*</p> <p>Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 7, Youth Dealing with Homophobia: Stories from Real Life.*</p> <p>Gay, Lesbian and Straight Education Network* – http://www.glsen.org, 212-727-0135.</p> <p>Gay Student Center* – http://www.gaystudentcenter.studentcenter.org</p> <p>Interpride - http://www.interpride.org/</p> <p>Out Proud *– http://www.outproud.org</p> <p>National Youth Advocacy Coalition* – http://www.nyacyouth.org.</p> <p>The National Association of Lesbian, Gay, Bisexual, and Transgender Community Centers* – http://www.lgbtcenters.org.</p> |
| <p>31. Is able to obtain support from friends and family concerning sexual orientation and gender identity.</p> | <p>a. Name at least two people who help you feel good about who you are.</p> <p>b. Name at least two people in your life of whom you can ask questions about sex, sexual orientation, and gender identity.</p> <p>c. Name at least three friends or family members you can talk with about your gender identity.</p> <p>d. Name at least three friends or family members you can talk with about your sexual orientation.</p> <p>e. Name at least one adult at school who is supportive of you as a GLBTQ person, if possible.</p> | <p>Be Yourself, p. 18-19.*</p> <p>Free Your Mind, C. 3, Reaching Out, p. 29-43.*</p> <p>Free Your Mind, C. 5, Friends, p. 61-73.*</p> <p>GLBTQ, Life at School, p. 67-69. *</p> <p>GLBTQ, GLBTQ Friends, p. 75-85.*</p> |
| <p>Section for Trans Youth Domain</p> | | |
| <p>32. Knows and understands</p> | <p>a. Define the terms transgender, transvestite, transsexual, and genderqueer.</p> | <p>GLBTQ, Transgender Teens, p. 164-186.*</p> <p>I Think I Might be Transgender*</p> |

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| <p>the resources available for transgender people.</p> | <ul style="list-style-type: none"> b. Describe the difference between gender identity and gender expression. c. Describe the difference between sexual orientation and gender identity. d. Describe the process of figuring out if you might be transgender. e. Describe the types of procedures that some transgender people go to have a physical transformation. f. Name three organizations that offer resources and support for transgender people. g. Describe how to access accurate health services for transgender people. | <p>Out With It, C. 5, Gender Benders, p. 64-79.* The Full Spectrum, Trans-ventures of an FTM, p. 70-77.* Gender Education and Advocacy* – http://www.gender.org Gender Public Advocacy Coalition* – http://www.gpac.org International Foundation for Gender Education* – http://www.ifge.org National Transgender Advocacy Coalition* – http://www.ntac.org Parents, Family and Friends of Lesbians and Gays* – http://pflag.org/TNET.tnet.0.html TransFamily *– http://www.transfamily.org/ Trans*topia* – http://www.youthresource.com (click on trans*topia).</p> |
| <p>Environment and Safety Section</p> | | |
| <p>33. Knows and understands how abuse, dishonesty, and disrespect impact relationships.</p> | <ul style="list-style-type: none"> a. Define in your own words abuse, dishonesty, and disrespectful behavior. b. Give examples of how they impact relationships. c. Describe what to do if someone is trying to hurt you physically or emotionally. d. Describe where and how to get help if one can't handle or end an argument. e. Describe examples of vandalism and pranks and why they are harmful to others. f. Describe how to keep your relationships free from violence. g. Name the types of abuse that can happen in same-sex relationships. h. Describe how to be safe at school. | <p>9/10 F.L.A.S.H, Lesson Plan 7, Puberty and Adolescence: Will I Fit In? p. 123-142. 9/10 F.L.A.S.H, Lesson Plan 10, Sexual Exploitation: Consent vs. Exploitation, p. 177-192. 9/10 F.L.A.S.H, Lesson Plan 11, Sexual Exploitation: Continuum of Sexual Touch, p. 193-214. 9/10 F.L.A.S.H, Lesson Plan 12, Sexual Exploitation: Assault Strategies, p. 215-230. Be Yourself, p. 17-18.* GLBTQ, Dating and Relationships, p. 86-101.* Get the Facts About Dating Violence and Queer Youth* Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective, Activity 7, Youth Dealing with Homophobia: Stories from Real Life: What Can We Do?*</p> <p>Out With It, C. 4, Homophobia, p. 54-63.* PAYA, Module 2, Violence in Relationships, p. 87-93. What if Someone I Know is Gay? C. 7, Activism and</p> |

