

Sexual Orientation and Gender Identity

Grades 9-12, Lesson 4

Summary

Students differentiate between assigned sex, sexual orientation, sexual behavior and gender identity by matching definition strips to terms on papers hung around the room. Next, they view a short video that illustrates the ways society places expectations on people to be heterosexual. The teacher leads a class discussion to follow up, covering the ways that these expectations and pressures can be harmful to all people. Finally, students analyze a fictional advice column and apply the content they have covered in class by analyzing the response and offering their own advice.

Student Learning Objectives

The student will be able to ...

1. Differentiate between assigned sex, sexual orientation and gender identity.
2. Summarize ways that society places expectations on people to be heterosexual, cisgender, and to conform to gender norms.
3. Summarize ways to show courtesy and respect for others whose aspects of sexuality are different from one's own.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson and tone	1 minute
Definitions activity	15 minutes
Video and discussion	15 minutes
Advice column	15 minutes
Assign homework	
Exit ticket	2 minutes
Total	50 minutes

Key Concepts

Everyone has a sexual orientation and a gender identity.

A person knows their sexual orientation because of who they feel attracted to, not because of who they have sex with.

A person knows their gender identity because they feel like a boy, a girl, both, neither or somewhere in between, not because of their body parts.

People of all sexual orientations and gender identities need to know how to prevent pregnancy and STDs, either for themselves or to help a friend.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention.
SH1.12.39	Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.
SH1.12.40	Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
SH1.12.41	Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
SH1.12.42	Summarize ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.12.6	Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

National Sexuality Education Standards

ID.12.CC.1	Differentiate between biological sex, sexual orientation, and gender identity and expression.
ID.12.CC.2	Distinguish between sexual orientation, sexual behavior and sexual identity.
ID.12.INF.1	Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

Rationale

This lesson is designed to help students understand that everyone has a sexual orientation and a gender identity, and to develop language to talk respectfully and competently about these aspects of sexuality. It is further designed to help students recognize that the stigma and discrimination often directed toward lesbian, gay, bisexual, transgender and queer (LGBTQ) people are harmful and limiting to everyone. This content is foundational for a comprehensive sexual health curriculum and aligns with National Health Education Standards (SHECAT) and National Sexuality Education Standards.

FLASH is inclusive of LGBTQ individuals throughout the curriculum. LGBTQ youth experience worse sexual health outcomes than their heterosexual peers, including higher rates of pregnancy, STDs and sexual violence.^{1 2 3} Evidence suggests that an LGBTQ-inclusive curriculum may help alleviate some of these outcomes.³

Every classroom has LGBTQ students and/or students who have LGBTQ loved ones.³ While a diversity of opinion still exists about the rightness or wrongness of same-sex relationships, these students must be supported and treated respectfully. The two biggest protective factors that help ensure LGBTQ students' success are the home and the school environment.

For more information on creating a welcoming and supportive school environment, see Teaching Tolerance's "Best Practices: Creating an LGBT-inclusive School Climate" at: <http://www.tolerance.org/lgbt-best-practices>.

For more information about creating a welcoming and supportive home environment, see the Family Acceptance Project's "Family Education Information" at: <http://familyproject.sfsu.edu/publications>

Materials Needed

Student Materials

- *Definition Strips*
- *Advice Column Handout*
- *Individual Homework: Advice Column*
- *Family Homework: Talking About Sexual Orientation and Gender Identity*, available in multiple languages on the FLASH website
- *Lesson 4 Exit Ticket*

Classroom Materials

- *Lesson 4 Warm Up*
- *Assigned Sex Visual*
- *Gender Identity Visual*
- *Sexual Orientation Visual*
- *Sexual Behavior Visual*
- *Discussion Questions Visual*

Teacher Preparation

1. Preview the 4-minute video "LGBT Discrimination" from Sex, etc., which imagines a world where heterosexuals are the minority. <http://sexetc.org/videos/lgbtq-discrimination/>
2. Make and hang 4 signs with the following terms around the room:
 - Assigned Sex
 - Gender Identity
 - Sexual Orientation
 - Sexual Behavior
3. Copy and cut apart the *Definition Strips*.

