

# GUESS WHO'S GAY

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## Program Format (50 minutes)

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### SET UP

- Create a chart on whiteboard or butcher paper on wall behind the panelists listing “Gay, Lesbian, Bisexual, Straight” and panelist names across the top of the chart. Example:

	Mike	Joe	Mary	Sarah	Dave
Gay					
Lesbian					
Bisexual					
Transgender					

- List contact information for GLBT Resource Center: Location, Phone, Email, Website
- POST COMMUNICATION GUIDELINES ON BOARD:
  - Listen & Respect
  - Safe Space (it is ok to take some risks and ask what you wouldn't normally feel comfortable asking)
  - Vegas Rule (after the program it is ok to share stories, but not names)
  - OK to Pass
  - Aggies do not lie, cheat or steal (panelists will give honest answers)
  - Anything else?/Verify (solicit responses from panelists, host, and audience to see if they want additional rules/make sure everyone agrees to the rules)

### FACILITATOR INTRODUCTION (1 minute)

- Facilitator introduces her/himself
- Facilitator explains what GLBT stands for (gay, lesbian, bisexual and transgender)
- Facilitator lets the audience know about the GLBT Resource Center – Cain Hall C118
  - “The purpose of the GLBT Resource Center is to enhance the campus climate for the lesbian, gay, bisexual, and transgender community through visibility, advocacy, support, and programming.
  - Facilitator asks the audience to think of (at least) one question they have about the Gay, Lesbian, Bisexual, Transgender, Queer community

Gay, Lesbian, Bisexual & Transgender Resource Center  
Cain Hall Room C-118  
1257 TAMU  
College Station, TX 77843-1257

Tel. 979.862.8920 Fax 979.845.6138  
glbt@tamu.edu  
http://glbt.tamu.edu

## PURPOSE/LEARNING OUTCOMES (2 minutes)

- **Facilitator explains the purpose of the program**
  - **Generate awareness of a cultural group, one that's often misunderstood and underrepresented**
  - **Discuss stereotyping**
  - **Opportunity to become a member of Aggie ALLIES – Safe Zone program**
  - **Test your “gaydar” (let audience member define, or provide definition)**
  - **Have fun!**
- **Audience members will be able to:**
  - **Compare and contrast popular culture messages about the GLBT community with lived experiences of their peers.**
  - **Explain how stereotypes about GLBT people affect individuals and our campus community.**
  - **Identify specific actions that are inclusive of the GLBT community (example: using gender neutral language).**
  - **Recognize resources on campus for GLBT people and their Allies.**

## PANELIST INTRODUCTIONS (2 minutes)

- **Panelists introduce themselves following this basic script:**
  - **Name**
  - **Hometown**
  - **Major / minor**
  - **Classification**

## QUESTIONING (10 minutes)

- **Facilitator opens the floor for questions, moderating for appropriateness**
- **Questions audience believes will reveal panelist's sexual orientation...can ask just about anything EXCEPT, “Do you date men, women...or both”**
- **Example questions can be provided to audience: “What do you do for fun” “Where do you shop” “What is your relationship like with your family” “Do you consider yourself religious”**

## TESTING “GAYDAR” (10 minutes)

- Facilitator asks the panelists to step outside the room
- Facilitator asks the audience to test their “gaydar” and guess, by consensus, each person’s sexual orientation...individual voting by raising of hands
- Facilitator leads audience in conversation about guesses & stereotypes
  - How did you come to your guess about each panelist?
  - Why did the group vote the way they voted for each panel member?
- Facilitator notes the audience guess for each of the panelists
  - Do any trends appear? Links to common stereotypes to discuss later?

## REVELATION & PROCESSING (20 minutes)

- Facilitator invites panelists back into room
- Facilitator asks each panelists to re-introduce themselves following this script:
  - Name
  - Hometown
  - Major / minor
  - Classification
  - *Sexual orientation*
- Facilitator notes on the board which panelists they were able to guess correctly, and which panelists they guessed incorrectly
- Facilitator reads some of the reasons for the votes panel members received to provide them with “talking points” about commonly heard stereotypes (do not reveal WHO in the audience said comments)
- Facilitator opens the floor to the audience to ask “Any question they have ever wanted to ask” noting that panel members DO NOT represent the entire GLBT community but are speaking from their personal experiences and understanding of their own sexual orientation.

## WRAP UP / EVALUATION (5 minutes)

- Facilitator speaks briefly about stereotypes:
  - Stereotypes are not necessarily bad, it’s how we organize/categorize people—it’s a human thing to do.
  - HOWEVER, stereotypes can be harmful if they go unaddressed
  - Facilitator provides a recent statistic/fact about TAMU:
    1. Princeton Review consistently ranks Texas A&M University in their top 20 LEAST GLBT friendly campuses in the nation (...but since the GLBT Resource Center opened in 2007, we’re quickly moving off that list!)

2. In a 2008/2009 Residence Life survey of on-campus residents, 7% of respondents self identified as “GLBT” or “Other” ...if projected across our campus community, that is a number of students more than TWICE the population of the Corps of Cadets.
  3. 2010 marks the 25<sup>th</sup> anniversary of the recognized student organization GLBT Aggies. This recognition followed 9 years of legal battles between TAMU students and administration that went as high as the United States Supreme Court. Only two times in TAMU history has a battle been fought to the US Supreme Court...the OTHER case was whether or not women should be allowed in the Aggie Band.
- Facilitator points out resources to the audience
    - GLBT Resource Center – Cain Hall C-118
    - WEBSITE: <http://glt.tamu.edu>
    - Aggie ALLIES – <http://allies.tamu.edu>
    - Resource Library in GLBT Resource Center