

LGBTQ Ally Training

Train the Trainer Session

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Available at: <http://www.umass.edu/stonewall/trainings>

Outline for LGBTQ Ally Trainings (90 minutes)

- Introductions of Facilitators and Participants (5 min.)
- Goals and Ground Rules (5 min.)
- Terminology (20 min.)
- What Does It Mean to Be Biased Vs. LGBTQ People? (10 min.)
- LGBTQ Ally Scenarios (20 min.)
- What Can You Do to Stop Anti-LGBTQ Prejudice? (5 min.)
- “Start/Stop/Continue Exercise” (15 min.)
- Pass Out Ally Packets, Evaluations, and Ally Contracts and Take Questions (10 min.)

Afterward: Give Out Ally Cards to Those Who Sign Contracts

Additional Exercises for Two Hours

(Choose One of the Five Options)

- 1) “Dyad Dialogues”
- 2) LGBTQ Icebreaker
- 3) “What Is Your Knowledge of LGBTQ Rights?”
- 4) “Quadrant Exercise on Heterosexism and Genderism”
- 5) “Create an LGBTQ-Inclusive Campus/Workplace Exercise”

Ally Training Goals

- ▼ To increase awareness of heterosexism and genderism and how they are manifested in society
- ▼ To discuss the experiences of LGBTQ people
- ▼ To identify strategies for people to counter sexual and gender prejudice and to be better LGBTQ allies

Ground Rules

- ▼ **Be Here Now**
- ▼ **Maintain Confidentiality**
- ▼ **Give Amnesty**
- ▼ **Participate, Do Not Dominate**
- ▼ **Speak Only for Yourself**
- ▼ **Treat Others with Respect**
- ▼ **Be Open to Hearing Other Points of View**

Terminology

(Choose One of the Four Options)

- 1) LGBTQ Experience Quiz
- 2) Word Association
- 3) Terms on Newsprint
- 4) Terminology Matching Game

LGBTQ Experience Quiz

Do You Use the Appropriate Language?

Word Association

Free association often helps us recognize our immediate or “gut” responses to specific concepts or terms. For each word that will be said, please write down the first relevant thought that enters your mind. You will only have 10 seconds per word. You will not have to share your responses if you are uncomfortable doing so.

Words to Use: Heterosexuals, Homosexuals, Bisexual People, Queer, Gay Men, Transsexual People, Lesbians, Crossdressers, Intersex People

Terms on Newsprint

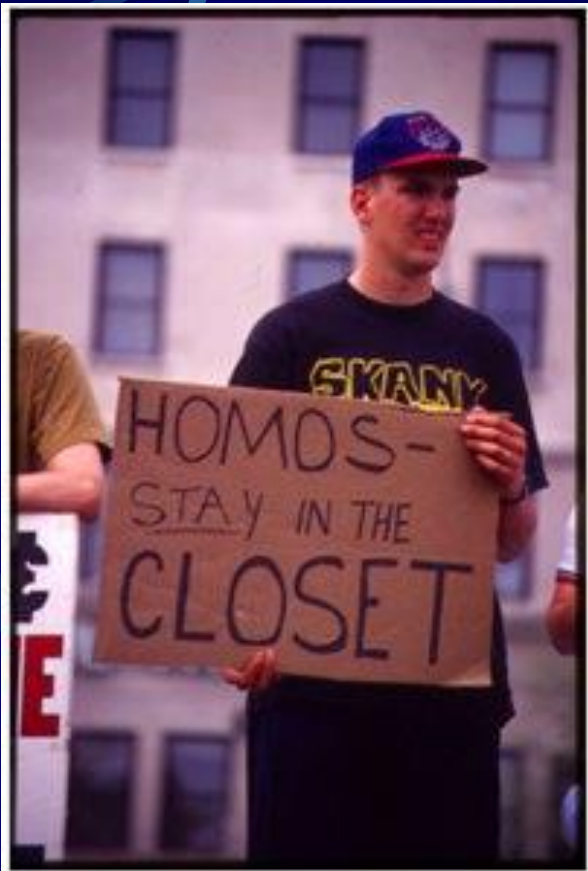
Place each of the 9 terms (Heterosexuals, Homosexuals, Bisexual People, Queer, Gay Men, Transsexual People, Lesbians, Crossdressers, and Intersex People) on a separate sheet of newsprint and hang them in different places in the room. Have the participants go around individually or in groups and write on the newsprint their thoughts when they hear the specific word.

