



LGBTQ RESIDENCE HALL PROGRAMMING TOOLKIT

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INTRODUCTION

The Q-Kit is an LGBTQ residence hall programming toolkit that has been designed to provide residence hall staff with the resources needed to foster an LGBTQ-friendly living environment. The toolkit includes a variety of programs that focus on LGBTQ issues and education, as well as resources for residence hall staff to educate themselves and others on LGBTQ issues and to ensure that all programming is inclusive of LGBTQ and similarly identified individuals.

Students and staff interested in facilitating any of the below programs are encouraged to seek out their campus' resources regarding LGBTQ and similarly identified students and to participate in any ally building trainings offered by your institution. If there are no campus resources available, potential facilitators should read through the "Working with LGBTQ Students" section of this toolkit, paying special attention to the sections on allyship and inclusivity. Aside from LGBTQ-specific training, additional training in program facilitation and intersectionality will also be helpful for those hoping to facilitate any of the programs found in this toolkit.

The information provided in this toolkit by no means offers a comprehensive view on the LGBTQ community, but instead is focused on introducing LGBTQ issues and beginning the education process. All included programs can (and should) be adapted and customized to work with your campus and serve the needs of your student body and of the students living in each individual residence hall.

Suggestions for additional programming or ways to improve to the Q-Kit can be sent to LGBTQkit@gmail.com.

Special thanks to the staff at the University of California, Riverside, University of California, Irvine, California State University, San Marcos, University of California, Los Angeles, University of California, San Diego, California State Polytechnic University, Pomona and The Claremont Colleges for providing suggestions and programming for this project.

Bulletin Board: Coming Out Tips

This bulletin board serves two purposes: to highlight coming out resources for LGBTQ students and to provide straight students with tips to support others when they come out. It's an effective way to make students aware of the resources available for LGBTQ and Allied students on your campus - particularly student organizations and Safe Zone or Ally Trainings.

Learning Outcomes

Student observers will:

1. Become aware of the available resources for students who are coming out as LGBTQ.
2. Learn how to support their LGBTQ friends or roommates while they are coming out.

Required Materials

To put together this bulletin board you will need staples, construction paper, markers, Coming Out Tips posters, Ally Do's and Don'ts posters (found in Appendix A) and a list of your campus' LGBTQ resources.

Display Timeframe

Coming Out Tips can be posted anytime throughout the school year, but may serve it's purpose better if it is posted right before breaks, finals, and other high stress times of the year when students may be struggling with both coming out and increased school stressors. This bulletin board can also be posted for National Coming Out Day (October 11).

Set Up

The Coming Out Tips board is versatile and can be designed in a variety of ways – try using current events or on-campus happenings (such as midterms or finals) as a theme. Once you have created the board backdrop in any design you like (see Appendix A for a suggested design), post up the “Coming Out Tips” and “Do...” and “Don't...” ally posters (also found in Appendix A). You may also want to include a note that students can come to you with questions or for more information on coming out resources.

Bulletin Board: Gender Spectrum

This interactive bulletin board aims to present and question gender stereotypes and gender social construction. The Gender Spectrum can be utilized to provide a non-threatening and fun way for the residents to question learn about how gender is encoded in nearly everything in life. It can challenge residents to think about gender and how it is associated with the challenges faced by individuals who do not identify with either extreme of the spectrum.

Learning Outcomes

Student observers will:

3. Begin to think about the place of gender in society and see that gender is everywhere.
4. Engage in dialogue with other residents about gender and the gendering of others.

Required Materials

To put together this bulletin board you will need Velcro, construction paper or cardstock, markers, and a long bulletin board.

Display Timeframe

Anytime. Two (2) weeks is the suggested minimum amount of time for keeping this board posted, but it is up to you how long you would like to leave up the Spectrum. You may even wish to add a few more gender ambiguous items as they come to you during the posted time.

Set Up

The Gender Spectrum is a relatively simple bulletin board to build. Begin by papering a blank bulletin board and drawing a straight horizontal line through the middle; label one end of the line *Feminine* and the other *Masculine*. Add as many notches as you desire between the two ends, or if you have enough Velcro, simply Velcro the entire line rather than just the notches. On smaller pieces of cardstock, draw and cut out several gender ambiguous images (suggestions: stuffed animal, ping pong, sneakers, soda pop, hair products, etc.), and put a piece of Velcro on the back. You may wish to create a small key in the corner with strips of Velcro to hold the items so that residents can place them anywhere along the Spectrum and change them as they wish. See sample bulletin board in Appendix A. At the top of the bulletin board, place a small blurb about the “game” of assigning genders to real life.

Take Down

Before taking the board down, talk with your residents about the changes they saw and made to the poster.

Bulletin Board: LGBTQ History Month

The LGBTQ History Month board aims to present LGBTQ figures throughout history. The LGBTQ community is rarely taught its history at home, in public schools, or in religious institutions. This display provides role models, builds community, and highlights the vital importance of recognizing and exploring the role of LGBTQ people in American history.

Learning Outcomes

Student observers will:

1. Learn about the various contributions of LGBTQ people to America throughout history.
2. Become aware of the diversity of LGBTQ identified individuals.

Required Materials

To put together this bulletin board you will need staples, construction paper, markers, and access to a printer (preferably color), and LGBTQ posters of figures throughout history.

Display Timeframe

October. Two (2) weeks is the suggested minimum amount of time for keeping this board posted, though keeping it up for the duration of the entire month of October is ideal.

Set Up

The LGBTQ History Month board is extremely versatile and can be designed in many different ways. Once you have created the board backdrop in any design you like (see Appendix A for a suggested design), go on to www.lgbthistorymonth.com and download their many LGBTQ figures posters or utilize the TransFigures Poster Project (released by the University of California, Riverside 2012) found on the LGBTQArchitect website. It's also suggested that you display on-campus LGBTQ resources at the bottom of the bulletin board for individuals who may want to learn more about LGBTQ history.

When picking individuals to display on the board, be sure to include individuals from different racial, ethnic and socioeconomic background in addition to highlighting different sexual orientations (gay, lesbian, bisexual, pansexual, asexual, etc.) and gender identities (FTM, MTF, genderqueer, neutrois, etc). If your residence hall or floor is themed, attempt to find figures that fit into the theme of your hall while reflecting the diversity of the LGBTQ community.

Bulletin Board: Trans* Awareness Week

This board aims to raise awareness regarding the trans* community. Many college students have never met an out trans*-identified individual and may not know the Do's and Don'ts of being an ally to trans* individuals. This display focuses on raising awareness about campus events and resources for trans* individuals and those who are interested in learning more about the trans* community, as well as displaying information on various trans*-identified individuals and giving students a brief introduction to gender neutral pronouns and their usage.

Learning Outcomes

Student observers will:

1. Become aware of the trans* community and about interacting with trans* individuals.
2. Become aware of the resources available to trans* students on your campus.

Required Materials

To put together this bulletin board you will need staples, construction paper, markers, information on your campus resources pertaining to trans* individuals, posters highlighting trans* individuals (found as part of the TransFigures Poster Project (released by the University of California, Riverside 2012) or the LGBT History Month figures posters), "Tips for Being a Trans* Ally," "Words That Are Transphobic and Why," and the gender neutral pronoun chart.

Display Timeframe

This bulletin board is best displayed during your campus Trans* Awareness Week or for Transgender Day of Remembrance (November 20) and should be up for a minimum of one (1) week.

Set Up

This board is extremely versatile and can be designed in many different ways. Once you have created the board backdrop in any design you like (see Appendix A for a suggested design), go to www.lgbthistorymonth.com and download some of their many Trans* figures posters or utilize the TransFigures Poster Project found on the LGBTQArchitect website. It's also suggested that you display on-campus trans* resources on the bulletin board for individuals who may want to learn more about trans* issues or are seeking support.

When picking individuals to display on the board, be sure to include individuals from different racial, ethnic and socioeconomic background in addition to highlighting different gender identities (FTM, MTF, genderqueer, neutrois, etc). If your residence hall or floor is themed, attempt to find figures that fit into the theme of your hall while reflecting the diversity of the trans* community.

Circle of Knowledge

The Circle of Knowledge is a vocabulary-based game that looks at the ever-evolving terminology in the LGBTQ community. This program is a good fit for audiences that have some knowledge of the LGBTQ community and are open to discussing and asking questions about the community. If students are already comfortable with terminology and the LGBTQ community, then this program will be too basic for them and they may not benefit from it. The primary focus of this activity is to introduce students to common LGBTQ terminology and encourage them to continue learning about the LGBTQ community.

