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INTRODUCTION

Many institutions within the California State University (CSU) system have a history of advocacy for marginalized groups and issues of diversity. In keeping with this history, the CSU system must continue to develop effective, professional-level trainings to ensure that the students of the CSUs have access to safe and supportive learning environments. The CSULB Safe Zone Program has furthered this mission of the CSU system by fostering and encouraging awareness and sensitivity related to LGBTQ issues, both on the campus and within the community, for the past three years. This manual, taken from the CSULB Safe Zone Program, is designed to be either a complete training program or a general guideline for LGBTQ ally trainings across the 23-campus, 437,000-student CSU system.

In 2011, Ken Millar, CSULB Dean of the College of Health and Human Services, assembled an interdisciplinary team of faculty and staff (experts in ally research, gender theory, safety, social work, and CSULB procedures) to re-imagine, redesign, and reinstate the CSULB Safe Zone Program. This Safe Zone Committee*, as it became known, has since provided up to four training programs per year on the CSULB campus for administrators, faculty, staff, student leaders, and campus safety officers. Participants leave this training enthusiastic for LGBTQ activism and ready to utilize their gained knowledge and skills to foster a supportive and inclusive atmosphere for LGBTQ students, faculty, and staff and become part of an identifiable University-wide network of Safe Zone Allies. This Safe Zone training has become a nexus for progress, equity, and safety for CSULB. We, the Safe Zone Committee, hope that, through this manual, all campuses in the CSU system move forward with a guideline for what ally programs can and should accomplish.

The manual presented here is based on the 4-hour, one morning or afternoon, CSULB Safe Zone Ally training program, which has received much praise; evaluation scores are above the 91st percentile. Over 300 faculty, staff, and students have completed our Safe Zone Ally training, and recently the faculty and staff of nearby colleges have started to attend the trainings in an effort to create similar programs on their campuses. Their feedback on overall training effectiveness and on each segment of the training (activity or “lecture”) is consistently positive with average scores of 4 out of 5 (1 as the most negative and 5 as the most positive response). While the committee is pleased with the assessment, we continue to update content and presentation format in response to evaluation feedback.

We provide, in this manual, all of the “modules” (lectures, participatory exercises, presentations, etc.) that we use currently use at CSULB. It is arranged to include all necessary information and tools for organizing, hosting, and running a Safe Zone Ally training program. Users will find a list of general supplies and a sample agenda in the Training Materials section, and the objectives, tools, and specific directions for each training module in the Training Modules section. In the Handouts for Participants section, we have provided some of the documents that we distribute on the day of the training, and the Marketing Materials section includes sample flyer and announcement email templates. The Finance section provides the budgetary information that will typically apply to an Ally Training Program. Finally, the Resources section can be used for assistance when creating or revising a campus Safe Zone Ally Training Program. While these materials have been highly effective for CSULB, we offer them as a
guide that can be modified to suit the needs of each campus. We hope that even campuses with an Ally program will still benefit from the information and guidelines in this manual.

*The Safe Zone Committee is comprised of five faculty, one graduate student/teaching assistant, and one staff member all of whom volunteer their time to develop, coordinate, implement, and evaluate this program.*
MISSION

The mission of the Safe Zone Ally program is to identify, educate, and support allies. Allies are faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQ) issues and who choose to openly provide support and advocate for LGBTQ individuals.
Safe Zone Training Agenda

This agenda is intended for the trainers. Participants do not receive agendas with time and time allotted.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Activity:</th>
<th>Time Allotted</th>
</tr>
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<tbody>
<tr>
<td>8:15am</td>
<td>Sign-in, Mingling, and Hospitality</td>
<td>10</td>
</tr>
<tr>
<td>8:25am</td>
<td>Welcome and Introductions</td>
<td>5</td>
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<tr>
<td>8:30am</td>
<td>Safe Zone Objectives and Learning Outcomes</td>
<td>5</td>
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<tr>
<td>8:35am</td>
<td>Impact of Silence &amp; Intro to Movement</td>
<td>20</td>
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<tr>
<td>8:55am</td>
<td>A Movement Gets a Voice</td>
<td>25</td>
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<tr>
<td>9:20am</td>
<td>Break</td>
<td>05</td>
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<tr>
<td>9:25am</td>
<td>Coming Out Stars</td>
<td>30</td>
</tr>
<tr>
<td>9:55am</td>
<td>Symbols, Language, Issues and Resources</td>
<td>30</td>
</tr>
<tr>
<td>10:25am</td>
<td>That’s so Gay (trainers at tables)</td>
<td>30</td>
</tr>
<tr>
<td>10:55am</td>
<td>Break</td>
<td>5</td>
</tr>
<tr>
<td>11:00am</td>
<td>Trans*specific</td>
<td>15</td>
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<tr>
<td>11:15am</td>
<td>LGBTQ Panel</td>
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<tr>
<td>12:05am</td>
<td>Becoming an Ally and the Ally Contract</td>
<td>15</td>
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<tr>
<td>12:20pm</td>
<td>Closing &amp; Evaluation</td>
<td>5</td>
</tr>
</tbody>
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This table lists the names and email addresses of each trainer, and table to which s/he is assigned.

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Table</th>
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<tbody>
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</tbody>
</table>

INSERT YOUR SAFE ZONE WEBSITE ADDRESS HERE
Supply List

1. 4-5 tables plus 1 table for trainers
2. Table #s with holders (5 tables)
3. List of attendees with assigned tables
4. Nametags numbered with table assignment
5. Agendas (40)
6. Vocabulary handout (40)
7. Pens/pencils for each participant (~40)
8. Safe Zone Stickers and Contracts (40)
9. Evaluations (40)
10. Timing sheets (7min, 5min, 2min, Stop)
11. LGBTQ Icons PowerPoint File
12. Safe Zone Ally PowerPoint file
13. Bell
14. Laptop and audio, projector, and power cords
15. Projector
16. Clicker
17. Dock and iPod with appropriate music for sign-in, break times, and activities
18. Timer (cellphone with timer application)
19. Rainbow flag
20. Impact of Silence Activity
   a. Blank index cards (40)
21. Coming Out Stars Activity
   a. Purple, blue, green, and yellow paper stars (divided by total participants: if 40 participants then 10 of each color)
22. That’s So Gay Activity
   a. Identity and disposition placards (one for each table)
   b. Copies of scenario (one for each table)
23. Panel
   a. Blank index cards or notepads

Packets for trainers with:

1. Trainer Agenda
2. PowerPoint Slides printed in handout format
3. Impact of Silence Activity instructions
4. That’s so Gay Activity instructions
5. Panel Questions

Student Assistant(s) Role:

1. Registration and seating assistance
2. Head count at each table (need even #s for Impact of Silence)
3. Time Keeper
TRAINING MODULES
Impact of Silence

Overview:
This interactive exercise allows participants to experience what it is like for many closeted LGBTQ people who are unsure if it is safe to come out. When LGBTQ people are not out, fear being found out, or are scared of the repercussions of coming out, they may refrain from sharing important details about their lives when having conversations with others. Some may even talk about these details in a “round-about-way” or discuss them within heteronormative or gender-normative language. In this experiential exercise, the participants are challenged to engage in a conversation without discussing that which is most important to them.

Note: Because this exercise requires “getting to know you” work in pairs, ideally participants should be seated separately from participants whom they may know.

Objectives:
First, this exercise is meant to be an icebreaker. It allows the participants to get comfortable talking in much smaller groups prior to talking within the larger group.

Second, through interacting and learning about other participants in the training, a comfortable and safe environment can be created.

Third, through this exercise, participants learn about the experiences of those who are unsure if it is safe to come out or fear for their safety if they are “found out.”

Time Required:
15 minutes

Tools:
• Index cards or small sheets of paper for each participant
• Pens/pencils for each participant
• Time cards
• Time keeper

Instructions:
(The italicized text in blue is instruction for the trainer, and it is not meant to be read aloud. The text in black should be read or paraphrased as instructions to the participants.)

Each person should be given about two minutes to complete her or his index card with the below information. Inform all participants that their partners should not see what they are writing on the cards. Assure them that it doesn’t have to be wholly accurate, and what initially comes to mind is fine.

On the index cards provided, write down the following. Don’t think too hard – write the first thing that comes to your mind. Try to hide your response from others. (Instruct participants to list the following one at a time. Give them time to write each response):

- Your job and what you do.
- The three most important people in your life.
- The three most important events that have occurred in your life.
- The three things you enjoy doing the most during your free time.
Once everyone has filled in their index cards, tell each person to pair up with someone whom they do not know or know well. Trainers should participate at tables with odd numbers of participants to ensure that everyone has a partner.

Tell the participants:

- You have just met the person with whom you are paired and can’t wait to tell them all about yourself. Each partner in the pair has two minutes to tell her or his partner all about her or himself, but you cannot discuss anything you wrote on your index cards. The listener should not talk very much as the speaker describes her or himself.

At the two-minute mark, tell them:

- Switch, and the person who was listening now does the talking.

When complete, tell them the following:

- Now, we will share experiences with the larger group.

Now, take about five minutes to engage in some processing and discussion questions. It may be best to ask a different question to each table:

- What did you learn about this person?
- What kind of person does the person you just met seem?
- What kind of relationship do you think you could create?
- How much energy and conscious attention did it take to talk about yourself without mentioning the items on your index card?
- What was it like to do this exercise?
- How did it feel?

After those five minutes, discuss the purpose of this exercise (if it hasn’t been made clear from the conversation):

- Here is why we did this exercise: LGBTQ people who are closeted or unsure if it is safe to come out can feel overly limited in what they share with people. When you have heterosexual privilege, you can speak openly and comfortably about your romantic partner, social interests, and personal preferences.

Rhetorically, ask them:

- Can you imagine how isolating this could be?
- Can you imagine how many LGBTQ can’t share some of the most important parts of their lives with people?

Ask them:

- Do you have any thoughts?
- Does anyone want to discuss his or her experiences?
- Now, let’s take two minutes to reintroduce yourselves and learn about each other. If you would like to share something personal that you wished you had been able to share at your table or with your pair, please do so. If you would like to identify your sexual orientation or gender identity, we hope you feel comfortable doing so.
Guided Imagery

Overview:
Guided Imagery turns today’s world upside-down to give participants a chance to experience heterosexism and homophobia. Through a narrated presentation, the participants are asked to imagine living in a world where same-sex relationships are socially expected and celebrated and opposite-sex relationships are deviant. Thus, those who identify as heterosexual are stereotyped, isolated, and receive unequal treatment. By creating a world in which heterosexuality is the minority and homosexuality is the majority, the stigma, tension, and anxiety that an LGB individual experiences can be made known and confronted.

Objectives:
First, participants will understand heteronormativity, its effects, and its pervasiveness.

Second, participants will experience how LGBs are degraded and isolated on individual, community, and institutional levels.

Third, participants will gain an awareness of the barriers and stigmas inherent in cultural norms and activities and structural organizations.

Time Required:
20 minutes

Tools:
• Dim lights (if possible)
• Relaxing music (e.g., Enya)

Instructions:
The italicized text in blue is instruction for the trainer, and it is not meant to be read aloud.
*The statistics and facts presented in this exercise should be checked before each training to ensure they are up-to-date. HRC.org may be the best resource for this information.

Prior to commencing, dim the lights and softly play relaxing music to set the mood for the Guided Imagery exercise. This exercise is best done following a break in the training. The music and lighting can help participants to slowly shift from the mood in previous exercises and presentations. You will read the entire script, just do so carefully and slowly. All words in bold, should be emphasized, The trainer should prepare the audience for this exercise by saying:

I am going to describe a different kind of world for us to imagine today.

In this world, we have only 6 straight members of Congress; 5 in the House of Representatives and 1 Senator. At least 15 states do not have an out straight representative in their State Legislature.

In only 19 states and Washington DC straight couples can jointly petition to adopt children throughout that state, and in 2 others, straight couples have successfully petitioned to adopt in certain jurisdictions only. In many states, adoption laws for “straight partner joint adoptions” are still unclear.
Only 15 states and Washington DC have extended equal hospital visitation rights to straight couples and spouses through marriage equality or statewide relationship recognition. Only 9 states and DC issue marriage licenses to straight couples. And, 29 states allow discrimination based on sexual orientation in the workplace and 34 based on gender identity.

Below is a sample script.

*(Some text is bolded for emphasis while reading)*

**REMEMBER TO SPEAK SLOWLY**

Now, if you are comfortable, please close your eyes, just relax, and try to imagine yourself as living in the world I am describing to you. If you are faculty or staff, think back to when you were a college student. If you are a student, please try to imagine this campus as this different kind of world.

Again just relax, close your eyes and imagine being a student who (regardless of your true sexual orientation) has always been attracted to people of the opposite sex - so if you are a man, your first serious college relationship was with a woman and if you are a woman, your first serious college relationship was with a man. Don’t think too hard; just try to go with it and be present in this world.

Okay, so now it is Tuesday morning after a long holiday weekend, and you are just waking up, starting your day, and getting ready to come to campus for a full day of classes and activities.

As you are getting dressed you turn on the TV, and you see a story on the morning news about “straight people” trying to fight for the right to marry. The TV News anchor is talking about how straight people “don’t really need to get married” but that straight couples should have some rights, of course, like possibly a domestic partnership. It just isn’t natural,” he continues, “for two people of the opposite sex to be married!! Marriage was made for gay and lesbian couples only!!” Tired of listening to this, you keep switching the channels, but all you can find are shows featuring Lesbian or Gay couples and their families.

Now, while you are at home, you feel comfortable and safe because your family knows that you are straight, and they are supportive of your heterosexual orientation. Your family has accepted your partner of the opposite sex, but you know that as soon as you leave your house you feel that you must be secretive about your partner and your life.

Your partner (of the opposite sex) picks you up to drive you to campus this morning, and as you are commuting to school you notice, as always, that all the buses you are following and all the billboards on the highway have advertisements featuring Lesbian and Gay couples.

