

# LGBTQ+ Resource Kit

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## Introduction

### LGBTQ - The Basics

The phrase “lesbian, gay, bisexual, transgender, and queer community” (or “LGBTQ community”) refers to a broad coalition of groups that are diverse with respect to gender, sexual orientation, race/ethnicity, and socioeconomic status. While this kit focuses on the people that are encapsulated by the acronym LGBTQ, we understand the importance of recognizing that the various populations represented by “L,” “G,” “B,” “T” and “Q” are distinct groups. As such, some of the activities in this kit highlight the experience of one of the various populations rather than the entire coalition.

Lesbians, gay men, and bisexual men and women are defined according to their sexual orientation, which is typically conceptualized in terms of sexual attraction, behavior, identity, or some combination of these dimensions. They share the fact that their sexual orientation is not exclusively heterosexual.

In contrast to lesbians, gay men, and bisexual men and women, transgender people are defined according to their gender identity and presentation. This group encompasses individuals whose gender identity differs from the sex originally assigned to them at birth or whose gender expression varies significantly from what is traditionally associated with or typical for that sex (i.e., people identified as male at birth who subsequently identify as female, and people identified as female at birth who later identify as male), as well as other individuals who vary from or reject traditional cultural conceptualizations of gender in terms of the male–female dichotomy. The transgender population is diverse in gender identity, expression, and sexual orientation. Transgender people can be heterosexual, homosexual, or bisexual in their sexual orientation. Some lesbians, gay men, and bisexuals are transgender; most are not. Male-to-female transgender people are known as MtF, transgender females, or transwomen, while female-to-male transgender people are known as FtM, transgender males, or transmen. Some transgender people do not fit into either of these binary categories. We have included in this kit a *Terminology Fact Sheet* that you can use, copy and expand upon to help others navigate this spectrum. There is also an electronic copy of this document on the key shaped USB “flash” drive included in the binder.

## Why is this Important

“We don’t have full equality throughout the nation,” Jim Williams, who worked with New York City Pride, previously said. “Although we’re very pleased with the progress that’s been made, there’s still a lot of work to be done.”

“You can argue that it's a different world now than the one when Matthew Shepard<sup>1</sup> was killed, but there is a subtle difference between tolerance and acceptance. It's the distance between moving into the cul-de-sac and having your next door neighbor trust you to keep an eye on her preschool daughter for a few minutes while she runs out to the post office. It's the chasm between being invited to a colleague's wedding with your same-sex partner and being able to slow-dance without the other guests whispering.”

— Jodi Picoult, *Sing You Home*

Colorado has been on the national stage on issues of LGBTQ+ equality since Amendment 2 passed in 1992 that would have prevented any city, town, or county in the state from taking any legislative, executive, or judicial action to recognize homosexuals as a protected class. The US Supreme Court overturned Amendment 2, writing in the majority opinion that it was, “based upon animosity” and “lacked a rational relation to any legitimate governmental purpose.” Issues of legalizing gay marriage and openly serving LGB people in the military soon followed. Most recently the case in Douglas County of Masterpiece Cakeshop v. Colorado Civil Rights Commission has come to the forefront of discussion between social and religious conservatives, and the LGBTQ+ community.

Highly publicized and polarizing issues like these can energize a community with different opinions and leave people unsure of their neighbors. Information and conversation can help provide diverse stakeholders in a community the opportunity to engage without polarization and violence and make informed decisions. The sharing of emotions and life experiences so others can understand, relate, and share in those experiences and histories is a way to build empathy amongst people in the community.

The LGBTQ+ community faces severe bullying. Suicide is the 2nd leading cause of death among young people ages 10 to 24. LGB youth seriously contemplate suicide at almost three times the rate of heterosexual youth. LGB youth are almost five times as likely to have attempted suicide compared to heterosexual youth.

It can be easy to become disconnected to so many stories and statistics. It's heartbreaking that stories of LGBTQ+ suicides resulting from the consequences of bullying, obscure the heartwarming stories of young people overcoming adversity resulting in communities changing and becoming stronger with the enrichment of diverse voices.

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<sup>1</sup> [https://en.wikipedia.org/wiki/Matthew\\_Shepard](https://en.wikipedia.org/wiki/Matthew_Shepard)

Research shows that a collaborative effort must be made in order to prevent LGBTQ+ youth from being bullied and/or committing suicide. Schools, students, families, and communities need to come together in order to tackle the issue of bullying and help LGBTQ+ youth gain confidence. This needs to start with understanding the community, and educating them on LGBTQ+ issues. Eliminating homophobic and transphobic behavior, training library staff on acceptance and bullying prevention, and implementing Gay-Straight Alliances is key to suicide prevention for LGBTQ+ youth (Bacon, Laura Ann 2011). [\[https://en.wikipedia.org/wiki/Suicide\\_among\\_LGBT\\_youth#cite\\_note-59\]](https://en.wikipedia.org/wiki/Suicide_among_LGBT_youth#cite_note-59)

The *Let's talk about it! : CSL Big Red Resource Kits* initiative was created to help library staff within the state better understand and serve traditionally underserved populations, and to give them the tools needed to host and facilitate critical community conversations. By using the *Let's talk about it! : CSL Big Red Resource Kits*, we hope that you can establish your library as a place for civil dialog in your community.

These Resource Kits are a way to authentically engage with members of your community and generate public knowledge that can then be used to:

- Inform decision-making of all kinds;
- Hone in on people's concerns, aspirations, and thought processes about a given issue in relation to your community;
- Inform how you engage the community by welcoming new people and opening the door to new relationships. This creates the opportunity for new partners and coalitions.

Each kit is intended to serve three purposes:

- Provide information and materials specifically selected to be used by the underserved population;
- Educate those who are not members of the underserved population;
- Help library staff host programs and community conversations on issues regarding the identified underserved population.

## Our goals

- Libraries continue to be seen as places for informed discourse
- Traditionally underserved populations feel welcomed and safe in public libraries
- Libraries have access to materials and resources for and about underserved populations

## Who is this kit for?

This kit is intended to be a starting point to help libraries reach and support different populations within their communities. It includes activities for:

## People who are Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, or Gender Non-conforming

Programs and activities for those in the LGBTQ+ community including telling their story, dialoguing with the community, and receiving resource lists and information about local services.

We have also included books in this kit that represent the kind of materials that libraries should consider including in their collections.

- *GLBTQ: The Survival Guide for Gay, Lesbian, Bisexual, Transgender & Questioning Teens* - Describes the challenges faced by gay, lesbian, bisexual, and transgendered teens, offers practical advice, real-life experiences, and accessible resources and support groups.
- *Queering the Countryside: New Frontiers in Rural Queer Studies* - Rural queer experience is often hidden or ignored, and presumed to be alienating, lacking, and incomplete without connections to a gay culture that exists in an urban environment. This collection of original essays confronts the assumption that queer desires depend upon urban life for meaning.
- *TransBodies, Trans Selves: A Resource for the Transgender Community* - This resource book is for transgender, gender-expansive, and non-binary populations, covering health, legal issues, cultural and social questions, history, theory, and more. It is a place for transgender, gender-expansive, non-binary, and gender questioning people, their partners and families, and others to look for up-to-date information on life under the trans umbrella.

## People learning about LGBTQ+

- Participate in facilitated activities on assumptions, gender-neutral pronoun use, and what it is like to 'come out' as LGBTQ+.
- Take part in a community conversation.
- Participate in a book club event to read related works and discuss with others.

We have also included books in this kit that could be part of a community conversation or can provide deeper discussion topics for these issues and represent the kind of materials that libraries can include in their collections.

- *Is it a Choice? Answers to the Most Frequently Asked Questions about Gay & Lesbian People* - The answers to all the questions you've ever had about homosexuality but were afraid to ask are finally in one book. Provides insightful, no-nonsense answers to hundreds of the most commonly asked questions about homosexuality.
- *What Does God Think? Transgender People & the Bible* - This book is an invitation to examine the scriptures and give consideration to the social, cultural, and scientific

facts that impact what we believe, and the way we internally feel about transgender people.

- *Homosexuality: Opposing Viewpoints* - Authors in this anthology debate what causes homosexuality, whether society should encourage acceptance of homosexuality, whether homosexuals can change their sexual orientation, and whether society should legally sanction gay relationships.

## Internal staff

Learn how to create an environment that feels welcoming, informative and supportive to members of the LGBTQ+ community. Explore ideas for reducing policy barriers. Learn how to host conversations that challenge public perceptions, help to debunk myths around LGBTQ+ people, and strengthen community support.

Library staff can:

- Participate in facilitated activities.
- Review best practices for serving LGBTQ+ people.
- Establish partnerships with community service providers.
- Research local services for LGBTQ+ people.
- Create customized resource list bookmarks for patron takeaways (template on flash drive and kit website).
- Organize, promote and facilitate a community conversation.
- Organize and facilitate a book club event to read related works and discuss with the public.

## Inside this binder

- Activities & Programs
  - "Tell Your Story" StoryCorp Laminated Info Sheets (binder pocket)
  - History of LGBTQ+ in Libraries Laminated Info Sheet (binder pocket)
  - Laminated Table Tent Master Copy (binder pocket)
- Community Resources Worksheet Template
- Facilitating Community Conversations How To Guide
- Additional Resources
- Kit Contents List (on clipboard)
- Feedback Form (on clipboard)

## Feedback

Please help us improve this kit by sharing your comments, experiences, and suggestions with us. You can contact Madison Basch <basch\_m@cde.state.co.us> at any point along your journey. When you return the kit, please fill out and include the Feedback Form found on the clipboard.

## Sharing Programs

We would love to know what you are doing at your library to work with your community. Please post your experiences, program ideas, questions, & comments to our *Let's Share Forum* (<https://cslkits.cvlites.org/share/>). Share some of your successes and lessons learned with the library community at large, and let's learn from each other.

## Loan period

The loan period for the LGBTQ+ Resource Kit is 6 weeks. If you would like to keep it longer, please contact Madison Basch <[basch\\_m@cde.state.co.us](mailto:basch_m@cde.state.co.us)> to make arrangements before the loan period expires.

## Returning the kit

As you prepare to return the kit, please verify that it is complete using the Kit Contents checklist on the clipboard. Be sure to include your completed Feedback Form so that we can improve the experience for everyone.

# Worksheet: Facilitating a Community Conversation on LGBTQ+ Issues

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## Introduction

This worksheet is intended to help your library plan a facilitated community conversation about and with the LGBTQ+ community. While we present different approaches to holding a community conversation, all communities are different, so you may feel more comfortable relying on your own intuition when facilitating your event. If this is the case, you'll want to explore the variety of options offered in this kit. Perhaps you'll use some of our suggested questions and formats; perhaps you'll develop your own. Just remember to stay attuned to the character and mood of your group. Decide what's working and be prepared to adjust to fit your community's needs.

## Why Host a Community Conversation at the Library?

- Libraries are trusted institutions in their communities. Therefore, it is a natural fit for them to host impartial conversations about important issues.
- Facilitated conversations give library staff the opportunity to learn directly from community members about their needs, hopes, and fears/concerns.
- By engaging in thoughtful dialogue, community members can begin to find common ground and understanding about divisive issues.

## Structuring Your Community Conversation

This conversation will give your community a chance to learn more about issues facing the LGBTQ+ community and discuss perceived issues within your community. It provides a forum for everyone involved to tell their story and share their perspective on LGBTQ+ rights. This helps build trust and enables people to be receptive to perspectives that may be very different from their own. The structure for this conversation is important in order to reach these objectives. Setting up the conversation structure and communicating it

clearly to the participants is crucial for success. Consider the formats provided in the “Learn More” section of this document.

