



**SEXUAL ORIENTATION, GENDER
IDENTITY & EXPRESSION
(SOGIE)
PLAYLIST:
*BEGINNER***

INTRODUCTION

This playlist will build your critical understanding of sexual orientation, gender identity, and gender expression (SOGIE), as well as an understanding of anti-LGBTQIA+ bias. These articles, videos and activities will help you understand the nuances of SOGIE issues, especially in educational contexts. This playlist will take an intersectional approach and will highlight LGBTQIA+ student perspectives to prepare you for hands-on application of these topics in your work and life.

Through these eight modules, each of which will take about 90 minutes, you will engage in a curated experience that builds upon critical knowledge; provides opportunities for reflection and self work; offers resources to engage in interpersonal and group work; and provides scaffolding to address organizational and systemic change.

In each module, we have included some global resources. While these are not exhaustive, you should peruse resources from regions of familiarity or interest to you, as gender and sexuality identities are steeped in cultural contexts.

The following modules have been intentionally developed and organized to guide learners through a developmental sequence, building your knowledge as you move from Module 1 to Module 8. By moving through the modules and respective resources in order, you will engage deeply with curated opportunities to build upon your knowledge as you progress through the playlist.

ORIENTATION

To access the resources, click on the underlined text within the modules and the resource will open in a new tab. At the end of each module, there are reflections, activities, and challenges that serve as natural pauses to process your learning and consider how to apply these new insights to your practice. We encourage you to use a journal to keep track of your reflections and responses, so that you have a record of your learning through this playlist.

If you are new to this work, you might start by doing this **activity**.

This playlist includes resources related to trauma, violence, and discrimination. We encourage you to take care of yourself while engaging in these resources. If you need additional support, we have listed Harvard resources in the final module.

As you engage with this playlist, be mindful that we cannot expect closure. True anti-oppressive work is a lifelong process, grounded in a commitment to lifelong learning. This playlist merely serves as a thoughtful entry into the work and we highly recommend that you continue to share these resources with your communities and sustain your commitment to this work through the suggestions in Module 8.

CREDITS

This playlist was curated by Arushi Mittal (Ed.M. 2020) & Kimm Topping (Ed.M. 2020).

As feminist and gender-inclusive educators ourselves, we are constantly working to challenge ourselves and the institutions around us. We hope you enjoy engaging in this playlist as much as we did creating it. And that you will continue to seek solutions to the beautifully complex challenges of social justice and transformation.

To learn more about Arushi and Kimm, click [here](#).

Because this playlist is a pilot, we would truly appreciate your feedback to improve this tool and ensure that these learning experiences are intentional and useful to our community. Once you complete this playlist, please provide your feedback [here](#).

MODULE 1: WHAT DOES SEXUALITY AND GENDER IDENTITY HAVE TO DO WITH MY WORK?

All educators will need to support LGBTQIA+ students.

MODULE 2: GETTING READY & BUILDING THE BASIC VOCABULARY

We don't have to be experts in the terminology, but it's helpful to have a foundation to build from. Then, we can ask questions by leading with curiosity.

MODULE 3: IT'S ALL CONNECTED

Liberation must include all of us. Here, we explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

MODULE 4: STUDENT VOICES

Young people know what they need. Our role is to listen. This module centers the voices of students to help us reimagine an educational system that is affirming of their identities.

MODULE 5: CREATING INCLUSIVE CURRICULUM THROUGH HISTORY

Black trans women started the gay rights movement in the U.S. Teaching their histories allows students to see themselves in the curriculum and schools.

MODULE 6: PREVENTING BULLYING, VIOLENCE, AND HOMELESSNESS

Educators are critical providers of safety when equipped with strategies to prevent violence. This module will offer resources for prevention and advocacy.

MODULE 7: CHALLENGING INSTITUTIONS & CONTINUED LEARNING

In order to succeed, change needs to be strengthened, monitored, and integrated into the ritual of daily life. This module will provide some tools to begin.

MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides connections and additional resources to dig deeper, learn more, and engage with this work in community.



