

SafeZone Certification Program

SAFE ZONE

Train-the-Trainer Certification Program

Creating sustainable SafeZone Programs
in your workplace or school

Presented by the
LGBTQ Academy at the Out Alliance

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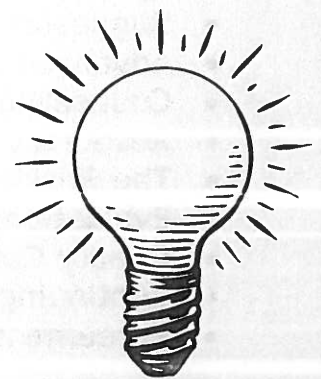
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AHA!

"How wonderful it is that nobody need wait a single moment before starting to improve the world." - Anne Frank



Code of Ethics/Ground Rules

Active Listening
Self-awareness
Sensitivity
Principle of charity
Confidentiality
Patience
Allow for being uncomfortable
Share the floor
Use "I" statements

"Speak your mind, even if your voice shakes." Maggie Kuhn

What is a SafeZone?

- implies training/education *same*
- access to resources
- advocacy
- Vegas rule, except in mandated reporting
- can be heard

Why Just LGBTQ+?

2011
+
2015
Survey



*** Check out the National Center for Transgender Equality's 2015 *Transgender Survey Report* for a full report on current discrimination faced by transgender and gender expansive people.**

Diversification (The act of introducing variety)

Like education, "diversification" is a lifelong process that requires active participation. It is a process that may or may not be taken sequentially. Ultimately it is about developing respectful individuals who live together in a healthy, vibrant community.

1. Learn about differences AND similarities
2. Grow in acceptance + appreciation
3. Change
4. Share, teach, educate

Connecting With Your Audience

Bond with the audience, and set the tone for the training. Do NOT dismiss the important power of this critical piece of the presentation!

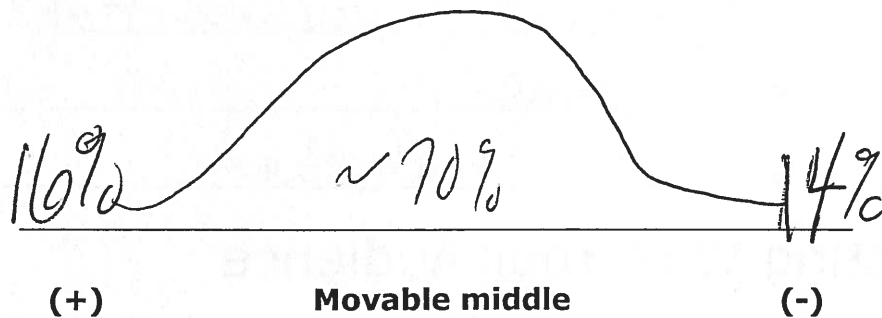
- Introduce yourself in a way which tells something that you have in common with the audience members.
- Express your gratitude for an opportunity to meet and talk.
- State that you will occasionally speak from your own life experience, and that your words do not (cannot) represent "all LGBTQ+ people."
- Emphasize that questions are welcome at any time and that they should not worry about using the wrong terminology.
- Tell them they are entitled to their opinions, doubts, fears, feelings, questions and concerns.

The Wisdom is In the Room

It is not possible for us to present authentically from any other perspective than our own. Let go of control and allow for the richness of culture, race, religion, experiences and identities to be shared. As educators we have a responsibility to draw out this wisdom and use it. It will enhance the learning of everyone and prevent isolation of participants. (From "*The Wisdom is in the Room*" by Charity Hume)

Looking at the Movable Middle

This information is from a 2015 Gallup poll on American's attitudes around the acceptance of gays and lesbians in this country. Gallup, Inc. polls people from all over the country (ages 15 and up). Typically over 1000 people are interviewed. The question asked in this study was, "How satisfied are you with the acceptance of gays and lesbians in this country?"



The (+) group: Typically these individuals support full equal rights and civil, social and personal inclusion of LGBTQ+ individuals. They will make up the majority of your audience at a SafeZone Training.

The (-) group: Typically these individuals dislike LGBTQ+ people and/or believe that relationships that are not heterosexual and heteronormative are wrong. They often will not waver in their beliefs, no matter how thoughtful and caring the message. They are unlikely to be in your audience unless the SafeZone Training is mandatory.

The movable middle: These individuals make up the numeric majority of Americans. They are the target for most educational efforts. Some may voluntarily attend a SafeZone Training in an effort to learn more. Attitudes of individuals in the movable middle can range greatly. For example, the movable middle may feel...

- That being LGBTQ+ is innate, but unfortunate, like a birth defect.
- That gays and lesbians are ok, but they do not believe in rights for transgender people.
- That they risk alienation if they are vocally supportive of LGBTQ+ inclusion.
- That LGBTQ+ people are fighting for "special rights" and they don't believe in that. They just treat everyone the same.

Members of which group are likely to be in your optional SafeZone Training?

Tips For Working With Challenging Audience Members

Challenging (+) Members

Often people from the (+) group don't even realize they are being challenging. During a break, see if you can connect with them and try one of these tips:

- 1) Let them know you value both their opinions and their knowledge, but help them to understand that many folks in the room are hearing this information for the first time and that we need to keep the training at more of a 101 level.
- 2) If they are sharing a lot about their identity, ask them if, when you get to the components of sex, gender and sexual identity, they might be willing to share a bit about what their identity means for them. This should help them to feel included and it may also help them to understand that information is being shared in a mindful way, and that certain points are best shared during specific sections of the training.

Challenging (-) Members

Keep in mind that a SafeZone Training should be optional, so you are unlikely to have people from the (-) group in your training. Occasionally, however, whether in a training or out in the world, we are challenged by people with different beliefs and opinions. Here are some tips to help in a situation like this:

- 1) Take a deep breath and relax. Use a quiet and respectful voice. No one will benefit from a heated argument and your other audience members are likely to be extremely thankful for your non-confrontational manner.
- 2) Thank the person for sharing their opinion (especially if it was done in a respectful way). You might want to say something like: "I am so glad you felt comfortable enough to share that with us today. This is a safe space and I welcome all opinions if they are offered respectfully."
- 3) Resist the urge to exchange bible verses and/or personal interpretations of them with an audience member. This is unlikely to be productive and may actually increase anger.
- 4) Let the person know that no one is asking them to change their beliefs. The conversations we are having in our trainings are to help ensure that our campus or workplace is a safe and inclusive place for everyone! That means for them as well.
- 5) If the conversation becomes unproductive or repetitive, explain that in the interest of staying on task, you are going to move on. If you feel comfortable offering this, let the person know you would be happy to talk with them more after the training.

Three Major LGBTQ+ Educational Assumptions

1. Education is a process that leads to change.

- It is not only the teaching of facts. The primary goal is to change current understanding.
- When teaching we must understand that students may learn differently than we do.

2. Our leadership style is crucial to accomplishing change.

- It is critical that we remain non-defensive, informative, and non-sarcastic.
- We must encourage give and take dialogue by:
 - Allowing people to disagree.
 - Acknowledge feelings: fear, discomfort, pain, joy.
 - Acknowledge our own hot-buttons and limitations

3. Homophobia/biphobia/transphobia and heterosexism/cissexism come from many sources

- Education should present material that respectfully challenges various sources.

An Effective Educator's Mission

- To put a human face on the experiences of people who support full equality for LGBTQ+ people.
- To provide accurate information, while offering a challenge to myths and stereotypes.
- To encourage dialogue within and beyond the educational session by preparing our students to educate others.

"In business, our natural instincts are always left-brained. We create tight arguments and knock the audience into submission with facts, figures, historical graphs, and logic... The bad news is that the barrage of facts often works against you. My facts against your experiences, emotions, and perceptual filters. Not a fair fight – facts will lose every time."

