



# 2-HOUR SAFE ZONE WORKSHOP CURRICULUM

*Facilitator's Guide*

# This Guide

This guide is designed to help you facilitate Safe Zone workshops. The guide contains all of the activities, instructions, and resources you need to run an introductory LGBTQ/Ally training on your college campus. This guide was created specifically for your use!

## Within this guide you will find:

- ✔ detailed outline of each activity outlined in the workshop
- ✔ a copy of all participant sheets that are necessary to run these activities
- ✔ recommended ground rules for the workshop
- ✔ participant feedback form
- ✔ self evaluation/reflection form

This guide is intended for you to facilitate a Safe Zone 101 workshop. We created this workshop to be applicable and accessible to all individuals, no matter what knowledge level, age, or personal identity.

This guide should be read through, carefully examined, and practiced with before the day of the workshop. Please do not facilitate a workshop by reading this guide verbatim (other than where specified), but by using it as a tool and a resource as you conduct the activities within. The key ingredient of a successful Safe Zone workshop is preparation.

This curriculum is a very tight schedule. 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 don't, then flow through the workshop, managing your time well, and leave participants wanting to come back for more. However, be wary of prioritizing time over learning. If participants are getting a lot out of an activity, don't place the importance of moving forward first.

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# 🕒 Workshop Timeline

- 10 mins Introductions/Ground Rules
- 20 mins Vocabulary
- 5 mins First Impressions LGBTQ People
- 15 mins Genderbread Person
- 20 mins Heterosexual Privilege for Sale
- 20 mins Anonymous Q&A / Break
- 5 mins Coming Out Story
- 15 mins Scenarios
- 10 mins Wrap up & Debrief

**Total: 2 hours**

# A Ground Rules

In a short workshop like this, it is not the wisest use of time to have participants create ground rules themselves, but establishing ground rules is incredibly important. Feel free to modify these ground rules as you see fit, creating a list you can share with your participants that will result in an environment of comfort and safety for everyone involved in the workshop.

## 1. No Phones

No matter how good you are at multi-tasking, we ask you to turn off your phone, resist texting and all that jazz. We will take a break and you can send a quick text but other than that – resist!

## 2. Questions, Questions, Questions

Please feel free to ask questions at any time throughout this workshop. 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 – if we will get to it later we can let you know, but get it off your mind and onto ours.

## 3. Vegas Rule

*Slightly modified!* So during the workshop 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 **learning leaves and the names stay**. You're welcome to share anything that we say in this space with others and attach it to our name but be respectful of other people and take away the learning not the names.

## 4. LOL

We really appreciate it if, at some point, y'all could laugh! This workshop 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. But recognize that after you've shared a few times to leave space for other people to also put their ideas out there. So count to 5 after you've shared a few times before you share again so that someone who hasn't shared and isn't as quick to jump in has a few seconds to jump in 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.



# Introductions

👤 Housekeeping 💡 101 🔒 Low Trust ⌚ 10 mins

## ⚙️ Necessary supplies

- Participant handout

## 🚩 Goals & objectives

- Introduce yourself to the group, have them understand a little bit about who you are, what your experience with this workshop have been, and what the day will look like
- Introduce the group to each other
- Record the names of the individuals in the group
- To record any reasons or questions anyone in the group has before the workshop begins so you can be sure to address those

## ☰ Step-by-step walk through

1. Quiet the group down and introduce yourself. Include your name, where you are from, and any other relevant information. Tell them a little bit about how the workshop is going to progress and then ask them to introduce themselves.
2. Let them know what information you would like them to say. This information (i.e. your name, your class year and or job title, where you are from, one question or reason that you are here today) should be written down on a little index card that you can pass around to the participants.
3. Ask them to introduce themselves to the group and to share the criteria on the index card.
4. Draw yourself a little diagram of how they are sitting and record their names, that way you have a participation cheat sheet!

## ✏️ Make it your own

You can always change what criteria you ask of the participants as well as the information you share about yourself. Turn in into some kind of game -- find a person who grew up closest to you, find the person who has the birthday farthest from you and share a little about yourself.

## 📄 Notes

If someone does not share a question or a reason why they have attended the workshop, consider whether they purposefully did not answer the question or whether they forgot. If the person did not answer on purpose it will be awkward to push for an answer, and it is best to simply let it move on.



# Vocabulary Extravaganza

👤 Large Group 🕒 101 🔒 Low Trust ⌚ 20 mins 📁 LGBTQ

## ⚙️ Necessary supplies

- Participant vocabulary sheet
- Writing utensil

## 🚩 Goals & objectives

- To get everyone comfortable with the vocabulary and have a common understanding of the terms for the rest of the workshop
- To emphasize how powerful language is
- Clear up any misconceptions or questions about the terms

## ☰ Step-by-step walk through

1. Start the activity by having participants go through their list of terms, reading only the terms (not the definitions), and putting a star by any terms they are unfamiliar with. Give them no longer than 2 minutes to do this.
2. Explain that you will do your best to cover the terms they starred, but you are going to go over essential terms first.
3. Have a volunteer read the definition for the first term on your essentials list (“Ally”), highlight the part of speech and explain why that’s important, add in a tid-bit or two, ask if anyone has any questions, then move on to the next essential term. Continue in this way through all the essential terms.
4. With the remaining time, rotate through the group and have participants read a term aloud they starred that hasn’t already been covered, allowing a bit of time for questions in between, then moving on to the next participant until time is up.
5. Advise participants it is their Advise participants that you recommend they to read the rest of the terms on their own time, as they are all important and helpful terms to know.



## Essential Terms

**Ally** – (noun) a straight 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.

- “Coming out” as an ally is when you reveal (or take an action that reveals) your support of the LGBTQ community. Because being an active supporter can, at times, be stigmatized and is not assumed many allies go through a “coming out process” in relation to being an ally.

**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.

- 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 abbreviated to simply “sex”.

- Often seen as simply 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 also 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, resentment, 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 is harbors some elements of this range of negative attitudes towards bisexual people

- Really important to recognize that many of our “stereotypes” of bisexual people - they're overly sexual, greedy, it's just a phase - are negative and stigmatizing (and therefore biphobic) and that gay, straight, and many other queer individuals harbor these beliefs.

