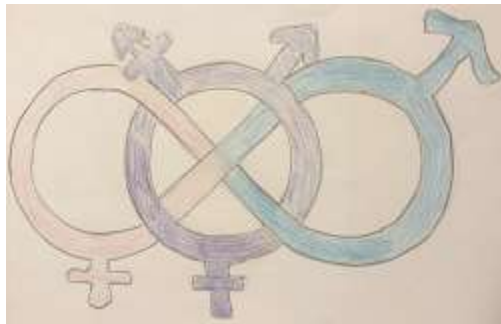


LGBT Ally Training:

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

PRE-WORKSHOP HANDOUTS



Developed by members of



in partnership with



Cincinnati, Ohio.

October 10, 2019

LGBT Ally Training: Learn & Grow By Talking – Pre-Workshop Handouts



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/>.

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.

The Agreement / Covenant is based in part on Heritage Universalist Unitarian Church's "Our Pledge for Living in the Spirit of Community," found at <http://huuc.net/about/beliefs/our-pledge-for-living-in-the-spirit-of-community/>.

"An Ally's Guide to Terminology" is provided by the Movement Advancement Project (MAP), 2215 Market St., Denver, CO 80205. Phone 303-578-4600. The document can be downloaded from <http://www.lgbtmap.org/file/allys-guide-to-terminology.pdf>.

"The Gender Unicorn" was developed by and is copyrighted by Trans Student Education Resources. Its webpage with the Gender Unicorn infographic has the words "Please Print and Share!" <http://www.transstudent.org/gender>

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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[Ally's Guide to Terminology](#) – <http://www.lgbtmap.org/file/allys-guide-to-terminology.pdf>

[Gender Pronouns](#)

[Gender Unicorn](#) – Originally available at: <http://www.transstudent.org/gender>
Mirrored at: <https://huuc.net/lgbt-curriculum-doc/genderunicorn1.jpg>

[Glossary of LGBT Terms](#)

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Agenda for Workshop

<i>Target Start Time</i>	<i>Elapsed Minutes</i>	<i>Target End Time</i>	<i>Lesson</i>
9:00	35	9:35	1: Welcome and Agreement / Covenant
9:35	30	10:05	2: Values and Privileges
10:05	20	10:25	3. Terminology and Language
10:25	30	10:55	Morning Break, with Q & A
10:55	35	11:30	4. Some Science, and What LGBT+ Folks Experience
11:30	50	12:20	5. Avoiding Unintended Hurt
12:20	55	1:15	Lunch Break, with Q & A
1:15	20	1:35	6. Changing Hearts and Minds (and Laws)
1:35	30	2:05	7. Becoming an Upstander – Intro and small groups
2:05	5	2:10	Quick stretch break
2:10	30	2:40	7. Becoming an Upstander – Large group discussion
2:40	25	3:05	8. Benefits
3:05	25	3:30	Afternoon Break, with Q & A
--	--	--	After the Afternoon Break, individual participants are free to continue with the workshop, or to fill out the feedback form and leave.
3:30	15	3:45	9. Personal Action Plan
3:45	10	3:55	10. Wrap-Up, and fill out feedback form
3:55	35	4:30	Contingency (allowance for longer discussions or slipped schedules)
4:30			End of Workshop

Ally's Guide to Terminology

“An Ally's Guide to Terminology” is provided by the Movement Advancement Project (MAP), 2215 Market St., Denver, CO 80205. Phone 303-578-4600. Since the website is copyrighted, we have not reproduced the guide in this packet. However, MAP encourages its use.

Please print An Ally's Guide to Terminology from
<http://www.lgbtmap.org/file/allys-guide-to-terminology.pdf>

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Ask someone for their pronouns.

We also do not use the phrase “preferred pronouns” due to people generally not having a pronoun “preference” but simply having “pronouns.” Using “preferred” can accidentally insinuate that using the correct pronouns for someone is optional.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

Design by Landyn Pan at Trans Student Educational Resources. For more information go to <http://www.transstudent.org/graphics>. Accessed on 12/7/2016.