| | | |
|--|--|---|
| | | Discrimination, p. 105-115* |
| 34. Is able to maintain personal safety. | <ul style="list-style-type: none"> a. Explain and comply with rules intended to ensure safety (e.g., seatbelts, hitchhiking). b. Define sexual abuse. c. Tell what to say if someone tries to do something to your body you don't want them to. d. Tell what sexual harassment is. e. Name who to talk to if you've been sexually harassed, abused, or raped. f. Tell what to do about Date Rape. g. Define dating violence and domestic violence. h. Tell what to do if you are experiencing dating violence. i. Define harassment. j. Tell what to do if you are being harassed at school. k. Describe what a hate crime is. l. Tell what to do about a hate crime. m. Name two or more people or organizations you can contact to get help if you feel unsafe. n. Name two or more places where you can find shelter or safety in an emergency. o. Explain how to identify/describe an unsafe person. p. Describe how to avoid a harmful situation. | <p>9/10 F.L.A.S.H, Lesson Plan 10, Sexual Exploitation: Consent vs. Exploitation, p. 177-192. Free Your Mind, C. 12, School Daze, p. 191-214.* GLBTQ, Homophobia, p. 30-40.* GLBTQ, Life at School, p. 61-74. Hear Me Out (entire book).* In the System and in the Life, C. 2, In the System and in the Life, p. 39-74.* In Your Face, C. 6, Kids in the Hall: What is it Like at School?, p. 81-97.* It's Perfectly Normal, Talk About It: Sexual Abuse, C. 25, p. 75-77. Life Skills Activities for Secondary, I-25, Sexual Abuse, p. 59-60. Out With It, C. 4, Homophobia, p. 54-63.* Get the Facts About Dating Violence and Queer Youth.* Gay, Lesbian and Straight Education Network* – 212-727-0135 www.glsen.org, glsen@glsen.org Kids Health, Safety – http://www.kidshealth.org/kid/watch/index.html http://www.kidshealth.org/teen/safety/ http://www.kidshealth.org/teen/your_mind/ Kids Health, Peer Pressure – http://www.kidshealth.org/kid/feeling/ National Domestic Violence Hotline – 1-800-799-SAFE. National Organization for Victim Assistance - 1-800-TRY0-NOVA. Parents, Families and Friends of Lesbians and Gays* – 202-467-8180 http://www.pflag.org, infor@pflag.org Rape, Abuse and Incest National Network – 1-800-656-HOPE</p> |

| | | |
|--|--|---|
| | | Trevor Hotline – 1-866-488-7386 |
| 35. Is able to find support for being GLBTQ. | <ul style="list-style-type: none"> a. Identify at least two supportive adults within your school or workplace that know you are GLBTQ. b. Name at least one family member that knows you are GLBTQ and shows you love and acceptance. c. Name at least three members of your community that know you are GLBTQ and show you love and acceptance. d. Name at least one of your friends that knows you are GLBTQ and shows you love and acceptance. e. Name at least three people in the GLBTQ community who help you feel good about who you are. f. Name at least one person in your home that you can ask questions about sex, sexual orientation, and gender identity g. Name at least one person in your community you can ask questions about sex, sexual orientation, and gender identity. h. Name at least one person in your community who can help you find GLBTQ resources. | <p>Be Yourself, p. 18-19.* Free Your Mind, C. 3, Reaching Out, p. 29-43.* GLBTQ, Life at School, p. 67-69. * GLBTQ, GLBTQ Friends, p. 75-85.* Gay, Lesbian and Straight Education Network* – http://www.glsen.org 212-727-0135. Gay Student Center* – http://www.gaystudentcenter.studentcenter.org Out Proud *– http://www.outproud.org National Youth Advocacy Coalition* – http://www.nyacyouth.org The National Association of Lesbian, Gay, Bisexual, and Transgender Community Centers* – http://www.lgbtcenters.org) Youth.Org – http://www.youth.org</p> |

Appendix A: GLBTQ Resources

Be Yourself: Questions and Answers for Gay, Lesbian, Bisexual and Transgender Youth. (2002).

Available from:

Parents, Families, and Friends of Lesbians and Gays: Washington DC.

<http://www.pflag.org>

\$2

Bisexuality 101.

This is a 7-page document that answers basic questions about bisexuality. Written in down-to-earth language and appropriate for youth.

Available free from: PFLAG at www.pflag.org

Creative Life Skills Activities

Creative Life Skill Activities is a collection of 100 group activities from the nation's life skill training programs. The activities in this collection are arranged in the same way a group session is organized: 1) opening activities, 2) group building activities, 3) individual activities, and 4) closing activity. They are also indexed by skill area. A total of 22 skill areas are covered. Every activity from this practical collection is ready to use right away and guaranteed to add pizzazz to your life skill groups. For adults to teach life skills to youth. It was created for group work, but can be modified for work one-on-one.

Available from:

National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu/catalog/shop.html>

\$25.00 plus shipping

Does Your Mama Know? An Anthology of Black Lesbian Coming Out Stories. (1997). Edited by Lisa C. Moore.

This is an anthology of 49 short stories, poems, essays, and interviews with 41 African American lesbian women reflecting their coming out experiences. Although not aimed at youth per se, this book will be useful for African American young women dealing with issues of sexual orientation and race.

Available from: Amazon.com

\$19.95

Filling in the Gaps: Hard-to-Teach Topics in Sexuality Education

This teacher's manual covers eight topics that are often missing or need strengthening in many sexuality education programs: abstinence, condom use, diversity, pregnancy options, safer sex, sexual behavior, sexual identity and orientation, and sexuality and society. It provides background for teachers, rationale for teaching each topic, teaching activities, and resources. It is designed to supplement an existing curriculum.

Available from: SIECUS www.siecus.org

130 West 42nd Street, Suite 350

New York, NY 10036-7802

212-819-9770

212-819-9776

siecus@siecus.org

Family Life and Sexual Health (FLASH). A Curriculum Supplement in Family Life and Sexual Health for grades 9 & 10. (1988) Written by Elizabeth Reis, M.S.

