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Colgate University

**Office of LGBTQ
Initiatives**

Updated December, 2012

FACILITATOR GUIDE

Table of Contents:

What is SafeZone?	3
Your role as a SZ trainer	4
Facilitation tips	5-6
How do I plan a training?	7
Reference Materials	
Defining a Common Language--vocabulary	8-10
Transgender information	11-13
SafeZone Activities	
Bingay	15-18
Continuum	19-20
Coming out Activities	21-24
Heterosexual privileges	25-26
Trans/intersex ally quiz	27-31
Scenarios	32-35
My Last Date	36
Post SafeZone Training Forms	
Evaluation	38
Ally Pledge	39

What is the Colgate University SafeZone Training Program?

The Safe Zone training program is an educational workshop series which includes 3 workshops: *SafeZone for students*; *SafeZone for faculty/staff*; and *Gender Identity & Trans* Inclusion in the Classroom*.

The workshops focus on LGBTQ history, language, personal development, social justice, homophobia, heterosexism, allyship, and support resources. The purpose of the training is to create a network of allies for LGBTQ students at Colgate University in order to ensure this is a comfortable, safe, and supportive community for all.

The SafeZone program is offered at colleges and universities across the country, in businesses and corporations, non-profits, and high-schools. The program is sometimes offered through a department, by trained facilitators, or in peer-peer workshops. The structure of the training must depend on the resources available, while the goals of the program are consistent.

The SafeZone program at Colgate University distributes SafeZone placards for each participant to display in their office window, door, or desk as a symbol of allyship and as a campus resource. Each individual that displays a SafeZone placard has received SafeZone training and agreed to the responsibilities of being an LGBTQ ally.

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Goals of the SafeZone training program

- An increased level of awareness of stereotypes and assumptions related to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) students
- An increased familiarity with LGBTQ related language, terminology, history
- An increased level of comfort and better understanding of issues of homophobia, privilege, & heterosexism
- To build a network of students, faculty and staff able to refer students to LGBTQ resources or provide support

Your role as a SafeZone Trainer

- **Guide group through activities to facilitate conversation.** Be clear and confident about goals of each activity. Your role is as an ally and an expert. There may be multiple levels of knowledge in the room; proper guidance of activities will allow conversation to flow.
- **Ask probing questions and give information.** Use your knowledge about the community to ask questions that allow people to continue talking about the issues.
- **Respect ALL opinions of participants.** All participants in the program should be able to share their opinions about sexuality and gender openly, without offense or critique to others. If and when those sentiments counter the opinions and beliefs of the SafeZone trainer, the trainer must appreciate the opportunity for dialogue. Many anti-LGBTQ sentiments or beliefs stem from stereotypes or assumptions, which can be shifted through personal anecdotes or research knowledge about the community. Some are rooted in personal, cultural, or religious beliefs, which should be respected.
- **Keep clear and professional boundaries.** You may find yourself as an advocate, advisor, teacher, or mentor to students who seek your support. While it is entirely appropriate to create a friendship with other students, please respect their own individual process of questioning, coming out, navigating Colgate etc. Share your personal experiences as your own.
- **Refer students to counseling when appropriate.** Occasionally, you may talk with another student or SafeZone participant who is experiencing emotional or psychological distress. This may be evident if:
 - An individual states that they are no longer able to function in their normal capacity with work or classes. A student experiences a drop in grades or academic performance.
 - An individual can no longer cope with their day-to-day activities and responsibilities. An individual may state that they are no longer going to classes, or have been late for their job a lot and will be fired soon if this behavior continues.
 - An individual expresses major depressive symptoms such as sleep disturbance, sudden weight loss or weight gain, crying spells, fatigue, loss of interest or pleasure in previously enjoyable activities, and/or inability to concentrate or complete tasks. An individual expresses anxiety symptoms such as panic, shortness of breath, headaches, sweaty palms, dry mouth, or racing thoughts.
 - An individual expresses suicidal thoughts or feelings.
 - An individual has no support. They have no friends, or have no friends to whom they can talk about their sexual orientation or gender identity. This person may need individual counseling or may benefit from counseling group; the Counseling Center staff can make that assessment.
- **What do I do?** If you are feeling overwhelmed or worried about an individual, a referral to a mental health professional or Counseling Center staff person is most appropriate. *Colgate Counseling Center, Conant House—315-228-7385—office hours: M-F 8:30-12, 1:30-5. For Emergencies, call Campus Safety 315-228-7333*

SafeZone Facilitation

- **Consider your audience.** For example, if you are training LINK staff, you might try to learn about their duties and then cater your activities to their role on campus. Or, if you will be working with a group of professors, you might steer clear of games and instead focus on practical suggestions for the classroom. Size is also important; with larger groups, break participants into smaller groups to encourage discussion, then come back all together.
- **Be flexible.** It is important to prepare ahead of time, and have your agenda ready! However, be aware of your audience's mood. If the audience is chatting or not paying attention, consider moving on to a different activity. On the other hand, if an audience is deeply engaged in an activity, don't be afraid to spend more time on it than you had planned.
- **Set accurate expectations at the beginning.** Many participants will have no idea what they are about to do, so it is important to let them know up-front that SafeZone trainings are discussion-based. Remind people that they are in a safe space where questions are encouraged.
- **Ease into discussion.** Particularly with groups who aren't as close-knit, it can be helpful to begin with "show of hands" questions, rather than asking people to share individually right away.
- **Don't be afraid of silence.** Plenty of tough questions come up in SafeZone trainings, so it might take participants some time to process them. Give people time to think; eventually, someone will break the silence.
- **Ask one question at a time.** Asking multi-part questions can be confusing and intimidating. Asking simple, straightforward questions makes it easier for people to participate.
- **Ask follow-up questions.** Some activities ask people simply to agree or disagree, to say "yes" or "no." Ask people to explain or give a reason for their answer, and then ask others to weigh in with their own opinion.
- **Avoid making general statements.** Offering your experiences is important and can be a wonderful learning experience, but be clear about the fact that you can only speak for yourself. Don't allow yourself to become a "spokesperson" for the LGBTQ community.

- **Give positive feedback.** Issues we as facilitators are accustomed to discussing can be uncomfortable for participants. Show your appreciation for people's comments and questions, even if they are inaccurate. When you must correct someone, do so gently.
- **Don't feel like you have to have *all* of the answers.** If a question arises that you don't know the answer to, don't panic. Participants will appreciate your honesty, and it can help make them more comfortable admitting things they are certain about. Encourage students to investigate the question themselves or consider looking it up yourself and emailing all of the participants soon after the session.



The SafeZone seal appeared as displayed below until 2012, when Colgate branded the seal and all text! Many faculty and students may still display this seal as a SafeZone participant.

How do I plan a training? About SafeZone trainings

Recruiting for a SafeZone Training

Email

- Send invitation emails to student group leaders, ask for RSVP!
- Email account: lgbtq@colgate.edu, password: colgatelgbtq
- There must be 5 participants to host a SZ
- Always send individual reminder emails at least **2 days** before training to each RSVP or your group contact person

Posters/Facebook events

- Posters should include date/time/location/SafeZone description
- Contact email for RSVP: lgbtq@colgate.edu
- Check email regularly
- Description should read:
Safe Zone Trainings encourage conversation about gender identity, sexual orientation, homophobia, heterosexism, and various identity oppressions. These student led programs create awareness about current student issues and prepares individuals to provide resources.

