



**SAFE**

**ZONE**

**TRAINING**

**FACILITATOR** 

**GUIDE**



[www.TheSafeZoneProject.com](http://www.TheSafeZoneProject.com)



Boys & Girls Club of America

# This Guide

This guide is designed to help you facilitate Safe Zone trainings. The guide contains all of the activities, instructions, and resources you need to run an introductory LGBTQ/Ally trainings at Boys and Girls clubs. We created this specifically for *your* use!

## Within this guide you will find:

- ★ A detailed outline of each component of the training;
- ★ Participant sheets and handouts that are necessary to facilitate the activities;
- ★ Recommended group norms for the training;
- ★ Participant feedback form; and
- ★ Self evaluation/reflection form.

We created this training to be applicable and accessible to all individuals, no matter what knowledge level, age, or personal identity. Below each activity title, you'll find a few descriptive terms (e.g., "Reflective, 101, Low Trust, 10 mins, LGBTQ"). These are the categories we use to [sort activities on TheSafeZoneProject.com](#), and they represent the Activity Type, Level of Knowledge, Trust Level, Length of Time, and Subject. Beyond the activities in this curriculum, we have dozens more that you can find [on our website](#) using those criteria to navigate.

**The key ingredient of a successful Safe Zone training is preparation.** This guide should be read through, examined, and practiced before the day of the training. Please do not facilitate a training by reading this guide verbatim (other than where specified). Instead, we recommend using it as a support tool as you facilitate your training. We encourage co-facilitation, and all of the activities in this curriculum can be co-facilitated smoothly with practice.

**The curriculum is a very tight schedule at 2 hours** (if you have time, we strongly recommend 3 hours). If you have specific goals or activities that you want to be sure to cover, make sure that you manage your time well and prioritize those activities and goals.

If you'd like to know more about some of the tools and techniques we use when we facilitate this curriculum, we recommend checking out *Unlocking the Magic of Facilitation* at [www.facilitationmagic.com](http://www.facilitationmagic.com).



# Guide to the Guide

*Activities are written in order to provide the facilitators with knowledge they need to know to lead the activity effectively. Here is what each component of the activity write ups refers to.*

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## Title

*Activity Type – Knowledge Level – Trust Needed – Time – Knowledge Area*

## Materials

What supplies are required.

## Setup

What setup do you need to do prior to beginning the activity.

## Facilitator Framing

Purpose of the activity and important things *for you* to know in order to understand the activity.

## Goals & Learning Outcomes

What you can reasonably hope to accomplish during the activity if facilitated well.

## Process steps

The piece-by-piece walkthrough to facilitate the activity (including example talking points).

## Debrief Questions

Suggested questions (and in some cases sample answers) to make meaning from the activity.

## Wrap-up

How to purposefully close the activity.

## Make it your own

Ideas for modifying the activity.

## Unlock the Magic

Facilitator tools and tips for making the most out of the activity.

## Notes

Additional information to know or things to look out for in regards to this specific activity.

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# Training Timeline

10 mins	<b>Introduction</b>
5 mins	<b>Group Norms</b>
10 mins	<b>First Impressions of LGBTQ</b>
20 mins	<b>Core Vocabulary</b>
15 mins	<b>Genderbread Person &amp; LGBTQ Umbrella</b>
20 mins	<b>Privilege for Sale &amp; Coming Out</b>
15 mins	<b>Anonymous Q&amp;A <u>OR</u> F(earfully)AQ</b>
15 mins	<b>Scenarios</b>
10 mins	<b>Wrap-up and Feedback</b>

**Total: 2 hours**



# Introductions

*Housekeeping – 101 – Low Trust – 10 mins*

## Materials

- Paper to record participants' names and pronouns
- Whiteboard or sticky flip chart paper

## Setup

- Write out what you are asking your participants to answer in their introductions somewhere visible to the group

## Facilitator Framing

- Introductions can be used to create buy-in from participants, get to know who is in the room, set the pace/energy for the workshop, etc. Be sure to use your intro time purposefully to accomplish the outcomes needed to create a productive learning space.

## Goals & Learning Outcomes

- For you to know your participant's names and pronouns.
- Participants will know your name, pronouns, and other relevant information about your role as a facilitator.
- Participants will understand the general flow of the training.
- Participants will understand overall goals for the training.

## Process steps

1. Introduce yourself and share a short bio about yourself and relevant info to your role facilitating the training.
2. Share the general flow of the training. This maybe longer or provide more context if the group isn't knowledgeable about what the training is about and/or was required to attend. "This training is going to take approximately two hours. We are going to be working through together a number of activities in order to gain a better understand LGBTQ identities and experiences. These activities are going to be reflective, small group, and sometimes large group discussions. We'll take a break in the middle of the workshop so you can use the bathroom, send a quick text, etc."
3. Ask the group to introduce themselves sharing the information you've written up on the board/flipchart and role model their introduction (ex. "Hello! My name is Fred, my pronouns are he/him/his, my role here is that I'm your facilitator, and one thing I want to learn is how I can best help you connect with LGBTQ identity and experience.")
4. While participants are doing their introductions, draw yourself a little diagram of how they are sitting and record their names/pronouns.

## Make it your own

The process detailed above of how to do introductions is very simple and effective, feel free to get creative with intros by playing games or asking interesting questions of your participants.

## Notes

While we encourage folks to include pronouns in introductions we do not encourage facilitators to force anyone to share their pronouns. If a participant doesn't include their pronouns in their introduction this maybe an intentional choice and we suggest you call them by name for the duration of the training.

Introductions are something that can easily eat up a lot of time in your training. We recommend spending no more than 10 minutes on introductions in a two or three hour training. If you are doing a condensed Safe Zone we recommend doing even shorter intros, possibly just asking participants to share their name and pronouns.



# Group Norms

*Housekeeping – 101 – Low Trust – 5 mins*

## Materials

- Group norms participant sheet

## Setup

- N/A

## Facilitator Framing

- This activity allows you to set norms and intention for the space. Some educators do group generated ground rules or full-value contract, however we have found this facilitation method to be the most time efficient and effective way to facilitate group norms and set the tone of a productive learning environment.

## Goals & Learning Outcomes

- Participants will understand and express personal investment in the group norms for the training.
- Participants will connect with why these group norms are important for the dynamic of the training.

## Process steps

1. Frame the activity.  
“Before we get any further into the curriculum, we are going to take a moment to talk about group norms. The page of group norms is not our expectations of you, it is more your expectations of each other and the group norms for our time together. Talking about difficult and sensitive topics can sometimes feel uncomfortable and we’ve found that when a group can agree upon norms of an environment, it helps create an experience where everyone can participate more fully.”
2. Read the first group norm “Be smarter than your phone.” Ask participants if this is important to anyone. Follow up with anyone who says it is important and ask them to share with the group why it is important to them. After they’ve shared, move onto the next one on the list and continue this way until all group norms are covered.
3. Share any additional context that you would like to as a facilitator for why these group norms are important the type of environment that you want to create in the training.

## Wrap-up

If there is anything additional that you as a facilitator want to say specifically for *this group* you’re working with, this is the best time to do so.



# Group Norms

## 1. Be Smarter than Your Phone

No matter how good you are at multi-tasking, we ask you to put away your phone, resist from texting and all that jazz. We will take a break and you can send a quick text, snap, tweet, insta, etc. at that point. If you are expecting a phone call you cannot miss we will not judge!

## 2. Questions, Questions, Questions

Please feel free to ask questions at any time throughout this training. Unless someone is mid-sentence, it is always an appropriate time to ask questions. Even if it isn't relevant to the topic, throw it out there - get it off your mind and onto ours.

## 3. Vegas Rule

*Slightly modified!* So during the training someone may share something really personal, may ask a question, may say something that they wouldn't want attached to their name outside this space. So remember that **what is said here stays here and what is learned here should leave here**. You're welcome to share anything that we say in this space with others and attach it to our name but we respectfully request that you take away the message from others' shares and not their names.

## 4. LOL

We really appreciate it if, at some point, y'all could laugh! This training is going to be fun, and we'll do our best to keep it upbeat, so just know... it's ok to laugh! Laughter indicates that you're awake, that you're paying attention, and that we haven't killed your soul. So yeah... go ahead and do that!

## 5. Share the Airtime

If you are someone who participates often and is really comfortable talking - awesome! Do it. Also we ask that you try to remain aware of your participation and after you've shared a few times to leave space for other people to also put their ideas out there. If you usually wait to share... jump in!

## 6. Reserve the Right to Change Your Mind

If you say something and then later disagree with yourself, that is a-okay! This is a safe space to say something and then later feel differently and change your mind. We even encourage it. As a wise Safe Zone participant once said, "Stop, rewind, I changed my mind."

# First Impressions of LGBTQ People

*Reflective – 101 – Low Trust – 10 mins – LGBTQ*

## Materials

- Participant sheet

## Setup

- N/A

## Facilitator Framing

- This activity helps participants ease into thinking about LGBTQ identity, people, and experiences from their own perspective.
- The activity can be effective at contextualizing the importance of the workshop or talking openly about these issues (and how often rare that open conversation can be).

## Goals & Learning Outcomes

- Participants will reflect upon their first impressions with LGBTQ people and identity.
- Participants will reflect on how their understanding of LGBTQ people and identity has changed over their lifetime.
- Participants will have an opportunity to hear how diverse the group's experience with LGBTQ people and identity are.

## Process steps

1. Provide directions for the activity and assure participants that this activity primarily reflective and they won't be asked to share anything they don't want to.  
"We are going to start with a reflective activity called First Impressions. We're going to give you a few minutes to think on and write some answers to the list of questions on this sheet. These questions are for your reflection, we aren't going to collect your sheets or require you to share anything with the group that you don't want to. If there is any question you're struggling with skip it and come back at the end of the activity. We'll give you a few minutes here to answer the questions and then bring it back to the big group."
2. Give participants time to reflect (3-5 minutes).
3. Move into the debrief questions.
4. Wrap-up the activity.

## Debrief questions

- What was it like to do that activity?
- Does anyone have something that came up for them while they were answering the questions that they would like to share?
- Does anyone have an experience that was significantly different that they'd be interested in sharing?

- What about question 5, would anyone share how their understanding of these issues have changed over time?