The Family Life and Sexual Health curriculum (FLASH) is a comprehensive sexuality education curriculum. Only the high school levels of this curriculum address sexual diversity explicitly. The grade 9/10 teachers' manual includes a lesson on name-calling that defines the terms "gay" and "lesbian" and discourages slurs.

Available from: King County Department of Public Health

Healthy Education Materials Project

400 Yesler Way, 3rd Floor

Seattle, WA 98104

206.296.4354

<http://www.metrokc.gov/health/HEM-orderform.pdf>

Free Your Mind: The Book for Gay, Lesbian, and Bisexual Youth and Their Allies. (1996). Written by Ellen Bass and Kate Kaufman.

This 417-page book is a comprehensive resource for GLB youth and allies. It covers a wide array of topics including self-discovery, friends and lovers, family, school, spirituality, and community. It includes practical advice, information, as well as quotes from real-life GLB youth. It also includes chapters aimed at families, teachers, and counselors who serve this population.

Available from: HarperPerennial www.harpercollins.com

A division of Harper Collins Publishers

\$15.95

GLBTQ* The Survival Guide for Queer and Questioning Teens

This book provides information to help answer questions, counter misinformation, misconceptions, myths, half-truths, and outright lies about being GLBTQ. It includes resources (books, organizations, and websites), strategies and advice you can try about coming out, responding to homophobia, dating, staying healthy and safe, exercising your rights, life at school, building community, dealing with religion and culture, and planning for the future.

Available from:

Free Spirit Publishing, www.freespirit.com

Or The National Resource Center for Youth Services, <http://nrcys.ou.edu/>

Growing Up Gay In America. (2002). Written by Jason R. Rich.

This 226-page self-help book is aimed at gay, bisexual, and questioning young men. It provides practical and informative advice on a range of topics including coming out, building social support, relationships and dating, and planning for your future. This book is very gender-specific and is only appropriate for male youth.

Available from: Franklin Street Books

6750 SW Franklin Street, Suite A

Portland, OR 97233

Or online at <http://www.growing-up-gay.com/>

\$11.95

Hear Me Out: True Stories of Teens Educating and Confronting Homophobia. (2004). A Project of Planned Parenthood of Toronto.

This 186-page anthology contains first-person accounts from GLBTQ youth recounting their experiences with coming out and dealing with homophobia. All of the authors are volunteers with Teens Educating and Confronting Homophobia (T.E.A.C.H.), a peer-based program run by Planned Parenthood of Toronto. This book is particularly useful for empowering youth to be assertive and stand up for their rights as GLBTQ people.

Available from: Second Story Press www.secondstorypress.on.ca

\$12.95

I Think I Might be Lesbian, Now What Do I Do? A Brochure by and for Young Women

I Think I Might be Gay, Now What Do I Do? A Brochure by and for Young Men

I Think I Might be Bisexual, Now What Do I Do?

I Think I Might be Transgender, Now What Do I Do?

This series of brochures are available free online. They are written by and for GLBTQ youth. Each brochure addresses some of the basic issues associated with gay, lesbian, bisexual, and transgender identities.

Available from: Advocates for Youth www.advocatesforyouth.org

2000 M Street NW, Suite 750

Washington DC 20036

202.419.3420

www.youthresource.com

www.ambientejuven.org

In the System and in the Life: A Guide for Teens and Staff to the Gay Experience in Foster Care. (2003). Edited by Al Desetta.

This 111-page book is aimed specifically at GLBTQ youth in out-of-home placements and the staff who work with them. It contains 22 stories by both GLBTQ youth and straight youth regarding experiences in the child welfare system, questions and exercises to stimulate thinking about these issues, and a chapter specifically for staff on improving their agency's environment for GLBTQ youth. The book also contains a resource list that GLBTQ youth and staff alike will find useful.

Available from: Youth Communication www.youthcomm.org

\$16.95

In Your Face: Stories from the Lives of Queer Youth

This 164-page book is a collection of essays regarding gender and sexuality written by gay, lesbian, and bisexual young people age 14-18. It is organized into chapters on specific topics such as coming out, being out at school, finding community on the internet, and the GLBTQ community.

Available from: Haworth Press www.haworthpress.com

\$24.95 soft cover

It's Perfectly Normal. (1994). Written by Robie H. Harris.

This book is for preteens, teens, and parents and provides comprehensive, contemporary and candid information on the mechanics and consequences of puberty, sexual activity, birth control, pregnancy, and sexually transmitted diseases. Self-teaching tool.

Available at most book stores.

\$10.99

Just the Facts about Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel

Available from: American Psychological Association Online

<http://www.apa.org/pi/lgbcpublications/justthefacts.html>

Lesbian, Gay, Bisexual, and Transgender Issues Fact Sheet

Taken from the SIECUS Report, Volume 29 (4), April/May 2001.

<http://www.siecus.org/pubs/fact/fact0013.html>

Lesbian, Gay, Bisexual, and Transgender Rights: A Human Rights Perspective

This curriculum furthers thoughtful examination and responsible action about sexual identity issues by addressing them in context of human rights. LGBT Rights helps students see their responsibility to take action to promote human rights and respond to their abuse.