The four key aspects for facilitating a Community Conversation are to:

1. Introduce the conversation goals and structure
2. Establish behavior expectations
3. Work through the questions
4. Communicate your follow-up plan

It will be helpful to create a team of individuals who help organize your community conversation. This team will be responsible for

- building diverse partnerships with community groups and individuals,
- planning for how the conversations will happen,
- recruiting community members for the conversations,
- recruiting facilitators for the conversations, and
- thinking about how to support ideas that result from the conversations.

When building a leadership team, consider the variety of diversity within your community:

- Racial and ethnic backgrounds
- Religious or philosophical views
- Political views
- Sexual orientation
- Age
- Disability
- Profession
- Neighborhood
- Viewpoints on LGBTQ+ issues
- Education level
- Gender
- Socio-economics

Also consider how you could include:

- Young people
- LGBTQ+ people
- Parents, caregivers, and guardians of LGBTQ+ youth
- Teachers, school administrators, and other educators
- Public officials
- Human and social service providers
- LGBTQ+ community centers and organizations

Once the team is in place, you can work together to define your goals, clarify your purpose, and create a plan for the work to follow. Think about the outcomes you want to see from working together as well as from the conversation. Consider:

- How your team will work together
- The kinds of change you want to see in your community as a result of this effort
- How many people you want to participate
- If and how you want to implement the ideas generated as a result of the conversation

We have included some icebreaker activities in this kit. You can use them to begin the community conversation, or at the beginning of a different community based program.

## Planning Your Community Conversation

### Who will you invite?

- Your entire community
  - Identify how and when you will communicate this event:
- A specific group:
- Other: \_\_\_\_\_

### Will you bring in an outside expert to facilitate?

- Yes
- No
- Other: \_\_\_\_\_

### Which facilitation model will you use? (see *Learn More* section)

- Aspen Institute
- Harwood Institute
- Public Conversations Project
- National Coalition for Dialogue & Deliberation
- Other: \_\_\_\_\_

### Identify Roles

- Facilitator(s):
- Note taker(s):
- Small group discussion leader(s):
- Community liaison(s):
- Other: \_\_\_\_\_

### How will you follow up?

- Review conversation summary with internal staff
- Share conversation summary with group participants
- Share conversation highlights with other community partners
- Other: \_\_\_\_\_

## Learn more

Aspen Institute - Action Guide for Re-Envisioning Your Public Library, version 2.0

[http://www.libraryvision.org/download\\_action\\_guide](http://www.libraryvision.org/download_action_guide)

Harwood Institute

<https://theharwoodinstitute.org/tools/>

National Coalition for Dialogue & Deliberation - Resource Guide on Public Engagement

[http://www.ncdd.org/files/NCDD2010\\_Resource\\_Guide.pdf](http://www.ncdd.org/files/NCDD2010_Resource_Guide.pdf) (Available for download on <http://cslkits.cvlites.org/lets-talk-about-it/homelessness/> and the Red USB “Flash” drive.)

Fostering Dialogue Across Divides: A Nuts and Bolts Guide from the Public Conversations Project

[www.publicconversations.org](http://www.publicconversations.org) (Website)

<http://bit.ly/fosteringdialogue> (Available on Red USB “Flash” drive & in a spiral bound book)

Organizing Community-Wide Dialogue for Action & Change Everyday Democracy

[www.everyday-democracy.org/en/Resource.39.aspx](http://www.everyday-democracy.org/en/Resource.39.aspx)

Café to Go! A Quick Reference Guide for Putting Conversations to Work, World Café

<http://www.theworldcafe.com/tools-store/hosting-tool-kit/>

LGBT Rights: The Power of a Single Conversation

<https://www.youtube.com/watch?v=hmlfnr151rl>

# Worksheet: Identifying Community Resources

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## Introduction

Librarians, by profession, are information providers. One of the easiest ways to make your library a more welcoming and inclusive space for your LGBTQ+ patrons is to provide them with information about community resources available to them and offer them a way to share the resources they have with other members of the community. Resources do not even have to be LGBTQ+ specific in order to provide LGBTQ+ patrons a sense of community. In fact, one study shows that *“In terms of positive factors, some youth were able to navigate their neighborhoods and communities by finding a core group, agency, or event that was not specifically LGBTQ-focused but nevertheless buffered them against negative experiences.”*<sup>1</sup>

Furthermore, positioning this list and other LGBTQ+ resources (pamphlets, flyers, booklets, etc.) in a highly visible or high traffic area of your library lets your LGBTQ+ patrons know that they are a central part of your community. Visibility and equal representation are key factors in creating a community space that is diverse and inclusive for all of your library's patrons.

## Instructions

Use this worksheet to document any people, programs, entities, or other resources that are relevant to this kit. The data fields in this worksheet are suggestions only; you may wish to create your own worksheet based on your library patron's needs.

To maximize its usefulness, be sure to update the worksheet regularly and make it accessible to relevant library staff. A template of this worksheet can be found on the website at <http://cslkits.cvlisites.org/lets-talk-about-it/LGBTQ+/> and on the included USB flash drive.

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<sup>1</sup> Darrel Higa, et al. *Negative and Positive Factors Associated With the Well-Being of Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Youth* (2014).

Contact Name, Title, & Organization	Contact info	Notes
Ex: Jane Doe, LGBTQ Community Center, Director	jane.doe@domain.org 720-333-3333	Contacted 11/21/17
Program or Entity	URL	Notes
Ex: One Colorado	<a href="https://one-colorado.org/">https://one-colorado.org/</a>	Add to our online community resources page.
Other Resource	URL	Notes
Ex: OutFront Magazine	<a href="https://www.outfrontmagazine.com/">https://www.outfrontmagazine.com/</a>	Resources offered

## Best Practices:

# LGBTQ+ Inclusive Library Policies

## Trans\* Inclusive Library Policies:

### Making a library safer for trans\* patrons

#### Library Card Applications<sup>1</sup>

Some libraries collect information about a patron's gender identity or physical sex on their library card applications, or on other forms throughout the library. These types of questions put an unnecessary burden on transgender library patrons and can exclude them from library services.

Some libraries also require a state issued ID in addition to an application for a library card and require all information to match.

There are a number of reasons not to include gender on your library card application and for not collecting the gender identities of your patrons.

Here are some things to consider on your library card application:

- These questions “out” transgender patrons, which can lead to harassment or physical violence.
- Nearly one-third (32%) of respondents who have shown an ID at any venue with a name or gender that did not match their gender presentation were verbally harassed, denied benefits or service, asked to leave, or assaulted.<sup>2</sup>
- Transgender patrons may need to make future changes to their gender information in their record, which can also disclose their transgender status.

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<sup>1</sup> Adapted from Transgender-inclusive Library Card Applications: Issues and Recommendations by Jane Sandberg Approved by the GLBTRT Resources Committee. Last revised: February 25, 2015

<sup>2</sup> James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). Executive Summary of the Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality

- Forms typically offer a very limited set of options, like 'Male' or 'Female'. A patron may not identify with any of the available terms.
- Reducing unnecessary data collection creates a less time-consuming application process for all patrons.
- Of over 28,000 people surveyed only 11% of respondents reported that all of their IDs had the name and gender they preferred, while more than two-thirds (68%) reported that none of their IDs had the name and gender they preferred.<sup>3</sup>
- The cost of changing ID documents was one of the main barriers respondents faced, with 35% of those who had not changed their legal name and 32% of those who had not updated the gender on their IDs reporting that it was because they could not afford it.<sup>4</sup>

What do you do when issuing library cards if a preferred name is different than the legal name?

## ILS Limitations

Some ILS software requires staff to enter a patron's gender when adding them to the system. If your library does not ask this on the application but the ILS requires it, circulation staff may have to enter their own best guess about a patron's gender. Therefore, it is advisable to work with your ILS vendor or technical support contacts to remove these requirements before making your forms gender free.

If gender-related fields cannot be removed, establishing a clear policy about how to collect and enter patron gender data will simplify this process for frontline staff and patrons.

ILSs approach the gender field differently

- Certain ILSs, such as Polaris and Koha, require all patron records to include a gender field by default. Note that Polaris also includes a "n/a" option in this required field.
- Certain other ILSs include an optional gender field in patron records. Staff members can leave the field blank in accordance with a patron's wishes or library policies.
- Some ILSs, such as Evergreen, Millennium, and Voyager, do not include any gender field in patron records.
- Some ILSs allow system administrators to modify fields in the patron record, while others do not.
- Koha is open source, so libraries can make a small modification to its code to remove the required gender field. Libraries using other software may have to work with their ILS vendor to remove the field.

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<sup>3</sup> ibid

<sup>4</sup> ibid

## Customer service implications

Some libraries use gender-specific language when providing customer service. This includes terms such as Ma'am or Sir, or titles such as Mrs., Ms., or Mr.

Some library customer service workers may feel uncomfortable if they are used to providing this type of service, but are unable to look up a patron's gender in their ILS.

In many instances, it can be preferable to simply address patrons using their full name, or first name only. Many patrons feel that using their name is more personable. When staff members don't know a patron's name, they can refer to them by the clothing they are wearing. Both of these approaches remove the possibility of misgendering patrons (both cisgender and transgender).

To curtail the harm that gendered language and misgendering can cause, it is crucial to train staff members not to make assumptions about the genders of your patrons.

## Assessing community needs

Reliable data can be invaluable when implementing trans-inclusive practices. Since library card applications may not be an appropriate data collection instrument, surveys, focus groups, and comprehensive community needs assessments may be a more appropriate tools for collecting this data in a rigorous and respectful manner.

## Surveys

Surveys can help identify specific needs within your service area. Since libraries are "grossly underutilized as an information resource" by transgender communities<sup>5</sup>, it is important to survey both users and non-users of your library.

## Focus groups

The focus group is a well-established methodology for evaluating patron satisfaction and identifying unmet patron needs. It is important for a focus group facilitator to be familiar with transgender issues to ensure that this conversation is respectful, comfortable and productive.

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<sup>5</sup> Beiriger, A., & Jackson, R. M. (2008). An assessment of the information needs of transgender communities in Portland, Oregon. *Public Library Quarterly*, 26, p. 52

## Comprehensive community needs assessment

The National Center for Transgender Equality (NCTE) explains that a community needs assessment is *“a big project and one that is most fruitful when you take the time to do it carefully and thoroughly. It can include [...] studying what information already exists about the community, talking to leaders for their input, using surveys, holding focus groups and conducting town meetings or community forums where people can address the issues.”*<sup>6</sup> An excellent example is Oak Park Public Library’s needs assessment of the transgender community.<sup>7</sup>

Whenever assessing community needs, it is crucial to include voices from throughout the transgender community, including people of color, youth, elders, and people with a diverse range of gender identities.

## Asking respectfully

If a library finds it necessary to collect gender data, the following guidelines can help to make these questions more inclusive:

- Clearly label gender fields as optional
- Use the term gender identity, rather than gender or sex
- Provide a free-text field rather than a necessarily incomplete list of options
- If you need to list options, think critically about their order. Many forms put the term male first and female and various transgender identities last. Alphabetizing these options is a simple way to challenge the sexism and transphobia typical on such forms
- Avoid using alienating and inaccurate terms, such as other or n/a

The Williams Institute has published a helpful report on asking these types of questions in respectful ways.<sup>8</sup>

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<sup>6</sup> National Center for Transgender Equality. (2006). Conduct a community needs assessment. Retrieved from <http://transequality.org/52things.html#44> Service focus committee: Transgender people report (Committee report). (2007, May).