Your partner drops you off in the circle in front of Brotman Hall *(replace with any landmark on your campus)*, and you say “goodbye, see you later,” but you don’t kiss your partner goodbye in this busy public spot in fear that someone will see you being affectionate with someone of the opposite sex!

You head over to the Rec Center *(or your campus gym)* to meet another straight friend for a workout and both in the locker room and on the basketball court you overhear people calling their friends “breeders” when not making a basket or succeeding in the activities in which they are engaged.

As you are walking to class, you pass by the speakers’ forum in front of the bookstore *(or the location specific to your campus)*, where you are handed a flier that condemns “straights/heteros” to hell for loving someone of the opposite sex. And, just down the path, another group is recruiting students, faculty, and
Staff to join the “fight to prevent straights from ruining the sanctity of marriage and to keep heterosexual marriage illegal.”

Pause

How do you feel? And whom do you tell about how you feel?

Pause
Remember to TALK SLOWLY

You get to your first class, and everyone is talking about their holiday weekend and how much fun they had over the past 3 days. Some of your classmates share what they did over their weekend with their same sex partners and someone shouts out “oh, that’s so straight!!” You are afraid to share with your classmates and professor that you and your partner spent the weekend going to a small “out of the way movie theater” that only shows straight films on weekends and that you were hanging out with your other straight friends in a special straight club in L.A. So you just say, “I didn’t do anything special this weekend- just studied”.

You then meet your partner for lunch, but again you don’t feel comfortable being affectionate in public, and as you are walking back to class, you see an ad for the next movie night on campus – showing a romantic comedy about LGB couples.

How do you feel? And whom do you tell about how you feel?

Pause

You now have an appointment to meet with your faculty advisor about applying to grad schools. You are unsure how she will react if she was to learn that you are straight. You know that only some people on campus know you are straight and they are accepting, but you are not sure how much to share with your advisor. During the meeting, your advisor suggests that you consider joining some student groups to enhance your resume. You don’t know if you should share that during your first year on campus you joined a student group, but when you went to the first meeting you learned that they don’t really “accept heteros/straights” with open arms. You then decided to join a fraternity/sorority, but you learned that they too didn’t really accept “out” heteros/straights. You know that the only group on campus that would be open to you and where you would feel safe is the Straight-Gay Alliance, but you are unsure how that will look on a resume, and you are unsure how to ask your advisor if this would be a good resume builder.

How do you feel? And whom do you tell about how you feel?

Pause

So you leave your advisor’s office to meet some peers in one of the resident halls to work on a group project. As you arrive, you hear people calling someone “straight” and talking about something as “that’s so straight”!! After getting some work done on your project, the students in your study group invite you to a party with their friends who are all gay, lesbian and bi, and they tell you that they really want you to come because they want to “hook you up with a lesbian or gay friend who they think is just perfect for you!” You thank them, but tell them you have to get home. You leave to meet your partner in the parking lot, as you are walking to the car you hear some students whispering and laughing about you getting a ride with a person of the opposite sex as if they know you are straight just because of who is picking you up.

How do you feel? And whom do you tell about how you feel?
Give the audience a minute to come back to the present and then process the exercise as a group by asking for reactions and for participants to discuss how they were feeling during the exercise.
History: “A Movement Gets A Voice”

Overview:
This part of the training is used to expose the participants to some of the history of the LGBTQ movement for equality and acceptance. This presentation works best when given by someone who has historical experiences with this movement and can provide a first-hand account. Because this history is long and varied, it is useful to limit the scope to one person’s experiences.

Objectives:
First, provide an overview of the LGBTQ movement.
Second, reveal both the achievements and backlashes in LGBTQ rights.
Third, identify those areas that need to be addressed to ensure LGBTQ rights, acceptance, and equality.

Time Required:
25 minutes

Tools:
• A PowerPoint slide show
• Historical notes/timeline for the trainer to follow

Instruction:
The trainer can either put together a general history or use the timeline provided below, adding in personal experiences when able. Ideally, when the trainer has lived some of the history, she or he can add stories and examples from her or his point of view and talk about her or his experiences with the LGBTQ movement.

Sample Outline of Presentation:

HISTORY – A Movement Gets A Voice

OUTLINE (24 slides total)
• Title slide – a movement gets a voice
• MLK
• Timeline
• Stonewall (1969)
• APA (1973)

HARVEY MILK
• Harvey Milk 1973 runs unsuccessfully for city supervisor; George Moscone 1976 appoints Harvey to Board of Permit Appeals
• Harvey wins election 1978 SF City Supervisor
• Supervisor Milk sponsors civil rights bill; Moscone signs it into law

BACKLASH
• Anita Bryant (Save Our Children)
• Briggs Initiative
• Milk/Moscone assassinated
2009 Obama awards Milk with Presidential Medal of Honor

HIV/AIDS
- 1981; Faces of AIDS
- Act Up (1987)
- Photos: funeral, Alliance march, Ryan White

TRANSITION
- Audre Lorde (1983) – 20th Anniversary I Have A Dream Speech
- Laura Esquivel (1987) – March on Washington

NATIONAL PLATFORM
- 2012 First Lady Obama at Democratic National Convention
- 2013 President Obama Inauguration Speech
- 2013 President Obama State of the Union

MARRIAGE RIGHTS
- 2013 Supreme Court
- 2014 Attorney General

- And the Movement Continues
“Coming Out” Stars

Overview:
This interactive activity allows participants to learn about the coming out process and experience the varied responses LGBTQ people might face when coming out and being out (e.g. discrimination, drug abuse, or suicide). Participants are given one paper star each from a range of colors, and on each point of the star they will write the names of family, friends, and some of their aspirations and professional goals. As the participants are told the stages of coming out and some of the statistics regarding the hardships of coming out, they will be asked to consider these hardships first-hand, tearing off some or all of the points of their stars and dropping them to the ground. The colors and specific points torn off roughly match the statistics presented throughout this exercise.

In this exercise, some participants have positive and supportive coming out experiences, while others’ experiences are negative, discouraging, and dehumanizing. At the end of the exercise, many “lives” (i.e., stars) are in pieces and participants are asked to work as a supportive community to help others pick up the pieces (of their stars).

Objectives:
First, participants will be introduced to and become familiar with the typical stages of coming out.

Second, participants are asked to consider how coming out to friends, family, and coworkers often results in a loss of relationships, job security, and, in some cases, safety. The positive influence of having strong and proactive allies is highlighted throughout.

Third, this exercise seeks to build empathy and respect for LGBTQ people by asking participants to experience the coming out process while hearing statistics regarding the real-world challenges that LGBTQ people have faced when coming out.

Time Required:
20 minutes

Tools:
- One large (7”x7”) construction paper star for each participant. Each card should be of one of four colors, with each color equally represented among the participants (the sample exercise below uses Blue, Green, Purple and Yellow stars.)
- Pen/pencils for each participant.
- Enough space for participants to stand or sit in a circle.
- While not necessary, it is helpful to use a PowerPoint presentation to display the stages of the coming out process (Cass, V. [1979]. Homosexual identity formation: A theoretical model. Journal of Homosexuality, 4 [3], 219-235) and the relevant statistics.

Instructions and Exercise:
(The italicized text in blue is instruction for the trainer, and it is not meant to be read aloud.)

Distribute the stars to each person. Be sure to have a relatively equal amount of participants for each color. Individuals participating in this exercise may react with strong emotions. If you are familiar with
your participants, you may want to choose who receives the Green star, as this is the most challenging of the coming out experiences. Otherwise, you can randomly deal the stars to participants. The rest of the exercise will be read to the participants.

Imagine that this star represents your world, with you in the center and each point represents someone or something important to you.

1. Write your name in the center of the star.
2. Pick any point on the star and write the name of your best friend or a very close friend (not your partner, girl/boyfriend, or spouse).
3. On another point, write the name of a group, team, or club to which you belong (not LGBT related). It can be a Meetup, church, community organization, bowling team, poker game buddies, or political group to which you belong (again, not LGBT related).
4. On another point, write the family member (i.e., girl/boyfriend; spouse) to whom you confide and turn for advice, and who listens and supports your decisions (e.g., your mother, father, aunt, uncle, grandparent). This could be any family member who has made a large impact on your life. Please write his or her name on another point of your star.
5. On another point of the star, write your profession or the profession you would most like to have (e.g., environmentalist, M.D., professor in physics, kindergarten teacher, advocate, CEO).
6. Finally, list 2-3 dreams that you have – owning a car, buying a home, traveling, having children, retiring – on the remaining point.

So, your star represents you and all of the important people/things in your life. For this exercise, I will be asking you to come out as an LGBT person to them. Each color star represents a different coming out experience. But, before you come out to them (before we use your star), I will first describe some of the stages you went through that got you to this point.

You have been going through the coming out process - the life-long process of developing a positive LGBT identity. Some of you have struggled with your own negative stereotypes and feelings of homophobia that you learned when you were growing up. Some of you felt repulsion and pity. You had to challenge your own attitudes. You have struggled with your identity – going through your own internal coming out process – to get to this point. You have been wondering who you were, considering your behavior as mere experimentation. You would tell yourself that you were, “just drunk.” Those of you who had this experience probably went through the identity confusion stage.

Some of you always thought that you were gay, while others thought that these feelings or your love for that man or woman were just temporary. Those who felt like that probably began to isolate. You probably went through the identity comparison stage.

All of you eventually broke through that self-denial and accepted the fact that you are LGBTQ. You are in the identity tolerance stage. You have begun to legitimize your sexual identity and are comfortable being seen with other LGBTQs people. You think, “I am Gay; I am okay; I can come out to some people.” Experts consider this the identity acceptance stage.

For some, it has taken you years to get to the point where you are now – ready to come out. Now, it is important to know that not everyone goes through these stages, and for most, it is not very stage-like. The process is different for everyone. Most of you will fluidly move back and forth through these stages because you will always have to come out. Since we live in a hetero- and cisgender-normative society, many people assume that everyone is heterosexual. You can hear it in everyday speech and when adults talk to young boys and girls. So, you will always have to decide whom to tell and when—especially at new job, with a new coworker, in a new city, meeting new friends, going to a new school, in new class, or with a new professor. Most will always fear rejection, abuse,
harassment, bullying, discrimination, backlash from students, or backlash from colleagues when coming out. 84.6% of LGBT high school students reported being verbally harassed, 40.1% reported being physically assaulted at school in the past year because of their sexual orientation. Only sixteen states prohibit discrimination or harassment in schools on the basis of sexual orientation. Thirty-three states have enacted anti-bullying/harassment laws that do not protect LGBT students. Only 17 states prohibit housing discrimination based on sexual orientation and only 7 do so based on gender identity (CA both). 19% of transgender individuals are denied housing. (White House Conference Materials: Kosciw, Greytak, Diaz, & Bartkiewicz, 2010. HUD Addresses LGBT Housing Discrimination October 13, 2011 http://www.whitehouse.gov/blog/2011/10/13/hud-addresses-lgbt-housing-discrimination http://lahd.lacity.org/lahdinternet/FairHousing/tabid/137/Default.aspx)

Still, the process of coming out is very freeing. You are alleviated of the stress and fear of hiding one’s identity and being “found out.” Most importantly, you are able to live more honest lives and develop more genuine relationships with others. And, each of you is now eager to take that step.

So, whatever has been your process, you are all at the point in which have come to terms with the fact that you are gay, lesbian, bisexual, or transgender. You are now a part of the 1 in 25 people who identify as LGBT. You are ready to begin coming-out to others.

Get your star ready. Throughout this exercise, we ask that you try not talk. Please listen carefully. I will be giving you specific instructions regarding your coming out experience based on the color of your star. You will be asked to either fold-back, tear off, or leave intact different points of your star.

Let’s begin. This is your life. These are the most important people in your life. And, you are now going to come out to them.

A. You decide to tell your closest friend first, since s/he has always been there for you—you can’t imagine keeping this a secret.

- If you have a Blue star, your friend suspected all along and is grateful you have finally said something. Your friendship grows stronger.

- If you have a Yellow or Purple star, your friend is hesitant. S/he is a little irritated that you have waited so long to tell, but you are confident that one day she/he will understand and support you. Eventually, the relationship will be okay. If you have a Yellow or Purple star please fold back this point.

- If you have a Green star, you are met with anger and disgust. This friend who has been by your side in the past tells you that being gay, lesbian, bisexual or transgender is wrong and s/he can’t associate with anyone like that. If you have a Green star, please tear off this point and drop it on the floor. This person is no longer part of your life.

B. With most of you having such good luck with your friends, you decide to tell your family. You turn to your closest family member first, so that it will be a little easier.

- If you have a Blue star, you are embraced by this family member. S/he is proud that you have decided to come out and let you know that s/he will always be there to support you.

- If you have a Yellow star, the conversation does not go exactly how you planned. Several questions are asked as to how this could have happened, but after some lengthy discussion, this relative seems a little more at ease. Fold back this point of your Yellow star, as s/he will be an ally, but only with time.
• If you have a Green or Purple star, your family member rejects the thought of being related to a person like you (you join the other 26% of LGBT people who experience this reaction from their family). S/he is disgusted and some of you are thrown out of your house or even disowned. You are now, depending on where in the US you live, part of the 20-40% homeless youth who identify as gay, lesbian, bisexual, or transgender. If you have a Green or Purple star, please tear off this point and drop it on the floor. (HRC, 2013, Growing up LGBT in America http://www.hrc.org/youth#.UU_rzYXUA7A)

C. Having told your friends and family, the wheels have started to turn, the word gets out, soon members of your community begin to question your sexual orientation and gender identity, and some of you are just less willing to pass as straight or gender-normative. You have deep rage towards the majority community and have pride in your identity. This is the identity pride stage. So, you come out to members of your non-LGBT community.