Gender Unicorn

“The Gender Unicorn” was developed by and is copyrighted by Trans Student Education Resources. Its webpage with the Gender Unicorn infographic has the words “Please Print and Share!”

Please print The Gender Unicorn, originally available at: <http://www.transstudent.org/gender>

Mirrored at: <https://huuc.net/lgbt-curriculum-doc/genderunicorn1.jpg>

Glossary of LGBT Terms

General note: Language changes over time. Terminology regarding sexuality and gender has changed rapidly in the past 50 years, and is likely to continue changing in the foreseeable future. The content of this handout is considered current as of 2017.

Ally: An ally is a person actively committed to inclusion, mutual respect, and personal safety for people of all sexual orientations, gender identities, and gender expressions by challenging LGBT+ hate and discrimination through words and actions.

AFAB: An abbreviation for “assigned female at birth.” Refers to the act of a doctor or other adult assigning a baby a female gender, based upon the baby having a vulva. Sometimes the abbreviation FAAB is used for “female-assigned at birth.”

AMAB: An abbreviation for “assigned male at birth.” Refers to the act of a doctor or other adult assigning a baby a male gender, based upon the baby having a penis. Sometimes the abbreviation MAAB is used for “male-assigned at birth.”

Asexual: A sexual orientation generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity. Some asexual people do have sex. There are many diverse ways of being asexual.

Bigender: Having two genders, exhibiting cultural norms of masculine and feminine roles, or having an identity that includes both male and female.

Birth Sex/Biological Sex/Assigned Sex: A specific set of genetic, chemical and anatomical characteristics that we are either born with or that develop as we mature. Types of birth/biological sex include female, male and intersex.

Bisexual: Describes a person who is physically and/or emotionally attracted to both men and women. Sometimes shortened to “bi.” “Bisexual” assumes a binary, male/female paradigm. Some individuals prefer the term a term that does not assume a binary, such as pansexual. (See also “Pansexual, Omnisexual” in this glossary list.)

Cisgender: A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth. A term used to call attention to the privilege of people who are not transgender. Sometimes shortened to “cis.”

Demisexual: A person who may experience secondary sexual attraction after a close emotional connection has already formed.

FTM (or FtM or F2M): An abbreviation for “female to male,” a way of describing a transgender man. This abbreviation should be used only if the person in question uses it to self-identify, since some are not comfortable with this description.

Gay: Describes a person who is physically and/or emotionally attracted primarily to individuals of the same sex. It is sometimes used in reference to just men, sometimes used as a general term encompassing both men and women.

Gender: A social construct used to classify a person as a man, woman, or some other identity. Fundamentally different from the sex one is assigned at birth.

Gender Expression: The external manifestation of one's gender identity, usually expressed through behavior, clothing, haircut, voice or body characteristics.

Gender Identity: A sense of one's self as trans, genderqueer, woman, man, or some other identity, which may or may not correspond with the sex and gender one is assigned at birth. Gender identity is an internalized realization of one's gender and may not be manifested in their outward appearance (gender expression) or their place in society (gender role). It is important to note that an individual's gender identity is completely separate from their sexual orientation.

Genderfluid: A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations. Being fluid in motion between two or more genders.

Intersectionality: A term coined by law professor Kimberlé Crenshaw in the 1980s to describe the way that multiple systems of oppression interact in the lives of those with multiple marginalized identities. Intersectionality looks at the relationships between multiple marginalized identities and allows us to analyze social problems more fully, shape more effective interventions, and promote more inclusive advocacy amongst communities.

Intersex: People 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. Many visibly Intersex people are mutilated in infancy and early childhood by doctors to make the individual's sex characteristics conform to society's idea of what normal bodies should look like. Intersex people are relatively common, although the society's denial of their existence has allowed very little room for intersex issues to be discussed publicly. Intersex people are born with physical sex markers (genitals, hormones, gonads or chromosomes) that are neither clearly male nor female. There are at least 16 different ways to be intersex.