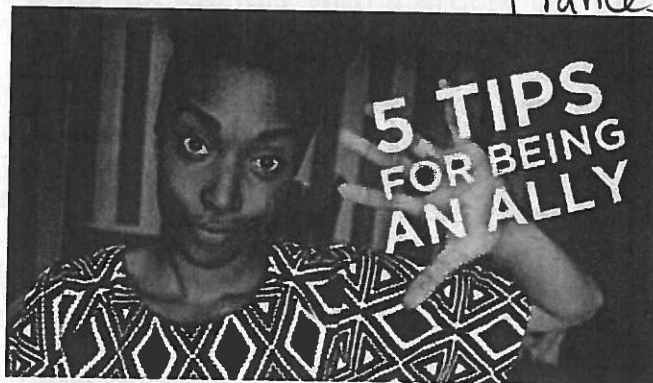
From *Why Business People Speak Like Idiots* by Fugere, Hardaway and Warshawsky

The Basics

(Suggested Exercises for Increasing Knowledge)

5 Tips For Being An Ally

includes everyone even GUSTO +



Francesca Ramsey

1. Understand privilege
2. Listen
3. Speak up
4. make mistakes, apologize, repeat
5. Ally is a verb

Vocabulary Match-Up Game

Coming Out Model Activity

Mapping Out Sex, Gender and Sexuality

1.29 states can fire you for being gay
7.36 for trans

Vocabulary Match Up Game

Activity Objectives:

After this activity, participants will be able to correctly match LGBTQ+ terminology with the correct definitions.

Introduction:

The first step to learning anything new is developing a common language. Learning cultural vocabulary is a way to show respect to a community. For many people not familiar with the LGBTQ+ community there are many new terms and definitions to be learned. The following activity provides an introduction to this new terminology.

Directions:

The Word Definition game is an activity that teaches LGBTQ+ terminology. The activity requires the use of cards. Each is printed with either a term or a definition.

1. The facilitator will distribute the word card they feel are appropriate to volunteers. You do not need to use them all!
2. Volunteers will come to the front of the room and stand holding their word card in front of them, so all can see.
3. The facilitator will read a definition and the volunteers raise their card if they believe it is their word that has been defined. Audience participation is encouraged.
4. Once a person's word has been defined, they take a seat.

Note: If the number of participants works out right, you can hand a word or a definition card to each person and then have participants find their "mate." Once everyone has paired up, have the group stand in a circle and read out the words and definitions.

Discussion:

Important discussion points include: not allowing ourselves to become so concerned about saying the wrong thing that we are silenced, talking about listening to how people identify and not labeling individuals and the evolution of cultural language.

Materials: Word and definition cards

Approximate Time Needed: 20-30 minutes

Notes: Make sure your vocabulary words are resonating with your audience. Ask participants what terms they are hearing on your campus or in your workplace and create your own cards. If you would like to start with the cards we have used, contact education@outalliance.org for the pdf.

A Glossary Of Terms Associated With The LGBTQ+ Communities

This glossary is offered as a starting point for discussion. Language is dynamic, continually growing and changing. This is particularly true with the language we use to identify ourselves. We should strive to ensure that our language does not demean, exclude or offend, by respectfully allowing others to self-identify.

Ally: A person who does not identify with a group, but still advocates for that group's rights.

Aromantic: In its broadest meaning, this umbrella term encompasses anyone who has a low or absent romantic attraction or interest in romantic activity. Sexual relationships may be desired.

Asexual: In its broadest meaning, this umbrella term encompasses anyone who has a low or absent sexual attraction or interest in sexual activity. Intimate romantic/affectional relationships may be desired.

Biphobia: Negative feelings, attitudes, actions, or behaviors against people who are, or are perceived to be, bisexual or pansexual. It may also be a fear of one's own bisexual or pansexual attractions.

Bisexual: A person who is sexually and/or romantically attracted to men and women.

Cisgender: Someone who is comfortable with the gender they were assigned at birth. The state of not being transgender.

Cissexism: The systems of advantages bestowed on people who are cisgender. It can also be the assumption that all people are, or should be, cisgender.

Crossdresser: A cisgender person who dresses in clothing deemed inappropriate by society for the gender assigned them at birth. The purpose is usually emotional comfort or erotic fulfillment.

Drag King & Drag Queen: A person who cross-dresses as a means of performance or entertainment.

Gay: While most often associated with men, in its broadest meaning this is a person who is sexually and/or romantically attracted to people of the same gender.

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Gender Expansive: A person whose gender expression and/or identity broadens or overflows our binary cultural and societal expectations for men and women. Some people prefer this term to "gender non-conforming."

Gender Expression: The part of a person's identity that is about expressing masculinity or femininity as influenced by society, culture and individual expectations.

Gender Identity: The part of a person's identity that is about their sense of self as male or female, neither or both.

Heterosexism: The systems of advantages bestowed on people who are heterosexual. It can also be the assumption that all people are, or should be, heterosexual and gender-conforming.

Homophobia: Negative feelings, attitudes, actions, or behaviors against LGBTQ+ people or people perceived to be LGBTQ+. It may also be a fear of one's own same-sex attractions.

Homosexual: An outdated clinical term used to describe someone who is gay or lesbian. This is a dated term. Many prefer the terms: gay or lesbian.

Intersex: A person whose biological anatomy and/or genes vary from the expected male or female anatomy and/or genetics.

Lesbian: A woman who is sexually and/or romantically attracted to other women.

LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer, plus so much more!

MSM: An abbreviation for men who have sex with men. These individuals may or may not identify as gay, bisexual or pansexual.

Non-Binary: A person who does not identify as a man or a woman. They might identify as both, neither, somewhere between, a different gender or no gender at all. They may prefer other terms for themselves, like: genderqueer, gender-expansive, gender fluid, two-spirit, agender, etc.

Pansexual: A person who is sexually and/or romantically attracted to people regardless of their gender identity, gender expression or biological sex. This term goes beyond a gender binary.

Polyamory: The practice of or desire for intimate relationships with more than one partner at a time. These relationships depend upon consent and knowledge of all involved.

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Queer: A simple label to explain orientations, gender identities and/or gender expressions that do not conform to societal expectations. Some people view this as a term of empowerment and others strongly dislike this term.

Questioning: A person who is unsure about their orientation and/or gender identity.

Romantic Orientation: The part of our identity related to whom we are romantically attracted; also known as affectional orientation.

Same-Gender Loving: A term used most frequently in communities of color that affirms the same-sex attraction of individuals. The term may be preferred over lesbian, gay or bisexual.

Sexual Orientation: The part of our identity related to whom we are sexually attracted.

Transgender: In its broadest meaning, this umbrella term encompasses anyone whose gender identity does not correspond to the gender they were assigned at birth.

Transphobia: Negative feelings, attitudes, actions, or behaviors against transgender people or people perceived to be transgender. It may also be a fear of one's own gender non-conformity.

Transsexual: A person whose gender identity is not congruent with the gender they were assigned at birth. Medical and surgical interventions that bring congruency are typically desired. This is a dated term. Many prefer the terms: transgender or trans.

Two-Spirit: A Native American term for LGBTQ+ individuals with dual or multiple genders. It can mean having both a masculine and a feminine spirit. It has different meanings in different communities.

NOTE: Not sure how to respond to "Why do there have to be so many labels?!! Can't we just be people?" Consider reading the article "Why We Need More Queer Identity Labels, Not Fewer" by Alex Myers (Slate.com Jan. 16, 2018)

"Adding more labels to the acronym isn't about making sure all the snowflakes know they are special. These labels save lives. These labels create a powerful sense of understanding and self-acceptance. The fact that the acronym has become a target for mockery only indicates the amount of work that still needs to be done around LGBTQIA+ civil rights." – Alex Myers

Coming Out Model Activity

Activity Objectives:

After this activity, participants will have an increased understanding of why, in a heterosexist/cissexist society, coming out is a lifelong process of recognizing, accepting, and sharing one's identity as LGBTQ+.

Introduction:

The Cass Model is one of the most recognized models of lesbian and gay identity development. Although her work focused exclusively on lesbian and gay individuals, many individuals with other identities find that this model also resonates with them. Developed in 1979 by Vivienne Cass, the Cass Model consists of six stages. As with any developmental model, there are people who feel that it does not adequately describe their coming out process.

Directions:

- 1) Facilitator asks for six volunteers to come to the front of the room. Each volunteer is given a card with a Cass Model Stage printed on it. Facilitator asks the six volunteers to order themselves from stage one to stage six. Encourage discussion and participation from audience. Let the group spend about five minutes working on the order. If it takes longer, you can assist them or give them hints.

NOTE: If it feels like time to get everyone moving around, you can run this by having groups of 6 work together and then see how each group ordered the stages.

- 2) Once the group is in the correct order, have them remain at the front holding their cards out to the audience. Facilitator reviews the stages of the Cass Model with the group, sharing their personal life experiences at the various states if possible and appropriate.