<sup>7</sup> Oak Park, IL: Oak Park Public Library. Retrieved from [http://oppl.org/sites/default/files/trc\\_report.pdf](http://oppl.org/sites/default/files/trc_report.pdf)

<sup>8</sup> The GenIUSS Group. (2014). Best practices for asking questions to identify transgender and other gender minority respondents on population-based surveys. (J. L. Herman, Ed.). Los Angeles, CA: The Williams Institute. (<https://williamsinstitute.law.ucla.edu/?s=transgender+questions&cat=>)

## Bathrooms

The bathroom remains one of the last gender segregated spaces. The bathroom for many individuals brings up issues of privacy and safety. Many transgender individuals report a high rate of laughing and teasing leading up to physical assaults while using the bathroom due to their transgender status. In the 2015 US Transgender Survey<sup>9</sup>

- More than half (59%) of respondents avoided using a public restroom in the past year because they were afraid of confrontations or other problems they might experience.
- Nearly one-third (32%) of respondents limited the amount that they ate and drank to avoid using the restroom in the past year.
- Eight percent (8%) reported having a urinary tract infection, kidney infection, or another kidney-related problem in the past year as a result of avoiding restrooms.
- Nearly one in ten (9%) respondents reported that someone denied them access to a restroom in the past year.
- In the past year, respondents reported being verbally harassed (12%), physically attacked (1%), or sexually assaulted (1%) when accessing a restroom.

Many libraries provide “unisex” or “family” restrooms, primarily to benefit families with children and individuals with disabilities who might have an attendant. Providing these individual bathrooms is a creative solution as long as transgender individuals are not required to use them.

Are your library accommodations (restroom, etc.) safe and accessible for all patrons, including transgender youth?

## Collections

Acceptance of LGBTQ+ people in mainstream American society has been steadily growing. However, library materials, programs, and displays related to sexual orientation and gender identity still cause controversy. The fear of a challenge may cause some librarians to be deterred from buying materials or including services for LGBTQ+ people but failing to provide these resources in ways that can be easily used by vulnerable populations are

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<sup>9</sup> National Center for Transgender Equality - <https://www.transequality.org/sites/default/files/docs/usts/Executive%20Summary%20-%20FINAL%201.6.17.pdf>

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forms of censorship and discrimination. Every community has an LGBTQ+ population and LGBTQ+ families. The job of librarians, whether serving adults, teens, children, students, parents, or others, is to make libraries welcoming and open to all.

Does your collection include books, periodicals and media with LGBTQ+ related themes for all age levels? Do you display books and hang posters with diverse faces and families? Do you celebrate LGBTQ+ related events? Events such as:

- LGBTQ+ History Month (October),
- Ally Week (October),
- No Name-Calling Week (January),
- Day of Silence (April),
- LGBT Pride Month (June)

Book Awards and Book Lists:

- Stonewall Book Awards: <http://www.ala.org/rt/glbtrt/award/stonewall>
- Rainbow Book List: <https://glbtrt.ala.org/rainbowbooks/>
- Over the Rainbow Book List: <https://www.glbtrt.ala.org/overtherainbow/>

## Other considerations

We have included a template

([https://cslkits.cvlites.org/wp-content/uploads/Where-to-Find-It\\_-LGBTQ-Materials-Book-mark.docx](https://cslkits.cvlites.org/wp-content/uploads/Where-to-Find-It_-LGBTQ-Materials-Book-mark.docx)) for bookmarks that will let you highlight the LGBTQ+ books in your collection and resources in your community. Once populated with local information, print out and make these bookmarks readily available for LGBTQ+ patrons within the library.

Staff training on LGBTQ+ issues is essential. Do you have a clear policy about intervening when you see name-calling or bullying in-person or online?

Internet filtering software can block sites that have valuable content. It is surprising how many schools and public libraries can't access GLSEN.org or other LGBTQ+ organizations and resources. Do you ensure access to LGBTQ+ related content on the internet? Have you checked your internet filters or have clear signage and policies on overriding the filters?



# Important LGBTQ+

## Terminology

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### Introduction

A necessary part of creating a welcoming and inclusive environment for your LGBTQ+ patrons is understanding the importance of the language you choose when interacting with or describing members of the community. As is the case with serving any underrepresented population, it is vital that you educate yourself on important terminology, use respectful language, and understand the gravity of certain expressions. This list will help you better understand and interact with you LGBTQ+ patrons and encourage your other patrons to do the same!

### Glossary

**Ally** | A person who is not lesbian, gay, bisexual, transgender or queer (LGBTQ) but shows support for LGBTQ people and promotes equality in a variety of ways.

**Androgynous** | Identifying and/or presenting as neither distinguishably masculine nor feminine.

**Asexual** | The lack of a sexual attraction or desire for other people.

**Assigned Sex at Birth** | The sex or gender assigned to a newborn by medical personnel based on external genitalia.

**Biphobia** | Prejudice, fear or hatred directed toward bisexual people.



**Bisexual** | A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

**Cisgender** | A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

**Closeted** | Describes an LGBTQ person who has not disclosed their sexual orientation or gender identity.

**Coming out** | The process in which a person first acknowledges, accepts and appreciates their sexual orientation or gender identity and begins to share that with others.

**Gay** | A person who is emotionally, romantically or sexually attracted to members of the same gender.

**Gender dysphoria** | Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term - which replaces Gender Identity Disorder - "is intended to better characterize the experiences of affected children, adolescents, and adults."

**Gender-expansive** | Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.

**Gender expression** | External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.



**Gender-fluid** | According to the Oxford English Dictionary, a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.

**Gender identity** | One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

**Gender non-conforming** | A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

**Genderqueer** | Genderqueer people typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation. People who identify as "genderqueer" may see themselves as being both male and female, neither male nor female or as falling completely outside these categories.

**Gender transition** | The process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

**Homophobia** | The fear and hatred of or discomfort with people who are attracted to members of the same sex.

**Lesbian** | A woman who is emotionally, romantically or sexually attracted to other women.



**LGBTQ** | An acronym for “lesbian, gay, bisexual, transgender and queer.”

**Living openly** | A state in which LGBTQ people are comfortably out about their sexual orientation or gender identity – where and when it feels appropriate to them.

**Outing** | Exposing someone’s lesbian, gay, bisexual or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

**Pansexual** | Describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

**Queer** | A term people often use to express fluid identities and orientations. Often used interchangeably with "LGBTQ."

**Questioning** | A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

**Same-gender loving** | A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender.

**Sexual orientation** | An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

**Transgender** | An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.



**Transphobia** | The fear and hatred of, or discomfort with, transgender people.

# Icebreaker Activity: Passive Programming

## Table Tents

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### Introduction

Sometimes it's hard to get the conversation started. To help with this, we have included a template for table tents displaying facts from the LGBTQ+ community on the red key-shaped USB flash drive for your use. You can print these fact-tents and place them around the library before you hold your community conversation or host any of the programs or activities included in the kit. They are designed to inform and start discussion on issues facing LGBTQ+ people.

### Intended Audience

This activity is intended for adult and older teen library patrons.

### Activity Goals

This activity is designed to inform and start discussion on issues facing LGBTQ+ people.

### Description

Print/copy the laminated master table tents document onto paper thick enough to stand on its own when folded into an upside down V shape. We recommend card stock. Cut your copy on the dotted line running longways through the middle of the page. Fold along the solid line.

### Materials Needed

- Card stock
- Template
- Printer/copier
- Scissors

### Promotion

Passive programming allows libraries to inexpensively showcase their services while inviting visitors of all ages to enjoy the value that libraries bring to the community. Passive programming engages patrons in the library without requiring much from staff in terms of supervision.

# Icebreaker Activity: Role Play

# Assumptions

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## Introduction

We all have filters or frames for how we look at life. They help us define the world around us and can be shaped by many factors in our lives: culture, religion, politics, family. Together, all of these influences mean we see the world in a certain way.

Think about some common ways we frame people. When we meet and interact with people we make assumptions based upon limited information or that are narrow in scope. In turn, how are we acting towards that individual or group based upon those potentially inaccurate assumptions? Let's test this - this exercise is designed to make you a little uncomfortable and it's important to follow the instructions carefully!

## Intended Audience

This activity is intended for adults and older teens.

## Activity Goals

Give you tools to expand, or shift your filters so that you can see things that might have previously been outside of your frame of reference.

## Directions

- Ask people in the group to pair up, preferably with someone they don't already know.
- Have the questions ready. The questions start neutral and then get increasingly personal.
- Have each pair take turns answering the questions **for** the other person out loud. Don't ask your partner the question - you answer the question **FOR** your partner.
- There is to be no discussion between the partners about whether the person answered correctly or incorrectly.

### Questions:

- Coffee or tea drinker?
- Books or movies?
- Saver or spender?
- Divorced or married parents?
- Single or partnered?
- Republican or Democrat?
- Religious or nonreligious?
- Monogamous or non monogamous?

When you are done with all the questions, ask participants to discuss the assumptions exercise.

*How did it feel to have to answer personal questions **for** someone else?*

*How did it feel to have someone answer for you?*

*What issues or concerns came up for people?*

Conclude the activity by explaining:

*These questions may have made you uncomfortable, and maybe you didn't like someone making such judgements about you. So I'd ask you to think about how it would feel to have something as intrinsic as your sense of gender challenged.*

*Don't assume you know what someone's gender or sexual orientation is by looking at them.*

*This also applies to many other aspects of your world. We rely heavily on visual cues to discern things about people and yet there is so much we don't know. To the best of our ability we should treat every person as a blank slate.*

## Materials Needed

Question lists for each participant and facilitator script.

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- the people involved and their roles;
- budget;
- the overall message;

- any existing library marketing or branding guidelines;
- how you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
  - Printed materials like posters or bookmarks
  - Cross-promoting with partner organizations
  - Local news media
- creating promotional materials, such as graphics, press releases, or printed materials;
- timeline.

## Resources and further information

Reverse Assumptions series by SoulPancake on YouTube

[https://www.youtube.com/watch?v=Rcjp3j-HHDQ&index=2&t=0s&list=PLzvRx\\_johoA8edvPQ8-XgXfsoRsC5-oOD](https://www.youtube.com/watch?v=Rcjp3j-HHDQ&index=2&t=0s&list=PLzvRx_johoA8edvPQ8-XgXfsoRsC5-oOD)

From the Web series::

*"It's certainly easier to make assumptions about people than it is to spend time getting to know someone. We wanted to put assumptions to the test to see what we're missing out on because we're so busy assuming we already "know" a person. Join us as we discover why you should never judge a book by it's cover in our series, Reverse Assumptions."*

## Activity: Discussion

# Gender Stereotypes in Children's Books

Adapted from an activity created by Welcoming Schools, a project of the Human Rights Campaign Foundation: [assets2.hrc.org/welcoming-schools/documents/WS\\_Lesson\\_Discussing\\_Gender\\_Stereotypes\\_Childrens\\_Books.pdf](https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Discussing_Gender_Stereotypes_Childrens_Books.pdf).

## Introduction

Every day, children receive messages about gender from a multitude of sources including their families, peers, communities, books, popular culture, toys, and the media. Some of these messages disseminate stereotypes, and some are contradictory and may be confusing to kids, especially to those that feel they don't fit into gender stereotypes.

