



Educate & Motivate!

Social Justice Conversation Cards

User's Guide

Introduction

An understanding of culture and its multitudes of expression is important because you come in contact with culture every single day of your life, even if you may not be able to see it.

The Educate & Motivate! The Social Justice Conversation decks cover the following diversity dimensions, but please note this is not an exhaustive list: race/culture/ethnicity, ability status, gender, LGBTQ, socioeconomic status, and cultural self-awareness.

The examples found in the Educate & Motivate! Social Justice Conversation cards reflect cultural information and a framework to inform and challenge your understandings of culture. This framework is not meant to overgeneralize or stereotype the populations represented in the examples; rather, they illustrate the many experiences surrounding cultural identity. The questions asked within these card sets are used to promote discussion and understanding of cultural differences and commonalities. These cards are used to create a safe space of learning where each participant can share their experiences and understandings without dismissal. The Educate & Motivate! Social Justice Conversation Cards were peer-reviewed by experts across the K-State community dedicated to the K-State diversity and inclusion initiatives and are referenced at the back of each card deck. While each card deck focuses

on a particular cultural community, it's important to keep in mind the multiplicity of identities that make up each human being's experience and each individual's intersectionality within these diversity dimensions.

Cultural identity exists on a continuum and may shift throughout a person's lifetime. For example, a person can be diagnosed with a disability as an adult, but was not as a child. So they may self-identify from being able-bodied to having a disability. It is important to hear how a person self-identifies rather than basing their identity on your perception(s). If you are unsure of how a person identifies, listen for self-identification or ask the person what they want to be called. Cultural identification is unique to every individual.

To build cultural sensitivity, you must understand your own intercultural competence. Intercultural competence is defined as the ability to understand and adapt your behavior to cultural commonalities and differences. With this shift in behavior, you go from only seeing through your own lens to being able to put on the lenses of others. When you use an intercultural mindset when interacting with, and developing programs for, youth, students, staff, volunteers, faculty, and community partners you create a sense of belonging and boost everyone's cultural self-esteem.



Objectives

- » Participants will demonstrate self-awareness of their own cultural background.
- » Participants will gain information about commonalities with diversity dimensions such as: ability status, gender, race, culture, ethnicity, socio-economic status, and the LGBTQ community.
- » Participants will gain information about differences with various diversity dimensions such as: ability status, gender, race, culture, ethnicity, socio-economic status, and the LGBTQ community.
- » To build a common terminology and framework to increase cultural sensitivity awareness.

Group Dynamics and Creating an Engaged Group

It is advisable to have a group facilitator for this social justice activity. The facilitator can break the group into pairs or small groups. It is preferable that a small group should not exceed four to six people and a larger group should not exceed 12 people. If possible, a recorder can be assigned to each group to document the group process and how the group has reached a solution.

The Importance of Group Rules

To help all participants feel comfortable sharing and to create a feeling of safety in the group discussing ethical decisions, it is a good practice to have the group develop common goals before beginning the activity. In this way, group members can be encouraged to refer to the group rules throughout the exercise if they feel the need to do so. Make sure the group rules are placed in an area visible to the entire group as they are working through their ethical decision-making activity. Some examples of group rules are as follows, but are not limited to this list:

- » Be respectful.
- » You can pass.
- » Uphold the dignity of all involved even those who are not present.
- » Be honest with yourself and others.
- » Have fun.
- » It's OK to disagree.
- » Share what you learn about ethical decision-making but remember that personal experiences are private.

Or, you may come up with other rules for respectful interactions.

As we are working to understand different diversity dimensions it is important to know and refer to the Kansas State University Notice of Nondiscrimination which is listed below:

Kansas State University Notice of Nondiscrimination

Kansas State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status, in the University's programs and activities as required by applicable laws and regulations. The person designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Institutional Equity, equity@k-state.edu, 103 Edwards Hall, Kansas State University, Manhattan, Kansas 66506-4801, 785-532-6220. The campus ADA Coordinator is the Director of Employee Relations, charlott@k-state.edu, who may be reached at 103 Edwards Hall, Kansas State University, Manhattan, Kansas 66506-4801, 785-532-6277.

Different Learning Environments

To effectively use the content of these social justice cards to their fullest capacity, it is important for the facilitator to identify the best learning environment to create a space to use the cards based on the dynamic of any given group. These cards can be used to supplement intercultural development workshops, webinars, diversity trainings, and to further develop the stories of cultural advocates within the community. The most effective way to use the cards is to help stimulate or initiate discussions about social justice education and its relation to diversity. The cards should not be the core information used within the group setting; conversation, sharing of ideas, heightening participants' self awareness through listening and telling of their own stories should be the focus of a group session. The cards act as a supplement to this effort. As a result, it is important for there to be the above-mentioned group rules in place and a skilled facilitator in diversity, inclusion, and equity issues to foster heightened awareness regarding your own cultural self and the cultural selves of others.

The following is a non-exhaustive list of different ways to incorporate the cards into various learning environments:

- » Ice-breaker activities.
- » Stimulating webinar discussions.
- » Generating story-telling.
- » A pair or small-group setting sharing lived experiences between participants.

References

Hofstede, G., Hofstede, G., & Minkov, M. 2010. *Cultures and Organizations: Software of the Mind*. New York, NY: McGraw Hill.

Livermore, D. A. 2010. *Leading with Cultural Intelligence: The New Secret of Success*. New York, NY: AMACOM.

Livermore, D. A. 2009. *Cultural Intelligence: Improving your CQ to Engage our Multicultural World*. Grand Rapids, MI: Baker Academic.

Trompenaars, F. & Hampden-Turner, C. 2012. *Riding the Waves of Culture*. New York, NY: McGraw Hill.

Acknowledgments: With special gratitude and thanks to Minadora Macheret, M.A., for her time, energy, assistance, and support of this social justice user guide through technical writing.

Publications from Kansas State University are available at:
www.ksre.ksu.edu

Publications are reviewed or revised annually by appropriate faculty to reflect current research and practice. Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: The Social Justice Conversation Cards, User's Guide*, Kansas State University, September 2017.

**Kansas State University Agricultural Experiment Station and
Cooperative Extension Service**

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.



Cultural Identity

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Questions in this deck were adapted from an exercise in:
Klug, B. & Whitfield, P. (2003). *Widening the circle*. (pp.26-27). New York, NY:
Taylor & Francis Group

Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078A September 2017

Do you sometimes feel like you don't have a culture or roots?

Yes or No?

Why or why not?

What is the difference between culture and ethnicity?

Your ethnicity is based on where you and/or your ancestors are from geographically on the planet.

Your culture can be experiences, beliefs, values, behaviors, and perceptions that are common to a particular group with which you identify. In some instances, culture may be chosen. Culture refers to differences that make a difference. The coming together of many different identities within the same individual makes up that person's unique cultural experience and identity. This original cultural identity shapes how people understand the world around them. It is their primary lens to view themselves and others.

Share your ethnic and/or other cultural background(s).

Refer to the back of this card for a hint.

Examples of cultural identities include but are not limited:

- Urban/rural background
- Language(s) spoken
- Sexual orientation and gender identity
- Religious affiliation
- Age/generation
- Military/veteran status
- Socioeconomic status
- Ability/Disability Status
- Country/region of origin
- Educational background
- Immigrant/first generation American
- Ethnic and racial identification
- Professional experience: blue collar/white collar

Depending on where you grew up geographically, how might your culture be different than that of someone who lives in another region?

“Culture is anything that can be learned.”

True or False?

True.

Culture consists of values, beliefs, perceptions, and behaviors commonly held as truth within a group.

If a group of people are White, there cannot be much “diversity” within the group.

True or False?

False.

Diversity refers to anything that makes us different. When there are two people in the same room together, there is diversity. This difference can be a source of conflict or celebration. It's a choice.

When did you first become aware of your culture or the cultures you identify with?

What were you taught about your culture
while you were growing up?

Who taught you these things?

How did your teachers, peers, and other adults treat you in school and in the community based on what culture you came from?

When you were growing up, remember a time when the cultural background of another person was made fun of. Describe the situation.

How did you feel then and now about what happened?

As a child, what or who helped you develop a sense of pride in who you were?

As a child, were you ever afraid of being called names because of the way you looked or the family you came from?

Describe the situation, how it felt, and what it feels like to you now.

Were there cultural traditions that you participated in as a child that were different from those of your peers?

If so, what were they?

Have you ever visited parts of other countries or regions that were the homes of your family and/or ancestors?

Describe what this was like. If you have not done so, would you like to go?

Please explain your answer.

What different ethnic or cultural traditions take place in your family or community?

What time of year do they happen?

What family members are there?

What special events are celebrated in your family or community?

How do these events take place?

What makes them special?

When people in your community hold on to traditional ways from their culture or continue to speak their native language, how are they perceived and/or treated?

