

LGBTQIA+ Inclusivity in the Outdoors

by

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Summary

This capstone project aims to answer the research question: *In what ways can outdoor educators and the fields of outdoor recreation and education become actively inclusive to the LGBTQIA+ community?* LGBTQIA+ individuals are underrepresented in outdoor settings and organizations, including the fields of outdoor education and outdoor recreation (Heath et al. 2023; NRPA, 2018-a; NRPA, 2018-b.) The LGBTQIA+ community can face many forms of discrimination while being in the outdoors, creating a critical need for outdoor recreation and outdoor education professionals to be actively inclusive to the LGBTQIA+ community. Outdoor recreation and education organizations are able to offer safe, inclusive spaces, but not all outdoor recreation organizations offer these safe spaces despite the increased amount of discrimination and harassment that the LGBTQIA+ community faces (NRPA, 2018-a; NRPA, 2018-b). The capstone project was designed to be a resource for organizations and individuals within the field of outdoor recreation and outdoor education to meet the needs of LGBTQIA+ community members and become informed of the barriers that the community faces to accessing the outdoors.

The project took the form of an online, asynchronous toolkit. The learning activities are designed to help participants become familiar with barriers the LGBTQIA+ community faces to accessing the outdoors and to think of ways to make outdoor programs LGBTQIA+ inclusive. Google slides were used to create the toolkit with an introductory and background information slide, followed by each learning activity. There are nine learning activities included in the toolkit. Each activity has its own slide in the slideshow with an introduction to the learning activity, a link to access each learning activity as a Google document, and the estimated time to complete the activity. Directions

are included in the Google document for participants to review before starting the learning activity. A variety of activities including readings and reflections, likert scales measuring personal LGBTQIA+ knowledge and self-efficacy and measuring LGBTQIA+ inclusivity, site visits, and outdoor programming planning were used to create a variety of learning activities for participants. The learning activities are intended to be completed in order, but individuals can choose specific activities to best meet individual and organizational needs. There is a list of additional resources included for further learning beyond what was provided in the learning activities and a feedback survey for participants to rate the usefulness and effectiveness of the toolkit and provide general feedback. The toolkit can either be completed individually by employees within an organization or for personal self-learning.

There is a research gap in formal research that has been conducted on the topic of LGBTQIA+ inclusivity in the outdoors. The lack of research caused secondary sources, including online articles and blog posts, to be utilized in the toolkit. These secondary sources helped to describe the barriers to LGBTQIA+ inclusivity in the outdoors. Organizational reports and academic articles are also included to provide in-depth information related to LGBTQIA+ inclusivity in outdoor settings.

This toolkit was developed for outdoor recreation and outdoor education professionals. Professions such as outdoor educators, park rangers, naturalists, and outdoor expedition guides are examples of individuals that the toolkit is intended for. The goal of this toolkit is for outdoor recreation and education professionals to become aware of barriers that the LGBTQIA+ community faces to accessing the outdoors and to examine LGBTQIA+ inclusivity at their own organizations.

Capstone Project

Capstone Project Links

Individual links for the capstone slideshow, learning activities, resources for further learning, and the feedback survey are provided in the chart below.

Project Slideshow Link	LGBTQIA+ Inclusivity in the Outdoors Toolkit
Learning Activity 1: Overview of Related Terms	Learning Activity 1
Learning Activity 2: LGBTQIA+ Experiences in the Outdoors	Learning Activity 2
Learning Activity 3: LGBTQIA+ Inclusive Resources in Outdoor Settings	Learning Activity 3
Learning Activity 4: Immersive Experience	Learning Activity 4
Learning Activity 5: Heteronormative Outdoor Advertising	Learning Activity 5
Learning Activity 6: Rating Personal LGBTQIA+ Knowledge and Self-Efficacy	Learning Activity 6
Learning Activity 7: Rating Site Based LGBTQIA+ Inclusivity	Learning Activity 7
Learning Activity 8: Uncommon Path - Blog Post Reflection	Learning Activity 8
Learning Activity 9: Design an LGBTQIA+ Inclusive Outdoor Program	Learning Activity 9
Resources for Further Learning	Resources for Further Learning
Toolkit Feedback Survey	Toolkit Feedback Survey

Toolkit Slideshow and Learning Activities

Screenshots of each slide in the toolkit slideshow and the corresponding linked documents are included below. The screenshots of the slides and learning activity documents are listed in the order they appear in the toolkit.