Activities

1. Warm up

Display warm up as bell work. Do not ask students to share their responses to the bell work and do not discuss it as a class. The purpose of this warm up is to set a favorable tone for the rest of the lesson. It is not intended to be used as a debate.

Question: Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people than ever before. Why do you think that is?

2. Introduce the lesson and review the importance of ground rules

Today we'll be talking about sexual orientation and gender identity, that is, what it means to be gay, lesbian, bisexual, queer or straight and what it means to be transgender or cisgender. From now on, I'll use the acronym LGBTQ to stand for "lesbian, gay, bisexual, transgender and queer." We'll begin with understanding those words and a few other terms.

Like the other issues we'll address in this unit, this one has personal meaning to many members of this class. In any school, there are gay, lesbian, bisexual or transgender students. There are also students who have close family members or friends who are LGBTQ. It's going to be important that we remember our ground rules and be respectful today.

3. Conduct definitions activity

Point out the signs around the room:

- Assigned Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Pass out the *Definition Strips* and ask students to work in pairs to tape them on the sign with the term they belong with. After students complete the activity, debrief each term one at a time, using the visuals with definitions. Debrief terms in the order they are listed in the lesson. Have students read the bullets aloud and answer any questions that arise. After explaining the terms, ask students to volunteer a definition for assigned sex, gender identity and sexual orientation, to check for understanding and reinforce learning.

(Note: If you need to review more background information about LGBTQ terminology for yourself, visit the Human Rights Campaign website at:

<http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions>.)

Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's *assigned sex*.
- *Assigned sex* can be based on a person's genitals, reproductive organs, chromosomes and hormones.
- The *assigned sex* of people with XX chromosomes is usually female.

- The *assigned* sex of people with XY chromosomes is usually male.
- The *assigned* sex of people with XO, XYY or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

Gender Identity

- *Gender identity* is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.
- People often know their *gender identity* when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.
- When a person's *gender identity* is the same as their assigned sex, it is usually called cisgender.
- When a person's *gender identity* is not the same as their assigned sex, it is often called transgender. People may also identify as gender queer, gender fluid or some other *gender identity*.

Sexual Orientation

- *Sexual orientation* describes who a person is attracted to - the same gender, another gender, or all genders.
- Some examples of *sexual orientation* are gay, lesbian, bisexual, straight, queer, etc.
- *Sexual orientation* is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Sexual Behavior

- *Sexual behavior* describes what someone does sexually - oral, anal or vaginal sex, making out, etc.
- Sometimes *sexual behavior* matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

4. Show video

Show the video "LGBTQ Discrimination" (<http://sexetc.org/videos/lgbtq-discrimination/>)

We are going to watch a short video and then answer some questions about it. Watch closely so you can provide examples from the video when we are discussing it.

Have students work in groups of 2 or 3 to answer the following questions. Project the Discussion Questions visual for students to reference as they work in their groups. Assign the first 2 questions to one half of the class and the remaining 2 questions to the other half of the class.

Allow 3–5 minutes for students to discuss the questions in their groups before debriefing as a large group.

- In his dream, how does the main character know he's in a world where being straight is the minority?
- The main character was bullied and teased for being straight. How could that negatively impact him?

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- In our society, how are people given the message that being straight is the "right" or "normal" way to be?
- How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Then lead a class discussion about the ways society places expectations on people to be heterosexual and gender conforming.

In his dream, how does the main character know he's in a world where being straight is the minority?

- Sees same sex couples holding hands.
- People tease him about the photo on his phone.
- Friends ask him to explain his sexual orientation.
- Friends think he should try a different sexual orientation.

The main character was bullied and teased for being straight. How could that negatively impact him?

- Could make him feel like an outsider.
- Could make him feel pressured to change or hide who he is.
- Could make him feel bad about himself or ashamed.
- Could make him feel afraid to come to school.
- Could make him depressed or even suicidal.

In our society, how are people given the message that being straight is the "right" or "normal" way to be?