Group RSVPs

- Confirm Group RSVP (date/time/location/#) with leader at least a week in advance

Logistics of organizing & preparing for a SafeZone

- Reserve a space
 - Colgate's reservation system: ems.colgate.edu
 - Is there a Mac or PC? Save materials in appropriate format!
- Selecting activities
 - Run through agenda with co-facilitator
 - Choose activities based on size of group, best content for the group
 - Ex. Greek New Members usually have big groups. Group share conversations that can be for 4-5-6 people (Jeopardy, Continuum, Scenarios, Heterosexual Privilege) usually work best.
 - Ex. COVE intern staff of 6 can do more reflection work (Coming Out Stories, pair-share Heterosexual Privilege or Scenarios)
- Materials
 - Info Sheet + Ally Agreements + Evaluations
 - Facilitator Guides
 - Continuum: "Strongly agree" and "Strongly disagree" signs and tape
 - Jeopardy: game on USB drive
 - Coming out stories: identity cards (one for each person)
 - Heterosexual privileges: envelopes with 'money'

Reference material for SafeZone trainers

Defining A Common Language There is basic terminology or commonly used words that every SafeZone trainer should be comfortable using and identifying in a SafeZone training. Words, descriptions, and identity labels are constantly evolving as ideas about sexuality and gender expand. Embrace diversity! Participants may have heard things that you haven't, allow them to teach the group too.

Ally – a person who supports and honors sexual diversity, acts accordingly to challenge homophobic and heterosexist remarks and behaviors, and is willing to explore and understand these forms of bias within him/her/hirself.

Bisexual – given a binary sex/gender system, a bisexual person is one who has significant emotional, romantic, and/or sexual attractions to men and women, or someone who identifies as a member of the bisexual community.

Closet – Used as slang for the state of not publicizing one's sexual identity, keeping it private, living an outwardly heterosexual life while identifying as lesbian, gay, bisexual, transgender, or queer in some way, or not being forthcoming about one's identity. At times, being in the closet also means not wanting to admit one's sexual identity to oneself.

Coming Out – to disclose one's own sexual identity or gender identity. It can mean telling others or it can refer to the time when a person comes out to him/her/hirself by discovering or admitting that their sexual or gender identity is not what was previously assumed. Some people think of coming out as evidence of a larger system of oppression on LGBTQ people—that an LGBTQ person needs to come out at all shows that everyone is presumed heterosexual until demonstrated otherwise. But this word need not apply only to the LGBTQ community. In some situations, a heterosexual may feel the need to come out about their identity as well.

Dyke – a derogatory slur for lesbians or a reclaimed descriptor used by some as a term of pride and/or identity.

Fag – a derogatory slur for gay men. Derived from “faggot” (literally, “a small bundle of sticks”), an allusion to Inquisition-era practice of burning people at the stake for suspected homosexual practices.

Gay – a man who has significant emotional, romantic, or sexual attractions primarily to other men, or someone who identifies as a member of the gay community. At times, “gay” is used to refer to all people, regardless of sex or gender, who are not heterosexual. Lesbians and bisexuals may feel excluded from this term. Commonly used words to describe various associated gender expressions within the gay community include down-low, bear, show queens, twink.

Lesbian – a woman with significant emotional, romantic, or sexual attractions primarily to other women, or someone who identifies with the lesbian community. Commonly used words to

describe various associated gender expressions within the lesbian community include butch, stud, lipstick.

Heterosexism – a system of oppression rooted in the assumption that heterosexuality is inherently normal and superior to any other sexuality, and in the presumption that everyone is heterosexual.

Heterosexual – given a binary sex/gender system, a heterosexual person is one who has significant emotional, romantic, and/or sexual attractions primarily to people of another sex, or someone who identifies as a member of the heterosexual community. Commonly known as “straight”.

Heterosexual privilege – Social and political advantages that come with being or being perceived as heterosexual, such as the right to marry to receive federal American benefits.

Homophobia – fear and hatred of, and/or discomfort with people who love and sexually desire members of the same sex. Homophobic reactions often lead to intolerance, bigotry, and violence against anyone not acting within heterosexual norms. Because most LGBT people are raised in the same society as heterosexuals, they learn the same beliefs, norms and stereotypes prevalent in the dominant society, leading to a phenomenon known as “internalized homophobia”.

Homosexual – the formal or clinical term that was coined in the field of psychology, sometimes meaning only “gay male”, but at times encompassing lesbians and occasionally bisexuals. The word has a history of pathology and is often associated with the proposition that same sex attraction is a mental disorder. It is, therefore, not accepted by all.

LGBT(Q) – an acronym for lesbian, gay, bisexual, and transgender. At times, a Q is added for “questioning” and/or “queer”, an A for “ally”, and/or a TS for “two spirit”.

Queer – originally a derogatory slur, “queer” has recently been reclaimed by some to be an inclusive word for all those within the sexual minority community. “Queer” is also used at times as a sexual or gender identity—meaning non-heterosexual or non-gender normative. Because of the original derogatory nature of the word, it is not accepted by all.

Transgender – an umbrella term for those individuals who transgress gender in some way, or whose gender identity does not match up with the physical sex they were assigned at birth, or someone who identifies as a member of the transgender community.

Drag Queen/Drag King – a person who performs gender for an audience, on a stage. Drag queens are biologically male and perform femininity on a stage, and drag kings are biologically female and perform masculinity on a stage.

Crossdresser – someone who identifies with the sex they were assigned at birth, but who transgresses gender expectations by dressing in accordance with another gender, either occasionally or on a regular basis. Crossdressers were sometimes called “transvestites,” a term historically associated with negative sexual implications that are not necessarily true of all (or any) crossdressers, and is therefore no longer accepted in the crossdressing community.

FTM – literally “female to male,” a person assigned female sex and feminine gender at birth who is either transitioning into a male identity and/or body, or who identifies as an FTM transperson, transman, or transexual. MTF, simply the opposite.

Intersex/Intersexed/Intersexual – someone born either with indeterminable genitalia and/or reproductive organs, and/or a chromosomal make up other than XX or XY. Intersex people used to be called “hermaphrodites” (a word from a combination of Hermes and Aphrodite—man and woman), but this term is historically associated with physical abnormality and is no longer accepted in the intersex community.* Intersex people may or may not identify as members of the transgender community.

Transexual/Transsexual – a person whose intent is to live as a gender other than that assigned at birth. Most transexuals engage in some process of altering either primary or secondary sexual characteristics, through hormone treatment or surgery or both. Some transexuals live full time in their chosen gender without any alteration to physiology (from *The Whole Lesbian Sex Book*, by Felice Newman), or someone who identifies as a member of the transexual community.

Two Spirit – with origins in Native American cultures, “two spirit” referred to people who exhibited both masculine and feminine qualities. Two spirit people were traditionally revered and respected in Native American societies, and recently this term has been adopted by the queer community as a term for anyone in the sexual and gender minority communities. Sometimes it refers specifically to transpeople, and other times it refers generally to lesbians, gay men, bisexuals, and other queer people.

ALSO...

Genderqueer, Androgynous, Bi-gendered, Gender-bender, Gender-blender– people who simply identify as non-gender normative, neither male nor female, masculine nor feminine. People who transgresses gender.

Reference material for SafeZone trainers

Transgender information Transgender people include a range of identities all of which defy gender norms to varying degree. Understanding the following concepts will get you started, but you are encouraged to read and research continuously.

The Basics

Sex: Biological make up of your body’s chromosomes and hormones and physical development of one’s body in relation

- *Think*: Male, Female, Intersex, secondary sex characteristics such as body hair, sweat, breast development

Gender: The behavioral, cultural, and psychological traits typically associated with one’s sex. Gender Identity is how someone feels about their own gender, and how it is perceived by others.

- *Think*: Man, woman, Feminine, Masculine, androgynous, gender roles in society, gender expression through clothing, hairstyles, make up, gestures etc.

Sexual Orientation: Self-description of romantic, sexual and/or emotional relationship

- *Think*: Gay, Lesbian, Bisexual, Pansexual, Heterosexual
- Sexual Orientation is not determined based on gender—but often assumed based on gender!
- Identity labels are fluid! Sexual behavior does not necessarily coordinate with a person’s individual identity label (for example, a heterosexually identified man who has sex with other men may still consider himself heterosexual and not gay/bisexual/pansexual)

Gender Binary: Classification of sex and gender into two distinct categories of male and female, masculine and feminine, usually posed as opposites.

Gender Inclusive Pronouns:

	<i>Subject</i>	<i>Object</i>	<i>Possessive Adjective</i>	<i>Possessive Pronoun</i>	<i>Reflexive</i>
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral or Gender Inclusive	Ze	Hir	Hir	Hirs	Hirself

I am her sister. She shaves herself. She went to her room.

