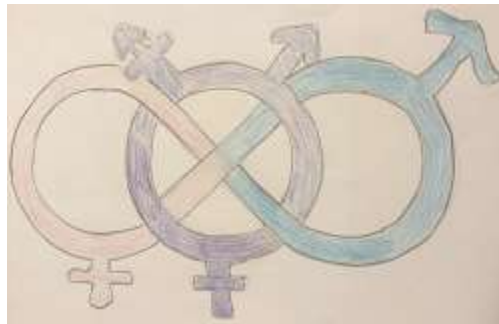


LGBT Ally Training:

Learn & **G**row **B**y **T**alking

PLANNING AND LESSON GUIDE



Developed by members of



in partnership with



Cincinnati, Ohio.

October 10, 2019

LGBT Ally Training: Learn & Grow By Talking – Planning and Lesson Guide



LGBT Ally Training: Learn & Grow By Talking was developed by Russ Araujo, Angi Eury, Rai Eury, Shannon M., and other members of Heritage Universalist Unitarian Church, 2710 Newtown Road, Cincinnati, Ohio 45244. It is offered under the Creative Commons Attribution-ShareAlike 4.0 International license, found at <https://creativecommons.org/licenses/by-sa/4.0/>. Some items included in this document have their own licenses, as documented in the Sources and Licenses section.

Early guidance in curriculum development and possible content was provided by Melissa Meyer (mmeyer@lys.org or 513-487-7115), Director of Safe and Supported (www.safeandsupported.org), which is dedicated to ending LGBT youth homelessness in Hamilton County, Ohio. Safe and Supported is a project of Lighthouse Youth and Family Services.

At present (October 10, 2019), this curriculum document can be downloaded from:

<http://huuc.net/lgbt-ally-training-curriculum/>

Questions, comments and feedback can be directed to LGBTAllyCurriculum@huuc.net

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Introduction

Objective and Scope

This training is intended to help people become better allies to people who are lesbian, gay, bisexual, transgender (LGBT), and/or are in related, marginalized groups. These related marginalized groups can include intersex people, asexual people, and others whose bodies, identities, affections, attractions, and practices are not recognized within the mainstream of our society.

The authors of this curriculum recognize that the word “queer” is often used in news and other media as either an umbrella term for all LGBT and similar people, or as a term for a subset of marginalized groups of people. However, we consider the word “queer” to be a charged term that should be used only as a term of self-identification by people who consider themselves queer. Therefore, throughout this curriculum, instead of using “Q” in the LGBT abbreviation, we add a plus sign, LGBT+, to include both queer and others listed above.

Curriculum Development Approach

The content of this training was chosen to help participants come to this enduring understanding: “My role in creating a supportive community for LGBT+ people is to transform knowledge and perspective into beneficial, positive actions.”

In coming to this understanding, participants may ask themselves the following essential questions:

- What do I need to know about LGBT+ people and their needs for community support?
- How does my perspective and others’ perspectives contribute to the community we have vs. the community we want?
- What are ways I can contribute to creating a supportive community for LGBT+ people?
- Regarding the part of the community that isn’t LGBT+, how do they benefit from or experience community support for LGBT+ people? Why is this important to me?

We have designed the curriculum and follow-on discussion session(s) so that, at some point, participants will use each of the following facets of understanding:

- Explanation: Who? What? Where? When? Why?
- Empathy: How can I see and feel as others see and feel?
- Self-Knowledge: What is my blind spot? What are my limits? What shapes my views?
- Perspective: From whose point of view? What is the big picture?
- Application: How and where can I use this knowledge, skill or process?
- Interpretation: What does it matter? What does it mean? How does it relate to me?

The activities are designed so that as the workshop progresses, facilitators can form their own ongoing assessment of how well the participants are gaining understanding.

A grid has been developed showing the essential questions and facets of understanding, listed above, along with the lessons and activities of this curriculum. You can find the grid on page 8.

Training Delivery

LGBT Ally Training: Learn & Grow By Talking is designed to be conducted as a one-day workshop, with one or more optional follow-on discussion sessions. It is anticipated that the training will be conducted mostly in religious groups or congregations, though such a setting is not a requirement.

Curriculum Documents

LGBT Ally Training: Learn & Grow By Talking consists of four documents, as follows:

- **Planning and Lesson Guide:** This document (which is the document you are reading now) contains an introduction to the

curriculum, information on how to deliver the training, and guides that facilitators can use for each lesson's presentation.

- **Pre-Workshop Handouts:** This document contains a set of handouts that should be given to participants a week or so before the workshop.
- **Start-of-Workshop Handouts:** This document contains a set of handouts that should be given to participants during Lesson 1 of the workshop.
- **Miscellaneous Materials:** This document contains a suggested flyer, signs for the day of the workshop, a few handouts that are given to participants individually during the workshop, a reading, and a wall hanging.

Training Participants

Participants should be adults and those in high school (if parent/guardian permission is granted) who are open to personal growth and want to be better allies to LGBT+ people. Participants do not need a copy of this Curriculum document. Prior to the workshop, participants should be given a copy of the Pre-Workshop Handouts. At the beginning of the workshop, participants should be given the Start-of-Workshop Handouts. During the workshop participants should be given appropriate pages from the Workshop Materials.

Facilitators

We recommend a minimum of two facilitators. Facilitators must have a prior understanding of LGBT+ topics and concerns, since workshop discussion will draw upon the facilitator's own knowledge. Ideal facilitators will have these additional strengths:

- Prior understanding of LGBT+ topics and concerns
- Experience facilitating a group process.
- Experience engaging in dialogue with people of varying values.
- Ability to create and nurture a supportive, respectful, and safe community in the workshop and follow-on discussions, and

follow all safe congregation guidelines and policies.

- Time and willingness to prepare thoroughly for each lesson to be led.
- Willingness to listen deeply and let "answers" emerge from the group process.
- Integrity and the ability to maintain strong boundaries, especially in challenging conversations.
- Commitment to the principles of the faith.
- Respect for individuals, regardless of age, race, social class, gender identity, sexual orientation, and ability, and willingness to modify training plans to support the full inclusion of all participants.
- Willingness to support healthy group process by reinforcing ground rules politely and confidently.
- Ability to model respect for the congregation members (including high school teens), mission, and lay and professional leadership.

Time, Space, and Resource Requirements

The workshop part of *LGBT Ally Training: Learn & Grow By Talking* is designed to take place in one day. An elapsed time of seven and a half hours will allow for the workshop, lunch, and breaks.

The optional follow-on discussions of *LGBT Ally Training: Learn & Grow By Talking* are expected to take place as one or more two-hour discussions, although there are no set requirements for how this is done, and the elapsed time could be shorter or longer. It would be best to leave the number of sessions open, since some groups will feel they have discussed enough after one or two sessions, while other groups may want many sessions and may in fact turn into an ongoing group independent of formal training.

Training organizers can decide how they want to handle the workshop lunch (Provide food? Pot luck? Brown-bag it?). Training organizers should arrange for appropriate snacks and drinks during breaks.

The building where the workshop and follow-on discussions take place should be able to handle the restroom needs of transgender persons and gender-

nonconforming persons. One way to do this is by having at least one single-toilet restroom that can be designated as available to all genders. If there are no such restrooms but there are more than one men's restroom and more than one women's restroom, then one each of the men's and women's restrooms can be re-designated as all-gender restrooms, leaving the remaining restrooms for people who want gender-specific restrooms.

The ideal building should also have a kitchen or other place where food can be refrigerated and heated.

The workshop will require one room large enough to hold all participants and facilitators, plus several break-out rooms or areas that can hold five or six participants each. There should also be an additional room or area to which a participant can go if they feel overwhelmed. This is designated the "Quiet Room."

If participants will also need child care, an appropriate location as well as personnel will also need to be arranged.

Part of the workshop involves viewing videos from the Internet. Therefore, the large room needs to have Internet access and the ability to display a computer screen on a large screen or wall. (As an alternative to the large room having Internet access, it is possible for the videos to be downloaded to a laptop computer's hard drive, and displayed from there through projection on a screen.)

The large room will also need a flipchart on a stand along with markers.

Some activities of the workshop require specific handouts for each participant or for each group of participants, along with pens or pencils, felt-tip markers for name tags, and paper. More detail is provided in the Preparation section of each lesson.

Inclusion of High School Youth

Training organizers should review the Planning and Lesson Guide, Pre-Workshop Handouts, Start-of-Workshop Handouts, and Workshop Materials with the Director of Religious Education or other appropriate person, to learn what the church or organization will require for those in high school to

participate. For example, you may need to obtain written permission from the parents/guardians for their youths to attend. Once the organization's requirements are known, decide if you will take the necessary steps to offer the training to high school youth, or will instead offer the training only to adults.

A Possible Schedule

Facilitators should feel free to develop whatever schedule makes sense for their organization's needs. A possible one-day schedule for the workshop is provided in the Agenda for Workshop, which is located in the Pre-Workshop Handouts.

Integrating All Participants

People of all ages have a range of abilities, disabilities, and sensitivities. Be sure to ask individual participants to identify disability- or sensitivity-related accommodations they need. Because participants may be unfamiliar to you, bring additional sensitivity to disabilities or other special needs. Include a question about special needs on registration forms or sign-up sheets. Some activities include specific suggestions for adaptation. In all cases, keep in mind these general guidelines:

- Make a few large-print copies of all handouts (or, contact participants ahead of time and ask each one if they want large-print handouts.) Note: Large print versions of the curriculum are available for download where this curriculum was made available (see the inside front cover).
- Write clearly and use large letters on newsprint. Use black or brown markers for maximum visibility (red and green are difficult for some to see).
- Make a handout of prepared newsprint pages to give to any who request it.
- Face the group when you speak and urge others to do the same. Be aware of facial hair or hand gestures that can prevent or interfere with lip-reading.
- In a large space or with a large group of people, use a microphone for presentations

and for questions and answers. If an activity prevents speakers from facing listeners, pass a hand microphone from speaker to speaker.

- When leading a brainstorm activity, repeat clearly any word or phrase generated by the group, as you write it on newsprint.
- During small group work, make sure each group is far enough from other groups to minimize noise interference.
- Keep aisles and doorways clear at all times during the workshop and follow-on discussions, so people with mobility impairments or immediate needs can exit the room easily.
- When rearranging furniture for small groups or other purposes, leave clear pathways between groups.
- Emphasize the importance of removing bags, books, coffee cups, and other obstacles left in pathways.
- Use the phrase "Rise in body or spirit," rather than "Please stand."
- Use language that puts the person first, rather than the disability—that is, "a person

who uses a wheelchair," rather than "a wheelchair-user"; "a child with dyslexia," rather than "a dyslexic child"; "people with disabilities," rather than "the disabled."

