



Original EduGuide for

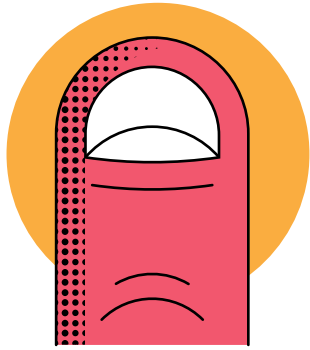
Queer Sex Ed





Table of Contents

Table of Contents	2
Introduction	3
EduGuide Overview	4
Meet Vulgar	6
About Us	6
Launching the EduGuide	7
Episode #1: Sex Media Myths	11
Episode #2: Self-Pleasure Stories	17
Episode #3: Sex in Relationships	25
Episode #4: Disability and Sex	30
Episode #5: STIs and Sexual Health	38
Facilitation Guide	44
Conclusion	52

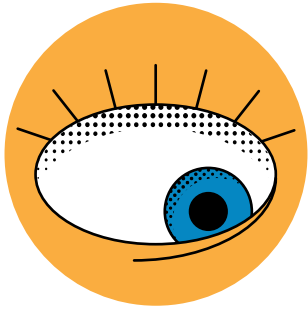


Introduction

Hi! We're Sucia Urrea and Melina Gaze, co-founders and directors of [Vulgar](#). We're so excited to share this EduGuide for Queer Sex Ed, an original video series from the [It Gets Better Project](#), with you. There are five episodes in this series centering on: Media, self-pleasure, relationships, sexuality and disability justice, and demystifying sexual health.

We made this EduGuide because we feel there is a need for educational materials in contemporary sex education that speak directly to the needs and concerns of queer youth. In our current political and cultural climate, where basic rights for queer people, trans people, non binary people, and women are increasingly under attack, we think it's especially important to offer educational materials for our communities.

We also want to highlight the important connections between sex education and broader social movements. These videos and this EduGuide actively engage ideas from anti-racist, disability justice, and trans social movements in the United States. We recognize these movements are incredibly diverse and do not intend to represent them uniformly, but we do hope to introduce some concepts about the intersections of queer sex ed and social justice. Our hope is that people who watch these videos and work through these lesson plans will examine how our personal experiences connect to larger social structures, explore the potential for collaboration between social movements, and feel more comfortable and joyous in their bodies.



EduGuide Overview

This EduGuide consists of five lessons, each of which corresponds to one of the Queer Sex Ed episodes. Use them sequentially, as laid out here, or as one-off lesson plans. The series includes:

Episode 1

Sex Media Myths

Episode 2

Self-Pleasure Stories

Episode 3

Sex in Relationships

Episode 4

Disability and Sex

Episode 5

STIs and Sexual Health

Time Needed

Each lesson should take a little over one hour to complete, although some are longer. Each lesson plan is designed to scaffold knowledge and build up to some group conclusions, so depending on your group, you can modify as you see fit.

Age Appropriateness

These EduGuides are designed for mature teenagers, probably in the later years of high school or early college. Check in with your group to make sure that they feel comfortable discussing the topics presented here.

Participant Consent

We encourage you to make these workshops absolutely voluntary. We think a basic agreement for the space of these workshops should be that “everyone is here because they have decided to be here and anyone can leave at any time, no questions asked.”

Group size

In general, we find these exercises work best for small groups, around 12-15 people, but you can modify them for smaller or larger groups as necessary.

Facilitation Guide

Everyone's facilitation style is different and we celebrate that! We have also included some tips for facilitating spaces about sexuality in our [Facilitation Guide](#).

Sensitive topics and sexual assault

As a facilitator, it's important to be aware that participants may have experienced or may be experiencing some form of sexual trauma. We encourage you to offer sexual assault resources during every session. If you do not know of any local resources, you can mention the national hotlines listed in the Facilitation Guide.

Sexual assault reporting

Depending on the context in which you are leading these workshops, you may be legally required to report any cases of sexual assault or abuse that a participant mentions. We encourage you to familiarize yourself with mandatory reporting requirements in your state or educational context. If you are required to report, make sure you let your students know ahead of time.

Sucia is a disabled non binary educator, researcher and activist. Their research expertise includes gender and sexuality, violence and conflict, social movements and environmental justice. Sucia has over ten years of experience in educational program development, facilitation and organizing and is passionate about building alternative pedagogies for collective growth. They also serve on Sins Invalid's Language Justice team, working to make Sins' materials available in Spanish. Sucia was raised in Cali, Colombia, and lives in Mexico City.



About Us

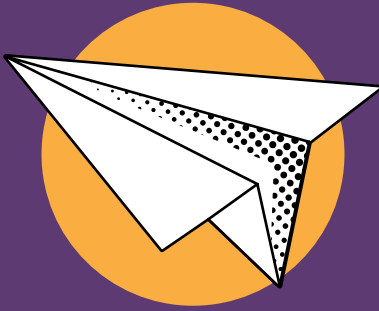
Melina is a queer sexuality educator, researcher and performer. Since 2012, they have worked with collectives in the US and Mexico to lead workshops about sexual pleasure and social justice. In 2021 they started their PhD in the Department of Comparative Human Development at the University of Chicago, where they research emerging trends in sexuality education. In addition to their education work, they create and perform original cabaret. Melina is Ecuadorian-American and was raised in Miami, Florida.



Meet Vulgar

Vulgar is a sexuality education collective based in Mexico City, Mexico. We work with educators and activists from Mexico and Spanish-speaking US to facilitate spaces for collective learning about gender and sexuality. We also employ arts-based pedagogy that engages mind, body, and community because we believe learning is a full body experience with social and political implications.

Vulgar is co-founded and directed by Sucia Urrea and Melina Gaze.



Launching the EduGuide

Introduction

Use this plan to introduce Queer Sex Ed and this EduGuide.

Objectives

Participants will:

- Establish collective agreements for respectful conversation.
- Examine the social context that inspired the creation of Queer Sex Ed and this EduGuide.
- Develop definitions for key terms that will be used throughout the EduGuide.