## Wrap-up

Highlight for participants that each of them have likely have shifted their understanding of LGBTQ people and identities over the course of their lifetimes and that this workshop may or may not also shift their understanding of LGBTQ people and identities.

Often there is a mention of language or vocabulary that has shifted over the course of someone's exposure to the LGBTQ community and you can call back to this mention in order to create a seamless transition into vocabulary.

## Make it your own

These questions can be modified to focus more specifically on particular identities if you are doing a targeted training for example, "What was your first impression or initial conversations around LGBTQ identity within a medical environment?". They can also be modified in a way to focus on a particular subpopulation of the LGBTQ community, "What was your first impression of bisexual people?" or, "What is something that you are still unlearning about transgender identity?"

## Unlock the Magic

**Be an imperfect role model:** this is an activity can be a space where you can share with participants your own development and journey. This can help assure participants that you identify with their stories or change and development and that they aren't alone in having unlearn and reconsider what they know about gender and sexuality.

## Notes

While this is a low risk activity, participants sharing about their past (or present) views can expose a lot of prejudice. While some prejudice being named isn't inherently a bad thing, too much is unproductive to the learning outcomes. Try to invite shares from participants from a variety of views and perspectives. Keeping the debrief on the shorter side and moving through the questions quickly does not negatively impact the goals and will help you manage the feelings that may come up for folks.



# Core Vocabulary

*Large Group – 101 – Low Trust – 20 mins – LGBTQ*

## Materials

- Essential terms list for participants
- Pens/pencils for participants

## Setup

- N/A

## Facilitator Framing

- The goal of vocabulary isn't to read definitions for *every* word but to allow your participants to highlight the words that they are most interested in and to clarify those words.
- The length of clarification or of additional information you provide on any word (which is not required) will impact the amount of words that participants ask about. Longer the answer, less words people will ask about.

## Goals & Learning Outcomes

- Participants will be able to clarify questions that they have about foundational LGBTQ vocabulary.
- Participants will be on the same page about common terminology that will be used throughout the rest of the training.
- Participants will have a clearer understanding of the importance of language in relation to creating affirming environments LGBTQ individuals.

## Process steps

1. Framing the activity:  
“We are going to be diving into vocabulary. Having a common understanding of these terms is important as many of them are going to be used throughout the workshop. Also vocabulary is often the subject where folks have the most questions or misconceptions and we want to make sure to let y'all ask any questions you may have regarding language.”
2. Provide instructions for how the vocab activity is going to work.  
“We are going to give you a minute or two here to read through the list of terms. We ask that you only read the terms, not the definitions, just the bold face terms themselves. Star any word you've never heard before and put a checkmark next to any word you have questions about or you want to check in on.”
3. Once participants have looked through all the terms, begin with the starred terms on the first page. Ask participants, “What is a term you have starred on the first page,” ask that participant if they would read the definition aloud to the group. After reading the definition, check in to make sure the definition is understood. (If you want to you can open it up for any additional questions.)
4. Add tidbits of your own to the definitions of the terms. (One of our favorite is to clarify why parts of speech is important, *see notes for why!*)

5. Advise participants in the resource guide they will find a link to the more full list of terms for them to explore more on their own.

## Wrap-up

While you are wrapping up vocabulary, let folks know that terminology is going to continue to come up throughout the workshop. Participants should feel free to ask/inquire about terms they don't know/understand that any point.

## Unlock the Magic

This another activity where you can talk about your own growth process and **role model imperfection**.

## Notes

All of the bullets under the words above are facilitator notes and additional tidbits for you to know, they are not provided on the participant version.

Vocabulary can go for much longer than 20 minutes, it is important to clarify with your co-facilitator how you are going to decide the amount of time that is appropriate for vocabulary in relation to your training. For some people letting vocabulary go as long as it needs to feels important, for others they want to stick to 20 minutes regardless of the amount of questions and it is important to be on the same page with your co-facilitator about how to make that call.

Using the correct part of speech for certain words is crucial. Some words are not affirming when they are used as nouns (queer, gay, transgender). What's important to remember is when in doubt, adjectives are always safer. They add on an aspect of someone's identity rather than reducing them to a single identity. Example: It feels different when you say, "Meg is a blonde," vs. "Meg is blonde." So keep in mind some words are adjective only, and if you're in doubt, adjectives are the way to go!

These definitions and terms change (sometimes quite rapidly), don't be alarmed if you haven't seen a term before or have heard a different definition, they evolve and shift often.

The more full list of terms, starting on the next page, is neither comprehensive nor inviolable. With identity terms, trust the person who is using the term and their definition of it, above any dictionary. Feel free to use the more full list of terms in order to answer any questions about terms that are not on the core vocabulary list.

## ESSENTIAL TERMS

**Ally** - (noun; pronounced “al-lie”) a (typically straight- or cis-identified) person who supports and respects members of the LGBTQ community. While the word doesn’t necessitate action, we consider people to be active allies who take action upon this support and respect, this also indicates to others that you are an ally.

- “Coming out” as an ally is when you reveal (or take an action that reveals) your support of the LGBTQ community. Being an active supporter can, at times, be stigmatizing, though it is not usually recognized, many allies go through a “coming out process” of their own.

**Asexual** - (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time, many of these different places on the spectrum have their own identity labels.

- Another term used within the asexual community is “ace,” meaning someone who is asexual. Or “aro” for someone who is aromantic.
- Asexuality is different than celibacy in that it is a sexual orientation whereas celibacy is an abstaining from a certain action.
- Not all asexual people are aromantic.

**Biological Sex** - (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply “sex,” “physical sex,” “anatomical sex,” or specifically as “sex assigned [or designated] at birth.”

- Often seen as a binary but as there are many combinations of chromosomes, hormones, and primary/secondary sex characteristics, it’s more accurate to view this as a spectrum (which is more inclusive of intersex people as well as trans\*-identified people).
- Is commonly conflated with gender.

**Biphobia** - (noun) a range of negative attitudes (e.g., fear, anger, intolerance, invisibility, resentment, erasure, or discomfort) that one may have or express towards bisexual individuals. Biphobia can come from and be seen within the queer community as well as straight society.

**Biphobic** - (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes towards bisexual people.

- Example of bi-invisibility and bi-erasure would be the assumption that any man in a relationship with a woman is straight or anyone dating someone of the same gender means you’re gay. In neither case do we assume anyone could be bisexual.
- Really important to recognize that many of our “stereotypes” of bisexual people - they’re overly sexual, greedy, it’s just a phase - have harmful and stigmatizing effects (and that gay, straight, and many other queer individuals harbor these beliefs too).

**Bisexual** - (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to. Other individuals may use

this to indicate an attraction to individuals who identify outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender or sex (i.e. men and genderqueer people).

- Can simply be shortened to bi.
- Many people who recognize the limitations of a binary understanding of gender may still use the word bisexual as their sexual orientation label, this is often because many people are familiar with the term bisexual (while less are familiar to the term pansexual).

**Cisgender** - (adj; pronounced “siss-jendur”) a person whose gender identity and biological sex assigned at birth align (e.g., man and assigned male at birth). A simple way to think about it is if a person is not transgender, they are cisgender. The word cisgender can also be shortened to “cis.”

- “Cis” is a latin prefix that means “on the same side [as]” or “on this side [of].”

**Coming Out** - (1) the process by which one accepts and/or comes to identify one’s own sexuality or gender identity (to “come out” to oneself). (2) The process by which one shares one’s sexuality or gender identity with others (to “come out” to friends, etc.).

- This is a continual, life-long process. Everyday, all the time, one has to evaluate and re-evaluate who they are comfortable coming out to, if it is safe, and what the consequences might be.

**Gay** - (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to males/men-identified ppl who are attracted to males/men-identified ppl, but can be applied to females/women-identified people as well. (2) An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

- “Gay” is a word that’s had many different meanings throughout time. In the 12th century it meant “happy,” in the 17th century it was more commonly used to mean “immoral” (describing a loose and pleasure-seeking person), and by the 19th it meant a female prostitute (and a “gay man” was a guy who had sex with female prostitutes a lot). It wasn’t until the 20th century that it started to mean what it means today. Interesting, right?

**Gender Expression** - (noun) the external display of one’s gender, through a combination of dress, demeanor, social behavior, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as “gender presentation.”

**Gender Identity** - (noun) the internal perception of an one’s gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more.

- Generally confused with biological sex, or sex assigned at birth.

**Genderqueer** - (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid).

- not having a gender or identifying with a gender (genderless, agender);



- moving between genders (genderfluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

**Heteronormativity** - (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals *should* identify as men and women, be masculine men and feminine women, and finally that men and women are a complimentary pair.

**Homophobia** - (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. **Homophobic** - (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes towards gay people.

- The term can be extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasize the specific biases against individuals of bisexual and transgender communities.
- May be experienced inwardly by someone who identifies as queer (internalized homophobia).

**Homosexual** - (adj) a [medical] term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead).

- Until 1973 “Homosexuality” was classified as a mental disorder in the DSM Diagnostic and Statistical Manual of Mental Disorders. This is just one of the reasons that there are such heavy negative and clinical connotations with this term.
- There was a study done prior to DADT (Don’t Ask, Don’t Tell) being revoked about peoples’ feelings towards open queer service members. When asked, “How do you feel about open gay and lesbian service members,” there was about 65% support (at the time).” When the question was changed to, “How do you feel about open homosexual service members,” the same demographic of people being asked - support drops over 20%. There are different connotations to the word homosexual then there are to gay/lesbian individuals for both straight and queer people.

**Intersex** - (adj) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. In addition to “intersex,” the initialism DSD (“Differences of Sex Development”) is also used, often in the medical care of infants. Formerly known as **hermaphrodite** (or hermaphroditic), but these terms are now considered outdated and derogatory.

- Often seen as a problematic condition when babies or young children are identified as intersex, it was for a long term considered an “emergency” and something that doctors moved to “fix” right away in a newborn child. There has been increasing advocacy and awareness brought to this issue and many individuals advocate that intersex individuals should

be allowed to remain intersex past infancy and to not treat the condition as an issue or medical emergency.

**Lesbian** - (noun/adj) a term used to describe females/women-identified people attracted romantically, erotically, and/or emotionally to other females/women-identified people.