Discussion:

1. Share that not everyone experiences the stages in order. People may move from one stage to another in a non-linear fashion. They may also move back and forth between different stages depending on personal circumstances, such as a new environment, new relationship, etc.
2. Discuss how families and friends also go through the process and may need time to move to the more positive stages.
3. Is coming out always the goal for everyone? What are some situations when a person should not necessarily come out? What might we say if someone comes out to us?
4. Clarify that the reason LGBTQ+ individuals may go through this process is not because there is a problem with the people, but because there is a problem with our society! Explain that coming out is a process due to heterosexism and cissexism, not a single event.

Materials: Cass Model Stages Cards

Approximate Time Needed: 20-30 minutes

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The Cass Model of Identity Development

Adapted from: Cass, Vivienne. Homosexual Identity Formation: A Theoretical Model. Journal of Homosexuality, 4 (3), 1979.

1• Identity Confusion

Individuals in this stage feel "different," but are often unable to identify why. They may begin to wonder if they are LGBTQ+. They rely on the reactions of people around them to understand whether being LGBTQ+ is "right" or "wrong."

2• Identity Comparison

Individuals in this stage compare themselves to other LGBTQ+ individuals in their environment and in the media and ask themselves "does this fit for me?"

3• Identity Tolerance

Individuals in this stage admit to themselves that they are LGBTQ+, but view it as no one's business but their own. They may grieve for the loss of privilege and fear potential alienation and loss of family, friends, employment, etc.

4• Identity Acceptance

Individuals in this stage begin to feel that they will be ok. A more positive sense of identity develops. They may begin to come out to others and seek out the LGBTQ+ community.

5• Identity Pride

Individuals in this stage realize their identity is fully legitimate and they are out, proud and visible. Their entire identity may be wrapped up in being LGBTQ+. They may feel anger at how society has stifled them in the past. They may have fewer straight/cisgender friends, and have little patience for "closeted" people.

6• Identity Synthesis

Individuals in this stage feel settled in their identity. They know that they are more than their LGBTQ+ identity, but they also understand that their LGBTQ+ identity is an important part of who they are. They may still have a sense of anger and frustration, but it is tempered by a holistic view. They have a sense of pride and self-confidence.

Mapping Out Sex, Gender and Sexuality

Activity Objectives:

After this presentation and short video, participants will have an increase in knowledge of the five components of human sex, gender and sexuality as well as information on understanding trans identities.

Introduction:

Those of us who are straight and cisgender have not had to think much about our sex, gender or sexuality because we fit so neatly into the "boxes" that exist in our society and culture. LGBTQ+ people often spend a lot of time thinking about these components because they don't fit our social and cultural expectations of who they "should" be. This discussion and short film will provide information on the five components of sex, gender and sexuality and help us to understand that all of these components are on a continuum and not as binary as we are often lead to believe.

Directions:

- 1) Map out the five components of sex, gender and sexuality on a board or large flip chart. As you do so, explain that each component is a continuum of identities on a spectrum, not a binary line, and that they are completely independent of each other. Also share that our identities may change over time. If the trainers feel comfortable, (please check in advance!) they can map themselves out using their initials to indicate about where they fall for the top four components. We do not map out our sexual behaviors. That is personal and private.
- 2) Explain that the group will watch an 8 minute video called Trans 101: The Basics. Here is the link: <https://trans101.org.au/>. You can also easily pull this up on youtube.com by typing in "trans 101 the basics." Share that this film is helpful to understand the many trans identities under the transgender umbrella, including non-binary individuals. Then, show the film. We recommend that you use the "cc" button for captioning.
- 3) After the film, ask participants what they thought of the video and if they have any questions on any of the material covered. This is a great opportunity to bring in a guest speaker who identifies as transgender to share their story and help answer questions.

Discussion:

Important discussion points include: After mapping out the five components, ask the participants "which component is the only one we can see?" (The answer is: gender expression.) Talk about how most incidents of LGBTQ+ related discrimination and violence are reactions to gender expression – not sexual orientation or gender identity – and how homophobia and transphobia affect us all!

Materials: Computer and screen to show video clip off of the internet and a large flip chart or white board and markers.

Approximate Time Needed: 30-50 minutes



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Components of Sex, Gender and Sexuality

“There isn’t really one simple way to sort out males and females...And the science actually tells us sex is messy. Or as I like to say, humans like categories neat, but nature is a slob.” - Alice Dreger, Professor of Medical Humanities and Bioethics at Northwestern University

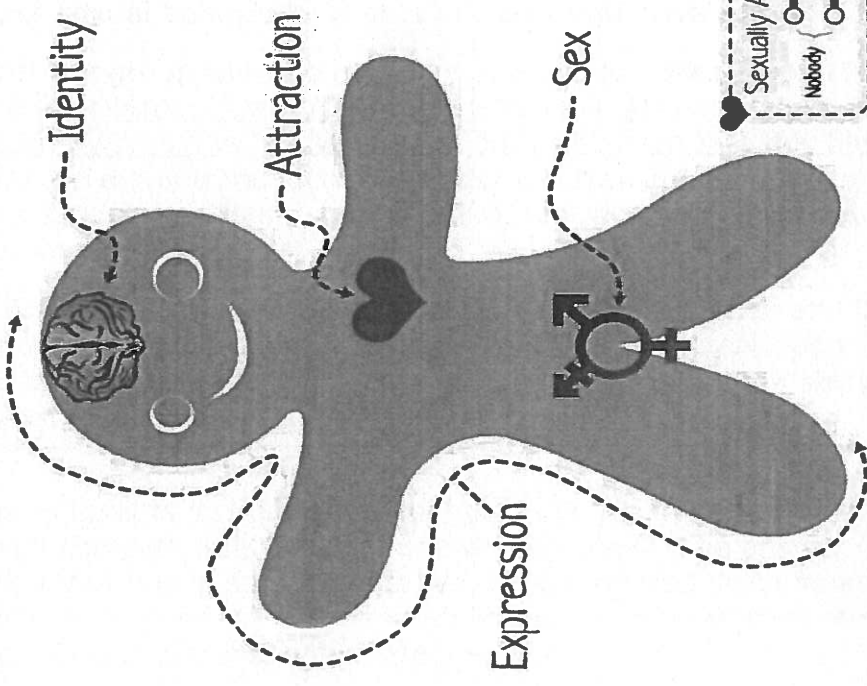
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Evolution's Rainbow

The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like Inception, Gender isn't binary, it's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer or gender-er understanding. It's okay if you're hungry for more. In fact, that's the idea.

by its pronounced **METROsexual.com**



Plot a point on both continua in each category to represent your identity, combine all ingredients to form your Genderbread!

4 bit binary, possible plot and label combos

Gender Identity
 Woman-ness ↔ Man-ness
 How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Gender Expression
 Feminine ↔ Masculine
 The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

Biological Sex
 Female-ness ↔ Male-ness
 The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Sexually Attracted to
 Nobody ↔ (Women/Females/Femininity) ↔ (Men/Males/Masculinity)

Romantically Attracted to
 Nobody ↔ (Women/Females/Femininity) ↔ (Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

For a bigger bite, read more at <http://bit.ly/genderbread>

This image was created by Sam Killerman, but original credit goes to Christina González, Vanessa Prell, Jack Rivas, Jarrod Schwartz and others in the trans community.

Transgender or Trans is an Umbrella Term...



Two-Spirit
Transwoman
Transman
MTF
Crossdresser
Agender
Third-gender
Transsexual
Transmasculine
Genderfluid

Gender Non-Conforming

Genderqueer
Gender Non-Binary
Transgender
Gender Expansive
FTM
Polygender
Bigender
Omnigender
Transfeminine
Gender Questioning

Important points to remember...

- Gender and sex are not the same.
- Gender identity is separate from sexual orientation. Everyone has both.
- People may fall under the trans umbrella and yet they may not identify that way. Listen to how people refer to themselves and affirm their identities by "mirroring" their terms back to them.
- Sexual Reassignment Surgery or Gender Affirmation Surgery is not the goal for all trans individuals. The majority of trans individuals do not have surgery.
- Be respectful of everyone's pronouns, even if it feels grammatically odd to you, like singular they. Did you know that the 2nd definition of the word "they" in the Oxford English Dictionary is: "Used to refer to a person of unspecified gender"?
Ex: "Ask a friend if they could help."