• If you have a Purple or Blue star, your sexual orientation or gender identity is accepted by your community. They continue to embrace you like anyone else, and together you celebrate the growing diversity in your community.

• If you have a Yellow star, you are met with mixed responses. Some members accept you and some don’t know how they feel about you now. You remain a part of the community, but some jokes are made at your expense, and it will take time for all to embrace you as they had before. If you have a Yellow star, please fold back this point.

• If you have a Green star, your community reacts with hatred. They tell you that someone like you doesn’t belong in their community. Suddenly, they look at you like a stranger. Those who once supported you either put you down or don’t acknowledge you at all. (27% of LGBT youth say they experience intolerance in their communities). If you are a trans woman of color, you are likely to experience the most intolerance; 44% of LGBT murder victims were trans women of color. If you have a Green star, tear this point off and drop it on the floor. (HRC, 2013, Growing up LGBT in America, http://www.hrc.org/youth#.UU_rzYXUA7A)

D. Work is now the only place where you have not come out officially, but rumors are spreading rapidly about your sexual orientation or gender identity. In the past, you’ve done your best to keep your life private and ignore gossip. But now, you’re feeling claustrophobic—like all the whispers are about you, all looks received are menacing, and you’re not sure if you’re paranoid or cautious. Besides, you already have synthesized your sexual identity into your self-identity. You now realize that you are an okay person, who just happens to be gay. So, some of you selectively come out to those coworkers you trust, while others, feeling worried about the repercussions, decide not to come out. Eventually, you all find out the consensus of the rumors...

• If you have a Blue star, your coworkers begin to approach you, or those you told let you know they have heard the rumors and they don’t care. They support you and share stories about people in their own lives who are gay, lesbian, bisexual or transgender. Your supervisors react the same way letting you know that you’re a hard worker and that’s all that matters.

• If you have a Purple star, your workplace has become quite interesting. Some colleagues (the ones you trusted to tell) show support with hugs, others do so in subtle ways: a random thumbs-up or a nudge in the lunch or break room or at the water cooler.
However, some colleagues speak to you less, and the environment is quite awkward. But, in less than a month, things will return to normal. If you have a Purple star, please fold back this point.

- If you have a Green or Yellow star, you ignore the rumors; you think to yourself that your sexual orientation or gender identity has no bearing on your work life. You continue to work as though nothing is happening. One day, you come in to find that your office has been packed up. You are called into your supervisor’s office and she explains that you are being fired. When you ask why, she tells you that lately your work has been less than satisfactory and that she had to make some cutbacks in your area. You are now, depending on where you live, part of the 15-30% LGB who are harassed, passed for promotions, or fired from their job. If you are transgender, you now join the other 90% of transgendered individuals who are harassed, passed for promotions, or fired from their job. In 29 states, it is not prohibited to fire someone because s/he is lesbian, gay, or bisexual; in 34 states it is not prohibited to fire someone solely for being transgender. If you have a Green or Yellow star, please tear off this point and drop it on the floor. (Williams Institute, 2012) http://williamsinstitute.law.ucla.edu/category/research/census-lgbt-demographics-studies/

E. Now…your future lies ahead of you as a member of the gay, lesbian, bisexual, and transgender community. Your hopes and dreams, your wishes for the perfect life…for some of you, these are all that remain.

- If you have a Green star, you fall into despair. You have been met with rejection after rejection, and you find it impossible to accomplish your lifelong goals without support and love from your friends and family. You become depressed. LGBs have higher rates of depression than non-LGBs. With nowhere else to turn, many of you begin to abuse drugs and alcohol; about 20-25% of lesbians and gays are heavy alcohol users. Eventually, you feel that your life is no longer worth living. If you have a Green star, please tear it up and drop the pieces to the ground. You are now part of the 40% of suicide victims who are part of the LGBT community.

- If you have a Purple, Blue, or Yellow star, these hopes and dreams are what keep you going. Most of you have been met with some sort of rejection since beginning your coming out process, but you have managed to continue to live a happy and healthy life because of the support and love you have received. Love and support from friends, family members, coworkers, and in particular, allies. You are now allowed to live more honest lives, develop more genuine relationships with others, connect with others who identify as LGBTQ, and be part of a community and culture with others. Your personal hopes and dreams become a reality.

The trainer now can take a minute to ask the participants to look around and see how, for many, their life is in pieces. Lasting less than five minutes, the trainer shall ask the group to respond to the following:

Does anyone wants to discuss how s/he feels?
Would anyone like to provide some thoughts or comments?

After five minutes, the trainer shall continue reading the exercise.

Now, those who have full stars find someone else and help them pick up the pieces. As you pick up these pieces think about what it is like to be alone and the importance of being their ally to ease the suffering.
We/they may need your help. We need your acceptance, support, understanding, comfort, reassurance, acknowledgement, validation, and love.
Star Template
LGBTQ Culture

Overview:
This section of the training is designed as a discussion-based lecture to further participants’ knowledge by presenting information on the symbols, languages, issues, and resources associated with some LGBTQ cultures.

Objectives:
First, this presentation
• Defines culture and discusses the role of subcultures (Note: there is no one shared culture);
• Defines the term “heteronormative” and the role of heteronormativity in shaping LGBTQ cultures;
• Introduces and defines a variety of terms, flags and symbols;
• Lists several current issues the LGBTQ community faces;
• Lists current CAMPUS-specific issues related to the LGBTQ community; and
• Reviews resources on campus and in the community.
Second, this presentation provides a setting in which the participants can ask questions about LGBTQ culture.

Time Required:
30 minutes

Tools:
• PowerPoint slides

Instructions:
In this section of the training, the trainer must be cognizant that the participants will have a range of knowledge about and experiences with the LGBTQ community. Some may be immersed or part of LGBTQ culture, while others will be unaware and uninformed. To avoid causing those who are well-informed and/or LGBTQ to lose interest, the trainer may tell the participants that s/he is aware of the variability of knowledge and experiences in the room and welcomes any additions or assistance in defining and explaining LGBTQ-related terms and culture. The trainer should engage the participants and invite participants to ask questions about the topics covered or those not covered in the presentation. Below is a list of suggested topics. Trainers are encouraged to research the terms they are defining, but the this link is a useful place to begin: https://www.csulb.edu/colleges/chhs/safe-zone/vocabulary/index.html

Sample categories of topics to be discussed and defined:
Culture
Heteronormativity
GenderQueer, Transgender, Pronouns
Terms (e.g. sexual orientation, trans) and Terms of Description (e.g., butch, bear)
Flags and Symbols
Current Issues in LGBTQ rights and safety
LGBTQ-related Campus Issues (e.g., gender-neutral bathrooms and housing, bias response team, recruitment and retention)
Campus Pride Index Score
Campus Resources (student organization, student services)
Local Resources
“That’s So Gay”

Overview:
In this exercise, the participants are asked to role-play students in a class at the University. The scenario in this exercise begins after one student in the class uses the phrase “that’s so gay” to indicate that the political ad under discussion is poorly done, unintelligent, or nonsensical. In the discussion resulting from this comment, participants react to the comment and its implications from the perspective of different gendered identities and/or sexual orientations or dispositions (with each table playing one identity, determined randomly by the trainers). The “professor” in this exercise is well-meaning but woefully clueless, so she or he should be the one to make some of the statements that drive the discussion in useful ways (as students respond to the professor’s dismissiveness or bad logic in dealing with this sensitive issue).

Objectives:
First, this is an experiential exercise that asks the participants to experience the effects of hurtful and exclusionary language. As the exercise proceeds, the participants are exposed to the way that this language, which is often not considered to be prejudiced and hurtful, has a real and harmful effect on people in any classroom, workplace, or meeting.

Secondly, this exercise provides a forum for the discussion of what some possible responses could be in situations such as this one. Because we all share workplaces with people who are sometimes homophobic, ignorant, or just passive on the issue of LGBTQ rights, the discussion focuses on the possible outcomes when issues such as this arise.

Time Required:
35 Minutes arranged as follows:
- Introduction and instructions: 5 minutes
- Discussion of possible responses (led by trainers at each table): 5 minutes
- Role-playing of the scenario: 15 minutes
- Discussion of the role-playing: 10 minutes

Tools:
- Five placards indicating sexual orientation, gender identity, and/or disposition
- The following identities must be present:
  - Heterosexual, Cisgender and Homophobic/Transphobic
  - LGBT and Out
  - Passing
  - Heterosexual Ally
  - Heterosexual with Limited Acceptance
- The following identity may be used if the audience fills more than five tables:
  - Heterosexual with Limited Acceptance
- One copy of the scenario for each table (6)
- One sheet of paper for each table (6)
- Writing instruments for each table

Instructions:
The italicized text in blue is instruction for the trainer, and it is not meant to be read aloud.
1. This is a role-playing exercise in which we are asking you to take the role of a student in a classroom at this university. A Safe Zone Trainer will randomly provide each table with a placard that indicates that table’s sexual orientation and disposition regarding sexual orientation issues. This is the role your table, collectively, will play in this exercise. You are encouraged to be stereotypical in the dispositions you are role-playing.
   a. It will be useful to be stereotypical in the disposition (what you think about sexuality), rather than stereotypical in sexual identity (how you stereotypically perceive a person with a particular sexual orientation to act).

2. A trainer will be assigned each table and introduce her or himself. The trainer will encourage a dialogue about your concerns, thoughts, and reactions to the scenario. The trainer will assist in generating responses.

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Table</th>
<th>Orientation/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer 1</td>
<td>0</td>
<td>Professor (Orientation and disposition is unknown)</td>
</tr>
<tr>
<td>Trainer 2</td>
<td>1</td>
<td>Passing</td>
</tr>
<tr>
<td>Trainer 3</td>
<td>2</td>
<td>Heterosexual with Limited Acceptance</td>
</tr>
<tr>
<td>Trainer 4</td>
<td>3</td>
<td>LGBT and Out</td>
</tr>
<tr>
<td>Trainer 5</td>
<td>4</td>
<td>Heterosexual Ally</td>
</tr>
<tr>
<td>Trainer 6</td>
<td>5</td>
<td>Heterosexual and Homophobic/Transphobic</td>
</tr>
</tbody>
</table>

Note: If the training staff is limited to fewer trainers, the tables can be reduced to numbers 2, 3, & 5.

3. Here is the scenario we will be role-playing today:

You are all students at a university who are sitting in class. The professor is asking the class your thoughts on a particular political advertisement for the upcoming election. One student exclaims, “That ad is so gay.” Another student laughs in agreement. The professor then moves on with the class discussion, and s/he does not address the comment or the environment of exclusion that it creates.

The “LGBT out” student (i.e the table with this orientation or identity) in the class raises her/his hand and objects to the phrase by saying...

4. With your table, think about what and how your orientation and disposition would say and act in this situation. Create a list of those phrases, attitudes, and behaviors. Your table may rely on this list or, as the scenario plays out, you may improvise new or additional comments, reactions, and statements.
   a. The moderator should start this exercise with some examples from one or two tables (e.g., “what is one attitude that the limited acceptance table would have to such statements, which are used so commonly in our culture?” After an answer, the moderator can rephrase the response, and then ask another member of the table for a different response, so that a list of differing responses begins to be generated. Think about comments or responses to attacks that may stimulate dialogue.
   b. The trainer at the table should ensure that a variety of responses, attitudes, comments, and reactions are generated.
   c. For those in the LGBT and Out and the Passing tables, the trainer can ask the table to think about how each of the various members of the LGBT (Lesbian, Gay, Bisexual, Transgender) community may react or comment.
   d. The trainer should do his/her best to refrain from being the voice of the table. Rather, the trainer should guide the table. It may be best if the trainer faces the table and not the
instructor. If needed, the trainer can assign generated responses to each member. Having a “script” may make some feel more comfortable to speak.

Discussion Questions:
1. Which phrases or comments seemed to lead to a contentious or even unsafe environment for the discussion?
   a. What responses addressed those best (without causing more contention)?
   b. What comments seemed to work best to create an environment in which everyone could express themselves and learn?
2. (For each table) what were some of the difficulties in playing your assigned roles?
   a. On the other hand, did some tables have an easy time in generating responses and attitudes to the scenario?
   b. Why might this have been the case?
3. What conclusion or result do you think is reasonable when such a situation arises in the classroom or on campus?
   a. Can you think of any comments or responses to attacks that may stimulate dialogue in the classroom?
4. In what ways are you better able to address such issues on or off-campus?
Placards

Placards should be double-sided and laminated so those behind and in front of the placards can easily read them.
Heterosexual & Homophobic/Transphobic

- Fears and/or hates LGBTQ.
Heterosexual & Ally

- Actively and vocally supportive of LGBTQ rights.
- May have a family member or friend who identifies as LGBTQ.
Heterosexual & Limited Acceptance

• Some degree of acceptance of LGBTQ people and their experiences.
• Uncomfortable with LGBTQ issues and prefers them to be unseen.
Passing

Is part of the LGBTQ community, is not out, and “appears” straight and/or is part of the trans community, is not out, and passes as gender identified.
Continually represents his/her sexuality and gender identity in a direct way to people s/he meets.
Overview:
The “Trans*-Specific” (trans non-specific) presentation covers the differences between a sexual orientation and a gender identity. This presentation outlines appropriate language to be used in relation to transgender people, and it asks the participants to consider some of the heteronormative privileges that transgender people do not have. However, the title “non-specific” is meant to signal that, although this presentation refers to the transgender community, there are many transgender identities within this category. Through a presentation interjected with personal stories, the presenter introduces the audience to some of the experiences and challenges of the transgender community.

Objectives:
First, this presentation defines, explains and expounds on terms that are specific to the transgender community.

Second, this presentation introduces and explains the idea of “cisgender privilege,” and it discusses the many ways in which American society is structured to perpetuate norms based on only two categories of gender/sex identity.