Facilitator Suggestions

Facilitators must be willing to discuss LGBTQ terminology and have competency in that area. While it is acceptable to not know some terminology, facilitators must have a firm understanding of the terms provided in the attached glossary.

Learning Outcomes

Student participants will:

1. Be able to define and describe basic LGBTQ identities and terminology.
2. Have a greater understanding of diverse identities within the LGBTQ community.

Required Materials

Print out the attached vocabulary terms (found in Appendix B) and related questions on card stock so that one side has a question and the other has a non-matching answer. The terms provided are focused on creating an introductory-level discussion and conversation around gender identity, sexual orientation, and privilege. Facilitators can create additional Q&A cards with new terminology to facilitate more advanced dialogues around other LGBTQ issues.

Potential discussions may include, but are not limited to:

- Gender identity
- Sexual orientation
- Cisgender and heterosexual privilege
- Intersectionality of identities
- Queer People of Color (QPOC)
- Transgender & Transsexual issues

Format

1 hour program

5-minute Introduction, Welcome

25-minute Activity

30-minute Debrief & Discussion

Introduction

Have the moderator introduce the program and explain the purpose of the activity. Let the participants know that language is constantly changing, and that while these definitions are not by any means comprehensive, they do provide a basic understanding that allows for further dialogue and exploration. Be sure to give participants permission to not know the answer or definition of a term, since even people who identify as members of the LGBTQ community can struggle with the constantly evolving vocabulary.

Activity

Hand each participating individual one card, and ask them to display the “What is...?” side to the group. Pick one individual to start. Have them read the answer side of their Knowledge Card (*Example: “Individuals who may be uncertain about their sexual orientation or gender identity. They may be seeking information and support.”*) The individual that has the matching question should call out the matching question loudly so everyone can hear (*Example: “What is...Questioning?”*).

Have the first two individuals stand next to each other. The person who provided the matching question should now read the answer on their card. Participants will move into a connecting circle with each question to the previous person’s answer. Participants may need your assistance to guide them into a circular formation. The final answer/question pair will close the circle.

Debrief

Let them know that what they have created is what we call a circle of knowledge. The vocabulary that they have learned will begin to help them understand the community. At the end of the game, participants should put any terms they want to discuss further in the middle of the circle. Move to seats, and discuss further as time permits.

Some suggested questions for dialogue facilitation are:

1. Are there terms they have heard and are curious about that are not included?
2. How do you feel about there being so many terms for identities?
3. How can learning these terms help you be an Ally to LGBTQ people?

Continuum of Sex, Gender & Sexuality

The Continuum of Sex, Gender & Sexuality is an interactive program that allows participants to visualize the complexities of identity, behavior, and experiences. This activity works with all levels of knowledge. It works best with facilitators with diverse sex, gender, and sexuality identities, so that gender normative and gender nonconforming people, as well as straight and LGB people, participate. This program can be combined with an LGBTQ panel dialogue following the Continuum activity, if time allows.

Facilitator Suggestions

Facilitators must be willing to discuss LGBTQ terminology and have competency in that area. While it is acceptable to not know some terminology, facilitators must have a firm understanding of the terms used in the Continuum handout. If the facilitators are all LGBTQ or all gender normative and straight, then they should seek out volunteers before the program begins who are comfortable sharing aspects of their own sex, gender, and sexuality. During the program, allow volunteers to fully share their stories, as many may feel vulnerable placing themselves outside the expected binary. The program length depends on the number of volunteers and how engaged participants are – be prepared to adjust your timeframe.

Learning Outcomes

Student participants will:

1. Understand and be able to explain the conceptual separation of sex, gender identity, gender expression, romantic and sexual orientation, and sexual behavior.
2. Understand that not everyone's identities and experiences fall within a binary system.
3. Gain greater awareness of terminology within the LGBTQ community.

Required Materials

Print out the attached Continuum handout (found in Appendix C) so that every program participant has a copy. Consider printing additional campus LGBTQ resources in the reverse of the handout. You will also need large posters or one large banner that lists the words on the ends and in the middle of each continuum. Or, you may use a whiteboard to write the words (be prepared to bring your own dry erase markers).

Format

- 1 hour program
 - 10-minute Set up
 - 5-minute Introduction & Ground Rules
 - 30-minute Activity
 - 15-minute Debrief & Discussion

Introduction

Have the moderator introduce the program and explain the purpose of the activity. Let the participants know that volunteers in the room will be asked to join the facilitators up front, and share where they place themselves on the Continuum of Sex, Gender & Sexuality. This includes sharing information about sexual and romantic behavior. In order to create a safer space for sharing people's personal experiences and identities, set some ground rules. These should include confidentiality so that people's names are not shared with their stories outside the room; and respect for everyone's perspectives. Also share that sex, gender, and sexuality is even more complex than this continuum, but this activity can be a good starting point for dialogue.

Activity

Explain that our society usually thinks about sex, gender, and sexuality as a binary system, in which "normative" men are born male, are masculine, are romantically and sexually attracted to women, and are sexually active with women. Likewise, our society assumes that "normative" women are born female, are feminine, are romantically and sexually attracted to men, and are sexually active with men. Volunteers will then place themselves along a continuum and, if they wish, share why they are standing in that location. Share that sometimes people would rather be running up and down the continuum or floating in the corner of the room. Everyone determines what is the best place for themselves on the continuum.

For each aspect, the facilitator defines the words used, and asks participants to move somewhere along that particular continuum. The facilitator invites people to share why they chose a certain location, and may start or end with their own reasons.

Some important points to make include:

1. We are assigned sex at birth (usually by medical providers).
2. Identities can be fluid and change over time. For this activity, participants can choose to talk about their life experience, or where they are right now.
3. Some people's romantic or sexual behavior may not match what we expect based on their self-identity.
4. Asexual people may still experience romantic attractions.
5. Although not listed on the continuum, some people are not sexually active.

Debrief

Volunteers should be thanked and applauded loudly. To debrief, invite program participants to ask questions related to terminology and concepts. Share information on where to find additional resources or information.

If this program is combined with an LGBTQ panel, the facilitator should include new ground rules before beginning the dialogue. These ground rules might include: The panel cannot represent the full diversity within the LGBTQ community. Ask anything you wish, but panelists may choose to pass. Maintain confidentiality and respect. A full Panelist Training Guide is available on the LGBTQArchitect website at www.architect.lgbtcampus.org.

Do You Know? Trivia

Do *You* Know? is a trivia-focused activity designed to help participants understand how much (or little) they know about the basics of LGBTQ terminology and concepts. This activity is designed for students who have some understanding of LGBTQ terminology, but do not yet know a great deal. Do *You* Know? is a fully customizable program that can be used as an ice breaker to a larger discussion of LGBTQ issues or incorporated into a variety of trainings. The activity sheet (found in Appendix D) can be customized to a variety of trivia. This activity is a great way to have students explain your campus' LGBTQ resources to one another. Just add questions asking the location of your campus LGBTQ resource center, the name of the LGBTQ student group on campus, or where is the nearest Gender Neutral bathroom is located.

Facilitator Suggestions

Facilitators should be comfortable discussing the terminology used in this game and be able to clarify definitions and provide students with resources pertaining to various LGBTQ identities. It is suggested that you have a minimum of 25 individuals per group to minimize multiple visits to players, though it is possible to facilitate this activity with fewer participants.

Learning Outcomes

Student participants will:

1. Learn and be able to define the 24 different LGBTQ terms, symbols, and concepts used.
2. Begin to become comfortable talking about LGBTQ terminology and issues with others.

Required Materials

You will need one activity sheet per participant, pens, and one copy of the program definition key per facilitator. Program materials can be found in Appendix D. If possible, provide LGBTQ resources specific to your campus for individuals who are interested in learning more about the community.

Format

- 1 hour program
 - 10 minute Welcome, Introduction
 - 30 minute Activity
 - 20 minute Debrief & Discussion

Introduction

Pass out the activity sheets and pens to the program participants. If you have a particularly large group, break them up into teams of 25-30 individuals, otherwise allow people a moment to mingle and familiarize themselves with the space before proceeding.

Activity

Have the participants write their name in the center of their activity sheet before beginning the program. Once everyone has written their name, instruct them to mingle within their team and ask their teammates for the definition for each term on their sheet. If one of their teammates knows the answer, the teammate must tell them the definition and then sign that block on the activity sheet. Participants must repeat this until all terms, symbols, and concepts have been defined and the player has all of the blocks on their activity sheet signed by a different individual.