- Marriage between people of the same gender is still controversial.
- Media shows mostly heterosexual people.
- Young people are asked by parents and others if they have a boyfriend or girlfriend (presumed heterosexuality).
- Have to "come out" if you are gay, lesbian or bisexual, but not if you are straight.
- Threats, violence or discrimination directed towards LGBTQ people.

How can these messages harm or limit people (including straight, gay, lesbian, bisexual, transgender and cisgender people)?

- Straight people might feel like they have to stay away from LGBTQ people so they don't get labeled as gay.
- Makes it hard for people to be themselves.
- Harder for people to pursue their interests, especially if the interest is stereotypically associated with the other gender (for example, a boy who likes to sing, a girl who wants to be a truck driver).
- Makes people feel ashamed of who they are, especially if they are LGBTQ.
- Harder for people to wear the clothes they like or listen to music they like, especially if others think it is not the right choice for their gender.

5. Conduct advice column activity

Distribute the *Advice Column Handout* and have two volunteers read the entry from "Lonely" and the response from the advice columnist. After they've read the answer, ask the class if they think the advice given was good. Then, have students work in groups of 2 or 3 to

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answer the advice column questions to give better advice. When discussing Lonely, be careful to say "Lonely" or "they." It's important that you not assign a gender to Lonely, even if the students do. Sample responses are provided in the script.

This wasn't very good advice! Let's take a few minutes to answer these questions and see if we can do better.

Do we know Lonely's gender identity or sexual orientation? Does the advice columnist make some assumptions about Lonely's gender identity and sexual orientation?

- *No, we don't know. The columnist assumes Lonely is a straight girl, but we don't know. Lonely could be a cisgender guy or girl, or a transgender person of any gender. Lonely could also be gay, lesbian, bisexual or straight.*

How does the advice columnist send the message that being straight is the preferred way to be?

- *The advice columnist assumes Lonely is a straight girl, and assumes that Lonely will be dating boys. For example, when the advice columnist says, "There are lots of boys who are interested in girls who like reading and the outdoors" it makes it seem like being straight is the only way to be.*
- *The advice columnist doesn't say anything to let Lonely know that it is OK to date someone other than boys.*

How does the advice columnist send the message that Lonely should act more feminine?

- *The advice columnist tells Lonely not to "lose touch with her feminine side."*
- *The advice columnist says that Lonely should find a way to like doing hair and makeup and talking about boys.*

What is one piece of advice you would give Lonely? Be careful not to make any assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

- *Be true to yourself!*
- *It's OK to find friends that have similar interests. You shouldn't feel pressured to do the things your friends are doing if you don't want to.*
- *When your friends say no one will want to date you, they are being mean.*
- *If you decide you want to go on dates, it's important to be who you are, and not pretend to like things you don't. It is hard to find people you really like if you are pretending.*
- *If you decide you want to go on dates with guys or with girls, it's best if you have things in common with them too.*
- *Sometimes people think there are certain ways guys are supposed to act and girls are supposed to act. That's not really true.*

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Advice Column

Family Homework: Talking About Sexual Orientation and Gender Identity, available in multiple languages on the FLASH website

7. Exit ticket

Hand out the *Lesson 4 Exit Ticket*.

Prompt: Write 1-2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Possible answers:

- Could make them feel like an outsider.
- Could make them feel pressured to change or hide who they are.
- Could make them feel bad or ashamed about themselves.
- Could make them feel afraid to come to school.
- Could make them depressed or even suicidal.
- Because it is disrespectful and rude.

Warm Up

Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people than ever before. Why do you think that is?

Definition Strips

When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's _____.

_____ can be based on a person's genitals, reproductive organs, chromosomes and hormones.

The _____ of people with XX chromosomes is usually female.

The _____ of people with XY chromosomes is usually male.

The _____ of people with XO, XXY, or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

_____ is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.

People often know their _____ when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.

When a person's _____ is the same as their assigned sex, it is usually called cisgender.

When a person's _____ is not the same as their assigned sex, it is usually called transgender. People may also identify as gender queer, gender fluid, or some other _____.

_____ describes who a person is attracted to - the same gender, another gender, or all genders.

Some examples of _____ are gay, lesbian, bisexual, straight, queer, etc.