Slide 1 - Title Page



Slide 2 - Introduction

Introduction

- This toolkit is designed to provide learning activities and resources related to LGBTQIA+ inclusivity in the outdoors and outdoor recreation settings
- The toolkit is meant to serve as an educational resource to become more informed of barriers the LGBTQIA+ community has to accessing the outdoors and to examine LGBTQIA+ inclusivity at your own organization
- Work through the activities in the toolkit and engage with the activities you find most applicable. The activities are meant to be completed in order, but they are flexible to best meet your organizational needs

Slide 3 - Background

Background

- LGBTQIA+ individuals can face numerous forms of discrimination in outdoor spaces and recreation, making it imperative for outdoor organizations to examine and become familiarized with LGBTQIA+ inclusion in the outdoors
- Outdoor settings and outdoor recreation can function as a safe space for the LGBTQIA+ community. LGBTQIA+ community members face higher rates of suicide, substance abuse, and psychiatric disorders due to discrimination, making the need for LGBTQIA+ inclusivity in the outdoors significant
- The National Recreation and Park Association found that only 30% of outdoor recreation and park organizations offer programming for LGBTQIA+ community members, and that only two in five parks have formal inclusion policies

Slide 4 - Learning Activity 1: Overview of Related Terms

Learning Activity 1: Overview of Related Terms

- It is important to be familiar with terms and vocabulary to fully examine and become aware of barriers the LGBTQIA+ community has to accessing the outdoors and participating in outdoor recreation
- Click [here](#) to open this learning activity. Read through each term and complete the reflection questions
- Estimated time to complete: 5-10 minutes

Learning Activity 1: Overview of Related Terms

Directions:

Read through each term and definition. Becoming familiar with terms related to the LGBTQIA+ community will help you progress through the learning activities. Complete the reflection questions on the third page after reading through the terms.

Asexual: a complete or partial lack of sexual attraction or minimal interest of sexual activity with others. Asexual individuals generally will have no to little sexual attraction, but are able to engage in romantic relationships. Asexuality exists on a spectrum.

Bisexual: romantic or sexual attraction to more than one gender.

Cisgender: individuals who align with their sex assigned at birth.

Gay: used to refer to men who are romantically or sexually attracted to other men. Gay is also used to refer to women who are attracted to other women, and used to describe others within the LGBTQIA+ community.

Gender: refers to the socially constructed characteristics of men and women. This can include behaviors and gender roles generally assigned to men or women. Gender is separate from sex assigned at birth.

Gender Binary: the system in which gender is bound to only two categories of male or female. In the gender binary, gender identities are assumed to align with an individual's sex assigned at birth. Expressions of gender are expected to fit into traditional expressions and align with the sex assigned at birth.

Gender Dysphoria: feelings of significant distress caused by an individual's sex assigned at birth not aligning with the sex which they identify.

Gender Identity: an individual's own sense of their gender. Gender identity can align with the sex assigned at birth or it can be different from the sex assigned at birth.

Heteronormative: the assumption that heterosexuality is the normal sexual orientation. LGBTQIA+ individuals frequently confront heteronormative behaviors in society.

Homophobia: the fear or hatred of people who are attracted to the same sex. Often used to describe fear or hatred of other identities within the LGBTQIA+ spectrum.

Intersex: individuals who are born with differences in their sex traits or reproductive anatomy. This could include variations in genitalia, chromosomes, internal sex organs, hormone production, and other related sex traits.

Lesbian: women who are romantically or sexually attracted to other women. Often used by women and non-binary people to describe themselves.