I am his sister. He shaves himself. He went to his room.

Biology
Female
Male

Hormones
Secondary Sex
Characteristics

Femininity
Masculinity

Societal Roles

Identity
Perception

Gender Expressions

Sex

Gender Identity

Although different, these concepts are related because our U.S. culture connects and informs our understandings of each based on the others.

For example, a male born baby (sex) will most likely be raised as a boy, play boy's T-ball, and shop in the boy's section (gender & gender expression).

If this male grows up to identify as a man, falls in love with and has sex with other men, he will be considered gay (sexual orientation) due to the fact that his male/man in relationship to other males/men.

Sexual Identity
Sexual Orientation

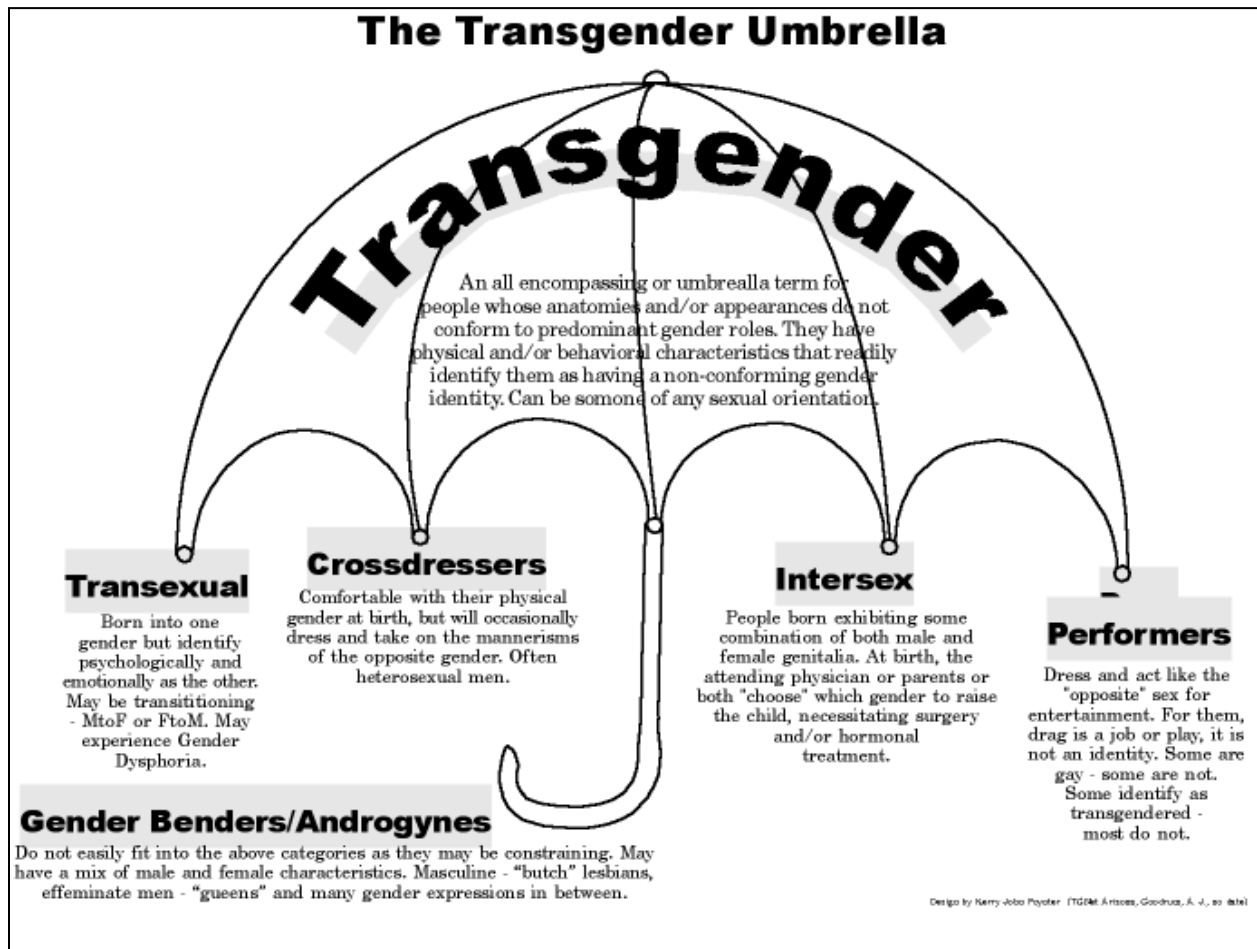
Self-description of relationships (romantic, sexual, and/or emotional)

What are the differences between sex, gender, sexual orientation?
Practice describing these differences by including an explanation of traditional norms compared with more progressive explanations of these concepts.

Reference material for SafeZone trainers

Some major issues for transfolk:

- Protections: Many institutional, municipal (city or region), state, or federal discrimination and harassment policies protect gender identity and gender expression as a protected category—however, most do not!
- Name/ Identity Change: College students find difficulty changing names and campus records to reflect a name change or gender change without legal paperwork
- Costs to GRS & HRT: Insurance companies often do not cover hormone replacement therapy (HRT) or gender reassignment surgery (GRS) options. Many U.S. physicians will not practice these procedures & finding trans-friendly or trans-knowledgeable doctors can be very difficult
- Isolation: We know that trans-identifying people have felt deliberately excluded, isolated or singled out on college campuses
- Safety: 39% have reported experiencing harassment; 43% fear for their safety
 - 2010 State of Higher Education report
- Language: Often people want to use appropriate language and terms, but aren't sure where to begin



SafeZone Activities

BINGAY!

Directions: Try to be the first to find the answers to 5 questions on the board by asking others in the room for help. You may get an answer from only one person per square!

Campus Resources	Definitions	Name it!
This Colgate club is the equivalent of a gay-straight alliance and is responsible for LGBTQ activism. These students organize events for Coming Out Day, Big Gay Weekend and national conferences.	A person who has emotional, romantic, or sexual attraction to someone of the same sex.	This term refers to disclosing one's sexual orientation or gender identity, often for the first time. It can be exciting with support, but also very difficult with resistance or misunderstanding.
This office offers confidential counseling, and group counseling for all students looking for support on campus.	A person who has emotional, romantic, or sexual attraction to both men and women.	_____ refers to an irrational fear and hatred of those who love members of the same sex or gender. Often related to, _____, the assumption that everyone is straight. Privileges heterosexuals, and excludes the needs and experiences of LGBTQ people.
This club provides a safe space for LGBTQ and questioning students to explore their identities on campus. This group focuses on support and social activities.	Someone who supports, respects, and accepts LGBTQ people.	The practice, desire, and/or acceptance of having more than one intimate relationship at a time with the knowledge and consent of everyone involved.
This office is dedicated to supporting students of all sexual orientations and gender identities through raising awareness of LGBTQ issues through education and leadership, sponsors programs such as Safe Zone.	An umbrella term for those who defy gender norms, whose gender identity does not correspond with the physical sex assigned at birth.	Using _____ allows us to address people without assuming their gender, and including a range of gender identities when discussing sex, relationships, or intimacy. <i>Examples are: 'ze/he/she' or 'they/he/she'</i>
This office promotes learning about women and gender topics that span the feminist spectrum and consider the intersectionality of identities and various forms of oppression.	Originally a derogatory slur, this term has been reclaimed, and is inclusive of all those within the sexual minority community.	_____% of Colgate students identify as LGBT, that is about 150 students!

BINGAY! Directions: Try to be the first to find the answers to 5 questions on the board by asking others in the room for help. You may get an answer from only one person per square!

Answer Key

no peeking!