- The term lesbian is derived from the name of the Greek island of Lesbos and as such is sometimes considered a Eurocentric category that does not necessarily represent the identities of Black women and other non-European ethnic groups.
- Many individual women from diverse ethnic groups, including Black women, embrace the term “lesbian” as an identity label.
- While many women use the term lesbian, many women also will describe themselves as gay, this is a personal choice. Many prefer the term gay because of its use in adjective form.

**LGBTQ / GSM / DSG** - (adj) initialisms used as shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. **LGBTQ** is Lesbian Gay Bisexual Transgender and Queer and/or Questioning (sometimes people at a + at the end in an effort to be more inclusive); **GSM** is Gender and Sexual Minorities; **DSG** is Diverse Sexualities and Genders. Other options include the initialism GLBT or LGBT and the acronym **QUILTBAG** (Queer [or Questioning] Undecided Intersex Lesbian Trans\* Bisexual Asexual [or Allied] and Gay [or Genderqueer]).

- There is no “correct” initialism or acronym – what is preferred varies by person, region, and often evolves over time.
- The efforts to represent more and more identities led to some folks describe the ever-lengthening initialism as “Alphabet Soup,” which was part of the impetus for GSM and DSG.

**Pansexual** - (adj) a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions. Often shortened to “pan”.

**Passing** - (verb) (1) a term for trans\* people being accepted as, or able to “pass for,” a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as trans\*. (2) An LGB/queer individual who is believed to be or perceived as straight.

- Passing is a controversial term because it often is focusing on the person who is observing or interacting with the individual who is “passing” and puts the power/authority in observer rather than giving agency to the individual.
- While some people are looking to “pass” or perhaps more accurately be accepted for the identity that they feel most aligns with who they are “passing” is not always a positive experience.
- Some individuals experience a sense of erasure or a feeling of being invisible to their own community when they are perceived to be part of the dominant group.

**Queer** - (adj) used as an umbrella term to describe individuals who don’t identify as straight. Also used to describe people who have non-normative gender identity or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term queer can often be use interchangeably with LGBTQ.

- If a person tells you they are not comfortable with you referring to them as queer, don't. Always respect individual's preferences when it comes to identity labels, particularly contentious ones (or ones with troubled histories) like this.
- Use the word queer only if you are comfortable explaining to others what it means, because some people feel uncomfortable with the word, it is best to know/feel comfortable explaining why you choose to use it if someone inquires.

**Questioning** - (verb & adjective) an individual who or time when someone is unsure about or exploring their own sexual orientation or gender identity.

**Romantic Attraction** - (noun) an affinity for someone that evokes the want to engage in relational intimate behavior (e.g., flirting, dating, marriage), experienced in varying degrees (from little-to-none, to intense). Often conflated with **sexual attraction** or **emotional/spiritual attraction**.

**Sexual Attraction** - (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-none, to intense). Often conflated with **romantic attraction** or **emotional/spiritual attraction**.

**Sexual Orientation** - (noun) the type of **sexual, romantic, emotional/spiritual attraction** one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference).

**Straight** - (adj) a person primarily emotionally, physically, and/or sexually attracted to people who are not their same sex/gender. A more colloquial term for the word **heterosexual**.

**Trans\*/Transgender** - (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an \* is often used to indicate that you are referring to the larger group nature of the term. (2) A person who lives as a member of a gender other than that expected based on anatomical sex.

- Because sexuality labels (e.g., gay, straight, bi) are generally based on the relationship between the person's gender and the genders they are attracted to, trans\* sexuality can be defined in a couple of ways. Some people may choose to self-identify as straight, gay, bi, lesbian, or pansexual (or others, using their gender identity as a basis), or they might describe their sexuality using other-focused terms like gynosexual, androsexual, or skoliosexual (see full list for definitions for these terms).
- A trans person can be straight, gay, bisexual, queer, or any other sexual orientation.

**Transphobia** - (noun) the fear of, discrimination against, or hatred of trans\* people, the trans\* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society. Transphobia is often manifested in violent and deadly means. While the exact numbers and percentages aren't incredibly solid on this, it's safe to say that trans\* people are far more likely than their cisgender peers (including LGB people) to be the victims of violent crimes and murder. **Transphobic** - (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes, thoughts, intents, towards trans\* people.

## FULL LIST OF TERMS

**Advocate** - (noun) (1) a person who actively works to end intolerance, educate others, and support social equity for a marginalized group. (verb) (2) to actively support/plea in favor of a particular cause, the action of working to end intolerance, educate others, etc.

**Ally** - (noun) a (typically straight- or cis-identified) person who supports, and respects for members of the LGBTQ community. While the word doesn't necessitate action, we consider people to be active allies who take action upon this support and respect, this also indicates to others that you are an ally.

**Androgyny/ous** - (adj; pronounced "an-jrah-jun-ee") (1) a gender expression that has elements of both masculinity and femininity; (2) occasionally used in place of "intersex" to describe a person with both female and male anatomy.

**Androsexual/Androphilic** - (adj) attraction to men, males, and/or masculinity.

**Aromantic** - (adj) is a person who experiences little or no romantic attraction to others and/or a lack of interest in forming romantic relationships.

**Asexual** - (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time, many of these different places on the spectrum have their own identity labels. Another term used within the asexual community is "ace," meaning someone who is asexual.

**Bigender** - (adj) a person who fluctuates between traditionally "woman" and "man" gender-based behavior and identities, identifying with both genders (and sometimes a third gender).

**Bicurious** - (adj) a curiosity about having attraction to people of the same gender/sex (similar to questioning).

**Biological Sex** - (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply "sex," "physical sex," "anatomical sex," or specifically as "sex assigned [or designated] at birth."

**Biphobia** - (noun) a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have/express towards bisexual individuals. Biphobia can come from and be seen within the queer community as well as straight society. Biphobic - (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes towards bisexual people.

**Bisexual** - (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. Other individuals may use this to indicate an attraction to individuals who identify

outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender or sex (i.e. men and genderqueer people). This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to.

**Butch** - (noun & adj) a person who identifies themselves as masculine, whether it be physically, mentally or emotionally. 'Butch' is sometimes used as a derogatory term for lesbians, but is also be claimed as an affirmative identity label.

**Cisgender** - (adj; pronounced "siss-jendur") a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned). A simple way to think about it is if a person is not trans\*, they are cisgender.

**Cisnormativity** - (noun) the assumption, in individuals or in institutions, that everyone is cisgender, and that cisgender identities are superior to trans\* identities or people. Leads to invisibility of non-cisgender identities.

**Closeted** - (adj) an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one's safety, peer or family rejection or disapproval and/or loss of housing, job, etc. Also known as being "in the closet." When someone chooses to break this silence they "come out" of the closet. (See coming out)

**Coming Out** - (1) the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself). (2) The process by which one shares one's sexuality or gender identity with others (to "come out" to friends, etc.)

**Constellation** - (noun) a way to describe the arrangement or structure of a polyamorous relationship.

**Cross-dresser** - (noun) someone who wears clothes of another gender/sex.

**Demisexual** - (noun) an individual who does not experience sexual attraction unless they have formed a strong emotional connection with another individual. Often within a romantic relationship.

**Down low** - (adj) typically referring to men who identify as straight but who secretly have sex with men. Down low (or DL) originated in, and is most commonly used by communities of color.

**Drag King** - (noun) someone who performs masculinity theatrically.

**Drag Queen** - (noun) someone who performs femininity theatrically.

**Dyke** - (noun) a term referring to a masculine presenting lesbian. While often used derogatorily, it can be adopted affirmatively by many lesbians (both more masculine and more feminine presenting lesbians not necessarily masculine ones) as a positive self-identity term.

**Emotional/Spiritual Attraction** - (noun) an affinity for someone that evokes the want to engage in emotional intimate behavior (e.g., sharing, confiding, trusting, interdepending), experienced in varying degrees (from little-to-none, to intense). Often conflated with **romantic attraction and sexual attraction**.

**Fag(got)** - (noun) derogatory term referring to a gay person, or someone perceived as queer. Occasionally used as a self-identifying affirming term by some gay men, at times in the shortened form 'fag'.

**Feminine Presenting; Masculine Presenting** - (adj) a way to describe someone who expresses gender in a more feminine or masculine way, for example in their hair style, demeanor, clothing choice, or style. Not to be confused with Feminine of Center and Masculine of Center, which often includes a focus on identity as well as expression.

**Feminine of Center; Masculine of Center** - (adj) a word that indicates a range of terms of gender identity and gender presentation for folks who present, understand themselves, relate to others in a more feminine/masculine way. Feminine of center individuals may also identify as femme, submissive, transfeminine, or more; masculine of center individuals may also often identify as butch, stud, aggressive, boi, transmasculine, or more.

**Femme** - (noun & adj) someone who identifies themselves as feminine, whether it be physically, mentally or emotionally. Often used to refer to a feminine-presenting queer woman.

**Fluid(ity)** - (adj) generally with another term attached, like gender-fluid or fluid-sexuality, fluid(ity) describes an identity that may change or shift over time between or within the mix of the options available (e.g., man and woman, bi and straight).

**FtM / F2M; MtF / M2F** - (adj) abbreviation for female-to-male transgender or transsexual person; abbreviation for male-to-female transgender or transsexual person.

**Gay** - (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to males/men-identified ppl who are attracted to males/men-identified ppl, but can be applied to females/women-identified people as well. (2) An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

**Gender Binary** - (noun) the idea that there are only two genders - male/female or man/woman and that a person must be strictly gendered as either/or.

**Gender Expression** - (noun) the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, generally measured on scales of masculinity and femininity. Also referred to as "gender presentation."

**Gender Fluid** - (adj) gender fluid is a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days.

**Gender Identity** - (noun) the internal perception of an one's gender, and how they label themselves, based on how much they align or don't align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more.

**Gender non-conforming** (adj) (1) a gender expression descriptor that indicates a non-traditional gender presentation (masculine woman or feminine man) (2) a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as "GNC."

**Gender Normative / Gender Straight** - (adj) someone whose gender presentation, whether by nature or by choice, aligns with society's gender-based expectations.

**Genderqueer** - (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid). Genderqueer people may think of themselves as one or more of the following, and they may define these terms differently:

- may combine aspects man and woman and other identities (bigender, pangender);
- not having a gender or identifying with a gender (genderless, agender);
- moving between genders (genderfluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

**Gender Variant**- (adj) someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc).

**Gynosexual/Gynephilic** - (adj; pronounced "guy-nuh-seks-shu-uhl") attracted to woman, females, and/or femininity.

**Heteronormativity** - (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals *should* identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair.