- Refrain from asking individuals to read aloud. Do not go around the room expecting each person to read a part of something. Request a volunteer or read the material yourself.
- Ask participants to let you know in advance of any allergies to foods. If you have a pot luck lunch for the workshop, and/or if you have people bring snacks to the follow-on workshops, ask people to avoid bringing problem foods and/or to offer an alternative food.
- Ask participants to let you know in advance of any allergies to scents or perfumes. If any participants have allergies or sensitivities, invite members of the group to refrain from wearing perfumes and add this agreement to your covenant.

Consult the Accessibility section on the Unitarian Universalist Association website at <http://www.uua.org/accessibility> , or contact a member of the UUA staff, for guidance for including people with specific disabilities.

Curriculum Overview Map

The grid below maps Essential Questions and Facets of Understanding with specific workshop lessons. Essential Questions and Facets of Understanding are also used in the follow-on discussion sessions.

Essential Questions	Facets of Understanding	Lesson Number	Activities
What do I need to know about LGBT+ people and their needs for community support?	Explanation: Who? What? Where? When? Why?	Lesson 3	Gender Unicorn Discussion
	Empathy: How can I see and feel as others see and feel?	Lesson 4	Hear a Reading
			Video Viewing
How does my perspective and others' perspectives contribute to the community we have vs. the community we want?	Self-Knowledge: What is my blind spot? What are my limits? What shapes my views?	Lesson 2	Values Clarification and Privileges Exercises
	Perspective: From whose point of view? What's the big picture?	Lesson 8	Discussion to identify benefits
What are ways I can contribute to creating a supportive community for LGBT+ people?	Application: How and where can I use this knowledge, skill or process?	Lesson 5	Microaggression Discussion
		Lesson 7	Case Studies
Regarding the part of the community that isn't LGBT+, how do they benefit from or experience community support for LGBT+ people? Why is this important to me?	Interpretation: What does it matter? What does it mean? How does it relate to me?	Lesson 6	Discussion
		Lesson 9	Fill Out Personal Action Plan

Preparation Checklists for Facilitators

When Planning for the Workshop

- Recruit facilitators. In the Introduction section of this document, see “Facilitators” for the characteristics of ideal facilitators.
- Recruit a person to act as Registrar, to register participants for the class and prepare the physical setting.
- Find good location(s) available on good dates. A Saturday would typically be a good date for the workshop. Evenings, Saturdays, or Sunday afternoons are possibilities for the follow-on discussion sessions. A good workshop location will meet the requirements described in the Introduction section under Time, Space, and Resource Requirements. Reserve the spaces needed.
- Decide on the elapsed time of the workshop, and on the timings of individual lessons in the workshop. If needed, customize the Agenda for Workshop that is provided in the Pre-Workshop Handouts.

LGBT Ally Training: Learn & Grow By Talking – Facilitator Materials

Agenda for Workshop

Target Start Time	Target Finish	Target End Time	Lesson
9:00	9:15	9:30	1. Welcome and Agreements / Countdown
9:30	9:45	10:00	2. Welcome and Prayers
10:00	10:15	10:30	3. Terminology and Language
10:30	10:45	10:45	Morning Break, with Q & A
10:45	11:00	11:30	4. What LGBT+ Faith Experience
11:30	11:45	12:30	5. Building Understanding
12:30	12:45	1:15	Lunch Break, with Q & A
1:15	1:30	1:30	6. Changing Minds and Hearts (and Lives)
1:30	1:45	2:00	7. Working as Leaders – Intro and small groups
2:00	2:15	2:15	Break while small groups
2:15	2:30	2:45	7. Working as Leaders – Large group discussion
2:45	2:55	3:00	8. Breaks
3:00	3:15	3:30	Afternoon Break, with Q & A
3:30	3:45	3:45	9. After the Afternoon Break, individual participants are free to continue with the workshop, or to utilize Breaks for Rest and Relaxation
3:45	3:55	3:55	10. Prayer, and B and Breaks for
3:55	4:05	4:05	11. Prayer, and B and Breaks for
4:05	4:15	4:15	12. Prayer, and B and Breaks for
4:15	4:30	4:30	Concluding / Comments for longer discussions or skipped activities
4:30			End of Workshop

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- Review the training materials with the Director of Religious Education or other appropriate person, to learn what the church or organization will require for those in high school to participate. See Inclusion of High School Youth on page 6. Decide if you will include high school youth in your target audience.
- Make arrangements for child care, if child care will be provided.
- Schedule a Post-Workshop Facilitator Meeting, to occur within a few days of the workshop.
- Have facilitators decide who will lead each lesson.
- Have facilitators decide who will introduce the question box at the beginning of the breaks. It might flow more easily if this is the same person who led the lesson prior to the break.
- Have a facilitator volunteer to be the “Timekeeper” during the time when questions are answered from the question box. When needed, the Timekeeper speaks up to remind facilitators that answers need to be short and concise so as not to take time away from later lessons.

- Have people volunteer for each of the remaining tasks below.

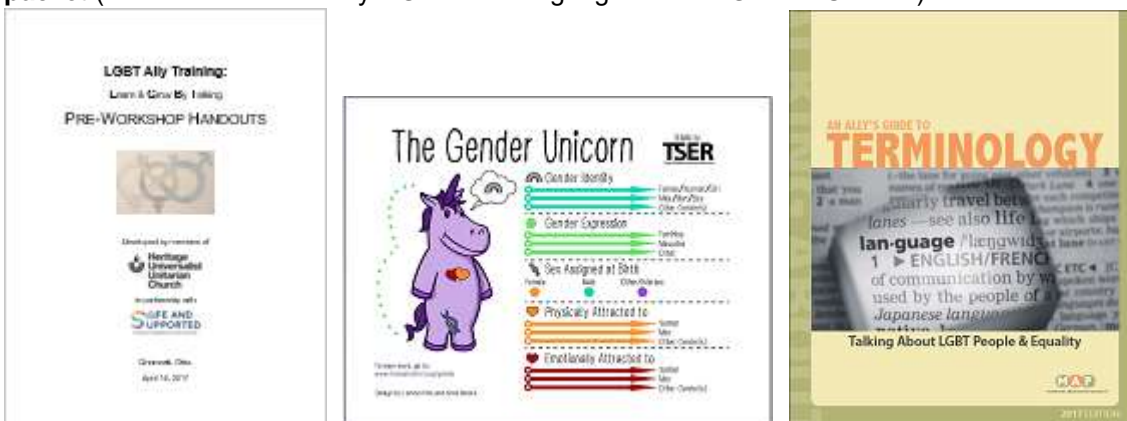
In the Time Leading Up to the Workshop

- The Registrar should create a method by which participants will register (with name and email address) for the training. (This might be by email, www.signupgenius.com, www.eventbrite.com, or other method.)
- The Registrar should create a method by which participants can submit questions anonymously before the workshop and during the period when follow-on discussions are taking place. This might be by setting up a Survey Monkey survey at www.surveymonkey.com/.
- The Registrar should publicize the training in various ways. One resource is the Flyer which can be copied and customized. It is in the Miscellaneous Materials.



- The Registrar will receive participant registrations.
- The Registrar should research possible dates for the first couple of follow-on discussion sessions. This involves finding some possible dates and times when an appropriate room in the building is available, and surveying the facilitators to see who would be available on those dates. (It is expected that only one or a few facilitators are needed for each Follow-On Discussion Session.)
- The Registrar should communicate with each registrant, to ask if they are interested in Follow-On Discussion Sessions. Poll interested registrants on what dates/times they would be available for such sessions
- The Registrar should, for each participant, print out the Pre-Workshop Handouts document and place it in a report folder or three-ring binder. (Note: The Pre-Workshop Handouts document can be downloaded from www.huuc.net/lgbt-ally-training-curriculum.) Enhance the materials in the folder or binder by going online and printing the two items that are not contained in the packet, the Ally's Guide to Language and the Gender Unicorn (information on where to download these is in the Pre-Workshop Handouts document.) **The Registrar should give each participant a copy of the Pre-Workshop Handouts**

packet (enhanced with the Ally's Guide to Language and the Gender Unicorn).



- The Registrar should make arrangements for access to facilities (unlocking the building and rooms) for the date of the workshop. The building should be available to facilitators one hour before the workshop starts, to allow for setup and for testing of audio-visual equipment. The building should be available for a half hour after the end of the workshop, to allow for cleanup.
- Each facilitator should become very familiar with the lessons that they will lead. Do additional research on the topics if possible. Practice delivery of the material.
- Registrar and facilitators should agree on who will accumulate what materials needed for the workshop, and should collect them. It is best to double-check the list below by reviewing the Preparation section of each lesson. Materials needed include:
 - Computer with Wi-Fi capability.
 - Projector.
 - Screen.
 - Flip chart.
 - Flip chart stand.
 - Flip chart markers.
 - Name tags. Or, if there will be tables to sit at, cards to make folded name tents.
 - Black felt-tip markers with narrow points (for name tags).
 - Pens or pencils, enough for each participant. All of these should be the same type, to provide for anonymity of responses.
 - Hard surfaces to write against. Participants could sit at tables or be given clipboards.
 - Masking tape for putting up signs.
- The Registrar should print copies of the Start-of-Workshop Handouts document, enough for each participant.
- The Registrar should print all single handouts needed that are not already in the Pre-Workshop Handouts and the Start-of-Workshop Handouts. These individual handouts can be found in the Miscellaneous

Materials. Print enough handouts for each participant to get one. Print the following:

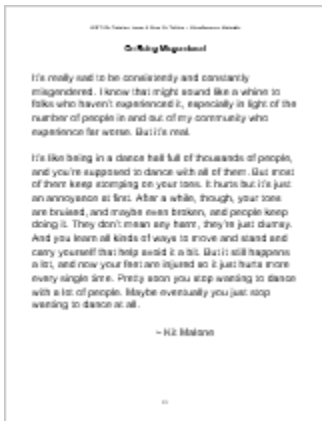


- The Registrar should print signs needed. For each sign, print one or two, depending upon the layout of your building. In a few cases, more signs are needed and are indicated below.
 - Breakout Rooms A, B, C, D, and E;
 - Gender-Neutral Restroom;
 - Large Group Room;
 - LGBT Ally Workshop Here;
 - Privilege Response Cards (print several sets, one to hang and others to give to participants with mobility issues);
 - Quiet Room;
 - Values Response Cards (print several sets, one to hang and others to give to participants with mobility issues).





- The Registrar should print the wall hanging “On Being Misgendered,” found in the Miscellaneous Materials. Also print the reading “Holiday Experiences of LGBT+ People,” found in the Miscellaneous Materials.