Campus Resources	Definitions	Name it!
<p>Advocates</p> <p>Email to join the listserve and find out more! advocates@colgate.edu</p>	Gay or Lesbian	<p>“Coming Out”</p> <p>Do you think Colgate is a welcoming place for LGBTQ people to be open about their sexual orientation? Do heterosexual people ‘come out’? (Yes!)</p>
<p>Colgate Counseling Center Conant House 315-228-7385</p> <p>Make an appointment! colgate.edu/counseling</p>	Bisexual	<p>Homophobia and Heterosexism</p> <p>Bonus! Examples of heterosexual privilege <i>*being affectionate without scrutiny or discomfort</i> <i>*having queer partnerships discussed generally, not just when LGBTQ people are in the room</i></p>
<p>Lambda</p> <p>Email to join the listserve and find out more! lambda@colgate.edu</p>	Ally	<p>Polyamorous Polyamory</p>
<p>LGBTQ Initiatives Center for Leadership and Community Involvement O’Connor Campus Center 315-228-6840</p> <p>Contact: Jamie Bergeron jbergeron@colgate.edu</p>	Transgender	<p>Gender neutral pronouns Gender inclusive pronouns</p> <p>Bonus! Can we use them in a sentence? <i>Ze told me ze had a crush on hir!</i> <i>Ze got an A in hir class.</i></p>
<p>Women’s Studies Center 107B East Hall 315-228-7156 Colgate.edu/womensstudies</p>	Queer	<p>5%</p> <p>There is a major numbers gap between people who openly identify as LGBT, and those who have sex, desire, or relationships with members of the same sex/gender—sex behavior or sexual desire, and identity, are different.</p> <p><i>Why do we think this is?</i></p>

Campus Resources	Definitions	Pride	Influential Figures	Name it!
<p>This Colgate club is the equivalent of a gay-straight alliance and is responsible for LGBTQ activism. These students organize events for Coming Out Day, Big Gay Weekend and national conferences.</p>	<p>A person who has emotional, romantic or sexual attraction to someone of the same sex.</p>	<p>This flag symbolizes the diversity within the LGBTQ community.</p>	<p>United States First Lady who was believed to be a lesbian.</p>	<p>This term refers to disclosing one's sexual orientation or gender identity, often for the first time.</p>
<p>This office offers confidential counseling, and group counseling for all students looking for support on campus</p>	<p>A person who has emotional, romantic or sexual attraction to both men and women.</p>	<p>The word, _____, is used to describe parades celebrations and events worldwide.</p>	<p>San Francisco politician assassinated in 1979 for being gay.</p>	<p>_____ refers to an irrational fear and hatred of those who love members of the same sex or gender. Often related to, _____, the assumption that everyone is straight. Privileges heterosexuals, and excludes the needs and experiences of LGBTQ people.</p>
<p>This club provides a safe space for LGBTQ and questioning students to explore their identities on campus. This group focuses on support and social activities.</p>	<p>Someone who supports, respects, and accepts LGBTQ people.</p>	<p>The NYC riot cited for sparking the beginning of the gay rights movement in 1969.</p>	<p>An out bisexual, is an American playwright, who is a performer, feminist and activist, best known for her play <i>The Vagina Monologues</i>.</p>	<p>The law prohibiting lesbians and gays from serving openly in the U.S. Armed Forces. This law was repealed in 2011 following extensive investigations, and programs to educate about LGBTQ lives.</p>
<p>This office is dedicated to supporting students of all sexual orientations and gender identities through raising awareness of LGBTQ issues through education and leadership, sponsors programs such as Safe Zone.</p>	<p>An umbrella term for those who defy gender norms, whose gender identity does not correspond with the physical sex assigned at birth.</p>	<p>“National Coming Out Day,” is celebrated on this date. <i>Bonus!</i> <i>Why celebrate?</i></p>	<p>Name any LGBTQ celebrity that has stood up for equality.</p>	<p>This policy, signed into law in 1996, legally defines marriage as a union between one man and one woman for all federal laws.</p>
<p>This office promotes learning about women and gender topics that span the feminist spectrum and consider the intersectionality of identities and various forms of oppression.</p>	<p>Originally a derogatory slur, this term has been reclaimed, and is inclusive of all those within the sexual minority community.</p>	<p>This symbol was used during World War II in Nazi camps to indicate that a person was a gay or lesbian.</p>	<p>Name a popular show that has acknowledged LGBTQ issues in young adults.</p>	<p>The amendment to the California Constitution barring marriage for same-sex couples in 2008. In August 2010, the amendment was overturned stating its violation of the U.S. Constitution's guarantees of equal protection and due process.</p>

Campus Resources	Definitions	Pride	Influential Figures	Name it!
Advocates Email to join the listserve and find out more! advocates@colgate.edu	Gay or Lesbian	Rainbow flag Or Freedom flag	Eleanor Roosevelt, the United States First Lady who was believed to be a lesbian.	“Coming Out”
Colgate Counseling Center Conant House 315-228-7385 Make an appointment! colgate.edu/counseling	Bisexual	Pride	Harvey Milk	Homophobia and Heterosexism
Lambda Email to join the listserve and find out more! lambda@colgate.edu	Ally	Stonewall (Inn) Riots	Eve Ensler, playwright <i>The Vagina Monologues.</i>	“Don’t Ask, Don’t Tell”
LGBTQ Initiatives Center for Leadership and Community Involvement O’Connor Campus Center 315-228-6840 Contact: Jamie Bergeron jbergeron@colgate.edu	Transgender	“National Coming Out Day,” is celebrated on October 11 th to create awareness and support for the ability to live comfortably open about one’s sexual orientation	Elton John Lady Gaga Ellen DeGeneres Rosie O’Donnel Rachel Maddow Frida Kahlo Ricky Martin Wanda Sykes Etc.	Defense of Marriage Act
Women’s Studies Center 107B East Hall 315-228-7156 Colgate.edu/WMST	Queer	Pink triangle (gay men) Black triangle (lesbians)	Glee Rent Queer Eye Modern Family Etc.	Proposition 8

BINGAY ANSWER KEY

Continuum Exercise

This is an activity about conversation. Place a “Strongly agree” sign on one side of the room and a “Strongly disagree” sign on the other side of the room. Tell the group you will read a series of statements and people should move closer to or further from the signs according to how they feel. Ask a few participants from each part of the continuum to share if they feel comfortable after each question.

Facilitation questions:

- Ask 2-3 people: *Why did you place yourself in that spot?* Call on people at various spots.
- Does anyone have any comments on that?
- What do you notice about where people are standing?
- What do you notice about how much people are moving or not?
- Are there some statements you don’t understand or feel like you might need to know more about before answering?

Statements:

1. LGBTQ people have the same rights as heterosexual people
2. Gay people recruit others to be gay
3. There are specific gender roles in queer relationships
4. Gay men are not masculine
5. Being lesbian, gay, or bisexual is a choice
6. Being transgender is a choice
7. People are LGBTQ because they were sexually abused
8. Colgate is a welcoming place for LGBTQ people
9. Homophobia only exists in heterosexual people
10. The Colgate community is aware of what LGBTQ people have to go through on campus
11. There are no LGBTQ students in my classes
12. Queer people are predominantly white males
13. Only LGBTQ people should initiate discussions about queer issues
14. All LGBTQ people are protected under antidiscrimination laws in this country
15. Saying, “That’s so gay,” isn’t meant to be offensive to gay people
16. My professors include discussions about LGBTQ issues in my classes
17. My family would be fine if I came out to them
18. I feel uncomfortable when I’m with people I know are gay.
19. If I found out that a close friend was gay, I think our relationship would be less close in the future.
20. I don’t mind being around gay people as long as they don’t flaunt their homosexuality.

21. I am uncomfortable around men who act feminine and women who act masculine.
22. Gay people should not be teachers because they could make their students gay.
23. Gay people are probably going to hell.
24. I am against social groups specifically organized to meet the needs of gay people.
25. If a close friend came out as bisexual, I think our relationship would be less close in the future.
26. Seeing open expressions of affection between gay people are not acceptable.
27. I would feel uncomfortable if a member of the same sex made a sexual advance towards me.
28. I would feel uncomfortable attending a social function where LGBTQ people were present.
29. I would feel uncomfortable confronting jokes made at the expense of people who identify as LGBT or Q.
30. If a close friend told me that they might be LGBT or Q, I think our relationship would be less close in the future.
31. I would feel uncomfortable knowing my doctor is LGBT or Q.
32. I would feel uncomfortable if the person I was dating told me they were bisexual.
33. I would not participate in a gay rights parade in my hometown.