**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 between genders and there may be a preference for one gender over others.

- Can simply be shortened to bi
- Because it is the most commonly understood term outside of gay/straight many people who do not believe in the binary categories that bisexual can imply still use the term to indicate their sexual orientation because it is largely understood by others.

**Cisgender** – (adj) 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
- “Cis” is a latin prefix that means “on the same side [as]” or “on this side [of]”

- 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.





**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.).

**Gay** – (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex. More commonly used when referring to males, but can be applied to females 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. Pretty crazy.

**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) is a catch-all term for gender identities other than man and woman, thus outside of the gender binary and cisnormativity (sometimes referred to as non-binary). People who identify as genderqueer may think of themselves as one or more of the following:

- both man and woman (bigender, pangender);
- neither man nor woman (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

**Homophobia** – (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, 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.
- Often experienced inwardly as an individual begins to question their own sexuality

**Homosexual** – (adj) a [medical] term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex. 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 that is powerful and salient both to straight and queer people.

**Intersex** – (noun) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. 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) a term used to describe women attracted romantically, erotically, and/or emotionally to other women.

- 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.

**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 is believed to be or perceived as straight.

- While for many trans\* people this considered to be a positive experience and allows them to reveal their trans\* identity only at their own discretion, for many queer individuals passing is not a positive experience as it may feel invalidating or make them feel invisible within their own community.

**Queer** – (adj) used as an umbrella term to describe individuals who identify as non-straight. Also used to describe people who have non-normative gender identity or as a political officiation. 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 when someone is unsure about or is exploring their own sexual orientation or gender identity.



**Sexual Orientation** – (noun) the type of sexual, romantic, physical, and/or 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 members of the opposite sex. A more colloquial term for the word heterosexual

**Transgender** – (1) An umbrella term covering a range of identities that transgress socially defined gender norms. (2) A person who lives as a member of a gender other than that expected based on anatomical sex.

- Sexual orientation varies and is based off of someone's gender identity i.e. a transgender male or a transman who is exclusively attracted to woman might identify as straight.

**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.

## Notes

Vocabulary is essential to understanding and exploring LGBTQ issues. Be sure that you're comfortable explaining the words that you share with your participants.

Using the correct part of speech for certain words is crucial. Some words are not encouraged for use in their noun form and should exclusively be considered adjective only words. Other times a word can be both a noun and an adjective and be perfectly affirming. What's important to remember is when in doubt, adjectives are 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. They are all to be considered "working" definitions.

For some of these terms their connotations are just as important as their denotations - so be sure to pay attention to not only what they mean, but how they are received.

## 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 straight identified person who supports, and respects for members of the LGBTQ community

**Androgyny/ous** – (adj) (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

**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 abbreviated to simply “sex”.

**Biphobia** – (noun) a range of negative attitudes (e.g., fear, anger, intolerance, resentment, 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 is 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. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

**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) a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned)

**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.).

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

**Demi-sexual** – (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.

**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 man lesbians (and not necessarily masculine ones) as a positive self-identity term

**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’.

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

**Fluid(ity)** – generally with another term attached, like gender-fluid or fluid-sexuality, fluid(ity) describes an identity that is a fluctuating mix of the options available (e.g., man and woman, bi and straight)

**FTM / F2M** – abbreviation for female-to-male 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. More commonly used when referring to males, but can be applied to females 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.

**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 terms include man, woman, genderqueer...

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

**Genderqueer** - (adj) is a catch-all term for gender identities other than man and woman, thus outside of the gender binary and cisnormativity (sometimes referred to as non-binary). People who identify as genderqueer may think of themselves as one or more of the following:

- both man and woman (bigender, pangender);
- neither man nor woman (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) attracted to woman, females, and/or femininity

**Hermaphrodite** – (noun) an outdated medical term previously used to refer someone who was born with both male and female biological characteristics; not used today as it is considered to be medically stigmatizing, and also misleading as it means a person who is 100% male and female, a biological impossibility for humans (preferred term is intersex)

**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.

**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 see straight.

**Homophobia** – (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, 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.

**Intersex** – (adj) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. 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.



**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 straight man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative.

**MTF/ M2F** – abbreviation from male-to-female transgender or transsexual person.

**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** – (noun) refers to having honest, usual non-possessive, relationships with multiple partners and can include: open relationships, polyfidelity (which involves multiple romantic relationships with sexual contact restricted to those), and sub-relationships (which denote distinguishing between a ‘primary’ relationship or relationships and various “secondary” relationships).

**Queer** – (adj) used as an umbrella term to describe individuals who identify as non-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.

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

**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 Orientation** – (noun) the type of sexual, romantic, physical, and/or 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. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance.



**Skoliosexual** – (adj) attracted to genderqueer and transsexual people and expressions (people who don't identify as cisgender)

**Straight** – (adj) a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. A more colloquial term for the word heterosexual

**Stud** – (noun) an African-American and/of Latina masculine lesbian. Also known as 'butch' or 'aggressive'.

**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\*** – (noun) an umbrella term for people whose gender identity and/or gender expression differs from the sex they were assigned at birth. Trans\* people may identify with a particular descriptive term (e.g., transgender, transsexual, genderqueer, FTM).

**Transgender** – (1) An umbrella term covering a range of identities that transgress socially defined gender norms. (2) A person who lives as a member of a gender other than that expected based on anatomical sex.

**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** – (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 females. (sometimes referred to as transguy)

**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)

**Transwoman** – (noun) an identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as males.

**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.





# First Impressions of LGBTQ People

 Reflective  101  Low Trust  5 mins  LGBTQ

## Goals & objectives

- To explore participants' first awareness of queer identities
- Help people realize how socialization has impacted their understanding and predispositions toward queerness
- To make salient where participants are coming from, to help them know how far they have come, and where they need to go

## Step-by-step walk through

1. Refer participants to the participant sheet, and let them know to ask you if they have any questions.
2. Tell them they have 5 minutes to answer, and to write as much as they can.
3. Read wrap-up.