ROAD MAP

NO PRIDE for SOME of US without
LIBERATION for ALL of US.

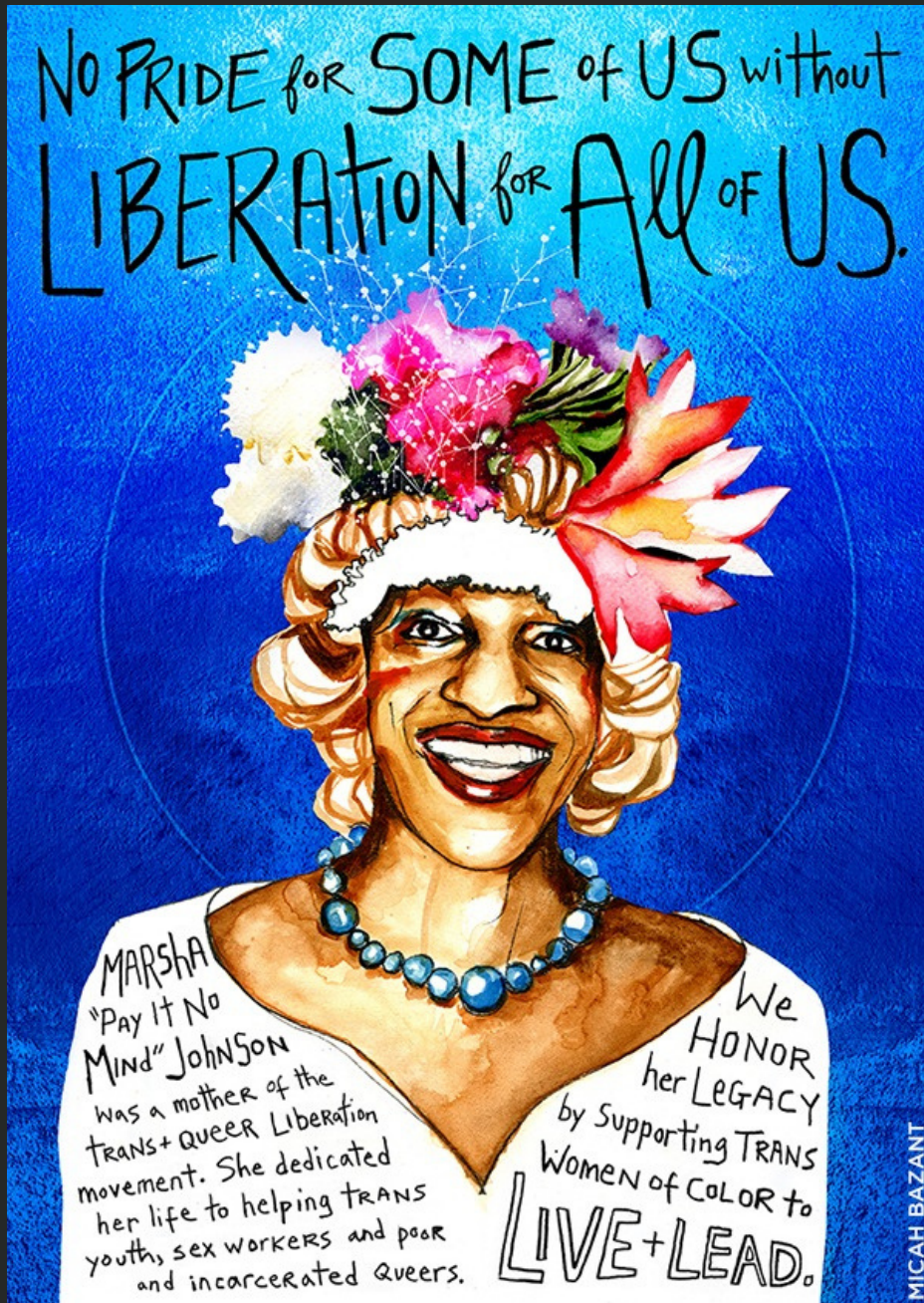


IMAGE OF MARSHA P. JOHNSON
BY MICAH BIZANT

AS YOU PREPARE TO ENGAGE WITH THIS PLAYLIST, TAKE A MOMENT TO REFLECT AND NAME YOUR **WHY**.