Adapted from material by Tanya Smolinsky and the Gay Alliance of the Genesee Valley; Myths and Facts by Stefanie Mattfeld and Deborah Schwartz www.sabes.org/resources/brightideas/vol9/b3myth.htm; Myths & Assumptions about LGB People www.twu.edu/o-sl/counseling/SelfHelp042.html
Adapted from material from Saint Louis University's SafeZone Training activity "Clarifying Beliefs" http://www.slu.edu/organizations/safezone/resources_program.html

Coming Out Stories

1. Ask the participants to take out a pen and a sheet of paper and carefully think about and write down the following:
 - Your best friends—at home, on campus, or elsewhere
 - Your family or the people you consider to be your family
 - The important mentors in your life
 - The most significant person in your life right now
2. Give people a couple of minutes, until it seems like all or most people are finished.
3. Next, hand out an identity card (lesbian, gay, bisexual, transgender, queer, ally) to each person. Explain that this may not be their actual identity, but that we are asking them to imagine themselves in that identity.
4. Ask people to take a few minutes to think about coming out as the identity on their card to the important people in their lives who they wrote down. Ask:
 - Who would you choose to tell or not to tell?
 - Who would you tell first? Second? Last?
 - How would you tell them—in person, on the phone, in a letter?
 - What would you say?
 - How would you feel?
 - How do you imagine they would react? What would they say or feel?
5. After a few minutes, ask people to share their thoughts with a partner. Finally, ask volunteers to share their ideas with the whole group.
6. Consider broadening the discussion to include ideas about how we can each support individuals in our lives who have come out or may come out in the future as one of the identities we have discussed, or another entirely.

Facilitation note: It is best when facilitators share their REAL coming out stories as LGBT or Ally before or during this activity. Hearing real experiences make imagining the challenge and triumphs of the coming out process relatable.

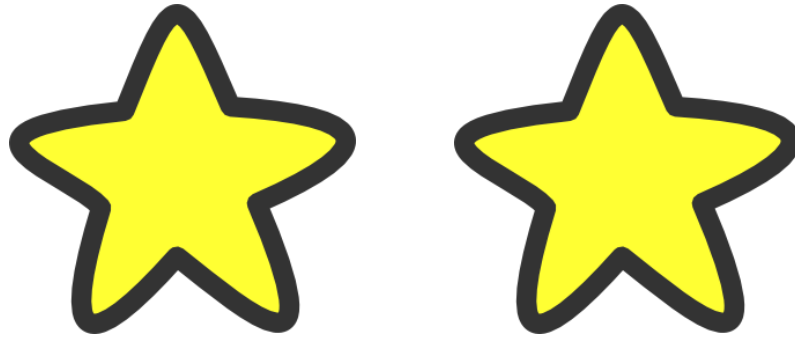
Coming Out Stars

1. First, hand out stars to all participants. The stars are colored, with the following distribution: 1 red, 3 green, 4 blue, 4 pink. Each star has the following words on each point.
 - Housing
 - Class
 - Family
 - Friends
 - Hamilton, NY
2. Directions:
 - Imagine that this star represents your world. Write your name in the center.
 - On the point labeled 'friends' write the name of someone who is very close to you, someone you care about more than anyone else, who you have confided in and have known for some time.
 - On the point labeled family, write the name of a family member who you can always go to for advice and guidance, who you can count on and who you can talk to about things you are struggling with.
 - On the point labeled housing, write down your address or the dorm you live in. Write down a few positive adjectives to describe this space, for instance, community, safety, comfort, or home.
 - On the point labeled class, write down your favorite class - a class where you have friends, admire the professor, and are interested in the class material.
 - On the point labeled Hamilton, NY, write down your favorite hangout in Hamilton.
3. Every one of you is now coming out as gay, lesbian, bisexual or transgender. If you already identify as one of these, imagine yourself coming out as a different identity in the LGBT spectrum. You decide that it will be easiest to come out to your friend first, they have always had your back in the past and you feel they need to know.
 - If you have a BLUE star, your friend has no problem with it, they've suspected it for a while and thank you for being honest with them. Luckily, they act no different toward you and accept you for who you are.
 - If you have a GREEN or PINK star, your friend is kind of hesitant. They are irritated that you waited so long to tell them but you're confident that with time, they will begin to understand that being LGBTQ identified is just part of who you are. Fold back this point of your star.
 - If you have a RED star, you are met with anger and disgust. This friend who has been by your side in the past, tells you that being LGBTQ identified is wrong and that they can't associate with anyone like that. Tear off this point on your star, this friend is no longer a part of your life.
4. You now decide that your family should know so you turn to your closest family member.
 - If you have a PINK star, the conversation does not go exactly how you planned. Several questions are asked as to how this could have happened, but after a lengthy discussion, this

- person who is close to you seems more at ease. Fold back this point on your star--with time, this person will be an ally.
- If you have a BLUE star, you are embraced by this family member. They're proud of you for coming out and let you know that you have their support.
 - If you have a RED or GREEN star, your family member rejects the thought of being related to an LGBTQ identified person. They are disgusted and some of you are thrown out of the house and even disowned. Your parents have also told you that they will no longer support your education, please rip off this point on your star.
5. Having told your friends and family, you decide to be open with individuals who you live with and some of your neighbors.
- If you have a PINK star, your identity is accepted by your community and you are embraced.
 - If you have an GREEN or BLUE star. You are met with a mixed response. Some people outwardly accept you but others don't know what to think. Some people make comments about how uncomfortable they would feel if you brought a significant other home with you. Fold back this point on your star, it may take some time before your neighbors and/or roommates act towards you in the same way as before.
 - If you have a RED star, your community reacts with hatred. They tell you that you don't belong, threaten you, and even deface your property by writing words like "fag" on your door. Rip off this point of your star--you do not feel safe in your living environment and your landlord is unresponsive. Eventually you have to move for fear of your own safety.
6. Rumors have started circulating through your classes. Typically, you would confront them head on, but this time, you're not sure if doing so would cause more harm than good.
- If you have a BLUE star, your classmates approach you and let you know that they've heard the rumors and they really don't care, they will support you even if the rumors are true.
 - If you have a PINK star, your environment has become a little interesting. No one has approached you about the rumors but people have started acting differently around you. Some people speak to you less and even though you haven't confirmed or denied the rumors, you notice a shift in people's behavior toward you. Fold this point back, it may take a little time before you feel fully comfortable in this environment again.
 - If you have a RED or an GREEN star, you continue to work as though nothing has changed but feel a lot of hostility coming from your classmates and coworkers. Connections have been ruptured and your ability to succeed has been undermined because people have started to ignore your work or look at it differently. Rip off this point on your star.
7. After all of these experiences, you go out with your significant other on Friday night to relax and have fun. You're walking down Broad Street after a late dinner...
- If you have a PINK star, you have a fun night and feel more at ease with the world around you. You come to realize that no matter what, this is your life and even though you've probably experienced some sort of rejection because of your identity, there's still a long road ahead and you feel prepared to face the struggles that you're sure to encounter.
 - If you have a BLUE, or GREEN star, you and your significant other are followed while being called anti-gay slurs and even being spat on by a few intoxicated individuals leaving one of the bars. This makes you feel immediately unsafe and you find that your interest in being out and about on State street after a certain hour doesn't feel safe. Fold this point back.

- If you have a RED star, you and your significant other are followed, verbally harassed and physically attacked by some individuals who have just come out of a bar. This experience is more than you can handle--you begin looking back on the rejection you've experienced since first coming out to your friend and feel seriously depressed. Eventually, you feel that your life really isn't even worth living. If you have a pink star, tear it up now. You've become part of the 40% of suicide victims who are LGBT identified.
8. As this activity hopefully helped you understand, LGBT students receive varied responses to coming out and being out. Some people are fortunate enough to find supportive community, but others are not so lucky. All of your stars have been folded or ripped in some way and this holds true for the entire LGBT community. None of our "stars" are perfectly intact. We all face different forms of discrimination and isolation due to our identity.
 9. Our work is vital for this very reason. LGBTQ Initiatives serves a resource for all students, including allies who sometimes face hatred for supporting LGBTQ equality.