LGBTQIA+: an acronym that stands for "lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual." The "+" sign is used to indicate the many other sexual orientations and identities within the community. Used to refer to the queer and LGBTQIA+ community as a whole.

Non-Binary: individuals who do not strictly identify as a man or a woman. Non-binary individuals may identify as both male and female, between male and female, or not identify with a gender at all.

Pansexual: individuals who have romantic or sexual attraction to any sex and gender identity.

Queer: an umbrella term used to describe LGBTQIA+ identities. Queer is commonly used to include anyone within the LGBTQIA+ community. Queer was previously used as a slur against LGBTQIA+ people, but has been reclaimed by the community to describe themselves.

Questioning: a term used to refer to individuals who are exploring their gender identity or sexual orientation.

Sex Assigned at Birth: the sex of an individual assigned at birth based on sexual anatomy. Sex assigned at birth does not always match the identity of an individual.

Sexual Orientation: a romantic or sexual attraction to other people. Sexual orientations can include heterosexual, homosexual, bisexual, pansexual, and asexual. Sexual orientation is independent of gender identity.

Transgender: a term used to refer to people whose gender identity does not match the sex they were assigned at birth.

Transitioning: the process that transgender individuals can go through to live and present themselves to match their gender identity. This can include medical changes, such as hormone therapy and gender affirming surgeries and include social changes, such as changing their names and pronouns.

Reflection:

- Are there any terms on this list that you were not familiar with?
- Are there any terms that you would like further resources or clarification about?

This list was adapted from the Human Rights Campaign. If you are interested in reading through the full list of related LGBTQIA+ terms and definitions, the website is linked [here](#)

Slide 5 - Learning Activity 2: LGBTQIA+ Experiences in the Outdoors

Learning Activity 2: LGBTQIA+ Experiences in the Outdoors

- This activity involves reading news articles specific to LGBTQIA+ experiences in outdoor settings. There are four news articles and one academic article to read for this learning activity. Each article provides a unique perspective on the topic of LGBTQIA+ inclusivity in outdoor settings
- Click [here](#) to open this learning activity. Read each article and then answer the reflection questions
- Estimated time to complete: 30-45 minutes

Learning Activity 2: LGBTQIA+ Experiences in the Outdoors

Directions:

In this activity, you will read four online news articles and one academic article. Write down any initial reactions you have to the articles while reading. Read through each article and answer the reflection questions.

[What the outdoor rec industry doesn't get about the LGBTQ community](#)

[Essential tips for LGBTQ travelers in the great outdoors](#)

[Being 'OUT' in the Outdoors](#)

[On experiencing discrimination outdoors for the first time](#)

[Queering the outdoors: Experiences of 2LGBTQIA+ outdoor recreation professionals](#)

- Click on the 'PDF' option on the right side of the webpage to download the article

Reflection:

- What stood out to you in these articles?
- Was there anything surprising or unexpected that you learned from the articles?
- How do the stories and experiences described in these articles compare to your own experiences in the outdoors, either personally or professionally?
 - What are some similarities and differences?
- On page 5 of ‘Queering the Outdoors: Experiences of 2LGBTQIA+ Outdoor Recreation Professionals’, it is stated that “while not all situations in outdoor recreation can be considered heterosexist, there are structures of heteronormativity that support heterosexuality as the dominant identity, thus rendering the LGBTQ+ identity suppressed..... Some LGBTQ+ outdoor professionals have spoken out about heteronormative structures in their work-life experiences. LGBTQ+ outdoor professionals have described ways they ‘manage their identity’ to navigate the profession and speak about the taxing nature of identity concealment on a multi-day expedition. As such, LGBTQ+ people have been required to assimilate to a heteronormative social structure in order to engage in outdoor recreation.”
 - There are some very compelling messages and arguments in this article related to a lack of inclusivity towards the LGBTQIA+ community in outdoor settings and outdoor recreation. This article specifically focuses on LGBTQIA+ outdoor professionals, but many of the same ideas can be applied to LGBTQIA+ community members who do not work in the outdoor industry, but participate in outdoor recreation.
 - What stood out to you in this quote?
 - What are some action steps you can take to increase or improve LGBTQIA+ inclusivity within your organization?
- Is there anything you would like to explore more after reading these articles?