What foods are eaten and prepared in your community?

What cultures do these meals come from?

**Have you ever felt confused about your
cultural background?**

Why or why not?

Did your parents come from the same culture and/or ethnic background or different backgrounds?

Have you ever felt like you had to choose one parent over the other because you didn't feel like you could come from both cultures?

What is something that is challenging about being from your specific cultural or ethnic group?

Do you sometimes feel like people may make wrongful assumptions about you because of the way you look to them?

Do you ever feel like your racial, cultural, or ethnic background may be misunderstood by others?

Why or why not?

What is something about your cultural or ethnic background that many people may not know?

What is something about your culture that you are proud of?

(Examples: education, ethnic background, being from a farm family, being a Midwesterner, etc. ...)

What is one thing you can do to help young people feel proud of their cultural background?

If you had a wish for your own children or grandchildren (or other persons) regarding their feelings about their own ethnic heritage or cultural background, what would it be?



Socioeconomic Status

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078B September 2017

Imagine what it would be like for your family to live at the 2017 federal poverty level.

Number of people
living in the family
unit

1 2 3 4 5 6 7

Annual family
income
(100% Federal
Poverty Level)

\$11,880 \$16,020 \$20,160 \$24,300 \$28,440 \$32,580 \$36,730



The federal poverty level is determined annually by the U.S. Census Bureau using a formula established in 1962, which allotted \$18.60 a week for a family of four with two school-aged children — or \$143.47 in today’s dollars. That 1962 food plan on which the current level is based relied heavily on the cereals, dry beans, peas, and nuts, and potato groups, and on the selection of the less expensive items only intended for “emergency use.” The 1962 plan did not include the cost of meat, fruit and vegetables, dairy, diapers, cleaning supplies, hygiene items, or other supplies.

Center for Poverty Research, Univ. of California – Davis
(<http://poverty.ucdavis.edu/faq/how-poverty-measured-united-states>)

**What values related to social class are held
in your family? Among your friends?**

What thoughts/feelings do you have about the social or economic class group you grew up in? What comes to mind when you think of social or economic classes different than your own?

Define what it means to be part of the working class, middle class, and upper class. Can you tell by looking at another person what class they belong to?

What has your economic status enabled you and your family to do? How has it hindered you?

Today 1 in 4 children under the age of 18 — a total of about 17.4 million — are being raised by a single mother and nearly half (45 percent) live below the poverty line.

True or False?

True.

U.S. Census Bureau. Poverty Status, Food Stamp Receipt and Public Assistance to Children Under 18 Years by Selected Characteristics, 2014.

Are the following statements about poverty in Kansas true or false?

- A. In 2016, the overall Kansas poverty rate was 13 percent (placing Kansas at 20th among the 50 states) compared to the U.S. poverty rate of 13.5 percent. True or False?
- B. In 2016, the percentage of Kansas households who were food insecure (that is, had difficulty in providing enough food due to lack of money) was 12.7 percent as compared to 14.6 percent in the U.S. True or False?
- C. In 2016, the overall Kansas poverty rate for children under the age of 18 was 16.8 percent (placing Kansas at 20th among the 50 states) compared to 19.7 percent for children in the U.S. True or False?
- D. In 2016, Kansas ranked in the upper third of states for the percentage of individuals having health insurance. True or False?

A. True.

B. False: It is opposite. Kansas ranks 32 of the 50 states with 14.6 percent of families being hungry and food insecure.

C. True.

D. False: Kansas ranked 32nd of 50 states with 21.8 percent (compared to 19 percent for the U.S.) of people under age 65 and below 138 percent of the federal poverty line who did not have health insurance at any time.

Center for American Progress (talkpoverty.org)

Homelessness means that an individual or family does not have a permanent home address. True or false?

False. Homelessness is more complex. Being homeless means someone . . .

- lacks a regular, fixed, and adequate nighttime residence (substandard housing);
- shares housing due to economic struggles;
- lives in a shelter, hotel, or motel;
- lives in a public place not designed for sleeping (cars, parks); or
- (for children, youth) are abandoned in a hospital, store, restaurant, anywhere.

US Department of Education – National Center for Homeless Education

<https://nche.ed.gov/>

People living in poverty and individuals that survive poverty possess strengths and resilience that are often not part of the stereotypical image that people in other classes have of the poor.

True or False?

True.

There are many terms used to describe people living in poverty that focus on negative stereotypes: Welfare queen, poor white trash, rednecks, hillbillies, trailer trash, rubbish. The strengths of people living in poverty are seldom highlighted in our society.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

There is a higher percentage of lesbians that live in poverty than straight women.

True or False?

True.

24 percent of lesbians live in poverty as opposed to 19 percent of straight women.

Albelda, R.; Badgett, MVL; Schneebaum, A.; & Gates, G. 2009. Poverty in the Lesbian, Gay, and Bisexual Community. The Williams Institute. UCLA: The Williams Institute. Retrieved from: <http://escholarship.org/uc/item/2509p8r5>

Whites have the lowest percentage of poverty rates in the United States.

True or False?

True.

(U.S. Census Bureau, 2010c)

Particular cultural groups tend to be consistently overrepresented among the poor. This data suggests that poverty comes from an individual's sociopolitical and historical contexts and not individual peculiarities.

e.g., Belle, D. 1990. Poverty and women's mental health. American Psychologist, Vol 45(3), Mar 1990, 385-389.;

Carmon, N. (1985). Poverty and culture. Sociological Perspectives, 28(4), 403-418.;

Costello, EJ., Compton, SN., Keeler, G., & Angold, A., 2003. Relationships between poverty and psychopathology: a natural experiment. JAMA. 2003 Oct 15; 290(15): 2023-9.

White children have the highest poverty rates in the U.S.

True or False?

False.

Black, Latino/a and Native American children have the highest poverty rates in the U.S. Twelve percent of White children live in poor families, along with 36 percent of Black children, 15 percent of Asian children, 34 percent of Native American children, and 33 percent of Latino/a children.

*Wight, V., Chau, M., Arantani, Y. 2011. Who Are America's Poor Children?
National Center for Children in Poverty. Columbia University*

Women are _____ more likely to live in poverty than men.

A. 25 percent

B. 40 percent

C. 60 percent

D. 75 percent

B.

They are 60 percent more likely to live in poverty.

*NOW Legal Defense and Education Fund. 2003. Legal Momentum, 2003
<http://www.legalmomentum.org/2003-annual-report>*

When you hear the words “ghetto,” “slum,” or “poor side of town” what comes to mind? Is there anything problematic about using these terms to describe parts of communities?

The word “ghetto” has been used to label the neighborhoods and marginalized communities that people were forced to inhabit due to social and economic disadvantage. Using the word “ghetto” to describe a person or place can have classist and racial undertones.

Are you surprised that . . .

In 2015 the number of homeless students in America's public schools increased 15 percent to 1.3 million children from the year before. In Kansas, the number jumped 16.5 percent to 10,378. The increases were among children with no permanent home and who stay in places such as motels or “couch surf” with friends or family.

US Department of Education – National Center for Homeless Education
<https://nche.ed.gov/>



Prior to the 2002 federal McKinney-Vento Homeless Assistance Act there were no federal housing and education programs for homeless children. The Kansas Department of Education is required to create a McKinney-Vento homeless service plan and implement that plan with public schools.

The following statements from youth are related to social or economic class. Discuss how each affects you.

- “I have never been on a family vacation.”
- “I am embarrassed of my clothes and where I live.”
- “I know how to hunt, can prepare my own food, and can live without video games.”
- “I have never been to summer camp.”
- “My parents work nights and weekends.”
- “I’m proud that I take care of my younger brother and sisters when mom has to work a double-shift.”

Attitudes about the causes of poverty often fall into one of three “camps” or a mixture of the three. Look at the following statements and determine whether you think they might accurately represent the thoughts of someone who thinks that poverty is due to:

1) personal deficiencies/weaknesses; 2) stigma, bias of others; 3) system/structural, social problems:

Public assistance makes people lazy.

People are poor due to circumstances beyond their control.

Poor people are different from the rest of society.

Poor people are discriminated against.

Poor people have a different set of values than do other people.

Society has the responsibility to help poor people.

Yun, S.H. & Weaver, R.D., (2010). Development and validation of a short form of the attitude toward poverty scale. Advances in Social Work, Vol. 11, No. 2, 174-187.

While visiting the city, you give a homeless man some money. Your friend scolds you saying that handouts only encourage laziness. When you were growing up you believed that with hard work anyone can move up the socioeconomic ladder. Do you regret giving him money? Lately, however, you wonder if this is really true, particularly when you reflect on the disproportionately high number of low-income students of color from your high school that did not attend college. How level is the socioeconomic playing field?