## Wrap-up

These are questions you may have never considered, or have answered many times throughout your life. Your answers are important to keep in mind as we continue this workshop, because your past experiences color your current predispositions, and it's important to unpack what we already know and believe before we try to learn new things or open our minds to new experiences. Please be cognizant of your responses, and feel free to discuss them with other participants during the break.

## Make it your own

The questions can be modified to focus more specifically on particular identities if you are doing a targeted workshop.

You can also lead a small discussion after allowing participants to share their responses and discuss their implications.

# First Impressions of LGBTQ People - Participant Sheet

Answer the following questions to the best of your ability:

1. How and when did you come to learn that not all people are straight or cisgender?
2. Where did most of the influence of your initial impressions/understanding of LGBTQ people come from? (e.g., family, friends, television, books, news, church)
3. Who is the first gay or lesbian character (TV, Film, Book, etc) you experienced? What was the portrayal like? (e.g., healthy, accurate, exaggerated, negative)
4. Were your first impressions of LGBTQ people mostly positive, mostly negative, or something else?
5. How have your impressions/understanding of LGBTQ people changed or evolved throughout your life?

## The Top 7 Things to Unlearn about LGBTQ People

1. You can't spot a gay person by the way they dress or act.
2. Being LGBTQ is *not* a mental illness, or psychiatric condition.
3. HIV/AIDS is *not* an LGBTQ disease.
4. Lesbians do *not* really just need the "right man" to set them "straight." Gay men do *not* really just need the "right woman."
5. Gay men are *not* pedophiles, and LGBTQ people aren't trying to brainwash everyone to be gay. Straight people are the ones making all the gay kids.
6. LGBTQ people are *not* unhealthy/unfit parents.
7. Things are *not* equal for LGBTQ people in the United States, and even though it is "getting better," there is still a long way to go before LGBTQ people have the same rights and protections as straight/cisgender people.



# Genderbread Person

 Guided Discussion  101  Low Trust  15 mins  LGBTQ

## Necessary supplies

- Whiteboard/easel
- Blank Genderbread Person v1 handout
- Genderbread Person V3 (with write-up) handout
- Writing utensils

## Goals & objectives

- To distinguish between sexual and gender identities
- Help individuals better understand the concepts of gender identity, expression, and sex

## Step-by-step walk through

1. Introduce activity (see example below).
2. Address the difference between the L,G,B, and T.
3. Map out gender identity, expression, and sex using continua and proper labels.
4. Explain how each aspect of gender is independent of one another, and sexuality.

*Example introduction:* We commonly lump a lot of letters together when we talk about the queer community: LGBT is the most common, but it's often extended out to things like LGBTQA, made to spell things like QUILTBAG, and so on. There are always pros and cons to everything, but there are also some specific issues that come up when we equate "gay rights" with "LGBT rights," as is often done in the news.

## Guiding questions

**What are some of the issues you think might arise from the LGBT grouping?**

- Makes people think Ls are the same as Gs and Bs and Ts
- Marginalizes identities that are left out (even on the super comprehensive acronyms, it only makes it more painful to the specifics who aren't included)
- What we're focused on in this activity: some of the letters represent sexual identities, while others represent gender identities.

## **What's the difference between the LGB and the T?**

- The first three are sexualities, and the last one refers to gender.
- Some laws/privileges may apply specifically to one group and not the other
- People can be L and T, or B and T, etc. And T people can be LGBPA or identify as straight.

*At this point, move to the Whiteboard (if you don't have a Whiteboard/Easel, just use the Genderbread Person v1 handout now and do your best to use the following questions/discussion points as you walk people through it). Draw three continua with dash marks in the middle like on the handout and label the first one Gender Identity. Have the group follow you whenever you write something.*

**We understand Gender Identity to be how you, in your head, define your gender, based on how much you do or don't align with what you understand to be the options for gender. What do you think the labels should be for this continuum?**

- Woman on one side, Genderqueer in the middle, Man on the other side.
- Emphasize the importance of these particular labels, and give basic definitions for each one as you write them down.

*Add the label Gender Expression to the next continuum.*

**Gender expression is the ways you present gender through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms. What do you think the labels should be for this continuum?**

- Feminine on one side, Androgynous in the Middle, Masculine on the other side
- Again, emphasize the importance of these particular labels and define them

**Gender expression is the ways you present gender through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms. What do you think the labels should be for this continuum?**

- Feminine on one side, Androgynous in the Middle, Masculine on the other side
- Again, emphasize the importance of these particular labels and define them
- Add the label Biological Sex to the next continuum

**Biological sex is based on the physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, and chromosomes (to name a few). What do you think the labels should be for this continuum?**

- Female on one side, Intersex in the middle, Male on the other side
- Emphasize the importance of these particular labels, explain that "hermaphrodite" is an offensive term and biological impossibility (as it means 100% male and female), and give basic definitions for each one as you write them down



*Plot sample points on the first two continua at random and ask the group to guess where the third point would go. This is a trick question, and leads into the next discussion question.*

**Why is it problematic to try to guess what someone’s biological sex might be based on their identity and expression?**

- Because it’s based on an assumption; assumptions are usually flawed
- The three things aren’t dictated by one another
- Even if someone is super far on the left on two things, you still can’t assume where they will land on the third

**What are some examples of celebrities you can think of that zig-zag down the scales?**

- David Bowie: man, androgynous/feminine, male
- Ellen: woman, androgynous/masculine, female
- Eddie Izzard: “complete boy plus half a girl,” feminine (on stage; masc off, usually), male

*Add a fourth continuum, label it Sexuality, and ask for labels for it (straight, bi-, gay). Explain that like the three gender continua, sexuality is independent and not affected by the ones before it. That is, it’s flawed to assume a person’s sexuality based on their gender identity, expression, and biological sex.*

**What are some examples of the identity labels and people that come out of these continua, and how would we show them?**

- Drag Queens (man, feminine, male, ???)
- Drag Kings (woman, masculine, female, ???) -- note: these are generally performance identities, a display of hyper-masculin-or-femininity
- Metrosexual (male, feminine(ish) (less so than a drag queen obviously), man, straight)
- Porche Del Rossi (female, woman, feminine, gay)
- Jason Collins (male, man, masculine, gay)

*At this point, draw a genderbread person shape beside the continua, and draw arrows from each continuum to the respective part of the person (identity -> head; expression -> encompasses full body; bio sex -> genitals; sexuality ->heart). Explain that this is an extremely simplified and, in many ways, misleading way of explaining gender, but it’s a great starting point. Refer them to the Genderbread Person v3 Handout for more reading and learning on their own time.*



### **What are some implications of all this stuff we've talked about?**

- Assumptions are a bad way to think you know someone.
- There are a lot of labels for different configurations on these scales, which are empowering to some individuals and offensive/stigmatizing for others.
- Gender is more complex than what you previously thought.