This curriculum is intended for Middle through High School students and educators.

Available from: Human Rights Resource Center

University of Minnesota

229 19th Avenue South, Room 439

Minneapolis, MN 55455

1-888-473-3828

612-625-2011humanrts@tc.umn.edu

<http://www.hrusa.org>

<http://www1.umn.edu/humanrts/edumat/hreduseries/TB3/toc.html>

Life Skills Activities for Secondary Students with Special Needs

A resource for teachers, counselors, parents, and others involved with teaching youth life skills. Contains activity sheets, discussion questions, applied exercises, and evaluation suggestions. Divided into seven sections and covers over 190 activities. Skills covered include: interpersonal skills, communication, academic and school skills, practical living skills, vocational skills, lifestyle choices, and problem solving. Adult directed resource.

Available from: Jossey-Bass

1-877-762-2974 or order via the Web site at <http://www.josseybass.com/>

ISBN#: 0-87628-541-8

\$29.95 plus shipping

Out With It: Gay and Straight Teens Write About Homosexuality. (1996). Edited by Philip Kay, Andrea Estepa, and Al Desetta.

This 117-page anthology provides brief essays and testimonials from both straight and GLBTQ youth on the topic of sexual orientation. The stories are taken from *New Youth Connections* and *Foster Care Youth United*. The five sections in the book include answers to basic questions regarding homosexuality, perspectives of friends and family members of GLBTQ youth, coming out, homophobia, and gender expression. The book also includes a section called “Resources for Teachers” that provides guidelines for using the book in a classroom setting. This book is appropriate for GLBTQ and heterosexual youth alike. It is notable that some of the stories are written by youth in out of home placements and that many of the writers are youth of color.

Available from: Youth Communication www.youthcomm.org

\$8.00

Preparing Adolescents for Young Adulthood (PAYA)

A five part workbook series created by Massachusetts Department of Social Services. There are five modules:

Module 1: Money, Home, and Food Management

Module 2: Personal Care, Health, Social Skills, and Safety

Module 3: Education, Job Seeking Skills, and Job Maintenance Skills

Module 4: Housing, Transportation, Community Resources, Understanding the Law, and Recreation

Module 5a and 5b: Young Parents Guide

PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises by topic area to help develop or strengthen the skills of the learner.

Available in PDF form only from <http://www.caseylifeskills.org>

Queer Blues: The Lesbian & Gay Guide to Overcoming Depression. (2001). Written by Kimeron Hardin and Marny Hall.

This 220-page book, written by three GLBTQ psychologists and experts in the field of GLBTQ mental health, is a practical, easy to read guide to understanding and coping with depression as a GLBTQ person. The book covers specific factors that contribute to depression for GLBTQ people as well as stories of real-life GLBTQ people who have struggled with depression. This book is targeted to an adult audience and is probably more appropriate for older adolescents.

Available from: New Harbinger Publications, Inc. www.newharbinger.com

\$13.95

Ready, Set, Fly! A Parent’s Guide to Teaching Life Skills

This resource was developed by foster parents for other parents to use when teaching life skills. The Activity Book is designed to be used in conjunction with the Life Skills Guidebook. It contains a series of activities and suggestions that may be used in one-to-one instruction. For parents use with youth ages 8 and older.

Available from: Casey Family Programs

<http://www.caseylifeskills.org>

Free on the web

To purchase hard copies of Ready, Set, Fly! call the National Resource Center at (918) 660-3700. For orders of 500 or more, contact G.A. Design Inc. at <http://www.gadesign.com/readyssetfly>.

Revolutionary Voices (2000). Edited by Amy Sonnie.

This is a 259-page anthology edited by a 24 year-old self-identified queer woman. The book includes writings, pictures, and artwork from young GLBTQ people ages 14-26. The contributors are diverse in terms of racial, ethnic, social, and economic backgrounds and come from several different countries including the U.S. Issues addressed include identity development, experiences of discrimination and violence, finding support, and moving into adulthood. This book may be particularly useful for youth of color and other marginalized youth who often do not see themselves in the general GLBTQ literature.

Available from: Alyson Publications www.alyson.com

\$11.95

The New Making It On Your Own

This youth workbook contains 92 pages of life skill exercises that will help youth make it on their own. The New Making It On Your Own tests a youth's knowledge and challenges them to seek out new information. The workbook covers employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult.

Available From: National Resource Center for Youth Services

1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu>

\$8.95 plus shipping

Quantity discounts available

The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay, and Bisexual Young People

This book is a 180 page collection of photographs and personal narratives from 40 GLB youth who share their thoughts, experiences, and ideas about coming out and being out as a GLBTQ person.

Available on Amazon.com

\$6.95 new, many used copies available

Harper Collins Publishers

The Full Spectrum: A New Generation of Writing About Gay, Lesbian, Bisexual, Transgender, Questioning, and Other Identities. (2006). Edited by David Levithan and Billy Merrell.

This 272-page anthology contains non-fiction writings by LGBTQ people age 23 and under reflecting a wide range of experiences. A portion of the proceeds from the book will be donated to the Gay, Lesbian, and Straight Education Network (GLSEN).