Terminology Matching Game

Bisexual People	Homosexual	Sexual Prejudice
Genderqueer Individuals	Intersex People	Transgender People
Heterosexism	Queer	Transsexual People
Gender Identity	Gender Expression	Gender Assignment

<p>Individuals who are romantically and physically attracted to some people of different genders.</p>	<p>A clinical term for gay men and sometimes lesbians. Although the word is still frequently used in the media and by some older gay men, it is largely rejected by members of the gay community.</p>	<p>Negative attitudes toward individuals because of their actual or perceived sexual orientation.</p>
<p>People who identify outside of a gender binary. They may identify as both women and men, as neither women nor men but as a different gender altogether, or as somewhere in between women and men.</p>	<p>People whose sex chromosomes, secondary sex characteristics, and/or genitalia are not considered “standard” for either male or female individuals.</p>	<p>Most commonly used as an umbrella term for people whose gender identity and/or expression is sometimes or always different from their assigned gender at birth.</p>
<p>The societal, institutional, and individual beliefs and practices that privilege heterosexuals and subordinate and disparage lesbians, gay men, and bisexual people.</p>	<p>Traditionally a pejorative term for LGBT people, the word has been reclaimed by some LGBT people to describe themselves. If used by heterosexuals who are not allies, it is still considered derogatory.</p>	<p>People whose gender identity is different from their assigned gender at birth. They often undergo hormone treatments and gender assignment surgeries to align their anatomy with their core identity, but not all desire or are able to do so.</p>
<p>An individual’s sense of their own gender.</p>	<p>An individual’s presentation of their gender through behavior, clothing, hairstyle, voice, body characteristics, etc.</p>	<p>An individual’s presumed gender at birth based upon biological sex.</p>

What Does It Mean to Be Biased Against LGBTQ People?



Sexual Prejudice (preferred term to “homophobia”)/ Gender Prejudice

Personal level: negative attitudes toward individuals because of their actual or perceived sexual orientation/ gender identity.

Heterosexism/Genderism

Systemic: the societal, institutional, and individual beliefs and practices that privilege heterosexual/cisgender (non-transgender) people and subordinate and disparage LGBT/T people.

LGBTQ Campus Experiences

A 2010 study* of more than 5,000 students, staff, and faculty at about 100 colleges and universities nationwide found:

- 23% of the LGBTQ respondents and 39% of the transgender and gender nonconforming respondents had experienced harassment on campus
- 63% hide their gender identity and 43% hide their sexual identity to try to avoid intimidation
- One-third of the LGBTQ and 38% of the transgender participants have seriously considered leaving their institution because of the negative climate

Microaggressions

“brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward members of oppressed groups”*

*Kevin L. Nadal, “Preventing Racial, Ethnic, Gender, Sexual Minority, Disability, and Religious Microaggressions: Recommendations for Promoting Positive Mental Health,” *Prevention in Counseling Psychology* 2 (2008): 22-27.

8 Categories of Microaggressions Targeting LGBT People*

1) the use of heterosexist and genderist language

- making offensive jokes
- using disparaging phrases like “that’s so gay”
- intentionally using inappropriate gender pronouns to refer to transgender people or calling them “it”

2) the endorsement of hetero- and gender-normative cultures and behaviors

- assuming everyone is heterosexual and cisgender
- telling a gay person not to “act gay” in public or a lesbian not to “act so butch”
- forcing a child to dress according to their assigned gender

3) the assumption of universal LGBT experiences

- stereotyping gay men as interested in fashion and interior design
- stereotyping lesbians as wanting to look or act “butch”
- stereotyping transgender people as gender dysphoric
- stereotyping bisexual people as hypersexualized and attracted to “anything that moves”

4) the exoticization of LGBT people

- believing that LGBT people are dramatically different from other people

5) discomfort/disapproval of LGBT experiences

- thinking that people identify as bisexual or transgender because it is “trendy”
- feeling repulsed by displays of affection between same-sex couples but not different-sex couples
- being afraid of social interactions with LGBT people for fear of being seen as LGBT yourself or being “hit upon”
- denying equal treatment to individuals who are or are perceived as LGBT