Creating a Safe Place

(Suggested Exercises for Taking Action)

Communicating Respectfully Activity

Speaking Out Exercise

Creating Inclusive Spaces Activity

Communicating Respectfully Activity

Activity Objectives:

After this activity, participants will feel more comfortable and confident engaging in respectful conversations with LGBTQ+ individuals.

Introduction:

People can be intimidated by the LGBTQIAA2SPP+ vocabulary and silenced by the fear of saying something wrong, but in order to create welcoming and inclusive spaces we must have conversations. This activity will teach participants some best practice tips to use when talking with LGBTQ+ individuals that will help them to overcome the fear and to respectfully navigate conversations.

Directions:

- 1) The facilitator divides the participants into small groups or pairs, depending on the number of participants, and hands each group a paper with a respectful communication tip and a question for them to discuss.

Below are some of the tips we have used. Feel free to create your own!

- A. If you mess up, apologize and move on, but do the work to get it right the next time! How might you help yourself or others get terms, names and pronouns correct?
- B. Ask everyone to share their name and pronouns, if they feel comfortable, rather than singling people out. Where might you share your pronouns?
- C. When wondering whether a question you have for an LGBTQ+ person might be appropriate or not, try using the "flip it" test and ask yourself if you would ask a non-LGBTQ+ person the same question. What is an example of a common question asked of LGBTQ+ people that would not hold up under this test?
- D. Always use the correct name and pronoun for individuals even if they do not match the person's legal name, including when you are talking about someone's past. Give an example of how this might be done.
- E. These words can be offensive: Gay lifestyle, Hermaphrodite, Homosexual, Transgenders and Sexual Preference. What terms might you use instead?

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- F. Try not to label others. The glossary should only be used as a reference. Instead mirror the terms people use for themselves and their family. Give an example of what an interaction like this might look like?
 - G. Don't assume that everyone is binary or that all trans people are transitioning. What are some non-binary identities that you have heard?
 - H. Ask open ended and un-gendered questions whenever possible. Can you give an example of how this might be done?
 - I. Our tone is as important as our words. How might you begin a respectful conversation with an LGBTQ+ individual, even if you don't remember any of the terms?
- 2) The facilitator should move about the room to ensure that everyone understands their tip and question and to offer help.
 - 3) After a few minutes, the facilitator brings everyone back together and one by one, asks each group to read their tip and share some of the responses they came up with. When they are done, the facilitator allows others to share their ideas. The facilitator continues to the next tip until all of them have been discussed.

Notes: Make sure that you have at least one answer or example to offer for each tip so that you can guide the discussion if the group has difficulty.

Materials: Printed Respectful Communication Tips

Approximate Time Needed: 15-30 minutes

Adaptation: This material can also be adapted to an activity that gets people up and moving around the room. If your group has been sitting for a long time, consider running the Respect Walk Activity described below.

Respect Walk Activity: Create cards that include an LGBTQ+ identity and a tip for communicating respectfully with that person. For example: "Cisgender Lesbian: Please don't ask me and my partner which one is the man and which one is the woman. We are both the woman." Hand a card out to each participant and have them walk about the room introducing their identity and their tip to others. End with a large group discussion where people can share what they learned.

Contact education@outalliance.org if you would like us to email you our current pdf of this activity.

Listening With Care for those Pesky LGBTQ+ Myths and Stereotypes

Behind many LGBTQ+ related questions or concerns there is at least one myth or stereotype about LGBTQ+ people. You need to hear it and address it. This may be the most important part of the answer.

Circle the common myths or stereotypes that may be behind the comment in the speech bubble.

"I wouldn't want a gay man teaching my kid. Would you?"

Common Myths About Gay Men

*Fashionable Recruiters Sensitive
Pedophiles Hair Dressers Promiscuous
Effeminate Weak Want to Be Women*

Common Myths About Transgender People

*Confused Trendy Mentally Unstable
Predators Just Want Attention
All Want Surgery Tricking Us*

"I would not feel comfortable using the same bathroom as a trans person."

"You're bisexual? That's kind of hot! How many partners do you have?"

Common Myths About Bi/Pansexual People

*Promiscuous Confused It's a Phase
Have Multiple Partners Really Gay
Not a Real Identity Can't Be Monogamous
Greedy Cheaters Can't Make Up Their Minds*

An example of answering this last question, without offering the education: "I only have one partner."

An example of answering this last question that addresses some of the myths behind it: "I only have one partner. It sounds like you're confusing bisexuality with polyamory. It's a common misunderstanding. Let me explain the difference."

Speaking Out Exercise

Activity Objectives:

After this activity, participants will have examples of effective and respectful ways to speak out when they hear uninformed comments about the LGBTQ+ community.

Introduction:

This exercise gives participants an opportunity to share their concerns regarding addressing offensive or misguided comments. It also allows them to practice their skills at responding in a manner that is both respectful and that increases the chance of further dialogue, rather than leave people feeling defensive.

Directions:

- 1) Facilitator tapes signs on three walls in the room. Signs will say: "very confident," "somewhat confident" and "not at all confident."
- 2) Begin this activity by reviewing some of the key points on the handout called: "Tips For Respectful Communication In the Face of Resistance." If you have time, you can also allow people to talk one-on-one about a time when they were "called out." Have them discuss what was effective and what was not. What makes us open to the feedback and what makes us defensive? Share these ideas as a large group.
- 3) Ask the group to stand in the middle of the room. The facilitator then reads off comments and asks participants to move towards the paper that best describes how they would feel if they had to respond.

Some examples of comments might be:

- I would really feel uncomfortable using the same bathroom as a transgender person.
- I don't need to go to a SafeZone Training. I treat everyone the same.
- I don't think people should be "out" in the workplace. That's not an appropriate place to be discussing your sexual preferences.
- If I had a gay roommate, I'd be really freaked out.
- It's very simple. You have a penis you use the men's room.

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- 4) First, give people from all groups an opportunity to discuss why they positioned themselves where they did. Then let people share how they might respond. Make sure that individuals in the back of the group get an opportunity to speak as well. Allow the group to praise and critique the various responses. Have them think about whether the response would work for them. Why or why not? Have the group brain storm other possible responses as well.

Remind the group to:

- Remain non-sarcastic and non-defensive
 - Meet people where they are and make connections (ie. "I used to think that too, but here is what I learned...")
 - Use "I" statements
 - Pay attention to any myths or stereotypes behind the question or comment and make sure they are addressed
- 5) After each comment, ask participants to regroup in the middle before moving towards a sign again.
 - 6) Towards the end, if you have time, use real examples of comments or questions that your participants have heard that they didn't know how to respond to.

Discussion:

Important discussion points include: Think about your own learning style. How do we process new information? What personal behaviors, styles and/or interactive skills do people display that make us most likely to listen to and consider their opinions? Share that we sometimes put pressure on ourselves to come up with the perfect response that will change people's beliefs, but that that is not how people learn. Learning and growing is a journey for all of us. We are simply "planting seeds" for people to think about and process.

Notes: Sometimes participants think they have great responses, but they are actually a bit aggressive. If this happens you might say something like: "I love the idea behind that. How might we soften that comment so someone might be better able to hear it?"

Materials: List of comments and "movement" cards for wall and the handout called "Tips For Respectful Communication In the Face of Resistance"

Approximate Time Needed: 20-40 minutes

Creating Inclusive Spaces Activity

Activity Objectives:

After this activity, participants will have examples of ways that they can work towards creating a more inclusive and welcoming school and/or workplace.

Introduction:

Let participants know that in this activity, they will get an opportunity to think about some of the disparities and inequalities that exist in our schools and in our workplaces. It will also allow participants to share their thoughts on ways that they can work towards a more inclusive and welcoming school, campus or workplace for all people.

Directions:

- 1) The facilitator divides the participants into small groups or pairs, depending on your group size.
- 2) The facilitator hands each group or couple a paper with a scenario on it. This activity will work best if you can create real scenarios of situations that you know have occurred at your school or workplace. If you don't know of any, you can use or modify some of the scenarios below:

A. A high school teacher is too afraid to come out. She is fearful of parent pushback if word gets out about her sexual orientation and she is not sure if the administration will support her. She remains in the closet, being evasive and telling lies to co-workers and students about her family and what she does over the weekend.