### **Make it your own**

Change up the people or the identity terms you used to describe people as you plot them as examples along the scale.

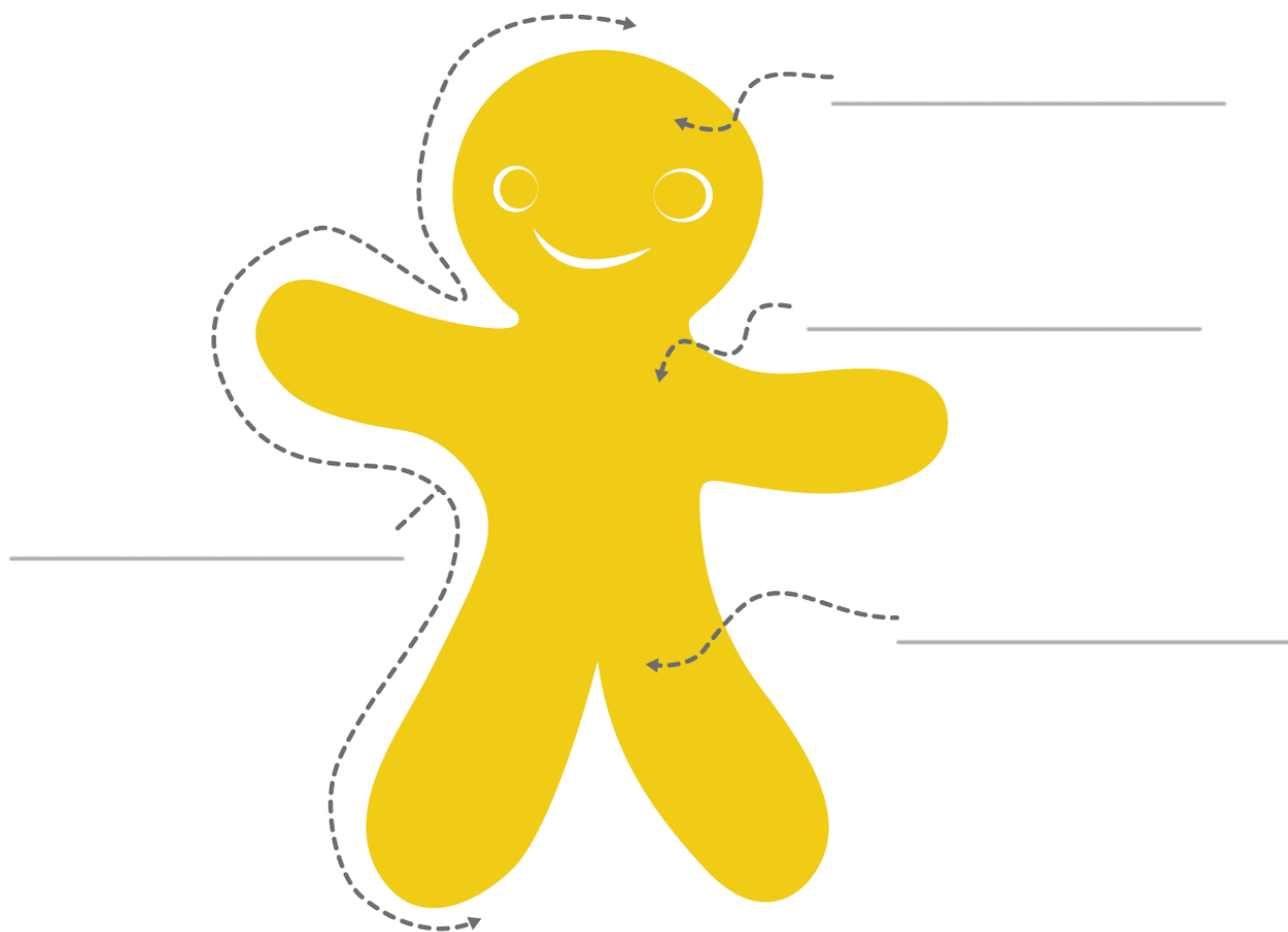
### **Notes**

Please read though this carefully and practice the activity before facilitating it for the first time. There are many steps 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. Many of the identity labels and terms are clarified in our Vocabulary activity. Refer to Genderbread Person v3 for additional learning.



# Genderbread Person - Participant Sheet



Four horizontal lines with arrows at both ends, each with a small vertical tick mark in the center, for writing answers.



# Heterosexual Privilege for Sale

👤 Small Group 🕒 101 🔒 Low Trust ⌚ 20 mins 📁 Sexuality

## ⚙️ Necessary supplies

- Participant handout sheet
- Writing utensils
- One piece of scrap paper

## 🚩 Goals & objectives

- To acknowledge and investigate heterosexual privilege
- To expose that there are many “rights” not extended to the queer community and that many of these privileges are not limited to political or legal ones but include social and interpersonal privilege as well
- To give participants an opportunity to see what privileges they hold most valuable
- Highlight the many ways that heterosexism and homophobia is institutionalized throughout our culture and systems
- To get people interacting with each other and sharing a little more personally about themselves

## 1/2/3 Step-by-step walk through

1. Break the group up into smaller groups, no more than 4 people, ideally 3.
2. Explain to the groups how the activity will work.
3. Example: “I will be passing out a sheet with a list of privileges on it. For the purposes of this activity we all are going to exist exist in a world without these privileges. You and your group are going to have to buy specific privileges from me. You will each receive money to buy the privileges and each one costs \$100. As a group you must decide which privileges to buy. Then we will come back together as a big group and share and discuss!”
4. Pass out the sheets.
5. Write down dollar amounts for the different groups on scrap paper. Vary the amounts given to each group from \$100 - \$800 dollars. Pass out the piece of paper to each group indicating the amount of money they have.
6. Allow each group 5 minutes to discuss and decide which privileges they would like to buy
7. Discuss each group's choices together as a large group.
8. Discuss the activity as a whole with the group.