Slide 6 - Learning Activity 3: LGBTQIA+ Inclusive Resources in Outdoor Settings

Learning Activity 3: LGBTQIA+ Inclusive Resources in Outdoor Settings

- There are many resources that can be utilized in outdoor settings to practice active LGBTQIA+ inclusion
- Read the two reports from the National Recreation and Park Association (NRPA) and then read the academic article from Lundin and Bombaci (2022)
- Click [here](#) to open this learning activity. Read each article and respond to the reflection questions
- Estimated time to complete: 30-40 minutes

Learning Activity 3: LGBTQIA+ Inclusive Resources in Outdoor Settings

Directions: In this activity, you will read two reports from the National Recreation and Park Association (NRPA) overviewing inclusivity initiatives in numerous outdoor recreation organizations and specifically looking at LGBTQIA+ inclusion in outdoor recreation. After reading the two NRPA articles you will read an academic article from Lundin and Bombaci (2022) overviewing resources and ideas for making outdoor field experiences inclusive for the LGBTQIA+ community.

[NRPA: Park and Recreation Inclusion Report](#)

- This report includes inclusivity information in park and recreation settings for various communities outside of the LGBTQIA+ community. For this activity, read pages 2-10 (introduction, parks for inclusion, key findings) and pages 16-17 (opportunities for the LGBTQ community). There is a lot of great information and findings in the other sections of this report as well and it is encouraged to read the full report at a later time.
- Click on the green 'read the report' option to access the full report

[NRPA: LGBTQ Inclusion in Parks and Recreation](#)

[Lundin and Bombaci \(2022\): Making Outdoor Field Experiences More Inclusive for the LGBTQ+ Community](#)

- Click on the PDF symbol to view the report

Reflection:

- Lundin and Bombaci (2022) introduced numerous ideas and resources for how to make outdoor field experiences inclusive for LGBTQIA+ individuals.
 - Are there any ideas in this article that you were not familiar with or that surprised you?
- From the list of ideas in the Lundin and Bombaci (2022) article, are there any that your organization already implements?
 - If so, how do you and/or your organization implement it?
- In the NRPA's Park and Recreation Inclusion Report, 497 outdoor organizations responded to the survey asking about how their organizations meet the needs of all members of the community. From the responses, it was found that 74% of the organizations offered programming for individuals with disabilities, 71% offered programming for members of multicultural and racial/ethnic communities, 62% offered programming for individuals with cognitive disabilities, 30% offered programming for members of the LGBTQIA+ community, and 27% offered programming for members of refugee and immigrant communities. Refer to pages 3-4 of the report of these statistics.
 - Thinking about these statistics, how do they compare to the programming offered by your organization?
 - What kinds of programs does your organization offer for groups within your community?
 - Do you see a similar comparison with specific groups having more offerings compared to other groups, or is it evenly distributed?

- The NRPA's LGBTQ Inclusion in Parks and Recreation report outlines the many ways that park and recreation agencies are positioned to help meet the needs of the LGBTQIA+ community.
 - What stood out to you in this report?
 - Are there any ideas from the report that you could implement at your organization to further support LGBTQIA+ inclusion?

- What are you left wondering about after reading the two NRPA reports and the academic article from Lundin and Bombaci (2022). What questions or thoughts do you have?