B. A woman at a health clinic tells the nurse she does not need a pregnancy test because her husband is a transman. The nurse immediately starts referring to her husband as "she." The woman does not return to the clinic for care.

C. A college student has a legal name that does not reflect the name that they use to identify themselves. One of their professors has stated that he will use the name on his course registration list until it is legally changed. Embarrassed and frightened, the student drops the course.

D. At a campus pride meeting, a student is sharing her experiences on campus as a queer person-of-color. A discussion begins around race

website
GSA
language
transgender
ed
tolerant
MC
non-disc
policy
sex orientation
found id.
found app.
all of us

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and LGBTQ+ identities. The pride group president says that the conversation is getting off track. The focus of the group should be on LGBTQ+ issues, not race. The woman leaves at the end of the meeting and never returns.

- E. A man is asked by his supervisor to remove the photo of himself and his boyfriend, as well as the pride flag that he has up in his cubicle. The supervisor says that these things are "not appropriate for the workplace." Worried about job security, the man removes both items.
- 3) The facilitator explains that the situation on their paper has already occurred. They don't know who these people are. Ask participants to discuss with their group what their school, college or workplace could do in the future to avoid a situation like this occurring again?
 - 4) After about 5 minutes, the facilitator brings everyone back together, reads one of the scenarios and allows the groups that worked on that scenario to share some of their thoughts. When they are done, the facilitator allows others to share their ideas. As ideas are being shared, the facilitator creates a large list at the front of the room. The facilitator continues to the next scenario until all of them have been discussed.
 - 5) Explain that what we have now done is created an "action" or a "to do" list. Encourage participants to take a snap shot of the list on their phones for future use.

Discussion: Possible discussion points: Are there school, campus or workplace groups that can work together to create some of these changes that we envision? Where are some resources that might exist to help us so that we don't have to "reinvent the wheel" on these issues?

Notes: Participants sometimes have difficulty responding as if they do not know the people involved and therefore give "fix it now" answers. If this happens, feel free to create two lists on the board: the "big picture" items (ex. "changing our buildings to create more 'all gender' bathrooms") and the 'Band-Aid' items (ex. "listing the location of current 'all gender' bathrooms on our website.") Explain that both of these need to occur in order to effectively create inclusive spaces.

Materials: Scenario cards, large flip chart or white board and markers.

Approximate Time Needed: 15-25 minutes

Making it Personal

Don't forget the "music." The information is one thing, and the emotional content is another. People are more likely to remember the tune, then the words. Personal examples help clarify concepts. They can be your own stories or other people's stories that you have gotten permission to share. Below are some examples of how you can bring personal anecdotes into each activity.

Vocabulary Match-Up Game: Educate by sharing your own learning experiences. For example: "I used to think that all transgender people had therapy, hormones, and all the surgeries. What I now know is..."

Coming Out Model Activity: This is a great exercise to add "music." If you are LGBTQ+ and you feel comfortable sharing, walk through your own process as you explain the different stages. If you are an ally, you can pair up with an LGBTQ+ co-facilitator or share other people's experiences to help explain the process.

Mapping Out Sex, Gender and Sexuality: Consider checking with your co-presenters ahead of time to see if they feel comfortable mapping out their identities as part of the exercise. It is also wonderful to have a transgender co-presenter or a volunteer speaker to answer questions following the Transgender Basics Video.

Communicating Respectfully Activity: Have personal examples ready for each tip and question in case the group has difficulty coming up with responses. For example: "I struggle with this too. Here is a tip that has helped me..."

Speaking Out Exercise: Share information on how you learn. Talk about a time when someone confronted you about something you said that offended them. How did you react? Was the situation handled well? How might it have been handled better?

Creating Inclusive Spaces Activity: Share some unearned privileges or some inequalities that you experience to get the conversation started.

Note: Share information your audience needs to hear, not information you want to share. Remember, this is not public therapy.

"Our lives begin to end the day we become silent about things that matter."

– Martin Luther King, Jr.

Guidelines for Responding to Questions Effectively

CONVEY THE IDEA THAT ALL QUESTIONS ARE OK: If we state that “We’ll answer almost all questions” participants might hesitate to ask what is on their mind for fear that their question will be the one you won’t answer.

LISTEN WITH CARE: Behind many LGBTQ+ related questions there is at least one myth or stereotype about LGBTQ+ people. You need to hear it and address it. This may be the most important part of the answer.

BE NON-DEFENSIVE AND NON-SARCASTIC: Important to remember! This should keep you from alienating your audience and may even convince that occasional hostile person to listen. (You can still use humor.)

KNOW YOUR HOT BUTTONS AND FILTERS: When listening, analyzing and answering questions, it is important to know your own issues. Just as your audience will be listening through their filters, you will be hearing them through your own. Consider sharing your “hot button” issues with your co-presenter so they know which questions will be difficult for you to address.

INVITE PEOPLE TO USE THEIR OWN TERMS: Some people may not ask questions because they are fearful that they won’t get the language right. Convey the idea that all questions are ok to ask in whatever language they know.

BE AWARE OF NONVERBAL COMMUNICATION: Nonverbal communication can speak volumes. It can indicate delight, distaste or disagreement just as surely as words can. Help co-facilitators become aware of nonverbal language— wrinkled brows, frowns, smiles, wincing, etc.

MODEL INCLUSIVE LANGUAGE: While answering questions you should be modeling appropriate language. Help co-facilitators become aware of terms that might offend like “guys,” “lame,” etc.

MAKE SURE YOU UNDERSTAND THE QUESTION: If you aren’t sure what the person is really asking, restate the question for clarification. For example: “What I hear you asking is...” After answering you might ask: “Does that answer your question?”

BE A FACILITATOR, NOT A TEACHER: If you are asked your opinion on an issue, consider having the group answer the question. For example: “That is a great question. Let me ask all of you, WHY might someone be afraid to come out at work?”

“Bitterness keeps you from flying.”

–Tim McGraw

Three Common Types of Questions and Tips For Responding Effectively

INFORMATION QUESTIONS

- Be honest. If you don't know the answer, say so. Tell the person you will see if you can find the answer. Exchange emails and connect later with the information.

VALUE LADEN QUESTIONS

- Try and focus on universal values, rather than personal values. For example: "We may have different beliefs, but I hope we can agree that we would like this campus to be a safe place for everyone."
- If a participant brings up a personal value and only discusses one point of view, it is important for you to make sure other viewpoints are discussed. For example if someone says: "I grew up in a Christian household so my parents were very homophobic," make sure you share that this is just one person's experience and that many Christians are very welcoming of LGBTQ+ people and are pro-inclusion and equality. In our zeal to create safe spaces for LGBTQ+ individuals, we must be careful not to create unsafe and unwelcome spaces for people of faith.

PERSONAL QUESTIONS

- When responding to personal questions always try to broaden your response to educate beyond your own experience. For example: "My parents responded well when I came out, but unfortunately, that's not everyone's story. Keep in mind that families need to go through a "coming out" process as well..."
- Feel free to not answer questions that feel too personal, but do respond in a way that does not shame the asker. For example: "I'm glad you brought that up. People are often very curious about transgender surgeries. What we need to keep in mind, however, is that not all trans people have surgery and that there are many different surgical options..." You can also "blame" your organization for not answering the question. For example: "The Out Alliance doesn't allow me to answer questions about my personal sexual behaviors, but here's what I can tell you..."
- Educate on acceptable behaviors outside of the room. For example: "I don't mind sharing with you that my name was "Jim" before I transitioned, because this is a safe space and all questions are ok here. But, what you need to know when you leave this room is that many trans individuals dislike that question. Here's why..."

NOTE: If you get a very personal or sexually explicit question, pat yourself on the back for creating a space that feels safe to ask risky questions!

Steps to Move Beyond Fear, Frustration and Anger

Practice listening. Seek to understand other points of view.

Learn to respond rather than react.

If someone asks something and you are not sure how to respond, it's ok to say, "I need time to think about that."

As you strive for professionalism, give up control. Remind yourself that disagreement is a part of teaching and part of life.

If a discussion is unproductive, explain that in the interest of staying on task, you are going to move on, but if you think there is value in it, you might invite participants to continue the conversation following the training.

Remind yourself that you are powerless over others. Just saying that to yourself will make you feel a healthier empathy and sense of fellowship with others.