WHAT HAS BROUGHT YOU TO THIS PLAYLIST?

WHAT ARE YOUR GOALS AS YOU MOVE THROUGH THE MODULES?

WHAT CHANGE ARE YOU HOPING TO CREATE? PERSONALLY, INTERPERSONALLY, AND STRUCTURALLY?

AS YOU CONTINUE THROUGH THE FOLLOWING MODULES, YOU WILL HAVE OPPORTUNITIES TO REVISIT, REFINE, AND RECOMMIT TO YOUR WHY.

**OPENING REFLECTION: WHAT'S YOUR
*WHY***

AS WE CURATED THIS PLAYLIST, WE ALIGNED THE MODULES AND RESOURCES WITH THE FOLLOWING DEIB OUTCOME AREAS:

- **KNOWLEDGE:** GAIN A FUNCTIONAL UNDERSTANDING OF KEY CONCEPTS AND TERMS RELATED TO DIVERSITY, EQUITY, INCLUSION AND BELONGING.
- **REFLECTIVE AND DEVELOPMENTAL SELF-WORK:** DEMONSTRATE AWARENESS, COMFORT, AND SKILL AT CONSISTENTLY SELF-IDENTIFYING AND REFLECTING ON IDENTITY, POSITIONALITY, AND POWER OVER TIME.
- **INTERPERSONAL AND GROUP WORK:** GAIN CAPACITY TO COMMUNICATE, COLLABORATE, DIALOGUE, FACILITATE AND INTERVENE (IN REAL TIME) WITH OTHER PEOPLE, ACROSS SOCIAL IDENTITY DIFFERENCES.
- **ORGANIZATIONAL AND SYSTEMS WORK:** BUILD CAPACITY TO IDENTIFY AND ANALYZE SYSTEMS (HISTORICAL, ORGANIZATIONAL, POLITICAL, GLOBAL) OF POWER AND THEIR INFLUENCE ON THE EVERYDAY EXPERIENCES OF INDIVIDUALS IN OUR SOCIETY.

DEIB OUTCOMES

FOR A FULL LIST OF DEIB OUTCOMES, CLICK [HERE](#).

RECOGNIZING THAT THIS PLAYLIST IS MEANT TO BE A PERSONALIZED EXPERIENCE, COMPARE OUR FOUR DEIB OUTCOMES WITH **YOUR WHY** AND **YOUR GOALS**?

IF YOU WOULD LIKE TO INTEGRATE THESE DEIB OUTCOMES INTO YOUR PERSONAL PURPOSE FOR THIS PLAYLIST, TAKE A MOMENT TO REVISE YOUR WHY AND YOUR GOALS.

AS YOU NAVIGATE THE FOLLOWING MODULES, THESE GOALS WILL SERVE AS TOUCH POINTS FOR YOUR LEARNING.

WHY + DEIB OUTCOMES



MODULE 1: WHAT DOES SEXUALITY AND GENDER IDENTITY HAVE TO DO WITH MY WORK?

All educators will need to support LGBTQIA+ students.

1. GLSEN 2017 NATIONAL SCHOOL CLIMATE SURVEY

GLSEN's National School Climate Survey highlights experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. The report includes information on LGBTQ middle and high school students' experiences with discrimination, biased language, and availability and utility of supportive school resources. **Focus on page 73.**

2. HOMOPHOBIC & TRANSPHOBIC VIOLENCE IN SCHOOLS: A GLOBAL PROBLEM

This article summarizes results from UNESCO's *Out in the Open Report* (2016).

3. "BUT I'M NOT GAY": WHAT STRAIGHT TEACHERS NEED TO KNOW ABOUT QUEER THEORY

This article explores what all teachers can do to address oppression and uplift queer pedagogy.



WHAT DID YOU LEARN ABOUT LGBTQIA+ PEOPLE GROWING UP?