_____ is based on who people are romantically, sexually or romantically attracted to, not necessarily who they have sex with or make out with.

_____ describes what someone does sexually – oral, anal or vaginal sex, making out, etc.

Sometimes _____ matches a person's sexual orientation, and sometimes does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Visual

Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's assigned sex.
- Assigned sex can be based on a person's genitals, reproductive organs, chromosomes and hormones.
- The assigned sex of people with XX chromosomes is usually female.
- The assigned sex of people with XY chromosomes is usually male.
- The assigned sex of people with XO, XYY or other chromosomes is male or female depending on the appearance of their genitals. This is called intersex.

Visual

Gender Identity

- Gender identity is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.
- People often know their gender identity when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.
- When a person's gender identity is the same as their assigned sex, it is usually called cisgender.
- When a person's gender identity is not the same as their assigned sex, it is often called transgender. People may also identify as gender queer, gender fluid or some other gender identity.

Visual

Sexual Orientation

- Sexual orientation describes who a person is attracted to - the same gender, another gender, or all genders.
- Some examples of sexual orientation are gay, lesbian, bisexual, straight, queer, etc.
- Sexual orientation is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Visual

Sexual Behavior

- Sexual behavior describes what someone does sexually—oral, anal or vaginal sex, making out, etc.
- Sometimes sexual behavior matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Visual

Discussion Questions

1. In his dream, how does the main character know he's in a world where being straight is the minority?
2. The main character was bullied and teased for being straight. How could that negatively impact him?
3. In our society, how are people given the message that being straight is the "right" or "normal" way to be?
4. How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Advice Column Handout

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with your friends. Also, perhaps your friends would like to go on a hike with you if you also participated in the things that they like, such as doing each other's hair and makeup. As for what your friends said about dating, I don't think that is true. There are lots of boys who are interested in girls who like reading and the outdoors. As long as you are careful not to lose touch with your feminine side, I don't think you will have any trouble. I am sure this is just a bump in your friendship with these girls, just hang in there and it will likely pass.

- Do we know Lonely's gender identity? Their sexual orientation? Does the advice columnist make any assumptions about Lonely's gender identity or sexual orientation?
- How does the advice columnist send the message that being straight is the preferred way to be?
- How does the advice columnist send the message that Lonely should act more feminine?
- What is one piece of advice you would give Lonely? Be careful not to make assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

Individual Homework: Advice Column

Name: _____

Period: _____

Instructions: Write a response to Lonely that does not make assumptions about Lonely's gender or sexual orientation, and does not pressure Lonely to conform to gender expectations or a specific sexual orientation.

Dear Advice Columnist,

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Family Homework: Talking about Sexual Orientation and Gender Identity

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Do you think it is right or wrong for two guys or two girls to be in an intimate relationship? What makes it right or wrong?

Ask the student: Suppose a good friend told you they were transgender. How would you feel? What would you say or do? Why?

Ask the student: Did you used to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?

Ask the adult: Did you used to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?



Family Homework Confirmation Slip: Talking about Sexual Orientation and Gender Identity

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Write 1–2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Lesson 4: Assessment Questions

1. Match the following terms with their definitions:

- | | |
|-----------------------|--|
| 1. assigned sex | A. A deep feeling people have about whether they are a guy, a girl, both or neither |
| 2. sexual orientation | B. Determined by whether a person is attracted to the same gender, another gender, or all genders. |
| 3. gender identity | C. What someone does sexually, such as oral, anal or vaginal sex, making out, etc. |
| 4. sexual behavior | D. Based on chromosomes, the appearance of a person's genitals, and hormones |

2. In the movie we watched in class, "LGBT Discrimination," the main character has a dream in which he feels put down or singled out for being straight. Describe two experiences he has in the dream that make him feel this way.

3. List one way you could show respect to a person whose sexual orientation or gender identity is different than your own, and explain why this is important.