Lesbian: A woman whose primary physical and/or emotional attraction is toward people of the same gender.

Microaggressions: 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.

MTF (or MtF or M2F): An abbreviation for “male to female,” a way of describing a transgender woman. This abbreviation should be used only if the person in question uses it to self-identify, since some are not comfortable with this description.

Non-binary: A gender identity and experience that embraces a full universe of expressions and ways of being that resonate for an individual. It may be an active resistance to binary gender expectations and/or an intentional creation of new unbounded ideas of self within the world. For some people who identify as non-binary there may be overlap with other concepts and identities like gender non-conforming / gender-creative. Sometimes abbreviated to “NB” or written as “enby.”

Pansexual, Omnisexual: Terms used to describe people whose physical and/or emotional attraction is for people of all genders and sexes.

Queer: One definition of queer is abnormal or strange. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self-identity as such. For some, this reclamation is a celebration of not fitting into norms/being “abnormal.” Manifestations of oppression within gay and lesbian movements such as racism, sizeism, ableism, cissexism/transphobia as well as assimilation politics, resulted in many folks being marginalized, thus, for some, queer is a radical and anti-assimilationist stance that captures multiple aspects of identities. Traditionally a pejorative term, queer has been appropriated by some LGBT people to describe themselves. However, it is not universally accepted even within the LGBT community and should be avoided unless someone self-identifies that way.

Questioning: A term used to describe people who are in the process of exploring their sexual orientation and/or gender identity.

Sex: a categorization of the body. Sex is often assigned based on the appearance of the genitalia, either in ultrasound or at birth.

Sexual Orientation: The nature of an individual's physical and/or emotional attraction to another person, especially regarding the genders of people they are attracted to. Gender identity and sexual orientation are not the same.

Transgender: Adjective used most often as an umbrella term, and frequently abbreviated to “trans.” It describes a wide range of identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on their assigned sex at birth. Not all trans people undergo medical transition (surgery or hormones). Some commonly held definitions:

1. Someone whose behavior or expression does not “match” their assigned sex according to society.
2. A gender outside of the man/woman binary.
3. Having no gender or multiple genders.

Trans and gender-variant people may identify with any sexual orientation, and their sexual orientation may or may not change before, during or after gender transition.

Goals of This Workshop

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 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.”

Some key words:

Role – Understand the role of an ally.

Supportive community – Gain a vision of what a world that supports LGBT+ people looks like.

Knowledge – Understand terms and concepts associated with LGBT people and their lives.

Perspective – Gain an understanding of values and privilege, and of what LGBT+ folks experience.

Actions – Know how to avoid unintended hurt, how to change the minds and hearts of non-allies, and how to be an “upstander.” You will also develop a personal action plan at the end of this workshop.

Group Agreement / Covenant

We, the facilitators and participants of the Learn and Grow By Talking (training for allies of LGBT and related groups), seek, encourage, and support the continued education of our diverse community.

In support of this pledge, I will:

- accept responsibility for my words and actions and seek to understand the concerns and viewpoints of others.
- protect the confidentiality of others and what they share among this group.
- use "I" statements, allow others to speak, provide a safe environment for marginalized voices to be heard, and use my right to "pass" when I don't feel comfortable participating.
- respect differences of belief, opinion and values of all members of this group by listening to others so that I really hear and understand, asking for clarification to resolve misunderstandings, being willing to educate others as well as be educated by others, and expressing my thoughts and feelings without judgment.
- assume good intentions, show respect in all its forms, and seek to resolve significant conflicts directly in the spirit of loving kindness.

We, being human, may fail to meet our pledge at times. I will seek to heal the hurt in myself, and others, when I and they fall short.