Available from: www.queerthology.com

\$9.95

The Teenage Human Body: Operators Manual

This manual provides information on how to maintain one's body. There are eleven parts in the manual. Each part begins with a list of topics so that one can tell if it contains the information one is looking for. Related words are in the Index referencing specific pages.

Designed for youth working alone or with an adult.

Available From: Northwest Media, Inc.

326 West 12th Avenue

Eugene, OR 97401

541-343-6636

541-3430177 (fax)

nwm@northwestmedia.com (email)

<http://www.northwestmedia.com>

Two Teenagers in 20: Writings by Gay and Lesbian Youth. (1994). Edited by Ann Heron.

This book is a 182-page anthology of brief writings by gay, lesbian, and bisexual teenagers. It is the second edition; the first edition, *One Teenager in 10*, was widely read in the 1980s. Although this resource is over a decade old, the issues discussed by the contributors are still relevant today. Youth who are dealing with coming out, problems at school and at home, and finding one's way in the world as a gay, lesbian, or bisexual young person will relate to the stories told here. This book does not address transgender issues.

Available From: Alyson Books www.alyson.com

\$13.95

Watching Out for Yourself in Online Relationships: Tips for the Lesbian Gay Teen.

This 3-page brochure addresses the benefits and risks of meeting other GLBTQ people online.

Available from: OutProud

http://www.outproud.org/brochure_watching_out.html

What if Someone I Know is Gay? Answers to Questions About Gay and Lesbian People. (2000). Written by Eric Marcus.

This 138-page book provides candid, down-to-earth responses to some of the most common questions that youth have about GLBTQ people. It is written in plain language with a teen audience in mind. The book covers topics including dating, sex, religion, and discrimination. The author is a gay man and draws from his own experience as well as the experiences of others he has talked to. The book's intended audience is heterosexual or questioning teens; however, it would be appropriate for self-identified GLBTQ teens as well. .

Available from: Amazon.com

ADDITIONAL RESOURCES FOR PROVIDERS

Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth (ARI). This resource enables agencies to examine how well they provide services to LGBT youth. ARI addresses seven performance areas: Leadership, policies and procedures, human resources, staff knowledge and development, climate and environment, HIV prevention programs and practices, and community relations. This tool can help enhance programs and services to meet the needs of LGBT youth.

Available from: National Network for Youth

info@NN4Youth.org

FREE with \$5.00 per publication for shipping and handling.

CWLA Best Practice Guidelines: Serving LGBT Youth in Out-Of-Home Care. (2006). Written by Shannan Wilber, Caitlin Ryan, and Jody Marksamer.

This 77-page book is an essential read for anyone working with LGBT youth in out-of-home care. It addresses some of the common experiences of youth in foster care, group placements, and institutional settings and provides practical recommendations for making programs more sensitive to the unique needs of this population.

Available from: Child Welfare League of America www.cwla.org

\$14.95

Free Your Mind: The Book for Gay, Lesbian, and Bisexual Youth and Their Allies. (1996). Written by Ellen Bass and Kate Kaufman.

This 417-page book is a comprehensive resource for GLB youth and allies. It covers a wide array of topics including self-discovery, friends and lovers, family, school, spirituality, and community. It includes practical advice, information, as well as quotes from real-life GLB youth. It also includes chapters aimed at families, teachers, and counselors who serve this population, addressing topics such as how to support GLBTQ youth, how to make schools safe for GLBTQ youth, how to make changes in religious institutions, and how to make the GLBTQ community more youth-friendly.

Available from: HarperPerennial
A division of Harper Collins Publishers
www.harpercollins.com
\$15.95

Guidelines for Comprehensive Sexuality Education, Third Edition. A Framework of the Key concepts, topics and messages that all sexuality education programs would ideally include. Developmental. Used for developing and analyzing sexuality education programs, curricula and text books. Not a curriculum or lesson plans, it is a starting point for teachers and curricula designers. Sexuality Information and Education Council of the United States (SIECUS).

Available from: SIECUS
130 West 42nd Street, Suite 350
New York, NY 10036
www.siecus.org
212/819-9770
Fax 212/819-9776

In the System and in the Life: A Guide for Teens and Staff to the Gay Experience in Foster Care. (2003). Edited by Al Desetta.

This 111-page book is aimed specifically at GLBTQ youth in out-of-home placements and the staff who work with them. It contains 22 stories by both GLBTQ youth and straight youth regarding experiences in the child welfare system, questions and exercises to stimulate thinking about these issues, and a chapter specifically for staff on improving their agency's environment for GLBTQ youth. The book also contains a resource list that GLBTQ youth and staff alike will find useful.

Available from: Youth Communication www.youthcomm.org
\$16.95

Rainbow Pages: A National Resource Guide for Providers Serving Lesbian, Gay, Bisexual, and Transgender Youth

Available from: National Network for Youth
202.783.7949
202.783.7955 (fax)

WEBSITES

Affirmation, an organization for queer Mormons and their website has a youth section with information about queer Latter Day Saints youth groups and a variety of other information and resources, retrieved on October 7, 2005 - <http://www.affirmation.org>.