WERE THE MESSAGES POSITIVE, NEGATIVE, OR NEUTRAL? HOW DO YOU THINK THOSE PERSPECTIVES HAVE SHAPED YOUR WORK AS AN EDUCATOR?

MUCH OF THE RESEARCH ON LGBTQIA+ YOUNG PEOPLE FOCUSES ON DEFICITS. HOW CAN YOU BRING A STRENGTHS-BASED APPROACH TO THIS TOPIC THROUGHOUT THE PLAYLIST?

REFLECTION

MODULE 2: GETTING READY & BUILDING THE BASIC VOCABULARY

We don't have to be experts in the terminology, but it's helpful to have a foundation to build from. Then, we can ask questions by leading with curiosity.

1. LGBTQIA RESOURCE CENTER GLOSSARY

This list includes some key terms that relate to the LGBTQ community.

EXPLORE **QUEER UNDEFINED** AND READ A FEW DEFINITIONS FOR THE TERMS “BISEXUAL,” “PANSEXUAL,” “ASEXUAL,” “LESBIAN,” AND “GAY.”

IF THE TERMINOLOGY FEELS UNFAMILIAR STILL, PLEASE KNOW THAT ONE WAY TO RESPOND WHEN SOMEONE SHARES THEIR IDENTITY WITH YOU IS TO ASK “WHAT DOES THAT MEAN TO YOU?” IT SHOWS CURIOSITY AND OPENS UP A CONVERSATION. AS YOU CAN SEE FROM THE DATABASE, PEOPLE HAVE MANY WAYS OF DESCRIBING THEIR IDENTITY.

REVIEW THE **GENDER UNICORN.**

HOW DOES YOUR OWN GENDER, SEXUAL, AND ROMANTIC IDENTITY MAP ONTO THE GENDER UNICORN AND GLOSSARY OF TERMS?

RESEARCH ONE TERM THAT IS NEW TO YOU AND TRY TO FIND A FIRST-PERSON ACCOUNT OF THEIR EXPERIENCE VIA A VIDEO OR OTHER ONLINE NARRATIVE.

ACTIVITY

MODULE 3: IT'S ALL CONNECTED

Liberation must include all of us. Here, we explore how systems of oppression overlap with one another according to Kimberlé Crenshaw's concept of intersectionality.

1. KIMBERLÉ CRENSHAW: THE URGE FOR INTERSECTIONALITY

In the TED talk, Kimberlé Crenshaw uses the term "intersectionality" i.e., if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both.

2. INTERSECTIONALITY 101

This video from Teaching Tolerance explains the term intersectionality.

3. 23% OF YOUNG BLACK WOMEN NOW IDENTIFY AS BISEXUAL

In the most recent General Social Survey, researchers report that 23% of young Black women identify as bisexual.

4. GLOBAL RESOURCES

- [The Challenges of Leading an LGBT Student Society in China](#)
- [You have more than one identity and it's hurting you \(India\)](#)

5. ADDITIONAL RESOURCES

- [Latinx: A Brief Guide](#)
- [Trans And Native: Meet The Indigenous Doctor Giving Them Hope](#)
- [Black Trans Women and Black Trans Femmes: Leading & Living Fiercely](#)



COMPLETE THE IDENTITY WHEEL EXERCISE.

HOW DO YOUR IDENTITIES INTERSECT WITH ONE ANOTHER? FOR EXAMPLE, DO ANY OF YOUR IDENTITIES AFFORD YOU MORE PRIVILEGE IN PARTICULAR SPACES?

GLOBAL REFLECTION: WHAT ARE SOME SPECIFIC CHALLENGES OF LGBTQ+ STUDENTS IN PARTICULAR REGIONS AND COUNTRIES?

ACTIVITY & REFLECTION

AT THIS POINT, TAKE SOME TIME TO REVISIT YOUR WHY.

REMINDE YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW HAS YOUR LEARNING THUS FAR HELPED YOU REFINE YOUR GOALS FOR YOUR LEARNING?

WHAT HAS CHANGED REGARDING YOUR UNDERSTANDING OF THE PERSONAL, INTERPERSONAL, AND STRUCTURAL CHANGES YOU ARE HOPING TO CREATE?