This activity provides an age-appropriate way to talk about gender stereotypes, gender-based discrimination and the limitations that traditional gender roles and expectations place on individuals. It also provides messages that will empower kids to see the range of human behaviors as possible and positive ways to be, and to be allies to those that experience discrimination.

This activity is one step toward creating a safe, inclusive environment in the library in which children can feel free to express every part of their personality.

## Intended Audience

This activity is geared to children in grades 3-5, though it can easily be adapted for tweens as well.

## Learning Outcomes

- Children will use literature to examine and understand gender roles and recognize gender and LGBTQ+ stereotyping.
- Children will expand their perception of activities/roles for boys and girls.
- Children will recognize discrimination and understand ally behavior.

## Description

Write the words "gender stereotype" where all the children can see it. Ask them what the phrase means. Ensure they understand the words prejudice and discrimination.

Read two of the books listed in the *Materials Needed* section below outloud and discuss them. Copies of many of the titles listed as resources are included as part of this kit.

Facilitate a conversation about the way that people hold prejudices and discriminate against others because they are girls or boys/women or men, and because they are LGBTQ+. People may exclude someone or a group of people from activities or opportunities because of their gender or gender preference. Use examples from the past, such as when women were discouraged from becoming doctors, lawyers or truck drivers and when men did not stay at home to take care of the kids or have jobs like teaching or nursing. Also discuss how many LGBTQ+ people are not able to marry each other. Explain how people's opportunities are sometimes restricted because of their gender and gender preference.

Ask the children to think about their early memories of the influences of gender stereotypes and limitations. Then ask them to share with the group.

Discuss with the group where they still see stereotyping or bias based on gender. Is it something they themselves experience? How does it hurt people? What can they do to stop it? How is it the same as and different from stereotyping or bias based on race?

Have children break into pairs or small groups and act out parts of the story where someone could behave in a way that would make a main character feel better sooner than they do in the story. This gives the children a chance to understand and demonstrate ally behavior.

### Materials Needed

- Chart paper, whiteboard, smart board, or computer projection
- Appropriate markers if using chart paper or whiteboard

Select two or more (depending on the timeframe of your program) of the following books :

- *Julián Is a Mermaid* by Jessica Love
- *Sparkle Boy* by Leslea Newman
- *I am Jazz* by Jessica Herthel, Jazz Jennings, and Shelagh McNicholas
- *Who Are You?: The Kid's Guide to Gender Identity* by Brook Pessin-Whedbee and Naomi Bardoff

### Promotion

Promote this activity within and outside of the library. Begin promotion at least 3 months ahead of time, using these venues:

- social media,
- website,

- email and/or print newsletter,
- printed materials like posters or bookmarks,
- cross-promoting with partner organizations, including schools,
- local news media.

This activity provides an excellent opportunity to reach out to local organizations that your library doesn't already partner with that support LGBTQ+ kids and families, as well as those that support at-risk youth.

Messaging may include taglines such as *'Who said boys are supposed to wear blue, and girls, pink? Explore gender stereotypes at your library,'* or *'Little Boy Pink and Pretty in Blue! Break down gender stereotypes at your library.'*

## Resources

- Lesson Plans To Make LGBTQ-Inclusive Elementary Schools, from Welcoming Schools, a project of the Human Rights Campaign Foundation, <http://www.welcomingschools.org/resources/lesson-plans/lgbtq-inclusive-schools/lgbtq-with-books/>
- Ready, Set, Respect! GLEN's Elementary School Toolkit, <https://www.glsen.org/sites/default/files/GLEN%20Ready%20Set%20Respect.pdf>
- Rainbow Book List - GLBTQ Books for Children & Teens, <https://glbtrt.ala.org/rainbowbooks/>
- Common Sense Media, LGBTQ Books, <https://www.common Sense Media.org/lists/lgbtq-books>
- Children's Books to Develop LGBTQ-Inclusive Elementary Schools, from Welcoming Schools, a project of the Human Rights Campaign Foundation, <http://www.welcomingschools.org/resources/books/lgbtq-inclusive-schools/>
- Other Children's Books for consideration
  - *Red: A Crayon's Story* by Michael Hall
  - *Amazing Grace* by Mary Hoffman
  - *Jacob's New Dress* by Sarah and Ian Hoffman
  - *The Sissy Duckling* by Harvey Fierstein
  - *Brothers of the Knight* by Debbie Allen
  - *The Seven Chinese Sisters* by Kathy Tucker and Grace Lin
  - *Big Bob, Little Bob* by James Howe
  - *Pink is for Boys* by Robb Pearlman and Eda Kaban

## Activity: Discussion

# Starting a YA/Adult Book Club

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### Introduction

Building a community that is both inclusive and safe is very important for your LGBTQ+ patrons, particularly young adult patrons. Many of these young people may not have supportive family or friend groups with whom they can feel welcome or even safe. Libraries can offer both a safe and welcoming environment as well as a place to discover and build a community for young people who are struggling with their sexuality and may otherwise feel isolated. One way to lay the foundation for this type of community is to engage your patrons in regular, guided discussion that focuses on topics that are relevant to the LGBTQ+ community. Starting a book club is the perfect opportunity for your library to facilitate this type of discussion!

Another key element of inclusivity for traditionally marginalized communities is representation. It is important that LGBTQ+ patrons feel both welcome and well-represented in your library. Starting a book club that selects titles featuring LGBTQ+ characters will not only give representation to your patrons, but will also offer an outlet to discuss issues relevant to their own lives that may not be featured in more traditionally cis<sup>1</sup>-centered storylines. This activity allows the library to check out multiple copies of YA books featuring LGBTQ+ characters through the Colorado State Library's Book Club Resource.

### Intended Audience

Young adults or adults who are looking to join a discussion about LGBTQ+ stories and issues, looking for a supportive community, or looking to offer their own support and friendship to the LGBTQ+ community.

### Activity Goals

- To promote education and dialogue about issues facing the LGBTQ+ community
- To encourage representation of marginalized communities such as LGBTQ+ within your library
- To foster understanding and community within the library
- To offer a consistent activity in a safe space for young people or adults who may not have a place they feel welcome
- To encourage literacy and conversation, to make friends, and to have fun.

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<sup>1</sup> Cisgender refers to a person whose sense of personal identity and gender corresponds with their birth sex.

## Description

Librarians can register to be a patron of the Colorado State Library's Book Club Resource in one of two ways.

1. Complete the online form at: <https://bit.ly/2QiE2KV>
2. Contact Madison Basch at [basch\\_m@cde.state.co.us](mailto:basch_m@cde.state.co.us)

Request a set of one of the following books featuring LGBTQ+ characters or issues facing the LGBTQ+ community:

- *Aristotle and Dante Discover the Secrets of the Universe*- Benjamin Alire Sáenz
- *The Sunlight Pilgrims*- Jenni Fagan
- *The Fate of Gender*- Frank Browning
- *Cuz: or, the Life and Times of Michael A*- Danielle Allen
- *Kafka on the Shore*- Haruki Murakami

Once the book set is sent out (a hold request may need to be made if the set is currently on loan elsewhere), the library can register patrons locally for the book club to meet on a regular basis with a library facilitator to discuss the book at intervals. Discussion questions for available titles can be found on the Colorado Virtual Library website through the Colorado State Library's Book Club Resource at <http://bit.ly/discussionquestions>.

## Materials Needed

- Access to the Colorado State Library's Book Club Resource through the Colorado Virtual Library (<https://csl.catalog.aspencaat.info/>)
- Book Club sets of one of the above titles - or multiple copies of any title you choose.
- Discussion questions from Colorado Virtual Library website (<http://bit.ly/discussionquestions>)
- Meeting space for book club members
- Any additional book club comforts such as snacks/drinks/bookmarks

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- the people involved and their roles (Youth/Family staff to facilitate discussion),
- budget; (Consider including healthy snacks/drinks),
- the overall message,
- any existing library marketing or branding guidelines,
- how you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
  - Printed materials like posters or bookmarks

- Cross-promoting with partner organizations
- Local news media,
- creating promotional materials, such as graphics, press releases, or printed materials,
- Timeline (Check the availability of your book club title before you set the dates for your activity, as the book may be on loan to another library. If you need to extend the load period, contact Madison Basch at the State Library at Basch\_m@cde.state.co.us.

## Resources

<https://www.coloradovirtuallibrary.org/resource-sharing/co-book-clubs/>  
<https://csl.catalog.aspenca.com/>  
<http://bit.ly/discussionquestions>  
<http://www.litlovers.com/start-a-book-club>  
<https://www.goodreads.com/>

## Extending the activity

1. Use each meeting as an opportunity to do an activity relating to LGBTQ+ issues in your community:
  - Read over the “Terminology Guide” in this kit so that members are prepared to discuss issues by using the correct terms,
  - Learn members’ preferred pronouns (if any) or try to conduct a meeting without using gendered pronouns at all,
  - Have book club members come prepared with a current issue facing the LGBTQ+ community and host a discussion on how to take action.
2. Use a meeting as an opportunity to have book club members interview each other or simply record and share their stories as described in the “Tell Your Story” Activity in this binder. Share these stories with us through the Stories of Colorado online collection <https://stories.cvlcollections.org/>.
3. Use Colorado Virtual Library discussion questions as a model for members to create their own discussion questions for each session. Share the discussion questions created with us through our online *Let’s Share Forum* at: <https://cslkits.cvlites.org/share/>.
4. Consider hosting a children’s storytime with one of the children’s titles included in the kit or a read-along activity with the Colorado State Library’s Book Club set of *I Am Jazz*. After the storytime, play the “This Person” activity included in the kit and talk about what it means to be yourself and how you can make everyone feel safe and welcome.

5. Use this as an opportunity to start a permanent YA book club at your branch to create a stable community and support system for young adults and adults. Discuss other issues that your book club members may face in their communities. Allow them to browse the book club selections and make their own choices of titles relating to those issues for the next session. Offer them more leadership going forward while promoting literacy and community.

## Activity: Repetition

# “This Person” Guessing Game

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### Introduction

In this group guessing game style activity, children will be challenged to describe each other using only non-gendered (and preferably non-racial) pronouns and descriptors. The goal is to get in the habit of describing people more precisely and consciously, as opposed to relying on gender and race. The activity also teaches children not to make assumptions about a person’s gender based solely on their outward appearance.

### Intended Audience

While this activity is designed for young children in order to start using non-gendered descriptors early on, it could be adapted as a group or personal challenge for adults in which employees or patrons are challenged to use non-gendered descriptors or pronouns within the library. Library staff could hold each other accountable for referring to their patrons as “this person” or “this patron” unless the patron has specifically requested certain pronouns.

### Activity Goals

- To encourage children and young people to be thoughtful in the way they refer to and describe one another
- To teach that it is not appropriate to make assumptions about a person’s gender based solely on their appearance
- To practice using non-gendered and non-racial descriptors and pronouns so that it becomes a habit in everyday speech
- To encourage children to look more closely and learn about one another, rather than immediately putting each other into categories of *he*, *she*, etc. and the assumptions that go along with those categories.

## Description

In this group activity, children will play a guessing game in which one player will describe a person in the room using only non-gendered (and non-racial) descriptors to the group to see if they can guess who the person is describing. Try to get each “describer” in the habit of saying “This person...” to begin each sentence and using non-gendered pronouns such as “they, their, and them” for the descriptions (ie: “This person has a red truck on their shirt.”)