Slide 7 - Learning Activity 4: Immersive Experience

Learning Activity 4: Immersive Experience

- The previous activities and articles from the NRPA and Lundin and Bombaci (2022) have built a framework for evaluating LGBTQIA+ inclusivity in the outdoors
- In this activity you will choose an outdoor site to visit and evaluate LGBTQIA+ inclusivity at the site
- Click [here](#) to open this learning activity. Choose your site visit and complete the chart to write down your observations. Complete the reflection questions after filling out the chart
- Estimated time to complete: 30 minutes - 1 hour

Learning Activity 4: Immersive Experience

Directions: In this activity, you will be visiting an outdoor space and evaluating how inclusive it seems to be for the LGBTQIA+ community. Visiting an outdoor space in person would be best for this activity, such as a park or nature center. If it is not possible to visit an outdoor space in person you can also complete this activity through looking at the website or social media pages of an outdoor space, such as a park or nature center website. Complete your in-person or virtual visit with the recommendations from Lundin and Bombaci (2022) and the barriers outlined in the NRPA reports in mind.

Please choose a site that is not one you are employed at - we will be evaluating your own organizations later in the toolkit. I recommend spending at least 30 minutes to one hour at your site to critically observe and evaluate the inclusivity indicators.

You can print the chart below to compile your thoughts or bring a notebook with you to jot down your initial thoughts and observations. After your site visit, complete the two reflection questions at the bottom of this activity.

Inclusivity Indicator	Is this present? (Y/N)	How visible is this indicator to the public?	Other thoughts
Gender neutral/single stall restrooms			
Safe space signage			
LGBTQIA+ signage (pride logos, flags, etc.)			
LGBTQIA+ representation (are community members present in the advertising, signs, etc.?)			

Staff members (if present): do they seem approachable? Are they wearing pronoun pins or other related apparel?			
Other inclusivity indicators: please list in the spaces below if present:			

Reflection Questions:

- What inclusivity indicators were most present at your site?
- Are there areas that your site was lacking in LGBTQIA+ inclusivity?
 - What could be added or changed to make the site clearly inclusive to the LGBTQIA+ community?
- Did you notice any LGBTQIA+ inclusivity indicators during the site visit that would be beneficial to implement at your own organization?
 - If so, what was the inclusivity indicator and what action steps could be taken to implement it?

Slide 8 - Learning Activity 5: Heteronormative Outdoor Advertising

Learning Activity 5: Heteronormative Outdoor Advertising

- Knowledge Check: What is heteronormativity? Refer to learning activity 1: overview of related terms, if unsure
- Outdoor companies minimally include LGBTQIA+ representation in their advertising, leaving members of the community underrepresented
- In this activity, you will explore 3-5 websites and social media posts of outdoor companies and organizations to examine LGBTQIA+ representation in outdoor advertising
- Click [here](#) to open this learning activity. Complete the chart with your findings
- Estimated time to complete: 20-40 minutes

Learning Activity 5: Heteronormative Outdoor Advertising

Directions: In this activity you will choose 3-5 outdoor companies, such as outdoor gear companies or park and recreation organizations. Once you have chosen 3-5 outdoor companies or organizations you will explore their websites and social media pages. While exploring the advertising for each company, you will examine how much LGBTQIA+ representation is present in the advertising. Complete the chart below for each outdoor company you choose to explore.

Some examples of outdoor companies to explore include: Columbia Sportswear, Eddie Bauer, REI, Dick's Sporting Goods, Patagonia, The North Face, and Marmot. You can choose to research a company that you already shop at or a new company entirely. You can also choose an outdoor organization, such as a nature center or park.

It is highly encouraged to explore both the website along with social media pages. Social media posts often look much different than what is portrayed on the website of a company or organization.

Company Name	Site Explored (website or social media?)	LGBTQIA+ Representation - was it present? (Y/N)	If yes, brief description of LGBTQIA+ representation	If no, who was primarily represented? What demographics?	Other observations

Slide 9 - Learning Activity 6: Rating Personal LGBTQIA+ Knowledge and Self-Efficacy

Learning Activity 6: Rating Personal LGBTQIA+ Knowledge and Self-Efficacy

- Thinking about your own knowledge of issues affecting the LGBTQIA+ community and your own biases is a critical step in examining LGBTQIA+ inclusivity in yourself and in an organization
- Click [here](#) to access this learning activity. Read each statement and mark on the scale where you would rate your response
- Estimated time to complete: 10-15 minutes

Learning Activity 6: Rating Personal LGBTQIA+ Knowledge and Self-Efficacy

Directions: Read each statement and mark on the scale where you would rate your own response. Use the highlighter to mark your answer on the 1 - 5 scale.