Third, this presentation introduces ways of identifying oneself as an ally to the transgender community. This section specifically identifies some potentially rude and/or hurtful comments and questions that transgender people often face. In doing so, this section offers suggestions for language and questions that could be helpful and well-received.

Time Required:
15-20 minutes

Tools:
• If a projector and PowerPoint slides are used in the training, then PowerPoint slides pertaining to this material can be displayed during this presentation.

Sample Presentation:
A preface should precede the presentation and indicate that this section comes from a particular point of view. A wide range of identities exist within the transgender community, and issues of race, class, ability, and immigrant status may complicate trans identities more than is represented in this presentation.

Slide 1:
The first slide lists and defines the terms that are appropriate for referring to transgender and/or transsexual identities. This slide can also be used to discuss the following points:
• “Transgender” is often used as an umbrella term under which many identities exist.
• The most significant difference between a transgender and transsexual identity is that a majority of people who identify as transsexual seek some form of medical intervention to confirm their gender and/or sex.
• Those who identify as transsexual may also choose not to be openly transsexual but rather identify simply as male or female.
• Transgender people often see gender as a spectrum, and trans people might identify on any point, or points, along this spectrum. Many transgender people may also choose to identify as “queer” rather than transgender or transsexual. It is important in this section to explain that, just as
cisgender individuals may be heterosexual, homosexual, or bisexual, transgender individuals may also be heterosexual, homosexual, or bisexual.

Slide 2:
The second slide can be used to shed light on some of the situations that can be difficult for people who are transgender/sexual. The idea is to highlight some of the difficulties that might never occur to people whose experience has been wholly cisgender. For example:

- Foreign language classrooms often place a strong emphasis on gender, both for pronouns and in discussions of grammatical gender (in the case of Spanish and French, for example). Students who wish to remain non-gendered (or who identify in a non-cisgender way) in their classrooms can feel excluded and “othered” in these kinds of discussions.
- Restrooms are often policed by those who normally use them, which may lead to an uncomfortable choice between the threat of physical violence or being chased out because the transgender individual is accused of being in the “wrong restroom.”
- A locker room may have the same issues as a restroom. The locker room may also make exercising or using any portion of the gym facilities uncomfortable because the unsupervised environment may lead to the potential for harm through bullying or physical altercations.
- An airport scanner may compromise transsexual people wishing to remain stealth (hidden). They may decide to avoid the scanner, but this may lead to invasive and embarrassing pat downs.

Slide 3:
The third slide can be used to outline some of the barriers trans people face because of their identities. These can range from a lack of access to healthcare, difficulties with employment and finances, problems with family support, and difficulties finding a supportive community. It is useful to mention that the participants of the training, as potential allies, can be involved in serving as part of a support system for people with trans identities.

Slide 4:
The final slide can be a summary of some of the ideas that have been presented, and it can also list some of the questions and terms that are not helpful when trying to be supportive of a trans individual’s experiences or challenges. This conversation about terms and questions should conclude with an overview of effective tips for communicating with a trans individual.
Panel Description and Instructions

Overview:
This part of the training provides an opportunity for the audience to hear the experiences of some members of the LGBTQ communities and to ask the members of those communities’ specific questions in a safe and open environment.

Objectives:
Ideally, this panel exposes the audience to an array of experiences, and therefore reveals the multiple and diverse experiences of lesbian, gay, bisexual, transgender, queer/questioning, people. As such, this panel works best when the panelists are as diverse as possible. Organizers should attempt to assemble the panel, to the extent that it is possible to do so, with the following guidelines in mind:

- The panelists should represent the views of the different members of the campus community. There should be undergraduate and graduate students, faculty members, and staff represented.
- The panelists should represent a diverse representation of ethnic, racial, and cultural backgrounds.
- The panelists should come from a range of socioeconomic categories, as these categories have direct relevance to the experiences of LGBTQ people.
- The panelists should identify as different members of the LGBTQ community, so that no single group (e.g. lesbians or gays or transgender people) is perceived to be more important than the others.

Time Required:
50 Minutes arranged as follows:

<table>
<thead>
<tr>
<th>Pre-generated questions</th>
<th>35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open discussion and question</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Tools:

- A list of questions written for each member of the panel
- Panel Invitation (see attached template).
- Panel Confirmation (see attached template).
- Table (12’-16’) with placards and water for each panelist (table covering optional)
- (4-5) chairs for panelists
- Index cards at each table (for participants to write additional questions)
- Thank you gift for each panelist – example $5 coffee card (optional)

The Safe Zone Committee should develop list of prospective panelists, complete with their roles on campus and the ways that they identify. Prospective questions are provided to the panelists in advance.

In order for this panel to be included as part of the training, the room must be set up with a table and chairs that can easily be the central focus. Our podium is in the center of the top of the room (next to the projection screen), and it is flanked on one side by the trainer’s table and on the other by the panel table.

Instructions:
The moderator of the panel should briefly welcome and introduce the panelists. The moderator should also invite participants to jot down questions on index cards for the panelists; this can be suggested during breaks (for participants who may be too shy or nervous to ask verbally).

Primarily the panel consists of the moderator asking specific questions to each panelist, making sure that time is equally shared and that a range of experiences are represented. We also leave time at the end for questions from participants.
Panel Invitation

Thank you for expressing interest in serving on a panel for the Safe Zone Ally Training Program at [INSERT UNIVERSITY HERE].

We would like to invite you to be a panel member at our [INSERT NEW TRAINING DATE HERE]. This panel will be held on Day: [INSERT DAY HERE], Date: [INSERT DATE HERE]. The panel is scheduled from [INSERT START TIME HERE] - [INSERT END TIME HERE]. We would like you to arrive by [INSERT TIME HERE] if possible. This training will be held in the [INSERT ROOM DETAILS HERE] of the [INSERT BUILDING HERE].

Please RSVP to the Panel Moderator, [INSERT NAME HERE] at [INSERT EMAIL HERE] by [INSERT DATE HERE].

Please also review the list of “Additional Questions” below, and select two or three that you would feel comfortable answering.

Panel Questions:

Introductory Questions: the moderator will begin by asking each panel member the following questions:

- Name
- Major or Occupation/Position in University
- Year in school or at University
- Gender and/or Sexual identity (how long have you been out? – optional)

Additional Questions: Please select two or three questions that you would like to discuss or answer and forward them to the moderator along with your confirmation.

- Please tell us something significant or moving that occurred in your life regarding your sexuality or gender identity that you are comfortable discussing. (2-3 minutes)
- Tell us about your coming out experiences on campus. Consider sharing an example of both a supportive and positive experience and one that was uncomfortable and unsupportive. (3-5 minutes)
- Please provide a brief background on your coming-out experience. (2-3 minutes)
- How do you personally determine whether someone is safe to come out to or whether you can trust someone with LGBTQ related issues? (1-2 minutes)
- What things would you NOT be comfortable with an ally doing or saying? (1-2 minutes)
- What are your thoughts on the word “queer,” and do you consider yourself part of the queer movement? (1-2 minutes)
- What cautions do you have to take on a daily basis as a gay, lesbian, bisexual, transgender, or queer person on campus? (2-3 minutes)
- How “safe” do you feel on the [INSERT CAMPUS NAME HERE] campus, and what would you do if you felt unsafe? Whom are you comfortable contacting? (1-2 minutes)
- How can faculty/staff provide a more supportive atmosphere on campus? (1-2 minutes)

General Information About the Panel:

- The panel will last for approximately 50 minutes.
- The panel will consist of a combination of LGBTQ Students, Faculty, and Staff. Community members may be invited as well.
- The panel will begin with introductions, followed by scripted questions asked by the moderator.
• The moderator will ask scripted questions of each panelist in no particular order (these questions will be taken directly from questions selected by the panelist on the RSVP emails, above)
• After the scripted questions are asked, training participants may ask additional questions. The entire panel does not need to respond to every question; this way we can accommodate as many questions as possible.
• As a panelist, if you are not comfortable with a question, you may answer as little of it or none of it as you would prefer. The moderator will intervene on any question that is obviously not appropriate.
• You are welcome to stay for the remainder of the training if you wish. The panel is immediately followed by the “Becoming an Ally” presentation, and it is scheduled to conclude by INSERT TIME HERE.
Panel Confirmation Email

Thank you for agreeing to participate on the Safe Zone Panel:

- **Day/Date:** _______________________
- **Time:** ________ - ________ (the panel is scheduled to begin at ________)
- **Location:** _______________________

**Panel Instructions:**
The moderator will begin by having you introduce yourself by answering the following questions:

- What is your name?
- What is your major and/or occupation/position in the University?
- How many years have you been at this school or at the University?
- How do you identify in terms of gender and/or sexual identity (optionally, how long have you been out?)

*If you have not already done so, please choose two or three topics on which you would like to comment OR describe some specific events or stories that you would most like to share. Please send these to the Panel Moderator, [INSERT NAME HERE] at [INSERT EMAIL HERE] at your earliest convenience.*

1. Please tell us something significant or moving that occurred in your life regarding your sexuality or gender identity that you are comfortable discussing. (2-3 minutes)
2. Tell us about your coming out experiences on campus. Consider sharing examples of both a supportive and positive and an uncomfortable and unsupportive experiences. (3-5 minutes)
3. Please provide a brief background on your coming-out experience. (2-3 minutes)
4. How do you personally determine whether someone is safe to come out to or whether you can trust someone with LGBTQ related issues? (1-2 minutes)
5. What things would you NOT be comfortable with an ally doing or saying? (1-2 minutes)
6. What are your thoughts on the word “queer,” and do you consider yourself part of the queer movement? (1-2 minutes)
7. What cautions do you have to take on a daily basis as a gay, lesbian, bisexual, transgender, or queer person on campus? (2-3 minutes)
8. How “safe” do you feel on the [INSERT CAMPUS NAME HERE] campus, and what would you do if you felt unsafe? Whom are you comfortable contacting? (2-3 minutes)
9. How can faculty/staff provide a more supportive atmosphere on campus? (1-2 minutes)

**General Information About the Panel:**

- The panel will last for approximately 50 minutes.
- The panel will consist of a combination of LGBTQ Students, Faculty, and Staff. The panel will begin with introductions, followed by scripted questions asked by the moderator.
- The moderator will ask scripted questions of each panelist in no particular order (these questions will be taken directly from questions selected by the panelist on the RSVP emails, above)
- After the scripted questions are asked, training participants may ask additional questions. The entire panel does not need to respond to every question; this way we can accommodate as many questions as possible.
- As a panelist, if you are not comfortable with a question, you may answer as little of it or none of it as you would prefer. The moderator will intervene on any question that is obviously not appropriate.
- You are welcome to stay for the remainder of the training if you wish. The panel is immediately followed by the “Becoming an Ally” presentation, and it is scheduled to conclude by [INSERT TIME HERE].
Becoming an Ally

Overview:
The “Becoming an Ally” presentation is a chance for a trainer who identifies as a heterosexual ally to speak to the heterosexual members of the training about the perspectives and responsibilities of an effective ally to the LGBTQ community. To this end, this presentation works best when it simultaneously expresses some of the experiences associated with LGBTQ Ally activism and provides some ideas for how to become more active as advocates for LGBTQ rights and campus inclusion.

Objectives:
First, this presentation introduces the participants (specifically the heterosexual members, who might not belong to any LGBTQ communities) to some of the concepts of LGBTQ Ally activism. This is best done through a recounting of the individual experiences and perspectives of the presenter.

Second, the presentation should provide the audience with some concrete examples for how to become more active as an advocate, both locally and globally.

Depending on the needs of the specific training, this presentation can also be a way to segue to the reading and signing of the ally contract for those participants who choose to become allies.

Time Required:
20 minutes

Tools:

• If a projector and PowerPoint slides are used in the training, then a PowerPoint slide listing campus and community resources can be displayed during this presentation.

• If this presentation will be used to segue to the reading and signing of the ally contract, then each table needs an appropriate number of contracts and pens.

Sample Presentation:
(When this sample presentation is used in CSULB Trainings, it follows the panel). The italicized text in blue is instruction for the trainer, and it is not meant to be read aloud.

One thing I love about the Safe Zone training is the diversity of the participants and organizers. I have been asked to speak as a heterosexual ally, though, and so I would like to frame my talk with heterosexual allies as the central audience. I have been an LGBT ally since 2001, when I was trained as an “Aggie Ally” at Texas A&M University. During my first job at Angelo State University, I helped to start and foster an LGBT student group and I authored the rules, requirements, and contract for the Angelo State University Allies program. I identify as heterosexual, and I grew up in, and remain in, a number of LGBT communities.

I always like to hear coming out stories like those from the LGBT panel because they express the interesting and moving experiences of LGBT people, but also because they remind me that I don’t know, and can’t know, what it means to be LGBT, to come out, or to suffer discrimination due to orientation or gender identity. This is not to say that I don’t sometimes feel like part of the community – I am often welcomed into LGBT communities, and I have often felt a real sense of belonging in those groups. On the other hand, I have also said the wrong and offensive thing at a predominantly lesbian function, and
spent the rest of the night as the guy everyone wishes wasn’t invited. I didn’t understand that some words or expressions are not mine to use, because I am, in a very real way, not part of the LGBT community. I claim as my family a number of people who are LGBT, but I know that when they use the term “family” in an intensely personal and real sense, they never mean me. This mix of experiences, I think, represents the role of the ally: we are a welcomed and significant part of the LGBT community, and, at the same time, we are always going to be separate; unable to truly know the challenges and experiences of the people within that community. I believe that being effective allies means understanding this dual role and using it to make the world more welcoming and tolerant. First, I would like to discuss how I think allies might see themselves as members of the LGBT community, and then I will talk about how it is helpful to see ourselves as being outside of it.