Individual aspects of the continuum can be defined as:

Biological Sex – The physiological and anatomical characteristics of maleness and femaleness with which a person is born or that develop with physical maturity. These markers including internal and external reproductive organs, chromosomes, hormones, and body shape. Infants are usually assigned to a sex category (usually male or female) at birth on the basis of such characteristics (primarily the appearance of the external genitals). We therefore use assigned sex to refer to the sex designation that appears on birth certificates and other legal documents. Biological sex is usually quantified as male or female, and does not recognize the existence of intersex bodies.

Gender Identity – A person's own understanding of themselves in terms of categories like man and woman, boy and girl. How they feel inside or what they believe themselves to be. Gender identity is usually quantified as man or boy (depending on age), and woman or girl (depending on age).

Gender Expression – People's behaviors that convey something about their gender identity, or that others interpret as meaning something about their gender identity. How we walk, talk, dress, and the language we use for ourselves (e.g. names and pronouns) are all aspects of gender expression. Gender expression is usually quantified as masculine or feminine.

Sexual Orientation – Determines the focus of our sexual/erotic drives, desires, and fantasies, and the inclination or capacity to develop intimate, emotional and sexual relationships with other people. Sexual orientation is usually quantified in terms of gender — both an individual's own gender and the gender(s) of the people to whom that person is attracted and/or with whom they engage in intimate relationships and/or sexual behavior. Usually it is assumed that men are attracted to women and women are attracted to men.

Romantic Attraction – A powerful emotional attachment to another individual that often involves strong desire to be near said individual, consideration or concern for the

individual's wellbeing, or desire to be in a romantic relationship with the individual; does not necessarily include sexual attraction or intimacy.

Sexual Behavior – Who an individual has sexual interactions with or is sexually attracted to. This does not have any bearing on an individual's sexual orientation, romantic attraction, gender identity or gender expression.

Debrief

To debrief, go over the definitions of all of the terms, symbols, and concepts on the activity sheet. To prevent this portion of the debrief from becoming a lecture, encourage students to offer up their definitions for each term and refer to the definition key to confirm definitions and add anything students may have missed. After all the terms have been defined encourage students to ask any questions they may have.

Some suggested questions for dialogue facilitation are:

1. Are there terms, symbols, or concepts you have heard about that are not included?
2. Are there any terms that you would like more information about?

Ginger My Gender

Ginger My Gender is a thought-provoking program that highlights the differences between sex, gender identity, gender expression and sexual orientation. This program works best for students who are interested in learning about gender and sexuality, but may not understand the concepts of gender identity and gender expression. This program presents a great deal of information and contradicts the everyday assumptions about gender that most students unconsciously accept. Because of this, it may be difficult for some students to absorb all of the information. Assure them that they do not need to immediately understand every term or idea presented and that the focus of this activity is to question what we think we know about gender, so feeling confused is normal (and even encouraged).

Facilitator Suggestions

The facilitator must be knowledgeable and comfortable talking about the complex nuances of sex, gender identity, gender expression, and sexual orientation. It is recommended that individuals who facilitate this program attend their campus Safe Zone or Ally Training before facilitating this activity. It may also be beneficial for the facilitator to invite members from the campus LGBTQ group or LGBTQ resource center to participate in the program as co-facilitators. People will usually trickle in when they smell the first batch of cookies baking, so utilize your co-facilitators to explain the program and include newcomers into the conversation.

Learning Outcomes

Student participants will:

4. Understand and be able to explain the conceptual separation of sex, gender identity, gender expression, and sexual orientation.
5. Begin to develop an awareness of gender socialization and how people police gender in their everyday lives.

Required Materials

Many campuses will require food permits or special health and safety training when baking food or will have limits on where the related food materials must be purchased. Please check your institution's policies on baking and food-based programming prior to hosting this program.

For this activity you will be baking gingerbread cookies and will need the following: pre-made gingerbread cookie dough, rolling pins, gingerbread person cookie cutters, baking sheets, icing and other decorating supplies, and access to an oven to bake in. It is ideal to make the gingerbread dough the night before and separate it into individual 4inch balls of dough wrapped in plastic wrap.

If you are unable to use an oven, buying pre-baked undecorated gingerbread cookies is an alternative. The Genderbread Person v2.0 and Gender Boxes (found in Appendix E) should be used as a visual aid for this activity.

Format

2 hour program

10 minute Welcome, Introduction

20 minute Cookie Prep Time / Sex, Sexuality & Gender

60 minute Baking & Decoration / Facilitated Conversation about Sex & Gender

30 minute Continued Discussion & Debrief

If you do not have the ability to bake cookies, the format will look more like this:

1 hour program

10 minute Welcome, Introduction

10 minute Decoration / Sex, Sexuality & Gender

20 minute Continued Decoration / Facilitated Conversation about Sex & Gender

20 minute Continued Discussion & Debrief

Introduction

Have the moderator introduce the program and explain the purpose of the activity. At this time you will want to lay down some basic ground rules. Some students may be triggered by this conversation, be sure to include respect, confidentiality, and non-judgmental language in your ground rules. Post these in a visible place throughout the program. After establishing and posting the ground rules, distribute the individual balls of dough, rolling pins, and cookie cutters to students, or if you are not baking cookies, begin distributing the cookie decorating supplies. Instruct the students to begin rolling out their dough and making their gingerbread cookies. If you are using pre-baked cookies, pass out decorating supplies at this time.

Activity

While the students are creating their cookies, establish how each of the four dimensions on the Genderbread Person v2.0 is usually defined. Reassure students that you will be expanding on these definitions later in the program, but for the purposes of this portion of the activity, you are looking at how society at large views these terms. Have students throw out their own definitions for these terms. Check the definitions below to see if they missed anything, and suggest any additions to their definitions.

Biological Sex – The physiological and anatomical characteristics of maleness and femaleness with which a person is born or that develop with physical maturity. These markers including internal and external reproductive organs, chromosomes, hormones, and body shape. Infants are usually assigned to a sex category (usually male or female) at birth

on the basis of such characteristics (primarily the appearance of the external genitals). We therefore use assigned sex to refer to the sex designation that appears on birth certificates and other legal documents. Biological sex is usually quantified as male or female.

Gender Identity – A person’s own understanding of themselves in terms of categories like man and woman, boy and girl. How they feel inside or what they believe themselves to be. Gender identity is usually quantified as man or boy (depending on age), and woman or girl (depending on age).

Gender Expression – People’s behaviors that convey something about their gender identity, or that others interpret as meaning something about their gender identity. How we walk, talk, dress, and the language we use for ourselves (e.g. names and pronouns) are all aspects of gender expression. Gender expression is usually quantified as masculine or feminine.

Sexual Orientation – Determines the focus of our sexual/erotic drives, desires, and fantasies, and the inclination or capacity to develop intimate, emotional and sexual relationships with other people. Sexual orientation is usually quantified in terms of gender – both an individual’s own gender and the gender(s) of the people to whom that person is attracted and/or with whom they engage in intimate relationships and/or sexual behavior. Usually it is assumed that men are attracted to women and women are attracted to men.

Check in with the students and ask if there are any questions about these definitions. Let them know that the usual assumption is that we fall into one of the preset categories in the definitions you just provided – we are either male, man, masculine and attracted to women or we are female, woman, feminine, and attracted to men. This assumption represents the binary gender system.

At this point the students should be finished making their cookies. Before moving on to a more complex discussion of gender and sexuality put the cookies in the oven to bake. Be sure to set a timer so they don’t burn! The cookies will need to be pulled out while you are deconstructing the binary gender system – be sure to put them in a place when they will cool quickly. If participants are not baking their own cookies, disregard this note and continue onto the Gender Boxes activity.

Pass out the Gender Boxes activity at this point and illustrate the activity on a whiteboard or chalkboard at the front of the room. Have them call out as many gender roles for both Men and Women as they can. Then have them think about what happens if someone steps outside of their gender box. Have them think of terms for names individuals get called and the actions that are taken against them then they transcend gender roles. To bring the discussion of gender roles home, facilitate a dialogue about how gender has personally affected the participants.

Below are some suggested questions:

1. How were you taught gender growing up?
2. How has gender constrained you?
3. How do we perform gender in our daily lives?

Now that the students have an understanding of the binary gender system and gender roles, go back and begin complicating the binary gender system by noting the additional possibilities. This may include more than two categories in each dimension, flexibility or the ability to change over time, or a person falling into non-linear locations for different dimensions (e.g. female, genderqueer, masculine, attracted to individuals of all genders). Have the students help you generate terms that might belong on the axis in between (or outside of) the two “usual” possibilities. If participants request it, you can ask the group to define any additional terms.