I am comfortable introducing myself using pronouns

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

I am able to ask others what pronouns they use without hesitation

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

I am able to use others pronouns when speaking to or referring to them

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I can use non-binary pronouns when speaking to a non-binary individual or referring to a non-binary individual

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

When using non-binary pronouns I always remember to use the correct pronoun

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I am able to interact with LGBTQIA+ individuals the same as I interact with anyone else

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I have a thorough understanding of the identities and sexual orientations within the LGBTQIA+ community

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

I have no hesitation talking to transgender or gender non-conforming individuals

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

LGBTQIA+ people should have the same rights as heterosexual, cisgender people

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Transgender and non-conforming individuals can use restrooms that align with their gender identity

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

I understand and can explain the difference between sexual orientation and gender identity

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

The LGBTQIA+ community faces large amounts of discrimination in society

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Being an ally is the same as being LGBTQIA+ inclusive

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

LGBTQIA+ community members are free to display their gender identity or sexual orientation in public

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Slide 10 - Learning Activity 7: Rating Site Based LGBTQIA+ Inclusivity

Learning Activity 7: Rating Site Based LGBTQIA+ Inclusivity

- In this activity you will rate the presence of LGBTQIA+ inclusivity at your organization
- Click [here](#) to open this learning activity. Read each statement and mark on the scale where you would rate your organization
- Estimated time to complete: 10-15 minutes

Learning Activity 7: Rating Site Based LGBTQIA+ Inclusivity

Directions: Read each statement and mark the rating that you would give your organization on the scale. Use the highlighter to mark your answer on the 1 - 5 scale. Do not think about yourself as an employee for this activity - think about your organization as a whole instead.

The organization has a formal inclusion policy

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

There are programs specifically for LGBTQIA+ community members offered

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Staff are offered professional development opportunities about the LGBTQIA+ community

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Most employees are allies to and supportive of the LGBTQIA+ community

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Gender neutral or single stall restrooms are available

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Staff at the organization introduce themselves using pronouns or wear pronoun pins

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

There are safe space signs or LGBTQIA+ pride symbols present and visible

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

LGBTQIA+ individuals are represented in organizational advertising

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Staff members at the organization are competent in addressing anti-LGBTQIA+ comments and behaviors

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

The organization actively promotes LGBTQIA+ inclusion

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

There are LGBTQIA+ staff members employed at the organization

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

LGBTQIA+ staff at the organization have the same levels of responsibility and are given the same opportunities as non-LGBTQIA+ staff

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

The LGBTQIA+ community actively seeks out the organization and knows the organization is LGBTQIA+ inclusive

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Activities and events for the LGBTQIA+ community are offered throughout the whole year

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Slide 11 - Learning Activity 8: Uncommon Path - Blog Post Reflection

Learning Activity 8: Uncommon Path - Blog Post Reflection

- Recreational Equipment, Inc. (REI) has a publication titled Uncommon Path. One of the blog posts from Uncommon Path spotlights LGBTQIA+ individuals describing how their identities intersect with their passion for outdoor recreation
- Click [here](#) to open this learning activity. Read each quote on the blog post (34 total) and answer the reflection questions
- Estimated time to complete: 10-20 minutes

Learning Activity 8: Uncommon Path - Blog Post Reflection

Directions: Read each quote from the [REI blog post](#). After reading each quote, answer the reflection questions below.

- There were 34 quotes from LGBTQIA+ adventurers and outdoor enthusiasts featured on this blog post. Which quotes stood out to you? List 2-4 quotes below that stood out to you.
 - Quote 1:
 - Quote 2:
 - Quote 3:
 - Quote 4:

- Are there any quotes featured on the blog post that you did not agree with or that you struggle to relate with? List any quotes below with a brief description of what you did not agree with or struggled to relate with.
 - Quote 1:
 - Quote 2:
 - Quote 3:
 - Quote 4:

- How do the quotes and stories of these outdoor enthusiasts connect to your own work or organization?