Take care of yourself. Get clear what you are and are not prepared to share.

Ask all parties to speak from their own personal experience. (Use of "I" statements is critical.) Set a standard that no one shall speak for someone who is not in the room.

Create a list of ground rules or a code of ethics.

Remember always to assume goodwill.

Don't share the behind-the-scenes "mistakes." Self-coach in your head, not out loud.

Be kind to yourself. Don't expect perfection. Walking away from a training with ideas on how you can improve next time is an essential part of learning and growing as successful educators.

"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare."

– Audre Lorde

Suggested Outlines for SafeZone Programs

You may use activities other than the ones we have recommended, but please keep in mind that there are 4 essential components that should go into every program:

- 1) Basic vocabulary and respectful language
- 2) Understanding the components of sex, gender and sexuality (ie. the difference between orientation, gender identity and gender expression)
- 3) Issues of coming out/coming out model
- 4) Action! (ie. What can I do now or how do I respond when I hear this?)

Below are some outline suggestions for 4, 3 and 2 hour time slots. SafeZone Trainings cannot be done well in under 2 hours. If you are limited by time, consider breaking your training into two sessions, with stickers being given out at the end of the second session.

SafeZone Training - 4 Hour Program

Welcome and Introductions (including code of ethics and group introduction if participant number is relatively small)	15 min
What is a SafeZone? (Group Discussion)	10 min
Franchesca Ramsey's "5 Tips for Being an Ally" Video	5 min
Vocabulary Match-Up Game	30 min
Break	10 min
Mapping Out Sex, Gender and Sexuality	35 min
Coming Out Model Activity	30 min
Communicating Respectfully Activity	30 min
Break	10 min
Speaking Out Exercise	25 min
Creating Inclusive Spaces	30 min
Resources/Who Should Take a Sticker?	5 min
Evaluations/Handouts/Stickers	5 min

SafeZone Certification Program
SafeZone Training - 3 Hour Program

Welcome and Introductions	5 min
What is a SafeZone? (Group Discussion)	5 min
Franchesca Ramsey's "5 Tips for Being an Ally" Video	5 min
Vocabulary Match-Up Game	30 min
Mapping Out Sex, Gender and Sexuality	30 min
Coming Out Model Activity	30 min
Break	10 min
Communicating Respectfully Activity	30 min
Creating Inclusive Spaces	25 min
Resources/Who Should Take a Sticker?	5 min
Evaluations/Handouts/Stickers	5 min

SafeZone Training - 2 Hour Program

Welcome and Introductions	5 min
What is a SafeZone? (Group Discussion)	5 min
Franchesca Ramsey's "5 Tips for Being an Ally" Video	5 min
Mapping Out Sex, Gender and Sexuality	25 min
Coming Out Model Activity	25 min
Communicating Respectfully Activity	25 min
Creating Inclusive Spaces	20 min
Resources/Who Should Take a Sticker?	5 min
Evaluations/Handouts/Stickers	5 min

NOTE: If you use our technique of reseating folks so participants can meet new people, please ask if there is anyone who would like to switch their seat in order to hear or see better.

Advanced SafeZone Trainings

Occasionally we train groups of people who are very LGBTQ+ knowledgeable or have been through our SafeZone Training in the past. Below are some suggested activities for this type of audience.

Advanced Speaking Out Exercise: Ask the group what comments they have heard that have “tripped them up” or that they didn’t know how to respond to. Use those real life examples to run the same exercise.

Advanced Vocabulary Match Up Game: Place the word cards face up on a large table or on the floor. Have participants walk around and pick up a card with a word that they do not know how to define. Facilitators then read the definitions to the chosen cards and the group figures out which word is the match. NOTE: Using the glossary of terms to read the definitions will be easier than using the cards.

Ash Beckham Videos: If you liked Ash Beckham’s TED Talk video “Coming Out Of Your Closet” show this to spark conversation around meeting people where they are and assuming goodwill. Also, take a look at Ash Beckham’s Ignite Boulder 20 video on YouTube. It is a wonderful 5:29 min video to spark conversation about dealing with the comment “That’s so gay!” with respect and humor.

Didn’t/Did Activity: Ask participants to turn to a partner and share a time when they heard something offensive and they did not intervene. This can be something sexist, racist, homophobic, etc. Open up to a larger group discussion and have individuals volunteer to share why they feel they did not speak up. Create a “Didn’t” list on the board. Common list items might be: “I didn’t know how to argue my case” or “The person who said it was my boss.” Now have people talk with their partners about a time when they did intervene. Create a “Did” list at the front of the room. Compare and contrast the two lists and ask the group: Do they see common themes in each other’s answers? Are there skills or information that they had in the second “did” scenario that they did not have in the first? Is it possible to obtain that knowledge and those skills in order to become better at speaking out in support of marginalized groups? Are there some general statements that we can have ready to use in all situations? Are there ever situations when we should not speak up?

Understanding Intersex Identities Video and Discussion: Show the 3:25 min video called “What It’s Like to Be Intersex” which you can find on youtube.com. You may want to share with your audience that being intersex is as common as being a redhead. Also, that most doctors have now, thankfully, moved away from nonconsensual surgeries on intersex babies and are now putting their energy into supporting and educating the parents. Encourage your audience to think about how difficult it must be for a parent in our binary world to leave the hospital with an intersex baby. What is the first question everyone asks? What might be a better question to ask a new parent?

Why Pronouns Matter Video: Show the 2 and ½ minute video called “Why Pronouns Matter For Trans People” (simply type this into youtube.com). Have a discussion around respectful use of pronouns, accidentally misgendering people, why talking about “preferred” pronouns may be offensive, tips that we have used to help us get pronouns right, etc.

Myths and Stereotypes Activity

Activity Objectives:

After this activity, participants will be able to explain how myths and stereotypes negatively affect LGBTQ+ people and straight allies.

Introduction:

The LGBTQ+ community and allies are affected by stereotypes on many levels. Myths and stereotypes contribute to hate directed violence and discrimination in professional and social environments. Negative stereotypes can hinder relationships, hurt communication between family and friends, and also negatively affect personal development. In order to begin the conversation about how to dispel these myths and stereotypes, we must first identify what they are and where they came from.

Directions:

- 1) After introducing the activity, the facilitator divides the larger group into 5 smaller groups. Each group is given a large piece of paper and a box of markers. Each group has a different title on their piece of paper. They read: "gay," "lesbian," "bisexual," "transgender," and "ally."
- 2) The facilitator instructs each group to write the stereotypes associated with the identity listed at the top of their paper. Participants are reassured that this will not reflect poorly on them or lead anyone to think that they are personal beliefs. The stereotypes can be things that they have heard from friends, family, media, church, etc. (For small groups, post the papers on the walls and have individuals walk around the room.)
- 3) After 5 minutes, the facilitator instructs the group that they have one more minute to finish the exercise and that they should choose a spokesperson from each group. After one more minute, the facilitator asks the spokespersons to read the list the group has compiled.

Discussion:

Important discussion points include: How did it feel to do this exercise? Where do these stereotypes and myths come from and how we all know them? How do they affect the LGBTQ+ community and our allies, both internally and externally? What are some examples of policies that have been put in place due to LGBTQ+ myths and stereotypes? Who were we envisioning as we participated in this activity? Do our stereotypes change if our individual is: 13 years old? 85 years old? Deaf? In a wheel chair? Asian? Hispanic? Christian? Jewish? Married?

Materials: A pad of large paper, markers and tape.

Approximate Time Needed: 25-30 minutes

Notes: Consider ending this activity by stating that it is unfair and hurtful to have the same stereotypical expectations for everyone in a community. However if in fact you are the stereotype (for example: a cat loving, Subaru driving, softball playing, short haired, butch lesbian) we applaud and embrace you! Everyone should be able to be authentic.

Counseling Issues:

Once you display your SafeZone sticker you may encounter serious issues that require more than a safe and supportive ear. Below are some warning signs that an individual may need to be referred to a professional. Trust your instincts and err on the side of caution. Keep in mind that once you have made a connection with someone, they may not want to go elsewhere. Consider helping them to make an appointment and/or offer to go with them to their first appointment to help make the transition easier. Make sure they know that you are not abandoning them and that they can stop by to talk with you any time.