Continued Discussion & Debrief

At this point the cookies should be cooled. Have the students find their cookies and pass out small candies (M&Ms, peppermints, etc.) for decorations. Let them decorate their cookies while you debrief. If students did not bake their cookies, let them continue decorating during the debrief.

If the facilitator is comfortable, when you have finished these explanations, you can use the Genderbread Person v2.0 to chart one of the facilitators sexual and gender identities. Then ask for volunteers from among the student participants and chart their identities as well.

Use these charted identities as a point of debrief for the students. What have they learned today? Are there any sex, gender, or sexuality related terms (mentioned or not mentioned) that they have questions about? How did they gender their cookies during the discussion? Reassure them that the purpose of this activity is for them to get an idea of the range of possibilities of sex, gender identity, gender expression, and sexual orientation. Encourage them to seek out events and activities that focus on understanding sex, gender and sexuality in greater depth and to continue to have these conversations with their peers and classmates.

*This program was adapted from: Adams, Bell, and Griffin. (1997). Teaching for Diversity and Social Justice: A Sourcebook.
(Original program source: Hans & Sangrey (2001) Trans Activists Network Facilitator's Guide.)
Additional program resources provided by: University of California, Irvine*

Guess Who's Gay Panel

The Guess Who's Gay Panel is a program that looks at dismantling stereotypes of the LGBTQ community, by first entertaining and acknowledging the myths that do exist. This program is a good fit for audiences that have very little knowledge of the LGBTQ community. It attempts to meet students where they are at, and help increase their awareness a few steps. If students are already past the discussion about stereotypes, then this program may be too basic for them. Panelists need to be prepared for **all** kinds of questions, as a discussion about stereotypes can be difficult. The goal is for the audience to determine the sexual orientation and gender identity of the panelists.

Facilitator Suggestions

Facilitators must be comfortable with discussing common LGBTQ stereotypes and must have a thorough understanding of the differences between sexual orientation, gender identity, and gender expression.

Learning Outcomes

Student participants will:

6. Develop an awareness of their own use of LGBTQ stereotypes and how it shapes their view of others.
7. Be able to compare and contrast popular culture messages with the lived experiences of their LGBTQ peers.

Panel Selection

Convene a panel of about 4-6 students with various sexual and gender identities. It's important to have LGBTQ folks as well as cisgender and straight-identifying students. The best panels have some students that meet the stereotypes and some that do not (i.e. in other words, find an LGBTQ student that rarely gets read as queer, or a transgender student who gets consistently read as cisgender). Students need to feel comfortable in front of groups of people, and are okay talking about themselves (including their personal life). Remind them **and** the audience that they reserve the right to pass. They shouldn't have to answer questions that make them uncomfortable.

Format

- 1 hour program
 - 10 minute Introduction, Welcome
 - 20 minute Panel Introduction, Q & A
 - 20 minute Debrief & Discussion about Stereotypes

Introduction

Have the moderator introduce the program and explain the purpose of the activity. The moderator should also set some guidelines or ground rules. The ones I typically use are all follows:

1. Confidentiality
2. Use “I” statements when you speak
3. Be Respectful
4. Step up/Step Back – be aware of how much space you’re taking up
5. Ask anything you like – but keep it reasonable!

Panel, Q & A

Have the panel introduce themselves (e.g. name, major, year in school, and 2-3 other fun things about themselves). Other things could include hobbies, other identities (like religion), where they grew up, favorite music, etc. Then the discussion gets opened up for questions. The goal is for the audience to try to determine each panelist’s sexual orientation and gender identity by asking them questions. Some examples of questions include:

1. Have you ever worn a dress?
2. Do you like musical theatre?
3. Do you play sports?
4. Are you religious?
5. Did you go to prom?
6. Did you enjoy high school?
7. Do you have a partner/significant other? How long?
8. Do you parents know your partner/significant other?
9. Have you had lots of dates/partners?
10. What kind of car do you drive?

The panel needs to remember to answer the questions without giving away their sexual orientation or gender identity. Use gender neutral language (partner, significant other, “when I was a kid,” etc).

It’s important that the moderator ensure that questions are appropriate. Sometimes there is a tendency for audience folks to get carried away, and the moderator will need to help control the tone of the panel.

Debrief

Close the Q & A with sending all of the panelists out of the room. It’s best to have a chalkboard or white board behind where they were sitting so the moderator is able to write each panelist’s

name on the board. Lead the audience through the process of trying to identify each person's sexual orientation and gender identity. Have students throw out a few guesses, and then take a vote for each person. Once you have an identity for each person, bring the panelists back in the room. You then have each panelist disclose their identity, and begin the discussion about how stereotypes can be destructive. Certainly stereotypes aren't all bad, and it's okay to recognize that. Focus on getting students to realize that they can't tell just by looking what someone's sexual orientation or gender identity is.

Some processing questions could include:

1. What do you think this program is trying to say about stereotypes of LGBTQ people?
2. Where do you think these stereotypes come from?
3. What are your own experiences with expectations (from family, religion or culture) about what it means to be a "woman" or "man" or "heterosexual?"
4. How do you think these stereotypes can harm LGBTQ people on your campus?

Identity Star

This program walks participants through a simulated coming out scenario that will help them begin to understand some of the challenges LGBTQ individuals face as they reveal their identity to others. This program can work well with students of all comfort and knowledge levels; though this program may be harder to process for students at lower levels of acceptance and comfort.

Facilitator Suggestions

The facilitator must be comfortable and knowledgeable about LGBTQ issues. It may be good for the facilitator to co-facilitate this activity with an individual who identifies as LGBTQ and who is willing to share their coming out experience with the participants during the debrief. Facilitators should be prepared for participants to get emotional, as this can be a very triggering activity, especially for participants who identify as LGBTQ. Be sure to do this activity in a room where the doors can be closed and blinds can be drawn for privacy.

Learning Outcomes

Student participants will:

1. Gain perspective on the struggles some LGBTQ people face when coming out.
2. Seek out opportunities to become an ally for LGBTQ individuals.

Required Materials

BLUE, **ORANGE**, **RED**, and **PURPLE** stars made out of construction paper. Stars should have the following distribution: 1 **RED**, 3 **ORANGE**, 4 **BLUE**, and 4 **PURPLE**. Each participant should receive one star and a pen.

Format

- 1 hour program
 - 5-minute Introduction
 - 30-minute Activity
 - 25-minute Debrief & Discussion

Introduction

As people come in, have them pick either a **BLUE**, **ORANGE**, **RED**, or **PURPLE** star. Have everyone stand up in a circle. Before moving on to the main activity, read the Introduction Script (found in Appendix F). After reading the Introduction Script, explain that each person is now a member of the LGBTQ community and that they are about to begin their coming out process. Let them know that for some of them this will be a hard journey, and encourage them to step outside of their comfort zones. Give students the option to stop participating and exit

the circle if they feel they are unable to continue. Tell them they **cannot** talk for the rest of the activity.

Activity

Facilitate the activity by reading each scenario below and allowing the participants a moment to follow your instructions before you continue onto the next scenario. Scenarios can be found in Appendix E.

Debrief

Allow the participants to reflect in silence for a few moments before debriefing. Explain to the students that this activity has hopefully helped them understand that LGBTQ students receive varied responses to coming out and being out. Some people are fortunate enough to find supportive community, but others are not so lucky. All of their stars have been folded or ripped in some way and this holds true for the entire LGBTQ community. None of our “stars” are perfectly intact. We all face different forms of discrimination and isolation due to our identity. Be sure to have campus LGBTQ resources available for students to take and read at their leisure.

If some students are struggling to connect the Identity Star to their lives, here are some questions to facilitate further dialogue:

1. How would you feel if you received these responses when you joined Greek Life, a student organization, or picked your current major?
2. How has this activity changed your perspective of others?
3. Did anything surprise you?
4. What are some ways you can be a supportive friend, family member, or classmate to LGBTQ individuals?

LGBTQ BINGO

LGBTQ BINGO is an educational program that teaches participants about the LGBTQ community and terms to help them become more aware of the language that the LGBTQ community uses on a daily basis. There are a total of 20 different 5x5 BINGO cards with different words. Participants get a card and enough bingo chips to use as markers on their card. This program is good for students who have a basic familiarity with LGBTQ terminology, but who are not yet “terminology buffs.” There is a hope that the participants will relay the knowledge they have gained from attending the program to their friends or classmates.