- The Registrar, or a designated facilitator, should make a question box. This is a box with a slot on top, into which participants can drop questions during the course of the workshop.
- Facilitators should collect relevant items to hang in the hallway, for participants to view during breaks. These can include comics, photos, memes, newspaper articles, and other items. (This curriculum provides ones such item, the brief essay “On Being Misgendered,” mentioned above in this checklist)
- The Registrar or the Facilitator who teaches Lesson 4 should test the Internet connectivity and projector of the location. Test showing each video displayed during the workshop.
- The Registrar and the people leading the Follow-On Discussion Sessions should communicate among themselves. Evaluate the information on interest and availability of registrants for various possible dates of the session. Pick two dates for the first two sessions.
- The Registrar should send an email reminder to each participant. Participants should be reminded to bring:
 - The Pre-Workshop Handouts folder or binder.
 - Their lunch (if they are brown-bagging it).

- The Registrar or other designated person should obtain whatever food and beverages will be provided at breaks.

Early the Morning of the Workshop: Tasks to be performed by the Registrar and Facilitators:

- Bring snacks for breaks.
- Make coffee, if needed.
- Put up signs.
- Arrange room chairs and tables, if needed.
- Set up the flip chart.
- Test the Internet connectivity and projector again.
- Hang gathered memes, cartoons, readings, etc., in the hallway or elsewhere.
- Place handouts and supplies in readily-retrievable place.
- If child care is provided, make sure child care providers are in place.

In the Time After the Workshop and Leading Up to Follow-on Discussion Sessions

- The Registrar should make arrangements for access to facilities (unlocking the building and rooms) for the dates of the follow-on discussion sessions.
- The Registrar should send an email reminder to each participant.

When Traveling to Follow-on Discussion Sessions

- Discussion-leaders should bring the curriculum documents for reference.
- Discussion-leaders should bring the flip chart and markers.

Lesson 1: Welcome and Agreement / Covenant (35 minutes)

Facilitator Notes

One person speaking up makes more noise than a thousand people who remain silent.

Goal and Overview

The goal of this lesson is for the facilitators and participants to meet each other, and also to set expectations for the workshop and follow-on discussions.

Participants will learn the logistics of the workshop, learn about the use of pronouns, and refine and agree to a group agreement / covenant.

Preparation

Prior to the workshop, make sure that copies of the Start-of-Workshop Handouts have been printed out, enough for each participant.

From the Pre-Workshop Handouts, make sure the following items from the Pre-Workshop Handouts are on the computer in order to display them on the screen:

- Agenda for Workshop
- Goals of This Workshop
- Group Agreement / Covenant
- Gender Pronouns
- Personal Action Plan

On the day of the workshop, set up a flip chart on a stand, and have markers on hand.

Write at the top of the flip chart: “Name / Congregation / Role(s) / Pronouns”

Class Presentation

Introduction

Ingathering Reading (1 minute)

Read the following out loud:

~ Thom Harnett

Welcome (2 minutes)

Welcome participants to the workshop. Introduce yourself, and indicate briefly who the other facilitators are. Mention what will be covered in this lesson:

- Logistics
- Use of pronouns
- Facilitator introductions
- Participant introductions
- Agenda for the day
- Group agreement / covenant

Logistics (5 minutes)

Address a few logistics of the class.

- State the time the workshop will end for the day.
- Indicate where the restrooms are. Indicate the gender-neutral restroom(s).
- Indicate what parts of the building are available for the group’s use, and what aren’t. It may be that parts of the building are off-limits for parts of the day, due to use by other groups.
- Alert participants to any other activities in the building that may cause noise, and state what should be done to overcome it.
- Mention that there will be breaks. Mention any beverage(s) or food available.
- State that for each person attending the workshop, participation in any activity or discussion is voluntary.

- Indicate that sometimes the whole group will meet together, and sometimes participants will form smaller groups and go to breakout rooms. Whenever the group breaks up into smaller groups, a participant always has the option of working as a “group of one,” alone. Indicate where the breakout rooms are.
- Give a brief statement about how the word “queer” will be used in this class.

We recognize that the word “queer” is often used in news and other media as either an umbrella term for all LGBT and similar people, or as a term for a subset of marginalized groups of people.

However, the word “queer” has a history of having been used as a pejorative term to cause pain in others.

Therefore, our stance in this workshop is that the word “queer” should be used only as a term of self-identification by people who consider themselves queer. Some people in the LGBT community feel that queer is a good term to describe themselves, and others feel that it isn't.

We know that some on the LGBT community feel the same way, that the term should be used only as a self-identifier, while others consider its broader use to be okay. The LGBT community's view on this is not monolithic.

We believe the best approach is to use it only as a self-identifier. Throughout this training, instead of using “Q” in the LGBT abbreviation, we add a plus sign, LGBT+, to include both queer and others listed above.

We recommend that anyone who wants to be a better ally should follow a similar approach and avoid using the word “queer,” instead letting those who identify themselves as queer to be the ones to use it.

- State that participants should never “out” anyone, in this class or at any time. It can cause harm.

- Explain that if a participant tells a story of something that happened to someone, we would appreciate it if they would avoid repeating offensive words, even if someone else in the story used it. So for example, if you are telling of something that happened to Person A and Person B called Person A a ____, please find a way to retell the story without using the word _____. You can just say that Person B called Person A an offensive word.
- Indicate that some of the discussion and activities *may* trigger strong emotion in people. If at any time such strong emotion is triggered and the person does not want to continue that exercise or discussion, the person is free to go to the Quiet Room or any other room that the group is allowed to use. Indicate where the Quiet Room is.
- Refer to the fact that there are optional follow-on discussions planned for the group, but the dates have not yet been set. Participants who are interested in follow-on discussions will have an opportunity to talk together and set dates during lunch today.

Explanation of Pronouns (7 minutes)

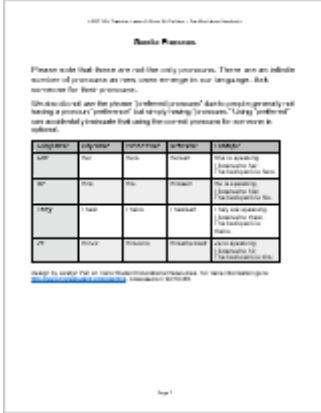
Explain that soon, people will have an opportunity to introduce themselves, but first we want to talk about pronouns.

Explain the idea of indicating one's pronouns. In the English language, when referring to another person, pronouns are usually gendered as either male or female. We say, “*He* is standing by the door” or “*She* is standing by the door.” The usual tendency in our society is to pick the pronoun based upon how the person presents themselves, whether their body build, voice, clothing, jewelry, hair style, makeup, and other indicators are more typical of males or of females in our society.

However, some people have an inner gender identity that does not match what society considers their appearance to indicate. Additionally, some people have an inner gender identity that is something other than male or female. In some groups, people indicate what pronouns to use for them, and the facilitators will model it here. This is a

practice that is becoming more common in certain venues such as LGBT-related meetings and on college campuses.

Have the participants refer to the Gender Pronoun handout in the Pre-Workshop Handouts.



Explain that someone who doesn't identify as either male or female may wish to have "they/them/their" used in reference to them. Or they may prefer some other gender-neutral pronouns. One set that has been proposed is "Ze/hir/hirs."

Interesting note: in 2017, the Associated Press revised its Stylebook to allow the use of "they" as a singular, gender-neutral pronoun, to allow for stories about people who identify as neither male nor female.¹

Explain that people should never be *forced* to give their pronouns.

Facilitator Self-Introductions (2 minutes)

Tell everyone that facilitators will now do self-introductions, using the three points written at the top of the flip chart: Name, congregation they attend, role(s) in the congregation, and pronouns to use for them.

Facilitators take turns introducing themselves.

¹ 'They' Is Now Part of the Associated Press Stylebook, <http://www.advocate.com/media/2017/3/26/they-is-now-part-of-the-associated-press-stylebook>

Participant Self-Introductions (5 minutes)

Explain that we will now go around the room and participants will have a chance to introduce themselves. Some points:

- Introducing yourself is optional. You may simply say "Pass."
- If you do introduce yourself,
 - State your name.
 - Optionally, state your pronouns.
 - Optionally, answer the question "What sparked your interest in this workshop?"

Agenda (5 minutes)

Project the agenda on the screen. Tell participants that they can refer to the agenda in the Pre-Workshop Handouts.

Target Start Time	Session Minutes	Target End Time	Lesson
9:00	30	9:30	1. Welcome and Agreement / Consent
9:30	30	10:00	2. Values and Principles
10:00	30	10:30	3. Terminology and Language
10:30	30	11:00	4. Morning Break, with Q & A
11:00	30	11:30	5. World Liberty - Public Engagement
11:30	30	12:00	6. Building Leadership Skills
12:00	30	12:30	Lunch Break, with Q & A
1:30	30	2:00	7. Changing Minds and Minds (and Lives)
2:00	30	2:30	8. Becoming an Advocate - Solo and small groups
2:30	30	3:00	9. Advocating for Leadership - Large group discussion
3:00	30	3:30	10. Break
3:30	30	4:00	11. Morning Break, with Q & A
4:00	30	4:30	12. After the Afternoon Break, individual participants are free to continue with the workshop, or to the 100th Street Starbucks and return.
4:30	30	5:00	13. The same Justice Plan
5:00	30	5:30	14. Wrap-Up, and M and Breakfast Sign
5:30	30	6:00	15. Contingency (discussion for longer discussions or stopped activities)
6:00			End of Workshop

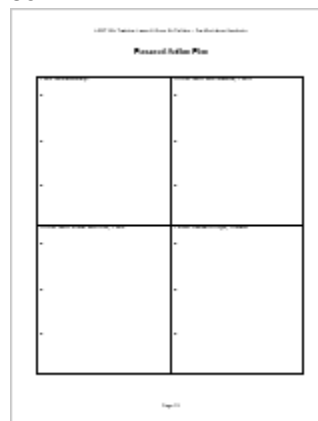
Go over the agenda. Among other things:

- State that asking questions out loud during the course of the class is always welcomed.
- Explain briefly that there will be opportunities to ask questions anonymously through the Question Box.
 - Throughout the morning, if participants have questions, they

can write them on the slips of paper for the question box.

- Write the questions using the writing implement provided, to help maintain anonymity.
 - Wait until a break or lunch to put questions in the question box.
 - Questions will be addressed at the end of the break or lunch period.
- State that participants can control the level of information provided by the questions they ask. Say something like, “If you have a basic question, perhaps about the meaning of some term, then probably others do too. Raise you hand and ask, or ask it in the question box. And if you are sitting there thinking, “I already know most of this, but this reminds me I have always wondered about X,” then raise you hand and ask about X, or ask it in the question box. You have an influence on the level of topics covered.
 - State how lunch will be handled, and how long it will be. The lunch plans should be in accordance with whatever was advertised for the class, for example, each person bringing their own lunch, or a pot luck, or other arrangements. If there is a kitchen available, indicate where it is. Participants may want to store their lunch/dish in the refrigerator.
 - Note that Lesson 9 allows each participant to develop their own personal action plan. Point out to participants that their Pre-Workshop Handouts packet has a page on which they can jot down plans for action. If they wish to jot down any ideas during the course of the day, they should feel free to do

so.