- Have everyone stand up and look around at each other. Encourage them to walk around so that they can see everyone in the group.
- Tell them to really focus on things about that person that don’t have to do with being a boy or a girl or white, black, or hispanic.
- Ask them all to pick one person who they noticed to describe in their heads. Remind them that they can’t use words like he, she etc.
- Take a volunteer to come to the front and be the describer.
- Have the “describer” give clues to the group while they all look around and try to guess who that person is describing.
- When someone guesses the correct person being described, they get to ask the person being described a question about themselves (ie: you’re wearing a shirt with a red truck. Is red your favorite color?)
- The person who guessed correctly gets to be the next describer.
- If a describer does use *he*, *she*, or racial descriptors, they lose another type of descriptor (ie: they can’t use colors, they can’t describe the person’s clothes, etc.)

## Materials Needed

No specific materials needed- just a group of willing, creative people and a space that can take a little movement and noise.

## Promotion

Make a plan for promoting this activity or program within your library. Your plan doesn’t have to be extensive, but it should address:

- the people involved in the activity and their roles,
- budget; (will you be providing snacks, prizes, takeaways?),
- the overall message (what are you hoping to achieve with this activity),
- any existing library marketing or branding guidelines,
- how you will promote the activity, which could include:

- Social media
- Website
- Email newsletter
- Printed materials like posters or bookmarks
- Cross-promoting with partner organizations
- Local news media,
- creating promotional materials, such as graphics, press releases, or printed materials,
- timeline,

## Extending the Activity

Consider making this a more permanent challenge for your staff and/or patrons.

- Begin by challenging library staff to refer to patrons and each other using only non-gendered and non-racial pronouns and descriptors unless specifically asked otherwise. Refer to patrons as “This Person” or “This Patron” or better yet, ask them their name!
- Designate a day, week, or month as “Non-Binary” and challenge library patrons to use only non-gendered and non racial descriptors and pronouns while inside the library.
- Take the activity even further by challenging patrons and staff to drop gendered and racial descriptors from their vocabulary even outside the library for the duration of the challenge period.
- Try to adopt non-gendered and non-racial descriptors as part of everyday speech.

## Activity: Creating Community

# Creating a Little Free Library

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### Introduction

It is vitally important to ensure all patrons not only feel safe and welcome in the library, but also included and equally represented. This is especially true for LGBTQ+ patrons who are only just beginning to find representation in mainstream and popular literature. While it would be just wonderful if every library had the resources to purchase an entire collection of LGBTQ+ literature and materials, most budgets have very little wiggle room for even the most savvy purchasers. However, your library can still house these materials and offer

them to patrons by creating a *Little Free Library* that operates by book share or patron donation.



This a great way to offer materials to patrons that you may not have been able to provide otherwise. More importantly, this activity can help bring new patrons to your library, build community, and make LGBTQ+ patrons feel more included and represented. Not only will your library be providing access to materials that it did not have before, but you will also be fostering relationships and dialogue between patrons as they help to create a space where they can share resources with one another.

(Above) Little Free Arabic Library created and stocked entirely by students at the Colorado School of Mines' Arthur Lakes Library.

### Intended Audience

This activity is intended for teens, young adults, and/or adults who are a part of the LGBTQ+ community or would like to be more involved with their LGBTQ+ community. Once completed, the *Little Free Library* will benefit patrons of all ages and orientations.

## Activity Goals

- To promote diversity and inclusivity
- To build community and create space for traditionally underrepresented patrons
- To foster dialogue and communication between patrons
- To provide resources to patrons from patrons that the library may not have been able to provide otherwise

## Description

In this activity, you and your patrons will create a Little Free Library within your own library to house shared and donated LGBTQ+ books, materials, and resources. This Little Free Library will provide a space where LGBTQ+ patrons can feel included and represented while the activity of creating the Little Free Library will help to build community and foster dialogue at your library! You can use the links below in the “Resources” section to purchase a small, wall-mount shelf or cabinet or ask your patrons if they have one they would like to donate. Provide craft materials so that patrons can decorate the shelf/cabinet.

Once the shelf is decorated, glue a large, hardcover book upside down on top of the shelf, so that it looks like the roof of a house. Hang the shelf on an unused wall in your library and ask patrons to fill it with books with positive LGBTQ+ storylines, books featuring LGBTQ+ characters, and/or educational materials and resources for members of the LGBTQ+ community. Please do remind patrons that materials do need to be appropriate and in keeping with library standards. Patrons can then take a book/resource or leave one whenever they like!

## Materials Needed

- One small, wall-mounted shelf (see resources for links)
- Power drill
- Hot glue gun
- Large, hardcover decorative book (for top of shelf)
- Paint, stickers, colored paper, craft/decor items for shelf
- Scissors

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- The people involved and their roles; make sure one of your library staff is qualified to operate the drill and mount the shelf on the wall
- Budget; you can provide the shelf and craft materials or call for patron donations
- The overall message; the activity will take place only one time, but the Little Free Library will benefit patrons for years

- Any existing library marketing or branding guidelines
- How you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
  - Printed materials like posters or bookmarks
  - Cross-promoting with partner organizations
  - Local news media
- Creating promotional materials, such as graphics, press releases, or printed materials
- Timeline

## Resources

### Small, wall-mounted shelves/cabinets:

<https://www.ikea.com/ca/en/catalog/products/20332126/>

<http://bit.ly/small-cabinet-door>

<http://bit.ly/three-tiered-shelf>

<http://bit.ly/cabinet-glass-doors>

<https://www.amazon.com/Ikea-Wall-cabinet-glass-white/dp/B07176KTK4>

## Extending the activity

1. Use the Little Free Library creation activity as an opportunity to discuss LGBTQ+ literature. What books have your patrons enjoyed? What books would they like to share with and/or borrow from the library? How has the depiction of LGBTQ+ characters changed over time?
2. Make this meeting of your LGBTQ+ community and allies a more regular occurrence by starting a YA/Adult LGBTQ+ book club. Browse the titles listed in the Book Club Activity in this binder and borrow them from the Colorado State library's Book Club Resource or have patrons bring their own. As long as all patrons feel welcomed and represented, it will be a success.
3. Once the *Little Free Library* is completed and installed, have a ribbon cutting ceremony to celebrate its opening. Invite patrons to donate their favorite LGBTQ+ book at the opening and inscribe it with an encouraging note or message to the next person who will borrow it. They can even borrow a new one at the same time.

# Activity: Story Telling

# Tell Your Story

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## Introduction

In this activity, the library provides an outlet or means for LGBTQ+ patrons to create biographical narratives.

Emotional, autobiographical storytelling can be a powerful path for people to truly own their own story. Emotional, autobiographical storytelling means narrating about people and events that have mattered to you in your own life - not just describing the facts of your life. Several research studies show that even a short activity using autobiographical storytelling can have tremendous impact on psychological and physical health. Surprisingly, the evidence from many studies suggests that it is not necessary to "keep" a journal, as people say. Even writing about just one or two days, if you really put yourself into it, can have significant psychological benefits.

Telling one's story has been shown to broaden perspectives. Autobiographical storytelling is about sharing emotions and life experiences so others can understand, relate, and share in those experiences and histories as if they were also part of the story. It can also help change people's positions on issues.

You can use this activity in several ways;

- as an individual writing exercise,
- as the beginning of your library's own collection of personal stories,
- as a workshop to assist folks seeking to publish their writings,
- or as part of the Colorado State Library's storytelling website - [Stories of Colorado](https://stories.cvlcollections.org/) (<https://stories.cvlcollections.org/>). Contact Madison Basch at [Basch\\_M@cde.state.co.us](mailto:Basch_M@cde.state.co.us) for more information.

This activity can be accomplished using many formats: text, audio or visual.

## Intended Audience

Those who are lesbian, gay, bisexual, transgender, genderfluid, queer, or close allies of the LGBTQ+ community.

## Activity Goals

- Self-reflection for the storyteller.
- Empowerment through story-telling and self-actualization.
- Creating awareness and empathy for the underserved community.

## Description

Using text, audio recording, video recording, or even the StoryCorp app, LGBTQ+ community members can share their experiences. Decide what format (audio, video, written, performed, etc.) would best suit your library, community and the LGBTQ+ individuals. There are many options to take this activity to the next level. While the capturing of the story is the most important part, there are several options for sharing it with others. We have included resources to help you use the StoryCorp App which allows audio publishing at the national and local levels. The State Library has created a dedicated space to publish stories on the statewide level. Please look at [Stories of Colorado](https://stories.cvlcollections.org/) (<https://stories.cvlcollections.org/>) for more information, or contact Madison Basch at [Basch\\_M@cde.state.co.us](mailto:Basch_M@cde.state.co.us).

## Materials Needed

- Word processing, digital recorder, paper and pen, StoryCorps App and device, or video camera/phone.

The Colorado State Library has loanable recording and scanning equipment kits for use in partnership with this *Tell Your Story* activity and our [Stories of Colorado](https://stories.cvlcollections.org/) website (<https://stories.cvlcollections.org/>). Contact Madison Basch [Basch\\_M@cde.state.co.us](mailto:Basch_M@cde.state.co.us) for more information on how to check out these kits.

- Make sure to have participants sign a release form giving you permission to use their story. You are welcome to print and use our [Colorado State Library Resource Kits Informed Consent and Copyright Permission](http://bit.ly/cslinformedconsent) form. (<http://bit.ly/cslinformedconsent>).

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- the people involved and their roles,
- budget,
- the overall message,
- any existing library marketing or branding guidelines,
- how you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
  - Printed materials like posters or bookmarks
  - Cross-promoting with partner organizations
  - Local news media
- creating promotional materials, such as graphics, press releases, or printed materials,
- timeline,
- plans on how to share the stories created with a wider audience - be it publish, online - or just made available in the library. See the *Extending the Activity* section for further ideas.

## Resources

Stories of Colorado - <https://stories.cvlcollections.org/>

The State Library has created a dedicated space to publish stories, creative writings, memories, and artwork on a statewide level. Telling our stories is not an end in itself, but has been shown to broaden perspectives. Autobiographical storytelling is about sharing the emotions and experiences of your life so others can understand, relate, and share in those experiences and history as if they were also part of your story.

The Power of a Single Conversation - <https://www.youtube.com/watch?v=hmlfnr151rl>

Published on Jun 12, 2017 by Freethink. After Californians voted against gay marriage in 2008, Dave Fleischer, head of the Leadership LAB at the Los Angeles LGBT Center, decided he had to do something different to reach people. His team decided to talk to as many people who had disagreed with them as they could. They connected with people using personal stories to a make deeper connection with the issue. The results of more than 15,000 conversations showed that talking to

someone face to face could have a deep and lasting impact on people's opinions on gay and transgender rights.

Family Equality Council - States of Equality Storytelling Campaign

<https://www.familyequality.org/stories/> Few things are as powerful as a personal story. Family Equality council is looking for stories from LGBTQ families and individuals facing discrimination.

StoryCorps - <https://storycorps.org/participate/storycorps-app/>

StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world.

## Extending the activity

1. Create an anthology of written stories and make them available to your community through the library.
2. Create an online exhibit of recorded stories on your website.
3. Help authors submit their stories for publication. Using the StoryCorp App you can store your stories locally and/or upload them nationally to the Library of Congress.
4. Add stories and writings to the *Stories of Colorado* website (<https://stories.cvlcollections.org/>).

**NOTE:** Make sure to have participants sign a release form giving you permission to use their story. You are welcome to print and use our *Informed Consent and Copyright Permission* form for this purpose. (<http://bit.ly/cslinformedconsent>)

### TIP

What are you planning to do with the stories captured? How will you share them? Will they be made available electronically? Will they be gathered together into a publication? Those who participate will want to know what will happen to their story. You need to have a plan in place beforehand. For ideas and options, contact Madison Basch ([Basch\\_M@cde.state.co.us](mailto:Basch_M@cde.state.co.us)) at the Colorado State Library.