Al-Fatiha Foundation is dedicated to GLBTQ Muslims and their allies, families, and friends. Their Web site hosts several discussion groups, and the information section has a list of group chapters, resources and links and writings, retrieved on October 7, 2005 - <http://www.al-fatiha.org>.

Ambiente Joven, a complete Spanish site for GLBTQ Latino teens and young adults. It has lists of organizations and community resources throughout the United States and South America, links to other sites of interest, and information on religion, sexuality, and safer sex, retrieved on October 7, 2005 – <http://www.ambientejoven.org>.

American Social Health Association (ASHA), The purpose of this site is to provide a safe, educational, and fun place for teens to learn about STDs and sexual health. Sponsored by the American Social Health Association (ASHA), it also contains a parent’s guide, retrieved on October 7, 2005 – <http://www.iwannaknow.org>.

Asian & Pacific Islander Wellness Center: A Community Center for Sexual Health and HIV/AIDS Services, retrieved on October 7, 2005 <http://www.apiwellness.org>.

Bisexual Youth home page contains resources and writings by and for bisexual youth. Retrieved on Nov. 2, 2006. <http://www.bisexualyouth.org/>

Blackstripe, a web site for GLBTQ people of African descent. Its mission is to provide information to and about African-American GLBTQ people, retrieved on October 7, 2005 – <http://www.qrd.org/qrd/www/culture/black/index2.html>

Coalition for Positive Sexuality, Down-to-earth in tone and thorough, it answers many questions about sex and offers information (in English and Spanish) about safer sex and contraception. It also offers a discussion board where teens can learn with and consult each other about sexuality issues, retrieved on October 7, 2005 – <http://www.positive.org>.

Deaf Queer, a web site for the deaf, lesbian, gay, bisexual and transgender community, retrieved on October 7, 2005 - <http://www.deafqueer.org>.

Dignity/USA is a large, progressive organization for GLBTQ Catholics and their friends. Their resources include a list of local chapters, materials for queer teens and their parents, and materials in Spanish - <http://www.dignityusa.org>.

Gay and Lesbian Anti-Defamation League <http://www.glaad.org/poc/>

Gender Education and Advocacy (GEA), a site filled with news, information, and resources for the transgender community. You can search the resources by state to get a list of local support groups, therapists, places to safely socialize, and even places to shop in your area. There are also resources for families and partners of trans people, a list of gender programs, information about Medicaid, and resources for intersex people, retrieved on October 7, 2005 – <http://www.gender.org>.

Gender Public Advocacy Coalition (GenderPAC), a gender rights advocacy group, Gender PAC's site contains news and the latest legal information. Violence prevention, public education, and workplace fairness issues are addressed, and there's also a section specifically for youth that includes information on activism, TG youth news, and a school violence survey, retrieved on October 7, 2005 - <http://www.gpac.org>.

GenerAsians Together includes resources in various Asian languages <http://www.acas.org/gt/>

Get the facts about dating violence and queer youth is a single-page document with myths and facts about dating violence as it applies to GLBTQ youth

<http://www.smyal.org/btcdv.pdf?PHPSESSID=c8ed27ec20cc13a2c4ebc101f20a9bb4#search=%22same-sex%20domestic%20violence%20youth%22>

Human Rights Campaign provides a detailed website that includes information on the workplace, coming out, laws pertaining to GLBTQ people, and same-sex marriage.

<http://www.hrc.org/>

Integrityusa, an inclusive organization for GLBTQ Episcopalian advocates for their full inclusion in the Episcopal Church and equal access to its rites. The site contains information about local chapters and diocesan networks and how to get involved -

<http://www.integrityusa.org>.

International Foundation for Gender Education (IFGE), IFGE is a transgender advocacy and educational organization. It maintains a bookstore and publishes a magazine on transgender issues. It also provides telephone referrals. The Web site has a wide variety of links and information, retrieved on October 7, 2005 – <http://www.ifge.org>.

Interpride, the International Association for LGBT Pride Coordinators, is a website aimed at people coordinating GLBTQ pride events. It provides a calendar updated each year that lists pride events in cities and towns throughout the world. This is a good resource for finding local pride events when more local resources are not accessible. Information retrieved on November 1, 2006.

<http://www.interpride.org/>

King County GLBT Health pages for GLBT youth, provides links to health issues of relevance to GLBTQ youth including safety, alcohol use, tobacco, suicide, and STDs. Retrieved on September 28, 2006.

<http://www.metrokc.gov/health/glbt/youth.htm>

National Coalition of Anti-Violence Programs provides information and resources related to anti-GLBTQ violence including a directory of programs across the U.S. Retrieved on September 28, 2006.

<http://ncavp.org/>

National Transgender Advocacy Coalition (NTAC), NTAC advocates for full civil rights for transgender and intersex people in all areas of society. It actively protests incidences of discrimination. Their Web site contains news, legal information, and a list of transgender links, retrieved on October 7, 2005 – <http://www.ntac.org>.

National Youth Advocacy Coalition, a wide variety of resources for Latino, African-American, Cross-cultural, and Asian/Pacific Islander queer teens. They also have information about their anti-racism and racial and economic justice initiatives, retrieved on October 7, 2005 – <http://www.nyacyouth.org>.

Native Out, a web page for GLBTQ and Two Spirit Native individuals. Retrieved on October 10, 2006.