## Guiding questions

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

*This question will generally be met by a few different people talking all at once. If someone says something definitive you can speak directly to that person and ask them to expand on that.*

- There are a lot of different types of privileges to choose from - and our group really didn't know exactly what to prioritize. We had to choose between choosing privileges about family, legal, ones regarding money, and social privileges
- Within the group there can be people who feel very strongly in different directions.
- There are a lot of privileges and only a few that your group got to choose.

### **What on this list surprised you?**

- Surprised by the number of different types of privileges.
- I had never thought of THIS privilege before, I had never thought of it as a privilege.
- I didn't realize how many different privileges they were, a lot of times we only discuss privileges that are legal - like marriage - and we forget about all of the day-to-day privileges that come along with being straight.

### **Are there any items that you would like to discuss more as a group or found particularly interesting?**

*If no one responds here - you as a facilitator - can remark on a privilege that you found surprising when reading the list of you would like to talk about more.*

*Example: "So when I read this list for the first time I had never really thought about why it is a privilege to be able to talk about your relationship openly with others. But I realized that if I wasn't able to discuss my relationship with others, I would experience being in my relationship differently... and I found that really interesting to think about."*

### **Did anyone else have items they were struck by?/Any items you don't quite understand?**

- So in the past I've had others ask me "What would it mean not having your doctor understand your sexuality?" Well I've had the experience where doctor's don't understand why I'm not on birth control, without ever asking who my partner is and who I am sexually active with.
- Additionally, there are sometimes different health risks or concerns that people who are active with same-sex partners need to be made aware of and if the doctor doesn't feel comfortable eliciting that information, or understand what the specific concerns are, it can be a real problem.

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

- For some people this is a really new experience because they've never thought of privilege in this way, or in a list form like this.



It can be quite shocking to see it listed in such a way.

- Something to keep in mind is that if you identify with a stigmatized/marginalized sexuality you may experience this activity really differently. It can feel quite different to be a gay individual who is looking at this list than a straight person.

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

- Learned that privilege comes in many different forms - social, political, legal, and cultural.
- That money can in many ways “buy” privilege. And that money could mean capital like actual dollar bills that mean you don’t have to worry about particular privileges, or it could mean cultural capital in the sense that you come from a particular location or background that begets a certain amount of cultural or social privileges.

### **Is there anything you would like to add we haven’t talked about?**

*I usually just use this as a time to allow people to add any thoughts they haven’t yet, or you can add your own anecdotes that haven’t really fit in anywhere else in the conversation - or you can just use it as a segue into a closing.*

## **Wrap-up**

Use this wrap up to hit any points above that you don’t think were made or didn’t hit home with your participants.

*“There are a wide variety of privileges that those in heterosexual or what we would consider opposite sex relationships are endowed with in this society. Some are personal, social, political or even legal. And while we often focus on the fights for the legal or political privileges, there are also day-to-day experiences of those in the LGBTQ community to keep in mind. Remember that privilege - money in this case - can at times beget more privilege - and gain access to more privilege. In moving forward from this activity I think it would be positive to keep this in mind when we talk about how does stigma and marginalization effect those in the LGBTQ community or in same-sex relationships - that all of these things affect someone’s daily life and experiences.*

## **Notes**

This activity can be quite heavy depending on the group and particularly for groups with a large number of queer students. It may not be bad to point out (to any group) how different this activity feels when you are a queer-identified individual.

This activity will really hit home for some people. Give people time to debrief. It is also a really great activity to refer back to later in the workshop 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.



## Heterosexual Privileges for Sale

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. Having a recognized marriage (in name only).\*
2. Having other people celebrate your marriage.
3. Paid leave from your job when grieving the death of your partner.
4. Inheriting from your partner/lover/companion automatically after their death.
5. Having multiple positive TV role models.
6. Sharing health insurance with your partner.
7. Being able to find role models of the same sexual orientation.
8. Being able to see your partner immediately if in an accident or emergency.
9. Not being subjected to scrutiny in your job and not being able to be promoted without your sexuality being questioned
10. Adopting your children.
11. Filing joint tax returns.
12. Able to obtain child custody.
13. Kissing/hugging/being affectionate in public without threat or punishment.
14. Freely being able to discuss your relationship with others.
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.
19. Raising children without worrying about state intervention.
20. Having others comfort you when a relationship ends.
21. Being a foster parent.
22. Being employed as a pre-school or elementary school teacher without people assuming you will "corrupt" the children.
23. Dating the person you desired in your teens.
24. Raising children without worrying about people rejecting your children because of your sexual preference.
25. Living openly with your partner.
26. Receiving validation from your religious community.
27. Being accepted by your neighbors, colleagues, and new friends..
28. Being able to go to a doctor visit and have him or her understand your sexual orientation.
29. Not having to testify against your partner in a court of law
30. Having people correctly assume your sexuality.
31. Sponsoring your partner for citizenship.
32. Being open and having your partner accepted by your family.



# Anonymous Q&A

👤 Large Group 🔒 101 🔒 Low Trust ⌚ 20 mins 📁 LGBTQ

## ⚙️ Necessary supplies

- Scrap paper
- Writing utensils

## 🚩 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 workshop

## 1 2 3 Step-by-step walk through

1. Hand out scrap paper.
2. Request that everyone write you at least one question. 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 throw the questions out to the group if you think others would also have interesting thoughts/input on the questions.

## ✍️ Make it your own

You could direct participants to ask more specific questions, it is up to you how broad or how narrowly you direct them. Prompting them in some way is important so they know the scope that their questions can cover.

## 📄 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. Additionally, while it is up to the facilitator(s) to decide, it can be helpful to promise that all questions will be answered, it encourages trust and reassures people that their question will be answered even if a discussion is prompted from an earlier question.

Withhold food from participants until they ask you a question. This usually works well.



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.