Materials Needed

[Facilitation Guide](#)

Total Time

1 hour 10 min (70 min)



Foundations Lesson

Time	Activity	Description	Group Configuration
5 min	Introduction	<p>Facilitator briefly introduces Queer Sex Ed using the introduction above.</p> <p>Facilitator leads brief group check-in and asks participants to share:</p> <ul style="list-style-type: none"> • Name • Pronouns • In one word, how are you feeling today? 	Entire group
10 min	Group Agreements	<p>Facilitator guides the participants in creating collective group agreements. Participants may also add their own.</p> <p>Some basic agreements:</p> <ul style="list-style-type: none"> • Consent - I want to be here, I can leave if I wish. • Collective and individual care - Do what you need to take care of yourself and others (ex: go to the bathroom, eat, let facilitators know what you need, be generous with others, assume good intent). • Speak in the first person and from your own experiences - Communicate opinions through your own experiences and avoid generalizing about others. • Take space/make space - Challenge ourselves to listen and participate! • Confidentiality - I may share what I learn but not someone else's personal experience. • There's no right or wrong way to do these exercises. 	Entire group
10 min	Personal Reflection	<p>Facilitator guides the participants in a personal reflection exercise. Instructions:</p> <ul style="list-style-type: none"> • Now we are going to do a personal writing exercise. • I am going to ask you three questions and you jot down the answers. • We will have a group conversation after, but you do not have to share anything if you do not wish to. 	Individual

Time	Activity	Description	Group Configuration
		<p>Facilitator reads the following questions, allowing time after each question for students to write:</p> <ul style="list-style-type: none"> • What are the topics you have learned about in sex education in school? • How do you feel about this sex education? • Do you feel like you got the information you need? Why or why not? 	
10 min	Group Share	<p>Facilitator invites participants to share their reflections in a group conversation. After participants have shared some reflections, facilitator asks guiding questions:</p> <ul style="list-style-type: none"> • What similarities or differences do you find between your experiences? • Based on your experience, do you notice any trends in how sex education is taught and what types of topics it covers? • Why do you think the It Gets Better Project felt the need to make videos about various queer sex ed topics? What types of topics do you think might be covered in the videos? 	Entire group
20 min	Collective Definitions	<p>Facilitator invites participants to work in teams/ breakout groups and to elect a spokesperson for their group. Facilitator invites each group to come up with one of the following definitions, and to write it out:</p> <ul style="list-style-type: none"> • Sex Education • Gender • Sexuality • Queer • Media Literacy 	Breakout groups
10 min	Report Back	<p>Facilitator invites a spokesperson from each group to share their definition in front of the whole group. Facilitator can offer comments on the groups' definitions or redirect if necessary.</p> <p>Glossary of terms for reference</p>	Spokesperson

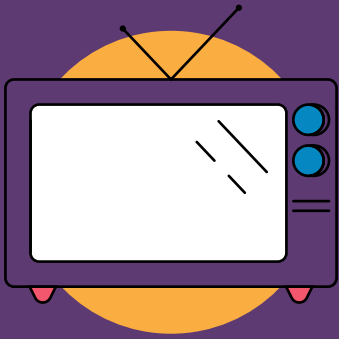
Time	Activity	Description	Group Configuration
5 min	Thank You	Facilitator thanks participants for their contributions. The work from this first lesson will serve as a foundation for the rest of the lesson plans.	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.SL.11-12.4
 CCSS.ELA-LITERACY.W.11-12.2.A-F

Additional Resources

For more on sex education, by state, across the United States, check [The SIECUS State Profiles](#).



Episode #1: Sex Media Myths

Introduction

Media (e.g. TV, news, social media, movies, magazines, anime, porn, etc.) can establish narratives and expectations that shape how we understand the world around us.

In this episode, three friends discuss the way the media has had an impact on their ideas about body image, gender, pleasure, and race. How can we learn from these friends to dissect the ways media shapes culture, politics, and our experiences of our own bodies?





Objectives

Participants will:

- Reflect on the ways in which representation of sexuality in the media matches up (or doesn't) to our lived experiences
- Develop tools to consume media critically

Materials Needed

Episode: [Sex Media Myths](#)

Key Concepts

- Media
- Media literacy
- Porn literacy
- Body image
- Narratives

Note on Difficult Topics in this Lesson

Depending on your relationship to your participants, bringing up “porn literacy” might feel like a difficult thing to do. If this is the case for you, check some of the [resources listed on Amaze.org](#) and at the end of this lesson plan in the Resources section.

Total Time for All Activities

1 hour 35 min (95 minutes)

Episode #1: Media

Time	Activity	Description	Group Configuration
5 min	Welcome and Agreements	Facilitator welcomes participants to the space and asks a student to review group discussion agreements found in the Facilitation Guide . The facilitator then shares the lesson plan's objectives, above.	Entire group
5 min	Check-In	Facilitator invites each participant to share one word that describes how they are feeling.	Entire group
5 min	Introduction to Lesson and Content Warning	Facilitator introduces the lesson and informs participants that the video contains a brief mention of sexual assault. Any student who does not want to view the video is welcome to leave the room.	Entire group
10 min	Video	Group watches the Sex Media Myths Episode together. Instructions for active watching: <ul style="list-style-type: none"> As we watch the video, write down the different media messages the friends mention and how these impacted them. 	Entire group
10 min	Small Group Reflection	Facilitator breaks the group into small groups. Instructions for small groups: <ul style="list-style-type: none"> In your small group you will have five minutes to do the following: <ul style="list-style-type: none"> Come up with a list of experiences that the friends discussed in the Media video. Describe how different messages from the media impacted their personal experiences. <p>In case group has difficulty identifying messages, facilitator may suggest the following:</p> <ul style="list-style-type: none"> Media messages relating to sex in porn Media messages relating to body size Media messages relating to race Media messages relating to gender roles 	Small groups

Time	Activity	Description	Group Configuration
10 min	Group Conversation	<p>Facilitator invites the whole group to participate in a conversation. Prompts for the conversation:</p> <ul style="list-style-type: none"> • What were some of the media messages that impacted the friends in the video? • Did anyone here relate to what this group of friends shared? If so, how? • Does anyone feel like they have had a different experience from the friends in the video? 	Entire group
5 min	Introduction of Media Literacy	<p>The facilitator introduces the term media literacy:</p> <ul style="list-style-type: none"> • Media literacy is a set of tools that we can use to analyze media and understand what types of messages they are putting out. Furthermore, these tools help us analyze the impacts of those messages on us and on culture more generally. 	Entire group
10 min	Making Our Own Toolkits	<p>The facilitator invites participants to come up with their own media literacy toolkits. Instructions:</p> <ul style="list-style-type: none"> • Now each small group is going to come up with a media literacy toolkit. • For your toolkits, you will write out at least five questions that will help you analyze the messages put out by different media sources. For example: Who made this and why? What sources did they use? • Write out your five questions on a piece of paper. • Each group will then post these papers around the room and we will walk around and read them. 	Small groups
5 min	Toolkit Gallery	<p>When the participants have finished creating their toolkits, the facilitator can pin the toolkits up around the room and invite participants to walk around and read other teams' toolkits.</p>	Entire group
5 min	Essential Tools	<p>The facilitator can emphasize the strongest tools from each group. The facilitator can also complement student toolkits with the following tools:</p>	Entire group

