

# Sexuality 101

## Land acknowledgment

McGill is located on the unceded Indigenous lands of the Kanien'kehá:ka Nation, known as Tiohtià:ke/Montreal. The Kanien'kehá:ka, also known as the Keepers of the Eastern Door, are one of the nations that make up the Haudenosaunee Confederacy on Turtle Island/North America. Our presence on this land contributes to the dispossession and ongoing oppression of Indigenous peoples. Our goal is to promote learning and generate allyship with local Indigenous communities, by honouring and respecting the many nations removed from, as well as those still connected to this land. Consult [Native Land](#), McGill Indigenous Initiatives' [The Land and Peoples](#), and [Indigenous Education Resources](#) to learn more.

Throughout the workshop we encourage you to consider how many countries where there are discriminatory laws against gender and sexual minorities had those laws imposed on them through European colonization. Many Indigenous and racialized communities around the world have had diverse ways of thinking about sexuality and attraction that are dynamic and layered, modes of thinking which have existed for thousands of years before they entered the Western mainstream.

## Session description and outcomes

This workshop introduces participants to expansive ideas of sexuality. Participants will go over some terms that may be used to describe sexual orientation, as well as discuss the spectrum of identities and experiences in Queer communities. Facilitators will present a history of the 2SLGBTQIA+ movement in North America and key elements of media representation. Learners will then have the opportunity to make personal reflections on their experiences with sexuality and their relation to Queer communities. They will be able to take these foundational concepts and apply them to ways of fostering inclusivity for those of diverse sexualities on campus and beyond.

By the end of this workshop, you will have had the opportunity to:

- Define sexuality and related concepts
- Explore the complexities of sexuality, the spectrum of identities and terminology
- Develop an understanding of their own experiences of/with sexuality
- Reflect on history and icons in 2SLGBTQIA+ communities
- Discuss how to situate oneself within the campus communities

## Activities

This workshop will involve personal reflections with the option to share, an interactive quiz, group activities and discussion.

Before the workshop, consider reflecting on sexuality as another facet of one's identity and how this affects different life experiences.

## Your next steps

1. Write down one thing that feels missing or is still unclear to you. This is something you will research further.
2. Write down one thing you will commit to in order to foster inclusive spaces on campus.
3. Name one person you will speak to about what you learned today.
4. Write down one resource you can turn to if you need support.

## Space for your notes

## Resources

### Allyship Resources:

- Bolger, M., & Killermann, S. (n.d.). The Safe Zone Project. <https://thesafezoneproject.com/>.
- Barile, N. (2021, June 16). *5 things you can do to support YOUR LGBTQ Students*. Hey Teach! <https://www.wgu.edu/heyteach/article/5-things-you-can-do-support-your-lgbtq-students1809.html>.
- GLSEN. (2016). *A Guide to Supporting Lesbian, Gay, Bisexual and Transgender Students in Your School*. GLSEN. <https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf>.
- Youth Engaged 4 Change. (n.d.). *Being an Ally to LGBT People*. Youth Engaged 4 Change. <https://engage.youth.gov/resources/being-ally-lgbt-people>.
- GLAAD. (2015, July 16). *10 Ways to Be an Ally & a Friend*. GLAAD. <https://www.glaad.org/resources/ally/2>.
- Vela, E. (n.d.). *There's more to allyship than pride and rainbows*. GLSEN. <https://www.glsen.org/blog/theres-more-allyship-pride-and-rainbows>.
- Do Something Editors. (n.d.). *How to Be a Better Ally!* DoSomething.org. <https://www.dosomething.org/us/articles/ally-guide>.

### Terminology:

- Abrams, M. (2019, December 10). *46 terms that describe sexual attraction, behaviour & orientation*. Healthline. <https://www.healthline.com/health/different-types-of-sexuality>.
- The 519. (n.d.). *The 519's Glossary of Terms*. The 519. <https://www.the519.org/education-training/glossary>.

### Resources for 2SLGBTQIA+ Students:

- McGill Equity Subcommittee on Queer People. (2020, October 1). *Community Resources*. Subcommittee on Queer People of the Joint Board-Senate Committee on Equity (JBSCE). <https://www.mcgill.ca/queerequity/resources/montreal-resources>.
- CDC. (2020, December 9). *Lgbtq Youth Resources*. Centers for Disease Control and Prevention. <https://www.cdc.gov/lgbthealth/youth-resources.htm>.
- Gris Montréal. (n.d.). *Lgbt+ Resources*. GRIS. <https://www.gris.ca/en/lgbt-resources/>.
- Montreal LGBTQ+ Community Centre (CCGLM). (n.d.). *Resources*. CCLGBTQ. <https://ccglm.org/en/our-services/resources/>.
- *Project 10*. P10. (2021, July 26). <https://p10.qc.ca/>.
- *LGBTQ+ resources in Montreal*. Concordia University. (n.d.). <https://www.concordia.ca/cunews/offices/provost/health/topics/lgbtq.html>.

Register for [SKILLS21](#), McGill's workshop-based skills development program for undergraduate students.

Consult the [learning resources](#) created by Teaching and Learning Services.

Explore [Stay on Track](#), a peer-to peer program that enhances undergraduate students' learning and wellness skills. Learn more about the three pathways available: reminders, coaching sessions, and study groups.

Visit [Learner Supports](#) from Student Accessibility & Achievement.

## References

Trans Student Educational Resources. (2015, February 7). Gender Unicorn TSER. <https://transstudent.org/gender/>.

Abrams, M. (2019, December 10). 46 terms that describe sexual attraction, behaviour & orientation. Healthline. <https://www.healthline.com/health/different-types-of-sexuality>.

BestColleges. (2020, October 27). College guide for LGBTQ Students. BestColleges.com. <https://www.bestcolleges.com/resources/lgbtq-student-guide/>.

LGBTQ History Timeline. UFCW Canada - Canada's Private Sector Union. (n.d.). [http://ufcw.ca/index.php?option=com\\_content&view=article&id=4065&catid=514&Itemid=6&lang=en](http://ufcw.ca/index.php?option=com_content&view=article&id=4065&catid=514&Itemid=6&lang=en)

Rau, K. (2019, March 19). Lesbian, Gay, Bisexual and Transgender Rights in Canada. The Canadian Encyclopedia. <https://www.thecanadianencyclopedia.ca/en/article/lesbian-gay-bisexual-and-transgender-rights-in-canada>.

Pruitt, S. (2019, June 13). What happened at the STONEWALL Riots? A timeline of the 1969 UPRISING. History.com. <https://www.history.com/news/stonewall-riots-timeline>.

SeatUp. (2021, May 3). Representation in the Media Of LGBTQ+. SeatUp, LLC. <https://seatup.com/blog/lgbtq-representation-in-the-media/>.

## Contact information

For any questions about the workshop material or other related information, visit [mcgill.ca/tls/students](https://mcgill.ca/tls/students).