Sometimes a member of the LGBT community will learn about my activism and thank me. I like this, of course, because it’s nice to be thanked, and it makes me feel like a hero. In the end, though, accepting thanks for being an ally is also accepting that I am separate and not part of the group for which I am fighting. I believe that, as much as possible, it is best if we think of ourselves as part of the group affected by unequal marriage and employment laws, by hate speech, and by discrimination. I’m not talking about to whom I am attracted or with whom I want to settle down. Those aren’t the main issue here. The main issue is, I think, realizing what role we all play in making the world the kind of place it should be.

Ally literature often calls for a respect for LGBT people and a recognition of their inherent dignity. I love and respect many people who identify as LGBT, and I find them to be as dignified as any of the other people in my life. It’s not their responsibility to be respectable or dignified, though, because the question is not “how LGBT people are” but instead who we are as a campus, as a state, as a country, and as a culture, and the question is also what we are doing to make the world good and safe for everyone.

The work we do as allies cannot be for another group who needs our help; it must be for a larger group that includes ourselves because of the rights and equality that we all deserve, not as gay or trans or lesbian people, but as human beings. Becoming an ally is most helpful not when done for the LGBT community, but instead when it is done for our community, for our children, and for our students. I do it for my son, who has not yet identified sexually or romantically; I do it for my daughter, who wants to live in a world where her family members are not in danger and have the rights due them as citizens; and I do it for myself, because of how I think CSULB, California, the United States, and the world should be.

With that said, I don’t think I can ever speak with a knowledge of what it is like to identify as LGBT, and I don’t think I need to try. The LGBT community has plenty of people who can speak from the perspective of being lesbian, gay, bisexual, or transgender. As heterosexual activists involved with LGBTQ issues, we play an important role in bringing about change because we speak with a voice that can be less threatening and less dismissible to the homophobe or to the uninformed.

The voice of the heterosexual ally can reach ears that LGBTQ voices might not reach in arguing, for example, that equal marriage laws and accurate representations of history in our schools are not part of some cabalistic “gay agenda.” When we speak as allies, our statements and actions can’t be dismissed as being motivated only by self interest, because we don’t have any direct personal benefit. Instead, our arguments can be more easily perceived as ethical, principled, and objective. In other words, our activism can take advantage of erroneous stereotypes to deflate homophobic dismissiveness that gets directed at LGBT activists.

I have been using the word “activism” over and over again here because I think that being an ally is about more than just about thinking of ourselves as allies; it is about doing something about it. As heterosexual allies, our function is defined by what we do more than what we think.
I see two main areas in which it is easy and meaningful to be active. First, I believe that it is the job of the ally to try to create safe spaces wherever we go. It is our job to create and model safe and welcoming spaces where people’s orientations and/or gendered identities have no bearing on how they are treated. This sometimes means creating a welcoming and accepting environment, but this also can just mean removing orientation and gendered identity from the equation by signaling that it is not an issue. I think we can do this mainly by developing an awareness of how we communicate in the areas over which we have some authority.

Being mindful of the words we use when speaking professionally, for example, can help to create a space that is welcoming to people of different orientations and identities. For me, this means always using the word “partner” when I am able, using pronouns “she or he” deliberately when referencing romantic relationships without known participants, and asking what someone’s preferred gender pronoun is in cases where it seems appropriate. While these are just a few examples, I find that small changes in the way we speak leads to a more general awareness of how heterosexual privilege might be part of the language that we use.

In a similar way, I think many of us use personal anecdotes and stories when we are teaching, interacting with students, or illustrating a point. I think that we can use these asides and personal anecdotes to model diversity and acceptance in addition to whatever other purpose they might also serve. In our culture, any ambiguity in a story is almost always read as normative in terms of gender roles and sexual orientation. In other words, if you don’t mention gender or sexual identity, everyone is assumed to be cisgender and straight. For example, if I mention some family friends for an example in class, the assumption of all of the students is that this family will be a man and a woman and their children. I make it a point, therefore, to say “Patricia and her wife Mary” instead of leaving the reference ambiguous. This raises my ally flag pre-emptively, so that all of the students, staff, and faculty with whom I interact know that I am an ally and that sexual or romantic orientation and gender identification will not be an issue when dealing with me.

The second job that I see as an essential part of being an ally is to be counted. I am on ally and LGBTQ lists, I sign letters and petitions, and I try to make my presence known. I try to stay locked in to as many networks as possible, so I remain a part of discussion groups, networks, and social media, and I try to create some of these if none exist. The Outlist, for example, comes out every October and my name is always listed. There are also a number of Facebook pages and groups associated with LGBTQ issues on campus, and the GSA and the LGBT Taskforce are two good ones. You can and should start by hanging your stickers in your work areas, but you can also start by “friending me,” if you like, as I tend to forward any information that I can get about events, activities, and issues regarding the LGBTQ community.

Being counted will sometimes lead to a loss of some of the privileges that have been afforded to us as heterosexuals in our culture, and I think that willingly accepting this loss is also an important and meaningful part of being counted. For example, last year I helped to draft a letter to the president of the University calling for an official LGBT advisory board. This letter, including all of our signatures, was reposted on a white supremacist/white nationalist website, and the responses by readers were violent and threatening.

My name and picture are easy to find on the website for my department, and at times my paranoia lead me to believe some of these angry people could easily find my name and see what I look like. Walking home the week after that letter was posted, I felt vulnerable and in danger, and I worried about the safety of my family. I found consolation, though, in two thoughts. The first is that this was a fight that I chose, and my signing letters and being vocal might be thought of as a kind of bravery (at least I like to think of it in that way). Second, I believe that the fear that I felt is a smaller (and admittedly safer) version of what
members of the LGBTQ community feel on a regular basis. Sharing in that fear, even in the very minor way that I did, is a meaningful way that allies can begin to approach some of the more negative experiences of LGBT people.

In conclusion, I wanted to touch on what I consider to be a more general sense of what allies can do, which is to be supportive and available to our students and members of our community, especially when they have experienced hardships related to coming out, discrimination, or hate. I have three brief points to make about this function of the ally.

First, we are not mental health professionals. We can be sympathetic, friendly, accepting, and helpful, but we are not counselors. When I think of myself as an ally, I consider helping a student to find LGBT-friendly counseling as an important part of the job, but I remember always that, as an ally, I am not that counselor.

Second, it is not my job to be an expert on LGBT experiences. An ally is someone willing and eager to help and be supportive, but not necessarily someone who knows what it is like to come out, or to be the victim of hate speech or prejudice.

Third, I find that students come out in a variety of ways, and most of the time it happens with me it is in small or casual statements, as an aside in my office or a casual mention of a relationship. I think that students have been comfortable making these statements with me because I have already started the conversation by being vocal about my activism. In a sense, this means being the first to “come out” as an ally. I make it a point to mention being an ally in my classes, and in presenting course materials and specific lessons, I make gender and sexuality a continual point of open discussion.

At this point, the presenter can transition to an introduction of the ally contract, which can serve as a useful conclusion to the Ally presentation. Depending on the specifics of each school’s contract, the "what it means to be an ally" section transitions well to a reading of the expectations and aspirations of the ally contract.
PARTICIPANT HANDOUTS
Safe Zone Training Agenda

Day, Date
Time Begin – Time End
Location

Activity:
Sign-in, Mingling, and Hospitality

Welcome and Introductions

Safe Zone Objectives and Learning Outcomes

Impact of Silence & Intro to Movement

A Movement Gets a Voice

Break

Coming Out Stars

Symbols, Language, Issues and Resources

That’s so Gay

Break

Trans*specific

LGBTQ Panel

Becoming an Ally and the Ally Contract

Closing & Evaluation

The below table lists the names and email addresses of each trainer.

<table>
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INSERT YOUR SAFE ZONE WEBSITE ADDRESS HERE
Objectives and Learning Outcomes

Objectives

▷ The Safe Zone program’s overall objective is for Safe Zone allies to utilize their gained knowledge and skills to foster a supportive and safe atmosphere for LGBTQ students, faculty, and staff.

▷ As a result of the Safe Zone Program, Safe Zone training participants will become part of an identifiable University-wide network of Safe Zone Allies.

Learning Outcomes

▷ Participants will gain knowledge about the LGBTQ community.

▷ Participants will gain an understanding of the experiences LGBTQ individuals face.

▷ Participants will gain skills on how to support LGBTQ students, faculty, and staff at CSULB.
Vocabulary

Agendered: Person is internally ungendered.

Ally: Someone who advocates for, supports, and accepts members of a community other than their own. Allies reach across differences to achieve mutual goals. LGBTQ (Safe Zone) Allies take action to combat homophobia and heterosexism within themselves, others, and in societal institutions.

Androgynous: having the characteristics or nature of both male and female; neither specifically feminine nor masculine.

Asexual: Having no evident sex or sex organs. In usage, may refer to a person who is not sexually active, or not sexually attracted to other people.

Bear: The most common definition of a ‘bear’ is a man who has facial/body hair, and a cuddly body. However, the word ‘bear’ means many things to different people, even within the bear movement. Many men who do not have one or all of these characteristics define themselves as bears, making the term a very loose one. ‘Bear’ is often defined as more of an attitude and a sense of comfort with natural masculinity and bodies.

Biphobia: The fear of, discrimination against, or hatred of bisexuals. Biphobia can be seen within the LGBTQ community, as well as in general society.

Bisexual: Also “bi.” This term refers to a person who is attracted to two sexes or two genders, but not necessarily simultaneously or equally. This used to be defined as a person who is attracted to both genders or both sexes, but since there are not only two sexes (see intersex and transsexual) and there are not only two genders (see transgender), this definition is inaccurate. (Traditionally, Bisexual people are defined as having erotic, affectionate, romantic feelings for, fantasies of, and experiences with women and men, and/or who self-identify as bisexual.)

Bottom Surgery: Surgery on the genitals designed to create a body in harmony with a person’s preferred gender expression.

Butch: 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 it can also be claimed as an affirmative identity label.

Coming Out or Coming Out of the Closet: A metaphor for disclosing one’s sexual orientation to others. To recognize one's sexual orientation, gender identity, or sex identity, and to be open about it with oneself and with others. This term was adopted by lesbians and gay men to describe the process of becoming aware and expressing one’s sexual identity.

Cross-dresser: Someone who wears clothes of another gender/sex.
**Domestic Partner:** One who lives with their beloved and/or is at least emotionally and financially connected in a supportive manner with another. This term is another word for spouse, lover, significant other, etc.

**Drag:** The act of dressing in gendered clothing as part of a performance. Drag Queens perform in highly feminine attire. Drag Kings perform in highly masculine attire. Drag may be performed as a political comment on gender, as parody, or simply as entertainment. Drag performance does not indicate sexuality, gender identity, or sex identity.

**Dyke:** applied to lesbians, usually negatively, to stereotype them as “masculine,” much as “fairy” has been used to stereotype “feminine” men. Recently some lesbians have begun to use the word as a term of pride to mean a strong independent woman.

**Faggot:** A term used to refer to gay men in a derogatory fashion. Derived from the Latin word meaning a “bundle of sticks” which was used to burn witches at the stake.

**Fag Hag:** A term primarily used to describe women who prefer the social company of gay men. While this term is claimed in an affirmative manner by some, it is largely regarded as derogatory.

**Family:** Colloquial term used to identify other LGBTIQ community members. For example, an LGBTIQ person saying, “that person is family” often means that the person they are referring to is LGBTIQ as well.

**Femme:** Feminine identified person of any gender/sex.

**FTM or F2M:** Female to Male transgender or transsexual person.

**Gay:** Sexual identity of homosexual men, although some homosexual women may also use this term. One of the few terms applied to homosexuals that have been adopted by them as a sign of pride. “Gay” is also colloquially used as an umbrella term to include all LGBTIQ people.

**Gender:** 1) A socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can change over time and are different between cultures. Words that refer to gender include: man, woman, transgender, masculine, feminine, and gender queer. 2) One's sense of self as masculine or feminine regardless of external genitalia. Gender is often conflated with sex. This is inaccurate because sex refers to bodies and gender refers to personality characteristics.

**Gender Conformity:** When your gender identity and sex “match” (i.e. fit social norms). An example would be a male who is masculine and identifies as a man.

**Gender Identity:** One's self-perceived gender. This can include refusing to label oneself with a gender. Gender identity is also often conflated with sexual orientation, but this is inaccurate. Gender identity does not cause sexual orientation. Gender identity is also distinct from sexual orientation. For example, a masculine woman is not necessarily a lesbian.
**Gender-neutral:** Nondiscriminatory language to describe relationships—e.g. “spouse” and “partner” are gender-neutral alternatives to the gender-specific words “husband,” “wife,” “boyfriend” and “girlfriend.”

**Gender Queer:** is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.

**Gender Role:** How “masculine” or “feminine” an individual acts. Societies commonly have norms regarding how males and females should behave.

**Hate crime:** Hate crime legislation often defines a hate crime as a crime motivated by the actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person.

**Hermaphrodite:** An out-of-date and offensive term for an intersexed person. (See ‘Intersex.’)

**Heterosexuality:** Sexual, emotional, and/or romantic attraction to a sex other than your own. Commonly thought of as “attraction to the opposite sex” but since there are not only two sexes (see intersex and transsexual), this definition is inaccurate.

**Heterosexism:** Assuming every person to be heterosexual therefore marginalizing persons who do not identify as heterosexual. The belief that heterosexuality is superior to homosexuality and all other sexual orientations; policies and practices that serve to elevate heterosexuality and subordinate homosexuality.

**Homophobia:** The irrational fear and intolerance of people who are homosexual or of homosexual feelings within one's self. This assumes that heterosexuality is superior. Homophobia may be viewed as a fear of closeness and intimacy with others of your gender that manifests itself in hatred, revulsion, disgust, and culturally sanctioned prejudice and violence.

**Homosexuality:** Sexual, emotional, and/or romantic attraction to people of the same sex.

**Intersex:** Intersexuality is a set of medical conditions that feature congenital anomaly of the reproductive and sexual system. That is, intersex people are born with "sex chromosomes," external genitalia, or internal reproductive systems that are not considered "standard" for either male or female. The existence of intersexuals shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either the male box or the female box) is socially constructed.