Adapted from University of Wisconsin-Madison's Coming Out Stars Activity



Heterosexual Privileges for Sale

This activity is intended to encourage people to consider the privileges straight individuals and couples enjoy, which members of the LGBTQ community are frequently denied.

1. Divide the participants into smaller groups and give each group an envelope with a different amount of “money.” Let the group know you will read the instructions below aloud, allow for any questions, and then give groups five to ten minutes to make their choices. Each person has this worksheet in their SZ packet.
2. When all of the groups are done selecting which privileges they want to purchase, give each group a chance to talk about why they chose the things they did, why they chose not to purchase other things, what difficulties they had in making their choices, and how it felt to prioritize things straight individuals normally take for granted. Go around room.
3. Instructions for participants (in their SZ packet):

Please look at the following list of privileges that heterosexuals have that many people who identify as members of the LGBTQ community do not automatically have. Each privilege costs \$100 to purchase. As a group, please purchase as many privileges as the money in your envelope allows.

It should be noted that some of the items listed below have now been granted to individuals in certain states, but many LGBTQ individuals are still not able to claim them as rights.

1. Having a federally recognized marriage
2. Having other people celebrate your marriage
3. Paid leave from your job when grieving the death of your partner
4. Inheriting from your partner/lover/companion automatically under probation laws
5. Sharing health insurance
6. Receiving discounted automobile insurance rates for being married
7. Receiving discounted home owner insurance rates for being married
8. Being able to see your partner immediately if in an accident or emergency
9. Not being subjected to scrutiny in your job and not being able to be promoted without your sexuality being questioned
10. Adopting your children
11. Filing joint tax returns
12. Having the ability to obtain child custody
13. Kissing/hugging/being affectionate in public without threat or punishment
14. Being able to freely discuss your relationship with others

15. Being able to discuss multiple family planning options
16. Not questioning normalcy both sexually and culturally
17. Being able to find role models of the same sexual orientation
18. Reading books or seeing movies about a relationship you can imagine yourself in
19. Having multiple positive role models on mainstream/cable TV
20. Having others comfort you when a relationship ends
21. Being a foster parent
22. Being employed as a pre-school or elementary school teacher without people assuming you will “corrupt” the children
23. Dating the person you desired in your teens
24. Raising children without worrying about people rejecting your children because of your sexual preference
25. Raising children without worrying about state intervention
26. Living openly with your partner
27. Receiving validation from your religious community
28. Being accepted by your neighbors, colleagues, and new friends
29. Being able to serve in the military without fear of your sexual preference being discovered
30. Being able to go to a doctor visit and have them understand your sexual orientation or gender identity
31. Having your marriage be recognized across international borders; not having to worry about your partner from another country being deported after their visa expires because the federal government doesn’t recognize your marriage
32. Having your chosen gender identity reflected in legal documents like your birth certificate
33. Being able to create your family on your own terms
34. Having your family recognized as legitimate, even if it does not conform to traditional ideas about one father and one mother
35. Not having to question which bathroom you should use or be afraid to use the bathroom of your choosing
36. Not having people assume your relationships are all about sex
37. Not having people assume you are confused about your sexuality or identity, including if you are bisexual
38. Having your love recognized as real and legitimate

Facilitation Note: You may be asked where some basic protections exist.

As of 2012...

Same-Sex Marriage is legal in 6 States + D.C:

Connecticut, 2008; D.C., 2010; Vermont, 2009; Iowa, 2009; Massachusetts, 2004; New Hampshire, 2010; NY, 2011

State Hate Crimes Laws exist in 13 States + D.C:

California, Colorado, Connecticut, D.C., Hawaii, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, New Mexico, Oregon, Rhode Island, Washington, Vermont

Parenting Laws—Second Parent Adoption in 18 States + D.C:

CA, CO, CT, DE, DC, FL, IL, IN, IA, ME, Mass., NV, NH, NJ, NY, OR, PA, VT, WA

Trans/Intersex Ally Quiz: How Much Do You Know?

This activity can serve to illustrate misunderstandings participants or other individuals may hold about transgender and intersex individuals. In a longer training, participants can be given time to answer all of the questions; in a shorter training, the facilitator(s) should select certain questions ahead of time. The questions can be gone over one by one, or participants can fill out the whole quiz before going over the answers and facilitating a discussion about people's understandings of transgender and intersex individuals. This can lead into a broader discussion of people's thoughts on and questions about being transgender or intersex.

Instructions for participants (in their SZ packet): Answer the following questions to the best of your ability. If you are unclear about an answer, please be sure to mark that question for later discussion.

1. When you suspect someone might be transgender/genderqueer identified, how do you know which pronoun to use?
 - a. Decide based on a person's gender presentation
 - b. Decide based on a person's perceived or known biological sex
 - c. Ask the person what pronoun(s) they prefer
 - d. Ask the person's friend what pronouns the person in question uses

2. Which of the following describes the typical process for a gender variant person to come out to themselves?
 - a. They realize at a young age that they are gender variant.
 - b. They realize at puberty that they are gender variant.
 - c. They realize their gender variance as an adult.
 - d. There is no one typical coming out process for a gender variant person.

3. What is the difference in definition between a transgender person and an intersex person?
 - a. There is no difference between the two categories (transgender and intersex).
 - b. An intersex person has biological characteristics of both sexes, and a transgender person has a felt sense of identity that is incongruous with the identity attributed to their biological sex.
 - c. A transgender person has biological characteristics of both sexes, and an intersex person has a felt sense of identity that is incongruous with the identity attributed to their biological sex.
 - d. All of the above
 - e. None of the above

4. Which of the following is a significant social issue that out gender variant people and intersex people face in their daily lives?
 - a. Access to safe and appropriate restrooms
 - b. Severing of many pre-existing ties upon coming out
 - c. Unemployment
 - d. All of the above
 - e. None of the above

5. Which of the following terms is generally inoffensive to the community named?
 - a. Berdache
 - b. Hermaphrodite
 - c. Intersex
 - d. All of the above
 - e. None of the above

6. What of the following is a disparaging term used to refer to the transgender community?
 - a. Gender variant
 - b. Trans
 - c. Genderqueer
 - d. All of the above
 - e. None of the above

7. Which of the following is not a gender identity/expression?
 - a. Pangender
 - b. Genderqueer
 - c. Pansexual
 - d. Androgyne

8. What is a common psychological reaction when a parent is told of their child's gender variance?
 - a. The parent has no problems accepting their child's feelings of gender variance
 - b. The parent experiences the sense that their child is dying.
 - c. The parent immediately disowns their child and never speaks to them again.
 - d. Any or all of the above have been known to occur.

9. Which of the following is **not** a major issue that a gender variant person faces when seeking medical treatment?

- a. Assuming they have already found a physician who treats gender variant patients, a low likelihood that their physician will follow the WPATH Standards of Care (formerly the Harry Benjamin Standards of Care)
 - b. High costs associated with surgeries and hormones
 - c. Finding physicians within a reasonable driving distance
 - d. Lack of knowledgeable physicians
10. Which of the following is a common legal challenge that a gender variant person can face?
- a. In most localities, it is perfectly legal to fire or not hire someone for being gender variant.
 - b. In most localities, it can be hard to change the sex listing on documents such as drivers license, passport, birth certificate, etc.
 - c. A gender variant person has limited access to marriage benefits, \depending on location.
 - d. Gender identity/expression is not covered by national hate crime legislation.
 - e. All of the above
 - f. None of the above
11. What is the state of the relationship of LGB communities to gender variant communities?
- a. The LGB communities are completely inclusive and understanding of gender variant identities.
 - b. Even though the “T” is often included in “LGBT,” gender variant identities are often marginalized and misunderstood within the LGB community.
 - c. There are no connections between the LGB and gender variant communities.
 - d. All of the above
 - e. None of the above
12. What is the most common route for an intersex person to receive surgery on their genitals?
- a. At an age at which they are capable of decision-making, they elect to have the surgery performed.
 - b. Doctors typically refuse to perform surgery on the genitals of intersex persons.
 - c. Intersex persons’ parents select the option of surgery after being presented by doctors with an array of treatment options, along with a list of risks and benefits of the procedures and first-hand accounts from former patients.