**Heterosexism** - (noun) behavior that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is somehow better or more "right" than queerness, or makes other sexualities invisible.

**Heterosexual** - (adj) a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as **straight**.

**Homophobia** - (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. The term is extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasize the specific biases against individuals of bisexual and transgender communities.

**Homosexual** - (adj) a [medical] term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead).

**Intersex** - (noun) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. In the medical care of infants the initialism DSD (“Differing/Disorders of Sex Development”). Formerly known as **hermaphrodite** (or hermaphroditic), but these terms are now considered outdated and derogatory.

**Lesbian** - (noun) a term used to describe women attracted romantically, erotically, and/or emotionally to other women.

**LGBTQ / GSM / DSG / +** - (noun) initialisms used as shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. **LGBTQ** is Lesbian Gay Bisexual Transgender and Queer (sometimes people at a + at the end in an effort to be more inclusive); **GSM** is Gender and Sexual Minorities; **DSG** is Diverse Genders and Sexualities. Other popular options include the initialism GLBT.

**Lipstick Lesbian** - (noun) Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way. Is sometimes also used to refer to a lesbian who is assumed to be (or passes for) straight.

**Metrosexual** - (noun & adj) a man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative.

**Masculine of Center** - (adj) a word that indicates a range personal understanding both in terms of gender identity and gender presentation of lesbian/queer women who present, understand themselves, relate to others in a more masculine way. These individuals may also often identify as butch, stud, aggressive, boi, trans-masculine among other identities.

**MSM / WSW** - (noun) initialisms for “men who have sex with men” and “women who have sex with women,” to distinguish sexual behaviors from sexual identities (e.g., because a man is straight, it doesn’t mean he’s not having sex with men). Often used in the field of HIV/Aids education, prevention, and treatment.

**Mx.** - (typically pronounced mix) is an title (e.g. Mr., Ms., etc.) that is gender neutral. It is often the option of choice for folks who do not identify within the cisgender binary.



**Outing** - (verb) involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status.

**Pansexual** - (adj) a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.

**Passing** - (verb) (1) a term for trans\* people being accepted as, or able to "pass for," a member of their self-identified gender/sex identity (regardless of birth sex). (2) An LGB/queer individual who can be believed to be or perceived as straight.

**Polyamory/Polyamorous**- (noun/adj) refers to the practice of, desire to, or orientation towards having ethically, honest, consensually non-monogamous relationships (i.e. relationships that may include multiple partners). This may include open relationships, polyfidelity (which involves more than two people being in romantic and/or sexual relationships which is not open to additional partners), amongst many other set ups. Some poly(amorous) people have a "primary" relationship or relationship(s) and then "secondary" relationship(s) which may indicate different allocations of resources, time, or priority.

**Questioning** - (verb; adjective) - exploring one's own sexual orientation or gender identity; or an individual who is exploring their own sexual orientation and gender identity.

**Queer** - (adj) used as an umbrella term to describe individuals who don't identify as straight. Also used to describe people who have non-normative gender identity or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term queer can often be used interchangeably with LGBTQ.

**QPOC / QTPOC** - (noun) initialisms that stand for queer people of color and queer and/or trans people of color.

**Romantic Attraction** - (noun) an affinity for someone that evokes the want to engage in relational intimate behavior (e.g., flirting, dating, marriage), experienced in varying degrees (from little-to-none, to intense). Often conflated with **sexual attraction** or **emotional/spiritual attraction**.

**Same Gender Loving / SGL** - (adj) a term sometimes used by members of the African-American / Black community to express an alternative sexual orientation without relying on terms and symbols of European descent.

**Sexual Attraction** - (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-none, to intense). Often conflated with **romantic attraction** or **emotional/spiritual attraction**.

**Sexual Orientation** - (noun) the type of **sexual, romantic, emotional/spiritual attraction** one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference).

**Sexual Preference** - (1) the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. (2) Generally when this term is used, it is being mistakenly interchanged with “sexual orientation,” creating an illusion that one has a choice (or “preference”) in who they are attracted to.

**Sex Reassignment Surgery / SRS** - A term used by some medical professionals to refer to a group of surgical options that alter a person’s biological sex. “**Gender confirmation surgery**” is considered by many to be a more affirming term. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance. Some refer to different surgical procedures as “top” surgery and “bottom” surgery to discuss what type of surgery they are having without having to be more explicit.

**Skoliosexual** - (adj) attracted to genderqueer, transgender, transsexual, and/or non-binary people.

**Stud** - (noun) a term most commonly used to indicate a Black/African-American and/or Latina masculine lesbian/queer woman. Also known as ‘butch’ or ‘aggressive’.

**Stealth** - (adj) a term to describe a trans person who is not “out” as trans, and is perceived by others as cisgender.

**Third Gender** - (noun) a term for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognise three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it, as a way to move beyond the gender binary.

**Top Surgery** - (noun) this term refers to surgery for the construction of a male-type chest or breast augmentation for a female-type chest.

**Trans\*/Transgender** - (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an \* is often used to indicate that you are referring to the larger group nature of the term. (2) A person who lives as a member of a gender other than that expected based on sex assigned at birth.

**Transition(ing)** - (noun & verb) this term is primarily used to refer to the process a trans\* person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.

**Transman ; Transwoman** - (noun) An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. (sometimes referred to as transguy) (2) Identity label sometimes

adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.

**Transphobia** - (noun) the fear of, discrimination against, or hatred of trans\* people, the trans\* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society.

**Transsexual** - (noun & adj) a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.

**Transvestite** - (noun) a person who dresses as the binary opposite gender expression (“cross-dresses”) for any one of many reasons, including relaxation, fun, and sexual gratification (often called a “cross-dresser,” and should not be confused with transsexual).

**Two-Spirit** - (noun) is an umbrella term traditionally used by Native American people to recognize individuals who possess qualities or fulfill roles of both genders.

**Ze / Hir** - alternate pronouns that are gender neutral and preferred by some trans\* people. Pronounced /zee/ and /here/ they replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun “they/their” as a gender neutral singular pronoun.

# Genderbread Person & LGBTQ Umbrella

*Guided Discussion – 101 – Low Trust – 15 mins – LGBTQ*

## Materials

- Whiteboard or easel and flip chart paper
- Genderbread Person Participant Handout
- Pens/pencils

## Setup

- *(suggested)* Draw the Genderbread Person on the whiteboard or paper and have the spectrums with the blanks drawn as well.

## Facilitator Framing

- This is the most lecture-heavy part of Safe Zone 3.0 curriculum, if not all participants connect with every part of the genderbread model, that is okay.

## Goals & Learning Outcomes

- Participants will be able to understand that there is a difference between gender and sexuality.
- Participants will be able to identify the difference between the L, G, B, Q, and the T of LGBTQ.
- Participants will be able to describe the difference between biological sex, gender identity, gender expression, and attraction.

## Process steps

1. Frame the activity:  
“We are going to move now from talking about vocab to talking about some frameworks and ways to make sense of a lot of that vocabulary. First we are going to start with the LGBTQ umbrella handout. This handout helps us make some sense of the LGBTQ acronym.”
2. Read (or have a participant read) the text on the LGBTQ umbrella handout.
3. After reading the handout highlight the umbrella handle going through letters LGB and T. Let folks know that this handle is to highlight that in LGBTQ there are two different identities, sexualities (LGB) and gender (T). It is important to remember that sexuality and gender are not the same thing and this will be further clear in the genderbread handout.
4. Move to the genderbread handout and begin the genderbread lecture (below).
5. Wrap-up the activity.

## Example lecture

If you could all turn to the page with the umbrella imagine on it, we want to spend a little time discussing what those common LGBTQ letters mean and how they refer to different identities. When we discuss “LGBTQ” people, one thing we generally forget to make clear what, exactly, those letters mean. For example, there is no such thing as an “LGBTQ” person. Lesbian, Gay, Bisexual,

Transgender, and Queer are all different labels, representing different identities. Importantly, they are words that relate to folks' experiences of gender and sexual identities -- two things we often confuse for being one and the same.

LGB all represent sexual identities. And the T represents a gender identity. Queer is often used as an umbrella term to lump all marginalized sexualities and genders together. So, to recap, on one side we have queer sexualities (Lesbian, Gay, and Bisexual, to name a few), and on the other we have queer genders (Transgender, to name one).

When we say sexual identities, sexualities, or sexual orientations, we are talking about are the ways we categorize and define who we are attracted to. When we "gender identities" we are talking about the ways we categorize and define our genders.

Moving into the genderbread handout, we want to focus on getting a sense of the different ways we all experience gender and sexuality. To understand gender, it's helpful to break it into three parts: gender identity, gender expression, and biological sex.

Let's start with gender identity, which is how you, in your head, define and understand your gender based on the options for gender you know to exist, and how much you align or don't align with what you understand those options to mean. Next, we have gender expression, which is how you demonstrate gender through your dress, actions, and demeanor. And, finally, we have biological sex, which is the anatomical make up of your body.

Gender identity is all about social norms, roles, and personality. We can think of it as the amounts of man-ness and woman-ness we align with (or don't align with). In this case, we are talking about the norms (social expectations), and roles (ways we fulfill or act out those expectations) placed upon "men" and "women" in a society -- all of this will be based on how we were socialized to understand what these are. Some folks identify with neither "man-ness" or "woman-ness," but a third gender altogether. Some folks identify with aspects of both, and might use the label "bigender" to describe their identity, or simply identify as "man" despite having traits of "woman-ness," or "woman" despite having traits of "man-ness."

Gender expression can be thought of as the aspects of masculinity and femininity you display in your actions, dress, and demeanor. As examples, masculine dress might be considered baggy, unprimed, or functional. Feminine dress is form-fitting, colorful, and frivolous. Similar to gender identity, a lot of folks may express both masculinity *and* femininity, or not express much of either. The term "androgynous" is used to describe gender expression that is both masculine and feminine.