Slide 12: Learning Activity 9: Design an LGBTQIA+ Inclusive Outdoor Program

Learning Activity 9: Design an LGBTQIA+ Inclusive Outdoor Program

- In this last activity, you will design an LGBTQIA+ inclusive outdoor program or think of ways that an existing program that could be adapted to be LGBTQIA+ inclusive

- Click [here](#) to open the learning activity. Complete the chart to outline your program plan

- Estimated time to complete: 30-50 minutes

Learning Activity 9: Design an LGBTQIA+ Inclusive Outdoor Program

Directions: This activity brings the contents and learning activities from the toolkit together to brainstorm an LGBTQIA+ inclusive outdoor program.

You have two options for completing this activity:

- brainstorm a new program and think of ways the program will be actively inclusive towards LGBTQIA+ participants
- revise an existing program you lead to be LGBTQIA+ inclusive

Your program plan can either be a program specifically for LGBTQIA+ community members or a program that is open to everyone and is LGBTQIA+ inclusive.

Reflect back on the various articles and resources we have reviewed to complete this learning activity. Complete the chart below with the details of your program plan.

Title and Summary of Program:
Learning Objectives:
Before the program: <ul style="list-style-type: none">● How will you advertise and market this program to the wider community as being LGBTQIA+ inclusive?● How will you portray it as LGBTQIA+ inclusive?● List 2-5 ideas here

Before the program:

- What can be done to set norms and expectations for the group that models LGBTQIA+ inclusivity?
- List 3 ideas here

During the program:

- What steps or actions can you take to practice active LGBTQIA+ inclusivity and help LGBTQIA+ participants feel comfortable and welcome?
- List 3 ideas here

During the program:

- How do you react if a participant makes any inappropriate comments towards an LGBTQIA+ participant?
- What specific steps would you take to address this as the program lead?
- How do you ensure the participant still feels welcome and supported after this incident occurs?

Other thoughts and ideas for incorporating LGBTQIA+ inclusivity into your outdoor program:

Slide 13 - Resources for Further Learning

Resources for Further Learning

- There are additional resources outside of what was covered in this toolkit that help to promote LGBTQIA+ inclusivity in outdoor settings
- The link below contains a list of resources for further learning related to the topic of fostering LGBTQIA+ inclusivity in outdoor settings
- Click [here](#) to access the list of resources

Resources for Further Learning

Academic Articles

These two academic articles were very formative during the research for this toolkit. The articles were not included as a reading during the learning activities, but they are worth reading and provide useful information related to LGBTQIA+ inclusivity in the outdoors.

Full versions of the articles can be accessed using the links below.

- Whose National Park Service? An examination of relevancy, diversity, and inclusion programs from 2005–2016. Journal of Park and Recreation Administration <https://doi.org/10.18666/JPra-2019-9052>
 - Click [here](#) to access the full version of the article
- Justice in access to the outdoors. Parks Stewardship Forum <https://doi.org/10.5070/P5371517>
 - Click [here](#) to access the full version of the article

Organizations

This is a list of numerous organizations who specifically focus on LGBTQIA+ inclusivity in outdoor settings. There are many more incredible organizations that are not listed here. Browsing through the websites of each organization will provide input into their missions and inclusion initiatives.

- Adventuring LGBTQ+ <https://adventuringlgbtq.com/>
- Brave Trails <https://www.bravetrails.org/>
- LGBT Outdoors <https://www.lgbtoutdoors.com/>
- Out There Adventures <http://www.outthereadventures.org/>
- Outside Safe Space <https://www.mikahmeyer.com/adventurepride>
- Pride Outside <http://prideoutside.net/>
- QPOC Hikers <https://qpochikers.com/>
- Queer Nature <https://www.queernature.org/>
- Unlikely Hikers <https://unlikelyhikers.org/>
- Venture Out Project <https://www.ventureoutproject.com/>

Reports

These reports were reviewed during the research for this toolkit. The reports listed here are not directly related to LGBTQIA+ inclusivity in the outdoors, but do connect to the topic and provide compelling reasons for outdoor organizations to focus on LGBTQIA+ inclusion.