- d. Doctors inform parents of the intersex person that their child's condition of being difficult to sex is an "emergency" requiring immediate surgery if the person is to develop a "normal" gender identity and sexual orientation.
13. Which of the following is a common side-effect of having received medical treatment for an intersex condition under the usual protocols?
- a. A need for further surgeries to address the complications of an earlier surgery
 - b. Pain and / or reduced or eliminated sexual sensation in the genital region
 - c. Shame at apparently having been so unacceptable that one needed multiple and secretive treatments in order to be "normal"
 - d. All of the above
 - e. None of the above
14. What is the relation between having what is designated an intersex condition and having a gender variant identity of one sort or another?
- a. All intersex people have a gender variant identity.
 - b. No intersex people have a gender variant identity.
 - c. All people with certain types of intersex conditions have a gender variant identity, but others do not.
 - d. Some intersex people have a gender variant identity, but others do not.
15. A person who is born female, has taken testosterone, and generally appears masculine is:
- a. MTF.
 - b. FTM.
 - c. Genderqueer.
 - d. Intersex.
 - e. There is not enough information to answer this question.
16. Genderqueer is often defined as:
- a. A non-gender variant person who wants to be transgender identified.
 - b. A non-gender variant person who has a political agenda to challenge the gender binary system.
 - c. A gender variant person who feels genderless or multi gendered, and often includes a political agenda to challenge the gender binary system.
 - d. None of the above.
 - e. All of the above.
17. Challenges specific to a genderqueer person include:

- a. Genderqueer persons may often have their gender identity invalidated by other transgender persons.
 - b. Genderqueer persons may often have their gender identity invalidated by general society.
 - c. Genderqueer persons may often have a harder time getting their pronoun preferences respected than other gender variant identified persons.
 - d. All of the above.
 - e. None of the above.
18. According to anecdotal sources, the nature and frequency of violence perpetrated against the gender variant community is:
- a. Infrequent and mild in nature.
 - b. Frequent but mild in nature.
 - c. Infrequent but excessively severe in nature.
 - d. Both frequent and excessively severe in nature

The correct answers are:

- 1. C
- 2. D
- 3. B
- 4. D
- 5. C
- 6. E
- 7. C
- 8. D
- 9. A
- 10. E
- 11. B
- 12. D
- 13. D
- 14. D
- 15. E
- 16. C
- 17. D
- 18. D

Please keep in mind that some of these questions and their respective answers may be debated within the gender variant and intersex communities. In no way do we mean to enforce that our answers are the only correct answers. Rather, these questions are meant to start a dialogue and raise awareness about gender variant and intersex issues.

This resource was adapted from Eli Green and Eric Peterson for the LGBT Resource Center of the University of California, Riverside, www.out.ucr.edu.

Scenarios for Small Group Discussion

Directions:

In preparation for this activity, the facilitator(s) should select **three to five** scenarios that are most appropriate for or relatable to the given audience; e.g. a SafeZone for RAs should include scenarios about dealing with residents, while a SafeZone for faculty/staff should not.

The participants should be divided into small groups and assigned one scenario to consider as a group for about five minutes. Once the groups have had time to come up with a response or several responses, one person from each group should read the scenario out loud to the whole group. One or more people from each group should explain their response to their scenario, and other groups should be given the opportunity to agree, disagree, or ask questions.

- 1.) You are an RA and receive an email from your resident, Greg, letting you know that he would like to talk to you as soon as possible. Later that night, Greg comes to your room complaining about his room situation. He says that his roommate has put something up in the room that he considers to be highly offensive and inappropriate, and he wants it out of the room because he feels uncomfortable. As you walk with Greg to his room to see what the problem is, you realize that he's talking about his roommate's rainbow flag. You know the rainbow flag is a symbol of LGBTQ and ally pride.

How do you start the conversation with Greg to find out more about why he classifies the flag as offensive? How do you prepare for a conversation between Greg and/or his roommate to find some common ground in the room? Would you reach out to other staff or campus resources ?

- 2.) You are a regular student. While sitting in your room on a Friday night, you hear someone shouting at the front of your building. You hear, " FAGGOT! You're disgusting! FAGGOTS!" being yelled from outside. You look out of your window, but can't get a good view and don't see anyone. *How do you respond to this incident, if at all? What are some ideas to express that this kind of harassment will not be tolerated in or around your house or apartment, and to support anyone who may have heard the attack?*

Alternative ending:

You head down to try to find out more about the situation, but when you get to the front of the building you see one of your Linksters/friends/club members, etc. standing there.

Facilitation Note **This could be a good time to talk about or answer questions about filing bias reports.*

- 3.) You notice that one of your friends has been acting a little strange lately. You decide to make an impromptu visit to her room, and see what's going on. She tells you that she is really stressed out, and the idea of going home for break is only making it worse. As the conversation continues, she tells you that she's bisexual and has had a girlfriend even though she's not out to her family because they're not very accepting. She says that her parents found pictures of her and her

girlfriend in her room back home. They confronted her about it over the phone and want to talk when she gets back home for fall break.

How do you help her in such a stressful situation? What points would you bring up in your conversation? What are some resources that you could point her towards?

- 4.) Your resident, Tim, comes to you and tells you that he overheard a staff member/an RA from another building speculating about the sexual orientation of another student in your hall. Some say she is bisexual, some say she is a lesbian. He believes it is inappropriate to speculate, especially in a public setting, and that it creates a hostile environment for all people in your hall. He wants you to help him file a complaint immediately.

How would you respond to the student who comes to you? Who might you contact for support, and what resources might you offer, or refer the student to utilize? What changes might you make to make your space safer and more comfortable for everyone? Do you think the staff member/RA did anything wrong?

- 5.) You are walking through your hall and notice a few girls standing together chatting and laughing at one end of the hall. As you walk by, you look over their shoulder to notice that someone has written, "Katie is a dyke," on the bulletin board.

What would you do, or say, to the girls in the hall, if anything? Who wrote the message, and does it matter who did it? What would you do or say to Katie, if anything? Who might you contact for support, and what resources might you offer, or refer the student to utilize? If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans? If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students?

- 6.) There's a group of guys in a dorm just playing video games, listening to music and hanging out. Your other male friend walks in the room and decides to sit down on the couch in between two of the guys in the room. The two guys stand up quickly and joke around saying "Why you gotta be a fag?"

How will you let your guy friends know that using that word is not okay? Why do you think the guys reacted this way to their friend? How will you address the issue without making it seem like the guy who came into the room really is queer? How will you let them know that males hugging or sitting next to each other does not have anything to do with their sexual orientation?

- 7.) You and your group of friends are all in Frank. Everyone is talking about the jobs they've all been hired to do on campus. Your friend asks you where you work and you tell them you work for LGBTQ Initiatives. They ask you about the acronym and you explain that it means Lesbian, Gay, Bisexual, Transgender and Queer. Your friend then asks you, "Why did you apply there? Are you a lesbian or something?"

What would you do to address your friend without making dinner completely awkward? How will you let your friend know that asking questions like, "Are you a lesbian or something?" can offend people? What will you say to your friends to make them feel like they too can be a part of LGBTQ Initiatives without necessarily identifying with those labels?

- 8.) You are a Link. The first time you meet with your Link group, everyone goes around in a circle, saying their name and playing games. You notice that one of the boys in your group has a particularly soft voice. After class later on in the semester some of the kids in your FSEM go to

your room to visit. One of the visitors mentions the student and his soft voice and then blurts out, “Did you know he’s really a girl?” After that, everyone starts saying remarks like, “How do you know? Who told you? Does he have a penis? What bathroom does he use?” etc. Although it doesn’t seem that the visitor mentioned it with malicious intent, you still feel like you have a responsibility to stop the questioning in your room.