6) denial of the realities of heterosexism and genderism

- seeing anti-LGBT oppression as less prevalent or destructive than other forms of oppression

7) the assumption of pathology/abnormality

- seeing transgender people as mentally ill
- believing that transsexual women and men are not “really” women and men, respectively
- believing that all gay and bisexual men have HIV/AIDS

8) the denial of individual heterosexism and genderism

- believing that, “no, I am not prejudiced”

*K. L. Nadal, D. P. Rivera, and M. J. H. Corpus, “Sexual Orientation and Transgender Microaggressions in Everyday Life: Experiences of Lesbians, Gays, Bisexuals, and Transgender Individuals,” *Microaggressions and Marginality: Manifestation, Dynamics, and Impact*, ed. D. W. Sue (New York: Wiley & Sons, 2010), 217-240.

LGBTQ Ally Scenarios

- 1) Lucy, a student who identifies as genderqueer and who often dresses in a traditionally masculine manner, is assaulted but not seriously injured by three unidentified men in an anti-transgender hate crime the previous evening. The attack occurs on campus and the perpetrators are thought to be other students. Seeing that you have an “LGBT Ally” placard on your office door, sie (Lucy’s preferred pronoun to “she”) comes to you first for support. What steps might you take to help hir (Lucy’s preferred pronoun to “her”)? How might Lucy’s needs be different from a non-transgender student who has been assaulted?
- 2) You overhear Patty, a co-worker, using derogatory remarks about Marcy, a bisexual student. Patty states that bisexuals are disgusting because they are always promiscuous and cannot be trusted. How could you address the situation? What changes could you advocate for in your workplace to make it known that these comments are not acceptable and will not be tolerated?

LGBTQ Ally Scenarios

- 3) Charlie, a first-year student, comes to you distraught because, when he told his family that he wanted to bring his male partner over for a family dinner, they rejected him and told him that he would never be allowed into their house with his partner. How would you support him through this? What advice could you offer Charlie?
- 4) Many students on campus regularly use the phrase “that’s so gay.” Some LGBTQA students want to create a campaign to address this situation. How might you be able to help them?
- 5) Some female staff members are upset that Sally, a transsexual woman who works in the same department, is using the women’s restroom on their floor. They say that they are made uncomfortable by “that man in the bathroom.” How might you, as a transgender ally, play a constructive role?

LGBTQ Ally Scenarios

- 6) Schroeder, a FTM student, is excited to be able to be himself finally and is interested in becoming involved in male-specific activities, specifically joining a men's intramural sports team. However, he is concerned about how he will be received and even if he will be allowed to participate in these organizations. How would you counsel him?
- 7) Linus, a FTM student, has asked his teachers to call him by this name, rather than the female-specific name on the course roster, and to refer to him with male pronouns. One teacher seems not to take Linus's request seriously and continues to use female pronouns for him most of the time. Linus comes to you for help because you are known as an LGBT ally. How would you address the situation?

LGBTQ Ally Scenarios

8) Franklin, a crossdressing male student who lives in a campus residence hall, has experienced constant harassment ever since his roommate discovered him in traditionally female clothing and told others. Now it seems that everyone on campus knows that he crossdresses in private. He has heard others in his building make negative comments about “that faggot” and, at one point, anti-gay epithets were scrawled on the dry erase board of his door. His roommate has been so hostile that Franklin does not feel safe in the room. How do you help Franklin and address the situation in the hall?

What Can You Do to Stop Anti-LGBTQ Prejudice (or Any Prejudice)?

- Interrupt offensive jokes and comments
- Learn from someone who is different from you
- Speak up for people whose voices are not present
- Educate yourself and others
- Try to see life from someone else's perspective
- Do not assume you completely know someone else's experience
- Be an ally

How to Be an Ally to LGBTQ People

- ▽ Use appropriate terminology and avoid demeaning language
- ▽ Validate people's gender expression/identity
- ▽ Do not assume someone's gender or sexual identity
- ▽ Do not make assumptions about someone based on their gender or sexual identity
- ▽ Speak out against anti-LGBTQ prejudice
- ▽ Educate yourself on the experiences and concerns of LGBTQ people
- ▽ Know local resources
- ▽ Display a LGBTQ ally placard in your office/on the door

“Start, Stop, Continue”

- What can you start doing to challenge heterosexism/ genderism?
- What can you stop doing which would challenge heterosexism/ genderism?
- What can you continue to do to challenge heterosexism/ genderism?