## **“Stories of Colorado” Informed Consent and Copyright Permission for Oral History Interviews, Images, and Personal Documents**

Participant’s name:

Mailing address: (optional)

Phone and/or email: (optional)

I voluntarily agree to be interviewed for this community resource collection of the experiences of LGBTQ+ people within the state of Colorado. I understand that the following items may be created from my interview/writing submission:

- an audio and/or video recording
- an edited transcript and summary
- a photograph of me
- personal written story or narrative
- copies of any personal documents or additional photos that I wish to share

I understand that my interview (and other items above) may be distributed to the public for educational purposes, including formats such as print, public programming, and the Internet.

Also, I agree to freely share my interview (and other items above) under the terms of a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This means that I retain the copyright, but that the public may freely copy, modify, and share these items for noncommercial purposes under the same terms, if they include the original source information.

In return, the interviewer promises to send one free copy of the interview recording, transcript, and related items to my address above.

Any exceptions to this agreement must be listed below:

Permission granted:

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Participant’s signature \_\_\_\_\_ date \_\_\_\_\_

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Interviewer’s signature \_\_\_\_\_ date \_\_\_\_\_

Questions? Contact Madison Basch, 303-866-6900; [basch\\_m@cde.state.co.us](mailto:basch_m@cde.state.co.us)

Reminder: Sign TWO copies: one stays with the participant, and the other returns to the Colorado State Library, 201 East Colfax Ave, Denver CO 80203.

## Activity: Role Play Game

# Coming Out Stars

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### Introduction

Building empathy is an important part of having discussions about LGBTQ youth and suicide risk. The activity below can help people get in an empathetic mindset. The goal of this activity is to examine our judgements of others in a safe and productive way and explore the importance of self-identification.

### Intended Audience

This activity is intended for high school and college age youth, and adults. This activity should be played with a minimum of 4 and a maximum of 12 participants and 1 facilitator to lead discussion. If you have a group larger than 12, players may need to pair up and share a star. This activity takes approximately 30 minutes for four players and up to 90 minutes for 12 players.

### Activity Goals

- Describe aspects of the “coming out” process.
- Discuss the feelings associated with identifying as LGBTQ.
- Explain how this activity will impact their relationships with their LGBTQ peers.

### Description

Cut out paper stars from the colored sheets provided ahead of time or have participants cut out stars before the game begins. Arrange the room so that players are standing or sitting in a circle or so that tables/desks form a circle. Pass out 1 paper star and 1 marker to each player. Players may choose their star color, but the facilitator needs to make sure that all colors are as equally represented as possible. Follow the instructions in the game binder.

## Materials Needed

- Game binder including:
  - instructions
  - paper star cut-out colored sheets (4 sheets of each color)
  - laminated game cards (12 sets)
- Scissors (not included)

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- the people involved and their roles,
- budget,
- the overall message,
- any existing library marketing or branding guidelines,
- how you will promote the activity, which could include:
  - social media
  - website
  - email newsletter
  - printed materials like posters or bookmarks
  - cross-promoting with partner organizations
  - local news media
- creating promotional materials, such as graphics, press releases, or printed materials,
- timeline.

## Resources

GLSEN's Student Coming Out Resource Guide

<https://www.glsen.org/article/coming-out-resource-lgbtq-students>

Trevor Project - "Coming Out As You" pocket-sized resource

<http://bit.ly/Trevorproject>

Human Rights Campaign (HRC) - Coming out history, stories, and resources

<http://www.hrc.org/coming-out-center#.W0i56dlzpPY>

When I Came Out

<https://whenicameout.com/>

The Chicago Tribune

<http://bit.ly/ChicagoTribune-comingout>

## Activity: Interaction and Play

# “That’s So Gay!” Trivia

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### Introduction

Sometimes, the best ways to build relationships, create community, and make everyone feel included in your library is just to laugh and play together. Add in a little friendly competition and some educational trivia and you’ve got an activity that has something for everyone! Being LGBTQ+ isn’t just about gender and sexuality. It means being a part of a culture and a community that is so often forced to exist in a heterosexual, cis-gendered world. “That’s So Gay!” is a game that celebrates LGBTQ+ history, culture, and achievements in a way that is both fun and educational.

### Intended Audience

This game is suitable for ages 12 and up and can be played with 2-8 players. The questions are fun and educational for people of all genders, generations, backgrounds, and lifestyles.

### Activity Goals

- To build community and friendship in a light-hearted setting
- To promote education about the LGBTQ+ community
- To open a dialogue about LGBTQ+ issues and leaders
- To provide a welcoming and inclusive space for members of the LGBTQ+ community
- To have fun

### Description

Reserve a space in your library where game players can talk, laugh, and make noise without disturbing others. A space with a round table, or small table where players can face each other is best. The game itself takes up very little table space. Ask players to introduce themselves to the group and give their preferred pronouns so that everyone feels comfortable with one another. Consider providing snacks or drinks or asking players to bring their own. Also, you may want to provide a small prize for the winner like a mug, candy, or a certificate. Follow the instructions included in the game box and HAVE FUN!

## Materials Needed

- "That's So Gay!" trivia game
- Private room or space with table and chairs, so other library patrons will not be disturbed
- Optional snacks and/or drinks

## Promotion

Make a plan for promoting this activity or program. Your plan doesn't have to be extensive, but it should address:

- The people involved and their roles: who is organizing the event? will a staff member be playing the game as well?
- Budget: will you be providing snacks and drinks?
- The overall message: Is the event more focused on education? Community? Inclusivity?
- Any existing library marketing or branding guidelines
- How you will promote the activity, which could include:
  - Social media
  - Website
  - Email newsletter
  - Printed materials like posters or bookmarks
  - Cross-promoting with partner organizations
  - Local news media
- Creating promotional materials, such as graphics, press releases, or printed materials
- Timeline

## Resources

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

<http://bit.ly/huffpostthatssogay>

<https://hornet.com/stories/gay-board-games/>

# Additional Resources

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## Online LGBTQ+ Kit Resources

We have included a red key shaped USB flash drive with this resource kit containing these pages from the binder and other resources we thought would be helpful. Updated resources can be found online at <http://cslkits.cvlites.org/lets-talk-about-it/LGBTQ+/>. You can also create a list of local resources to distribute at your library. To do this, see the *Worksheet: Identifying Community Resources* included in this kit.

## Colorado LGBTQ+ Resources

### Statewide

Colorado Name Change Project

[www.namechangeproject.org](http://www.namechangeproject.org)

Their goal is to help navigate Colorado's court system as well as Federal and State Agencies to quickly and easily change your legal name and/or gender marker.

Colorado Queer Youth Summit

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

The summit is held each Winter, bringing over 200 youth to participate in youth-led and co-led workshops. It was established in 2008 by a coalition of gay, lesbian, bisexual, transgender, intersex, pansexual, queer, two-spirit, same-gender-loving, and ally youth-serving organizations. The coalition seeks to create a space that is "For Youth – By Youth" with intentional focus on providing youth the support to realize their own potential, recognizing that strong communities are best build from within. Many resources listed on the website.

### Colorado School Safety Resource Center (CSSRC)

The mission of the Colorado School Safety Resource Center (CSSRC) is to assist educators, emergency responders, community organizations, school mental health professionals, parents and students to create safe, positive and successful school environments for Colorado students in all pre K-12 and higher education schools. They have online trainings and tools.

### One Colorado

<http://www.one-colorado.org/>

A statewide advocacy organization dedicated to securing and protecting equality and opportunity for lesbian, gay, bisexual, and transgender (LGBT) Coloradans and their families. They work toward this goal by effectively advocating for LGBT Coloradans and their families, lobbying the General Assembly, executive branch, and local governments on issues like safe schools, relationship recognition, and LGBT health and human services. Their vision is a fair and just Colorado.

### PAVES (Polysexual Alliance for Visibility, Education, and Support)

<https://paves.ngo/>

The mission of PAVES is to, through outreach and awareness campaigns, ensure that polysexual individuals know they are not forgotten and are never alone.

### SAGE of the Rockies

<http://www.glbtcOLORADO.org/sage/>

Offers activities and events that focus on health, housing, legal and financial planning, legacy, and social connection, specifically for LGBT persons age 50+. The Center and OutBoulder are affiliate members of the nation wide network, enabling them to administer the programs in their respective communities.

### Survivors Organizing for Liberation (SOL)

<http://solcolorado.org/>

(Physically located in Denver, but services statewide) Formerly known as Colorado Anti-Violence Program, offers support for lesbian, gay, bisexual, transgender, intersexed, and questioning (LGBTIQ) victims of violence and hate crimes, as well as educational resources for the community.

## Trans Youth Education Support (TYES)

<https://youthseen.org/tyes/>

TYES is a Colorado statewide group supporting all gender expansive (non-binary & binary transgender, gender fluid, gender questioning, genderqueer, agender, bigender, pangender) youth and their families. TYES is dedicated to helping parents support their gender expansive youth, and to help families find the information, resources, and understanding they need.

## Regional

### Boulder & Longmont

#### BOULDER VALLEY SAFE SCHOOLS COALITION

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

(Located in Boulder) A volunteer group working to make Boulder Valley schools safe and welcoming for lesbian, gay, bisexual, transgender, intersex, and questioning students, parents, and staff.

#### OASOS (Open and Affirming Sexual Orientation/ Gender Identity Support)

<http://pflagboulder.org/pflag-resources/oasos/>

(Located in Boulder County) OASOS provides advocacy and weekly education/support/activity groups for LGBT youth ages 13-20 in Boulder and Longmont.

#### The Open and Affirming Sexual Orientation/Gender Identity Support (OASOS) Program

<http://www.bouldercounty.org/family/lgbtiq/pages/oasos.aspx>

(location Longmont) offers free and confidential services for lesbian, gay, bisexual, transgendered, intersexed, and questioning (LGBTIQ) youth, including: peer support groups in Boulder and Longmont, advocacy and a variety of support/counseling services, referrals to health and community services, free testing for HIV and sexually transmitted infections, and more.

#### Out Boulder

<http://www.outboulder.org/Calendar/Transgender>

(located in Boulder) Has several Transgender Support Group meetings and activities which include the Longmont area, for more information, visit their website.

### Project Visibility

<http://www.bouldercounty.org/family/seniors/pages/projvis.aspx>

(Physically located in Boulder with Statewide availability ) An award-winning training for service providers that highlights the lives, needs, and concerns of local lesbian, gay, bisexual, and transgender (LGBT) elders in Boulder County. The training consists of a 20-minute video, power point presentation, and discussion.

### St. Vrain Safe Schools Coalition

No website

(Located in Longmont) monthly meetings 3:30-4:30 p.m. on the fourth Wednesday of every month. Meetings are free and open to the public. Call 303-678-6259 for more information. Article: "Students work for safer schools" at: <http://counseling.stvrain.k12.co.us/safeschools1.pdf>

## Colorado Springs

### Inside/Out Youth Services

<http://www.insideoutys.org>

(Located in Colorado Springs) Inside/Out Youth Services is based in Colorado Springs, Colorado. Their mission is to support at-risk lesbian, gay, bisexual, transgendered and questioning youth.