Personal Action Plan

<p>I will immediately:</p> <ul style="list-style-type: none">• • •	<p>In the next two weeks, I will:</p> <ul style="list-style-type: none">• • •
<p>In the next three months, I will:</p> <ul style="list-style-type: none">• • •	<p>To do these things, I need:</p> <ul style="list-style-type: none">• • •

Resources

ACLU: American Civil Liberties Union LGBT Rights

<https://www.aclu.org/issues/lgbt-rights>

Gender Spectrum: To create a gender-inclusive world for children and youth

<https://www.genderspectrum.org/>

GLSEN: Gay, Lesbian, Straight Education Network

<https://www.glsen.org/>

HRC: Human Rights Campaign: LGBT civil rights group and advocacy organization

<http://www.hrc.org/>

Also, learn about local issues in your state: <http://www.hrc.org/local-issues/>

Lambda Legal: Impact litigation, education, and public policy work

<http://www.lambdalegal.org/>

Also, learn about ways to get involved: <http://www.lambdalegal.org/take-action>

Lighthouse Youth Services, Safe and Supported Program (emphasis on LGBT)

<https://www.lys.org/services/homeless-and-runaway-youth/safe-and-supported/>

Michael Moore's Resistance Calendar: Enter "LGBT" in the Search field

<https://www.resistancecalendar.org/>

PFLAG: Parents and Friends of Lesbians and Gays (and of people who are bi and trans)

<https://www.pflag.org/>

Southern Poverty Law Center: LGBT Rights

<https://www.splcenter.org/issues/lgbt-rights>

The Trevor Project: crisis intervention / suicide prevention services to LGBT young people

<http://www.thetrevorproject.org/>

Unitarian Universalist Association: LGBTQ Welcome and Equality

<http://www.uua.org/lgbtq>

Welcoming Schools: Creating welcoming schools for all children and families

<http://www.welcomingschools.org/>

YouTube: Search for "coming out stories" and for any LGBT-related term

<https://www.youtube.com/>

Upstander Mnemonics

Remember Your Vowels!

A – Assess the situation

Who is involved, where is it happening, who else is around? Assess the environment and type of situation. Is there a physical threat to the individual, which could be a physical threat to you? Do you know others around who can be of assistance as well? What actions are likely to de-escalate the situation? What actions are likely to escalate the situation? After assessing the situation, use E, I, O, and/or U as appropriate.

Evaluating your safety is part of the assessment of the situation. Only take actions you feel are safe. Determining it is not safe to act is unfortunate, but acceptable.

Comfort is not the same thing as safety. If a situation is safe, but uncomfortable, **take action**. Through this training you have learned additional tools to help you in uncomfortable situations. Use these and other skills you have to take action, even when it is uncomfortable.

E – Encounter and Educate

This works well in situations where you want to influence a person who expresses anti-LGBT+ thoughts and opinions, not situations of violence and threats. Experience shows that personal positive encounters with LGBT+ people is the thing that most changes minds and hearts. One way to do this is to can relate stories about LGBT+ people you personally know. Do **NOT** use names. Do **NOT** out **ANYONE, EVER!** Also educate the non-ally by providing facts.

I – Intervene

If an LGBT+ person is right now being attacked verbally or physically, intervene **safely**. Intervention could include **safely** saying something to the attacker, **safely** calling the police, **safely** helping get the person being attacked away from the situation, and/or safely physically placing yourself between the attacker and the person being attacked. Guidance on intervening is provided by several organizations. Step Up and Green Dot Bystander Intervention are two we have chosen to highlight.

Step Up (<http://stepupprogram.org/>) provides a number of helpful steps on its website, including the SEE model:

- Be Safe
- Act Early
- Be Effective

(Upstander Mnemonics, page 1 of 2)

Green Dot Bystander Intervention (add website) provides the Three Ds:

- Distract the perpetrator.
- Delegate to others some of the actions of helping (such as asking someone to call 911)
- Direct Intervention with the intent of de-escalating the situation.

O – Organize

If the threat is from a potential law or policy, join with others in organizing against it. Make sure the necessary people hear your voice in opposition to the matter.

U – (You)

It is up to you to act to make the world a better place. Determine how to safely and effectively take action, then do it.