Lesson 4: Assessment Key and Standards Alignment

Question	Answer	Standard
<p>1. Match the following terms with their definitions:</p> <ol style="list-style-type: none"> 1. assigned sex 2. sexual orientation 3. gender identity 4. sexual behavior <p>A. A deep feeling people have about whether they are a guy, a girl, both or neither</p> <p>B. Determined by whether a person is attracted to the same gender, another gender, or all genders.</p> <p>C. What someone does sexually, such as oral, anal or vaginal sex, making out, etc.</p> <p>D. Based on chromosomes, the appearance of a person's genitals, and hormones</p>	<ol style="list-style-type: none"> 1. D 2. B 3. A 4. C 	<p>NSES: ID.12.CC.1 ID.12.CC.2</p>
<p>2. In the movie we watched in class, "LGBT Discrimination," the main character has a dream in which he feels put down or singled out for being straight. Describe two experiences he has in the dream that make him feel this way.</p>	<ul style="list-style-type: none"> • Sees same sex couples holding hands • People tease him about the photo on his phone • Friends ask him to explain his sexual orientation • Friends think he should try a different sexual orientation <p>Other answers may also be acceptable</p>	<p>NSES: ID.12.INF.1</p>
<p>3. List one way you could show respect to a person whose sexual orientation or gender identity is different than your own, and explain why this is important.</p>	<p>Any answer that shows respect is acceptable.</p>	<p>NHES: SH1.12.39 SH1.12.41 SH1.12.42</p>

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<p>Exit Ticket: Write 1-2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.</p>	<ul style="list-style-type: none"> • Could make them feel like an outsider • Could make them feel pressured to change or hide who they are • Could make them feel bad or ashamed about themselves • Could make them feel afraid to come to school • Could make them depressed or even suicidal • Because it is disrespectful and rude 	<p>NHES: SH1.12.40</p>
<p>Individual Homework: Advice Column</p>	<p>Any response that conveys support is acceptable. Examples may include:</p> <ul style="list-style-type: none"> • It's OK to find friends who have similar interests. You shouldn't feel pressured to do the things your friends are doing if you don't want to. • When your friends say no one will want to date you they are being mean. • If you decide you want to go on dates, it's important to be who you are, and not pretend to like things you don't. It's hard to find people you really like if you are pretending. • If you decide you want to go on dates with guys or with girls, it's best if you have things in common with them too. • Sometimes people think there are certain ways guys are supposed to act and certain ways girls are supposed to act. That's not really true. 	<p>NHES: SH4.12.6</p>

Integrated Learning Activities

FAMILY & CONSUMER SCIENCE or SOCIAL STUDIES: Dealing with Difference

Use the 35-minute film and curriculum *Dealing with Difference: Opening Dialogue about Lesbian, Gay & Straight Issues*. This video and print curriculum package is designed to foster healthy dialogue among students about LGBT issues while informing everyone of the serious effects anti-LGBT harassment and bullying can have on all students. The package costs \$139.95 as of February 2015. <http://www.hrmvideo.com/catalog/dealing-with-difference-opening-dialogue-about-lesbian-gay-and-straight-issues>

PHYSICAL EDUCATION: It Takes a Team!

Use the 15-minute film and curriculum *It Takes a Team! Educational Campaign for LGBT Issues in Sports*. This kit includes posters, safe zone stickers, DVD and teachers' manual: <http://www.womenssportsfoundation.org/home/athletes/for-athletes/know-your-rights/coach-and-athletic-director-resources/about-itat>

SOCIAL STUDIES OR HISTORY: Social Justice Topics

Teach one of the free lesson plans on a variety of social justice topics, including LGBT issues now and in recent U.S. history, created by Project Look Sharp of the School of Humanities and Sciences at Ithaca College, a media literacy initiative. The "Gay Liberation" unit contains 3 units, complete with PowerPoint slides, student worksheets and teacher guides: <http://www.projectlooksharp.org/?action=justice>

References

¹ Centers for Disease Control and Prevention. Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9--12 --- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001--2009 Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9--12 --- Youth Risk Behavior Surveillance, Selected Sites, United States, 2001—2009.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/ss60e0606a1.htm>

² EM Saewyc. Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence* 21 (1), 256-272.

³ Administration for Children, Youth, and Families. Creating a Safe Space for LGBTQ Youth and Teens. <http://ncfy-learn.ibsinternational.com/course/index.php?categoryid=12>.