Biological sex can be thought of as the aspects of "male-ness" or "female-ness" you embody in your physical self, both at birth (primary sex characteristics) and that you develop throughout your life, or puberty (secondary sex characteristics). Examples of "male-ness" are primary traits like "penis, testicles" as well as secondary traits (which are developed during puberty" like "coarse body hair, wide shoulders." Examples of "female-ness" are primary traits like "vagina, ovaries" and secondary traits like "breasts, wide hips." Some folks are predominantly male or female, while others are intersex. There are a multiple reasons and ways that our bodies look the way they do or are the way

they are. Sex assigned at birth, something that's important for understanding transgender and cisgender identities, is a component of biological sex.

Now, all of that was gender, which is helpful to have a better understanding of if we want to have a comprehensive understanding of sexuality. Because, for many of us, the way we define our sexuality is in relation to gender: we define our orientation based on the gender of ourself compared to the gender of those to whom we are attracted (e.g., men attracted only to men are "gay"; men attracted only to women are "straight").

It's helpful to also break attraction down into two parts: our sexual attraction and romantic attraction. Sexual attraction is the pull toward physical intimacy, like touching, kissing, intercourse, etc. Romantic attraction is the pull toward relational intimacy, like flirting, dating, romantic partnerships, marriage, etc. Some folks experience both of these, some experience neither, and some experience one more strongly than the other. And in all of the above cases, the type of attraction might be felt toward specific folks with particular gender identities, gender expressions, or biological sex characteristics. For example, someone may be sexually attracted to people of all genders, but only romantically attracted to women; or they might find masculinity attractive when expressed, regardless of gender identity.

At this point I'd like to pause for questions and for reflection. How do you make sense of this for yourself, for others, does it change how you think or consider attraction or gender?

## Make it your own

This activity can be done in exclusively lecture format or can be made interactive by asking participants for examples or suggestions at any point during the lecture.

## Notes

Please practice the activity before facilitating it for the first time. There are many components involved and you must be clear on the steps or your participants will be lost. Gain understanding of all the terms and identity labels prior to conducting the activity. Read Sam's "[Breaking through the Binary: Gender Explained Using Continuums](#)" article or book [A Guide to Gender](#) for a more intense intro to gender. Many of the terms are clarified in our vocab activity and the definitions can be used word-for-word in the lecture.

# LGBTQ is an acronym

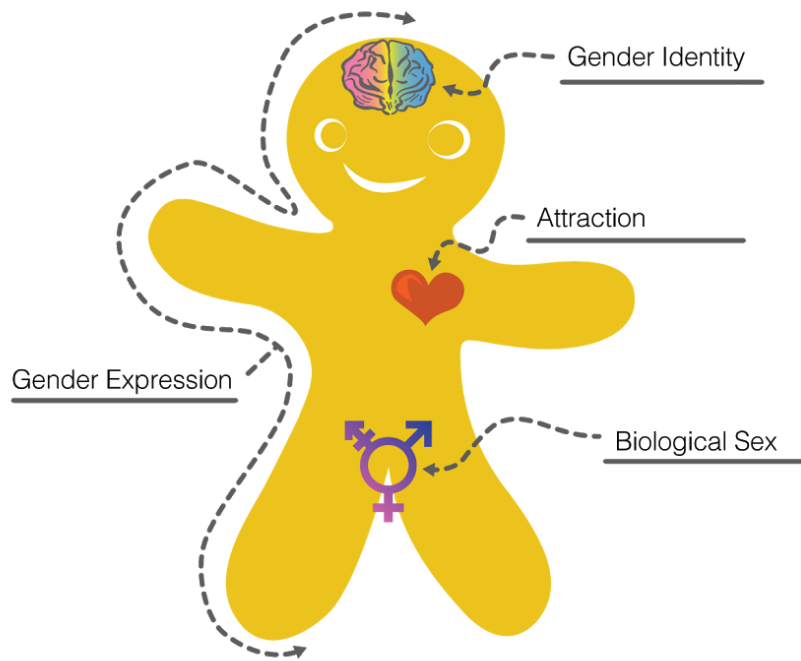
meant to encompass a whole bunch of diverse **sexualities** and **genders**. Folks often refer to the Q (standing for “queer”\*) as an **umbrella term**, under which live a whole bunch of identities. This is helpful because **lesbian, gay,** and **bisexual** aren’t the only marginalized sexualities, and **transgender\*** isn’t the only gender identity. In fact, there are many more of both!



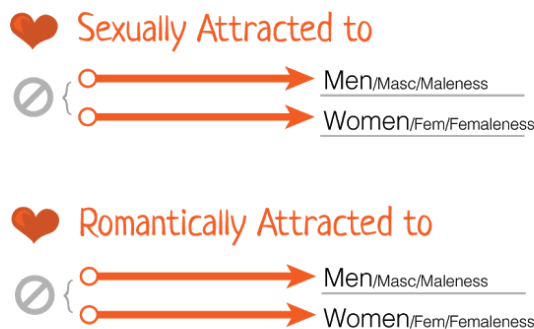
\* The “Q” sometimes stands for “questioning” and “transgender” is often thought of as an umbrella term itself (sometimes abbreviated “trans”; or “trans\*” in writing). Lots of asterisks, lots of exceptions, because hey – we’re talking about **lots** of different folks with different lived experiences to be inclusive of.

# Genderbread Person - Instructor's Sheet

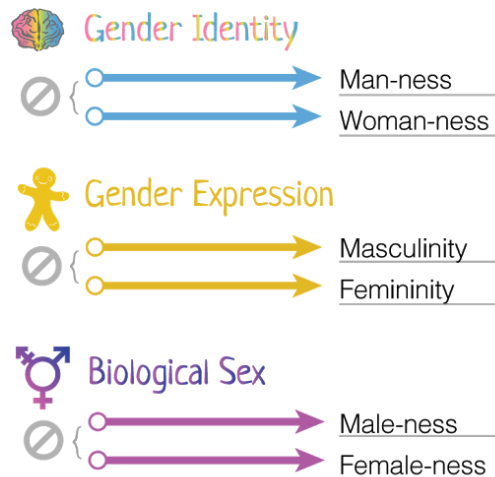
## The Genderbread Person v3.3



### Sexuality



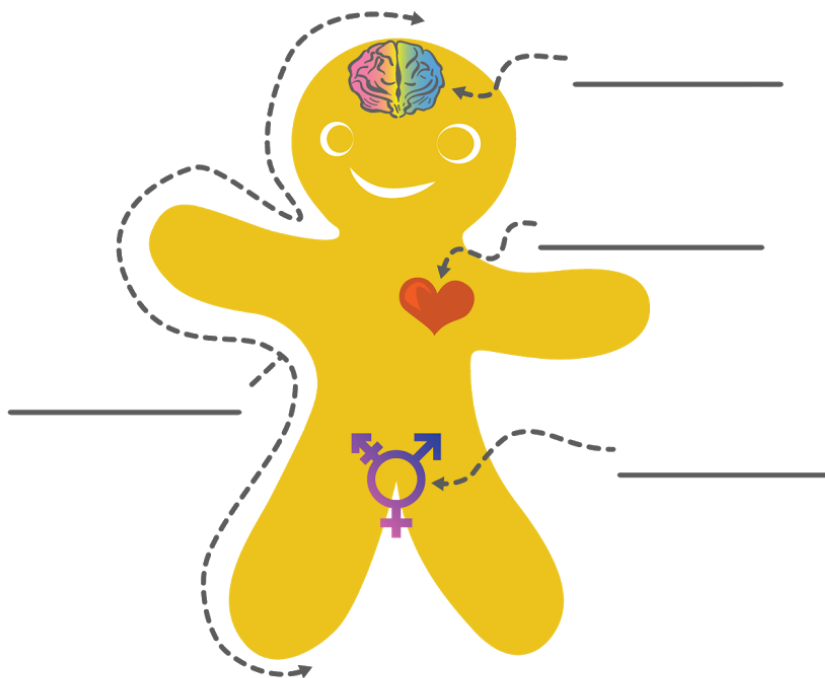
### Gender





# Genderbread Person - Participant's Sheet

## The Genderbread Person v3.3



### Sexuality

Sexually Attracted to  
 \_\_\_\_\_  
 \_\_\_\_\_

Romantically Attracted to  
 \_\_\_\_\_  
 \_\_\_\_\_

### Gender

Gender Identity  
 \_\_\_\_\_  
 \_\_\_\_\_

Gender Expression  
 \_\_\_\_\_  
 \_\_\_\_\_

Biological Sex  
 \_\_\_\_\_  
 \_\_\_\_\_

# Privilege for Sale & Coming Out

*Small Group – 101 – Low Trust – 20 mins – LGBTQ*

## Materials

- Privilege for sale - participant handout
- Coming out handout
- Scrap paper

## Setup

- Write different dollar amounts of money for the different groups on the scrap paper

## Facilitator Framing

- Giving directions for this activity in steps will help ensure that participants don't miss any part of the instructions.
- Privilege for sale is an activity that can have a lot of different outcomes and goals, many of which can be focused on in the debrief. If you want to use the activity to achieve certain goals/learning outcomes be sure to steer the debrief towards that end.
- The coming out handout flows nicely from privilege for sale but can be used/referenced anywhere in the curriculum.

## Goals & Learning Outcomes

- To acknowledge and investigate privilege.
- To provide an opportunity for participants to empathetically connect and reflect on the experience of having (or not having) privilege.
- To discuss the variety of privileges that the queer community (and other communities) have limited access to. Not just legal privileges but social, financial, etc.
- To discuss how no one privilege is more important than another, that for someone any privilege may feel essential.
- Participants will be able to identify privileges that they take for granted in their everyday life.
- Participants will discuss what types of privileges (social, financial, legal, etc.) are important to them and why that may differ from others in their group.
- Participants will be able to investigate and discuss what groups may have limited access to what privileges and effect that lack of access may have on an individual.

## Process steps

1. Break participants into small groups, ideally no more than 4 people. Have folks create little discussion pods around tables or with chairs in a circle, groups should be far away from each other so they can have a discussion without being distracted by the other groups.
2. Explain the directions:  
"On your sheet there is a list of privileges, for the purposes of this activity, you do not have any of these privileges. We have removed of these privileges and you, as a group, need to buy them back from us. Each privilege costs \$100. One of us is going to come around in a moment and give an amount of money to each group. That is the amount of money that you *as a*

*group* have to spend. We will give you a few minutes to talk together and decide what privileges you'd like to buy. After we're going to come back to the big group and debrief."