# Coming Out Story

👤 Reflective 🕒 101 🔒 Medium Trust ⌚ 5 mins 📁 Sexuality

## ⚙️ Necessary supplies

- Scrap paper
- Writing utensil

## 🚩 Goals & objectives

- Walk participants through a possible coming out experience of an LGBT person
- Demonstrate that coming out is not a one-time event
- Highlight a few of the possible social and legal ramifications of coming out

## 1/2/3 Step-by-step walk through

1. Have participants write down their favorite / most important things in each category
2. Read the story, having them follow along with their lists
3. Process the exercise

*Ask the participants to write down their responses to the following items in their packets. Explain that this is just for the purpose of the activity and shouldn't cause stress.*

### **Write down your favorite or most important:**

1. Person (friend / loved one)
2. Family Member / Relative
3. Hobby / Passion
4. Material Possession
5. Dream Job

*Explain for the remainder of the activity, participants are to imagine they are lesbian, gay, bisexual, or pansexual -- and that if they identify this way already to just imagine they are in this specific queer person's shoes.*

*Ask them to close their eyes and read them the following story.*



Imagine you're a little boy and you're hanging out with that Number 1 person on your list. You're watching cartoons and you say that you love Batman. Your number 1 person asks you what you mean by that. You try to explain that you are really in love with Batman. Then your friend calls you a fag and tells you he can't hang out with you anymore. Mark that person off your list.

Fast forward to high school. Your feelings of attraction to people of the same sex haven't gone away, and you've started to explore them secretly in relationships. You think, "It's the 21st century, my family loves me, I should be myself." You decide to tell your parents that you are dating someone, and that you are gay. They tell you that you're going through a phase and force you to break up with that person or find a new home to live in. You say it's not a phase, it's who you are, and they kick you out. Mark Number 2 off your list.

A little further down the road, you're in college now and life has gotten a little better. You've found a community of people to hang out with who support and care for you. They accept you for who you are. One day, you see a sign for a student organization meeting for that Number 3 thing on your list. You decide to check it out and go to a meeting. Afterwards, the president comes up to you and introduces himself. You start talking and he asks if he saw you in the gay pride parade on campus recently. You say yes and excitedly describe the event that you were involved with. He tells you that he respects your right to do what you want, but that members of the group wouldn't feel comfortable around you. He asks you not to come back. Mark Number 3 off your list.

After you leave the meeting, you come back to your room to find that "Die, Faggot!" has been written on your door and your room has been broken into. That Number 4 thing has been destroyed. Mark that off your list.

Finally, later in life, you've managed to get your ideal job and life is good. You're at work one day and have a picture of your partner and your child on your desk. Your boss walks by and asks about them. You tell them who they are and she says great and goes on her way. The next morning, you get called to a meeting where your boss tells you that the company is downsizing and they'll have to let you go. Mark that off your list.

## Follow-up questions

**Read:** It's important to realize this is one person's possible experience. It's not meant to tell every LGBT person's story, or to say that all LGBT people lose all the things they love, and it's definitely not for you to be able to say you "know how this feels" now. This is a particularly tragic coming out story, BUT it's also not overly dramatic. These things DO happen. And we wanted you to try to experience empathy as a means of broadening your perspective.



### What are your big takeaways from this activity?

- Coming out isn't a one-time thing (unless you're Ellen... and even then) -- it's a lifelong process, and a decision people have to make again and again in new situations
- There is a lot of risk in coming out, which is why many people choose not to (so don't be mad at a friend/family member when they come out because "why didn't you tell me before?")
- It's hard to predict how people will respond to someone coming out, and sometimes the

### Make it your own

You can change the story as you like, by doing things like making the reactions more or less severe, highlighting different experiences, or even changing the list of important things.

You can also rewrite the story to switch between illustrations of homophobia to transphobia by making the story about a trans\* person's coming out experiences. Think about what you believe would be more beneficial for the group you're working with, and modify the story to suit their needs.

### Notes

It's **extremely** important that you drive home the point that this is one hypothetical individual's experience with coming out. It's not meant to represent every LGBTQ person's story, or to say that coming out is this bad for everyone, but to highlight many of the negative social and legal ramifications of coming out, and to make clear that coming out is not a one-time thing.

# Coming Out Story - Participant Sheet

**Answer the following questions to the best of your ability:**

#### **Favorite or Most Important:**

*(please don't stress about the answers - they are simply for the activity)*

1. [Person (friend / loved one)] \_\_\_\_\_
2. [Family Member / Relative] \_\_\_\_\_
3. [Hobby / Passion] \_\_\_\_\_
4. [Material Possession] \_\_\_\_\_
5. [Dream Job] \_\_\_\_\_





# Scenarios

👤 Small Group ⏰ 101 🔒 Medium Trust ⌚ 20 mins 📁 LGBTQ

## ⚙️ Necessary supplies

- Scenario hand outs for participants

## 🚩 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 workshop in real-world situations

## 1 2 3 Step-by-step walk through

1. Introduce the activity to the participants.
2. Split the group up into smaller sub-groups. Groups of 3 are ideal but no more than 4. \*read Meg's tidbit on how to split up groups here!\*
3. Give each group a scenario to work on - instruct them to talk out the scenario within the group and come up with a few best practices on how to handle the situation or scenario.
4. If any group finishes incredibly quickly either provide them another scenario or ask them to briefly describe their solution and complicate the scenario for them
5. Bring the groups back together and review the scenarios. 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.