Time	Activity	Description	Group Configuration
		<ul style="list-style-type: none"> • Who is being represented? • What types of actions show up or what are people saying? • Who funded this piece of media? • Why was it made, or what is it trying to sell me or convince me of? • What are the sources for the information presented and are they trustworthy? • How do I know if a source is trustworthy? • Is this piece of media representing fact or opinion? 	
10 min	Final Conversation	Why are media literacy skills important for sex ed?	Entire group
10 min	Facilitator Takeaways	<p>The facilitator closes the lesson by summarizing some of the comments the participants have shared and connecting them to the following takeaways:</p> <ul style="list-style-type: none"> • We receive so many messages about our bodies and about sexuality from the media. Having media literacy skills helps us critically analyze these messages. • It is important for us to be able to identify what values and points of view are behind the knowledge we consume. • Many times new science about sexuality is presented in a flashy way but does not include citations or links to studies. Media literacy helps us think critically about the information that is presented, as well as dig in deeper to see where information comes from and how it was actually produced. • Developing better media literacy skills can help us understand how truthful or accurate information is and make better decisions about what to believe. 	Entire group
5 min	Thank You	Facilitator thanks the participants for their contributions.	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.SL.11-12.2
CCSS.ELA-LITERACY.SL.11-12.4
CCSS.ELA-LITERACY.SL.11-12.3

Additional Resources

[The Center for Media Literacy](#)
[Planned Parenthood of Toronto on Porn Literacy](#)
[Sex Positive Families on Porn Literacy](#)
[Amaze resources on Pornography](#)
[Discussion starters from Amaze.org](#)



Episode #2: Self-Pleasure Stories

Introduction

In this episode, a group of friends discusses their relationships to self-pleasure, social expectations, consent, and boundaries. The throughline to the episode is pleasure – how to decide what feels good for us (or not) and how to communicate it to other people. We focus on communication in this lesson plan because we feel it is helpful for navigating pleasure and all elements of life.





Objectives

Participants will:

- Identify how communicating about boundaries feels in their bodies.
- Work with a partner to develop language to express boundaries.
- Understand ways to express and receive boundaries.

Materials Needed

- Episode: [Self-Pleasure Stories](#)

Key Concepts

- Pleasure
- Boundaries
- Consent

Total Time for All Activities

- 1 hour 50 minutes (110 minutes)

Note on Time

- Because of the sensitive nature of this episode, this lesson plan takes its time to scaffold concepts and build trust. It may take more than an hour to complete and we recommend teaching it in that way if you plan to do the partner exercise. If you do not have enough time, we recommend just doing the first activity that can be done individually.

Episode #2: Self Pleasure

Time	Activity	Description	Group Configuration
5 min	Welcome	Facilitator welcomes participants to the space and asks a student to review group discussion agreements found in the Facilitation Guide . The facilitator then shares the lesson plan's objectives, above.	Entire group
5 min	Check-In	Facilitator invites each participant to share one word that describes how they are feeling.	Entire group
10 min	Episode	Group watches the Self-Pleasure Stories Episode together. Instructions for active watching: <ul style="list-style-type: none"> • Now we will watch the Self-pleasure Episode together. • As we watch, jot down the ways the participants connect ideas of pleasure to boundaries. 	Entire group
5 min	Group Discussion	Facilitator guides conversation to come up with a collective definition for boundaries. Facilitator asks: <ul style="list-style-type: none"> • One of the themes that comes up in relation to pleasure and feeling good in our bodies is boundaries. How do you define boundaries? <p>Facilitator states that the group will now do three exercises to explore the idea of consent and boundaries. One is an independent exercise (the Identifying Boundaries Exercise) and the other two are partner exercises (the Active Listening Exercise and the Communicating Desires and Boundaries Exercise). An opportunity to reflect on the three exercises will come after the three exercises have been completed.</p>	Entire group
5 min	Exercise #1 - Identifying Boundaries Exercise	Facilitator guides self-reflection exercise: <ul style="list-style-type: none"> • In this next exercise, I will ask you to reflect on a series of propositions about ice cream. • After each proposition, let it sit with you and try to notice in your body how much you are in agreement with it. 	Entire group

Time	Activity	Description	Group Configuration
		<ul style="list-style-type: none"> • You will not have to share any of these answers out loud. • You may close your eyes if you think it will help you focus better, but you are not required to. • In your mind, rank your answers from 1-10, with 1 being a confident “no” and 10 being a confident “yes”. • When the questions are over, ask yourself, “why was I asked to do this activity?” <p>Facilitator reads the following series of propositions, pausing about 30 seconds after each question so participants can reflect.</p> <ul style="list-style-type: none"> • I love ice cream. • I sometimes like ice cream, but it depends on the flavor. • I like the idea of eating a gallon of ice cream. • I definitely want to eat a gallon of ice cream right now. • Ice cream tastes better when I am in a good mood. 	
10 min	Exercise #2 - Active Listening Exercise	<p>Facilitator breaks the group into teams of two.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> • You will now practice an active listening exercise. • In an active listening exercise, each of you will have a chance to just talk and to just listen, with no interruption. • First, define who is person A and who is person B. • Person A starts by talking for two whole minutes about the prompt I am about to give you. Person B only listens, no clarifying questions, no “me too”, nothing. • Then you switch. Person B talks for two whole minutes and person A only listens. • At the end, you both have two whole minutes to talk freely. • During your active listening, person A and person B respond to the question: <ul style="list-style-type: none"> - What did I notice about how the different “yeses” 	Partner work

Time	Activity	Description	Group Configuration
		<p>and “nos” felt in my body?</p> <ul style="list-style-type: none"> • At the end, you both have two whole minutes to talk freely. • During your active listening, person A and person B respond to the question: <ul style="list-style-type: none"> - What did I notice about how the different “yeses” and “nos” felt in my body? <p>Facilitator keeps the time and prompts each participant at the appropriate time:</p> <ul style="list-style-type: none"> • Person A starts now (participant talks for two minutes). • Person B starts now (participant talks for two minutes). • Now you have two minutes to talk freely (both participants talk freely for two minutes). 	
5 min	Takeaways	<ul style="list-style-type: none"> • There’s a whole range of ways we can feel about different propositions. • Sometimes we are not sure how we feel about different propositions – we may feel in between and that is OK. • Understanding how we feel about different propositions can help us communicate our feelings to others, even if that means communicating uncertainty. 	Entire group
5 min	Content Warning	For the next exercise, we are going to work in the same teams of two again to practice feeling and communicating boundaries. We recognize this may be triggering for some people so if you do not want to participate, you can observe.	Entire group
15 min	Exercise #3 - Communicating Desires and Boundaries Exercise	<p>Facilitator leads the exercise so participants can communicate desires and boundaries.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> • Now person A, in your mind, come up with the most elaborate ice cream sundae and everything 	Partner work