Dates of Follow-On Discussion Sessions (1 minute)

Announce the dates of the first two Follow-On Discussion Sessions. Write the dates on a flipchart, or hand them out on a piece of paper.

Group Agreement / Covenant (5 minutes)

Pass out the handout for the Group Agreement / Covenant.



Go over its points.

Ask if there is anything someone wants to add to the agreement, or change in the agreement, or remove from the agreement. Discuss.

Confirm that everyone will endeavor to live up to the (revised) Group Agreement / Covenant.

Start-of-Workshop Handouts

Pass out the Start-of-Workshop Handouts packets.
State that they will be used later.



Questions? (1 minute)

Ask if anyone has any questions before moving on to the next Lesson.

Lesson 2: Values and Privileges (30 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to initiate a discussion of values and gain an understanding of privilege.

For this exercise and discussion, facilitators who are not leading the lesson should take part along with the class participants.

The activities involve filling out handouts to mark where a person stands with regard to various values statements, or with regard to whether privilege statements apply to the participant's life.

By filling out the handouts anonymously and then shuffling the papers and redistributing them, the views and privileges of each person remain private to that individual, unless that individual wishes to speak up about their own responses.

Preparation

Print copies of each handout. There should be enough copies for all who are participating, participants and facilitators. These handouts are found in the Miscellaneous Materials.

- Privilege Awareness Exercise
- Values Clarification Exercise

Print Copies of the response cards. For each card, print one for posting at a location in the room, plus several for participants who have mobility issues. (They will simply hold up the appropriate card, instead of moving around the room.)

- Privilege Response Card: Usually True for Me
- Privilege Response Card: Often True for Me
- Privilege Response Card: Occasionally True for Me
- Privilege Response Card: Rarely True for Me

- Values Response Card: I Agree a Lot
- Values Response Card: I Agree a Little
- Values Response Card: I Disagree a Little
- Values Response Card: I Disagree a Lot

Obtain pens with the same ink color, enough for each participant and facilitator. Or use "library" style stubby pencils. Whatever is used, they should all be the same to promote anonymity of responses.

As this lesson begins, if not before, post the signs to indicate where people should stand during the second half of the exercise.

Class Presentation

Introduction (2 minutes)

Read the following out loud:

When people say, 'You're speaking from a place of privilege', it means you are likely to underestimate how bad the problem is by default because you are never personally exposed to that problem. It is not a moral judgement of how difficult your life is.

~ Author Unknown

Explain that we know everyone here wishes to be a better ally to LGBT+ people, so we probably have similar values on some issues. We might find some differences, though, in how those values reveal themselves in specific situations. We will explore that in this lesson.

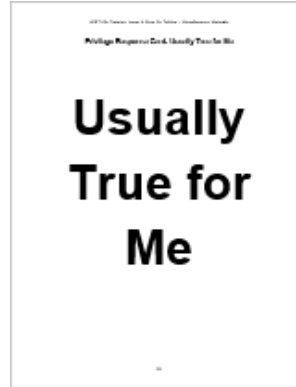
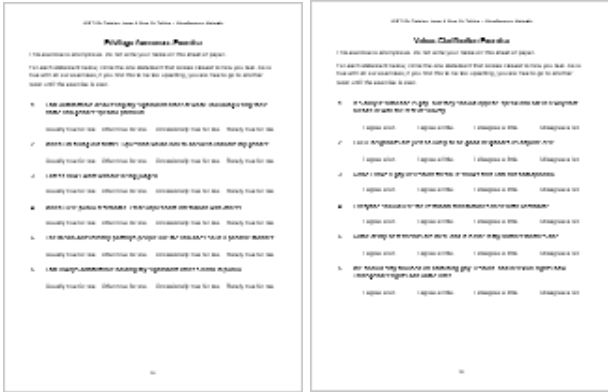
Also, explain that we will explore the concept of "privilege," the flip side of oppression.

Also mention that both participants and facilitators will take part in this lesson.

Exercise (26 minutes)

Pass out the Privilege Awareness Exercise handouts and the Values Clarification Exercise

handouts.



... and 3 other signs



... and 3 other signs

Explain what we will do.

- (a) Everyone will fill out the papers without putting their names on them.
- (b) The papers will be collected, shuffled, and passed back out.
- (c) People will stand at points along a line to represent what is on their paper, or will hold up signs indicating what their paper says.
- (d) We will discuss what we notice.

Allow a few minutes for people to fill out the papers.

Collect just the Privilege Awareness Exercise papers. Shuffle them and pass them back out.

Now collect the Values Clarification Exercise papers. Shuffle them and pass them back out.

Ask if there is anyone in the room who would rather hold up a sign that indicates what their paper says (as opposed to moving around the room to different locations). For each such person, give them a set of the four privilege signs plus a set of the four values signs.

Read each statement on the papers, one by one. For each statement, have people stand at the sign posted in the room that represents the markings on their paper, or hold up a sign that represents the markings. Explain that people will be representing someone else's point of view or experience which may or may not be different from their own. Discuss the variations of response. It's okay for a person to voice their own point of view if they wish.

To generate conversation, you may use some of the questions below, as time permits.

Privilege Awareness Exercise

1. I am comfortable discussing my significant other at work, including using their name and gender-specific pronoun.

If you are comfortable: How would it feel to always hide such a significant part of your life?

If you are not comfortable: How would it feel to live in a world where you did not have to worry about this?

2. When I'm filling out forms, I question which box to check to indicate my gender.

Are there any organizations that really need to have a record of your gender? If so, which organizations?

3. I dress how I want without being judged.

How easy would it be for you to go out in public dressed as a gender you don't identify with?

4. When I use public restrooms, I fear unpleasant interaction with others.

How often do you try to avoid going to a restroom because of fear?

5. The media consistently portrays people like me and does so in a positive manner.

Imagine a world where all the advertisements on TV, magazines, and the Internet showed only same-sex couples and/or people transgressing what are now gender norms. How do you feel in that world?

6. I am always comfortable holding my significant other's hand in public.

Have you ever felt not just uncomfortable but actually *unsafe* holding your significant other's hand?

Values Clarification Exercise

1. If someone is gay, they should appear, speak and act in a way that blends in with the rest of society.

Have you ever felt like you needed to change how you would normally appear, speak, and act, in order to fit into a group? How did it make you feel?

2. LGBT neighbors are just as likely to be good neighbors as anyone else.

Have you ever felt like you were being judged negatively, but no one said anything?

3. Since I have a gay or lesbian friend, it shows that I am not homophobic.

What would be a better measure for you to determine if you have some hidden homophobia?

4. Everyone should use the restroom that matches their birth certificate.

In the U.S. as it is today, should there be any rules that affect what restroom a person uses? If so, what rule(s), and why?

5. Some of my best friends are men, and it is fine if my brother marries one.

Some people feel more comfortable with the idea of two women being intimate than the idea of two men being intimate. What is your own gut reaction?

6. We should stay focused on obtaining gay, lesbian, and bisexual rights now. Transgender rights can come later.

This was the position of U.S. Congressman Barney Frank with regard to the Employment Non-Discrimination Act of 2007. He felt that there were not enough votes for a Trans-inclusive bill, and that it was better to pass a bill for LGB rights than to not pass anything at all. What are your thoughts?

(Barney Frank came out publicly as gay in 1987, seven years after being elected to the U.S. House of Representatives.)

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Lesson 3: Terminology and Language (20 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is for participants to learn some basic concepts and terminology relating to the subject of LGBT.

Facilitators first discuss the meanings of various letters of the “alphabet soup” (“LGBT... etc.).

The facilitators then present the “Gender Unicorn,” which provides a way to talk about sexuality and gender. It helps establish that sexuality is different from gender.

Preparation

From the Pre-Workshop Handouts, make sure the following are on the computer in order to display them on the screen:

- Glossary of LGBT Terms
- An Ally’s Guide to Terminology – <http://www.lgbtmap.org/file/allys-guide-to-terminology.pdf>
- The Gender Unicorn – <http://www.transstudent.org/gender>

Class Presentation

Introduction (5 minutes)

Explain to the class that the focus of this part of the workshop is on some underlying concepts and terminology relating to the experience of lesbian, gay, bisexual, transgender, and other people.

Explain three key points:

As an ally, it is important to know and understand terms LGBT+ people use to identify themselves because it is the foundation through which an ally shows and takes action to support LGBT+ people.

An ally should know what terms are appropriate to use, in what situations the terms are appropriate to use, and what terms are never appropriate to use. An ally needs to understand the basic meaning of each term in order to support those who identify with that term. This understanding also increases an ally’s ability to understand the concerns and struggles of the LGBT+ community by providing a basis for why certain situations and circumstances cause issues and concerns for LGBT+ people.

Terminology in this area has changed rapidly over the past few decades, and is continuing to change rapidly in some areas. Over time, be alert for changes in meaning, and be alert for which terms are emerging that are preferred by the LGBT community.

When referring to a specific person, use the LGBT-related term that that person has used for themselves. They are their own experts on who they are.

Alphabet Soup Discussion (5 minutes)

Write vertically on the flip chart: “LGBT”

Ask participants what each letter stands for.

- L – Lesbian
- G – Gay (man)
- B – Bisexual
- T – Transgender

Add more letters, so that the string now says: “LGBTQQAIP”

Ask participants if they know what the other letters mean.

- Q – Queer
- Q – Questioning
- A – Asexual
- I – Intersex
- P – Pansexual

Explain the following points:

Some people object to the use of the word “queer,” due to its pejorative past. In this class, we recommend that allies not use this word, and allow the word to be used only by people who self-identify as “queer.” In this class, to avoid the “alphabet soup” and to avoid implying the word “queer,” we use “LGBT+.”

Questioning is a word that applies to people who are in the process of exploring their sexual orientation and/or gender identity

Asexuality is a sexual orientation generally characterized by not feeling sexual attraction or a desire for partnered sexuality.

There are a few instances where “A” is used to mean Androgyne, a gender identity/expression that combines both male and female. This use is not very common today.

“A” is sometimes taken to mean Ally, but many people object to this as diluting the meaning of the letter string.

Intersex people are those who naturally (that is, without any medical intervention) develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female.

Pansexual is a term used to describe people whose physical and/or emotional attraction is for people of all genders and sexes. It is like “bisexual,” but whereas bisexual implies just two genders, “pansexual” embraces all genders.

The definitions of these and other words can be found in the Glossary of LGBT Terms, which is in the Pre-Workshop Handouts.