3. Check to see if the group has any questions on the directions.
4. Pass out dollar amounts for the different groups on scrap paper. (*Typically we vary the amounts from \$300-\$1400*)
5. Give the groups approximately 5 minutes (giving them a 2 minute warning) to discuss and decide which privileges they would like to buy.
6. Debrief the activity as a whole with the group.
7. Transition into the Coming Out Handout.

## Debrief questions (& sample prompts)

### What was this activity like?

#### How did this activity make you feel?

- For some people this is a new experience because they've never thought of privilege in this way, or in a list form like this.
- It can sometimes be a deeply triggering or frustrating activity because perhaps you don't have access to a lot of these privileges and seeing all of the privileges in a list can be challenging.
- For others it can be deeply moving/emotional because they've never thought of all the privilege that they do have before. This can bring up feelings of guilt or even feelings of shame for taking things for granted.

#### Was it difficult to pick out the privileges?

- There are a lot of different types of privileges to choose from and some groups have trouble figuring out what to prioritize because there are so many different categories. Perhaps your group found yourselves choosing between privileges about family, legal rights, finances, or social acceptance. That can bring about tension as people have different values on all of these things.
- Sometimes different amounts of money change our priorities. Often times groups with less money will make different decisions than if that same group had had more money.

#### What on this list surprised you?

- A lot of times people don't realize all of the privileges that they take for granted. And that's often because privilege is invisible to those of us who have privilege it.
- Sometimes people mention that they'd never thought of what it would actually be like not to be able to use a public bathroom without threat or punishment. It is interesting to think about that conversation from a personal perspective rather than as a political issue.

#### Why do you think this activity is called "Privilege for Sale" instead of "Heterosexual Privilege for Sale" or "Cisgender Privilege for Sale?"

- While some of these privileges may apply to sexuality or gender they may also relate to race, class, ability, or even religion. We are all likely approaching it from a lens of gender and sexuality because that's what we've been focused on today but a lot of different marginalized experiences/identities apply to this list.

**Why do you think we choose money? We could have easily said that each privilege was worth a token and you have 5 tokens, what does money represent?**

- When you have more money you can actually buy privileges, you can move to new locations where some of the social privileges may be more easily accessed or you can hire a lawyer to manage adoption paperwork for instance.
- Money is a form of privilege. When you have money you may not be as concerned that you could lose your job or may be rejected from housing.
- We take money very seriously and we understand how it can affect our decision making processes.

**Why do you think we gave groups different amounts of money?**

- Sometimes you can think that you that you only have \$500 until you realize that someone was less privileged than you and then all of a sudden the \$500 feels differently.
- It can create animosity between groups even though the groups were simply assigned the money and it was really the facilitators who should be receiving the animosity.

**What have you learned from this activity?**

## Coming Out Handout

1. Transition from the Privilege for Sale portion of the activity to the coming out hand out. One way to do this is to highlight that straight individuals and cisgender individuals often do not have to navigate a coming out process because their identity is assumed correctly by others.
2. Ask a participant in the group to read the first section of the handout (the first block of color) and then ask another participant to read the next section, continue like this until the whole handout has been read.
3. Share/highlight with the group the key points on the handout, highlighting everything you believe might be important information.

## Wrap-up

Clarify any points above that you didn't land with your participants that you feel are particularly relevant and important for the group. Summarize the main learning points that they shared.

## Make it your own

You can modify this list to talk about whatever types of privileges you'd like to highlight, like [cisgender privilege](#), [male privilege](#), [christian privilege](#), or [White privilege](#).

## Notes

This activity will really hit home for some people. Give people time to debrief and be ready to validate any emotions that come up for the group. It is also a really great activity to refer back to later in the training because a lot of people really connect with this activity and can use it to understand other impacts of bias or prejudice or how additional levels and layers of privilege would interact.

# Privileges for Sale - Staff Edition

*Please look at the following list of privileges; each privilege costs \$100 to purchase. As a group, please purchase as many privileges as your money allows.*

1. Celebrating your marriage(s) with your family, friends, and coworkers.
2. Paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Having multiple positive TV role models.
5. Sharing health insurance with your partner(s).
6. Being able to find role models of the same sexual orientation.
7. Being able to see your partner(s) immediately if in an accident or emergency.
8. Not being subjected to scrutiny in your job and not being able to be promoted without your sexuality being questioned
9. Adopting your children.
10. Filing joint tax returns.
11. Able to obtain child custody.
12. Being able to complete forms and paperwork with the information you feel most clearly communicates who you are.
13. Being able to feel unthreatened/safe in your interactions with authority figures/police officers.
14. Kissing/hugging/being affectionate in public without threat or punishment.
15. Being able to discuss and have access to multiple family planning options.
16. Not questioning normalcy both sexually and culturally.
17. Reading books or seeing movies about a relationship you wish you could have.
18. Receiving discounted home-owner insurance rates with your recognized partner(s).
19. Raising children without worrying about state intervention.
20. Having others comfort and support you when a relationship ends.
21. Being a foster parent.
22. Using public restrooms without fear of threat or punishment.
23. Being employed as a preschool or elementary school teacher without people assuming you will “corrupt” the children.
24. Dating the person you desired in your teens.
25. Raising children without worrying about people rejecting your children because your sexuality.
26. Living openly with your partner(s).
27. Receiving validation from your religious community.
28. Being accepted by your neighbors, colleagues, and new friends.
29. Being able to go to a doctor visit and have them understand your sexual orientation.
30. Being able to call/access social services without fear of discrimination around your gender and/or sexual orientation.
31. Sponsoring your partner(s) for citizenship.
32. Being open and having your partner(s) accepted by your family.

# Privileges for Sale - Club Kid Edition

*Please read the following list of privileges. Each privilege costs \$100 to purchase. As a group, you may purchase as many privileges as your money allows.*

1. Having multiple positive TV role models.
2. Being able to find role models in your life who share your sexual orientation.
3. Being able to find role models in your life who share your gender identity.
4. Being able to safely complete forms and paperwork with the information that most honestly communicates who you are.
5. Being able to feel unthreatened in your interactions with authority figures and police officers.
6. Kissing, hugging, or being affectionate in public without threat or punishment.
7. Reading books or seeing movies about a relationship you wish you could have.
8. Having others comfort and support you when a relationship ends.
9. Using public restrooms without fear of threat or punishment.
10. Being able to have a job working with children (e.g., as a teacher) without people assuming you will “corrupt” the children.
11. Receiving validation from your religious community.
12. Being accepted by your neighbors, colleagues, and new friends.
13. Being able to go to a doctor visit and have them understand your sexual orientation.
14. Being open and having your partner(s) accepted by your family.
15. Being able to attend a school function or dance with the person you’re dating without worry of threat, discomfort, or punishment.
16. Being able to find and shop for clothing that you feel comfortable in without feeling discomfort or told that’s not what “boys” or “girls” do.
17. Going on a trip or to a camp without worrying about your roommate finding out about your sexual orientation.
18. Joining a sports team, or other social club, knowing that there’s a place for someone of your gender, and that you’ll be able to fit in.

# "COMING OUT" ... "of the closet." is the process by which someone...

1. Accepts and identifies with their gender identity and/or sexual orientation; and
2. Shares their identity willingly with others.

**Sometimes** We talk about coming out as if it were a one time thing. But for most folks coming out is a **series of decisions** – sometimes daily – that LGBTQ people navigate in every new setting they enter. (Most people aren't like Ellen, where they come out once and then the whole world knows.)

People may be "out" ⇨ in some spaces, and "in" ⇨ in others.

⇨/⇨ to Family   ⇨/⇨ to Friends   ⇨/⇨ to Classmates/Coworkers   ⇨/⇨ to Religious Community

A decision to come out to a person or group is one of safety, comfort, trust, & readiness.

It's dangerous, unhealthy, and unhelpful to force someone to come out, or to "out" someone else (i.e., disclosing someone's gender identity or sexual orientation to others without the person's consent), **regardless of your intentions** (sometimes people think they're being helpful, or acting on the person's behalf to conquer their fears), but...

## IF SOMEONE COMES OUT TO YOU...

**DON'T:**

1. Say "I always knew," or downplay the significance of their sharing with you.
2. Go tell everyone, bragging about your "new trans friend."
3. Forget that they are still the person you knew, befriended, or loved before.
4. Ask probing questions, or cross personal barriers you wouldn't have crossed earlier.
5. Assume you know why they came out to you.

**DO:**

1. Know this is a sign of huge trust! (Yay!)
2. Check-in on how confidential this is (Do other people know? Is this a secret?)
3. Remember that their gender/sexuality is just one dimension (of many) of who they are.
4. Show interest and curiosity about this part of them that they are sharing with you.
5. Ask them how you can best support them.

# Anonymous Q&A

*Large Group – 101 – Low Trust – 15 mins – LGBTQ*

## Materials

- Scrap paper/index cards
- Pen/pencils
- (*optional*) hat or some kind of vessel to put questions in

## Setup

- Pass out index cards/ scrap paper to all participants and ensure everyone has a pen/pencil

## Facilitator Framing

- This activity is best when you feel comfortable fielding most questions that participants may ask. You can always skip or come back to a question that is asked as you'll have them on the cards and may not get to all the questions regardless of ability to answer them.

## Goals & objectives

- Provide an opportunity for all participants to ask the questions they are most curious about and have them answered
- An opportunity to generate scenarios for the activities later in the training

## Process steps

1. Hand out scrap paper or index cards.
2. Let participants know that this section of the training is called Anonymous Q&A and they should use the paper in front of them to ask you any question they like. Let them know (if you are comfortable) that this question can be about anything. Personal, political, social, curiosity, misconceptions, random ideas, or a scenario that they would like to go over as a group. Ask people to leave them on your desk or pass around a “hat” of some sort.
3. Once the questions have all been handed in, review them (quickly) and see if there are any that are on a similar topic to address all at once.
4. Read out the questions verbatim and answer them to the best of your ability. Alternatively share the questions with the group and ask for input if you think others would also have interesting thoughts/input on the questions.

## Notes

It is important to wait until the vast majority (if not all) hand in their questions so that people don't feel like you will know which question is theirs because you've already begun to read through them.

If someone writes a question in a way that the phrasing needs to be edited in order to be sensitive, affirming, or correct, read the question verbatim and then offer the rephrasing.