Time	Activity	Description	Group Configuration
		<p>you would put on it. This is a sundae both person A and B will eat. Share the ingredients, one by one, to person B.</p> <ul style="list-style-type: none"> • Person B listens to each ingredient, checks in with themselves, and then tells person A if they want that ingredient on their sundae or not. • Person A, your job is to just thank person B for expressing what they want. You don't try to convince person B to get anything on their sundae that they don't want. • After five minutes, you switch roles. • Note: if there is not enough time, this exercise can be done without switching roles. 	
10 min	Exercise Debrief	<p>The facilitator guides an exercise debrief, gathering one or two answers to each of the following questions. Note that the purpose of this is not to come to a final conclusion but to get a general idea of people's experiences with these exercises:</p> <ul style="list-style-type: none"> • How did it feel to do these exercises? • Did anyone not feel connected to the exercises? • What did it feel like to be person A? • What did it feel like to be person B? • How did it feel to say "yes" to an ingredient and feel affirmed? • How did it feel to say "no" and be affirmed? • How did it feel as person A when you suggested an ingredient and it was rejected? • Did anyone end up negotiating ingredients? What was that like? 	Entire group
30 min	Participant Conclusions	<p>The facilitator guides the participants in a final conversation. Question guide for participants:</p> <ul style="list-style-type: none"> • Why did we do these exercises? How does the ice cream metaphor map on to sexuality? • What can't be captured by a metaphor like this? • How might different power dynamics influence our ability to say "yes" or "no" or express our boundaries in sexual situations? • For example, how would this dynamic change if it 	Entire group

Time	Activity	Description	Group Configuration
		<p>was your boss or someone with more power over you offering you the ice cream?</p> <ul style="list-style-type: none"> • How can we be sensitive to power dynamics in sexual situations and our own power in relation to others? 	
10 min	Takeaways	<p>The facilitator closes the lesson by summarizing some of the comments the participants have shared and connecting them to the following takeaways:</p> <ul style="list-style-type: none"> • In this lesson plan, the ice cream serves as a metaphor for communicating boundaries around sexuality. In the first exercise, we experimented with what it felt like to rank how we felt in relation to certain propositions. • In the second exercise, we practiced negotiating an ice cream sundae together. Being able to communicate “yeses” and “nos”, and hear “yeses” and “nos” is an essential part of being able to communicate needs and boundaries. • It is important to remember that most relationships are crisscrossed by different types of power. When negotiating any interaction and especially sexual ones, we can ask ourselves: how power is being manifested in the interaction and how this may impact the outcome. For example, we might ask ourselves: <ul style="list-style-type: none"> - What type of power is showing up in this interaction and do we have equal power to decide what is going to happen? - Do I feel that I have the power to say “no” and that the other person will hear my no respectfully? - Do I feel that I have the power to say “yes” and not feel shamed by my partner? 	Entire group
5 min	Thank You	Facilitator thanks participants for sharing and for participating in the exercises.	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.SL.11-12.1.A-D:
CCSS.ELA-LITERACY.RH.11-12.7

Additional Resources

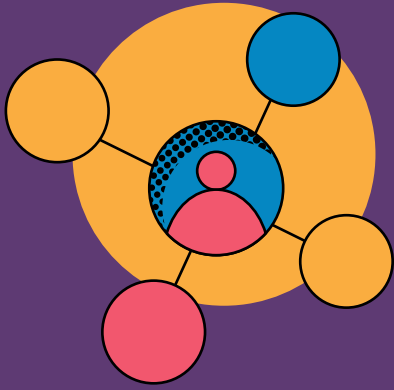
More information [on boundaries](#)
More information [on self-pleasure](#)
Information [on masturbation](#)

For resources on sexual assault:

Rape, Abuse and Incest National Hotline: 1-800-656-HOPE,
or www.rainn.org.

National Domestic Violence Hotline: 1-800-799-7233, or
www.thehotline.org.

Planned Parenthood: 1-800-230-7526, or www.planned-parenthood.org.



Episode #3: Sex in Relationships

Introduction

In this episode, a group of friends discusses intimacies that arise from different types of relationships. In this lesson plan, we will guide participants to map the relationships that are important to them at the moment, to think about how intimacy is constructed in them, and how these may or may not resemble the “ideals” we learn and that are expected of us.





Objectives

By the end of this lesson participants will:

- Map the relationships that are most significant to them.
- Understand that there are social and cultural conventions that value certain relationships over others.
- Recognize that intimacy happens in different ways for different types of relationships.

Materials Needed

- Episode: [Sex in Relationships](#)
- Blank pieces of paper
- Crayons or colored pencils
- Markers

Key Concepts

- Relationships
- Family
- Friendship
- Intimacy

Total Time for All Activities

- 1 hour 10 minutes (70 minutes)

Episode #3: Relationships

Time	Activity	Description	Group Configuration
5 mins	Welcome and Agreements	Facilitator welcomes participants to the space and asks a student to review group discussion agreements found in the Facilitator Guide . The facilitator then shares the lesson plan's objectives, above.	Entire group
10 min	Episode	<p>Group watches the Sex in Relationships Episode together. Instructions for active watching: Now we will watch the Relationships Episode together. As we watch, jot down things that surprise you or questions you have while you watch.</p> <p>The facilitator may remind the group about the Media Literacy toolkits they developed in the Media Lesson to help them unpack the episode.</p>	Entire group
10 min	Collective Processing	The facilitator invites two to four participants to share one thing that surprised them in this episode. The facilitator can use the polling model, in which you ask a question and participants raise their hands to show their agreement or disagreement.	Entire group
10 min	Relationship Mapping	<p>The facilitator invites participants to draw a map of the relationships that are most important to them. NOTE: The facilitator reminds participants that there will be an opportunity to share their drawings with the rest of the group if they choose to.</p> <p>Instructions for participants: Please grab a blank piece of paper.</p> <ul style="list-style-type: none"> • Draw yourself in the middle. • Draw or write the most important relationships in your life. If you draw a picture of someone, please write the nature of the relationship below it (for example: 'My Best Friend'). • Remember this is an exercise to map relationships that are important to you and can include relationships like ancestors or pets. 	Individual activity

Time	Activity	Description	Group Configuration
		<ul style="list-style-type: none"> Prompt: What are the most important relationships for you at the moment? It could be your family, your dog, online relationships. List all that are significant. 	
15 min	Small Group Listening	<p>The facilitator asks participants to split into small groups (three to four participants) and to choose a spokesperson who will share with the group key points about their small group discussion. When in small groups, each participant will have three minutes to talk about their drawing. Similar to the active listening exercise, participants remain silent while the person is presenting.</p> <p>After all of the group members have a chance to present their drawing, participants will have a five minute open discussion about:</p> <ul style="list-style-type: none"> Similarities Differences Insights <p>NOTE: The facilitator will need to keep track of time and make sure that participants have an equal opportunity to share.</p>	Small groups
10 min	Entire Group Debrief	The facilitator invites each spokesperson to share the most important ideas discussed by the group. The facilitator will follow up by asking if any one else from the group would like to add something.	Spokesperson present to the group
10 min	Group Discussion	<p>The facilitator invites participants to engage with the following questions (pose one question, allow for few responses, then ask the second one):</p> <ul style="list-style-type: none"> What does intimacy mean? What types of intimacy seem most important in our culture? 	Entire group