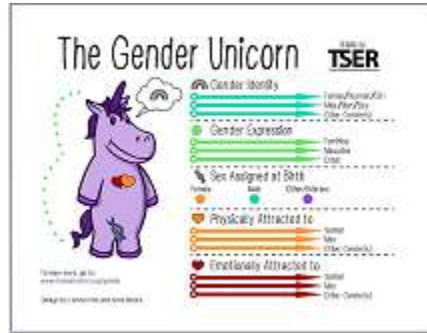


(multiple pages)

Exercises

The Gender Unicorn (8 minutes)

Have participants turn to The Gender Unicorn in their Pre-Workshop Handouts.



Describe the various parts of it. Here are a few key points to make:

Sexuality is not the same thing as gender. Sexuality is about whom you are *attracted to*, and gender is about who you *are*. A person can be attracted to the same gender as themselves, or to the “opposite” gender, or to multiple genders, or not attracted to anyone sexually. That same person can identify as a gender that they were assigned at birth, or to a different gender, or to a mixture of genders. Put succinctly and bluntly, “transgender” is not a type of “gay.”

“Gender” is a vague word if used alone, because it can refer to one or both of two separate things, gender identity (how that person feels/experiences their own gender internally), and gender expression (how that person appears and behaves in a way that is typical of some gender).

“Attraction” can be considered to have two components, either one of which, or both, may come into play in a particular experience of attraction. These are being physically attracted to someone, and being emotionally attracted to someone.

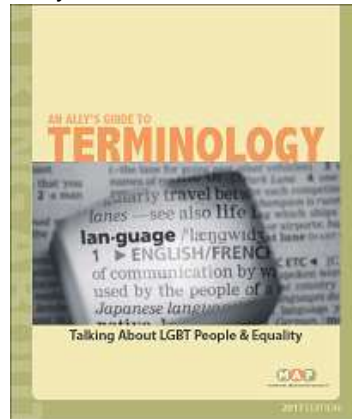
Point out that there are some things about a person that you can know on sight, and other things you can't. You can know part of (but not all of) a person's gender expression when you look at them. You cannot know their gender identity. You cannot know who they are attracted to physically. You cannot

know who they are attracted to emotionally. You cannot know their sex.

Questions? (2 minutes)

Refer participants to an item in their Pre-Workshop Handouts, titled An Ally's Guide to Terminology.

They should read this material on their own.



Ask if anyone has any questions before moving on to the next lesson.

Morning Break: With Q & A (30 minutes)

Facilitator Notes

Goal and Overview

The goals of this period of time are:

- To allow people to ask questions anonymously.
- To take a break from the workshop.
- To answer questions that were asked.

Preparation

Get a printout of all the questions that participants answered through anonymous, online means before the workshop.

In Class, Before the Break: Explaining the Question Box (5 minutes)

Remind participants that they had the opportunity to submit questions anonymously prior to the workshop. However, that method of asking questions has been closed, and for the class, we will use the Question Box.

Explain that during the course of the workshop, they will have three opportunities to submit additional anonymous questions. These times are before the morning break, before lunch, and before the afternoon break.

Then after the breaks, the facilitators will answer the questions submitted. If a question pertains to material that has not yet been presented, it will be put back in the question box until after the presentation of that material.

Request that whenever anyone writes on a question box slip of paper, that they use the standard writing instrument that was handed out (the pens that are the same or the stubby library pencils – whatever was handed out.). By having everyone use the same

writing instrument, this will help keep questions anonymous.

Request that at each of these times, each participant is to submit at least one piece of paper. This can be your question or questions, or it can be a sentence stating that you do not have any questions. By having *everyone* write something, it helps keep anonymous the persons who are indeed asking questions.

After you have written on your piece of paper, fold it and put it in the question box.

Explain that participants can always ask questions out loud in class.

Ask if anyone has any questions about how to submit questions to the question box.

Break (10 minutes)

Participants write on their pieces of paper and put them in the question box.

Everyone takes a break.

Toward the end of the break, facilitators go through the questions ahead of time and check for appropriateness, and come up with a paraphrase if necessary. Have each facilitator pick at this time the question(s) they will answer.

In Class, After the Break (15 minutes)

Indicate which facilitator has volunteered to be Timekeeper during this and other answer sessions. When needed, the Timekeeper speaks up to remind facilitators that answers need to be short and concise so as not to take time away from later lessons

Do the following for each question:

- Pick a question. Read it out loud or give the paraphrase, explaining that the question has

been paraphrased due to inappropriateness; if paraphrased, emphasize the importance of using correct terminology.

- Decide if it will be answered now, or applies to material that is yet to be presented. If the latter, set it aside for later.
- Provide brief answers. Be clear, but it is not necessary to be repetitive in the response.

- When the primary person who answered is finished speaking, other facilitators may speak up if they have any information to add that was not provided before.

Repeat this process with all questions.

Lesson 4: Some Science, and What LGBT+ Folks Experience (35 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have allies better understand the obstacles and life experiences of LGBT+ people.

For this lesson, a facilitator will read an essay about the experiences of LGBT+ people during holidays. Several videos will then be viewed by the class.

Preparation

From the Miscellaneous Materials, print one copy of the following:

- Holiday Experiences of LGBT+ People.

Decide which videos will be shown, given the probable backgrounds and viewpoints of the participants.

Class Presentation

Introduction (1 minute)

Explain that the goal of this lesson is to have allies better understand the obstacles and life experiences of LGBT+ people. The goal is to increase empathy and understanding.

Explain that some of this material may trigger negative emotions. Remind participants that they can always go to the Quiet Room if they wish.

Essay (7 minutes)

A facilitator who is LGBT+ should read out loud the essay on Holiday Experiences of LGBT+ People, found in the Miscellaneous Materials.



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Exercise (20 minutes)

As a group, watch and discuss a selection of the videos listed below. The facilitators may wish to rotate among themselves as to who introduces a video and leads its discussion. In this lesson plan, possible discussion points are given after each video.

Bill Nye On Sexuality and Gender Spectrum

(Time: 2:34).

<https://youtu.be/aQDBNJ3mPa0>

Within the human population, things are not just *either/or*, but can be envisioned as existing along a *continuum* or spectrum.

This point was also made by the Gender Unicorn graphic.

Biological basis for transgender phenomenon

(Time: 1:18).

<https://youtu.be/kYPRyzCf6Pk>

These findings on the BSTc region of the have been found to hold true even when

none of the subjects had received any hormone therapy. For example, the transwomen in the study had not received any injected estrogen, but still had BSTc brain regions typical of natal females.²

The video-maker's statement that "this is where gender lives," is probably an oversimplification. We are still learning about the brain. The overall point is that there is a correlation between this part of the brain and gender identity. We'll learn about another correlation in the next video.

Gender and the Brain (Start video at 1:05, which leaves 3:00 viewing time).

<https://youtu.be/LjkSdtSEjMY>

White matter of the brain provides neural communication between different parts of the brain. The female brain has a higher proportion of gray matter while the male brain has a higher proportion of white matter.³

This transgender boy battled fear at his school with the most incredible speech (Time: 0:45)

<http://hello giggles.com/transgender-boy-battled-fear-school-incredible-speech/>

-- OR, same speech but different video --

12-Year-Old Transgender Student Delivers Powerful Speech to School Board (Time: 3:25)

<http://abcnews.go.com/US/12-year-transgender-student-delivers-powerful-speech-school/story?id=42361301>

As we see from Ari's speech, it may initially feel awkward but it is incredibly important. Since this young person is brave enough to stand up and speak for himself in front of the school board, we as allies should feel empowered to speak out when we hear others bullying or making disparaging remarks about people in the LGBT+ community.

Grandma Finds Love Letter to Miss Universe, Sends Lesbian Granddaughter to Mental Hospital.
<https://youtu.be/BArlFoXIs08> (Time: 5:26)

This video touches on many themes, including:

- The force of shame in the family: She was told not to tell anyone; Her suicide attempt was in part because she thought her family would be better without her to be ashamed of.
- The high rate of suicide among LGBT people. (More on this in a later video.)
- The conversion therapy attempt: But since these were legitimate therapists, they didn't see any reason for her to be in treatment.
- The mixed role of religion: Was told that she would go to Hell, but later had a personal conviction that "God had my back," and later married in a church, which was important to her.
- The role of allies in helping her: Was told of the class from the Gay Alliance, and was given money so she could take the class.
- The realization that she is not alone, that she is normal: Self-acceptance. Is so happy.
- The desire to help others: If she can do it, others can too.

Bisexual Struggles with Perception of Being Straight. (Time: 3:10)

<https://youtu.be/sbZOBlyxI-A>

People who are bisexual often face additional oppression. Some gay and lesbian people believe that there is no such thing as bisexuality, that people who say they are bisexual are really just gay or lesbian, but not willing to admit it. Some straight people believe that bisexual people

² Joan Roughgarden, *Evolution's Rainbow: Diversity, Gender, and Sexuality in Nature and People*, 2004 (Berkeley, University of California Press), 238-39.

³ "Male and Female Brains are Not the Same," <http://www.multiplyingconnections.org/become-trauma-informed/male-and-female-brains-are-not-same> . Accessed on 9/2/2019.

will always be promiscuous because they cannot be satisfied with just one gender of sex partner. The consensus is that both of these views are incorrect.

The idea that bisexuals do not exist is an extreme form of “bisexual erasure” or “bisexual invisibility.” Bisexual people who are in committed relationships with just one person will tend to be seen as either gay or straight, depending upon the gender of that other person.

"Gender is what you feel, not what your parts are" Via BBC The Social (Time: 1:30)

<https://www.facebook.com/bbcthree/videos/975921739184916/>

When speaking to someone about gender, always follow their lead and believe them when they tell you who they are. It's important to listen to what the person tells you and respect their pronouns, despite their gender expression or performance.

WTF is Intersectional Feminism? (Time: 4:05)

https://youtu.be/z-nmxnmt_XU

Think about a time where you see that women have it harder than men, or African Americans have it harder than whites, or transgender people have it harder than cisgender individuals. What about female, African American, transgender individuals? Multiply each additional “harder than” by the previous one.

To be a better ally one must consider each component of the oppression or

discrimination that an individual is facing. You must consider the effects each component has on the whole picture and how those components work together to result in the situation and circumstances.

Still I Rise: A Look at LGBT Youth Struggle through Statistics (Time: 3:22)

<https://www.youtube.com/watch?v=aCVB97YP5BI>

The video (starting at 1:27) states that 20% to 40% of homeless youth identify as LGBT. In Cincinnati, Lighthouse Youth Services has the Safe and Supported Program which reaches out to homeless youth with an emphasis on LGBT youth.

The video (starting at 1:47) states that LGBT students are four times more likely to attempt suicide than their heterosexual counterparts. The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24.

Both Lighthouse Youth Services and The Trevor Project are on your Resources handout.

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Lesson 5: Avoiding Unintended Hurt (50 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have the participants understand microaggressions.

After an introduction and a video, the exercise involves a large-group discussion of some statements that are microaggressions.