## 💬 Guiding questions

*The following are questions that you could include in the scenario activity. The text that follows each questions is suggestions of how to answer the question if the groups don't offer all of the different possibilities for a scenario.*

**You are becoming friends with this guy named Alex. One day you're hanging out Alex gets oddly quiet and finally after you ask them repeatedly if anything is bothering them they come out and tell you they're bi. Alex says he's totally comfortable with it, has known for a long time, but doesn't really feel like they know how to tell other people at school even though they really want to. What do you do?**

- Reassure Alex that you are glad that he felt he could tell you, that you can be trusted with the information, and that you're really happy to be helpful in anyway that you can



- Ask some questions. Why doesn't he feel like he can tell other people at school? What indicators have his friends given that they would not be cool (or would be cool) with having queer/gay/bisexual friends? Does he feel like its specifically to his bisexuality or is it because he is not straight? Careful to ask and not to grill... you're only looking to get information that will help you help him!
- Offer a few different scenarios to Alex.
- Game plan out what a conversation between he and one of his close friends may look like. Throw out the idea that he could just tell one of his friends and ask them to tell others. Or he could tell someone he trusts the most and ask them what they thought their mutual friends reactions could be.
- Test the waters by bringing up gay/bi/queer subjects, celebrities, issues around Alex's friends and see what their reactions are.
- Let Alex know that you believe even if his friends are initially surprised this doesn't mean they won't come around. That if he is comfortable with himself and his sexuality that he can likely explain and help his friends become comfortable with it too.

**You leave your dorm room one morning and you notice something on your friend José's whiteboard on his door just across the hall. José is one of your friends, is gay, and has been out to you since you've known him. The whiteboard says, "Hey fag – give me a call later today, we have to pregame that party. Jess." You know Jess is one of José's best friends, but you don't know her that well. What do you do?**

- It is important to make clear that in this scenario, while José maybe totally cool with Jess calling him that word, that other people seeing it on his white board may feel uncomfortable, unsafe, or otherwise negatively because they don't understand the relationship between him and Jess. The word can be quite triggering and therefore because it is in a public space it is an issue.
- Erase the word fag from the whiteboard message.
- Go to José and explain to him that you saw what Jess wrote on his white board, explain why you erased the word, and let him know how it make you feel. You could explain that you understand he might be ok with her using that word but that it makes you uncomfortable (and/or you feel it makes others uncomfortable) and so you erased it to ensure that others wouldn't see it. Ask José to talk to Jess and to let her know not to write that word or similar language on his whiteboard in a public space.
- Go to Jess and let her know that you saw her message and that you wanted to let her know that the word that she used made you uncomfortable. It is important to assume that Jess had no negative intentions, and to speak to her with that in mind. Let her know that you totally understand that her and José likely are cool with that word, but that other people may find it uncomfortable and that you'd appreciate if she just not use it in writing because some people may get the wrong idea.



- Go to your RA. Ask them to speak to Jess or José about it. Let them know it isn't an incident of hate speech (as far as you know) that you simply think it is not an appropriate thing to have written on a whiteboard in the hallway even between friends and that you'd appreciate the RA talking to one of them just to sort out the situation.

**You and a group of friends are waiting in line for food at a dining hall. Some people behind you in line are chatting about the new Xbox that just came out and you overhear one of them say, "Dude you're still playing on a PS2, that's so gay, seriously." What do you do?**

- Turn around and ask the individual who made the comment and inquire, "Hey, I don't know if you know this but some people feel really uncomfortable and unsafe when they hear that kind of language being used. I do and it'd be really cool if you could not say that phrase again," or something to that effect.
- It's important to realize than most people aren't confronted on their use of homophobic language and that they may not have homophobic intentions behind it. It is helpful to remind people that the words they use matter and still have the effect of being perceived/received as homophobic even if they didn't mean/intend to. It is also very possible that the individual will avoid using such language again simply because they do not enjoy being confronted by random people in a lunch line. So either way its a win win.

**One of your teachers (who you know quite well) is talking about sexuality or gender in class. When the discussion goes quiet they turn to you and ask if you have anything additional to add. What do you do?**

- Speak with the teacher after class or during office hours (or send um an email!) to explain to them that you did not enjoy being singled out in front of the class in that way, and while you are really involved with GSA stuff on campus, that you'd still appreciate not being looked to as the representative or "expert" in the room.
- Explain that to be singled out publicly can be very uncomfortable, particularly when you may not be out to all of your classmates, and also point out that often stigmatized or marginalized students are put into the role of "educator" or "expert" by others and that it needs to be a choice whether to fill that role or not.

**One of your new friends, Dee, who you don't know that well, meets you and a group of mutual friends for lunch. They start talking about their roommate and how weird and annoying they always are. Dee goes onto say, "She also told me that she's bisexual, I don't actually really have a problem with bisexuals but I don't know how comfortable I am, like, changing in the same room as her, I mean that's weird right? Like I don't know it just kind of weirds me out." What do you do.**



- You could inquire (now with the group or later alone with Dee) what it is that weirds her out about her roommate. Is it that her roommate is bisexual and she doesn't totally get that? Would she feel equally weirded out if her roommate was gay? Does she not quite understand why her roommate felt the need to tell her?
- Would feel equally weirded out if roommate was gay. Chat with Dee about the fact that she doesn't need to feel weirded out that her roommate is bi. Point out that her roommate wanted her to know because she didn't want her to find out through some other source and then wonder why the roommate didn't tell Dee directly. By telling her directly the roommate is being very cognisant of Dee's feelings and it demonstrates that she is going to be respectful of that space in the future. Also point out that the roommate is likely very worried that Dee will feel uncomfortable in the space - so Dee doesn't need to worry about

## Make it your own

You can do this activity a number of different ways, you don't have to split groups up and have them sitting down in smaller groups to make it work.

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 they feel they would be the least confident in knowing how to handle. Ask the groups to tackle the question they choose (while making sure no group gets too big).

You can role play out the scenario. After having people in smaller groups game plan how they would handle the scenario, you can act as the person that has the issue or the individual that the group is addressing. You can have the group elect a person to do the role play, or they can all act as one person and support each other through the scenario.

## Notes

Feel free to add any scenarios that you think would be helpful to this list. This is just a sampling to give you ideas on where you can go with the questions. Tailor scenarios to your group, for example, if you're working with Greek life as questions that are specific to their unique group using their terminology and situations that may arise.

It is great to have participants generate their own scenarios for this during the anonymous Q&A section that way you get to really cover the scenarios they are most interested in addressing.



# Wrap-up and Feedback

👤 Housekeeping 🕒 101 🔒 Low Trust ⌚ 10 mins

## ⚙️ Necessary supplies

- Participant feedback forms

## 🚩 Goals & objectives

- Wrap up the program by summarizing the take away points from the different aspects of the workshop
- Remind participants the events of the workshop 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 workshop that will help the facilitator grow and develop the workshop in the future

## ☰ Step-by-step walk through

1. Let participants know that we are going to be wrapping up the workshop.
2. You want to summarize the activities that you did during the workshop, 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.
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 workshops in the future.
4. Hand out feedback forms and wait for participants to turn them in.