*Bullock, H. (2006). Justifying Inequality:
A Social Psychological Analysis of Beliefs about Poverty and the Poor
University of California, National Poverty Center
(<http://www.npc.umich.edu/publications/workingpaper06/paper08/>)*

For many, the 2016 Presidential election revealed differences among sectors of U.S. citizens that have been described as differences between people who have “white- or blue-collar jobs,” people who live in rural or urban areas, and people who are poor and high school graduates or affluent and college educated. What might happen if people are described as being “one or the other” or identified in one of these ways?

You are at a department store looking at electronics and you notice a family you know are considered to be “trouble makers.” You’ve heard stories about their kids being “handfuls” in school and have witnessed them using Vision cards (SNAP public assistance) at the grocery store. You also know that the mother has another baby on the way after having two children under the age of 6. The family are looking at a 55-inch flat screen TV and you hear someone in the next aisle say loud enough to be heard, “Why is it that poor people always think they need the fanciest cell phones, televisions, name-brand clothing along with smokes? Just look at her nails . . . she should save that money for the baby that we’ll all be paying for.” The man with the family overhears this and looks directly at you, thinking that you were the person who made the remarks. What do you do?

Bias and judgment do not help us bridge the gap between classes or bond communities to find solutions to poverty. The adage that “you need to walk at least a mile in someone else’s shoes” applies.

The responsibility for poverty and prosperity is an individual's responsibility.

True or False?

False.

The solution to poverty and prosperity lies within the awareness of not just the individuals that are poor, but within our community, our institutions and our society at large. This is a solution we must find together.

What can you do to increase your understanding of the culture of poverty?

1. Supplement your knowledge of social class, poverty, and related issues.
2. Increase your understanding and awareness of social class privilege.
3. Learn about the everyday realities of life in poverty: welfare procedures, housing offices, food stamps, health services, and other aspects of government bureaucracy.
4. Learn to see the everyday signs of social class and bias, including identifying how we use classist terms in everyday speech that can be culturally insensitive.

*Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. pp. 523-524
New York, NY: Wiley.*

Acknowledgments:

Elaine Johannes, Ph.D.

Associate Professor and Ext. Specialist | Youth Development

Associate Director

School of Family Studies and Human Services

Kansas State University



Ability Status

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078C September 2017

ENVIRONMENT: Federal Law

What is the Americans with Disabilities Act?

The Americans with Disabilities Act of 1990 (ADA)

prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The ADA was revised by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Congress enacted the ADA Amendments Act to make a number of significant changes to the meaning and interpretation of the ADA definition of “disability” to ensure that the definition of disability would be broadly construed and applied without extensive analysis.

(<https://www.ada.gov/>)

ENVIRONMENT: Community

When meeting a person with a disability, what should you say first?

“Hello,” “Good morning,” or other greeting.

If you are speaking with something who is blind, you may give your name after the greeting, but otherwise focus on the person and not the disability.

ENVIRONMENT: Community

Most people with disabilities are in wheelchairs.

True or False?

False.

Only 10 percent of the millions of people with disabilities use wheelchairs, crutches, or walkers.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

ENVIRONMENT: Community

People with disabilities are brave and courageous.

True or False?

Kind of a trick question.

Individuals with disabilities react to challenging situations like anyone else does. They demonstrate a variety of reactions in response to their condition. Just like people without disabilities, some adapt well, whereas others have more difficulty. Either way, simply living with a disability does not make one brave and courageous.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

ENVIRONMENT: Community

What is a culturally sensitive way to refer to someone with a disability?

- A. She is disabled.
- B. She is handicapped.
- C. She is crippled.
- D. She is a person with a disability.

D.

Using person-centered language is key.

The person is not defined by a disability. “Handicapped” is a dated term that often conveys a negative meaning.

ENVIRONMENT: Community

What is the word or phrase with dignity to be used to describe a person with the condition of an IQ under 70?

- A. Mentally retarded
- B. Intellectual disability
- C. Developmental disability
- D. Slow

B and C.

Mental retardation is a medical diagnosis but it is not considered respectful for everyday use when referring to a person with an intellectual or developmental disability.

ENVIRONMENT: Community

What is a culturally sensitive way to refer to a person with a mental illness?

A. He is crazy.

B. He has a psychiatric disability.

C. He is a schizophrenic.

B.

Using person-centered language is key.

The person is not defined by their disability.

ENVIRONMENT: Community

“Normal” is an appropriate term to use when referring to a person without a disability.

True or False?

False.

No one is really “normal.” Using the word “normal” is making a judgment call about people with disabilities.

ENVIRONMENT: Community

Which of these responses is culturally sensitive in regards to people who are blind?

- A. Ask them first if they would like to put their hand on your shoulder or forearm for guidance.
- B. Hold their hand or arm to guide them around obstacles/across the street/down stairs, etc.
- C. If you need to leave a person who is blind, you can do so without necessarily informing them.

A.

Always make a habit of asking first. Just because a person has a disability doesn't mean they need or want help.

ENVIRONMENT: Community

Using words with dignity expresses that the speaker has thought about how to approach a new culture in a sensitive, respectful way.

Which one of these examples demonstrates this?

- A. She is confined to a wheelchair.
- B. She is wheelchair-bound.
- C. She is a wheelchair user.

C.

When a person uses a wheelchair, it is considered an extension of the person. So, it is not preferable to refer to the wheelchair in a negative way or touch it without asking.

www.unitedspinal.org/disability-etiquette/#introduction

ENVIRONMENT: Community

What are the best words with dignity to use to refer to another person?

- A. A disabled person
- B. A person with a disability
- C. A schizophrenic
- D. A person with schizophrenia

B and D.

Using person-centered language is key.

The person is not defined by the disability.

ENVIRONMENT: Community

What are the best words with dignity to use with another person whether they have a disability or not?

A. That's so lame!

B. That's totally NOT okay!

B.

It's best to avoid terms/expressions that refer to different types of disabilities. This can feel alienating. Instead, use another descriptive word that doesn't target others or a specific group.

ENVIRONMENT: Community

What is **NOT** the best word choice to describe another person?

- A. Clean
- B. OCD
- C. Organized
- D. Neat

B.

It's best to avoid terms/expressions that refer to different types of disabilities. This can feel alienating. Instead, use another descriptive word that doesn't target others or a specific marginalized group.

You never know who you may be talking to and what challenges they face. Many disabilities are not visually apparent.

ENVIRONMENT: Community

It is okay to use the word “see” with someone who is blind and “walk” with someone in a wheelchair.

True or False?

True.

Across the board, it is socially acceptable and encouraged to NOT modify common verbs such as “see” or “walk” because doing so can alienate the person you are talking to.

ENVIRONMENT: Community

How can you interact with a person who has a developmental disability?

- A. Try baby talking to help them understand you.
- B. Help them with their decision-making.
- C. Speak to the person in clear sentences.

C.

Using speech that is Clear, Concise, and Consistent (the 3 C's) will improve communication.

ENVIRONMENT: Community

What is the proper way of getting the attention of a person who is deaf or has hearing loss?

- A. Speak louder than normally.
- B. Tap the person on the shoulder.
- C. Extend your hands and clap.

B.

Speaking louder than normal or clapping draws attention to the person who is deaf or hard-of-hearing and could create social alienation and a feeling of awkwardness.

ENVIRONMENT: Community

It is appropriate to pet/speak to/approach a service animal.

True or False?

False.

A service animal is working and should not be treated like a pet. This is confusing to the animal and disrespectful to the owner who depends on the work the animal is doing.

ENVIRONMENT: Community

When speaking with someone with a speech impediment:

- A. Allow the person to begin speaking and then interrupt to finish their sentence once you understand what they are asking.**
- B. Realize that communication may take longer for this person and do not rush them by asking multiple questions at once.**
- C. Pretend to understand everything that the person is saying.**
- D. If the person with a speech impediment has someone with them, direct your conversation to that person instead to ensure clear communication.**

B. Realize that communication may take longer for this person and do not rush them.

The following tips are also useful:

- Allow the person to finish speaking before you speak.
- Face the person and give full eye contact.
- Address the person directly.
- Do not pretend to understand if you do not (it is okay to ask for clarification or for the person to repeat what they said).

Remember: Having a speech impediment does not mean that a person has limited intelligence. Many speech impediments are related to a physical, not intellectual, disability.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

ENVIRONMENT: Community

When you see a person with a disability who may need assistance, you should:

- A. Assume that they need help and help them.
- B. Ask first.

B.

Always make a habit of asking first. Just because a person has a disability doesn't mean they need or want help.

ENVIRONMENT: Community

What should you do when a person has a seizure?

A. Call 911.

B. Make sure that the person is not going to swallow their tongue by putting something in their mouth like a wallet.

C. Remove any objects from the area that the person may injure themselves on.

A and C.