If you receive a question that you are not comfortable answering - don't read it aloud. Only you and the participant that asked the question will recognize that you did not answer the question. Alternatively, leave a number of questions unanswered and let participants know that you will get back to them via email about questions you did not get to answer. This will allow you time to discuss optional answers with others before answering the question(s) - but it is important to follow through on this.

## Unlock the Magic

This activity can create a lot of awesome opportunities to facilitate discussions that the participants *really* want to have, they wrote down the topic so you know at least one person is interested. As you move forward in your facilitation skills you can really allow these conversations to go and just help focus the conversations to be productive dialogue.

If you don't want to answer a question that is totally ok, you also have the option of reading the question and letting people know that you don't know the answer. This is that imperfect role modeling that you are showing and demonstrating for the group.

Reading out the questions verbatim allows you to practice your [“Yes... and”s](#). Often participants may phrase a question in a way that uses a word that sounds awkward or in a way that others may find offensive. This is a great opportunity to practice rephrasing or correcting without shutting someone down. If someone was to write, “Why do all queers go to pride?” You could read that out loud and they say, “Right ok so you're asking why do all queer people attend pride, just added the word people in there because we only encourage the use of the word queer when used as an adjective. So, why do all queer people go to pride?”

Remember it is important not to phrase your opinions as if you speak for an entire group identity. Be cognizant to ground your answers in *your* identity, experience, or understandings.

# F(earfully) Asked Questions

*Large Group – 101 – Low Trust – 15 mins – LGBTQ*

## Materials

- Sticky flip-chart paper
- Markers

## Setup

- Write up and number a few of your pre-determined fearfully asked questions on the flip chart paper

## Facilitator Framing

- In our experience people are often afraid (or fearful) to ask questions that they perceive as being too basic or too prejudice. That does not mean, however, that most people don't have these questions, because they do! This activity is designed to normalize for the group having those questions and then giving you an opportunity to answer them.

## Goals & objectives

- Participants will be able to describe answers to some common questions related to LGBTQ identity and individuals.

## Process steps

1. Prior to the training, prepare a flipchart sheet (or powerpoint slide) with the common questions you believe your group might have regarding LGBTQ people and identity but might be afraid to ask (perhaps because they are worried about appearing ignorant, prejudiced, etc.). For example, a question might be “Is it true that people choose to be gay/trans?”
2. Number the questions and write them large and legibly, allowing for people to easily identify them. The numbers allow participants to simply call out a number (instead of having to repeat the question aloud).
3. When moving into this activity post the flipchart sheet where participants can see them.
4. Provide context for the questions:  
“These are common questions that folks have regarding LGBTQ identity and individuals and we wanted to provide an opportunity to answer any questions that you have on this sheet. What questions do you want to dig into on this sheet.”
5. For each question, answer it thoroughly, and then check in with the group to see if they have follow up questions.
6. Continue until all questions are answered or your time is up.

## BGCA Fearfully Asked Questions

1. What bathroom does a transgender person use?
2. Don't all these labels actually make it worse not better?
3. Can I just ask someone how they identify?

4. Aren't all people a "she" or a "he"?
5. Lots of kids say that they "feel like a boy" or are "bisexual" but isn't a lot of trying on identities ultimately just a phase for teenagers?
6. Are all transgender people gay?
7. For sports, do transgender girls play with the girls? Or boys? Is that fair?
8. How do we intervene when someone says homophobic things without trampling their values?

## Notes

This format gives you total control to only answer questions you're comfortable answering, and to prepare (or even script out) your answers beforehand.

# Scenarios

*Small Group – 201 – Medium Trust – 15 mins – LGBTQ*

## Materials

- Scenario handouts for participants

## Setup

- We recommend creating a scenario handout specific to your group (prior to workshop)

## Facilitator Framing

- Scenario are an opportunity for your group to practice putting some of the concepts and understandings they learned earlier in the workshop into practice.
- We recommend coming up with 2-3 scenarios that you believe would most benefit your group to work through. This benefit might be determined by a scenario the group is most likely to encounter, the group is most likely to struggle with, or another criteria.

## Goals & objectives

- To provide real world situations that participants may encounter in the future and for participants to think through and game plan the different ways to handle the situation
- To empower participants to feel more comfortable applying the knowledge that they have gained during the course of the training in real-world situations
- To provide a framework for participants to use when working through scenarios and when considering scenarios for multiple periods in time.

## Process steps

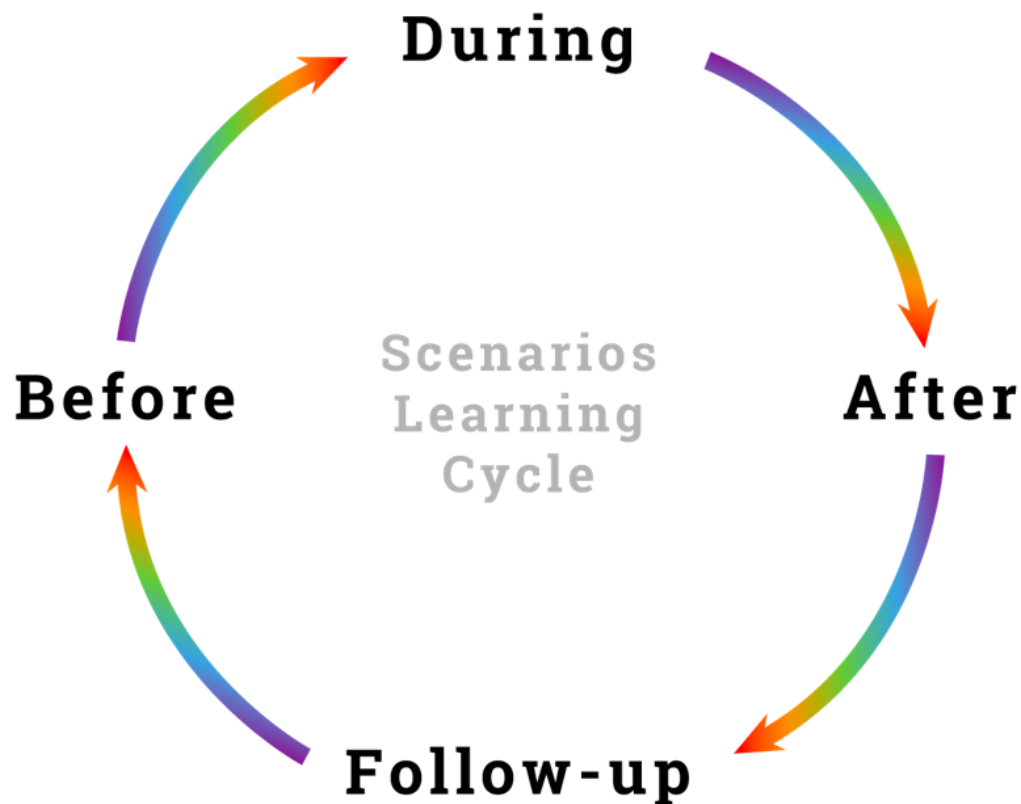
1. Introduce the activity to the participants.  
“As we come toward the end of our curriculum we are going to move into scenarios and work through some scenarios that you may encounter related to a lot of the gender and sexuality concepts and identities that we’ve been discussing.”
2. Split the group up into smaller sub-groups. Groups of 3 are ideal but no more than 4.
3. Provide each group a scenario to work on (this can all be the same scenario or different scenarios). Let the groups know they’re going to have a few minutes to work through the scenario before sharing out their thoughts with the larger group.”
4. If any group finishes remarkably quickly, use the scenario learning cycle to prompt additional questions (ex. “What could you do to prevent the scenario from happening? What might you do immediately afterward or following up later in the week after the scenario?”) to elicit further conversation.
5. Bring the groups back together and review the scenarios.
6. Ask an individual from each group to read out their scenario and then ask the whole group to discuss what they thought the best way to handle the scenario would be. Ask for feedback from the larger group, add your own, and then move onto the next group repeating the process.

7. If the group is struggling to work through a scenario, particularly if they don't understand the concern, them through these steps:

#### Facilitator Scenario Steps:

1. **Clarify the problem:** At this stage you really want to identify what the problem is and make sure everyone in the group agrees on what the issue is before moving to the next step.
2. **Identify options:** Have the group brainstorm a number of different options that are available to address the problem at hand. These options may be more or less feasible but you don't need to address that at this stage, just get the options out there.
3. **Weigh outcomes:** Now that you've identified options, talk through some of the options presented and what the possible outcomes of going that direction could be. Weigh pros and cons.
4. **Do it. Listen. Reassess:** Talk through implementing the decided upon direction with the group. If it would be helpful talk about some possible future barriers/complications after taking that path and talk through those as well as possible scenarios.

The instructions above provide some clarity for the facilitator on how to debrief scenarios with the group. If the group's answers are all focused on the "in the moment" response to the scenario prompt additional thoughts by using the scenario learning cycle.



**During** is "in the moment" that the scenario is taking place. **After** is immediately after where as **follow-up** maybe later in the day or a week or two later. **Before** is focusing in on how to prevent that moment from happening again.

## Wrap-up

One of the key things that we want y'all to get out of this exercises relates to the "[Platinum rule.](#)" The idea behind the platinum rule is that while the golden rule (treat others as you would want to be treated) is a good start, it leads us to believe (and treat) people as *we* wanted to be treated and not necessarily how *they* want to be treated. In discussing these scenarios hopefully we've teased out a bit that there are often different ways to address an issue or a sticking point and that the most important thing in order to support someone is to find out how *they* want to be supported.

## Make it your own

You can do this activity a number of different ways:

Put up a spectrum on a wall with three signs, "very confident", "somewhat confident", "not at all confident". Read out a scenario and ask people to place themselves on the spectrum of how confident they would be in handling this situation you just described. From here you can have individuals simply shout out their thoughts or you can split people into smaller groups - taking people from all parts of the spectrum and putting them together. Note: Having people share ideas out loud requires a high level of trust as well as having people rate their confidence levels.

You can print out and place around the room the different scenarios. Ask people to stand by the one they would most like to answer or work through. Ask the groups to tackle the question they choose (while making sure no group gets too big).

You can move through the scenarios as one large group having an all-group discussion rather than having people break into small groups.

## Notes

We provide scenarios on the next few pages as examples, however, we recommend limiting the amount of scenarios you provide your group to 2-3 and focusing those scenarios on what is most likely to help your group.