- Human Rights Campaign. LGBTQ Youth Report
 - Click [here](#) to access the full report

- Scroll to the bottom of the page and click ‘Download PDF’
- Human Rights Campaign. 2022 State Equality Index
 - Click [here](#) to access the full report
 - Scroll down on the page and click ‘Read the Full Report’
- Movement Advancement Project. Where we call home: LGBT people in rural America
 - Click [here](#) to access the full report
 - Click on the download option for ‘Where we call home: LGBT People in Rural America: Full Report’

Online Resources

These online resources provide additional information related to the topic of LGBTQIA+ inclusivity in the outdoors.

- How Queer Groups Are Finding Their Spaces in the Great Outdoors. Advocate.
 - This is an online article from 2021 that focuses on how the LGBTQIA+ community has created their own spaces in outdoor settings. It particularly focuses on the experiences of LGBTQIA+ people of color, who face both homophobia/transphobia and racism while in outdoor settings.
 - Click [here](#) to access the article
- Pattie Gonia
 - Pattie Gonia is a drag queen environmental advocate. They frequently post videos and content of themselves on Instagram in outdoor settings in full drag and partner with outside organizations to host LGBTQIA+ outdoor

events, including LGBTQIA+ summer camps and group hikes. Pattie Gonia also fundraises scholarships for LGBTQIA+ youth to attend backpacking and other outdoor recreation trips.

- Click [here](#) to view Pattie Gonia's instagram profile
- LGBTQ Outdoor Groups - Interactive Map
 - This is an interactive map that was created as a collaboration between two organizations - The Wilderness Society and Pride Outside. Click on 'Enter the Map' to view the map. Entering a location in the search bar will show LGBTQ outdoor groups in that specific area.
 - Click [here](#) to view the map
- Refuge Restrooms - Interactive Map
 - This website is an interactive map of restrooms that are safe and accessible for transgender, intersex, and gender nonconforming individuals. Entering a location in the search bar will show results for nearby refuge restrooms. Users can submit new restrooms to be added to the map.
 - Click [here](#) to view the map

Slide 14 - Conclusion and Feedback Survey

Conclusion and Feedback Survey

- Thank you for taking the time to complete the learning activities in this toolkit!
- The resources we reviewed help to form an understanding of the barriers the LGBTQIA+ community faces to accessing the outdoors
- Outdoor educators and outdoor recreation professionals have an impactful role in ensuring LGBTQIA+ individuals feel included and welcomed - hopefully the resources and activities provided in this toolkit can be brought back to your organizations!
- Please complete the feedback survey: [Toolkit Feedback Survey](#)

LGBTQIA+ Inclusivity in the Outdoors Toolkit: Feedback Survey

Please take a few minutes to complete this feedback form. Your assessment and feedback of the contents and learning activities in the toolkit will help to refine it for future use. Thank you!

abrown27@hamline.edu [Switch account](#)

Not shared

How useful do you think the toolkit could be to your organization?

1 2 3 4 5

Not useful at all Very useful

How would you rate your level of awareness prior to the toolkit of barriers to LGBTQIA+ individuals accessing the outdoors?

1 2 3 4 5

Minimal Awareness Very Aware

Completing the activities in the toolkit increased your knowledge of LGBTQIA+ inclusivity in outdoor settings.

1 2 3 4 5

Strongly Disagree Strongly Agree

What are your main takeaways from completing the activities in the toolkit?

Your answer _____

Are there any resources or learning activities from the toolkit that particularly stood out to you?

Your answer _____

What are some action steps you might take for promoting LGBTQIA+ inclusivity within your organization after completing the activities in this toolkit?

Your answer _____

What additional feedback do you have about the toolkit and learning activities?

Your answer _____

What questions do you still have?

Your answer _____

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Google Forms

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