Preparation

From the Start-of-Workshop Handouts, make sure the following is on the computer in order to display it on the screen:

- Microaggression Exercise.

Class Presentation

Introduction (8 minutes)

Share with the class the following definitions of **microaggression**:

“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and

*intimidate, or relegate them to inferior status and treatment.”*⁴

*“Microaggression is a term coined by psychiatrist and Harvard University professor Chester M. Pierce in 1970 to describe insults and dismissals he regularly witnessed non-black Americans inflict on African Americans. In 1973, MIT economist Mary Rowe extended the term to include similar aggressions directed at women, and those of different abilities, religions, and other socially marginalized groups. Eventually, the term came to encompass the casual degradation of any socially marginalized group, such as the poor and the disabled. It has also been defined as ‘rooted in racism, sexism, or discrimination based on nationality or sexual orientation. It can be delivered casually or even unconsciously.’”*⁵

Explain that the participants will now see a video explaining microaggressions.

Warn participants that the video contains profanity.

View the video on microaggressions.

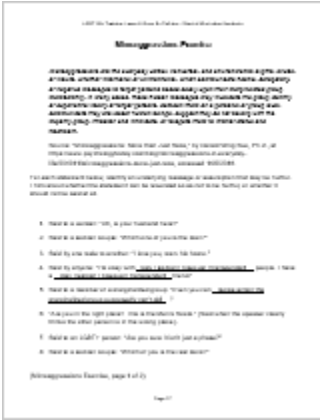
<https://www.youtube.com/watch?v=hDd3bzA7450>

⁴ “Microaggressions: More than Just Race,” by Derald Wing Sue, Ph.D., at <https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>, accessed 11/2/2016.

⁵ “Microaggression theory,” on Wikipedia, at https://en.wikipedia.org/wiki/Microaggression_theory, accessed on 11/2/2016.]

Exercise (40 minutes)

Have participants turn to the Microaggression Exercise in the Start-of-Workshop Handouts.



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As a class, go through the list of statements one-by-one. For each one, discuss:

1. What is the underlying message or assumption that may be hurtful?
2. Is there a way to reword the statement in order to avoid being hurtful, or is it better not to say the statement at all?

The statements on the “Microaggressions Exercise” handout can cause offense in many ways, and some statements cause offense in multiple ways. Here are some of those ways.

- **Cisgender/Heterosexual Normativity:** The speaker’s words imply that being cisgender and heterosexual is normal, and that anything else is abnormal.

- **Otherizing/Objectifying:** The speaker has placed LGBT people in a category of “other,” not like themselves. They may regard an LGBT person as an interesting object rather than as a person.
- **Stereotyping:** The speaker expects a specific LGBT person to fit common stereotypes of LGBT people.
- **Being Nosy:** The speaker expects an LGBT person to answer a personal, private question when they would not expect a cisgender, heterosexual person to answer an equivalent question.
- **Being Disrespectful, Possibly Hostile:** The speaker does not respect an LGBT person’s wishes, and/or acts in a way that is hostile.

Most of the statements cannot be reworded to avoid being hurtful. Statements 1, 14, and 15 could be reworded and made acceptable in the following ways:

- Statement 1: “Are you here by yourself or with a friend?”
- Statement 14: “This is my friend.”
- Statement 15: “On Saturday I went to a wedding.”

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Lunch Break: With Q & A (55 minutes)

Facilitator Notes

Goal and Overview

The goals of this period of time are:

- To allow people to ask questions anonymously.
- To allow time to eat lunch.
- To allow for an informal meeting in which participants and facilitators set dates for the follow-on discussion sessions.
- To answer questions that were asked.

Preparation

None.

In Class, Before the Lunch Break (1 minute)

Explain that the workshop is about to break for lunch, but that you have a request first.

Ask participants to write on a piece of paper their question, and to put it in the question box. If they don't have a question, they can write a sentence to that effect and put it in the question box.

Provide information on when and how lunch will be handled. Indicate to participants at what time lunch is over and when the workshop will resume.

Remind participants that this is also the time when an informal meeting will be held to pick dates for follow-on discussion sessions.

Ask if anyone has any questions about the question box or lunch.

Lunch Break (45 minutes)

Participants write on their pieces of paper and put them in the question box.

Everyone takes a break.

Toward the end of the lunch break, facilitators should go through the questions ahead of time and check for appropriateness, and should come up with a paraphrase if necessary. Have individual facilitators pick the questions they will answer.

In Class, After the Lunch Break (9 minutes)

Remind everyone who the Timekeeper is.

Do the following for each question:

- Pick a question. Read it out loud or give the paraphrase, explaining that the question has been paraphrased due to inappropriateness; if paraphrased, emphasize the importance of using correct terminology.
- Decide if it will be answered now, or applies to material that is yet to be presented. If the latter, set it aside for later.
- Provide brief answers. Be clear, but it is not necessary to be repetitive in the response.
- When the primary person who answered is finished speaking, other facilitators may speak up if they have any information to add that was not provided before.

Repeat this process with all questions.

Lesson 6: Changing Hearts and Minds (and Laws) (20 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have participants gain some insights into how to change people’s opinions—and change laws—regarding LGBT+ issues.

In this lesson, participants discuss one of the handouts in the handout packet.

Preparation

From the Start-of-Workshop Handouts, make sure the following is on the computer in order to display it on the screen:

- Changing Hearts and Minds: Some Thoughts.

From the Miscellaneous Materials, print out the following item, enough for each participant:

- Changing Hearts and Minds (and Laws): More Thoughts.

Flip to a blank sheet on the flip chart.

Class Presentation

Discussion (17 minutes)

Explain that for this part of the workshop, participants and facilitators will all join in the discussion.

Ask participants to state some ideas on how to change hearts and minds. Ask about each of the following in turn:

- If a person is anti-LGBT, how do you introduce that person safely to other viewpoints?

- How can you influence public opinion?
- How can you be an ally on social media?
- What kind of political actions can you take?

If participants have trouble coming up with ideas, have them look at the document “Changing Hearts and Minds: Some Thoughts,” in the Start-of-Workshop Handouts.



+ second page

For each idea suggested, write a word or phrase on the flip chart.

Questions? (3 minutes)

Hand out copies of “Changing Hearts and Minds (and Laws): More Thoughts,” found in the Miscellaneous Materials.



+ second page

Ask if anyone has any questions before moving on to the next lesson.

Lesson 7: Becoming an Upstander (60 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have participants think about what they would do in various situations, so that they will be ready to act if a similar situation comes along.

In this lesson, participants are presented with a mnemonic to keep in mind when they see someone confronted by anti-LGBT+ words and actions. Participants then divide into groups and consider some case studies. Groups come together and present their case study conclusions in the end.

Preparation

Have available to display on the screen, this item from the Pre-Workshop Handouts:

- Upstander Mnemonics

Have available to display on the screen, these items from the Start-of-Workshop Handouts:

- Case Study 1: Coworker of Person Who Makes Remarks
- Case Study 2: Customer at a Shop Overhearing Workers
- Case Study 3: Parent of Child Talking to Another Child
- Case Study 4: Friend of Closeted Gay Person Who Wishes to be an Ally
- Case Study 5: Teacher at a Conservative, Private High School
- Case Study 6: Voter at an Election Polling Station
- Case Study 7: Someone Present When a School Professional Talks to a Student

- Case Study 8: Owner of a Small Company with Rumors
- Case Study 9: Citizen Reading the News
- Case Study 10: A Gay Man Relates the Frustrations of Looking for a Job

Class Presentation

Introduction (10 minutes)

Introduce the participants to the concept of being an “upstander.” While a bystander stands by and watches when something bad happens, an “upstander” stands up to the wrongdoer.

It can be helpful to know in advance how to be an upstander in different situations. In this lesson, we are going to consider different situations you may find yourself in. But what if you come across a situation that is new? Here is a model to run through in your head to help you decide if and how to take action.

Refer to the Upstander Mnemonics handout in the Pre-Workshop Handouts. Go over it briefly.



+ second page

Exercise

Give instructions in an overview format, so that participants will know what to expect. Participants will be divided into small groups, to review the case

studies assigned to them and decide what they would do. Then everyone comes back together into a large group to present their case study and decisions. In the large group, participants will have a chance to present the case study orally or by acting it out as a skit.

Discuss in small groups (20 minutes)

Have the participants divide into small groups. Also, anyone has the option of working alone as a “group” of one. Assign each group one or two case studies that are in the Start-of-Workshop Handout.



and 9 others

Explain that groups should read their case studies and discuss them, coming up with agreed-upon answers to the questions if possible.

Each group should also decide if they will present their case to the large group by simply talking about it, or by acting it out as a skit. State that some people love doing skits, and some people hate it. It's up to each group what they do.

Set a time limit of around twenty minutes for the groups to complete their work and return.

Remind the participants that if they can get done with their small group work in time, they can take a quick break before returning to the large group.

(Stretch Break – 5 Minutes)

(Participants can take a five-minute stretch break, if they complete the small group discussions in time.)

Discuss in a large group (23 minutes)

Have groups take turns summarizing what happened in their case study and what they thought

should be done. Each group can either talk about its case studies or act them out as skits. Encourage discussion.

Provided below are some discussion points that facilitators may wish to make about each case study. It is worth mentioning that for all cases it is legitimate to consider taking no action, especially if one's safety is at stake.

Case Study 1: Coworker of Person Who Makes Remarks

Assess the situation. What relative power does Adam have to your work life? Does your company have a policy that affirms LGBT rights?

Consider asking Adam in a neutral voice, “What do you mean by that?” Listen, and follow up to get understanding. His remark about the Human Rights Campaign office/store may be based upon a misconception of that organization.

Consider engaging Adam in a personal conversation, if this feels safe to you. For example, you could say something like, “I’m a member of the Human Rights Campaign because my favorite uncle is gay.”

Consider going to your company's Human Resources department with a suggestion that training, or more training, be done in the area of welcoming LGBT people.

Case Study 2: Customer at a Shop, Overhearing Workers

Assess the situation.

Consider engaging Claire and Donna in a conversation.

Obviously the first issue to address is that it's inappropriate to discuss an applicant (who is a minor, no less) within earshot of customers, especially if they are using their full name and identifying details such the high school they attend.

But as an LGBT ally, another thing you could do is to mention to Claire and Donna that it's possible that the applicant is transgender and maybe they have not been able to legally change their name

(especially if they are a teen). But calling them by a different name than what is on their application should be no different than using a nickname for any other employee. As for the question of "he vs. she", the only way to know the answer to that question is to ask the applicant directly by saying, "What are your pronouns?" or "What pronouns do you use?"

Of course, it is also possible the applicant is not transgender. Gender expression does not equal gender identity, so someone who "dresses like a boy" and asks to be called Elijah could want to be called "he" OR "she" OR even the singular "they." The only way of knowing for sure is by asking them directly. It may feel awkward to ask someone "What are your pronouns?" if you've never done so before, but the more you do it the more comfortable it becomes.