Facilitator Suggestions

A group of facilitators is preferred for this activity. Facilitators should be comfortable with the terminology used during BINGO and be able to answer questions that students ask about a term. Organizers may want to include a table with packets and free items gained from the LGBTQ resources on campus.

Learning Outcomes

Student participants will:

1. Understand and be able to define intermediate and advanced level LGBTQ terminology.
2. Understand the implications of terminology and begin to learn how their use of language can affect others.

Required Materials

Prior to starting the event, print out the bingo cards (found in Appendix G) on cardstock so they can be reused after every round. To preserve your bingo cards, purchase and distribute BINGO chips to the program participants as they collect their BINGO cards. Instead of using BINGO balls, print out the attached Glossary and cut each term and its definition out. Fold the glossary terms and put them into a container; you’ll be drawing the terms out of this container during the activity and discarding them into a second container, so make sure to shuffle well! Be sure to have prizes on hand for the BINGO winners.

Format

- 1.5 hour program
 - 10 minute Introduction, Welcome
 - 60 minute Activity
 - 5 minute Wrap Up

Introduction

As participants are coming in have sheets with the provided terminology and definitions available for students to look at. Allow the students a few minutes to study the vocabulary terms before collecting the sheets and beginning the game.

Activity

This activity runs like your average BINGO game. To begin, select the first term out of your BINGO container. Read the just the definition (**NOT** the word) out loud clearly and audibly. Repeat the definition once and then place the strip of paper into your Discard container. Repeat this process with the next definition and continue until someone shouts “BINGO.” Verify that the BINGO call is valid using the terms in the Discard container. If that person is a winner, present them with a prize and begin a new round of BINGO. If not, play continues with the current game.

Debrief

After several rounds of BINGO have been played, end the night by discussing the power of language and the need for such a wide variety of terminology with the students.

You may wish to begin debriefing by making students aware that several of the words used in the BINGO game are offensive and derogatory terms. These terms were included in the game to make players aware of the terminology and of how these terms are defined by many members of the LGBTQ community. Encourage students to avoid using these terms when referring to others, unless the individual they are using the term to identifies that way, and to speak up when others use these terms in a derogatory way.

Be sure to make participants aware of campus LGBTQ resources if they wish to continue to learn about the LGBTQ community and related issues.

WORKING WITH LGBTQ RESIDENTS

LGBTQ college students face a wide variety of experiences and circumstances that can profoundly impact their physical, emotional, academic, and social well-being. The majority of LGBTQ students have experienced verbal abuse targeting their sexual orientation and/or gender expression. Many students nationwide have also report being threatened with bodily harm, having been followed or chased, having had objects thrown at them, having been physically assaulted, or having been assaulted with a weapon. When asked about their mental health concerns, many LGBTQ college students report feeling sad, depressed, or anxious. Coming out to family and friends, being ridiculed for being LGBTQ-identified, and having one's sexual orientation or gender identity discovered by others without their consent are often identified as major stressors.

But, research demonstrates that a safe and welcoming campus climate for lesbian, gay, bisexual, transgender, queer (LGBTQ) and similarly identified students is a strong predictor of LGBTQ students successfully completing college and can also help some of the many forms of harassment and discrimination these students commonly encounter. On the next few pages, you'll find some suggestions to foster a safe and inclusive environment for LGBTQ-identified students and to deal with incidents of harassment and bias.

Become an Ally to the LGBTQ Community

Before facilitating any of the above programs, facilitators should seek out campus resources that can assist in their education about LGBTQ issues. A great way to begin to learn about the LGBTQ community is to participate in your institution's Safe Zone or LGBTQ Ally Training or by asking the campus LGBTQ resource center or student group to come in and speak to you about LGBTQ life on campus and how you can be an ally to your unique student population.

If your campus lacks these resources, begin to facilitate your own personal education on LGBTQ issues by attending LGBTQ speakers, events, films, workshops, or cultural events. Programs like these are a great way to learn about the unique experiences of LGBTQ people and may provide you with a chance to find answers to any questions you have. But, before you decide to self-educate or become educated about another community's experience and oppression, you must be willing to learn about your own privileges and embrace an awareness of the lives and struggles of LGBTQ individuals. If your understanding of your privilege is not actualized through your behavior, it may not be possible for you to serve as an effective ally to LGBTQ residents.

Many aspiring allies are unable to fully detach themselves from their privilege and get caught in one of the many myths regarding Allyship. Before continuing on your journey to become an ally, complete the 10 Myths of Allyship worksheet (located in Appendix H) and familiarize yourself with some of the problems and limitations some allies encounter.

To become an effective Ally, you must understand the following:

LGBTQ people experience multiple types of oppression. LGBTQ individuals experience oppression not only during one-on-one interactions, but also in how university policies are written and how campus programs and events are created. They may also experience multiple types of oppression depending on if they belong to more than one oppressed or marginalized identity group.

Non-LGBTQ individuals experience privilege and may perpetuate anti-LGBTQ biases. Even if you identify with another oppressed community, non-LGBTQ individuals are afforded the privilege of moving through society without the systematic discrimination many LGBTQ people face. By acknowledging and accepting the fact that society socializes us to reject the LGBTQ experience and worldview, allies can become aware of their privilege and prevent their subconscious from undermining their efforts.

All LGBTQ-identified individuals' experiences are valid. Often individuals who experience privilege may question if an individual group's oppression actually occurs or is only

perceived. This questioning is a learned reaction that rejects the reality of anti-LGBTQ bias, homophobia, biphobia, and transphobia and can be very harmful to individuals who have experienced these forms of oppression.

You are not an expert on LGBTQ issues. While allies can learn a lot about LGBTQ issues, there is a difference between understanding issues and experiencing life as an LGBTQ individual. Being an ally to LGBTQ individuals is a lifelong endeavor that is never complete, and it is important to continually seek out new information.

The experiences of LGBTQ individuals are unique and varied. LGBTQ individuals have multiple identities, and just like any other community that can produce a diverse array of experiences. Understanding the experience of a cisgender gay man will not allow you to understand the experience of a transgender gay man. The best way to begin to understand the different experiences of LGBTQ individuals is to actively seek out information, not wait for an individual with an identity you know little about to educate you.

This section was created using the following resources: United States Student Association Foundation (2004) "Transgender Inclusion Guide" and South Puget Sound Community College (2011) "Tip Sheet: What Works For LGBTQ Students"

Strategies to Facilitate Personal Education

While there are a number of ways residence hall staff can approach the process of becoming an ally to the LGBTQ community. The most successful strategy is to tailor your self-education to your needs. While it is possible to jump into learning about the LGBTQ community head first, it can be very overwhelming for many individuals. When beginning your education, be honest with yourself about what issues you do not understand and what you may experience difficulty regarding.

It could be that you do not understand the difference between sex and gender, transgender issues, or the policies on your campus that affect LGBTQ students. By first identifying your starting point, you can begin a more directed search for the information you want to learn about and provide yourself with a basic understanding of the subject. In order to help begin the process of finding information, there is a glossary and a resource list at the end of this manual.

While it can be useful to search out information in books and on the internet, research cannot replace the learning experience a potential ally can have interacting with LGBTQ individuals and receiving an in-person education. If you wish to continue to grow and develop as an ally, it is important that you actively seek out LGBTQ events and programming opportunities.

This section was created using the following resource: United States Student Association Foundation (2004) "Transgender Inclusion Guide."

Strategies for Staff Development

It is important to keep residence hall staff accountable when dealing with LGBTQ issues. It is critical to establish a standard for personnel to pursue further understanding of this community if one desires to create an inclusive space for LGBTQ students.

During staff trainings or meetings be sure to discuss how LGBTQ issues are being addressed. Suggest the development of a budget specifically for workshops designed to better equip your staff with the skills and knowledge needed to address and organize around LGBTQ issues. If possible, encourage the formation of a campus LGBTQ advisory board where students are able to comment, critique, and advise the university and your staff on how to effectively support the community.

Make your staff aware of official policies regarding LGBTQ individuals at your campus. If there are no policies, suggest your staff begin drafting an inclusive policy (that includes sexual orientation, gender identity, and gender expression) for your campus residence halls. An inclusive policy sends an official message about your institutional values and will set a precedent for your institution's future. Write a policy that's specific enough to speak to the needs of your students and then follow it. You may want to build in an annual review of your policy so you can update it as needed. Keep in mind that a good policy should inform what your staff does, but cannot stand on its own. An inclusive policy will take time and commitment from your entire staff.