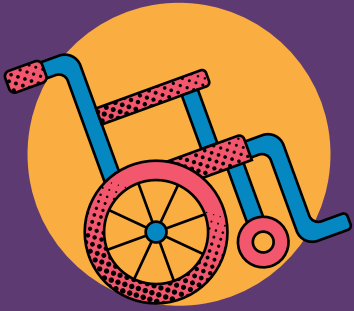
Time	Activity	Description	Group Configuration
5 min	Takeaways	<p>The facilitator closes the lesson by summarizing some of the comments the participants have shared and connecting them to the following takeaways:</p> <ul style="list-style-type: none"> • Relationships – whether they be family, friendships, romantic, or online – are fundamental to who we are, how we thrive, and how we find meaning. • There are strong social and cultural expectations placed on us regarding which relationships should matter. For example, society tends to value romantic or biological family relationships. We can choose to prioritize other relationships if we wish. • Intimacy takes many different shapes. For some people intimacy can be related to sex, but that isn't always the case. For example, two of the participants in the video talk about how intimacy is constructed by virtue of feeling seen and embraced by their partner. • Our relationships and how we value or prioritize them may change over time. 	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.RH.11-12.7
 CCSS.ELA-LITERACY.SL.11-12.3
 CCSS.ELA-LITERACY.SL.11-12.2

Additional Resources

[Planned Parenthood US on consent](#)
[Teen Health Source on consent](#)



Episode #4: Disability and Sex

Introduction

In this episode, a group of people who identify as having a disability discuss dating. The throughline is that our sexual culture, and the infrastructures that support it, value certain ways of having a body and a mind, according to standards of “normality”, “productivity”, “beauty” and “intelligence”. For those of us who do not fit into these standards, it is more difficult to participate in that culture. For example, dating. Most dating apps privilege sharing visual content as a way of meeting potential matches, making the app inaccessible to people with visual disabilities.

In this lesson plan, we follow the theoretical work of disability justice activists and organizers at Sins Invalid, a disability justice-based performance project. The activities below will help you introduce a Disability Justice (DJ) framework to your students, inviting them to recognize that there is no one “normal” way of having a mind and body. As Patty Berne, co-founder of Sins, writes, “a Disability Justice framework understands that all bodies are unique and essential, that all bodies have strengths and needs that must be met.”

We are excited that you are interested in making a DJ framework available to your queer community. Please check Sins Invalid’s political education site for DJ-specific workshops and learning opportunities, as well as their Disability Justice primer *Skin, Tooth, and Bone: The Basis of Movement is Our People*.





Objectives

Participants will:

- Understand the definition and importance of the following concepts:
 - Ableism
 - Disability
 - Impairment
 - Access

Recognize how ableism shapes our own sexual and intimate experiences.

Understand the basic premises of a Disability Justice framework.

Materials Needed

- Episode: [Disability and Sex](#)
- Craft paper
- Markers

Key Concepts

- Ableism
- Disability
- Impairment
- Access
- Disability Justice (DJ)

Total Time for All Activities

1 hour 30 minutes (90 minutes)

Episode #4: Sexuality and Disability Justice

Time	Activity	Description	Group Configuration
5 min	Welcome and Agreements	Facilitator welcomes participants to the space and asks a student to review group discussion agreements found in the Facilitation Guide . The facilitator then shares the lesson plan's objectives.	Entire group
5 min	Introduction to Disability Justice	<p>Before watching the episode, the facilitator invites participants to watch a video of Patty Berne and Stacey Milbern (path-breaking DJ activists) talking about some basic concepts of a DJ framework.</p> <p>Video: My Body Doesn't Oppress Me, Society Does</p> <p>Patty Berne and Stacey Milbern from Sins Invalid, My Body Doesn't Oppress Me, Society Does. 2017. Video Series "No Body is Disposable" produced by Sins Invalid and Barnard Center for Research on Women.</p>	Entire group
15 min	Collective Definitions	<p>The facilitator invites participants to define four terms that will help unpack some of the themes in this lesson.</p> <p>For this activity the facilitator will place three pieces of craft paper – with concepts written on them – in different areas of the room, then play some music.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> • Based on the video we just watched, we are going to define some concepts. • In different parts of the room you will find three pieces of paper with a concept written on them. The concepts are: <ul style="list-style-type: none"> - Disability - Impairment - Access needs • Please circulate around the room and write on the paper something that comes to your mind when you think about these concepts (you can directly 	Individual activity

Time	Activity	Description	Group Configuration
		<p>quote people from the video if that's helpful). It could be a word, a thought. Anything.</p> <p>After everyone has contributed, the facilitator asks the participants to form a circle and invites volunteers to read out loud the ideas that emerged for each concept. Facilitator makes sure to leave the definitions posted on the wall for the rest of the session.</p> <p>After each concept, the facilitator connects the ideas that came up with the following definitions:</p> <ul style="list-style-type: none"> - Impairment: Emotional, mental and/or physical variations in minds and/or bodies. There are many human variations in having a mind and body. Students may refer to for example: visual or hearing impairments, anxiety, Posttraumatic Stress Disorder (PTSD), spinal cord injuries, asthma, among others. - Disability: Social and political label and identity that arises when a society makes it more difficult for people with impairments and conditions to do certain activities or effectively interact with the world around them. For example, users of wheelchairs are disabled not because of their physical/mental impairment but because of living in a society built for people without that physical/mental impairment. - Access needs: We all have access needs. From paved roads to shoes, we rely on technology – and other people – to access places and knowledge. However, in our social and cultural contexts only certain ways of having a body and mind can take access for granted. <p><u>Note for facilitator:</u> Make sure to make connections between participants' ideas and the definitions shared above. If participants write answers that seem deterministic or discriminatory, point it out without singling anyone out. For example: If someone writes</p>	

Time	Activity	Description	Group Configuration
		that disability is an “inability to do something”, remind them of the ways in which society disables people from doing something.	
10 min	Episode	<p>Group watches the Sexuality and Disability Justice Episode together. Instructions for active watching:</p> <ul style="list-style-type: none"> • Now we will watch the Sexuality and Disability Justice Episode together. • As we watch, jot down things that surprise you or questions you have while you watch. <p>The facilitator may remind the group about the Media Literacy toolkits they developed in the Media Lesson to help them unpack the episode.</p>	Entire group
5 min	Check-In	The facilitator invites two to four participants to share one thing that surprised them in this episode. The facilitator can use the polling model, in which you ask a question and participants raise their hands to show their agreement or disagreement. The facilitator invites two to four participants to share one thing that surprised them in this episode. The facilitator can use the polling model, in which you ask a question and participants raise their hands to show their agreement or disagreement.	Entire group
10 mins	Defining Ableism	<p>Having watched the Disability Justice Episode, the facilitator invites participants to brainstorm and write their ideas on the board or on a big piece of paper.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> • Based on the conversation we just watched: <ul style="list-style-type: none"> - What do you think ableism means? • To invite them to dig further you can ask them: <ul style="list-style-type: none"> - Does this word remind you of other words? Which ones? - If participants share concepts referring to other systems of oppression such as sexism, classism, or racism, you can ask them what they think 	Entire group