**In the Closet:** Keeping one's sexual orientation and/or gender or sex identity a secret. There are varying degrees of being “in the closet”; for example, a person can be out in their social life, but in the closet at work, or with their family. Also known as ‘Downlow’ or ‘D/L.’

**Lambda:** A Spartan platoon made up solely of gay men are said to have had this symbol emblazoned on their shields. The lambda represents synergy, the concept that the whole is greater than its independent parts. The Gay Activist Alliance originally chose the lambda, the Greek letter "L", as a symbol of liberation in 1970. The word has become a way of expressing the concept "lesbian and gay male" in a
minimum of syllables and has been adopted by such organizations as Lambda Legal Defense and Education Fund.

**Lavender:** A color chosen to represent gays and lesbians because of its mixture of pink and blue into a gender-neutral color.

**Lesbian:** A woman attracted to women. Lesbian is derived from the Greek isle of Lesbos, where the poet Sappho had a school in 400 B.C. and is one of the oldest and most positive terms for gay women.

**LGBTIQA:** Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, and Ally. The “Q” can also stand for those individuals who are “questioning” their gender or sexual identity.

**Lipstick Lesbian:** Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. Is sometimes also used to refer to a lesbian who is seen as automatically passing for heterosexual.

**Metrosexual:** First used in 1994 by British journalist Mark Simpson, who coined the term to refer to an urban, heterosexual male with a strong aesthetic sense who spends a great deal of time and money on his appearance and lifestyle. This term can be perceived as derogatory because it reinforces stereotypes that all gay men are fashion-conscious and materialistic.

**MTF/M2F:** Male to Female Transsexual.

**On T:** When a FTM takes the hormone testosterone.

**Out or Out of the closet:** Refers to varying degrees of being open about one’s sexual orientation.

**Outing** – The act of revealing another’s sexual orientation, usually without permission. Involuntary disclosure of one’s sexual orientation, gender identity or intersex status.

**Pansexual:** A person who is fluid in sexual orientation and/or gender or sex identity. One who exhibits many forms of sexual expression and may love men, women, transgendered people and gender fluid people.

**Queer:** 1) An umbrella term to refer to all LGBTIQ people 2) A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid. 3) A simple label to explain a complex set of sexual behaviors and desires. For example, a person who is attracted to multiple genders may identify as queer. Many older LGBT people feel the word has been hatefully used against them for too long and are reluctant to embrace it. Originally a synonym for “odd”, this word became a derogatory expression for gays in the 20th Century. Even though many people still use “queer” as an anti-gay epithet, a movement emerged in the 1980s that calls itself queer. Used in this way, queer means sexually dissident, but not necessarily gay. Many gays, transsexuals, bisexuals, and even heterosexuals whose sexuality doesn’t fit into the cultural standard of monogamous heterosexual marriage have adopted the “queer” label.
**Rainbow Flag:** The Rainbow Freedom Flag was designed in 1978 by Gilbert Baker to designate the great diversity of the LGBTIQ community. The International Flag Makers Association has recognized it as the official flag of the LGBTIQ civil rights movement.

**Same Gender Loving:** 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. The term emerged in the early 1990’s with the intention of offering Black women who love women and Black men who love men a voice, a way of identifying and being that resonated with the uniqueness of Black culture in life. (Sometimes abbreviated as ‘SGL.’)

**Sex:** Refers to a person based on their anatomy (external genitalia, chromosomes, and internal reproductive system). Sex terms are male, female, transsexual, and intersex. Sex is biological, although social views and experiences of sex are cultural.

**Sexual Identity:** Alternative term for sexual orientation. People frequently choose such terms as gay, lesbian, bisexual, heterosexual, or straight.

**Sexual Orientation:** The direction of an individual’s emotional, physical, and sexual attraction to others, which may be toward the same sex (homosexual), the opposite sex (heterosexual), or both sexes (bisexual). Sexual orientation exists on a continuum, rather than as a set of distinct categories.

**Sexual Reassignment Surgery/SRS:** A term used by some medical professionals to refer to a group of surgical options that alter a person’s “sex”. In most states, one or multiple surgeries are required to achieve legal recognition of gender variance.

**Straight:** Person who is attracted to a gender other than their own. Commonly thought of as “attraction to the opposite gender,” but since there are not only two genders (see transgender), this definition is inaccurate. Heterosexual, lesbians, gay men, and bisexuals use the term straight to refer to heterosexuals.

**Transgender:** 1) Transgender (sometimes shortened to trans or TG) people are those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with. To understand this, one must understand the difference between biological sex, which is one’s body (genitals, chromosomes, etc.), and social gender, which refers to levels of masculinity and femininity. Often, society conflates sex and gender, viewing them as the same thing. But, gender and sex is not the same thing. Transgender people are those whose psychological self ("gender identity") differs from the social expectations for the physical sex they were born with. One example would be a female with a masculine gender identity or who identifies as a man. 2) An umbrella term for transsexuals, crossdressers (transvestites), transgenderists, gender queers, and people who identify as neither female nor male and/or as neither a man or as a woman. Transgender is not a sexual orientation; transgender people may have any sexual orientation. It is important to acknowledge that while some people may fit under this definition of transgender, they may not identify as such.

**Transgenderist:** A person who lives either full time, or most of the time, in a gender role different than the role associated with their biological or chromosomal sex (a gender non-conformist).
Transition: This is a complicated, multi-step process that can take years as transsexuals align their anatomy with their sex identity; this process may ultimately include sex reassignment surgery (SRS).

Transphobia: Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment and discrimination.

Transsexual: Transgendered persons who opt to have their bodies surgically and hormonally reconstructed to match their gender identity.

Transvestite/Cross Dresser: Individuals who regularly or occasionally wear the clothing socially assigned to a gender not their own, but are usually comfortable with their anatomy and do not wish to change it (i.e. they are not transsexuals). Cross-dresser is the preferred term for men who enjoy or prefer women's clothing and social roles. Contrary to popular belief, the overwhelming majority of male cross-dressers identify themselves as straight and they are often married. Very few women call themselves cross-dressers.

Triangle: A symbol of remembrance. Gay men in the Nazi concentration camps were forced to wear the pink triangle as a designation of being homosexual. Women who did not conform to social roles, often believed to be lesbians, had to wear the black triangle. The triangles are worn today as symbols of freedom, reminding us to never forget.

Vocabulary Obtained From the Following Sources:

- University of California, Berkeley Gender Equity Resource Center http://uga.berkeley.edu/sas/geneq/
- http://www.gayhistory.com
- http://lesbianworlds.com
Evaluation

Date: ______________________

1. The Impact of Silence was:

   Helpful   5   4   3   2   1   Unhelpful

   Comments: __________________________________________________________

2. The section on History: A Movement Gets a Voice:

   Informative   5   4   3   2   1   Uninformative

   Comments: __________________________________________________________

3. The Guided Imagery exercise was:

   Effective   5   4   3   2   1   Ineffective

   Comments: __________________________________________________________

4. The section on Culture: Symbols, Language, Issues, & Resources was:

   Informative   5   4   3   2   1   Uninformative

   Comments: __________________________________________________________

5. The “That’s so Gay” exercise was:

   Effective   5   4   3   2   1   Ineffective

   Comments: __________________________________________________________
6. The section on the Coming Out Stars:

Informative 5 4 3 2 1 Uninformative

Comments: ________________________________________________________________

7. The Trans*Specific section was:

Informative 5 4 3 2 1 Uninformative

Comments: ________________________________________________________________

8. The LGBTQ Student, Faculty, and Staff panel was:

Informative 5 4 3 2 1 Uninformative

Comments: ________________________________________________________________

9. The “Becoming an Ally” presentation was:

Helpful 5 4 3 2 1 Unhelpful

Comments: ________________________________________________________________

10. Lastly, please share any comments or suggestions you may have about improving the training.

Comments: ________________________________________________________________

We sincerely thank you for your feedback!
Ally Contract

I ________________________________ successfully completed the Safe Zone Ally Training on ___/____/______.

As a Safe Zone Member, I agree to the following:

✓ I will respect an individual’s right to privacy and confidentiality.
✓ I recognize that there are limits to confidentiality. It would not be appropriate to maintain confidentiality if a person shares that she or he intends to physically harm her or himself or another person. Protecting the immediate safety of the individual becomes more important than protecting her or his confidentiality.
✓ I will refer individuals, when appropriate, to the proper resources and referrals that are known to me.
✓ I will display my Safe Zone Ally sticker in a visible place.
✓ I will not engage in inappropriate relationships with individuals seeking help through Safe Zone.

As a Safe Zone Ally, I aspire towards the following:

✓ I hereby have permission to be imperfect when I encounter someone whose sexual orientation or gender identity/expression is different from my own. It is OK that I do not know everything about Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning people. It is also OK if, at times, my lack of knowledge about LGBTQ people shows. I know that no one is an “expert” on LGBTQ issues.
✓ I have permission to ask questions that might appear naïve. I have permission to be honest about my feelings. And I have permission to struggle with these issues and to be honest in my self-exploration.
✓ I am, however, committed to educating myself and others about oppression, heterosexism, transphobia, and homophobia and combating these prejudices in others.
✓ I am committed to working toward providing a safe, confidential support network for members of the LGBTQ community.
✓ I am committed to treating everyone, regardless of their gender, ethnicity, age, religion, SES status, physical or mental abilities, gender identity, and sexual orientation, with the dignity and respect they are entitled to as human beings.

* Please turnover to provide your contact information and indicate if you would like to be added to the Safe Zone Ally website.
### Ally Contact Information

<table>
<thead>
<tr>
<th>Name (printed):</th>
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<tr>
<th>Office Phone Number:</th>
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<th>E-Mail:</th>
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<th>Campus College / Dept:</th>
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<th>Office Location:</th>
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<tr>
<th>Date of Safe Zone Ally Training:</th>
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</table>

- [ ] I give permission to have my name and contact information posted on the Safe Zone Ally website.
- [ ] I **DO NOT** give permission to have my name and contact information posted on the Safe Zone Ally website.

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<table>
<thead>
<tr>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
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MARKETING
Sample Safe Zone Flyer: CSULB

Safe Zone Ally Training

gain knowledge and skills to foster a supportive and safe environment for LGBTQ students, faculty and staff

Friday, February 21
8:15 am—12:30 pm

Location provided upon RSVP

Please RSVP to Sharon Cruz
Sharon.cruz@csulb.edu
by Thursday, February 20

The mission of the CSULB Safe Zone Ally program is to identify, educate, and support allies. Allies are CSULB faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) issues & who choose to openly provide support and advocate for LGBTQ individuals.

Sponsored by:

College of Health and Human Services, LGBTQ Task Force, Office of the Dean of Students, Student Life and Development
Announcement, Confirmation, & Reminder Email Templates

The announcement email is sent around one month prior to the training. The flyer is usually attached to the email as well. The confirmation email is sent out upon receipt of an RSVP to notify that another email will be sent closer to the training date. Location information is not shared until the reminder email; this reduces the number of individuals who arrive at the training without RSVPing. The reminder email is sent 4-5 days before the training. This reminds them that they are signed up, and it gives the location of the training. A couple of cancellations are often received at this time. They usually ask to be notified of the next training, and their name is added to the list.

**Announcement Email:**

**Safe Zone Ally Training Available to Support LGBTQ Campus Community**

Faculty, staff, and teaching assistants are invited to participate in a training program to help them better understand lesbian, gay, bisexual, transgender and queer or questioning (LGBTQ) issues and be part of a university-wide network of support.

The Safe Zone Ally Training will be held Insert Date Here from Insert Time Here. RSVP to Insert Name Here, Insert Email Here by Insert Date Here. Space is limited.

After the training, faculty, staff, and teaching assistants will serve as allies who use their knowledge and skills to foster a supportive and safe atmosphere for LGBTQ students, faculty, and staff. Everyone who completes the training will receive a Safe Zone Ally sticker to display.

**Confirmation Email:**

This is a confirmation email. You are signed up for the Safe Zone training on Insert Date Here from Insert Time Here. Space is limited. If for any reason you are unable to attend the training please let me know as soon as possible to open that spot up. Table numbers are assigned so that we have the correct number of people for the different activities so it important to have an accurate list of attendees. More information about the training will follow as we get closer to the date.

Here is a link to our website insert website here.

Thank you for your interest and I look forward to meeting you.

**Reminder Email:**

This is a reminder email. You are signed up for the Safe Zone Training this Insert Date Here at Insert Time Here. Please arrive early as we always try to start right on time. The training will be in the Insert Location Here. Please grab your nametag off of the table just outside the door. Your table number is on the back.