Warning Signs of Depression and/or Severe Anxiety

- Change in sleep patterns (sleeping much more or less than usual)
- Persistent sadness or feelings of anxiety
- Loss of interest in activities that used to bring joy
- Significant weight gain or loss
- Frequent crying episodes
- Excessive use of drugs and/or alcohol
- Drop in academic or job performance or attendance
- Inability to concentrate and complete tasks
- Feelings of panic, shortness of breath, headaches, sweaty palms or dry mouth

Warning Signs of Suicide or an Intention to Harm Others

Multiple studies have shown that LGB adolescents and young adults are more than 3 times as likely to attempt suicide as their straight, cisgender counterparts. The rate for transgender young adults is significantly higher! Some warning signs of suicide and/or an intention to harm others are below:

- Talking about wanting to die or to kill oneself
- Looking for a way to kill oneself, such as searching online or buying a gun.
- Talking about feeling hopeless or having no reason to live.
- Talking about feeling trapped or in unbearable pain.
- Talking about being a burden to others.
- Increasing the use of alcohol or drugs.
- Acting anxious or agitated; behaving recklessly.
- Sleeping too little or too much.
- Withdrawn or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.
- Preoccupation with death.
- Suddenly happier, calmer.
- Loss of interest in things one cares about.
- Making arrangements; setting one's affairs in order.
- Giving things away, such as prized possessions.

* **Note:** Create your own campus/workplace specific handout on resources, warning signs, procedures and where to turn for help.

LGBTQ+ National Resource Guide

Campus Pride: Resources, events and research on creating safer college environments for LGBTQ+ students at www.campuspride.org

Out Alliance: On-going support for your SafeZone Programs as well as an on-line LGBTQ+ resource directory at www.outalliance.org

Gay and Lesbian National Hotline: Counseling, education and resources for all ages at www.glnh.org or 888-843-4564.

GLMA (Health Professionals Advancing LGBT Equality): Healthcare resources, healthcare equality index and advocacy at www.glma.org

GLSEN (Gay, Lesbian & Straight Education Network): Resources, education and networking around creating safe schools at www.glsen.org

HRC (Human Rights Campaign): Educational material and resources working towards LGBTQ+ equality, including state maps of current laws and policies at www.hrc.org

ISNA (Intersex Society of North America): Resources, advocacy and support for intersex individuals at www.isna.org

LAMBDA LEGAL: The nation's oldest and largest organization working for civil rights of LGBTQ+ people and people with HIV/AIDS at www.lambdalegal.org

National LGBTQ Task Force: Building the grassroots power of the LGBTQ+ community. Education, activism, research and resources at www.thetaskforce.org

PFLAG (Parents, Families, Friends, and Allies United with LGBTQ People to move equality forward): Support, education, resources and advocacy at www.pflag.org

Trans Lifeline: Free helpline/hotline staffed by transgender people for transgender people. 877-565-8860 or www.translifeline.org

Trevor Project: National 24 hour helpline and online support for LGBTQ+ youth at 866-4UTREVOR or www.thetrevorproject.org

WPATH (World Professional Association for Transgender Health): Professional and educational organization devoted to transgender health at www.wpath.org

Are Gay Men Prone to Child Molestation?

MYTH VS FACT

Some people argue that LGBTQ+ people, especially gay men, constitute a particular risk to the safety of children. The overabundance of reputable research based on reported cases of child molestation strongly refutes this claim. Research shows that child molestation is usually perpetrated by adult males who have an adult heterosexual orientation, or by fixated offenders who have no interest in sexual relationships with adults.

RESEARCH FINDINGS

In one random sample of 175 males convicted of sexual assault against children, there were no peer-oriented homosexual (adult sexual orientation) males who regressed to molest children. The researchers claim "in over 12 years of clinical experience working with child molesters, we have yet to see any example of a regression from an adult homosexual orientation." Male-to-male molestations were only perpetrated by men who were heterosexual in adult sexual orientation, or who lacked any adult sexual orientation. (Groth and Biernbaum, 1978) Several studies reveal that 90-98% of pedophiles and child molesters are heterosexual men. (Benton County Sheriff's Office, Connecticut Department of Corrections, UCLA Medical Center)

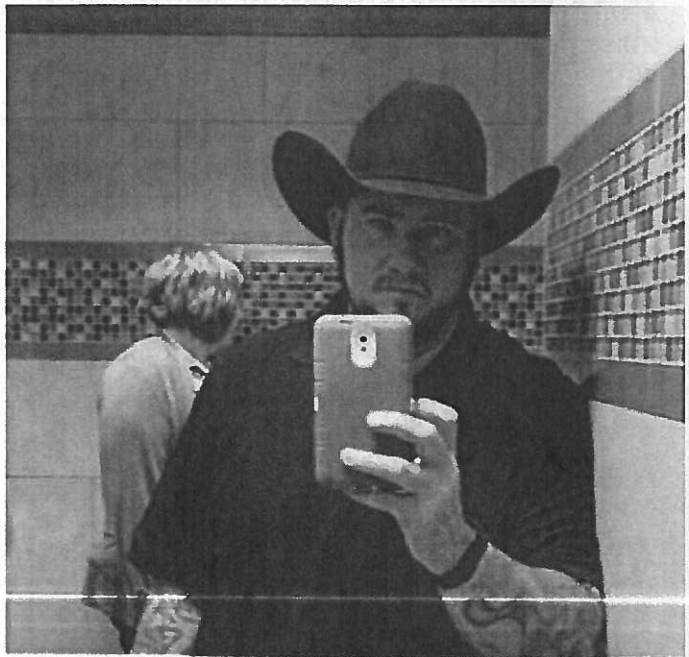
Will Transgender People Attack Me in the Bathroom?

MYTH VS FACT

Transphobic bathroom myths are the source of a great deal of angst for both transgender and cisgender individuals. Unsubstantiated stories about transgender people behaving inappropriately in public restrooms, have been circulated by the media and are used to frighten people away from supporting transgender non-discrimination laws. The facts are that transgender people, especially transwomen of color, are at a much higher risk for violence and sexual assault in public restrooms than cisgender women.

RESEARCH FINDINGS

In the 18 states, and Washington DC, where gender identity inclusive public accommodation laws are in place there have been no reported problems or any increase in sexual assault in restrooms. (What Does Research Suggest About Transgender Restroom Policies? By Amira Hasenbush [Education Week](#) June 8, 2016)



Do I look like I belong in women's facilities?

Photo: Michael C. Hughes as part of the #wejustneedtopee project

SafeZone Stickers and Pins

Who should take them?

Displaying the SafeZone sticker does not mean that you need to or should be providing therapy. It simply means that you are able to:

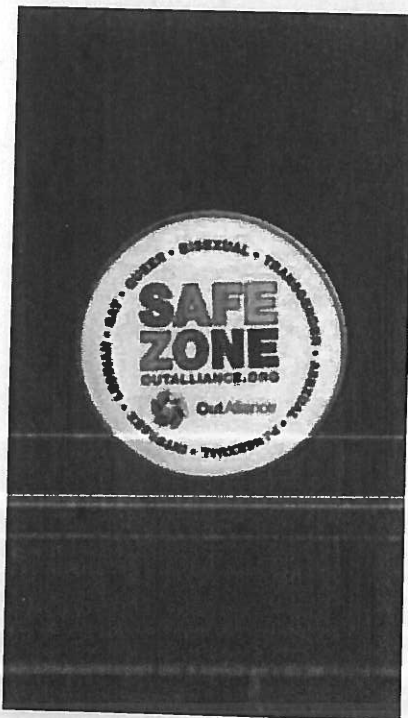
- Be a respectful listener
- Provide a safe, friendly, non-judgmental space
- Maintain confidentiality
- Refer individuals to resources as needed

Let participants know that if they cannot provide this at this time they should not feel pressured to take a sticker or pin. Also, please ask participants not to take stickers or pins and distribute them to anyone who did not attend the training.



What should they expect now?

Let participants know that after they display their SafeZone sticker or start wearing their pin, they may find that more people come to them for support or just to talk. They may also find that nothing seems to have changed. Let them know that either way, they are helping to make a difference! Displaying a SafeZone sticker and wearing a SafeZone pin helps to create an environment that feels safer and more welcoming for all kinds of people. SafeZone images heal and save lives!



Where do we order more?

You can create your own SafeZone sticker for your workplace or campus or you can purchase official Out Alliance SafeZone stickers and lapel pins by contacting education@outalliance.org or 585-244-8640.