It is not appropriate or safe to place items in a person's mouth. Call 911 and make sure that the person is clear of any danger. If possible, move items that they might bump their head on to avoid a head injury. Do not try to hold a person in place.

ENVIRONMENT: Community

If you see someone park in a disabled parking spot who has a disabled parking permit but does not appear to have a disability, what should you do?

- A. Report the vehicle to parking services or the police.
- B. Consider that people with disabilities may have permits for reasons that are not always apparent and do not say anything.
- C. Approach the person and ask if they have a disability.

B.

People with disabilities may have permits for reasons that are not always visible. For example, some individuals may appear to walk without difficulty but can only do so for a very short distance. Some disabilities affect mobility differently at different times of the day necessitating accessible parking. Some disabilities have unpredictable effects on mobility.

ENVIRONMENT: Community

When a building is being evacuated, how do you assist a wheelchair user?

- A. Pick the person up out of the wheelchair and carry them out of the building.
- B. Roll the person in the wheelchair down the stairs backward, keeping a firm grip on the handles.
- C. Help the person into the elevator.
- D. Have the person wait in the designated area of assistance for emergency personnel.

D.

Trying to carry someone down the stairs whether they are in their chair or not can lead to serious injuries for everyone involved. Entering an elevator during an evacuation is generally not recommended.

ENVIRONMENT: Community

You are preparing a handout for a meeting and you know that one of the attendees has a visual impairment. How should you prepare that attendee's copy of the handout?

- A. Make the font very large (48- to 60-point font).
- B. Send the handout to a professional for setting in Braille.
- C. Provide the person with a tablet or computer that has software installed to read the handout aloud.
- D. Contact the attendee and ask about their preferred method of accommodation for handouts.

D.

When making an accommodation for any person with a disability, you should always ask their preference rather than making assumptions about what would be most helpful.

ENVIRONMENT: Higher Education

True or False?

In high school, students with disabilities can receive academic accommodations such as extra time on a test or help with notetaking, but in college there are no academic accommodations available.

False.

Students with disabilities can receive academic accommodations in high school and college. The laws that govern each setting vary. In high school, the Individuals with Disabilities Education Act (IDEA) ensures that students with disabilities have access to the same educational opportunities that students without disabilities have. In college, the Americans with Disabilities Act (ADA) prohibits discrimination against students with disabilities and states that students with disabilities must have equal access to educational opportunities. Section 504 of the Rehabilitation Act of 1973 protects the rights of persons with disabilities and applies to both high school and post-secondary educational settings. All three acts prohibit discrimination based on disability status in educational settings.

www.idea.ed.gov

www.ada.gov

<https://www2.ed.gov/about/offices/list/ocr/504faq.html>

<https://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html>

ENVIRONMENT: Higher Education

If you suspect that a student has a disability, which of the following is the preferred response?

- A. “Do you have ADHD? You should go to the disability services office and see if they can help you.”
- B. “Are you off your meds?”
- C. “It seems like you are struggling right now. If you feel that you need more support, the university has a variety of resources to assist students. I can help you contact them.”
- D. Accommodate the student as you feel necessary.

C is the most appropriate response. Answer A contains a potentially useful referral by mentioning the disability services office, but speculating or making assumptions about the presence of a disability is not appropriate. It is never appropriate to inquire about medication or lack thereof (answer B). Answer D is also incorrect because providing accommodations that have not been approved by the disability services professionals can cause confusion for the student along with other potential problems.

ENVIRONMENT: Higher Education

As an instructor, you find out that you have a student in your class with a disability who needs several accommodations. You feel that it will take too much time and work for you to accommodate the student.

What should you do?

- A. Tell the student that you cannot accommodate them.
- B. Tell the student that you do not believe they will need accommodations in your class.
- C. Call the disability services office on campus for support.
- D. Encourage the student to drop your class.
- E. Don't do anything.

C.

A, B, D, and E are incorrect — if a student is eligible for accommodations, the instructor must work with the disability services office on campus to provide the accommodations not only because the student needs them to be successful but because failure to do so can result in the instructor and the college/university being sued for non-compliance with the Americans with Disabilities Act (ADA). Encouraging a student to drop a class due to a disability is considered discrimination and the ADA prohibits this. Answer B is incorrect because an instructor cannot/should not decide whether or not a student needs accommodations.

www.ada.gov

ENVIRONMENT: Higher Education

A student in a class you are teaching brings you an accommodation letter two weeks before the end of the semester. The letter outlines the accommodations that are approved for the student by the college disability services office. What should you do?

- A. State that the student should have notified you at the start of the semester and do not provide the accommodations.
- B. Accommodate the student, contacting the college's disability services office if you need assistance.

B.

Accommodate the student and contact the college/ university disability services office if you have questions. It is required by the Americans with Disabilities Act that colleges/universities accommodate the student in a timely manner, no matter when the student made the request for accommodations.

www.ada.gov

ENVIRONMENT: Higher Education

A student in your class, Lee, needs a notetaker as an accommodation. How do you arrange a notetaker for a student?

- A. Ask students in your class to contact you if they are willing to take notes for another student.
- B. Have the student who needs the notetaker accommodation stand up and ask the class for assistance.
- C. Tell the class that a notetaker is needed for Lee due to a disability and to please share their notes.

A.

The student's name and disability status must remain confidential.

ENVIRONMENT: Workplace

Interviewers should be well-trained about the American with Disabilities Act guidelines.

True or False?

True.

Interviewers who are well-versed in the Americans with Disabilities Act can provide a non-discriminatory and supportive interview and workplace experience for potential employees.

www.ADA.gov

ENVIRONMENT: Workplace

An employer can ask interview questions regarding the nature or severity of a disability, the condition or prognosis, treatment, or leave regarding a disability.

True or False?

False.

This could lead to discriminatory employment practices.

In some circumstances, if an employer knows that an applicant has a particular disability, it may be reasonable for the employer to ask whether the applicant might have difficulties performing particular required tasks, and whether a reasonable accommodation would be needed in order to perform that task. A trained HR professional or legal counsel can assist with determining whether these questions are appropriate.

www.dol.gov/general/topic/disability/ada

ENVIRONMENT: Workplace

Some research indicates that employers believe individuals with physical disabilities are less competent than individuals without disabilities.

True or False?

True.

Many people still believe that having a physical or other type of disability makes a person a substandard employee. These beliefs prevail despite some studies indicating that there are minimal differences in productivity, absenteeism, and cost between disabled and nondisabled employees. Consider how you might respond to an employee with a disability if or when you are in a position of power.

Wang, K., Barron, L.G., & Hebl, M.R. (2010). Making those who cannot see look best: Effects of visual resume formatting on ratings of job applicants with blindness. Rehabilitation Psychology, 44, 68-73.

ENVIRONMENT: Workplace

When an employee with a disability is hired, it is important for the employee to be transparent with coworkers about the type of disability and need for reasonable accommodations so they will understand.

True or False?

False.

Disability status and reasonable accommodations are confidential and do not have to be shared with other staff members. Employers should never require employees to share or make employees feel like they must share their disability status with coworkers.

www.dol.gov/general/topic/disability/ada

ENVIRONMENT: Workplace

Due to need for accommodations, hiring employees with disabilities always requires high-cost investments on the part of the employer.

True or False?

False.

A study conducted by the Job Accommodation Network (JAN), a service of the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), shows that workplace accommodations not only are low cost, but also positively impact the workplace in many ways. The JAN study has been on-going since 2004. The study results consistently showed that the benefits employers receive from making workplace accommodations far outweigh the low cost. Employers reported that providing accommodations resulted in such benefits as retaining valuable employees, improving productivity and morale, reducing workers' compensation and training costs, and improving company diversity. These benefits were obtained with little investment. The employers in the study reported that a high percentage (59 percent) of accommodations cost absolutely nothing to make, while the rest typically cost only \$500.

(<http://askjan.org/media/downloads/LowCostHighImpact.pdf>)

ENVIRONMENT: Workplace

If you are meeting with someone who uses a cane, walker, or crutches, it is okay to move those items out of the way once the person is seated.

True or False?

False.

Items such as wheelchairs, canes, walkers, or crutches are considered part of an individual’s “personal space” and should never be moved without the individual’s permission.

<http://ucp.org/wp-content/uploads/2013/02/tips-and-strategies-to-promote-accessible-communication.pdf>, p.10

ENVIRONMENT: Workplace

An employer can ask the following question(s) or make the following statements on a job application or during an interview:

- A. Can you perform the duties of the job with reasonable accommodation?
- B. Inform applicants on an application form that they may request any needed accommodations to participate in the application/selection process.
- C. Do you have a disability?
- D. Can you perform the duties of the job with or without reasonable accommodation?

B and D.