Another option is to share your own pronouns when you're introducing yourself to new people. This is common on college campuses and in online communities. The more situations people share their pronouns in, the more it "normalizes" the concept, thus making it more commonplace and less awkward for everyone.

Case Study 3: Parent of Child Talking to Another Child

Assess the situation.

Consider pulling your child aside and, on the appropriate level for your child's understanding, explain to your child that all families are made differently. Some families have one mom or one dad, some have both, some have two mommies or two daddies, some have one dad and a grandma, some have an aunt and/or uncle raising the children. Every family is the same, because all families are built with love and it doesn't matter who is raising the children as long as they are loved. Tell your child asking who the "real" parent is – is hurtful, because if they are a parent, they are a real parent no matter how they became a family.

Consider talking with your child about famous celebrities who are in same-sex marriages. Ellen DeGeneres is one such celebrity. You can also refer to kids' books that talk about different types of families. Todd Parr is an author of good books of

this sort. You may also refer to a member of your extended family who is out as a gay man or lesbian.

Also, depending upon your read of the situation, at the time of the incident you may want to approach the two moms and engage them in friendly conversation, to model for your child that you should treat two-mom families (and other families) with just as much respect as you treat a family with a mom and a dad.

Case Study 4: Friend of Closeted Gay Person Who Wishes to be an Ally

Assess the situation.

Consider suggesting that you, Gary and Karen go to lunch sometime to strategize.

Case Study 5: Teacher at a Conservative, Private High School

Assess the situation. What is the culture of this particular school and its administration? What is the emotional condition of Sophia?

Consider accumulating a list of community resources that could be of help and support to Sophia and others. You could then talk privately with Sophia and steer her toward an appropriate resource. If you know of other people in the school who are willing to be an ally, you could also tell the student about these potential allies. You can offer to be a listening ear if the student ever needs to talk.

This case study came from an actual, real-life situation of teaching in a religiously-affiliated school. The teacher, who is lesbian, has chosen to be out about who she is and shares parts of her story. She feels that possibly saving a life is more important than the risk of losing a job. This teacher suggests that for another ally teacher who is straight, the teacher could share some other way she or he has felt different and ostracized because of her or his difference.

Case Study 6: Voter at an Election Polling Place

Assess the situation.

Consider going to the polling location manager, to a security guard, or to a police officer, and saying that a dangerous situation may arise. If none of these

people are available and you are not in line yourself, consider going to a quiet and private corner and calling 911 to inform the police that a dangerous situation may arise, and to ask that they send an officer to calm the situation. If you are in line and it would be dangerous to your safety to make that call, you could text a friend and ask the friend to call the police non-emergency number and relay the information.

Case Study 7: Someone Present When a School Professional Talks to a Student

Assess the situation.

Consider intervening. Respect the student's name. Call the student by the name the student answers to and has chosen. Then, ask if they are OK, if they need help. If you have authority in the school (such as if you are a teacher), excuse them from the situation to the restroom, to see the teacher or other safe person. If you are privy to information about the student and know for a fact that they are trans, talk to the facilitator, explaining that the records in their hand might have been accurate at one time, but are no longer correct and they are harming the child by upsetting them so much. Remind the facilitator that they know for a fact that they have the right child to test, as they confirmed with the teacher before removing the student from class. A simple "oops, I'm sorry, I'll fix that!" would be all that is necessary, then call the student by the name they were introduced to the facilitator with. Taking up the name issue with the teacher, counselor or principal would be a much better option than driving a small child to tears. Explain to the facilitator that apologizing and rescheduling would be more helpful, giving the child time to regroup. If the facilitator refuses, involve the teacher, principal or counselor. Please, do not leave that small child to fight on their own. That child needs confirmation, affirmation and understanding. Before you leave, make sure the child has reached a safe person and that person understands the gravity of the situation.

If you do NOT know if the child is transgender or not, but rather just upset, please still intervene. Something is obviously not right if a child is in tears over being misnamed.

Case Study 8: Owner of a Small Company with Rumors

Talk with Brooke. Point out to her that she has shared private and sensitive information about another employee with her coworkers. Also point out that it is really not her or their business. Depending on her/their reactions, she could be considered to be contributing to a hostile or unsafe work environment for Valerie.

In addition, consider telling Valerie that you have learned that everyone knows of her transgender status. Say that you plan to do something, perhaps in memo form or in a staff meeting, that addresses the company's policy on harassment. Ask Valerie if she feels more comfortable with one or the other of these approaches, or with some other approach. Then follow through with the action discussed.

Regardless of whether or not you have a discussion with Valerie, a memo or staff meeting addressing the company's policy on harassment may be in order.

Make this additional statement about the case study: All the other case studies in this workshop were actual events. This case study is a *surmise* of what might have happened in an actual event.

The actual event was this: A person working as an Information Technology consultant visited a client site several times. The consultant recognized that one worker there was a trans woman, though no one else in that office seemed to know. The consultant and worker exchanged conversation that subtly confirmed the consultant as an ally and the worker as trans. One day the consultant returned to the client but the worker was no longer employed there. When her name came up in conversation with the office manager, it was clear from the office manager's reaction that she regarded the worker with unease and distaste. The consultant believes that the worker's trans status was discovered and she was fired.

Case Study 9: Citizen Reading the News

Here are things you could consider doing:

- Communicate to your state legislators and to the governor that you oppose this legislation. Possible methods (from least to most effective): Email them. Phone them.

Write a letter and mail it by snail mail. Visit them in their offices.

- Publicize your opposition to this legislation. This could include writing letters to the editor, and taking part in any public rallies against the legislation.
- Support any organizations, such as state-wide LGBT rights groups, that are working to defeat this legislation. Support could include joining, volunteering for, or donating money to the organization(s).
- Encourage others—both individual friends and organizations such as your congregation—to take these actions. Encourage people to write, publicize and support. Take a group of people to visit the state legislators. Organize your own rally.

and transphobic comments from their family and others.

- It will indicate to people in the LGBT+ community (out or otherwise) that you can be trusted.

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Case Study 10: A Gay Man Relates the Frustrations of Looking for a Job

Assess the situation.

Here are things you could consider doing:

First, validate Joe's feelings. Let Joe know you hear his frustrations, and while the area may be "really progressive," it certainly isn't perfect if Joe is experiencing discrimination. If Joe is comfortable sharing the name of the business, let him know you will boycott any establishment that discriminates against LGBT+ community members. Redirect the conversation back to Joe with a simple, "excuse me, Mike, I wanted to hear the rest of Joe's story." Allow that there are different experiences for everyone, but right now, it's Joe's turn to speak. Remind Mike that by talking over Joe's experience, he is contributing to the problem.

Positive Effects (5 minutes)

Point out to participants that being an Upstander has the following positive effects beyond the immediate situation:

- It will identify you as a role model for younger people in the community who might only have been exposed to only homophobic

Lesson 8: Benefits (25 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have people recognize how their own lives and the lives of their loved ones would be improved by a world that did not oppress LGBT+ people.

In this lesson, participants form groups of two people for discussion, then share in the large group.

Preparation

Write the following two questions on the flip chart:

“How does homophobia and transphobia currently affect you, your family, and your community?”

“How would you, your family, and your community benefit if homophobia and transphobia were eliminated?”

Also, have paper and pens available for people to take notes on their thoughts.

Class Presentation

Introduction (1 minute)

State that a world without homophobia and transphobia can help all of us.

Exercise (22 minutes)

Point to the two questions on the flip chart.

Ask participants to pair up; individual participants can also decide to work alone. Take turns discussing (or thinking about) the questions.

At the end, have everyone form one large group again and discuss.

During discussion, facilitators might want to make sure the following benefits are mentioned:

- There would be fewer instances of estrangement between family members and between former friends.
- The time, energy and money used to combat LGBT+ oppression would be freed up to be applied to other good uses.
- Individuals who now feel fear and anger at LGBT+ people would no longer experience those negative emotions for that reason.
- Individuals who are LGBT+ would no longer feel fear and anger as a result of their treatment.
- Bullying at schools would be reduced, allowing better education.
- Workplaces would be more productive with less potential conflict between workers, and without LGBT people worrying about related issues. The workforce would be more cohesive.
- There would be a reduction in mental health issues, especially for youth. There would be fewer suicides.

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Afternoon Break: With Q & A (25 minutes)

Facilitator Notes

Goal and Overview

The goals of this period of time are:

- To allow people to ask questions anonymously.
- To take a break from the workshop.
- To answer questions that were asked.
- Inform participants of optional Follow-On Discussion Session dates.

Preparation

None.

In Class, Before the Break (1 minute)

Explain that the workshop is about to take its afternoon break, but that you have two items to cover first.

First: Inform participants of the optional Follow-On Discussion Session dates and times. Explain that more discussion sessions can be held if desired.

Secondly: Ask participants to write on a piece of paper their question, and to put it in the question box. If they don't have a question, they can write a sentence to that effect and put it in the question box.

Break (12 minutes)

Participants write on their pieces of paper and put them in the question box.

Everyone takes a break.

Toward the end of the break, facilitators should go through the questions ahead of time and check for appropriateness, and should come up with a paraphrase if necessary. Individual facilitators pick the questions they will answer.

In Class, After the Break (12 minutes)

Remind everyone who the Timekeeper is.

Do the following for each question:

- Pick a question. Read it out loud or give the paraphrase, explaining that the question has been paraphrased due to inappropriateness; if paraphrased, emphasize the importance of using correct terminology.
- Provide brief answers. Be clear, but it is not necessary to be repetitive in the response.
- When the primary person who answered is finished speaking, other facilitators may speak up if they have any information to add that was not provided before.

Repeat this process with all questions.

Lesson 9: Personal Action Plan (15 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to have participants plan what they will do to be better allies to LGBT+ people.

The lesson consists of participants filling out an action plan.

Preparation

From the Pre-Workshop Handouts, make sure the following is on the computer in order to display it on the screen:

- Personal Action Plan

Class Presentation

Introduction (1 minute)

Explain that now, while the workshop experience is fresh, is a good time for participants to plan how they will be better allies.

Exercise (12 minutes)

Have participants turn to the Personal Action Plan in the Pre-Workshop Handouts.

The image shows a worksheet titled "Personal Action Plan" with a header "LGBT Ally Training: Learn & Grow By Talking - Facilitator Guide" and a footer "Page 11". The main content area is a large rectangle divided into four equal quadrants by a vertical and a horizontal line. Each quadrant contains a small grid of lines for writing.

Set a time limit and ask people to work individually to fill it out.