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

Out Proud! The National Coalition for Gay, Lesbian, Bisexual and Transgender Youth provides a comprehensive web page with information and resources targeted specifically to GLBTQ youth. Retrieved on November 2, 2006.

<http://www.outproud.org/>

Parents, Families and Friends of Lesbians and Gays, a web site from parents, families and friends of lesbians and gays –

<http://www.pflag.org>.

Queer America is a resource directory that provides listings for GLBTQ resources across the U.S. Users type in their area code and zip code and are provided with comprehensive local listings. An advanced search function allows users to search by topic (e.g., GLBTQ-friendly churches, resources for deaf GLBTQ people, etc.). Retrieved on November 2, 2006.

<http://www.queeramerica.org>.

Resources for GLBT Youth of Color is a site sponsored by the Safe Schools Coalition which provides a comprehensive list of resources aimed at this population. Retrieved on October 26, 2006. http://www.safeschoolscoalition.org/RG-glbt_youth_of_color.html.

The PFLAG Transgender Network, This PFLAG-affiliated site focuses on support for transgender people and their parents, families, and friends; education on transgender facts and issues; and advocacy for equal rights for the transgender community at local and national levels. A booklet, *Our Trans Children*, written by a transgender author, can be read online or downloaded as a PDF. It is full of detailed and useful information as well as dozens of resources retrieved on October 7, 2005 – <http://pflag.org/TNET.tnet.0.html>

The National Association of Lesbian, Gay, Bisexual, and Transgender Community Centers, The National Association of LGBT Community Centers exists to support and enhance lesbian, gay, bisexual and transgender (LGBT) community centers, which are engines of community organizing and liberation, and crucial to the health and strength of LGBT communities, retrieved on October 7, 2005 – <http://www.lgbtcenters.org>.

TransFamily, this site supports transgender and transsexual people and their families and loved ones. In addition to resources, links, and information, there are email discussion lists, a “letters to loved ones” section, and newsletters, retrieved on October 7, 2005 – <http://www.transfamily.org>.

Trans Proud, <http://www.transproud.com/>, this site is for transgender youth. There is a wide range of resources available for youth and educators by clicking on any icon to get to the related subject area.

Trans*topia, this transgender section of the Youth Resource Web site contains firsthand accounts by transgender teens and young adults, resources (books, organizations, and Web sites), and a series of articles about emerging medical issues, how to select a therapist, and how to keep yourself safe and healthy, retrieved on October 7, 2005 – <http://youthresource.com/living/trans.htm>

Trikone, a nonprofit organization for GLBTQ people of South Asian descent. Its goal is to bring people of South Asian heritage together, affirm South Asian identity as well as GLBTQ sexual orientation and gender identity, and fight discrimination, retrieved on October 7, 2005 – <http://www.trikone.org>

Two spirit youth report is a Canadian report on a survey of two-spirit Native American Youth. Intended as a resource for youth as well as advocates and educators. Retrieved on October 10, 2006. http://www.unya.bc.ca/pspubvid_tsyso.htm

UNICEF, offers a global cyberspace within which they can explore, discuss and partner on issues related to human rights and social change, as well as develop their awareness, leadership, community building, and critical thinking skills through active and substantive participation with their peers and with decision makers globally, retrieved on October 7, 2005 – http://www.unicef.org/voy/explore/aids/explore_1360.html.

US Local GLBT youth resources lists resources by state serving GLBT youth. Retrieved on October 10, 2006
<http://dv-8.com/resources/us/local/youth.html>

Youth Resource: LGBT Youth of Color, this section is devoted to issues specific to queer teens of color. Each ethnicity, including Native American and cross-cultural, has its own sub-section with first-person stories and resource lists that include books, articles, Web sites, and organizations. This site as a whole is very inclusive and contains information helpful to and perspectives from queer teens of color, retrieved on October 7, 2005 – http://www.youthresource.com/living/youth_of_color.htm

HELPLINES/CRISIS LINES

Foster Care Helpline, For young people in foster care who have questions about LGBT related discrimination or abuse, a service of Lambda Legal Defense and Education Fund.

1-866-542-8336 ext. 350 busy

Gay, Lesbian, Bisexual and Transgender Helpline, An information and crisis intervention line staffed by Fenway Community Health Center.

1-888-340-4528

Gay, Lesbian, Bisexual, and Transgender National Hotline, A peer counseling and information hotline.

1-888-843-4564

IYG (Indianapolis Youth Group) National Hotline, A peer counseling and information hotline.

1-800-347-8336 no answer

LYRIC (Lavender Youth Recreation and Info Center) Gay Youth Talkline, Helpline provides support, information, and referrals to GLBTQ youths ages 24 and under.

1-800-246-7743 (all other areas)

415-863-3636 (only in Bay area)

415-431-8812 (TDD)

Los Angeles Community services Center Gay and Lesbian Youth Talkline, A youth support and information line.
1-800-773-5540

National Domestic Violence Hotline, Provides crisis intervention, safety planning, information and referrals to victims of domestic violence, including same-sex domestic violence.
1-800-799-SAFE.

National Organization for Victim Assistance, A database of resources for victims of different kinds of crime, including relationship abuse.
1-800-TRY-NOVA.