Asking a job applicant to disclose disability status during the hiring process can lead to discriminatory employment practices and is prohibited under the Americans with Disabilities Act. For that reason, employers are not allowed to ask questions related to disclosure of disability status. Employers, can, however, inform applicants that they have the right to request accommodations during the application process.

www.dol.gov/general/topic/disability/ada

ENVIRONMENT: Workplace

Which are examples of interview questions with regard to disability disclosure that should be avoided?

- A. Have you ever been treated for any of the following conditions?
- B. Have you ever received mental health assistance?
- C. Are you taking any prescribed drugs?
- D. Have you ever filed for worker's compensation?
- E. All of the above

E. All of the above.

Any of these questions can lead to discriminatory employment practices.

However, there are exceptions to this disability disclosure rule during the interview process:

- Some non-profit and government positions are only available for individuals with a specific diagnosis or disability.
- If the candidate chooses to use state or federal tax credits related to their disability, this would require disclosure to Human Resources.
- There are certain government jobs that cannot be performed if the candidate is diagnosed with a certain disability type. (Ex: Flying a plane and having a certain type of visual impairment.)

www.dol.gov/general/topic/disability/ada

Acknowledgments:

The following professionals volunteered their time to support the efforts put forth to increase awareness around ability status:

Kansas State University Student Access Center

Andrea Blair, Former Director

Jason Maseberg-Tomlinson, Director

Lindsay Kubina, Access Coordinator/Advisor

Natalie Beharry, Interpreter Coordinator

Ann Pearce, Assistant Director



Gender

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078D September 2017

What is the Family Medical Leave Act?

The FMLA entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
 - the birth of a child and to care for the newborn child within one year of birth;
 - the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
 - to care for the employee's spouse, child, or parent who has a serious health condition;
 - a serious health condition that makes the employee unable to perform the essential functions of his or her job;
 - any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;"

<https://www.dol.gov/wbd/fmla/>

What is Title IX?

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

When did women obtain the right to vote in the United States of America?

On Election Day in 1920, millions of American women exercised their right to vote for the first time. It took activists and reformers nearly 100 years to win that right. But on August 26, 1920, the 19th Amendment to the Constitution was finally ratified, enfranchising all American women and declaring for the first time that they, like men, deserve all the rights and responsibilities of citizenship.

<http://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>

Who founded Ms. Magazine?

Gloria Steinem founded Ms. Magazine in 1972, which was the first magazine to discuss women's issues as well as domestic abuse.

*<http://nymag.com/news/features/ms-magazine-2011-11/>
<http://msmagazine.com/blog/2014/08/11/42-times-ms-made-history/>*

In high-skilled jobs, women make \$.67 for every dollar men make.

In medium-skilled jobs, women make \$.80 for every dollar men make.

In low-skilled jobs, women make \$.74 for every dollar men make.

This phenomenon is known as:

The gender wage gap.

Hegewisch, Ariane and Heidi Hartmann. 2014. Occupational Segregation and the Gender Wage Gap: A Job Half Done. Institute for Women's Policy Research.

Which racial/ethnic group makes the least per year?

A. Men who are White, Euro-American

B. Women who are Asian American

C. Women who are African American

D. Men who are African American

E. Women who are Latino(a) American

E.

The Median Annual Earnings of Individuals Employed Full-Time in 2008 is as follows:

Men who are Asian: \$51,611

Men who are White: \$49,755

Women who are Asian: \$44,059

Men who are Black: \$38,365

Women who are White: \$37,177

Women who are Black: \$32,024

Men who are Hispanic: \$31,219

Women who are Hispanic: \$27,441

Hegewisch, Ariane and Heidi Hartmann. 2014. Occupational Segregation and the Gender Wage Gap: A Job Half Done. Institute for Women's Policy Research. <http://www.ivpr.org/initiatives/the-wage-gap-and-occupational-segregation> Accessed 121216.

Over their life course, women are expected to make _____ % of what men earn?

A. 56%

B. 38%

C. 77%

D. 85%

B. 38%

Women are predicted to make \$273,592 in their life compared to men's \$722,693.

Rose, Stephen J. and Heidi I. Hartmann. 2004. Still A Man's Labor Market: The Long-Term Earnings Gap. Washington, DC: Institute for Women's Policy Research.

In 2012, 98% of prekindergarten and kindergarten teachers were women; 90% of registered nurses were women; 2% of carpenters were women; 14% of civil engineers were women.

This phenomenon is known as _____?

- A. Preconception bias
- B. Gender bias
- C. Stereotypical assumption
- D. Occupational sex segregation

D. occupational sex segregation

Hegewisch, Ariane and Heidi Hartmann. 2014. Occupational Segregation and the Gender Wage Gap: A Job Half Done. Institute for Women's Policy Research. <http://www.iwpr.org/initiatives/the-wage-gap-and-occupational-segregation> Accessed 12/21/16.

When women and men work in the same occupation, women often work in the jobs with lower pay, status, and value.

True or False?

True.

Researchers call this phenomenon ghettoization.

*Boulis, Ann K. and Jerry A. Jacobs. 2008. The Changing Face of Medicine: Women Doctors and the Evolution of Health Care in America.
Ithaca: Cornell University Press.*

The only medical specialty in which there are more women than men is

A. Pediatrics

B. Obstetrics

C. Psychiatry

D. Oncology

A. pediatrics (53% women)

*Boulis, Ann K. and Jerry A. Jacobs. 2008. The Changing Face of Medicine: Women Doctors and the Evolution of Health Care in America.
Ithaca: Cornell University Press.*

Neurology, orthopedic, thoracic, and urological surgery all have fewer than_____ women.

A. 2%

B. 15%

C. 6%

D. 20%

C. 6%

Boulis, Ann K. and Jerry A. Jacobs. 2008. The Changing Face of Medicine: Women Doctors and the Evolution of Health Care in America." Ithaca: Cornell University Press.

People are more likely to recommend fathers be hired, promoted, and paid more than mothers. People are also more likely to believe fathers are more committed to work and competent at work than mothers.

Research shows people continue to hold these opinions even when the experience and education of the fathers and mothers are equal.
True or False.

True.

*Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?"
American Journal of Sociology 112(5):1297-1338.*

Which of the following statements represent dominant cultural beliefs about gender in the United States?

A) Women and men are different.

B) The explanation for why women and men are assumed to be different is essentialized, attributed to characteristics assumed to be unchangeable, such as personality, biology, physiology.

C) Men hold increased societal value based on their gender.

A, B, and C.

*Correll, S.J. (2001). Gender and the career choice process: The role of biased self-assessments. American Journal of Sociology, 106, 1691-1730.
doi: 10.1086/321299*

Ridgeway, C.L. (2011). Framed by gender: How gender inequality persists in the modern world. New York, NY: Oxford University Press.

Women rank themselves lower on math tasks than men even when they had the same score.

True or False?

True.

Correll, Shelley. 2001. "Gender and the Career Choice Process: The Role of Biased Self-Assessments." American Journal of Sociology 106(6):1691-730.

Intensive mothering refers to a dominant cultural belief in the United States that the way to be a good mother is for her to

- A. be available to her children all the time.
- B. put children's needs above a mother's needs.
- C. be informed and knowledgeable about scientific evidence about best practices in childrearing.
- D. All of the above.
- E. None of the above.

D. All of the above.

Hays, Sharon. 1998. The Cultural Contradictions of Motherhood. New Haven: Yale University Press.

When a woman is a good leader, she is often criticized for not being feminine enough. When a woman is feminine, she is often criticized for not being a good leader. Researchers call this phenomenon:

A. Double bind

B. Bait and switch

C. Primary responsibility for caregiving

A.

Reflect upon how often you've heard statements such as the ones in the list below. How have they affected your life?

- You throw like a girl!
- She's such a tomboy.
- She's such a girlie-girl!
- Boys will be boys.
- She's so bossy!

Acknowledgments:

Chardie L. Baird, Executive Director, Kansas State Office for the Advancement of Women in Science and Engineering (KAWSE) and Associate Professor of Sociology, Spainhour Family Chair, Kansas State University

Doris Wright Carroll, Associate Professor, Department of Special Education, Counseling, and Student Affairs, Kansas State University



Race, Culture, Ethnicity

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078E September 2017

What was the official event called during which Dr. Martin Luther King, Jr. delivered his “I have a dream speech”? How many people attended the march? Was this event universally supported by civil rights activists?

The official event was called the “March on Washington for Jobs and Freedom.”

Of the estimated 250,000 people who attended the March, about 60,000 were White. People came from all over the country, and few arrests were reported.

No, it was not universally supported by activists. One prominent objector was Malcolm X. The organizers also didn't agree on all the issues, but they did agree that Blacks and Whites should march together at the event.

<http://blog.constitutioncenter.org/2015/08/10-fascinating-facts-about-the-i-have-a-dream-speech/>

Who was considered the leader of the underground railroad?