Time	Activity	Description	Group Configuration
		<p>“ableism” as a system of oppression is about.</p> <ul style="list-style-type: none"> The facilitator then connects the ideas that came up with the following definition: <ul style="list-style-type: none"> - Ableism: System of oppression that puts people into hierarchies based on social standards for having a mind and body. This hierarchy establishes which bodies and minds and their access needs matter and how. 	
5 min	Quiet Free Write	<p>Facilitator leads participants in a free write. Instructions for free write:</p> <ul style="list-style-type: none"> You have five minutes for a free write. In a free write, you write non-stop for the entire time. Don't worry about it being well-written, just write whatever comes to mind. Prompt: How does ableism impact people's experience in this episode? Remember our definition of ableism: “system of oppression that puts people into hierarchies based on social standards for having a mind and body. This hierarchy establishes which bodies and minds matter and how.” 	Individual activity
10 min	Group Discussion	<p>Facilitator leads a group discussion about how ableism impacts people's experience in this episode.</p>	Entire group
15 min	Identifying Ableism	<p>To further explore these concepts, the facilitator splits participants in four small groups, assigns them a social activity, and invites participants to discuss what types of access support they encounter for each of these activities.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> For this activity we will split into four groups. Each group will be assigned a social activity. <ul style="list-style-type: none"> - Group #1: Taking a walk - Group #2: Using Instagram - Group #3: Playing soccer 	Small groups

Time	Activity	Description	Group Configuration
		<ul style="list-style-type: none"> - Group #4: Reading a book • The task is to identify the types of access support available to able-bodied people. • Prompt: What kinds of access support do you as a group take for granted for the following activities? (Pay attention to your differences and similarities between group members). • Please select a spokesperson to share with the whole group what you found. 	
10 min	Spokesperson Debrief	The facilitator invites the spokesperson for each group to share some of their thoughts. Once all spokespeople have shared, the facilitator will open the floor for more thoughts and ideas.	Entire group
5 min	Takeaways	<p>The facilitator closes the lesson by summarizing some of the comments the participants have shared and connecting them to the following takeaways:</p> <ul style="list-style-type: none"> • There is no right or wrong way of having mind and body. All of our minds and bodies are unique, have strengths and needs that must be met. • Everyone relies on access support in their everyday lives. For example: some need shoes or wheelchairs to get around, cars to travel long distances, glasses to read, planes to fly. • Ableism operates when a society prioritizes the access needs of some, but not everyone. For example, a queer sex ed course without an American Sign Language (ASL) interpreter. It limits the access of people with hearing impairments. In other words, the general lack of ASL interpreters in society has a disabling effect on people with hearing impairments. • The first step towards dismantling ableism is recognizing how it works. 	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.SL.11-12.2
CCSS.ELA-LITERACY.SL.11-12.3
CCSS.ELA-LITERACY.SL.11-12.4

QTPOC-led Resources

- Patty Berne and Stacey Milbern from Sins Invalid, [My Body Doesn't Oppress Me, Society Does](#). 2017. Video Series "[No Body is Disposable](#)" produced by Sins Invalid and Barnard Center for Research on Women.
- Sins Invalid. 2019. Skin, Tooth, and Bone: The Basis of Movement Is Our People. Disability Justice Primer 2nd edition. Available in PDF and hard copy [here](#)
- Matthew Shifrin, [Radiotopia Presents, Blind Guy Travels](#). 2021.



Episode #5: STIs and Sexual Health

Introduction

A group of friends discuss stigma, sexual health and wellness. At the core of their conversation is the impact of stigma around Sexually Transmitted Infections (STIs) and certain sexual practices among queer people. In this lesson, we will explore what stigma is and how it operates at different social levels.





Objective

Participants will:

- Collectively establish a working definition of “stigma”.
- Explore how stigma operates and impacts our experiences at different levels of society.
- Collectively map the impacts of stigma around certain issues.

Materials Needed

- Episode: [STIs and Sexual Health](#)
- Markers
- Blank pieces of paper
- Notebook
- Pens

Total Time for All Activities

1 hour 10 minutes (70 minutes)

Episode #5: Desmytifying Sexual Health

Time	Activity	Description	Group Configuration
5 min	Welcome and Agreements	Facilitator welcomes participants to the space and asks a student to review group discussion agreements found in the Facilitator Guide . The facilitator then shares the lesson plan's objectives.	Entire group
10 min	Episode	<p>Group watches the STIs and Sexual Health Episode together. Instructions for active watching:</p> <ul style="list-style-type: none"> • Now we will watch the STIs and Sexual Health Episode together. • As we watch, jot down things that surprise you or questions you have while you watch. <p>The facilitator may remind the group about the Media Literacy toolkits they developed in the Media Lesson to help them unpack the episode.</p>	Entire group
5 min	Quiet Free Write	<p>Facilitator leads participants in a free write. Instructions for free write:</p> <ul style="list-style-type: none"> • You have five minutes for a free write. • In a free write, you write non-stop for the entire time. • Don't worry about it being well-written, just write whatever comes to mind. • Prompt: Have I encountered stigma in my life? In what ways? 	Individual activity
5 min	Check-In	<p>Facilitator checks in with participants by asking:</p> <ul style="list-style-type: none"> • If anyone would like to share: how did you feel after watching this episode? <p>Facilitator invites two to three participants to share one thing that surprised them in this episode. The facilitator may use hand raise polling as exemplified in the Facilitator Guide to check who in the group feels similarly or differently.</p> <p>Facilitator reminds participants that watching this</p>	Entire group

Time	Activity	Description	Group Configuration
		episode might be difficult because stigma is something that touches all of our lives one way or another.	
10 min	Collective Brainstorm	<p>Facilitator tells participants that before unpacking some of the ideas that pop up in the episode, it is important for all of us to collectively define “stigma”.</p> <p>Facilitator uses a whiteboard or a big piece of paper and invites participants to share the first thing that comes to their mind when thinking of the word “stigma”. Facilitator writes down the ideas as participants are sharing.</p> <p>The facilitator uses the following definition to pull all of the ideas that were written down together.</p> <p>Stigma: Shaming people because of their actions and beliefs usually associated with membership in a group.</p>	Entire group
20 min	Social Mapping	<p>Facilitator explains that stigma operates at different levels that have very direct consequences in our lives. In this next activity, we will try to map how stigma manifests and operates at the following levels:</p> <ul style="list-style-type: none"> • Individual • Family and friends • Institutional <p>Split participants into small groups and distribute a large piece of paper and some markers to each group.</p> <p>Instructions for participants:</p> <ul style="list-style-type: none"> • Split into small groups (you can adjust how many groups depending on size). • Please choose a spokesperson to report back to the entire group. • Please draw three concentric circles in the middle of the paper (something like this). The facilitator models drawing the circles on a piece of paper. 	Small groups