**REFLECTION: REVISIT AND REFINE
YOUR WHY**

MODULE 4: STUDENT VOICES

Young people know what they need. Our role is to listen. This module centers the voices of students to help us reimagine an educational system that is affirming of their identities.

1. INTERVIEWING LGBT HIGH SCHOOLERS

This video, created by a Massachusetts student, interviews high school students about their experiences of coming out, identity, and acceptance.

2. GREATER ENGAGEMENT IN GENDER-SEXUALITY ALLIANCES (GSAS) AND GSA CHARACTERISTICS PREDICT YOUTH EMPOWERMENT AND REDUCED MENTAL HEALTH CONCERNS

"GSAs whose members had more mental health discussions and more meetings reported reduced mental health concerns. Findings suggest how groups addressing issues of equity and justice improve members' health."

3. 'ASK ME': WHAT LGBTQ STUDENTS WANT THEIR PROFESSORS TO KNOW

"Many gay, lesbian, and transgender students say they face an array of challenges and safety issues on their campuses. The Chronicle interviewed more than a dozen of them to hear more about what keeps them from thriving in college."

4. GLOBAL RESOURCES

- **What is intersectionality and why you need to know about it** (India)
- **LGBT Activism in the Middle East and North Africa**
- **LGBT Bullying and Exclusion in Japanese Schools**

REFLECT ON YOUR OWN EXPERIENCE WITH STUDENTS.

HOW COMFORTABLE HAVE STUDENTS BEEN TALKING WITH YOU OR OTHER EDUCATORS ABOUT THEIR SEXUALITY OR SEXUAL HEALTH? WHAT FACTORS DO YOU THINK CONTRIBUTE TO STUDENTS BEING OPEN OR NOT?

GLOBAL REFLECTION: HOW ARE LGBTQIA+ YOUTH ACROSS THE WORLD SHARING THEIR EXPERIENCES? WHAT ARE THE SIMILARITIES AND DIFFERENCES IN THOSE EXPERIENCES?

REFLECTION

MODULE 5: CREATING INCLUSIVE CURRICULUM THROUGH HISTORY

Black trans women started the gay rights movement in the U.S. Teaching their histories allows students to see themselves in the curriculum and schools.

1. A TRANS HISTORY: TIME MARCHES FORWARD AND SO DO WE

"Through a collaborative video from the ACLU, Transparent producer and artist Zackary Drucker, Emmy-nominated actress Laverne Cox and the creative team of Molly Crabapple and Kim Boekbinder, we are telling the story of trans history and resistance."

2. 16 QUEER BLACK PIONEERS WHO MADE HISTORY

"From Marsha P, Johnson to Lori Lightfoot, NBC Out honors the black LGBTQ trailblazers of the past and present."

3. DEVELOPING LGBTQ INCLUSIVE CLASSROOM RESOURCES

"GLSEN research shows that LGBTQ students who attend schools with curriculum that is inclusive of LGBTQ people, history, and events experience a better school climate and improved academic outcomes. Curriculum serves as a mirror when it reflects individuals and their experiences back to themselves. At the same time, curriculum serves as a window when it introduces and provides the opportunity to understand the experiences and perspectives of those who possess different identities."

4. FAQ ABOUT ANTI-LGBTQ CURRICULUM LAWS

This FAQ provides information and resources about US states where there are anti-LGBTQ curriculum laws.

5. GLOBAL RESOURCES

- [Gay criminalization across the world from 1799 to 2019](#)
- [Scotland Is The First Country to Mandate LGBTQ+ Education. Why Hasn't America?](#)

SKIM THROUGH A FEW OF THE FOLLOWING CURRICULUM RESOURCES. WHAT DO YOU THINK? WHICH SUGGESTIONS CATCH YOUR ATTENTION? WHAT ARE YOUR APPREHENSIONS? FIND A FRIEND AND DISCUSS THESE!