Harriet Tubman was a prominent leader of the underground railroad, leading hundreds of enslaved people to freedom.

<http://www.history.com/topics/black-history/underground-railroad>

Where were some Japanese American families living after the attack on Pearl Harbor in the United States during World War II?

The day after the Japanese attack on December 7, 1941, the United States government froze assets of the people of Japanese ancestry (whether born in Japan or the U.S.), and the FBI began to follow community leaders with strong Japanese ties. These American citizens of Japanese ancestry had enjoyed the rights of any U.S. citizen; now their own government imposed strict curfews on them and raided their homes for “contraband” — anything that showed special connection to their former homeland.

Within two months President Roosevelt signed Executive Order 9066, authorizing the War Relocation Authority to force 110,000 Japanese and their American-born children into relocation camps — cramped barracks in isolated interior areas of Arizona, Utah, California, Wyoming, Arkansas, Idaho, and Colorado.

<https://www.gilderlehrman.org/history-by-era/world-war-ii/essays/from-citizen-enemy-tragedy-japanese-internment>

Do you have an “abuela?”

”Abuela” means grandmother in Spanish. So, yes! You have one!

How many treaties has the U.S. government broken, nullified, or modified with indigenous people?

Over 500

*<https://indiancountrymedianetwork.com/news/politics/honor-the-treaties-un-human-rights-chiefs-message/>
<http://blog.nrcprograms.org/treaties-made-treaties-broken/>*

What is Indigenous People's Day?

Indigenous People's Day honors and celebrates the contributions and cultures of Indigenous people on the federal holiday that's named for Christopher Columbus.

<http://www.cnn.com/2016/10/09/us/columbus-day-indigenous-peoples-day/>

What type of occupation did many Chinese immigrants have when arriving to the United States during the late 19th century?

Chinese immigrants arrived in California to find new opportunities and began working on the Central Pacific Railroad.

As their presence increased, the Chinese immigrants faced growing prejudice and increasingly restrictive laws limiting opportunity. When Leland Stanford was elected governor of California in 1862, he promised in his inaugural address to protect the state from “the dregs of Asia.”

<http://www.pbs.org/wgbh/americanexperience/features/general-article/tcrr-cprv/>

**Who wrote the poem at the base of the
Statue of Liberty and what was it about?**

In 1903, a plaque inscribed with a sonnet titled “The New Colossus” by Jewish American poet Emma Lazarus, written 20 years earlier for a pedestal fundraiser, was placed on an interior wall of the pedestal. Lazarus’ now-famous words, which include “Give me your tired, your poor/Your huddled masses yearning to breathe free,” became symbolic of America’s vision of itself as a land of opportunity for immigrants.

<http://www.history.com/this-day-in-history/statue-of-liberty-arrives-in-new-york-harbor>

Have you ever heard the U.S. compared to a melting pot? What about a tossed salad? What's the difference? What does that mean to you?

A melting pot implies that all of the cultural communities that make up the United States of America “melt away” to form one American culture. The tossed salad is another analogy that rivals the melting pot metaphor. Likening the U.S. to a tossed salad implies that the cultural communities in the U.S. keep their cultural identity intact while still identifying with their American identity: Chinese American, African American, Lebanese American, Arab American, Mexican American, Asian American, Croatian American, etc.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

Who was Rosa Parks and what did she do?

Rosa Louise McCauley Parks was an American civil rights activist, often known as the “mother of the freedom movement” and “the first lady of civil rights.” She was an African-American civil rights activist who ignited the Civil Rights Movement by refusing to sit in the back of the bus. This defied the common practice in Montgomery, Alabama (and much of the South), where she lived and worked. Her arrest in 1955 for refusing to give up her seat to a white passenger was a catalyst for the Civil Rights Movement.

<http://www.thefamouspeople.com/profiles/rosa-louise-mccauley-parks-2755.php>

<http://iipdigital.usembassy.gov/st/english/publication/2009/01/20090106142830jmnamdeirf0.6788446.html#axzz4YgG5LArl>

When did the biracial baby boom start in the United States? Why did this occur?

A. 1940s

B. 1950s

C. 1960s

D. 1970s

C.

The biracial baby boom in the United States in occurred 1967 when the last laws against race mixing (antimiscegenation) were repealed. As a result, there was a rapid increase in interracial marriage and a subsequent rise in the number of biracial children in the United States.

While there had been biracial children before 1967, the “one drop” rule, applied to anyone with even one drop of Black African ancestry, did not allow those who were biracial to choose two or more races.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. p. 426, New York, NY: Wiley.

<http://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html>

What is a culturally sensitive way to refer to a person of Asian descent in the United States?

There are many ways that individuals of Asian descent identify themselves based on the part of the country they live in, their level of acculturation, socio-cultural background as well as their family values, customs, and beliefs. Some common ways they identify: Asian, Asian American, country of ancestry + American, etc.

If you are unsure how a person identifies, listen for self-identification or ask the person what they want to be called. Cultural identification is unique to each individual. One commonly inappropriate word is “oriental”, which refers to things, not people.

<http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans>

Lily's father is White and her mother is Asian American. What is the most culturally sensitive way to refer to Lily's racial background?

A. Half White, half Asian

B. Mixed race

C. Biracial

C.

Half White and half Asian implies that a person is half of each, which is false. People who are biracial are a whole person and using terms that reflect their wholeness is the way to go.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

Biracial identity refers to:

- A. A denial, almost taboo, surrounding the subject of being biracial.**
- B. How individuals sees themselves ethnically, and how they see and identify with other biracial people.**
- C. The idea that children are more prone to choose a culture over another.**

B.

It is the biracial individual's choice to determine their racial identification(s), not their parents, relatives, community members, or a third party.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

**In traditional Latino(a) communities,
family or group needs are more important
than the needs of the individual.**

True or False?

True.

Many cultures in the world place the family and extended family's needs above the needs of one individual. In fact, some people will choose not go on to pursue a certain career or lifestyle because it does not benefit the whole family. This culture is neither right nor wrong.

Ballard, S., & Taylor, A. 2012. Family life education with diverse populations. Los Angeles: SAGE.

Connect the following definitions:

TERM

A. Race

B. Ethnicity

C. Culture

DEFINITION

1. Anything that can be learned

2. Ancestral Heritage

3. Social category based on physical appearance

A – 3

Race is a social construct that has real consequences and effects. For example, Whites are presumed competent or safe, whereas a person of color may be presumed to be incompetent and unsafe.

B – 2

C – 1

*<https://anthropology.net/2008/10/01/race-as-a-social-construct>
http://www.nchpeg.org/bssr/index.php?option=com_k2&view=item&id=102:social-construction-of-race&Itemid=137*

What are you called when you speak two languages?

A. Monolingual

B. Bilingual

C. Multilingual

B.

Monolingual means you speak one language and multilingual means you speak several.

What are you called when you speak three languages?

A. Trilingual

B. Bilingual

C. Multilingual

A. and C.

“Tri” means three. Multilingual means you speak several languages.

Food is Culture.

True or False?

Explain your answer.

True.

A great way to start learning about a person's culture is by being open to trying the type of food they eat. If they offer you something you have never tried before, accept the offering and be respectful about your reactions to the flavor. If you do not like it, at least you have gone outside your comfort zone and shown an appreciation for something that is important to them. You tried it and that's what counts!

What is a culturally sensitive way to refer to a person of African American descent?

Individuals of African American descent tend to identify as “African American,” “Black,” or “Black American,” but if you are unsure, it is always best to ask the person what they want to be called or actively listen to how each person self-identifies. How a person identifies can be influenced by the part of the country they live in, their socio-cultural background as well as their family values, customs, and beliefs.

Hall, E.V., Phillips, K.W., & Townsend, S.M. 2015. A rose by any other name? The consequences of subtyping “African-Americans” from “Blacks.” Journal of Experimental Social Psychology, 56, 183-190.

When the topic of immigration comes up, how do you refer to individuals that have varying status in the United States? Based on your cultural identity, which words have a positive or negative meaning to you, and why?

Many people use the term “Illegal Alien,” or “Illegal Immigrant” to describe an individual without legal documentation to be in the country. “Undocumented” is also used. A historically derogatory term for some immigrants was “FOB” or “Fresh off the Boat.” There is also the possibility of referring to person’s country of origin when describing them.

It is not respectful to refer to another person as “illegal.” “Undocumented” is better, but also has some negative connotation, because it could imply that there was just an administrative mistake. Others use the term, “unauthorized migrant” because it does not make presumptions about the legal status of people.

<http://www.npr.org/sections/itsallpolitics/2013/01/30/170677880/in-immigration-debate-undocumented-vs-illegal-is-more-than-just-semantic>

Where does the word “gypped” come from?