Thank you.
## RSVP Template

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>E-mail</th>
<th>Table</th>
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Panelists

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Trainers  Assistant

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</tbody>
</table>
FINANCES
## Estimated Budget

<table>
<thead>
<tr>
<th>Training Program (Annual)</th>
<th>Estimated $ Per Unit</th>
<th>Trainings per Year</th>
<th>Estimated Costs</th>
<th>Notes/Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments</td>
<td>$500.00</td>
<td>4</td>
<td>$2,000.00</td>
<td>40 attendees+10 trainers &amp; panelists ($10 each)</td>
</tr>
<tr>
<td>Room Fee</td>
<td>included</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Tables/Chairs</td>
<td>included</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Podium</td>
<td>included</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Screen</td>
<td>included</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Projector</td>
<td>donated</td>
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<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>donated</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Speakers</td>
<td>donated</td>
<td></td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$200.00</td>
<td></td>
<td>$200.00</td>
<td>Safe Zone Stickers (1000 count)</td>
</tr>
<tr>
<td>Printing/Copying</td>
<td>$50.00</td>
<td>4</td>
<td>$200.00</td>
<td></td>
</tr>
<tr>
<td>Panel Gifts</td>
<td>$25.00</td>
<td>4</td>
<td>$100.00</td>
<td>5 panelists per training ($5 each)</td>
</tr>
<tr>
<td>Giveaways*</td>
<td>$0</td>
<td></td>
<td>0.00</td>
<td>Pens, pencils, or wristbands</td>
</tr>
<tr>
<td><strong>Set Up</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display Materials*</td>
<td>$0.00</td>
<td></td>
<td>$0.00</td>
<td>Imprinted tablecloth and rainbow flag</td>
</tr>
<tr>
<td>Display Materials</td>
<td>$20.00</td>
<td>6</td>
<td>$120.00</td>
<td>Shirts and badges for trainers</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>$2620.00</td>
<td>Per Year</td>
</tr>
</tbody>
</table>

*If funding is available, display materials including a tablecloth ($200) and rainbow flag ($50) could be purchased for training use, and giveaways including pens, pencils, or wristbands ($200) could be provided.
RESOURCES
References

University Sources and Safe Zone Manuals:
Bridgewater State University Pride Center
Bridgewater State University Safe Zone Training Program
CSULB, Counseling and Psychological Services
Florida Gulf Coast University Safe Zone Training Program
Kishwaukee College Allies Program Manual
Northern Illinois University Counseling and Student Development Center
Northern Illinois University Program Safe Zone Ally Handbook
The Gay and Lesbian Community Action Council of Minneapolis
The University of California, Berkeley Gender Equity Resource Center
University of North Carolina-Chapel Hill Safe Zone Ally Manual
University of Iowa Allies Program Manual
University of South Florida Safe Zone Ally Manual
Worcester Polytechnic Institute Safe Zone

Websites:
http://www.glbthistory.org/
http://lgbthistorymonth.com/
http://community.pflag.org/
http://www.lambdalegal.org/
http://www.hrc.org/
http://uga.berkeley.edu/sas/geneq/
http://www.gayhistory.com
http://lesbianworlds.com

Books, Academic Articles and Other Sources:


Sample Safe Zone Website: CSULB

Welcome to Safe Zone

Safe Zones at CSULB are individual allies, their work space, and/or personal space and are indicated by a display of the CSULB Safe Zone Ally sticker. Faculty, staff, and students who participate in the Safe Zone ally program display a CSULB Safe Zone Ally sticker to demonstrate their support and advocacy with LGBTQI individuals.

Safe Zone Vision Statement

The mission of the CSULB Safe Zone Ally program is to identify, educate, and support allies. Allies are CSULB faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQI) issues and who choose to openly provide support and advocate for LGBTQI individuals.

Safe Zone Training Objectives

- The Safe Zone program’s overall objective is for Safe Zone allies to utilize their gained knowledge and skills to foster a supportive and safe atmosphere for LGBTQI students, faculty, and staff.
- As a result of the Safe Zone Program, Safe Zone training participants will become part of an identifiable University-wide network of Safe Zone Allies.
Sample Safe Zone Ally Stickers: CSULB

![Sample Safe Zone Ally Stickers: CSULB](image-url)
SAMPLE SAFE ZONE POWERPOINT: CSULB
Safe Zone Ally Training

WELCOME
Thank you also to ________________, Student Assistant.
The mission of the CSULB Safe Zone Ally program is to identify, educate, and support allies. Allies are CSULB faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQI) issues and who choose to openly provide support and advocate for LGBTQ individuals.
In sync with the Mission of Campus Police

“We strive to create a safe and secure environment, promoting safety and reducing the threat of crime, to create an atmosphere whereby meaningful education and learning can take place.”

utilize their gained knowledge and skills

foster a supportive and safe atmosphere

participants will become part of an identifiable University-wide network of Safe Zone allies

(BY DISPLAYING THE SAFE ZONE STICKER)
Participants will
∞ Gain *knowledge* about the LGBTQI community
∞ Gain an *understanding* of the experiences of LGBTQI individuals face
∞ Gain *skills* on how to support LGBTQI students, faculty and staff at CSULB.
Safe Zone Ally Training

IMPACT OF SILENCE

Go Beach
California State University, Long Beach
OUTLINE (24 slides total)

• Title slide – a movement gets a voice
• MLK
• Timeline
• Stonewall 1969
• APA 1973

HARVEY MILK
• Harvey Milk 1973 runs unsuccessfully for city supervisor; George Moscone 1976 appoints Harvey to Board of Permit Appeals
• Harvey wins election 1978 SF City Supervisor
• Supervisor milk sponsors civil rights bill; Moscone signs it into law

BACKLASH
• Anita Bryant (Save Our Children)
• Briggs Initiative
• Milk/Moscone assassinated
• 2009 Obama awards Milk with Presidential Medal of Honor

HIV/AIDS
• 1981; Faces of AIDS
• Act Up
• Photos: funeral, Alliance march, Ryan White

TRANSITION
• Faces of the Movement – Red Ribbon (1991); Don’t Ask Don’t Tell (1993); Tracy Chapman (1993); Matthew Shepard (1997); Del Martin & Phyllis Lyons married (2004)
• Audre Lorde 1983 – 20th Anniversary I Have A Dream Speech
• Laura Esquivel 1987 – March on Washington

NATIONAL PLATFORM
• 2012 First Lady Obama at Dem National Convention
• 2013 President Obama Inauguration speech
• 2013 President Obama State of the Union

MARRIAGE RIGHTS
• 2013 Supreme Court
• 2014 Attorney General

• And the Movement Continues
More than two decades after his death, trailblazing, openly gay civil rights activist Bayard Rustin is finally getting the recognition he deserves.

Rustin, who died in 1987 at the age of 75, practiced a life of nonviolent protest and was a mentor of Martin Luther King, Jr. Rustin, who lived as an openly gay black man when hiding in the closet was the norm, also was the architect of King’s 1963 March on Washington for Jobs and Freedom.

On November 20, 2013, Rustin was posthumously awarded the nation’s highest civilian honor – the Presidential Medal of Freedom.
The American “Gay Rights” Movement: A Timeline
The Stonewall riots transform the gay rights movement from one limited to a small number of activists into a widespread protest for equal rights and acceptance. Patrons of a gay bar in New York's Greenwich Village, the Stonewall Inn, fight back during a police raid on June 27, sparking three days of riots.
American Psychiatric Association
1973

The American Psychiatric Association removes homosexuality from its official list of mental disorders.
Harvey Milk runs for city supervisor in San Francisco. He runs on a socially liberal platform and opposes government involvement in personal sexual matters. Milk comes in 10th out of 32 candidates, earning 16,900 votes, winning the Castro District and other liberal neighborhoods. He receives a lot of media attention for his passionate speeches, brave political stance, and media skills.

San Francisco Mayor George Moscone appoints Harvey Milk to the Board of Permit Appeals, making Milk the first openly gay city commissioner in the United States. Milk decides to run for the California State Assembly and Moscone is forced to fire him from the Board of Permit Appeals after just five weeks. Milk loses the State Assembly race by fewer than 4,000 votes. Believing the Alice B. Toklas LGBT Democratic Club will never support him politically, Milk co-founds the San Francisco Gay Democratic Club after his election loss.
On January 8, Harvey Milk makes national news when he is sworn in as a member of the San Francisco Board of Supervisors. Running against 16 other candidates, he wins the election by 30 percent.
Milk begins his term by sponsoring a civil rights bill that outlaws sexual orientation discrimination. Only one supervisor votes against it and Mayor Moscone signs it into law.

Note: August 12, 2009 President Obama posthumously awards Harvey Milk the Presidential Medal of Freedom.
Activists in Miami, Florida pass a civil rights ordinance making sexual orientation discrimination illegal in Dade County. *Save Our Children*, a campaign by a Christian fundamentalist group and headed by singer Anita Bryant, is launched in response to the ordinance. In the largest special election of any in Dade County history, 70% vote to overturn the ordinance. It is a crushing defeat for gay activists.
1978 – John Briggs drops out of the California governor's race, but receives support for Proposition 6, also known as the Briggs Initiative, a proposal to fire any teacher or school employee who publicly supports gay rights.

Harvey Milk campaigns against the bill and attends every event hosted by Briggs. In the summer, attendance greatly increases at Gay Pride marches in San Francisco and Los Angeles, partly in response to Briggs.

- President Jimmy Carter, former Governor Ronald Reagan, and Governor Jerry Brown speak out against the proposition.
- On November 7, voters reject the proposition by more than a million votes.
1978 - November 27, Harvey Milk and Mayor George Moscone are assassinated by Dan White, another San Francisco city supervisor, who had recently resigned and wanted his job back, but was being passed over because he wasn't the best fit for the liberal leaning Board of Supervisors and the ethnic diversity in White's district. San Francisco pays tribute to Harvey Milk by naming several locations after him, included Harvey Milk Plaza at the intersection of Market and Castro streets. The San Francisco Gay Democratic Club changes its name to the Harvey Milk Memorial Gay Democratic Club.

San Francisco pays tribute to Harvey Milk by naming several locations after him, included Harvey Milk Plaza at the intersection of Market and Castro streets. The San Francisco Gay Democratic Club changes its name to the Harvey Milk Memorial Gay Democratic Club.
2009

On **August 12**, President Obama posthumously awards Harvey Milk the Presidential Medal of Freedom.
June 5, 1981 MMWR report on Pneumocystis Pneumonia in 5 previously healthy young males in Los Angeles

Roberto Duran hugs former boxing champ & rival Esteban De Jesus, dying of AIDS (1989)
Transition Slide

ACT UP – AIDS Coalition To Unleash Power (1987)
Red Ribbon (1991)
Tracy Chapman
Don’t Ask Don’t Tell (1993)
Matthew Shepard Murdered (1998)
Phyllis Lyon & Del Martin married in 2004 (annulled) then married again in 2008 (Del died 2 months later)
Audre Lorde refused to sit at the back of the civil rights bus.

- In 1983, a 20th anniversary gathering for Martin Luther King Jr.’s historic “I Have a Dream” speech and the civil rights march on Washington, D.C., was planned for the same site.
- But in scheduling the day’s speakers, event organizers and participants were adamant in refusing to allow anyone from the National Coalition for Black Lesbians and Gays to the podium. The National Organization for Women threatened to boycott the ceremony.
- Eventually, King’s wife, Coretta Scott King, stepped in and told the group to let Lorde, a member of the coalition and a renowned poet and feminist, speak.
- In her 3-minute speech, Lorde challenged the audience to broaden its thoughts on social justice and be inclusive to everyone.
- Audre said, “There’s a war on classism, homophobia, ageism, racism, sexism. We need everyone to fight this war. You’re not going to include us? Are we not black enough?” Lorde’s appearance at the rally was a watershed moment. Lorde spoke to so, so very many people who within their own communities would never have heard anybody gay speaking.
- Lorde acted as a bridge between the civil rights movement and the lesbian and gay liberation movement.
During the 1987 Gay and Lesbian March on Washington, which Cesar Chavez led alongside then-president of the National Organization for Women, Eleanor Smeal, Chavez helped Esquivel resolve a major identity struggle common at the time to openly gay people of color.

Esquivel was wearing a UFW (United Farmworkers) sweatshirt, symbiotically representing the farmworker movement which Esquivel also supported. Support for ‘gay rights’ was championed by Latino and labor civil rights icons Chavez and UFW co-founder, Dolores Huerta.

UFW contingents often showed their support for equality by marching in gay rights parades alongside their promotion for safe working conditions and the right to organize.

Esquivel discussed the challenge of identity and activism with Chavez, asking why it felt like she "had to pick between being gay or being Latino," and the lack of a home in either community for her full self.
Democratic National Convention

She spoke to me about my life; the 1st time in my life at a National Political Convention!

... and I cried!
President Obama made history in his inaugural address today mentioning the word "gay" and the issue of gay rights for the first time in a speech at the presidential swearing in.

"Our journey is not complete until our gay brothers and sisters are treated like anyone else under the law for if we are truly created equal, then surely the love we commit to one another must be equal as well," Obama said in his address on the Capitol steps after his swearing in.
"It is our unfinished task to restore the basic bargain that built this country—the idea that if you work hard and meet your responsibilities, you can get ahead, no matter where you come from, what you look like, or who you love."

"We will ensure equal treatment for all service members, and equal benefits for their families - gay and straight."
The Defense of Marriage Act, the law barring the federal government from recognizing same-sex marriages legalized by the states, is unconstitutional, the Supreme Court ruled Wednesday by a 5-4 vote.

May 15, 2008
California Supreme Court rules that same-sex couples have a constitutional right to marry. By November 3rd, more than 18,000 same-sex couples have married.

November 4, 2008 voters in California, Arizona, and Florida approved the passage of measures that ban same-sex marriage. Arkansas passed a measure intended to bar gay men and lesbians from adopting children.

California voters approved a ban on same-sex marriage called Proposition 8. The attorney general of California, Jerry Brown, asked the state’s Supreme Court to review the constitutionality of Proposition 8. The ban throws into question the validity of the more than 18,000 marriages already performed, but Attorney General Brown reiterated in a news release that he believed the same-sex marriages performed in California before November 4 should remain valid, and the California Supreme Court, which upheld the ban in May 2009, agreed, allowing those couples married under the old law to remain that way.

2009 - The governor of Maine legalized same-sex marriage in that state in Maine; however, citizens voted to overturn that law when they went to the polls in November, and Maine became the 31st state to ban the practice.
“In every courthouse, in every proceeding and in every place where a member of the Department of Justice stands on behalf of the United States, they will strive to ensure that same-sex marriages receive the same privileges, protections and rights as opposite-sex marriages under federal law;”

-Attorney General Eric Holder, 2-8-14
and the Movement continues…
BREAK

WRITE ANY QUESTION(S) YOU HAVE FOR THE LGBTQI PANELS ON AN INDEX CARD AND GIVE IT TO A TRAINER
STAGES OF COMING OUT*

1. Identity Confusion: Who am I?
2. Identity Comparison: It’s temporary.
3. Identity Tolerance: I may be queer.
4. Identity Acceptance: I’m gay & come out to some.
5. Identity Pride: I won’t pass as straight.
6. Identity Synthesis: I’m an okay person, who just happens to be gay.