In addition to generating an awareness of current policies and protocol, allow your staff a chance to confront and work through different scenarios. Working through pre-set scenarios allows your staff to think critically about how to enact policy and protocol and allows them to determine appropriate responses, identify their resources, and determine the need for organizational changes and general education. Practice scenarios are available in Appendix G.

This section was created using the following resource: United States Student Association Foundation (2004) "Transgender Inclusion Guide".

Create an LGBTQ-Friendly Atmosphere

To create an LGBTQ-friendly residential atmosphere, residence hall staff and students must work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. Inclusive residence halls are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. Broadly speaking, the inclusiveness of a residence hall will depend upon the kinds of interactions that occur between and among residence hall staff and the students. Below are some ways to facilitate a welcoming atmosphere for LGBTQ and Allied residents.

Be a Role Model

Learn good ally behavior by attending an LGBTQ Ally or Safe Zone Training and model it consistently. This may include bringing up LGBTQ issues in conversations, at meetings, and with students, using inclusive non-gendered language (e.g. using “partner” instead of “boyfriend/girlfriend” or saying “everyone” instead of “ladies and gentleman”), and speaking up when you encounter incorrect stereotypes, myths, or assumptions about LGBTQ individuals.

Be Honest

If you’re not comfortable with a particular identity or don’t know a great deal about it, don’t feel pressure to promote yourself as having that competency. You don’t have to be an expert on everything. It’s okay to make mistakes as long as you take responsibility for them. A simple apology, followed with a promise to continue your learning process can set a good example for others.

Generate Awareness

Assume that there are students in your residence hall who identify as LGBTQ. To make students aware of this possibility, be sure to include LGBTQ students in your residence hall Community Standards (e.g. “Respect all students. Don’t use anti-LGBTQ language.”), announce upcoming LGBTQ events and invite students to attend with you, and host informal discussions with residents about LGBTQ issues. If you’re struggling to find a place to start generating awareness, begin by saying the words “Lesbian”, “Gay”, “Bisexual” and “Transgender” out loud when talking about the community. Simply showing that you are comfortable discussing the community can go a long way.

Provide Resources

Pass your knowledge of your campus LGBTQ resources along to students. Let them know where the closest gender neutral bathroom is located, tell them about your

campus LGBTQ resource center and student organization, and let them know about advisors, counselors, or other faculty and staff members who are allies to LGBTQ individuals. If you're comfortable, offer yourself up as someone for LGBTQ students to come talk to if they have questions or are in search of additional resources.

Confront Overt Incidents

The most direct way to foster an inclusive environment is to consistently and promptly interrupt heterosexist, cissexist, and anti-LGBTQ jokes, slurs, comments or assumptions. While being sure to speak up when you hear anti-LGBTQ remarks is admirable, speaking up and confronting all comments (sexist, homophobic, racist, etc.) can help create an atmosphere where all students feel comfortable, regardless of their sexual orientation, gender identity, or gender expression. When confronting individuals' behavior, follow proper protocol for harassment and bullying and provide support to the individuals who the joke, slur, or comment was targeted. If incidents continue to be an issue, post your university non-discrimination policy, or a more inclusive policy, in a visible place as a reminder to all students and staff that derogatory behavior will not be tolerated.

This section was created using the following resources: The Pennsylvania State University (2008) "Promoting a Supportive LGTBTA Environment" and South Puget Sound Community College (2011) "What Works for LGBT Students."

Develop LGBTQ Inclusive Programming

Not all residence hall programs need to be LGBTQ-specific to be inclusive of LGBTQ individuals. Below are some steps residence hall staff can take to ensure that their general programming is as inclusive as possible of LGBTQ residents. To illustrate how these steps can be implemented, each tip will include an example of how to it can be applied to create a more inclusive program.

Pay Attention to Language

Utilizing LGBTQ inclusive language is particularly important when developing and presenting programming for students. This means consciously talking in a way that does not specify a gender, sex, or sexual orientation unless it is pertinent to the comment. For example, it is unnecessary to point out that a student is a woman unless the comment is specifically discussing the relevance of gender. You can also substitute the inclusive terms such as “partner” or “significant other” instead of specifying “husband/wife,” and “folks” or “everyone” instead of “ladies and gentlemen.”

Programming Example

LGBTQ students may not feel welcome to participate in a “Mr. & Miss Residence Hall Competition” for several reasons. LGBTQ students may be uncomfortable with the assumption of heterosexuality made by the program title, while transgender or gender non-conforming students may feel that neither the honorific “Mr.” nor “Miss” applies to them. By using a gender neutral program name such as “Residence Hall Royalty Competition,” residence hall staff can address both of the above issues to create a more holistically inclusive program.

Be Inclusive

The LGBTQ community is a group of people who are not necessarily parented or raised around other members of their community. They may not have learned the history, culture, or traditions of the community that can be powerful sources of affirmation, identity and pride. You can play a vital role in providing these histories to LGBTQ students. Additionally, inclusion of LGBTQ people, events, or histories in programs signifies to others that this group is an important member of the community and does not “other” LGBTQ students.

Programming Example

A poster display in a residence hall of prominent Black and African American historical figures for Black History Month can easily be adapted to be inclusive of the LGBTQ community. By including prominent LGBTQ-identified individuals (such as Bayard Rustin, Audre Lorde, or Lucy Hicks Anderson) in the display and telling their stories, or showing a film about the struggles and triumphs of LGBTQ Black and African American people,

residence hall staff can effectively infuse programs with stories about LGBTQ lives, history, and culture.

Avoid Assumptions

Avoid programs that make assumptions about students' sexual orientation or gender identity. While these programs can be entertaining for the majority of students, LGBTQ students may feel left out or excluded from them. Assumptions of heterosexuality and cisgender status can be seen in all sorts of events, including speed dating, Sadie Hawkins style dances, and powderpuff football games. By avoiding these types of heteronormative assumptions in programs and instead creating inclusive gender non-specific programs, a strong message can be sent to all residents that being LGBTQ is not taboo.

Programming Example

Many residence halls post students names on the door to their room as a way to identify members and make a hall seem more like home. Some students, particularly those who identify as transgender, genderqueer, or gender non-conforming, may feel uncomfortable with this practice. If possible, find a way to contact students prior to their arrival to see what their preferred first name is and what their preferred gender pronouns are. If it is not possible to contact students prior to their arrival, let them know that you respect all gender identities and ask students to come to you and provide you with their preferred first name and gender pronouns.

This section was created using the following resource: South Puget Sound Community College (2011) "Tip Sheet: What Works For LGBTQ Students"

Address Anti-LGBTQ Bullying & Harassment

Anti-LGBTQ violence and harassment can manifest in verbal, non-verbal, physical or psychological interactions and can be experienced by people of all sexual orientations, gender identity, and gender expressions. What appears acceptable to one person might not be so to another. Students experiencing such incidents are often far more adversely affected than the harasser thinks. Their schoolwork, social life, and health may suffer. The effect is the key consideration rather than the intention.

While this is not an exhaustive list, it is common for students to encounter the following types of bullying, harassment and inappropriate behaviors in college residence halls: anti-LGBTQ jokes and comments, the asking of intimate questions about a student's sexual life, gossip and speculation about a student's sexuality or gender identity, deliberate exclusion from conversations or social activities, offensive actions, and verbal or physical abuse.

In order for your residence hall to feel inclusive, you need a system to address situations that may cause LGBTQ and similarly identified individuals to feel threatened or uncomfortable. Many people feel unprepared when addressing hostile and/or anti-LGBTQ behavior, particularly when the behavior is unexpected. Here are some suggestions on how to effectively address situations involving anti-LGBTQ bias, bullying, and/or harassment.

Creating an Inclusive Grievance System

It is critical for your staff to have a clear and sensitive grievance policy that encourages LGBTQ students to address their concerns. This will allow for a quick response to remedy and mediate any situations that arise. LGBTQ students rarely report incidents of anti-LGBTQ bias for fear that they will be “outed,” will receive more harassment for reporting the incident, will not be believed, or that nothing will be done by campus administration. Make it clear to students in your residence hall that everything from saying “That’s so gay” to overtly harassing students who are or are perceived to be LGBTQ will not be tolerated and that any student who overhears, witnesses, or experiences such actions can come to you to report the incident and receive support.

In the event that a student comes to you with a grievance, your initial response should be based on their self-identified needs rather than your personal opinions. Don't ask unnecessary questions about their sexual practices, body or identity. Let the resident know to what degree their conversation with you will be kept confidential. Reassure students that their feelings and response to the incident are valid and that you will take the necessary steps to deal with the incident.