If some people are stumped, here are some ideas you can suggest:

- Immediate
 - Use inclusive, supportive language
 - Avoid microaggressions
 - Be alert to opportunities to be an upstander
- In the Next Two Weeks
 - Continue self-education of LGBT+ issues in general
 - Begin research on who to call/contact to work toward changing laws and institutions
 - Research local LGBT+ support and advocacy organizations
- Three Months
 - Donate time and money
 - Contact elected officials
 - Schedule a lunch date with a friend or relative who is not an ally, and engage them in a way that will change their mind and heart

As a large group, invite participants to share one thing each from their plan.

Questions? (2 minutes)

Ask if anyone has any questions before moving on to the next lesson.

Lesson 10: Wrap-Up (10 minutes)

Facilitator Notes

Goal and Overview

The goal of this lesson is to thank everyone for participating, to allow participants to give feedback, and to offer an opportunity to share any last thoughts.

Preparation

Have a large manila envelope available.

From the Miscellaneous Materials, print out the following, with enough copies for one copy for each participant:

- Participant Feedback Form

Class Presentation

Participant Feedback (7 minutes)

Hand out the Participant Feedback Forms.

The image shows two pages of a 'Participant Feedback Form'. The left page has four numbered questions: 1. 'What is something you liked about the training? Why did you like it?', 2. 'What do you still think needs more of?', 3. 'What is something you disliked about the training? Why did you dislike it?', and 4. 'What do you still think needs more of?'. The right page has two more numbered questions: 5. 'Are there any additional topics or information you think should be included? If so, what?' and 6. 'How much, if any, do you think your feedback will be different from other members' feedback?'. Below question 6 is a table with columns for 'Topic', 'Feedback', 'How much?', and 'How often?'. The table has 10 rows. At the bottom of the right page, it says 'Place this in your feedback info when you return to the facilitator. (Participant Feedback Form, page 2 of 2)'.

Ask participants to fill them out and place them in the manila envelope.

Last Thoughts? (2 minutes)

Ask if anyone has any last thoughts?

Thank everyone for participating.

Closing (1 minute)

Read the following:

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

~Margaret Mead⁶

⁶ From <https://www.brainyquote.com/quotes/quotes/m/margaretme100502.html>. Accessed 11/28/2016.

Follow-on Discussion Sessions (120 minutes each)

Facilitator Notes

Goal and Overview

The goals of the follow-on discussion sessions are to provide time for participants to ask more questions, process what they have learned, and share insights.

This part of the training consists of one or more discussion sessions. Discussion is stimulated by reflecting on and responding to one or more questions. This curriculum document does not specify how many questions should be covered in a given discussion session. Some churches or organizations may find that one or two sessions are all that are needed, while other churches/organizations may find that their participants wish to discuss the questions in detail, and may in fact turn into an ongoing group independent of formal training.

Preparation

Set up the flipchart and markers, in case use of the flipchart would be helpful.

Have available all workshop materials and handouts, for reference.

Discussion Session

Introduction (5 minutes)

You may wish to open with a reading of your choice.

Welcome all who are present.

Depending upon how well people know each other, you may want to have people introduce themselves.

Remind people of the Group Agreement / Covenant which was discussed, and possibly customized, during Lesson 1 of the workshop. Read over the points of your own group's Agreement / Covenant.

Review (5 minutes)

Briefly review, in summary form, what has been covered in the training so far. For the first follow-on discussion session, this involves summarizing the main points of the workshop. For later discussion sessions, use less time to review the workshop and more time to review the prior discussion session(s).

Participants' Questions (time as needed)

Ask participants if they have any questions from the prior training material presented and prior discussions.

For any given questions, let the facilitator most knowledgeable, or who led the relevant lesson, to respond to the question. Then allow other facilitators to add their perspective. Finally, allow questions to stimulate discussion among all participants.

Questions for Reflection and Sharing (most of the remaining time)

Here are questions to use to stimulate reflection and sharing among participants. When participants are done with their discussion on one question or set of questions, move on to the next question or set of questions. Moving through all the questions may take one or many follow-on discussion sessions.

For each question or set of questions, ask participants to silently reflect upon it for a minute or two, before sharing their thoughts if they wish.

1. The workshop had a lesson in which we circled answers that reflected ourselves in a Privilege Awareness Exercise and a Values Clarification Exercise. We then shuffled papers and stood along a line to see how the class views distributed themselves. We certainly thought about our own values and privileges. Please reflect silently on these questions, and then share your thoughts if you wish.
 - a. What is my blind spot?
 - b. What are my limits?

- c. What shapes my views?
2. In the workshop, we heard a reading about LGBT+ experience at holidays, and viewed several videos. Please silently reflect on this question, and then share your thoughts if you wish.
 - a. How can I see and feel as others see and feel?
3. In the workshop, we took some time trying to gain an understanding of, and empathy for, people who currently speak and act in ways that work against LGBT+ people. Please reflect silently on these questions, and then share your thoughts if you wish.
 - a. When I engage someone in discussion, how readily do I see the other person's point of view? What's the big picture?
 - b. How does my perspective and others' perspectives contribute to the community we have vs. the community we want?
4. In the workshop, we talked about how to avoid unintended hurt by avoiding what have come to be called "microaggressions." These statements may assume cisgender/heterosexual normativity, may "otherize" or objectify a person, may stereotype a group of people, may be nosy, and/or may be disrespectful, possibly hostile. Please reflect silently on these questions, and then share your thoughts if you wish.
 - a. When have I made similar statements?
 - b. Having taken this training, what would I say, if anything, the next time such statements come to mind?
5. In the workshop we talked about being an "upstander," not a bystander. Being an upstander applies not just to particular situations that arise during the day, but in general. Please reflect silently on this question, and then share your thoughts if you wish.
 - a. What are ways that I can contribute to creating a supportive community for LGBT+ people?
6. When advocating for change, it can be helpful to show how that change benefits *everyone*, not just a small group. Therefore, in these questions we ask again a question that was asked during the workshop, and then ask another. Please reflect silently on these questions, and then share your thoughts if you wish.
 - a. Regarding the part of the community that isn't LGBT+, how do they benefit from or experience community support for LGBT+ people?
 - b. Why is this important to me?
7. In this set of discussion questions, we take a step back from specifics and firm up our overall understanding of being an ally. Please reflect silently on these questions, and then share your thoughts if you wish.
 - a. Why does being an ally matter?
 - b. What does being an ally mean?
 - c. How does being an ally relate to me?

Closing (last minute or two)

Thank participants for being involved in this important work.

Remind participants of the date and time of the next follow-on discussion session.

Post-Workshop Facilitator Meeting

Facilitator Notes

The goal of this meeting is to improve future presentations of this training. Ideally, it should be held within a few days of the workshop.

Preparation

One or two facilitators should read through the Participant Feedback Forms and try to get a sense of any points made by several participants.

Print out one or two of the following

- Facilitator Feedback Form to the Curriculum Developers

Meeting

Discuss the results of the training and review the filled-out Participant Feedback Forms. If you plan to

offer this training again, decide what you will do differently.

Consider giving feedback to the curriculum developers, so that the materials can be improved in the future. One easy way to give the feedback is to fill out the Facilitator Feedback Form. Discuss the questions on the form as a group, come up with answers, and send it in.

Thanks!

Thank you for helping to make the world a better place by conducting this training!

Post-Meeting Task

Mail or email feedback to the curriculum developers.

Sources and Licenses

Introduction: Curriculum Development Approach. In developing this curriculum, we used concepts from the Understanding by Design® education planning approach advocated by Jay McTighe and Grant Wiggins in their book *Understanding by Design* (1998). Understanding by Design® is a registered trademark of the Association for Supervision and Curriculum Development (ASCD) (<http://www.ascd.org/Default.aspx>).

Introduction: Facilitators. The list of ideal facilitator strengths is based upon the list of strengths desired for leaders of the Unitarian Universalist Association's educational program *Building the World We Dream About* (<http://www.uua.org/re/tapestry/adults/btwwda/introduction>).

Introduction: Integrating All Participants. This material, with some modifications for the particular situation of the LGBT Ally training, comes from the Unitarian Universalist Association's educational program *Building the World We Dream About* (<http://www.uua.org/re/tapestry/adults/btwwda/introduction>).

Lesson 5: Avoiding Unintended Hurt. The video link <http://tinyurl.com/MicroAggression1> leads to this URL: https://www.facebook.com/FusionComedy/videos/1249275411806370/?autoplay_reason=all_page_organic_allowed&video_container_type=0&video_creator_product_type=0&app_id=739103016100789

Index of Handouts and Miscellaneous Materials

Item	Pre-Workshop Handouts	Start-of-Workshop Handouts	Miscellaneous Materials
Agenda for Workshop	✓		
Ally's Guide to Terminology (obtained externally)	✓		
Breakout Room A			✓
Breakout Room B			✓
Breakout Room C			✓
Breakout Room D			✓
Breakout Room E			✓
Case Study 1: Coworker of Person Who Makes Remarks		✓	
Case Study 2: Customer at a Shop, Overhearing Workers		✓	
Case Study 3: Parent of Child Talking to Another Child		✓	
Case Study 4: Friend of Closeted Gay Person Who Wishes to be an Ally		✓	
Case Study 5: Teacher at a Conservative, Private High School		✓	
Case Study 6: Voter at an Election Polling Station		✓	
Case Study 7: Someone Present When a School Professional Talks to a Student		✓	
Case Study 8: Owner of a Small Company with Rumors		✓	
Case Study 9: Citizen Reading the News		✓	
Case Study 10: A Gay Man Relates the Frustrations of Looking for a Job		✓	
Changing Hearts and Minds: Some Thoughts		✓	
Changing Hearts and Minds (and Laws): More Thoughts			✓
Facilitator Feedback Form to the Curriculum Developers			✓
Flyer			✓
Gender and Sexuality Diversity in the Bible		✓	
Gender Neutral Restroom			✓
Gender Pronouns	✓		
Gender Unicorn (obtained externally)	✓		
Glossary of LGBT Terms	✓		
Goals of This Workshop	✓		
Group Agreement / Covenant	✓		
Holiday Experiences of LGBT+ People			✓

Item	Pre-Workshop Handouts	Start-of-Workshop Handouts	Miscellaneous Materials
Large Group Room			✓
LGBT Ally Workshop Here			✓
Microaggressions Exercise		✓	
On Being Misgendered			✓
Participant Feedback Form			✓
Personal Action Plan	✓		
Privilege Awareness Exercise			✓
Privilege Response Card: Usually True for Me			✓
Privilege Response Card: Often True for Me			✓
Privilege Response Card: Occasionally True for Me			✓
Privilege Response Card: Rarely True for Me			✓
Quiet Room			✓
Resources	✓		
Upstander Mnemonic	✓		
Values Clarification Exercise			✓
Values Response Card: I Agree a Lot			✓
Values Response Card: I Agree a Little			✓
Values Response Card: I Disagree a Little			✓
Values Response Card: I Disagree a Lot			✓

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