Most LGBTs will always fear rejection, abuse, harassment, bullying, discrimination, backlash from students, or backlash from colleagues when coming out.

- **84.6%** of LGBT HS students reported being verbally harassed,
- **40.1%** reported being physically assaulted at school in the past year because of their sexual orientation.
- Only sixteen states prohibit discrimination or harassment in schools on the basis of sexual orientation.
- Thirty-three states have enacted anti-bullying/harassment laws that **do not protect** LGBT students.
Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex

CULTURE
ISSUES & RESOURCES

- Definitions
- Current Issues
- Resources

Goal: Gain knowledge, understanding, skills to provide support
Not all LGBTQI people identify by or affiliate with LGBT culture or the same aspects of this culture.

Subcultures (lesbian, gay, by racial group, by age, by geography, by socio-economic status, etc.)

Some of these groups are rooted in identity and others more in sexuality
HETERONORMATIVE

- Assumes that heterosexuality is the norm. (Heteronormativity is often very subtle and pervasive.)
- Impact of heteronormativity is the marginalization of people who do not fit within heterosexual norms.
- In a society with heteronormative values, all people are assumed to be heterosexual. Most such societies also have a binary view of gender which divides people up as either male or female. Many such societies also have specific ideas about gender roles and what sort of activities are appropriate for each gender. In addition, it is common for alternative sexual practices to be viewed as abnormal, even when they take place in a heterosexual context.
- For people who do not identify as heterosexual, such as gays, lesbians, asexuals, transsexuals and bisexuals, it can be frustrating to live in a heteronormative society because assumptions are constantly being made about human sexuality in such societies. People who are not heterosexual may also be the victims of prejudice, and sometimes they are deliberately targeted with laws aimed to suppress their sexuality. Anyone who engages in alternative sexual practices, even if he or she is heterosexual, may also be marginalized by a heteronormative society.

GAY = patriarchal term (generic “he”), invisibility for lesbians

QUEER

- Queer – out of the norm
- Queer Theory – large body of writings; based in part to challenge heteronormative thinking
- Note: Queer Studies Minor established at CSULB (2013)
- Some subcultures may still see Queer as a pejorative term
Genderqueer is most commonly used to describe a person who feels that his/her gender identity does not fit into the socially constructed "norms" associated with his/her biological sex.

Genderqueer is an identity that falls anywhere between man/boy/male and woman/girl/female on the spectrum of gender identities.
someone who is cisgendered has a gender identity that agrees with their societally recognized sex

Note: value of on-line community to particularly “stealth trans people”
### Terms...
- Bi-Curious
- Closeted (in the...)
  - Down Low (D/L)
  - MSM
- Coming Out (of the closet)
- Domestic Partner
- Family
- Gender Identity
- Outing

### Terms to describe people...
- Bear
- Butch/Femme
  - Down Low (D/L)
  - MSM
- Coming Out (of the closet)
- Domestic Partner
- Family
- Gender Identity
- Outing
- Bear
- Butch/Femme
  - Down Low (D/L)
  - MSM
- Coming Out (of the closet)
- Domestic Partner
- Family
- Gender Identity
- Outing

Bi-Curious – straight or gay people who show some curiosity for a relationship or sexual activity with a person of the sex they do not favor.

Closeted – hide sexual identity.

MSM – men who have sex with men (behavior) vs. gay as a social identity.

Dom Partner – emotional/physical/financial connection (spouse/lover/significant other).

Family – term used to identify other LGBTQI people.

Gender Identity – one’s perceived identity (not synonymous with sexual orientation).

Outing – revealing someone else’s sexual orientation.

Bear – man with facial/chest/body hair (cuddly).

Butch – identifies as masculine physically, mentally, emotionally.

Femme – identifies as feminine.

Dyke – term used for masculine lesbians.

Lipstick Lesbian – femme (can pass as heterosexual).

Drag – to dress in clothing of the opposite sex (for the sake of entertainment??); Cross Dresser - Someone who wears either items of clothing or complete outfits traditionally associated with the opposite sex.

Intersex – medical definition focuses on physical differences between internal and external genital.

Two Spirit – various degrees along a continuum between masculine and feminine; encompassing both male and female (third gender).

Transgender - their body may be on one sex while they feel like the gender normally associated with their opposite sex.

Transsexual – transgender person who surgically/hormonally changes physically to match gender identity.

Transvestite - a person and especially a male who adopts the dress and often the behavior typical of the opposite sex especially for purposes of emotional or sexual gratification (Merriam Webster). Can be associated with Fettish.
Pink/Black Triangles (Homosexual Men/Anti-social women – prostitutes, women who refused to bear children, lesbians and women with other anti-social behavior)

AIDS Awareness Ribbons

Lambda – adopted in 1970 by the Gay Activist Alliance (NY)
symbol of their growing movement of gay liberation (some believed it was more gay male centered)

Labrys - resurrected as a female symbol in the 1970s popularity grew when articles about its origins were published in feminist literature of the time

**Double interlocking female symbols have often been used to indicate lesbianism.** But some feminist have used it to represent the sisterhood of women. These same feminists would use 3 interlocking female symbols to personify lesbianism. Also, some lesbian feminists of the '70's would use the 3 interlocking female symbols to represent the rejection of male standards of monogamy.
Pink Triangle – a symbol used by the Nazi’s to label gay men (has been reclaimed by some in the gay community as self-affirming)

Rainbow Flag (1978) - Gilbert Baker of San Francisco designed and made a flag with six stripes representing the six colors of the rainbow as a symbol of gay and lesbian community pride. First 8 colors, then 7 (dropping hot pink), now 6 (dropping indigo) in 1978

BiSexual Flag (Pink/Lavendar/Royal Blue) - The deep pink stripe at the top of the flag represents the possibility of same gender attraction; the royal blue stripe at the bottom of the flag represents the possibility of different gender attraction and the stripes overlap in the central fifth of the flag to form a deep shade of lavender, which represents the possibility of attraction anywhere along the entire gender spectrum.

Transgender Flag - The stripes at the top and bottom are light blue, the traditional color for baby boys. The stripes next to them are pink, the traditional color for baby girls. The stripe in the middle is white, for those who are intersex, transitioning or consider themselves having a neutral or undefined gender.

Long Beach Pride (1983) - need to increase awareness and to promote PRIDE and a greater sense of self-worth within the community
-3rd largest in Nation
-Over 75,000 people attend each year
As of February 2014, seventeen states (California, Connecticut, Delaware, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, Minnesota, New Hampshire, New Jersey, New Mexico, New York, Rhode Island, Vermont, and Washington), as well as the District of Columbia, have legalized same-sex marriage, although the Illinois law will not become effective until June 1, 2014.
Bias Response Team (public & private colleges throughout U.S.)

- Humbolt State (CSU)
- Univ of Oregon
- Ball State (IN)
- Grand Valley State (MI)
- Ohio State
- Univ of Richmond (VA)
- Vassar & Wells (NY)
- Napa Valley (CA)
- Stonehill (MA)
- LaFayette & Juaniata (PA)
- Rutgers (NJ)
CSULB improved from a rating of 2.5/5 to 4/5 (2010 to 2014)

- Gender Neutral Restrooms
- LGBT Task Force part of academic senate
- Police training
- Gender neutral housing
Committee on Lesbian, Gay, Bisexual, Transgender and Queer Campus Climate (CLGBTQCC)

CSULB Resources

• LGBT Student Resource Center
• Events
  • Outlist (October)
  • Diversity Week (April)
  • Lavender Graduation (May)
• Committee on LGBTQ Campus Climate
• Student Organizations
  • ASI – Secretary for LGBTQIA Affairs
• ACTIVE MINDS - develops and supports student-run mental health awareness, education, and advocacy groups on the college campus

• CHOICE USA - defend and expand every’s person access to the social, political and economic resources necessary to make healthy and informed decisions about their body, sex, gender and sexuality

• DELTA LAMBA PHI-RHO-DEVELOP friendship, leadership and association among all men; to promote the just and equitable treatment of all individuals; and to enhance the quality of life among gay, bisexual and progressive men by providing dignified social, service and recreational activities

• FORCE - Feminist Organization Reclaiming Consciousness and Equality

• Justice & Gender Education - provides support for those who promote social justice, equality and human rights for all people, regardless of gender, sex, race, class, ability, and age

• WGSSSA - Women’s, Gender and Sexuality Studies Student Association

HEALTH RESOURCE CENTER
   Alcohol, Tobacco & Drug Program
   HIV & STI Testing & Counseling
   Sexual Health Awareness

Lesbian, Gay, Bisexual, Transgender Student Resource Center (LGBTSRC)
Homeless

NPR Nov 20, 2011

Depending on the study, somewhere between 30 and 40 percent of homeless youths identify as lesbian, gay, bisexual, or transgender. It's largely because gay youths are more often kicked out of their homes than straight youths. And even if they are not kicked out, they may feel so uncomfortable that they leave."

Parents, Families and Friends of Lesbians and Gays (PFLAG)

PFLAG Long Beach meets the 2nd Wednesday of the month at 7 p.m. at First Congregational Church at 3rd Street and Cedar Avenue in Long Beach.

Address: 425 Coronado Ave., #201 Long Beach, CA 90814-7752
Phone: 562-773-9801
Safe Zone Ally Training

THAT’S SO GAY
Scenario

You are all students at a university who are sitting in class. The professor is asking the class your thoughts on a particular political advertisement for the upcoming election. One student exclaims, “That ad is so gay.” Another student laughs in agreement. The professor then moves on with the class discussion, and s/he does not address the comment or the environment of exclusion that it creates. The “LGBT out” student in the class raises her/his hand and objects to the phrase by saying...

1. **Review your identity**
2. **Now reflect on your reaction**
   - What would you say given your identity and disposition?
   - What could be some of your responses to others?
Safe Zone Ally Training

TRANS*SPECIFIC

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TERMS

(Trans)sexual - Cissexual
- FTM (Female to Male)
- MTF (Male to Female)
- Transition Specific Medical Intervention

(Trans)gender - Cisgender
- Gender Variant
- Gender Queer
- FTM/MTF
- Bigender
- Trigender
- Two Spirit
- Androgynous
someone who is cisgendered has a gender identity that agrees with their societally recognized sex

Note: value of on-line community to particularly “stealth trans people”
Inappropriate Questions…

- 1. “Why would you make things harder for yourself?”
- 2. “What’s your real name?”
- 3. “Are you in the right bathroom?”
- 4. “Can’t you just be gay?”
- 5. “Why can’t you just stay a man/woman?”
- 6. “So when are you getting your _____ cut off?”
- 7. “So, like, are you a man or a woman?”
- 8. “How do you have sex?”

Source: BuzzFeed

ESTABLISHING IDENTITY

Barriers

- Cisgender Privilege
- Family
- Medical
- Financial
- Establishing community:
  - Passing/Stealth
  - Transgender policing
  - LGB lack of acceptance
RESPECTFUL & HELPFUL COMMUNICATION

- Be willing to say “how can I help you?”
- Come from a place of respect and understanding
- When you ask, do so mindfully
- Accept variations in identity presentation
- Know your resources
- Do not make assumptions

Keep it professional
Safe Zones at CSULB are individual allies, their work space, and/or personal space and are indicated by a display of the CSULB Safe Zone Ally sticker. Faculty, staff, and students who participate in the Safe Zone ally program display a CSULB Safe Zone Ally sticker to demonstrate their support and advocacy with LGBTQ individuals.
Safe Zone Ally Training

LGBTQI PANEL

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California State University, Long Beach
Safe Zone Ally Training

BECOMING AN ALLY
Current Events

National Coming Out Day
• Saturday, October 11, 2014
• 26th Anniversary
• March on Washington 10/11/87

LGBT OutList at CSULB – week of Oct 6
"We are students, professors, coworkers, roommates, teammates, alumni/ae, friends, and family, and we are just a few of the intelligent, creative, and supportive lesbian, gay, bisexual, transgender, queer, and questioning individuals - or heterosexual allies of LGBT individuals - who are part of the diverse Cal State Long Beach community. We invite you to join us in celebrating National Coming Out Day."
Resources

- Become a Member
- Volunteer
- Support
Safe Zone Ally Training

CLOSING & EVALUATION
### Welcome to Safe Zone

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### Safe Zone Vision Statement

The mission of the CSULB Safe Zone Ally program is to identify, educate, and support allies. Allies are CSULB faculty, staff, administrators, and students who consider themselves to be open and knowledgeable about gay, lesbian, bisexual, transgender, and questioning (LGBTQI) issues and who choose to openly provide support and advocate for LGBTQI individuals.

### Safe Zone Training Objectives

- The Safe Zone program's overall objective is for Safe Zone allies to utilize their gained knowledge and skills to foster a supportive and safe atmosphere for LGBTQI students, faculty, and staff.
- As a result of the Safe Zone Program, Safe Zone training participants will become part of an identifiable University-wide network of Safe Zone Allies.

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http://www.csulb.edu/colleges/chhs/safe-zone/
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Safe Zone Ally Training Program
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Materials were modified from Bridgewater State University Safe Zone Program,
California State University, Long Beach Counseling and Psychological Services Safe Zone Program,
Florida Gulf Coast University, Kishwaukee College Allies Program Manual, Northern Illinois University Safe Zone Program Ally Handbook,
University of Iowa Allies Program Manual, the University of South Florida Safe Zone Ally Manual, and the Worcester Polytechnic Institute Safe Zone. We thank them for spearheading Safe Zone and sharing their materials.

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