“Gypped” comes from the word “gypsy,” which refers to Romani people or groups of travelers who are often characterized unfairly as swindlers. It’s a word that has very real implications for the unequal treatment of Romani people today.

<http://www.npr.org/sections/codeswitch/2013/12/30/242429836/why-being-gypped-hurts-the-roma-more-than-it-hurts-you>

You meet a new student in class with a name you've never heard before. What is a sensitive way to share how much you like their name?

A. "Your name is so exotic!"

B. "I really like your name. I've never heard it before."

B.

Talmy, S. (2004). Forever FOB: The cultural production of ESL in a high school. International Pragmatics Association, 14(2/3), 149-172.

**When a person identifies as Latino(a), they
are probably Mexican?**

True or False?

False.

Being Latino(a) refers to people living in the U.S. who are of Latin American nationality; the term also refers to their U.S. born descendants. Latin America refers to countries in South America, North America, Central America, and the islands of the Caribbean. American Spanish “Latina” is the feminine of “Latino,” and means a woman of Latin-American or Spanish-speaking descent. Mexican American culture is one of the many different cultures represented under the umbrella of being “Latino(a)”.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

National 4-H Council Latino Advisory Committee Charter, February 2017

**Hispanic and Latino mean the same thing.
True or False?**

False.

Latino(a) refers to individuals of Latin American origin. This includes Brazil but does not include Spain.

Being Latino(a) refers to a geographic location, whereas being “Hispanic” refers to individuals who trace their origins to the Spanish-speaking countries of Latin America or Spain. Some reject the term “Hispanic” because of its association with Spanish colonialism.

*Oquendo, A. (1995). Re-imagining the Latino/a Race. Faculty Articles and Papers, 38.
http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1037&context=law_papers
National 4-H Council Latino Advisory Committee Charter, February 2017*

**If a person speaks Spanish, they are Spanish.
True or False?**

Sometimes it's true, but not necessarily!

A person from Spain is Spanish. But a person from Ecuador, for example, is Ecuadorian AND they speak Spanish too.

Spanish is a language and can also be a nationality.

Many people whose countries were colonized by Spain like Colombia and Peru DO NOT want to be referred to as “Spanish.”

When we call all Spanish speakers “Spanish,” we can end up dismissing their ethnic identity.

*Oquendo, A. (1995). Re-imagining the Latino/a Race. Faculty Articles and Papers, 38.
http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1037&context=law_papers*

A person can self-identify as being African American AND Latino(a).

True or False?

True.

A person can embrace all their identities.

Herman, M. (2004). Forced to choose: Some determinants of racial identification in multiracial adolescents. Child Development, 75, 730-748.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. New York, NY: Wiley.

People that arrive late to social gatherings or other community events are considered rude.

True or False?

False.

Time is connected to culture. Some cultures value time differently than other cultures. While one culture may place more emphasis on people, other cultures may focus on tasks. Neither way is right nor wrong. So, the next time someone arrives late or perfectly on time, on-the-dot, and you think that's strange, they might just come from a different culture than you do!

<http://www.businessinsider.com/how-different-cultures-understand-time-2014-5>

You have an international student in your classroom. The student is from Asia.

When you approach the youth to introduce yourself and ask him what his name is, he says that it is “Tom.”

You are certain that this is not his birth name.

You decide it is best to ask him his “real name” so you can get to know him better and learn more about his culture.

Is this solution best for Tom? Yes or no? Why or why not?

No.

It is important to respect Tom's bicultural identity. If Tom does not want to share his birth name, which is in a language other than English, this should be accepted without question. His English name should be used as his real name because it IS his real name in English. Inquiring further to gain more knowledge about Tom's culture is one-sided and does not help Tom feel accepted and welcomed in the group.

<https://www.ucdavis.edu/news/if-its-your-preferred-name-then-we-prefer-it-too/>

<http://journals.linguisticsociety.org/ellanguage/pragmatics/article/download/431/431-725-1-PB.pdf>

For reflection:

How has your religion or life philosophy impacted your values, beliefs, and behaviors?

For reflection:

**Are there religious groups you are afraid of
or nervous about?**

For reflection:

What religious groups do you feel more or less comfortable with?

For reflection:

What religions do you know the most or least about and why?

Which places of worship have you been to?

**Why do you think you have frequented
some and not others?**

Here are some examples of different places of worship:

- A Christian church (*Catholic, Protestant, Southern Baptist*)
- A Buddhist temple
- An ashram
- A Jewish temple
- A Muslim temple
- A Bahá'í place of worship
- A medicine wheel or Kiva

Reflect on the following terms. How often have you heard these terms being used in your lifetime? What is the significance? How does it impact you? How could it impact others?

- Sit “Indian Style”
- “Hold down the fort”
- “Let’s have a PowWow!”
- “Indian Giver”
- “Let’s play Cowboys & Indians”
- “Lowest man on the totem pole”

Explanation:

Refraining from using these terms is not about being politically correct. When used outside of the original cultural context, they do not reflect the original meaning or cultural sensitivity toward a marginalized group.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

_____ are brief, everyday exchanges that send negative messages to a minority or nondominant group, are often subtle, and can be verbal, nonverbal, visual, or behavioral. They are often unintentional or unconsciously reinforce a stereotype.

- A. Stereotype threat
- B. Power threat
- C. Microaggressions
- D. Covert Racism

C.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. pp154-155. New York, NY: Wiley.

Microaggressions come in three types. Which type is best characterized by unintentional behaviors or verbal comments that convey rudeness, insensitivity or demean a person's racial heritage/identity, gender identity, or sexual orientation identity.

- A. Microassault
- B. Microinsult
- C. Microinvalidation
- D. Micro-identity assault

B.

Microinsult. Unintentional behaviors or verbal comments that convey rudeness, insensitivity or demean a person's racial heritage/identity, gender identity, or sexual orientation identity.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

*<http://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf>
Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice*. pp 154-155. New York, NY: Wiley.*

Using epithets such as “spic,” “porch monkey,” or “towel head” is an example of which type of microaggression communication?

- A. Microassault
- B. Microinsult
- C. Microinvalidation
- D. Micro-identity assault

A.

Microassault. Blatant verbal, nonverbal, or environmental attack intended to convey discriminatory and biased sentiments.

<http://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf>

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. p 154. New York, NY: Wiley.

The statement, “I don’t see color. We are all humans” is an example of which type of microaggression?

- A. Microassault
- B. Microinsult
- C. Stereotype threat
- D. Colorblindness

D.

Colorblindness. It is a special form of microinvalidation, or verbal comments or behaviors that exclude, negate, or dismiss the psychological thoughts, feelings, or experiential reality of the target group.

<http://world-trust.org/wp-content/uploads/2011/05/7-Racial-Microaggressions-in-Everyday-Life.pdf>

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. p 157. New York, NY: Wiley.

A White woman clutches her wallet/purse as an African American or Latino man approaches. This statement is an example of what type of microaggressive behavior?

- A. Microassault**
- B. Microinsult**
- C. Microinvalidation**
- D. Micro-identity assault**

B.

Microinsult. Unintentional behaviors or verbal comments that convey rudeness, insensitivity or demean a person's racial heritage/identity, gender identity, or sexual orientation identity.

Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed. New York: Routledge.

Sue, D. W., & Sue, D. (2013). Counseling the culturally diverse: Theory and practice. p 155. New York, NY: Wiley.

<https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>

Environmental microaggressions can occur when there is absence of students of color on college campuses, or few women in the upper echelons of the workplace.

True or False?

True.

*Adams, M., Bell, L.A., and Griffin, P. (Eds.). 2007. Teaching for Diversity and Social Justice, 2nd ed.
New York: Routledge.*

Acknowledgments

April Warren-Grice, Ph.D.
Founder and CEO, Liberated Genius
Dr.awg@liberatedgenius.com

Ruddy Benavides
CLD Students, Families, and Teacher's Assistant
Center for Intercultural and Multilingual Advocacy
Kansas State University

Doris Wright Carroll, Ph.D. (Microaggressions)
Associate Professor,
Department of Special Education, Counseling, and Student Affairs
Kansas State University

Angela Hubler, Ph.D.
Associate Professor and Interim Head
Department of Gender, Women, and Sexuality Studies
Kansas State University



LGBTQ+

Educate & Motivate!

Social Justice Conversation Cards

K-STATE
Research and Extension



Publications from Kansas State University are available at:
www.bookstore.ksre.ksu.edu

Date shown is that of publication or last revision. Contents of this publication may be freely reproduced for educational purposes. All other rights reserved. In each case, credit Aliah Mestrovich Seay, *Educate and Motivate: Social Justice Conversation Cards*, Kansas State University, September 2017.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

K-State Research and Extension is an equal opportunity provider and employer. Issued in furtherance of Cooperative Extension Work, Acts of May 8 and June 30, 1914, as amended. Kansas State University, County Extension Councils, Extension Districts, and United States Department of Agriculture Cooperating, John D. Floros, Director.