Time	Activity	Description	Group Configuration
		<ul style="list-style-type: none"> • Please discuss an issue that your group identifies that may carry some stigma. Participants can also choose something that appears in the episode. For example: <ul style="list-style-type: none"> - STIs - Anal sex • Invite participants to identify what are some of the consequences and impacts at each of the following levels: <ul style="list-style-type: none"> - Individual (smallest circle) - Family (medium circle) - Institutional (largest circle) • Finally, invite participants to identify actions at each level that could help challenge stigma. Example for reference: Anal sex • At an individual level, stigma may make us feel that having anal sex is “dirty” and “unnatural”. Stigma usually leads people to not seek information and settle for practices that can be harmful. <ul style="list-style-type: none"> - <u>How to challenge stigma?</u>: By providing information through queer organizations, sex ed courses or pamphlets about safer anal sex practices. • At a family and friends level, stigma may associate anal sex with certain gender and sexual identities, and hence may cause rejection and discrimination. <ul style="list-style-type: none"> - <u>How to challenge stigma?</u>: By circulating family-ready educational materials about gender identities and orientations. • At an institutional level, stigma may influence the quality of health care we receive. Many general medical practitioners do not get sufficient information about sexual practices unless they decide to specialize on them. This can result in practitioners reproducing stigma, or overlooking sexual practices altogether. <ul style="list-style-type: none"> - <u>How to challenge stigma?</u>: By providing medical practitioners with educational opportunities to learn about sexual practices. 	

Time	Activity	Description	Group Configuration
10 min	Small Groups Presentations	<p>Facilitator invites the spokespeople to present their concentric circles to the rest of the group and share the main ideas about how stigma operates in relation to their chosen issue. After each spokesperson finishes, the facilitator asks the other team members if they would like to add anything. Then, the facilitator opens the floor for others to share.</p> <p>NOTE: The facilitator should make sure to intervene if participants are using language that perpetuates stigma. If this happens, do not single out individuals or teams. Use it as a teaching moment to illustrate a larger message about stigma.</p>	Entire group
5 min	Takeaways	<p>The facilitator will close this lesson by connecting participant's comments to some of the following ideas:</p> <ul style="list-style-type: none"> • Stigma can have a negative impact on our mental and physical health. • Stigma leads to discrimination and violence. • Stigma is based on generalizations about people and their behavior. • Stigma leads to surveilling and policing other peoples bodies. 	Entire group

Common Core Requirements

CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.L.11-12.5, CCSS.ELA-LITERACY.L.11-12.6, CCSS.ELA-LITERACY.RI.11-12.7, CCSS.ELA-LITERACY.SL.11-12.1,

QTPOC-led Resources

Planned Parenthood US on [STD Awareness: Stigma and Sexually Transmitted Diseases](#)
 Anna C. [STD Awareness: Prevention vs. Punishment.](#)
 Planned Parenthood Arizona
 California Prevention Training Center



Facilitation Guide

Introduction

Offering workshops on sexuality involves unique challenges. We have developed this list of tips over many years of giving workshops with different groups and receiving feedback from diverse audiences. We recognize that these will not work for everyone and encourage you to modify and make them your own! Offering workshops on sexuality involves unique challenges. We have developed this list of tips over many years of giving workshops with different groups and receiving feedback from diverse audiences. We recognize that these will not work for everyone and encourage you to modify and make them your own!



The basics to leading your workshop

Before the Event

- Let people know what they're signing up for. In any written materials or invitation, describe in detail the nature of the event so that participants can give their informed consent to participate (or not).
- Describe what kinds of access support will be available for this event. For example, whether the space is accessible to people who may use assistive devices like wheelchairs, whether there will be sign language interpretation, transcription or translation available, etc..
- Ask people in advance about their access needs so you can plan accordingly. To learn more about how to guarantee your event is accessible to all community members, please read [Sins Invalid's ACCESS SUGGESTIONS FOR A PUBLIC EVENT](#)

In the planning and implementation of the workshop

- Start and finish at the agreed-upon times. If it is urgent to address something unexpected, ask participants if they are willing to stay but always offer the option to leave.
- Determine a plan for when people arrive. If it is an event that requires building an environment of trust, we recommend closing the doors after a pre-established grace period.
- Gradually build the arc of risk. Start workshops or events with lower risk dynamics and gradually increase them. For example, playing name games with participants before asking them to share something more personal.
- Make sure that educational spaces do not become informal therapy spaces. We know that education can be transformative, but we want to avoid inviting people to process traumatic experiences when we may not be equipped to address them. We encourage you to let people know and suggest a few local resources for those who may need it.
- Honor consent. Let people know they can decide whether or not they want to participate in the dynamics, and offer modifications so that everyone can participate in a way that is comfortable for them.
- Explain in detail dynamics that involve touch or emotional vulnerability. Describe the exercise before starting, so participants can make an informed decision

about whether or not to participate. In body exercises limit contact to parts of the body such as the hands. It is essential to emphasize and obtain consent.

- Remember the body. Include interactive dynamics, opportunities for people to position themselves as they feel most comfortable (standing, sitting, stretching, etc.) and to rest.
- Offer closure. This is the opportunity for group synthesis. For example, at the end of the session each person can express in one sentence what they learned or how they felt.

Interactions with/between participants

The following recommendations can be useful for both facilitators and participants:

- Speak in “I statements”. We encourage facilitators and participants to speak from their own experience. This contributes to a more personal and specific conversation, and avoids generalizations.
- Avoid a dogmatic perspective on sexuality. For example, instead of saying “As a woman you should masturbate to be free!”, we can say “We want women to be able to masturbate if they choose”.
- Avoid creating hierarchies, especially around the experiences of others. When we hierarchize, we assume or imply that certain experiences or people are superior/better and others inferior/worse. Hierarchy can be directed towards oneself (for example, “I don’t have as much experience as Nitin so I don’t think I can give an opinion”) or towards others (“You can’t identify as a lesbian because you’ve never had sex with a woman” or “In comparison to everyone else who has shared, I feel like I’ve had really healthy relationships.”).
- Avoid pathologizing or diagnosing. This consists of identifying an experience as a disease or condition. For example, “It sounds like you’re traumatized by the violence you experienced in your last relationship.”

Tips for facilitating group discussions

As facilitators, we frequently have to guide conversations. Here are some suggestions to help a group conversation flow better, encourage diverse opinions, and reach more concrete and meaningful conclusions.

Preparing for the conversation

- Set clear intentions and objectives for each activity and conversation.
- Establish communication agreements before the conversation and remind the participants to speak in “I” statements, from their personal experience.
- When facilitating a conversation, state questions one at a time and allow time to answer. Posing several questions at once can confuse participants.