* Please remember that SafeZone Trainings are created for optional audiences (ie. people who want to be in the room). We can work with you to craft a training for a mandatory audience that does not involve offering SafeZone stickers and pins.

SafeZone Certification Program
SafeZone Training Evaluation
(Sample)

Date: _____ Location: _____

Presenter(s): _____

Please Rate this Training

	1=Poor	2-Fair	3=Good	4-Very Good	5=Excellent
Knowledge of Presenters					
Usefulness of Information					
Ability to Create a Comfortable Space					
Overall Evaluation					

How much did/do you know about gay, lesbian, bisexual, and transgender issues BEFORE and AFTER this presentation?

(1=almost nothing and 10=a whole lot)

	1	2	3	4	5	6	7	8	9	10
How much I knew BEFORE										
How much I know AFTER										

- *What is the single most important thing you learned today*

- *What were the strengths of this presentation?*

- *What could make this presentation better?*

- *Other comments? (Please make additional comments on the back of the page)*

Quality Control and Sustaining an Effective Program

To create a sustainable and relevant SafeZone Program on your campus or at your workplace it is recommended that you create a SafeZone committee of trained members. Your SafeZone committee should consider having monthly meetings. You may want to assign people to the following jobs:

- Run meetings and facilitate practice sessions
- Send out meeting agendas and type minutes
- Create and update your counseling issues handout and resource list.
- Schedule SafeZone Trainings and assign trainers. We recommend at least 2 presenters at every training. It works well to have presenters with different identities working together.
- Summarize evaluations, provide feedback from evaluations and facilitate group discussions on what is working and what is not
- Update handouts or act as the liaison with the LGBTQ Academy to get the most updated handouts, order more stickers and lapel pins, arrange for the next Train-the-Trainer session, etc.
- Arrange for guest speakers to attend your meetings for continuing education. Consider speakers who identity as lesbian, gay, bisexual, transgender (including: M to F, F to M, genderqueer, intersex, two-spirit, cross-dresser, etc.), asexual, pansexual, kinky, poly, LGBTQ+ people of color, Deaf LGBTQ+ individuals, LGBTQ+ athletes, LGBTQ+ individuals from different generations, countries, racial or ethnic backgrounds, etc.)
- Publicize your SafeZone Trainings. (We encourage you to call your trainings "SafeZone Trainings" rather than "Ally Trainings." Although the word "ally" should be looked at broadly, most people will only think of the straight/cisgender person, and it may prevent LGBTQ+ community members from attending.)
- Act as a liaison with your pride group or GSA, Admission Office, Human Resource Department, LGBTQ+ Employee Resource Group, etc. to share resources, work towards policy change and support each other during events.
- Other jobs?

Continuing Education

One of the best things that you can do to improve yourself as a SafeZone trainer is to continue your own education. Below are some of many wonderful books, magazines, films, vloggers and conferences that we recommend.

Books:

Black Girl Dangerous on Race, Queerness, Class and Gender by Mia McKenzie

The Naked Presenter by Garr Reynolds

Trans Bodies, Trans Selves edited by Laura Erickson-Schroth

Getting Bi: Voices of Bisexuals Around the World by Robyn Ochs and Sarah Rowley

How To Be A Happy Lesbian: A Coming Out Guide by T. Stevens and K. Wunder

Becoming a Visible Man by Jamison Green

GLBTQ: The Survival Guide for Gay, Lesbian, Bisexual, Transgender and Questioning Teens by Kelly Huegel

As Nature Made Him: The Boy Who Was Raised As a Girl by John Colapinto

Safe is Not Enough: Better Schools for LGBTQ Students by Michael Sadowski

Living Proof: Telling Your Story to Make a Difference by Capecci and Cage

She's Not There: A Life in Two Genders by Jennifer Finney Boylan

Waking Up White, and Finding Myself in the Story of Race by Debby Irving

Publications:

The Advocate - National magazine covering LGBTQ+ news, politics, opinion, and arts and entertainment

ELIXHER Magazine - award winning website and magazine for black lesbian, bi and transwomen and allies.

AMBIENTE - The first and only online LGBTQ+ publication offered in English, Spanish and Portuguese.

Curve Magazine - Lesbian focused news, advice, entertainment and events

The Empty Closet* - New York State's oldest continuously published LGBTQ+ newspaper covering news, entertainment, opinions, calendar of events, community support and social groups and much more

Films:

(A)Sexual - A documentary about asexuality

Stonewall Uprising - A documentary about the Stonewall Riots in 1969

Brother Outsider: The Life of Bayard Rustin - A documentary about the life of civil rights leader Bayard Rustin

Ma Vie En Rose (My Life in Pink) - Belgian drama about a transgender youth

Intersexion - A documentary about intersex individuals and their experiences

The Times of Harvey Milk - A documentary about Harvey Milk, American gay activist and first openly gay elected official

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Edie & Thea: A Very Long Engagement – A documentary of two women and their lifelong love and journey together.

Boys Don't Cry – Film adaptation based on the life of transman, Brandon Teena

XXY – An Argentine-Spanish-French drama about a 15 year old intersex person

Two-Spirit – A film about the short life and murder of a Navajo teen

Gun Hill Road – A drama about a Hispanic transgender youth living in the Bronx.

Social Media Vloggers:

Kat Blaque: Kat is a black transwoman who does a lot of vlogging and work around intersectional feminism, the transgender community, and social justice in general. She's in our "Why Pronouns Matter" video from the Advanced SafeZone section!
<https://www.youtube.com/TransDIYer> | https://twitter.com/kat_blaque

Riley Dennis: Riley is a white non-binary, queer transwoman who primarily vlogs and writes about queer identity, the social construct of sex and gender, activism and feminism.
<https://www.youtube.com/user/JustinDennisYT> | <https://rileyjaydennis.tumblr.com/> | <https://twitter.com/rileyjaydennis>

Pidgeon Pagonis: Pidgeon is a Mexican and Greek intersex individual. They do videos and writings about intersex identities and community, attempting to bring awareness to it. They're in our "What It's Like To Be Intersex?" video from the Advanced SafeZone section!
<https://pidgeonpagonis.tumblr.com/> | <http://www.pidgeonismy.name/> | <https://www.youtube.com/user/pidgejen/>

Marina Watanabe: Marina is a Japanese/European bisexual cisgender woman. She vlogs and writes about intersectional feminism, mental health, the LGBTQ+ community and so on.
<https://www.youtube.com/user/marinashutup> | <http://marinashutup.tumblr.com/tags> | <https://twitter.com/marinashutup>

Chase Ross: Chase is a white queer transman who does videos and writings about sex positivity, transgender identities and mental health.
<https://www.youtube.com/user/uppercaserCHASE1>

Conferences:

Creating Change - The national conference, held annually in late January, is the largest annual gathering of LGBTQ+ activists, organizers and educators.

National Queer People of Color Conference – Held in the early spring, this conference gives people the opportunity to understand the diversity of being a person of color within the queer community.

Southern Comfort – transgender conference that takes place annually in Atlanta.

RAD Conference – The Rainbow Alliance of the Deaf Conference held annually in mid-summer.

* Please consider supporting the work we do at the Out Alliance. For a donation of \$30 or more we will mail our monthly newspaper, The Empty Closet, to your home!

www.outalliance.org/support/giving.html

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Agreement of Course Requirements and Restrictions

I, the undersigned, having completed the LGBTQ Academy SafeZone Train-the-Trainer Certification Program on _____ (date) do hereby acknowledge that I have read and understand the following terms and conditions of my LGBTQ Academy SafeZone Train-the-Trainer Certification.

- Although I have been trained by the LGBTQ Academy at the Out Alliance, I am not a representative of the LGBTQ Academy, and cannot present myself as a trainer for the LGBTQ Academy at Out Alliance of Rochester NY.
- If I reformat or revise any of the information/ handouts provided in this manual, I will give the LGBTQ Academy proper attribution as the creator of the material.
- That due to constant changes in LGBTQ+ issues, language and cultural norms, I understand that this certification is considered valid for a three-year period.
- I understand that the purpose of this training is to allow me to train others in the interest of support for LGBTQ+ individuals, community education and social change and that I am not allowed to profit from this curriculum by charging for this service (beyond material expenses). I also understand that I may not market or sell this manual/product.

Please print full name

Please sign and date



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