Example: " To wrap up the workshop I just want to highlight a few things. We've talked about vocabulary and the importance of word choice when talking about these issues. We then talked about the difference between gender identity, sex and sexuality and how vital it is to understand the difference between all of these identities. We went over a list of heterosexual privileges and discussed how privileges are not only legal but social, geographical, and interpersonal as well. We went over some scenarios that often come up in relation to these issues and we reflected on how our lives are impacted and change by the stigmatization and marginalization of sexuality and gender identity.

So I encourage you all to continue to have these conversations outside of this space, to continue to respectfully inquire when you hear negative language, to continue to educate yourselves on these and other diversity issues, and to be the active ally or LGBTQ advocate you all can be!"



After this point you want to ask participants to fill out some feedback forms that you have prepared about the workshop. Let them know why the feedback forms are important and how they will be used in the future.

*Example:* "I'm going to pass around some feedback forms and I would really appreciate you taking some time to fill these out. These feedback forms help me continue to improve this program and also help me to encourage others to participate in the future. This information is invaluable to me so please a few minutes to fill out the feedback form!"

## Make it your own

You can absolutely modify the feedback form to fit your needs and interests and for the participating group. Additionally, if you would like people to focus on you as a facilitator encourage them to write about that specifically and likely you will receive more feedback on your facilitation skills specifically.

## Notes

It is very easy to forget to or not prioritize this aspect of the workshop. It often gets cut when one runs out of time or gets missed in the heat of the moment. The workshop will feel much more complete when you give a little summary of the workshop at the end. It also increases the quality of the feedback you receive as you have just reminded participants all of the different aspects that you covered the workshop.

This is a wonderful opportunity as well to offer any pieces of advice or information that you did not have the opportunity to cover within the workshop. Activities may have been missed, or goals may not have been achieved within the different activities, so when you summarize the workshop you can add in any final thoughts or anything that you didn't get to cover to encourage participants to continue their learning to cover these topics in the future.

# Feedback Form

Please answer honestly :)

What did you enjoy about today's workshop?

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What is something you think could be improved?

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Would you recommend this workshop? What would you say?

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Who would you recommend the workshop to?

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One thing you learned today? Perhaps something never realized before or that you are now think about differently?

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Any additional comments?

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# Self Evaluation / Debriefing Form

**What went well?**

**What activity would I do differently and how?**

**What activity elicited the best conversations?**

**What would you do differently in general throughout the workshop?**

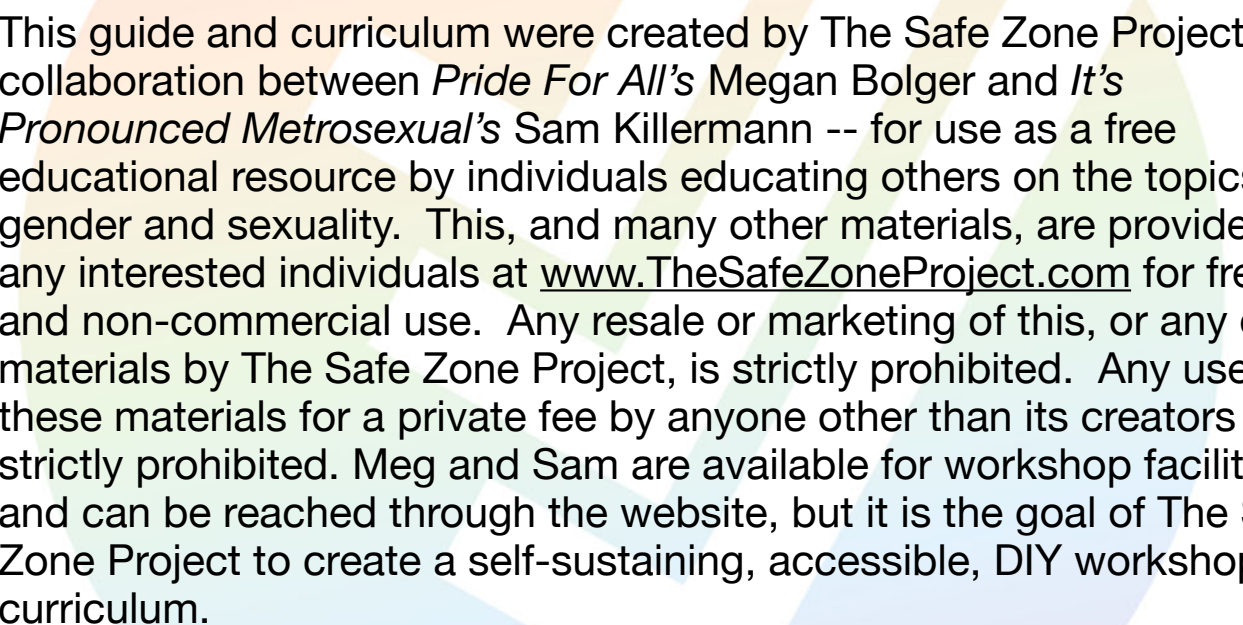
**What were any questions you didn't know how to/wasn't prepared to answer?**

**General thoughts about the workshop?**

**Important people to follow up with...**

**Thoughts for next time....**





This guide and curriculum were created by The Safe Zone Project -- a collaboration between *Pride For All's* Megan Bolger and *It's Pronounced Metrosexual's* Sam Killermann -- for use as a free educational resource by individuals educating others on the topics of gender and sexuality. This, and many other materials, are provided for any interested individuals at [www.TheSafeZoneProject.com](http://www.TheSafeZoneProject.com) for free and non-commercial use. Any resale or marketing of this, or any other materials by The Safe Zone Project, is strictly prohibited. Any use of these materials for a private fee by anyone other than its creators is strictly prohibited. Meg and Sam are available for workshop facilitation and can be reached through the website, but it is the goal of The Safe Zone Project to create a self-sustaining, accessible, DIY workshop curriculum.