- [READY, SET, RESPECT! ELEMENTARY TOOLKIT](#)
- [GLSEN UNHEARD VOICES](#)
- [HISTORY UNERASED CASE STUDY: OUT WITH HIV/AIDS](#) (SCROLL TO BOTTOM OF PAGE TO DOWNLOAD)
- [THE SCIENTISTS FIGHTING TO MAKE THE FUTURE OF STEM MORE QUEER](#)
- [SEXUAL HEALTH RESOURCES](#)
- [THE GENDER SPECTRUM](#)

ACTIVITY & REFLECTION

AS YOU ARE NEARING THE END OF THIS PLAYLIST, HOW MIGHT YOU RECOMMIT TO YOUR WHY?

BASED ON YOUR ENGAGEMENT WITH THE MODULES SO FAR, REMIND YOURSELF OF THE QUESTIONS AND THOUGHTS THAT BROUGHT YOU TO THIS PLAYLIST.

HOW CAN YOUR LEARNING THUS FAR HELP YOU SUSTAIN A COMMITMENT TO THE CHANGE THAT YOU ARE HOPING TO CREATE?

**REFLECTION: RECOMMIT TO
YOUR WHY**

MODULE 6: PREVENTING BULLYING, VIOLENCE, AND HOMELESSNESS

Educators are critical providers of safety when equipped with strategies to prevent violence. This module will offer resources for prevention and advocacy.

1. AMERICAN PSYCHOLOGICAL ASSOCIATION RESOURCES

"Support organizations, research and other tools for professionals working with schools to create safer environments for lesbian, gay, bisexual and transgender youth. Also includes bullying and suicide prevention resources, and health and public policy links."

2. TRUE COLORS UNITED: OUR ISSUE

"LGBTQ Youth are 120% More Likely to Experience Homelessness." This article from True Colors United explains why homelessness is pervasive for LGBTQ+ youth and how service providers can support.

3. RESEARCH BRIEF: FOSTERING THE MENTAL HEALTH OF LGBTQ+ YOUTH

"This brief provides a summary of existing research on resilience among LGBTQ youth and, in line with Trevor's life-saving mission, suggests ways that individuals and groups can enhance protective factors to foster positive development for LGBTQ youth."

ONE SUGGESTED STRATEGY FOR INTERRUPTING DEROGATORY COMMENTS IN SCHOOL IS “NAME IT. CLAIM IT. STOP IT.”

ARE YOU FAMILIAR WITH THIS STRATEGY? HOW HAVE YOU INTERVENED IN THE PAST? DO YOU THINK THIS WOULD BE A USEFUL STRATEGY? WHAT FOLLOW UP IS NEEDED?

ACTIVITY & REFLECTION

MODULE 7: CHALLENGING OUR INSTITUTIONS AND CONTINUING OUR LEARNING

In order to succeed, change needs to be strengthened, monitored, and integrated into the ritual of daily life. This module will provide some tools to begin.

THIS MODULE IS ACTIVITY-BASED (SEE NEXT PAGE). WE'VE ALSO PROVIDED ADDITIONAL RESOURCES HERE FOR YOUR CONTINUED LEARNING.

ADDITIONAL RESOURCES

- [Creating a Roadmap to a LGBTQ Affirmative Action Scheme](#)
- [Campuses shutter for coronavirus, leaving some LGBTQ students with nowhere to go](#)
- [Title IX Protections for LGBTQ Students](#)

CHOOSE TWO ACTIVITIES:

- SELECT A **SCHOOL CLIMATE REPORT FROM THIS DATABASE** AND SKIM. WHAT STATISTICS AND SUGGESTIONS RESONATE WITH YOUR WORK? WHAT DID YOU LEARN THAT YOU WILL APPLY TO YOUR WORK GOING FORWARD?
- SKIM THROUGH THIS **UNESCO REPORT** BASED ON THE REGION THAT IS RELEVANT FOR YOUR WORK. READ THOROUGH PAGES 62-71 TO UNDERSTAND SYSTEMIC RESPONSES TO TRANSPHOBIA AND HOMOPHOBIA IN EDUCATIONAL SETTINGS.
- EXPLORE THE **MOVEMENT ADVANCEMENT PROJECT'S LGBTQ EQUALITY MAPS**. IN THE TOP RIGHT, SELECT "CHOOSE AN ISSUE" AND EXPLORE AT LEAST THREE DIFFERENT ISSUES.
- EXPLORE TRANSGENDER STUDENT RIGHTS AT **GLAD.ORG** (SCROLL DOWN TO "STUDENTS" SQUARE AND SELECT A STATE). HOW DO THESE POLICIES COMPARE TO THE GEOGRAPHIC AREA YOU PLAN TO WORK? HOW CAN YOU ADVOCATE FOR INCLUSIVE POLICIES FOR STUDENTS, IF THEY ARE NOT ALREADY IN PLACE? WHAT BARRIERS WILL YOU FACE? HOW WILL INCLUSIVE POLICIES HAVE A POSITIVE IMPACT ON YOUR STUDENTS?

ACTIVITY & REFLECTION

MODULE 8: SUSTAINING

Because anti-oppressive work requires continuous learning, this module provides habits, connections, and additional resources to dig deeper, learn more, and engage with this work in community.

1. CONNECT: HARVARD RESOURCES

The following organizations and resources at Harvard provide opportunities to connect with and learn about gender in community.

- [Harvard Gender and Sexuality Caucus](#)
- [Office of Sexual Assault Prevention & Response](#)
- [QueerEd at HGSE](#)
- [Office of BGLTQ Student Life at Harvard](#)
- [Harvard Crimson coverage of Secret Court 100](#)

2 LEARN MORE: RESOURCE BANK + RECOMMENDED BOOKS

To learn more about gender equity and intersectional identities and experiences, consider exploring the other resources and playlists in our database. Also, take some time to explore the recommended book list below.

RECOMMENDED BOOKS

Explore these works to continue your learning.

BEYOND THE GENDER BINARY | ALOK VAID-MENON (2020)

BI: NOTES FOR A BISEXUAL REVOLUTION | SHIRI EISNER (2013)

BLACK ON BOTH SIDES: A RACIAL HISTORY OF TRANS IDENTITY | C. RILEY SNORTON (2017)

BOY ERASED: A MEMOIR OF IDENTITY, FAITH, AND FAMILY | GARRARD CONLEY (2016)

COLLECTED ESSAYS | JAMES BALDWIN (1998)

GENDER TROUBLE: FEMINISM AND THE SUBVERSION OF IDENTITY (SECOND EDITION) | JUDITH BUTLER (1999)

GLOBAL GAY: HOW GAY CULTURE IS CHANGING THE WORLD | FRÉDÉRIC MARTEL (2018)

JULIET TAKES A BREATH | GABBY RIVERA (2016)

LGBTQ STATS | DAVID DESCHAMPS & BENNET SINGER (2017)

MODERN HERSTORY: STORIES OF WOMEN AND NONBINARY PEOPLE REWRITING HISTORY | BLAIR IMANI (2018)

QUEER: A GRAPHIC HISTORY | MEG-JOHN BARKER & JULIE SCHEELE (2016)

REDEFINING REALNESS | JANET MOCK (2014)

RETHINKING SEXISM, GENDER, AND SEXUALITY | RETHINKING SCHOOLS (2016)

STONE BUTCH BLUES | LESLIE FEINBERG (1993)

THE STONEWALL READER | EDITED BY THE NEW YORK PUBLIC LIBRARY (2019)

TRANSGENDER HISTORY: THE ROOTS OF TODAY'S REVOLUTION (REVISED EDITION) | SUSAN STRYKER (2017)

ZAMI: A NEW SPELLING OF MY NAME | AUDRE LORDE (1982)

WHAT HAVE YOU LEARNED FROM THIS PLAYLIST?

WHAT CHALLENGED YOU AND WHAT SURPRISED YOU?

IDENTIFY ONE OR TWO RESOURCES THAT YOU WILL EXPLORE GOING FORWARD TO CONTINUE YOUR LEARNING ABOUT LGBTQIA+ COMMUNITIES.

FINAL REFLECTION