Handling Jokes, Harassment, and Other Inappropriate Behavior

Say Something

The moment you can make the biggest difference is right when you hear the offensive comment being made. Make it clear to the student that their language is hurtful and would make LGBTQ people feel uncomfortable, and that it isn't okay. Or simply state that what was said simply isn't appropriate.

Create a Learning Opportunity

The student who made the joke may not know or understand why what they said was hurtful. Explain that calling something "gay" when they mean "bad" implies that being gay *is* bad, and how that must make LGBTQ students in the residence hall feel. Let them know that what they may have thought was good-natured teasing can actually be very hurtful to someone; it's not fair to pick on anyone just because of who they are.

Follow Protocol

If a student made a racist joke, was making lewd sexual jokes to a female student, or was bullying another student, what would you normally do? Report the incident the same way you would any other bias-related incident.

Provide Support

After an incident occurs, there will be a need to provide support for and address the concerns of your residence hall community at large. A potential way to provide support is to organize a Safe Zone or Ally Training for all students in your residence hall or provide an open forum for students to discuss ways to make their residence hall safe and welcoming for students of all experiences. This visible response to an incident is essential to help impacted students begin to rebuild trust in the residence hall as a safe environment and allow all residence hall community members a chance to demonstrate their concern, outrage, and willingness to help make changes.

This section was created using the following resource: South Puget Sound Community College (2011) "Survival Tips: Responding to Harassment and Bias"

GLOSSARY OF LGBTQ TERMINOLOGY

A note about these definitions: Each of these definitions has been carefully researched and closely analyzed from theoretical and practical perspectives for cultural sensitivity, common usage, and general appropriateness. We have done our best to represent the most popular uses of the terms listed; however there may be some variation in definitions depending on location.

Please note that each person who uses any or all of these terms does so in a unique way (especially terms that are used in the context of an identity label). If you do not understand the context in which a person is using one of these terms, it is always appropriate to ask. This is especially recommended when using terms that we have noted that can have a derogatory connotation.



When you see this symbol, stop and think about the identity or concept you are looking at before using it. The terms next to this sign require an understanding of the LGBTQ community and of privilege.

Note: *While the use (or misuse) of these terms and enforcement of these concepts can be perceived as derogatory, outdated, or denoting a heterosexist and cissexist standard, some members of the LGBTQ community may use this terminology as an affirmative identity label. Please respect how others identity and use caution when using these terms or enforcing these concepts.*

Ag / Aggressive – See: *Stud.*

Agender – A person without gender. An agender individual's body does not necessarily correspond with their lack of gender identity. Often, agender individuals are not concerned with their physical sex, but some may seek to look androgynous. [**Related terms:** *neutrois, genderless, gender neutral*]

Ally – Someone who: **1.** Confronts heterosexism, anti-LGBTQ biases, heterosexual and cisgender privilege in themselves and others **2.** Has concern for the well being of lesbian, gay, bisexual, trans*, intersex and other similarly identified people **3.** Believes that heterosexism, homophobia, biphobia, cissexism, and transphobia are social justice issues.

Androgyne – Person appearing and/or identifying as neither man nor woman. Some androgyne individuals may present in a gender neutral or androgynous way.

Asexual – A person who does not experience sexual attraction. May or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice.

Assigned At Birth – Commonly utilized by trans* individuals, the term illustrates that the individual's sex (and subsequently gender in early life) was assigned without involving the person whose sex was being assigned. Commonly seen as "Female Assigned At Birth" (FAAB or AFAB) and "Male Assigned At Birth" (MAAB or AMAB).

Bear – **1.** A gay or bisexual man who has facial/body hair and a cuddly body. **2.** An umbrella term that is often defined as more of an attitude and a sense of comfort with natural masculinity and bodies.

Bicurious – An individual who identifies as gay or straight while showing some curiosity for a relationship or sexual activity with a person of the sex they do not favor. [**Related terms:** *heteroflexible, homoflexible*]

Bigender – A person who consciously or unconsciously changes their gender-role behavior from primarily masculine to primarily feminine, or vice versa.

Biphobia - The fear of, discrimination against, or hatred of bisexuals, which is often times related to the current binary standard. Biphobia can be seen within the LGBTQ community, as well as in general society. [**Related terms:** *homophobia, transphobia*]

Bisexual – A person who is emotionally, physically, spiritually, and sexually attracted to members of more than one gender. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

Boi (*pronounced "boy"*) – **1.** A female-bodied person who expresses or presents themselves in a culturally/stereotypically masculine, particularly boyish, way. **2.** One who enjoys being perceived as a young male and intentionally identifies with being a "boy" rather than a "man."

Butch – **1.** A person who identifies as masculine, whether it be physically, mentally or emotionally. **2.** Sometimes used as a derogatory term for lesbians, but it can also be claimed as an affirmative identity label.



Cisgender – Someone who feels comfortable with the gender identity and gender expression expectations assigned to them based on their physical sex. [**Also known as:** *cissexual*]

Cisgender Privilege – The set of privileges conferred to people who are believed to be cisgender. (**Examples:** having one’s preferred pronouns used, no harassment in public restrooms, no denial of expected access to health care, etc.)

Cissexism – A pervasive and institutionalized system that others transgender people and treats their needs and identities as less important than those of cisgender people.

Coming Out – **1.** The process of accepts one’s own sexuality, gender identity, or status as an intersex person (to “come out” to oneself). **2.** The process of sharing one’s sexuality, gender identity, or intersex status with others (to “come out” to friends, etc.). **3.** A life-long process for individuals in the LGBTQ community.

Cross-dressing – To occasionally wear clothes traditionally associated with people of the other sex. Cross-dressing is a form of gender expression, is not necessarily tied to erotic activity, and is not indicative of sexual orientation.

Discrimination – When members of a more powerful social group behave unjustly or cruelly to members of a less powerful social group. Can be manifested as individual acts of hatred or injustice and institutional denials of privileges normally accorded to other groups.⁶

Down Low – Typically used by Black and Latino men. Refers to a subculture of men who identify as heterosexual, but who have sex with men. Some avoid sharing this information even if they have female sexual partners. [**Related terms:** *men who sleep with men (MSM)*]

Drag King – A female-bodied individual who dresses in masculine or male-designated clothing. A Drag King’s cross-dressing is usually on a part-time basis and many work as entertainers at LGBTQ or straight nightclubs. [**Related terms:** *male impersonator*]

Drag Queen – A male-bodied individual who wears female-designated or feminine clothing. Drag Queens usually cross-dress on a part-time basis and often perform in nightclubs by singing, dancing or lip-synching. [**Related terms:** *female impersonator*]

Dyke – **1.** Sometimes used affirmatively by lesbians to refer to themselves. **2.** Derogatory term referring to (often masculine) lesbians.





Fag – **1.** Derogatory term for a gay or effeminate man. **2.** Derogatory term for any individual who does not match their assigned gender role. **3.** Sometimes adopted affirmatively by gay men as a self-identifier.

Femme – Feminine identified person of any gender/sex.

Fluid – A sexual or gender identity that that exists beyond a binary system of either gay or straight, man or woman. People with a fluid identity may resist using labels or choosing boxes to define themselves. Also used by people whose sexual or gender identity is not fixed on one point of a continuum.

FTM – An acronym which stands for *Female-to-Male*. This term reflects the direction of gender transition. Some prefer the term *MTM* (Male-to-Male) to underscore the fact that though they were biologically female, they never had a female gender identity. [**Related terms:** *transgender man, trans* man*]

Gay – **1.** Used in some cultural settings to represent males who are attracted to males in a romantic, erotic and/or emotional sense. Not all men who engage in “homosexual behavior” identify as gay, and as such this label should be used with caution. [**See:** *Down Low*] **2.** The LGBTQ community as a whole.

Gender – A socially constructed system of classification that ascribes qualities of masculinity and femininity to people. Gender characteristics can change over time and vary between cultures.



Gender Binary – The division of gender into two distinct and opposite categories (man and woman). The gender binary is recognized as a social construct, as there are many identities in-between and outside of these categories.



Gender Expression – How one presents oneself and one’s gender to the world via dress, mannerisms, hairstyle, facial hair etc. This may or may not coincide with or indicate one’s gender identity. Many utilize gender expression in an attempt to determine the gender/sex of another individual.

Gender Identity – Separate from sex in that sex refers to physical characteristics and gender refers to one's sense of self as masculine, feminine, both, or neither regardless of external genitalia.