### PAGE, Peak Area Gender Expressions

<http://cospage.wix.com/pagecosprings>

(located in Colorado Springs) They offer support groups for transgender people, friends and family. This group is socially focused with opportunities to express yourself in public outings with experienced individuals of like mind. They also have resources concerning transgender issues including, health, legal, activism, and shopping in the Colorado Springs area. They meet 7pm the 1st and 3rd Tuesdays at Pikes Peak Metropolitan Community Church. They also have Support groups for GenderQueer (Building Real Identities and Gender Expressions – BRIDGE group), SOFFA (Family Group), and Military.

## Denver

### Gender Identity Center of Colorado

[www.giccolorado.org](http://www.giccolorado.org)

(Located in Denver with Statewide availability for some services) They have recently expanded services focusing on Counseling, Support, and Education. They offer low cost (sliding scale) counseling and guidance in transition by professionals.

Counseling is available now over Skype with the first two appointments in person.

A Speakers Bureau offers speakers to educate any group about Transgender or related subjects. Contact to schedule an informative presentation. Support groups meet throughout the week and special events occur throughout the month.

### The GLBT Center

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

(Located in Denver) GLBT Community Center of Colorado (The Center) opened in 1976 and over the years has grown to become the largest community center in the Rocky Mountain region, giving voice to Colorado's all lesbian, gay, bisexual, transgender and queer (LGBTQ) community and playing a pivotal role in statewide initiatives to reduce harassment and discrimination. Today they are focused on fulfilling their mission by ensuring that every member of the LGBTQ community has access to the programs and resources they need to live happy, healthy, and productive lives.

### GLBT Center of Colorado Transgender Programs

[www.glbtcOLORADO.org/transgender](http://www.glbtcOLORADO.org/transgender)

(located in Denver) The Center provides programming, support and services tailored for Colorado's transgender community. These include weekly transgender social and support programs, a transgender speakers bureau, and ongoing educational and networking sessions throughout the year.

### PFLAG Denver

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

Offers specialized support for persons striving to understand a loved one's sexual orientation or gender expression and associated issues. A New Families Group meets at 6:30 p.m. on the first Thursday of every month in Denver. There is also a Open to All Support Group at the same time – 6:30 PM. These times do occasionally vary, so check the current newsletter, website calendar, or call to confirm this

month's schedule. There are 6 other groups within Colorado so check the main website for a list.

### Rainbow Alley

<http://www.glbtcOLORADO.org/site/c.anKlIPNtEqG/b.487673/k.D904/Youth.htm>

(Located in Denver) 24hr. crisis pager for young LGBTQ youth in crisis: 303-461-1650  
Rainbow Alley is Denver's only drop-in center for Gay, Lesbian, Bisexual, Transgender, Queer and Questioning young people, 12-21 years of age.

### TransAction

<http://www.ittakesavillagecolorado.org/programs/transaction.htm>

(located in east Denver off Colfax Ave) Join their exciting, fun, and educational programs where they share information, support each other and learn how to stay healthy, safe, and proactive. They meet every Wednesday from 3-5 pm. Free HIV and STD testing is offered every day from 10am until 3pm.

### TRUE Center at Children's Hospital

<https://www.childrencolorado.org/doctors-and-departments/departments/endocrinology/true-gender-diversity-center/>

(Located in Denver ) The only comprehensive care center in the Rocky Mountain region specifically set up for gender-diverse children, adolescents and young adults. They embrace you for who you are, so you can become who you've been all along: your true self.

## Fort Collins

### Lambda Community Center/Rainbow Peaks Youth Group

<http://www.lambdacenter.org>

(Located in Fort Collins) Their mission is to offer education for the LGBT and straight community, develop outreach and collaboration with other agencies, work towards membership involvement, and be involved in political advocacy for equal treatment under the law. Sunday: Rainbow Peaks Youth Group (20 and under.)

## NoCoPride

<https://nocopride.wordpress.com/>

Support groups and other social activities in the Fort Collins area are now found at NoCoPride.com. Eclectic Transgender Support & Social Group is the place for education, support, and social activities for the Transgender/Genderqueer/Intersex community of Northern Colorado. They have a new public Facebook page "Eclectic of Northern Colorado".

## Pueblo

Outfront Pueblo - sponsored by The Southern Colorado Equality Alliance (SCEA)

<http://www.socoequality.org/outfrontyouthgroup.htm>

A safe place for LGBTQ youth ages 15-21 to have fun and meet new people. A Support Group: 2nd and 4th Friday at 5:30 pm. This group is designed for your need of support. Various topics are discussed. Recreation activities and social events at least every last Saturday of the month at 6pm.

## Pueblo Trans Support Group

No website

(located in Pueblo) Transgender Support Group: Meets every 1st and 3rd Saturday at 6pm at the Colorado Wins building. This is a safe and moderated open drop-in support group for those who may be questioning their gender or feel that their gender or sexual identity falls somewhere outside of societies perceived parameters of gender. This is a safe space and forum for those who identify as Gender Queer, Gender Variant, Bi-gendered, Pan-gendered, Trans Butch, Trans Fem., Transgender, Transsexual, FTM, MTF, or identify with multiple genders or shun all.

## National LGBTQ+ Resources

### General

Human Rights Campaign (HRC)

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

The Human Rights Campaign, the largest national gay, lesbian, bisexual and transgender advocacy organization, envisions an America where :LGBT people are ensured of their basic equal rights, and can be open, honest and safe at home, at work and in the community. Founded in 1980, HRC effectively lobbies in Congress,

provides campaign support to fair-minded candidates, and works to educate the public on a wide array of topics affecting LGBT Americans, including relationship recognition, workplace, family, and health issues. The HRC Foundation engages in research and provides public education and programming.

### The LGBT National Help Center

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

The LGBT National Help Center is a non-profit organization that is dedicated to meeting the needs of the gay, lesbian, bisexual and transgender community and those questioning their sexual orientation and gender identity. Their Gay & Lesbian National Hotline, which began in 1996, is a primary program of the LGBT National Help Center. They have 15,000 local resources for cities and towns across the country.

### National LGBTQ Task Force

[www.thetaskforce.org](http://www.thetaskforce.org)

The National LGBTQ Task Force is the country's oldest national LGBTQ advocacy group. Their mission is to advance full freedom, justice and equality for LGBTQ people by building a future where everyone is free to be themselves in every aspect of their lives.

### Parents and Friends of Lesbian and Gays (PFLAG)

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

Uniting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) with families, friends, and allies, PFLAG is committed to advancing equality through its mission of support, education, and advocacy. PFLAG has 400 chapters and 200,000 supporters crossing multiple generations of American families in major urban centers, small cities, and rural areas in all 50 states, the District of Columbia and Puerto Rico.

## Support

### Suicide.org

<http://www.suicide.org/gay-and-lesbian-suicide.html>

A non-profit suicide prevention informational and educational resource whose website offers support and links to articles pertaining to LGBT youth suicide. The site's homepage also has links to multiple suicide prevention hotlines (with both talk

and text options) and resources for suicide survivors and the family and friends of suicidal individuals.

### The Trevor Project

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

A national suicide and crisis prevention resource for LGBT youth, including a 24-hour hotline (866-4-U-TREVOR/866-488-7386), as well as a Q&A forum, live chat, blog, and many other resources for youth, educators, and parents.

## Legal

### Advocates for Informed Choice (AIC)

[Advocates for Informed Choice \(AIC\)](#)

Advocates for Informed Choice (AIC) uses innovative strategies to advocate for the legal and human rights of children born with intersex traits. Their work is grounded in a sense of respect and compassion for the children, parents, doctors, and intersex adults involved.

### Gay & Lesbian Advocates & Defenders (GLAD)

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

Founded in 1978, GLAD works nationally to create a just society free of discrimination based on sexual orientation, HIV status, and gender identity and expression.

### Lambda Legal Defense and Education Fund

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

The Lambda Legal Defense and Education Fund is the largest legal organization in the United States. Since 1973, the staff has worked to secure civil rights for gays, lesbians and persons with HIV via education, public policy work and litigation.

### Transgender Law Center (TLC)

<http://transgenderlawcenter.org/>

Transgender Law Center works to change law, policy, and attitudes so that all people can live safely, authentically, and free from discrimination regardless of their gender identity or expression. They envision a future where gender

self-determination and authentic expression are seen as basic rights and matters of common human dignity.

## Youth, Families, and Schools

### Family Equality Council

<https://www.familyequality.org/>

Family Equality Council connects, supports, and represents the three million parents who are lesbian, gay, bisexual, transgender and queer in this country and their six million children. They work to ensure equality for LGBT families by building community, changing hearts and minds, and advancing social justice for all families.

### Gay, Lesbian & Straight Educators Network (GLSEN)

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

The Gay, Lesbian & Straight Educators Network is the largest national organization of parents, educators, students and other concerned citizens working to end homophobia in K-12 schools, and to ensure all students are valued and respected, regardless of sexual orientation. Their site details their conference calendar, provides a regional chapter locator, and offers a “tool-kit” or resources to use in schools.

### GSA Network

<https://www.gsanetwork.org/>

GSA Network is a next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities. "GSA" has historically stood for Gay-Straight Alliance, however many clubs have expanded the name of their clubs beyond the binary Gay-Straight terminology. Some examples include Genders & Sexualities Alliance, Queer Students Alliance, Pride Club, etc.

### It Gets Better Project

<http://itgetsbetterproject.com/>

The It Gets Better Project was created to show young LGBT people the levels of happiness, potential, and positivity their lives will reach – if they can just get through their teen years. The It Gets Better Project wants to remind teenagers in the LGBT community that they are not alone — and it WILL get better.

## Trans Student Educational Resources

[www.transstudent.org](http://www.transstudent.org)

Trans Student Educational Resources is a youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment. In addition to our focus on creating a more trans-friendly education system, our mission is to educate the public and teach trans activists how to be effective organizers. Trans Student Educational Resources contacts schools, gets information, supplies trans resources and provides support for creating change in your school and beyond.

## Transgender

### Bathroom Bill Legislative Tracking

[tinyurl.com/BathroomBillTracking](http://tinyurl.com/BathroomBillTracking)

Hosted by the National Conference of State Legislators (NCSL), the 'Bathroom Bill' Legislative Tracking site shows legislation brought up in each state and where the States stand on the issue.

### GenderSpectrum

<https://www.genderspectrum.org>

Gender Spectrum helps to create gender sensitive and inclusive environments for all children and teens. They provide an array of services to help youth, families, organizations and institutions understand and address concepts of Gender identity and Gender expression, including how societal, cultural, organizational and community definitions of gender can be detrimental to any young person who does not fit neatly into these categories. They have many resources and trainings.

### Legal Recognition of Nonbinary Gender (United States)

[tinyurl.com/NonbinaryGenderRecognition](http://tinyurl.com/NonbinaryGenderRecognition)

This is part of a Wikipedia page detailing State Legislation on recognizing a third gender designation on legal identification.

## National Center for Transgender Equality

[www.transequality.org](http://www.transequality.org)

The National Center for Transgender Equality is a social justice advocacy organization that works at the local, state, and federal level to change laws, policies and society. Their website has information by state for name changes and gender changes on legal documents.

## Veterans

### American Veterans for Equal Rights (AVER)

<http://aver.us/>

American Veterans for Equal Rights is the oldest and largest chapter-based, all-volunteer national Lesbian, Gay, Bisexual, and Transgender (LGBT) Veterans Service Organization (VSO) in the United States, and the nation's only LGBT VSO recognized by the Veterans Administration. It is a Veterans Service Organization of active, reserve, and veteran service members dedicated to full and equal rights and equitable treatment for all present and former members of the U.S. Armed Forces.