During the conversation

- Ask questions that allow the participants to dialogue. Questions that are easily answered with “yes” or “no” do not usually provoke much conversation. “How” and “why” questions tend to elicit more diverse and revealing responses.
- Avoid dominating the conversation or being heavy-handed with the conclusions; the space is for the participants to reach their own conclusions.
- Make sure all participants have a chance to speak, if they so choose. This can mean:
 - Wait a few moments after asking a question. Sometimes people need time to think.
 - Politely interrupt people who may tend to dominate the discussion. For example: “Sorry to interrupt you and thank you very much for sharing. Just so we’re all on the same page, can you summarize what you want to say in one sentence?”
 - Invite the whole group to participate. For example: “For this question, I would like to hear from someone who has not participated.”
- Avoid calling out people who are not participating. For

example: “Max, we haven’t heard anything from you.” This can be a nightmare for introverts!

- Remember people learn in diverse ways. If there is a long silence after you pose a question to the group, give participants opportunities to process their thoughts by implementing individual reflection activities. You can also try rephrasing your questions and instructions.
- When you run short of time to listen to a variety of opinions, you can use the polling model, in which you ask a question and participants raise their hands to show their agreement or disagreement.
- Listen to your body, if you are tired and need a break chances are others do as well.
- Avoid making generalizations about the energy and engagement of the group. For example, if there is long silence after you pose a question avoid saying: “It seems like you all are a bit dispersed today”. This is probably not true of everyone in the room and it can be a turn off. Instead, reassess. Maybe you need to reformulate your question, take a break, or include an activation activity.

If the conversation drifts off target...

- Frequently, participants get excited about a topic and end up repeating opinions without moving the conversation forward. If this happens, you can ask them to listen carefully to their classmates and try to build on ideas rather than repeating them.
- If you notice that the participants stray too far from the objective of the conversation, you can interrupt the conversation to remind them of the question.

Difficult conversations

- Sometimes if someone says something offensive, the best response comes from the group. For example, if someone says something problematic, you can ask, “Does anyone have a different perspective?” In general, there are people in the group who want to respond, and it can be a more fruitful learning moment if the response comes from the group and not from your position of authority as facilitator.
- If the group does not respond to the offensive comment, or the response seems insufficient, it is important for the facilitator to take leadership and intervene to take care of

the space, reminding the participants of the agreements. For example: “That comment is hurtful [explain why] and I would like to remind you of our agreements [review agreement].”

- If someone shares something very personal that impacts the room, you can acknowledge how the room is feeling, invite everyone to take a deep breath, and then return to the objectives of the lesson.
- Sometimes the topics we address in sexuality education workshops may touch a sore spot for some participants. If someone cries in a workshop, you can ask that person what they need or offer them space to leave the room alone or with a companion..
- Check in with your school’s guidance counselor to ask about local resources for sexual assault victims and have these ready. If you are required to report any mentions of sexual assault or abuse to the relevant authorities, make sure to let participants know.

National Sexual Assault Resources

For resources on sexual assault:

- [Rape, Abuse and Incest National Hotline](#)
- 1-800-656-HOPE
- [National Domestic Violence Hotline](#)
- 1-800-799-7233
- [Planned Parenthood](#)
- 1-800-230-7526

Quick glossary

Generally, we don't love writing out definitions because we recognize that the meanings of these terms vary greatly by community and change often. But here's a quick and dirty set of ideas we work with as Vulgar as of Aug 2022.

Ableism: System of oppression that puts people into hierarchies based on social standards for having a mind and body. This hierarchy establishes which bodies and minds matter and how.

Access needs: We all have access needs. From paved roads to shoes, we rely on technology—and others—to access places and knowledge. However, in our social and cultural contexts only certain ways of having a body and mind can take access for granted. (Definition by Vulgar)

Boundaries: Boundaries are rules or limits you create based on what feels safe or reasonable when you relate to others or others relate to you. No matter how close you are to others, you are a distinct and separate person with your own expectations, personal rules, and feelings. Your boundaries exist whether you talk about them or not. ([Definition by Teen Health Source](#))

Consent: Consent means actively agreeing to be sexual with someone. Consent lets someone know that sex is wanted. Sexual activity without consent is rape or sexual assault. ([Definition by Planned Parenthood](#))

Disability: Sociopolitical label and identity that emerges when a society makes it more difficult for people with impairments (see definition of impairment) to do certain activities or effectively interact with the world around them. For example, users of wheelchairs are disabled not because of their physical/mental condition but because of living in a society built for people without that physical/mental condition.

Gender identity: It refers to our mind/body sense of being woman/man/non-binary/genderqueer, trans, cis, or none of these.

Gender expression: External manifestation of our gender identities. It includes the way we dress, act, move and navigate the world. It's important to remember that people's gender expression doesn't always coincide with their gender identity. In fact, often, as our experience of our gender identities intersects with that of race, class, ability, and other social identities, our gender expressions change. (Definition by Vulgar)

Sex assigned at birth: The classification of people as male, female, intersex, or another sex based on vague and often contradictory standards of combinations of anatomy (genitals), hormones and chromosomes. (Definition by Vulgar)

Impairment: Emotional, mental and physical variations in having a mind and body. Examples of impairments include: visual impairments, anxiety, Posttraumatic Stress Disorder (PTSD), spinal cord injuries, asthma, among many others. (Definition by Sins Invalid)

Media literacy: a set of tools that we can use to help us analyze media and understand what types of messages they are putting out, and the impacts of those messages on us and on culture more generally. (Definition by Vulgar)

Porn literacy: Porn literacy asks questions to help us better understand the porn we use and how we use it, help figure out what we want to get out of it, the type we want to support, and how we'd like it to impact us when we're away from it.

Self Pleasure: Sexual self pleasure resources often talk about one thing (masturbation) with a limited definition (touching your genitals in ways that give you sexual pleasure). This narrow understanding can limit all the different ways that people give themselves pleasure: masturbation can include more than touching genitals, and sexual self pleasure can include more than masturbation. (Teen Health Source)



Conclusion

Final Thoughts

About the It Gets Better Project

Connect with the Organization

Follow the Organization

We hope you enjoyed this EduGuide and the video series it accompanied. This resource is part of a growing portfolio of materials that help ensure that the uplifting stories crafted and collected by the It Gets Better Project reach LGBTQ+ youth wherever learning takes place. Learn more at www.itgetsbetter.org/education, and for inquiries, email us at education@itgetsbetter.org.

[It Gets Better Project](http://www.itgetsbetter.org) is a nonprofit organization based in Los Angeles, California. Its mission is to uplift, empower, and connect LGBTQ+ youth around the globe.

- Website: www.itgetsbetter.org
- Email: info@itgetsbetter.org
- Get Help: www.itgetsbetter.org/GetHelp

- [Facebook](#)
- [Instagram](#)
- [TikTok](#)
- [Tumblr](#)
- [Twitch](#)
- [Twitter](#)
- [YouTube](#)

Special thanks to media partner INTO and app partner Hornet for helping to make this EduGuide possible.



HORNET

**IT GETS
BETTER
PROJECT**

IT GETS BETTER and IT GETS BETTER PROJECT are registered trademarks of Savage Love, LLC, licensed for use by the It Gets Better Project. © 2022 It Gets Better Project. All rights reserved.