# Scenarios

## *Questions for BGCA*

1. You've just been introduced to a new kid who introduces themselves to you as Alex. Alex presents in an androgynous way and you're not sure what pronouns to use for Alex. What do you do?
2. A parent has called expressing concern over sleeping assignments for an overnight trip. Their kid said their roommate is gay, and the parent feels it would be inappropriate to force their son to sleep in the same room as a gay kid. How do you respond?
3. You hear a few kids talking one day and overhear one of them say, "Quit being such a fag," to another kid. How do you address this situation? (Would you handle it any differently if the kid had said the word "queer"?)
4. There is a kid who wants to join your teen programs and has asked to speak with you in order to assess which program would be best for them to attend. They tell you they're genderqueer and use they/them pronouns. How would you advise them?
5. You are in the process of orienting a new staff hire and they reveal to you that they have just begun socially transitioning their gender. So, while their legal paperwork and application are all under Cynthia, he asks to be referred to as Steven. What would you do?

# Wrap-up and Feedback

*Housekeeping – 101 – Low Trust – 10 mins*

## Materials

- Participant feedback forms
- Self feedback form

## Setup

- N/A

## Facilitator Framing

- Wrapping up the workshop is important in order to provide a sense of closure to the experience, review the material covered, and initiate thoughts around next steps.
- We recommend asking for feedback that you know you will use. If you are looking to change/alter the content material, ask for feedback on the content, if you want feedback on your facilitation process, ask for questions on your facilitation. Do not ask for feedback you are not going to meaningfully use.

## Goals & objectives

- Wrap up the program by summarizing the takeaway points from the different aspects of the training.
- Remind participants the events of the training giving them a chance to reflect on what they've experienced and learned over the course of the program.
- Opportunity to make any last points or take-aways.
- Opportunity for participants give feedback on the training that will help the facilitator grow and develop the training in the future.

## Process steps

1. Let participants know that we are going to be wrapping up the training.
2. Summarize the activities that you did during the training, the main take away points that you want participants to leave with, and what they can do from here to continue being and becoming better allies. Some points you might want to include are:
  - encourage participants to continue to continue these conversations outside of this space
  - encourage participants to inquire and address negative/hurtful language/assumptions, even when they are nervous
  - Encourage participants to continue to educate self/others on these and other social justice issues
3. Let them know that in a minute you'll be looking for their feedback. Let them know what you will use the feedback for and how important it is to growing and bettering the trainings in the future (*this will encourage folks to give meaningful feedback*).
4. Hand out feedback forms and let participants know where to put them when they are done. If you'll be sticking around the workshop for questions afterward let participants know that as



well. Any additional information you want your group to have be sure to share before passing out feedback forms.

## Make it your own

Modify the feedback form to fit your needs and interests and for the participating group.

## Unlock the Magic

Remember: [self-evaluation and self-feedback](#) is critical to you improving as a facilitator. We wrote a whole article on it we think it's that important. So while it can be very tempting to forget or not do this part, your future self will thank you! You can even do it while your participants fill out their feedback forms!

## Notes

It is very easy to forget to or not prioritize Wrap-up as a part of the training. However, if you have a decision between doing another scenario or wrapping the workshop up in a meaningful way we encourage you to choose Wrap-up. The training will feel much more complete when you give a little summary at the end and provide some context for next steps. Wrap-up also increases the quality of the feedback you receive as you have just reminded participants all of the different aspects that you covered the training.

# Feedback Form

*Please answer honestly :).*

*What is one thing that you learned from the training today? What did you enjoy about today's training?*

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*What could be improved for the next time this training is facilitated? How do you think this training could be improved?*

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*Do you think this workshop will improve your experience at your BGCA club? Why or why not?*

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*Additional feedback for the facilitators? This could be in regards to material covered or the facilitation process.*

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# Self Feedback Form

*What went well?*

*What activity would I do differently and how?*

*Where do I feel in the curriculum the biggest “ah ha!” moments happened?*

*What would I do differently in general throughout the training?*

*What were any questions I didn't know how to/wasn't prepared to answer?*

*Next time I want to change....*



# Resource Page

*There are many organizations, news, and blog communities for you to continue to explore gender and sexuality. These are just a few of our favorite places to continue learning!*

## Safe Zone Project Website Links -

- Full list of vocabulary terms – [bit.ly/SZP\\_VocabFULL](http://bit.ly/SZP_VocabFULL)
- BGCA + SZP page - [thesafezoneproject.com/bgca](http://thesafezoneproject.com/bgca)

## Websites for Learning More About Gender, Sexuality, & Social Justice

- Asexual Visibility and Education Network – [www.asexuality.org](http://www.asexuality.org) – "The world's largest online asexual community as well as a large archive of resources on asexuality."
- Bisexual.org – [www.bisexual.org](http://www.bisexual.org) – "A voice to the bisexual community, share accurate information, answer questions, and provide resources for further learning."
- Everyday Feminism – [www.everydayfeminism.com](http://www.everydayfeminism.com) – "Learn how to heal from and stand up to everyday violence, discrimination, and marginalization," with plenty of articles about class, gender, LGBTQIA issues, and race.
- Get Real – [www.getrealeducation.org](http://www.getrealeducation.org) – "Comprehensive Sex Education That Works."
- It's Pronounced Metrosexual – [www.itspronouncedmetrosexual.com](http://www.itspronouncedmetrosexual.com) – an online resource educating on issues of identity, sexuality, gender, privilege, and oppression, but in a fun, approachable way (by Safe Zone Project co-creator, Sam Killermann).
- Salacious – [www.salaciousmagazine.com](http://www.salaciousmagazine.com) – "A Queer Feminist Sex Magazine"
- Soul Force - <http://soulforce.org/> - Family that travels and does speaking events, have a ton of materials on their site, and do an "equality ride" (super cool), all from a Christian perspective
- TransWhat? – [www.transwhat.org](http://www.transwhat.org) – "A Guide Towards [Trans] Allyship"
- We Are The Youth – [www.wearetheyouth.org](http://www.wearetheyouth.org) – "Sharing stories of LGBTQ youth in the United States."
- WikiQueer – [www.wikiqueer.org](http://www.wikiqueer.org) – "The free encyclopedia and resource for the queer communities that you can edit."

## Organizations Doing Good

*Consider these orgs and projects to have the SZP-check-mark-of-approval. We strongly encourage you give them your support – whether that's in time, donations, or just spreading awareness.*

- GLAAD – [www.glaad.org](http://www.glaad.org) – Gay & Lesbian Alliance Against Defamation. "GLAAD works with print, broadcast and online news sources to bring people powerful stories from the LGBT community that build support for equality."



- GLSEN – [www.glsen.org](http://www.glsen.org) – Gay, Lesbian, and Straight Education Network. "Every day GLSEN works to ensure that LGBT students are able to learn and grow in a school environment free from bullying and harassment."
- Family Acceptance Project – [www.familyproject.sfsu.edu](http://www.familyproject.sfsu.edu) – "Research, intervention, education and policy initiative that works to prevent health and mental health risks for lesbian, gay, bisexual and transgender (LGBT) children and youth, including suicide, homelessness and HIV - in the context of their families."
- God Loves the Gays - <http://godlovesthegays.org> - a queer son of a pastor who writes and shares resources with the goal of making people feel okay being queer and Christian
- It Gets Better Project – [www.itgetsbetter.org](http://www.itgetsbetter.org) – "The It Gets Better Project's mission is to communicate to lesbian, gay, bisexual and transgender youth around the world that it gets better, and to create and inspire the changes needed to make it better for them."
- National Gay and Lesbian Task Force – <http://www.thetaskforce.org/> – "The mission of the National Gay and Lesbian Task Force is to build the power of the lesbian, gay, bisexual and transgender (LGBT) community from the ground up." They also run Creating Change the "largest annual gathering of LGBTQ activists, organizers, and leaders within the LGBT movement" in the US.
- The "Not All Like That" (NALT) Project - <http://notalllikethat.org> - videos of (awesome) Christians (mostly families) explaining how they fully support LGBTQ people and that being Christian shouldn't mean being anti-gay.
- The Religious Institute - <http://www.religioustheology.org/> - Religious Institute is a multifaith organization dedicated to advocating for sexual health, education, and justice in faith communities and society.
- The Transcending Gender Project: <http://www.transcendinggender.org>
- PFLAG – [www.pflag.org](http://www.pflag.org) – "Parents, Families, Friends, and Allies United with LGBT People to Move Equality Forward."
- Transgender Law Center – [www.transgenderlawcenter.org](http://www.transgenderlawcenter.org) – "Transgender Law Center works to change law, policy, and attitudes so that all people can live safely, authentically, and free from discrimination regardless of their gender identity or expression."
- The Trevor Project – [www.thetrevorproject.org](http://www.thetrevorproject.org) – "Crisis intervention and suicide prevention for LGBTQ youth."

## Want even more Resources?

Head to [www.thesafezoneproject.com/resources](http://www.thesafezoneproject.com/resources) to find more!



# Curriculum Version 3.0

*Last updated: Aug 9th, 2016*

*Check out [www.TheSafeZoneProject.com](http://www.TheSafeZoneProject.com) for the most recent version, sign up for the mailing list to stay current.*

## Help evolve this document!

Our intention when we launched TheSafeZoneProject.com was to create a free, open source resource for effective safe zone trainings. Our hope is that you (yes, *you*) can add to and improve the usefulness of all the resources we create by sharing your insight with us! If you have an activity you'd like to share, a spin or twist on one we've already published, or would like to contribute, contact us—yo@thesafezoneproject.com!

## What's new in Version 3.0?

- ★ New cover design (oooh la la)
- ★ New activity (F(earfully)AQ)
- ★ New handout (Coming Out Handout)
- ★ New Genderbread 3.3 lecture
- ★ Updated and overhauled language and formatting in all activities
- ★ More detailed debriefing questions (with suggested learning outcomes)

## Need Facilitation Help?

In an effort to make everything we create as DIY as possible, we co-authored a book all about facilitation. It's called [Unlocking the Magic of Facilitation](#), and we believe is the perfect companion for anyone who is picking this packet up without experience and, truthfully, it's likely even got some tricks seasoned facilitators can add to their sleeves. You can buy it at bookstores (especially online ones, like [Amazon](#)), as well as electronically (for free or dollars) on the book's website: [www.FacilitationMagic.com](http://www.FacilitationMagic.com).

## Uncopyright

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