What do you do? How do you educate yourself and them about what it means to be transgender? Is it appropriate to discuss another student’s body this way? What do they mean by “really a girl”?

- 9.) You are an RA. A student confidentially emails you and tells you that she identifies as transgender. She lets you know that she is transitioning and may begin to receive mail under two different names. She asks to meet with you so she can speak with you about changing her housing information during her transition.

How would you support the student who contacts you? Who might you contact for support, and what resources might you offer, or refer the student to utilize? If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

- 10.) It’s the middle of the semester, and you run into a fellow intern at the Coop. You ask a couple of friendly questions, when they slip in that they’ve been having problems with their roommate. They say that they felt comfortable enough to come out to their roommate last week thinking that they would be understanding, but that the roommate has turned cold and things have been really different. They tell you that they’ve been locked out of their room more than twice while they were taking a shower, and the roommate avoids being in the room alone with them. Just recently, the roommate came home with a bunch of posters of the opposite sex and put them on the walls, and then said, “I hope you aren’t planning on hanging up any of those rainbow flags.”

How do you respond? Think about what resources you know that you could use on campus, the semester, the next semester).

- 11.) Please read the script over, and discuss how your group would handle this situation. Prepare to act out the script for everyone, and share your responses.

Roles: Jordan (Queer friend), Sam (Ally friend), Casey (Rude; homophobic)

Scene: Two friends, Jordan and Sam, are walking through the quad having a friendly conversation when Casey bumps into Jordan and makes an anti-gay remark.

Jordan: Sam I have so much work to do, I feel so overwhelmed.

Sam: You’re going to get it done, but you need to get some rest too.

Jordan: I know but I’m just so stressed.

Sam: It’s going to be ok, how are things in your other classes?

(Casey walks past Jordan and bumps into him as he passes.)

Casey: Watch where you’re going faggot... forget this. (Continues to walk away)

(Jordan taken aback gasps for words)

Sam: Don’t talk like that!

Casey: Whatever, why are you sticking up for him? Are you gay too?

Sam: That’s none of your business. He is my friend and you have no right to make derogatory remarks like that.

Casey: Whatever, I hate gay people. (Walks Away)

Jordan and Casey are left standing on the path, decide as a group:

What happens next? What would you say? (To Jordan and Casey) What resources might you offer? How might you respond to Casey if you knew him/ her from class?

- 12.) Recruitment has started, and there are many potential brothers coming to your events. One potential new member, John, has been coming to the events and is very interested in your fraternity. However, after a house meeting it is clear that some of the brotherhood does not feel comfortable with John because he is an out gay man on campus and currently the President of an LGBTQ student club on campus. One brother even says, "I don't want a faggot around here. What if he tries to live in the house?"

How do you handle the situation? What might you bring up during a chapter meeting to address this attitude?

**Can be reworded for sororities*

- 12.) You are planning your fraternity's semi-formal banquet. It has taken you weeks to organize the committee, contact alumni, and plan for the event. At the last meeting before banquet, you are told that a gay member plans to bring his boyfriend as a date. There will be many prestigious alumni in attendance. While the current brotherhood is supportive of the gay member, you are worried about the response of the alumni members. Their donor support has been very important to the chapter, and it is important to maintain positive alumni relationships.

What can you do? What are some ideas to express that your fraternity is a welcoming chapter? What might be some concerns or considerations when address the issue with the chapter?

**Can be reworded for sororities*

- 13.) You are a bisexual member of a fraternity. You have taken on a leadership role in your chapter, and spend a lot of time at the house and with brothers. You haven't told your brothers that you're bisexual, but you've been dating another man on campus and feel that it could get serious. You know that some of your closest friends will be supportive, but are unsure how the rest of the brotherhood will feel about it.

How would you come out to your brothers? Who might you share with first? What might be some considerations when deciding whether or not you can come out? What are signs of an inclusive chapter? How would a brother know to feel comfortable coming out?

**Can be reworded for sororities*

- 14.) You're sitting in class and you know that your friend has a preferred name other than their legal name. During attendance each day, your professor calls out their legal name to the class, even though your friend has made clear that they use a different name. Your friend doesn't correct them.

What do you do? How do you support your friend? Do you correct the professor in class? Out of class?

My Last Date

Participants will gain a better understanding of the challenges faced by gay, lesbian, and bisexual people when discussing dating, partners, or significant others amongst peers and co-workers that they do not feel comfortable sharing their sexual orientation with.

Each participant will partner up with another participant in the room to discuss the last date they had with a significant other or friend using non-gender specific language (See chart at the bottom of the page). The following words are NOT allowed to be used:

He...His

She...Her

Boy...Man

Girl...Woman

Each participant will have about 2 ½ minutes to discuss a recent date.

The entire group will process the experience and its difficulties immediately following the activity. This should take approximately 10 minutes, depending on discussion time.

Gender Inclusive Pronouns:

	<i>Subject</i>	<i>Object</i>	<i>Possessive Adjective</i>	<i>Possessive Pronoun</i>	<i>Reflexive</i>
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral or Gender Inclusive	Ze	Hir	Hir	Hirs	Hirself

I am her sister. She shaves herself. She went to her room.

I am his sister. He shaves himself. He went to his room.

Post-SafeZone training forms

Colgate University LGBTQ Initiatives Safe Zone Training

**Thank you for attending today's presentation!
Please help us improve by filling out this evaluation form.**

Group or office: _____

Name of Facilitators: _____

Your Gender: Woman___ Man___ Transgender___ Genderqueer___ Self-identify_____

Sexual Orientation: Lesbian___ Gay___ Bisexual___ Self-identify_____ Questioning___ Straight___

Please check your response to the following questions.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The speakers were well informed about the topics					
The presentation was clear & organized					
I enjoyed having someone speak to me about LGBTQ topics					
I became familiar with LGBTQ terminology or the coming out process					
I have a better understanding of issues of privilege related to homophobia & heterosexism					
I feel more comfortable talking about LGBTQ issues					
I will apply the training I received today					

Please answer the following questions. Use the back of the form if necessary.

What I liked best about this presentation was:

Is there a topic you would have liked more information about:

Additional Comments:

For more information: LGBTQ Initiatives, lgbtq@colgate.edu, O'Connor Campus Center

Colgate SafeZone Ally Pledge

An Ally is a person who supports and honors sexual diversity, acts accordingly to challenge homophobic and heterosexist remarks and behaviors, and is willing to explore and understand these forms of bias within him/her/hirself.

I agree to the following terms as a member of the SafeZone program at Colgate University.

- All students and people in the campus community should be treated equally, fairly, and with respect regardless of sexual orientation or gender identity.
- I will be supportive and affirming of lesbian, gay, bisexual and transgender people and their identity.
- I will actively work to increase my knowledge and understanding of sexual orientation and gender identity issues, and the needs of people who are lesbian, gay, bisexual and transgender.
- I will continue to monitor and assess my own attitudes, actions and possible biases.
- When discussing issues related to sexual orientation, I will convey my support of the equality and dignity of LGBTQ people in an open-minded and nonjudgmental manner.
- I will assist others in understanding homosexuality, bisexuality, and gender identity, and the impact of prejudice and discrimination on LGBTQ people.
- I will do my best to confront prejudice based on sexual orientation or gender identity and respond to instances of discrimination and harassment based on sexual orientation or gender identity in an appropriate manner.
- I will be inclusive of LGBTQ people in my language, my social interactions, and my professional roles.
- I will respect the privacy of individuals who contact me in my role as a SafeZone ally, and will not share information they provide without their permission.
- I will make referrals when I feel overwhelmed, or am unable to assist someone who contacts me in my role as a SafeZone ally.
- I will provide support to other SafeZone allies.
- I will contact the LGBTQ Initiatives with any questions or needs I might have.

I give permission for my name to be used in conjunction with the Safe Zone program, either in print or on the web:

Yes _____ **No** _____

Signature: _____ *Date:* _____

Printed Name: _____

Department/Major: _____

Phone: _____ *E-mail:* _____