Additional Exercises for Two-Hour Sessions

Questions for “Dyad Dialogues”

- What did you learn about LGBTQ people when you were growing up from your family, friends, schools, television and movies, and place of worship, if you went to one?
- What are the predominant attitudes toward LGBTQ people today among your friends, family, co-workers, and members of groups to which you belong?
- What are some examples of discrimination against LGBTQ people that you have experienced or witnessed at the college or locally? What has been your reaction to this discrimination?

LGBTQ Icebreaker

- Read the squares and note mentally which ones you can answer
- Be prepared to sign your name and share what you know with others
- Each person may sign only one square on a card
- Circulate around the room

“What Is Your Knowledge of LGBTQ Rights?”

- Seventeen states and D.C. explicitly ban discrimination based on sexual orientation and gender expression/ identity in housing, employment, and public accommodations: California, Colorado, Connecticut Delaware, Hawai’i, Illinois, Iowa, Maine, Maryland, Minnesota, Nevada, New Jersey, New Mexico, Oregon, Rhode Island, Vermont, and Washington (**Massachusetts** does not cover accommodations based on gender identity)
- Three states cover sexual orientation, but not gender identity/ expression: New Hampshire, New York, and Wisconsin.
- Thirty states and D.C. have hate crimes laws that includes crimes based on sexual orientation, but only 15 of these states (California, Colorado, Connecticut, Delaware, Hawai’i, Maryland, **Massachusetts**, Minnesota, Missouri, Nevada, New Jersey, New Mexico, Oregon, Pennsylvania, and Vermont) and D.C. also include gender identity/expression.

“What Is Your Knowledge of LGBTQ Rights?”

- Internationally, 22 countries—Argentina, Belgium, Brazil, Canada, Denmark, Finland, France, Iceland, Ireland, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Portugal, Slovenia, South Africa, Spain, Sweden, the United Kingdom (England, Wales, and Scotland), the United States, and Uruguay—allow same-sex couples to legally marry. More than 14 countries recognize same-sex civil unions or domestic partnerships, including Andorra, Austria, Columbia, the Czech Republic, Ecuador, Germany, Hungary, Japan, Liechtenstein, Switzerland, and Taiwan.

Quadrant Exercise on Heterosexism and Genderism

- Break into groups of 4-5 people
- Think of examples of heterosexism and genderism in the following areas:
 - Overt and Intentional: heterosexism and genderism that are very apparent, where the actions are intended to hurt or discriminate against LGBTQ people
 - Overt and Unintentional: obviously offensive or harmful actions that may not be intended that way
 - Covert and Intentional: actions that are not so apparent, but the intent is still to discriminate against LGBTQ people
 - Covert and Unintentional: actions that are not obvious and not intentional, but which still further heterosexism and genderism
- You will have about 10 minutes to discuss the topic
- Have someone take notes to be able to report back to the entire group

Quadrant Exercise on Heterosexism and Genderism

Overt & Intentional	Overt & Unintentional
Covert & Intentional	Covert & Unintentional

Create an LGBTQ-Inclusive Campus

- Break into groups of 4-5 people
- Your task is to create an LGBTQ-inclusive campus, a place where LGBTQ students feel welcomed and respected
- Areas to consider: admissions, campus housing and other facilities, student groups, campus events, teaching and classroom practices, the student health and counseling center, and campus media
- You will have about 10 minutes to discuss the topic
- Have someone take notes to be able to report back to the entire group

Create an LGBTQ-Inclusive Workplace

- Break into groups of 4-5 people
- Your task is to create an LGBTQ-inclusive workplace, a place where LGBTQ people want to work and enjoy working
- Areas to consider: hiring and promotion practices, work environment, job training and supervision, and personnel policies
- You will have about 10 minutes to discuss the topic
- Have someone take notes to be able to report back to the entire group

Questions?



Thank You!

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