

An Annotated Bibliography of Websites for Sexual Orientation

Advocates for Youth. (2008) Frequently Asked Questions about Sexual Orientation and Gender Identity. Retrieved March 27, 2014. From <http://www.advocatesforyouth.org/topics-issues/glbqt/606-frequently-asked-questions-about-sexual-orientation-and-gender-identity>

This article is about sexual orientation and gender identity. This website responds to frequently asked questions people have about the different categories of sexual orientation, along with many other questions people have about homosexuality, homophobia, and heterosexism. There are also questions about how to treat LGBTQ people in the workforce, do gays have the same rights, and is homosexuality a mental illness. This website provides detailed answers to these questions, informing the viewers about many different topics relating to sexual orientation.

The information we gathered from the website is about transsexuality. The question asked was what do transgender, transsexual, and cross dresser mean? And, are they the same? While all three of these topics fall under the transgender category, they each describe people in the different transgender categories. Transgender refers to people whose gender identity differs from the social expectations for the biological sex identified as theirs at birth, transsexual refers to a person who experiences a mismatch of the body and the brain and sometimes undergoes medical treatment, and cross dressers (formerly known as transvestites) are people who like to dress in the clothing of the gender identity opposite to that considered socially appropriate to their biological sex. There are many interesting and informative questions and answers on this website that helped us gather information for our presentation. This article has important information that every teacher should read to learn more about sexual orientation. There are many different types of sexual orientations and ways that students can identify themselves. Teachers need to be familiar with all of the terms that relate to sexual orientation to understand the different types of sexual orientation they could come across in their classrooms.

Andrew Cray. (2013) 3 Barriers that Stand Between LGBT Youth and Healthier Futures Retrieved March 27, 2014. From <http://www.americanprogress.org/issues/lgbt/news/2013/05/29/64583/3-barriers-that-stand-between-lgbt-youth-and-healthier-futures/>

Andrew Cray wrote about three of the major barriers he believes affects the LGBT youth. He mentions bullying, family rejection, and homelessness. He uses many facts and statistics to prove how much these barriers affect the lives of the LGBT youth. He also discusses some of the programs available to the LGBT youth population to help them gain acceptance in life.

This article discussed a few of the challenges LGBT youth face on a regular basis at home or at school. We gathered information on all three of the barriers Andrew Cray mentioned to use in our presentation. We also included some of the statistics he provided in his article for our presentation. We were both surprised by the percentage of LGBT students who experienced verbal harassment or were physically attacked in school. These were way higher than either of us

imagined! This information is important for teachers because they need to be aware of all of the challenges LGBT students face. Teachers also need to understand how to handle a student who is facing one of these challenges due to their sexual orientation. Teachers need to support these students and figure out the best way to handle these challenges.

A Project of the Southern Poverty Law Center. (2013) Best Practices: Creating an LGBT-inclusive School Climate. Retrieved March 27, 2014. From <http://www.tolerance.org/lgbt-best-practices>

This article discusses the importance of creating a safe and welcoming school climate for all students, particularly LGBT students. The article places emphasis on the importance of teachers needing to be aware of what's happening throughout the school day and how the students are treating each other. Another way for teachers to help their students feel safe is to support them whenever they are being bullied. The article mentions Gay-Straight Alliance Clubs and anti-bullying policies as ways to ensure the students feel accepted and welcomed in their school environment.

The information we gathered from this website was about how to create a safe and trusting environment for all of the students who belong to a LGBTQ category. The main piece of information we used from this source was about Gay-Straight Alliance Clubs, where students who attend this type of club are educated about the importance of diversity. These clubs also provide support for LGBTQ students. It also talks about anti-bullying policies to ensure the students feel safe and protected by their school's teachers and administrators. For teachers, it is essential to understand the importance of creating a safe learning environment for all of their students.