### OutServe-SLDN

<http://www.outserve-sldn.org/>

OutServe-SLDN represents the U.S. LGBT military community worldwide. The mission is to educate the community, provide legal services, advocate for authentic transgender service, provide developmental opportunities, support members and local chapters, communicate effectively, and work towards equality for all.

## Seniors

### Gay & Lesbian Association of Retiring Persons (GLARP)

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

The purpose of the Gay & Lesbian Association of Retiring Persons is to develop and operate retirement communities that are openly LGB-friendly and to promote, provide and support education on aging.

### Services & Advocacy for Gay, Lesbian, Bisexual & Transgender Elders (SAGE)

<https://www.diversitybestpractices.com/news-articles/sageusa.org>

The mission of SAGE is to lead in addressing issues related to lesbian, gay, bisexual and transgender (LGBT) aging. In partnership with its constituents and allies, SAGE works to achieve a high quality of life for LGBT older adults, supports and advocates for their rights, fosters a greater understanding of aging in all communities, and promotes positive images of LGBT life in later years.

### To Survive on this Shore

<https://www.tosurviveonthishore.com>

Photographs and Interviews with Transgender and Gender Nonconforming Older Adults. Seeking subjects whose lived experiences exist within the complex intersections of gender identity, age, race, ethnicity, sexuality, socioeconomic class, and geographic location, they traveled from coast to coast, to big cities and small towns, documenting the life stories of this important but largely underrepresented group of older adults. A project by Jess T. Dugan and Vanessa Fabbre.

## Bisexual

### BiNetUSA

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

America's oldest advocacy organization for bisexual, pansexual, fluid, queer-identified and unlabeled people, BiNet USA facilitates the development of a cohesive network of independent bisexual and bi-friendly communities; promotes bisexual and bi-inclusive visibility; and collects and distributes educational information regarding sexual orientation and gender identity with an emphasis on bisexual, pansexual, fluid, queer (bi+) communities.

### Bisexual.org

<http://bisexual.org/>

Bisexual.org is a project designed to introduce the Bi community to the world. They bring faces and voices of the bi community to the world, share accurate information, answer questions, and provide resources for further learning.

## Bisexual Resource Center

<http://www.biresource.net/>

The Bisexual Resource Center (BRC) envisions a world where love is celebrated, regardless of sexual orientation or gender expression. Because bisexuals today are still misunderstood, marginalized and discriminated against, the BRC is committed to providing support to the bisexual community and raising public awareness about bisexuality and bisexual people.

## Other LGBTQ+ Resources

The Power of a Single Conversation - <https://www.youtube.com/watch?v=hmlfnr151rl>

Published on Jun 12, 2017 by Freethink. After Californians voted against gay marriage in 2008, Dave Fleischer, head of the Leadership LAB at the Los Angeles LGBT Center, decided he had to do something different to reach people. His team decided to talk to as many people who disagreed with them as they could. They connected with people using personal stories to make a deeper connection with the issue. And the result of the over 15,000 conversations showed that talking to someone face to face could have a deep and lasting impact on people's opinions on gay and transgender rights.

2015 U.S. Transgender Survey: Colorado State Report - Updated in 2017 -

<https://cslkits.cvlisites.org/wp-content/uploads/US-TransReport2015-ColoradoStateReport.pdf>

This report discusses the experiences of respondents living in Colorado. It is the largest survey examining the experiences of transgender people in the United States, with 27,715 respondents nationwide

## Books - Children

*I Am Jazz*

Jessica Herthel

From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. This confused her family, until they took her to a doctor who said that Jazz was transgender and that she was born that way. (Copy of book in Resource Kit, multiple copies available through the CSL Book Club Resource.)



### *Mommy, Mama, and Me*

Lesléa Newman

A baby enjoys a number of fun activities with her two mothers.

### *Daddy, Papa, and Me*

Lesléa Newman

Rhythmic text and illustrations with universal appeal show a toddler spending the day with its daddies. From hide-and-seek to dress-up, then bath time and a kiss goodnight, there's no limit to what a loving family can do together. Share the loving bond between same-sex parents and their children.

### *This Day in June*

Gayle E. Pitman

Celebrate Pride (or any day of the year) with this festive picture book.

### *Jacob's New Dress*

Sarah Hoffman

Jacob wears what he's comfortable in: a new dress.

## Books - Teen

### *Like Water*

Rebecca Podos

When her father is diagnosed with Huntington's disease, eighteen-year-old Vanni abandons her plan to flee her small New Mexico hometown after high school graduation and instead spends the summer keeping herself busy with part-time jobs and boys, but that changes after she meets Leigh, whose friendship dares Vanni to ask herself big questions and make new plans.

### *My Favorite Thing Is Monsters - Book One (Graphic Novel)*

Emil Ferris

"Set against the tumultuous political backdrop of late 1960s Chicago, and narrated by 10-year-old Karen Reyes, *Monsters* is told through a fictional graphic diary employing the iconography of B-movie horror imagery and pulp monster magazines. As the precocious Karen Reyes tries to solve the murder of her beautiful and enigmatic upstairs neighbor, Anka Silverberg, a holocaust survivor, we watch the interconnected and fascinating stories of those around her unfold"--Front cover flap.

*If I Was your Girl*

Meredith Russo

Amanda struggles with keeping her transgender identity a secret as she navigates life in a new town and new school after a traumatizing incident in her old hometown.

**Books - Adults***Balls: It takes Some To Get Some.*

Chris Edwards. Greenleaf Book Group Press, 2016.

A witty and refreshing memoir about transitioning, as told by Chris Edwards who corrects his gender from female to male. With a voice that is brave and bold, Edwards details his journey as a trans man living in a time before the term "transgender" even existed. You can access his talk on the Kit website - <https://cslkits.cvlisites.org/lets-talk-about-it/lgbtq/#Streamables>

*Cuz: or, the Life and Times of Michael A*

Danielle Allen

In a shattering work that shifts between a woman's private anguish over the loss of her beloved baby cousin and a scholar's fierce critique of the American prison system, Danielle Allen seeks answers to what, for many years, felt unanswerable. Why? Why did her cousin, a precocious young man who dreamed of being a firefighter and a writer, end up dead? Why did he languish in prison? And why, at the age of fifteen, was he in an alley in South Central Los Angeles, holding a gun while trying to steal someone's car?

In this Ellisonian story of a young African American man's coming-of-age in late twentieth-century America, and of the family who will always love Michael, we learn how we lost an entire generation. (Available in multiple copies through the CSL Book Club Resource.)

*Autonomous*

Annalee Newitz

Judith "Jack" Chen is a pharmaceutical pirate: by reverse-engineering prohibitively expensive drugs, she can make antivirals and other therapies available to the poor. Unfortunately, one of the drugs she duplicates is resulting in a series of lethal overdoses, and now she has to fix it and expose the truth about the corporation that created the original. Tracking down Jack is -Paladin, a military-issue robot from

the African Federation, and his human partner, Elias. As Jack and Paladin's paths bring them closer together, the black-and-white truths of the corporate and military worlds begin to bleed into gray. Jack's liaisons with lovers of various genders and Paladin's own gradual evolution contribute to a skillful inspection of attraction and identity that feels right at home in Newitz's fragmented, frenetic society. The cofounder of the sf website io9.com takes some of today's key social and technical issues (the nature of artificial intelligence, the notion of property and ownership) and wraps them in a compelling, original story line acted out by memorable characters.

### *Black on Both Sides: A Racial History of Trans Identity*

C. Riley Snorton

The story of Christine Jorgensen, America's first prominent transsexual, famously narrated trans embodiment in the postwar era. Her celebrity, however, has obscured other mid-century trans narratives—ones lived by African Americans such as Lucy Hicks Anderson and James McHarris. Their erasure from trans history masks the profound ways race has figured prominently in the construction and representation of transgender subjects. C. Riley Snorton identifies multiple intersections between blackness and transness from the mid-nineteenth century to present-day anti-black and anti-trans legislation and violence.

### *¡Cuéntamelo!: Oral Histories by LGBT Latino Immigrants*

Juliana Delgado Lopera

Published in a bilingual English and Spanish edition. Winner of the 2018 Lambda Literary Award for Best LGBTQ Anthology. A stunning collection of bilingual oral histories and illustrations by LGBT Latinx immigrants who arrived in the U.S. during the 80s and 90s. Stories of repression in underground Havana in the 60s; coming out trans in Catholic Puerto Rico in the 80s; Scarface, female impersonators, Miami and the 'boat people'; San Francisco's underground Latinx scene during the 90s and more.

### *Lives of Great Men: Living and Loving as An African Gay Man - A Memoir*

Chike Frankie Edozien

From Victoria Island, Lagos to Brooklyn, U.S.A. to Accra, Ghana to Paris, France; from across the Diaspora to the heart of the African continent, in this memoir Nigerian journalist Chike Frankie Edozien offers a highly personal series of contemporary snapshots of same gender loving Africans, unsung Great Men living their lives, triumphing and finding joy in the face of great adversity. On his travels and sojourns

Edozien explores the worsening legal climate for gay men and women on the continent; the impact homophobic evangelical American pastors are having in many countries, and its toxic intersection with political populism; and experiences the pressures placed on those living under harshly oppressive laws that are themselves the legacy of colonial rule - pressures that sometimes lead to seeking asylum in the West. Yet he remains hopeful, and this memoir, which is pacy, romantic and funny by turns, is also a love-letter to Africa, above all to Nigeria and the megalopolis that is Lagos.

### *Tailor-made*

Yolanda Wallace

Before Grace Henderson began working as a tailor in her father's bespoke suit shop in Williamsburg, Brooklyn, she established a hard and fast rule about not dating clients. The edict is an easy one for her to follow, considering the overwhelming majority of the shop's clients are men. But when Dakota Lane contacts her to commission a suit to wear to her sister's wedding, Grace finds herself tempted to throw all the rules out the window. Dakota Lane works as a bicycle messenger by day and moonlights as a male model. Her high-profile career, gender-bending looks, and hard-partying ways garner her plenty of romantic attention, but she would rather play the field than settle down. When she meets sexy tailor Grace Henderson, however, she suddenly finds herself in the market for much more than a custom suit.

## Facilitation Resources

Aspen Institute - Action Guide for Re-Envisioning Your Public Library, version 2.0

[http://www.libraryvision.org/download\\_action\\_guide](http://www.libraryvision.org/download_action_guide)

Harwood Institute

<https://theharwoodinstitute.org/tools/>

National Coalition for Dialogue & Deliberation - Resource Guide on Public Engagement

[http://www.ncdd.org/files/NCDD2010\\_Resource\\_Guide.pdf](http://www.ncdd.org/files/NCDD2010_Resource_Guide.pdf) (Available for download on <http://cslkits.cvlites.org/lets-talk-about-it/homelessness/> and the Red USB "Flash" drive.)

Fostering Dialogue Across Divides: A Nuts and Bolts Guide from the Public Conversations Project

[www.publicconversations.org](http://www.publicconversations.org) (Website)

<http://bit.ly/fosteringdialogue> (Available on Red USB flash drive & in a spiral bound book)

Organizing Community-Wide Dialogue for Action & Change Everyday Democracy

[www.everyday-democracy.org/en/Resource.39.aspx](http://www.everyday-democracy.org/en/Resource.39.aspx)

Café to Go! A Quick Reference Guide for Putting Conversations to Work, World Café

<http://www.theworldcafe.com/tools-store/hosting-tool-kit/>