4H1078F September 2017

The 2010 United States Census indicated the prevalence of same-sex couples in what percentage of all counties in the United States?

A. 57%

B. 45%

C. 99%

D. 76%

C.

Same sex partners and individuals from the LGBTQ community are found all over the United States.

*http://www.tbetaskforce.org/static_html/downloads/reports/reports/2000Census.pdf
<http://www.advocate.com/news/daily-news/2011/09/06/gay-couples-almost-every-us-county>*

What does the acronym “LGBTQ” stand for?



LGBTQ stands for lesbian, gay, bisexual, transgender, and queer (and/or questioning) individuals/identities. “IA” is sometimes added to the end to include intersex and asexual individuals.

Is the word “Queer” a bad word?

A. Yes

B. No

Traditionally, yes, it has been used in a negative way. However, it has been used by some LGBT individuals to describe themselves. Some people appreciate using the word because it can be used to include the entire LGBT community.

Jagose, A. (1996). Queer theory an introduction. New York, NY: New York University Press.
Stryker, S. (2008). Transgender history (Seal studies). Berkeley, CA: Seal Press : Distributed by Group West.

What does the “Q” for “Questioning” in LGBTQ mean?

This is a period of time during which a person reassesses privately or openly the sexual orientation/gender identity that they have been brought up as.

K-state LGBT Resource Center SAFEZONE Handbook

What does asexual mean?

Anyone without sexual feelings or sexuality. Many asexual individuals have deep meaningful relationships with others exclusive of sexual intimacy.

K-state LGBT Resource Center SAFEZONE Handbook

What does cisgender mean?

A person whose gender identity matches the sex they are assigned at birth.

K-state LGBT Resource Center SAFEZONE Handbook

An LGBT Ally refers to:

- A. The national organization that focuses on media that directly impacts the LGBT community.**
- B. A person who is not a member of the LGBTQ population, but is an advocate for them.**
- C. A person who identifies their gender as “man” or “woman” or someone who identifies as neither, both, or some combination thereof.**

B.

K-state LGBT Resource Center SAFEZONE Handbook

What have been your experiences hearing or using the expression, “That’s so gay!”

It is more culturally sensitive to refrain from using words about a specific cultural community that imply a negative meaning. Words matter, so get creative and try to use another expression that doesn't focus on a specific cultural community in a derogatory manner.

A better approach would be to say, "That is so weird!"

What could be implied by using the expression, “gay lifestyle”?

This implies that there is only one way to be lesbian, gay, bisexual or queer; it also implies that sexual orientation is a choice.

K-state LGBT Resource Center SAFEZONE Handbook

In an effort to use gender neutral language, what is the best way to refer to the person another person romantically cares for and shares their life with if you do not know their sexual orientation?

A. Husband

B. Wife

C. Partner

D. Spouse

E. Significant Other

C, D, E.

What is an example of gender neutral language?

A. “Are you dating anyone?”

B. “Do you have a boyfriend?”

A.

What does the term transgender refer to?

- A. A person whose gender identity differs from the sex they were assigned at birth.**
- B. A person who has changed his or her physical sex to conform to his or her internal sense of gender identity.**
- C. A person whose biological sex is open to more than one interpretation.**

A, B, C.

Fact: These terms have started to be used interchangeably.

What does “FTM” and “MTF” mean?

Individuals transitioning from Female to Male (Transmale)
or individuals transitioning from Male to Female
(Transfemale).

K-state LGBT Resource Center SAFEZONE Handbook

What is the respectful term to use to refer to a person that wears clothing and/or other accessories that are considered by society to correspond to the opposite sex?

A. Cross-dresser

B. Transvestite

C. Trans

C.

“Cross Dresser” and “Transvestite” tend to be outdated terms that for some, also have negative meanings. “Trans” refers to all gender identities within the spectrum and is most commonly used today. As always, listen first, and find out how individuals self-identify before labeling them.

If you are unsure of a person's gender identity, you should:

A. Guess what it is.

B. Use wording to reflect sensitivity.

C. Use gender neutral pronouns to describe them such as “they, them, their.”

B and C.

It is okay to ask a transgender person what their “real” name is.

True or False?

False.

The “real name” of a transgender person is not necessarily their birth name but the name they currently use that is connected to their gender identity. Asking them what their “real name” is would be disrespectful and a personal boundary issue.

What happens if I don't know what pronouns to use with a transgender person?

1. Listen first.
2. People who know the person will probably use the appropriate pronoun.
3. If asking is necessary, introduce yourself first, “Hi! My name is Julie and I prefer the pronouns ‘she’ and ‘her’.”
4. Adopt best practices by using Gender Neutral Pronouns: they/them/theirs
5. If you use the wrong pronoun, apologize quickly and sincerely. Do not make a big deal about it.

Adapted from www.glaad.org/transgender/allies

What is the best solution for transgender youth when they need to use the restroom in a school or after-school activity?

- A. Use the nurse's restroom.
- B. Use a gender-neutral restroom.
- C. Use the restroom of the physical gender they are assigned.
- D. Use all restrooms that correspond to their gender identity consistently asserted at school.

D.

Using a restroom that does not correspond to their gender identity can have serious and negative repercussions on the youth. Enforcing the use of a gender-neutral restroom or a nurse's restroom dismisses the youth's gender identity. Other individuals in the restroom are not at risk or in danger because a transgender individual is using the same space.

<http://www.glsen.org>

According to a 2007 study by GLSEN, 86 percent of LGBT youth report being harassed at school.

True or False?

True.

This ratio is very high when compared to 27 per cent of all students being bullied at school, as reported by the National Center for Educational Statistics in 2013.

<https://nobullying.com/lgbt-bullying-statistics/>

Suicide attempts by LGB youth and questioning youth are 4 to 6 times more likely to result in injury, poisoning, or overdose that requires treatment from a doctor or nurse, compared to their straight peers.

True or False?

True.

<http://www.thetrevorproject.org/pages/facts-about-suicide>

LGB youth who come from highly rejecting families are 8.4 times as likely to have attempted suicide as LGB peers who reported no or low levels of family rejection.

True or False?

True.

<http://www.thetrevorproject.org/pages/facts-about-suicide>

Transgender individuals have the highest level of suicide attempts.

True or False?

True.

The prevalence of suicide attempts among respondents to the National Transgender Discrimination Survey (NTDS), conducted by the National Gay and Lesbian Task Force and National Center for Transgender Equality, is 41 percent. This percentage vastly exceeds the 4.6 percent of the overall U.S. population who report a lifetime suicide attempt, and is also higher than the 10 to 20 percent of lesbian, gay, and bisexual adults who report ever attempting suicide.

<http://williamsinstitute.law.ucla.edu/wp-content/uploads/AFSP-Williams-Suicide-Report-Final.pdf>

The LGBTQ experience is universal. People that are gay get along because they all share the same experience.

True or False?

False.

Being part of the LGBTQ community is different and unique to each person.

Citations and Acknowledgments:

Kansas State University LGBT Resource Center. SAFEZONE Lesbian, Gay, Bisexual, and Transgender Sexuality and Gender Identity Training (Second Edition).

Sue, D. W., & Sue, D. (2013). *Counseling the culturally diverse: Theory and practice*. New York, NY: Wiley.

<http://www.thetrevorproject.org/pages/facts-about-suicide>

Adapted from www.glaad.org/transgender/allies
(Nadal, Wong, et al., 2011).

http://www.thetaskforce.org/static_html/downloads/reports/reports/2000Census.pdf

<http://www.advocate.com/news/daily-news/2011/09/06/gay-couples-almost-every-us-county>

<https://nobullying.com/lgbt-bullying-statistics/>

GLADD Media Reference Guide (2016) <https://www.glaad.org/reference>.

Family Acceptance Project™. (2009). Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay, and bisexual young adults. *Pediatrics*. 123(1), 346-52.
Transgender Americans: A Handbook for Understanding (2005) www.hrc.org.

[2] CDC. (2016). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services.

Smith, D.M. & Gates, G.L. (2001). Gay and lesbian families in the United States: Same-sex unmarried partner households. A Human Rights Campaign Report. Washington, D.C.: Human Rights Campaign.

Jagose, A. (1996). *Queer theory an introduction*. New York, NY: New York University Press.

https://www.buzzfeed.com/hnigatu/19-lgbt-microaggressions-you-hear-on-a-daily-basis?utm_term=.vjMA92rxn#.buB7vg8bW.

Stryker, S. (2008). *Transgender history (Seal studies)*. Berkeley, CA: Seal Press : Distributed by Group West

Acknowledgments

Brandon Haddock, LGBT Resource Center Coordinator

Educate and Motivate! Social Justice Conversation Cards: LGBTQ+