National Runaway Switchboard, A toll-free, 24 hour hotline that provides confidential crisis intervention for a variety of issues, including depression and suicide and referrals for teens and their families.
1-800-RUN-AWAY.

Peer Youth Listening Line, The Listening Line provides peer support for gay, lesbian and bisexual youth.
1-800-399 (PEER) (7337)
617-267-2535 (voice and TTY)

Rape, Abuse and Incest National Network, Resource for those who have experienced sexual assault or abuse.
1-800-656-HOPE.

The Girls and Boys Town National Hotline, For teens and is available 24 hours a day. Professional counselors listen and offer advice on any issues, including depression, suicide, and identity struggles.
1-800-448-3000

The National Hopeline Network, For people who are depressed or suicidal, or who are concerned about someone who is. The line connects callers to the nearest certified and available Crisis Center, where trained counselors answer 24 hours a day, 7 days a week. You should reach a trained counselor in 20 to 30 seconds and never get a busy signal or voicemail.
1-800-784-2433

The Trevor Helpline. A 24-hour toll-free suicide hotline for GLBTQ youth and teens. Or, visit www.thetrevorproject.org, which contains information about how to help someone who is suicidal, as well as support groups and resources for GLBTQ teens.
1-866-488-7386

LEGAL

American Civil Liberties Union, The ACLU is an advocate of individual rights – litigating, legislating, and educating the public on a broad array of issues affecting individual freedom in the United States.

125 Broad Street, 18th Floor
New York, New York 10004-2400
212-549-2500
www.aclu.org

Lambda Legal Defense and Education Fund, Lambda Legal Defense and Education Fund is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, and people with HIV/AIDS through impact litigation, education, and public policy work.

120 Wall Street, Suite 1500
New York, NY 10005-904
212-809-8585
www.lambdalegal.org

National Center for Youth Law, The National Center for Youth Law is a private, non-profit law office serving the legal needs of children and their families.

405 14th Street, 15th Floor
Oakland, CA 94612-2701
510-835-8098
www.youthlaw.org

National Center for Lesbian Rights (NCLR), NCLR is a national legal resource center with a primary commitment to advancing the rights and safety of lesbians and their families through a program of litigation, public policy, advocacy, free legal advice and counseling, and public education.

870 Market Street, Suite 570
San Francisco, CA 94102

415-392-6257

www.nclrights.org

ORGANIZATIONS

Advocates for Youth, Dedicated to creating programs and policies which help young people make informed and responsible decisions about their sexual and reproductive health.

1025 Vermont Avenue NW, Suite 200

Washington, DC 20005

202-347-5700

www.advocatesforyouth.org

BiNet USA, The largest organization of bisexuals in America.

4201 Wilson Blvd. #110

Arlington, VA 22203-1859

1-800-585-9368

www.binetusa.org

Children of Lesbians and Gays Everywhere (COLAGE), A support and advocacy organization for daughters and sons of lesbian, gay, bisexual and transgender parents.

3543 18th Street, #1

San Francisco, CA 94110

415-861-KIDS (5437)

www.colage.org

FTM International, Educational organization serving FTM (female to male) transgender people and transsexual men.

1360 Mission Street, Suite 200

San Francisco, CA 94103

415-553-5987

<http://www.ftmi.org/>

Gay, Lesbian and Straight Education Network (GLSEN), GLSEN strives to assure that each member of every school community is valued and respected, regardless of sexual orientation.

121 West 27th Street, Suite 804

New York, NY 10001-6207

212-727-0135

www.glsen.org

Hetrick Martin Institute (HMI), This organization is a not-for-profit, multi-service, education, and advocacy group dedicated to providing services to lesbian, gay, bisexual, transgender, and questioning youth as well as to all youth coming to terms with issues of sexuality.

Two Astor Place, Third Floor

New York, NY 10003

212-674-2400

www.hmi.org

The International Foundation for Gender Education (IFGE), The International Foundation for Gender Education (IFGE), founded in 1987, is a leading advocate and educational organization for promoting the self-definition and free expression of individual gender identity. IFGE is not a support group; it is an information provider and clearinghouse for referrals about all things which are transgressive of established social gender norms.

P.O. Box 540229

Waltham, MA 02454-0229

781-899-2212

www.ifge.org

National Association of Lesbian, Gay, Bisexual and Transgender Community Centers, Provide local level support, activities and meeting space for the LGBT community. Many centers offer programs specifically designed for LGBT youth.

12982 Garden Grove Boulevard, Suite A

Garden Grove, CA 92843

www.lgbtcenters.org

National Youth Advocacy Coalition, The mission of National Youth Advocacy Coalition is to advocate for and with young people who are lesbian, gay, bisexual, or transgender in an effort to end discrimination against these youth and to ensure their physical and emotional well being.

1638 R Street NW, Suite 300

Washington DC, 20009

202-319-7596

www.nyacyouth.org

Parents, Families, and Friends of Lesbians and Gays (PFLAG), PFLAG is devoted to promoting the health and well-being of gay, lesbian, and bisexual persons and their families and friends through support, education, and advocacy.

1726 M Street NW, Suite 400

Washington DC, 20003

202-467-8180

www.pflag.org