Gender Non-conforming – A person who either by nature or by choice does not conform to

gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser, etc.). [**Also known as:** *gender variant*]

Gender Normative – A person who by nature or by choice conforms to gender based expectations of society.

Gender Oppression - The societal, institutional, and individual beliefs and practices that privilege cisgender people and subordinate and disparage transgender or gender variant people.

Gender Roles - Societal norms regarding how males and females should behave, expecting people to have personality characteristics and/or act a certain way based on their biological sex.

Genderqueer – A term which refers to individuals or groups who “queer” or problematize the hegemonic notions of sex, gender and desire in a given society. Genderqueer individuals possess identities, which fall outside of the widely accepted sexual binary Genderqueer individuals may or may not pursue any physical changes, such as hormonal or surgical intervention, and may or may not identify as trans*.



Hermaphrodite—An out-of-date and offensive term for an intersex person. [See *Intersex*.]

Heterosexism – The societal/cultural, institutional, and individual beliefs and practices that privilege heterosexuals and disparage LGB people. The critical element that differentiates heterosexism (or any other “ism”) from prejudice and discrimination is the use of institutional power and authority to support prejudices and enforce discriminatory behaviors in systematic ways with far-reaching outcomes and effects.

Heterosexual Privilege – The benefits and advantages that heterosexuals receive in a heterosexist culture. Also, the benefits that lesbians, gay men, and bisexuals receive as a result of claiming a heterosexual identity and denying a lesbian, gay, or bisexual identity.

Homophobia – The fear, hatred, or intolerance of people who identify or are perceived as lesbians or gay men, including the fear of being seen as lesbian or gay yourself. Homophobic behavior can range from telling jokes about lesbians and gay men, to verbal abuse, to acts of physical violence.



Homosexual – An out-of-date term for a person primarily emotionally, physically, and/or sexually attracted to members of the same sex. Many view this term as offensive in that it is excessively clinical and sexualizes members of the LGBTQ community.

In the Closet – Refers to a LGBTQ or similarly identified person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society. There are varying degrees of being “in the closet” (e.g. a person can be out in their social life, but in the closet at work or with their family).

Institutional Oppression – Arrangements of a society used to benefit one group at the expense of another through the use of language, media, education, religion, economics, etc.

Internalized Oppression – The process by which a member of an oppressed group comes to accept and live out the inaccurate stereotypes applied to the oppressed group.

Intersex – Individuals born with the condition of having physical sex markers (genitals, hormones, gonads or chromosomes) that are neither clearly male nor female. Intersex people are sometimes defined as having “ambiguous” genitalia. Approximately 1.7% of all births are intersex infants.

Lesbian – Term used to describe female-identified people attracted romantically, erotically, and/or emotionally to other female-identified people.

LGBTQ – **1.** A common abbreviation for the lesbian, gay, bisexual, transgender, queer and questioning community. The acronym is used as an umbrella term when talking about non-heterosexual and non-cisgender identities, and does not always reflect members of the community. The acronym may be expanded to LGBTQIA to include intersex individuals and allies/asexuals, or shortened to LGBQ when discussing only sexual orientation. **2.** A descriptive adjective (i.e. “I am an LGBTQ individual”).



Lifestyle – Term often used to disparage the lives of LGBQ individuals. Avoid using this term, as there is not one heterosexual or LGBQ lifestyle.



Lipstick Lesbian – Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. Is sometimes also used to refer to a lesbian who is seen as automatically passing for heterosexual.

MTF – An acronym which stands for *Male-to-Female*. This term reflects the direction of gender transition. Some prefer the term *FTF* (Female-to-Female) to underscore the fact that though they were biologically male, they never had a male gender identity. [**Related terms:** *transgender woman, trans* woman*]

Neutrois – A person who is not internally gendered. [**Similar terms:** genderless, agender, or non-gendered]

Oppression – The systematic exploitation of one social group by another for its own benefit. It involves institutional control, ideological domination, and the promulgation of the dominant group's culture on the oppressed.



Outing – When someone discloses information about another's sexual orientation or gender identity without their knowledge and/or consent.

Pansexual – **1.** Attraction towards members of all genders, including those who identify as transgender, transsexual, androgynous, genderqueer, agender, and all other gender identifications, as well as those who do not feel that they have a gender. **2.** A form of sexuality often confused or intermeshed in definition with bisexuality.

Polyamory – Having more than one sexual loving non-monogamous relationship at the same time, with the full knowledge and consent of all partners involved. Polyamorous relationships can be open or closed.

Prejudice – A set of negative beliefs or feelings that are generalized to apply to a whole group of people and any member of that group. Anyone can be prejudiced toward another individual or group.

Queer – **1.** An umbrella term that encompasses: lesbians, gay men, bisexuals communities, trans* individuals of all types, radical sex communities, and other sexually transgressive communities. **2.** A sexual orientation or gender identity label used to denote a non-heterosexual orientation or cisgender identity without having to disclose specifics. **3.** A historically derogatory word that has been reclaimed by many in the LGBTQ community. It is important to note that many LGBTQ people continue to view this as a derogatory term.



Questioning – An individual who is unsure of and/or exploring their gender identity and/or sexual orientation.

Same Gender Loving (SGL) – **1.** A term used by members of the Black community to express same-sex/gender attractions. **2.** An alternative to Eurocentric LGBQ identities that do not culturally affirm the history of people of African descent.

Sex - A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics and hormonal balances. Usually subdivided into "male" and "female", this category does not recognize the existence of intersex bodies.

Sex Identity – How a person identifies physically: female, male, intersex, in between, or neither.

Sexual Orientation – The desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

Sexuality – An imprecise word that is often used in tandem with other social categories, as in: race, gender and sexuality. Typically refers to a cluster of behaviors, practices and identities in the social world.



Shemale – A derogatory term used to describe transgender/transsexual, intersex, or gender non-conforming people that refuses to acknowledge the person's gender. [**Similar terms:** *He-she, S/he, It*]

Stealth – This term refers to when a person chooses to be secretive in the public sphere about their gender history, either after transitioning or while successful passing. [**Also referred to as:** *going stealth*]



Stereotype – An oversimplified generalization about a group of people without regard for their individual differences. Some stereotypes can be positive, however, they can have a negative impact, simply because they involve broad generalizations that ignore individual realities.

Straight – **1.** Slang term for heterosexual. **2.** Someone who is interested in the opposite sex/gender.



Tranny – A derogatory term used to describe transgender/transsexual intersex, or gender non-conforming people.

Trans* - An umbrella term which includes a vast array of differing identity categories such as transsexuals, drag queens, drag kings, cross-dressers, transgender individuals, and others who permanently or periodically dis-identify with the sex they were assigned at birth. This use allows a person to state a gender variant identity without having to disclose hormonal or surgical status/intentions.

Trans Man – An identity label sometimes adopted by female-to-male trans people to signify that they are men while still affirming their transgender history.

Trans Woman – An identity label sometimes adopted by male-to-female trans people to signify that they are women while still affirming their transgender history.

Transgender – A person who lives as a member of a gender other than that expected based on anatomical sex. Sexual orientation varies and is not dependent on gender identity.

Transphobia – The irrational fear of those who are gender variant and/or the inability to deal with gender ambiguity. Transphobic attitudes lead to massive discrimination, violence and oppression against the trans, drag, and intersex communities.

Transsexual – A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex. [**Related terms:** *FTM, MTF*]



Transvestite – A dated term referring to someone who dresses in clothing generally identified with the opposite gender/sex. [**For a preferred term see:** *Cross-dressing*]

Two-Spirit – A Native American term for people who blend the masculine and the feminine. It is commonly used to describe individuals who historically crossed gender. It is also often used by contemporary LGBTQ Native American people to describe themselves.

Ze / Hir – Alternate pronouns that are gender neutral and preferred by some gender variant persons. Pronounced *\zee* and *\here* they replace he/she and his/hers respectively. See table below for usage:

	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Neutral <i>pronunciation</i>	Ze <i>\zee\</i>	Hir <i>\here\</i>	Hir <i>\here\</i>	Hirs <i>\heres\</i>	Hirself <i>\hereself\</i>

Examples of use:

She went to her bedroom.	I am her sister.	She studies by herself.
He went to his bedroom.	I am his sister.	He studies by himself.
Ze went to hir bedroom.	I am hir sister	Ze studies by hirself.

This glossary was originally created by Eli R. Green and Erica N. Peterson at the LGBT Resource Center at the University of California Riverside and has been revised utilizing resources from the following organizations: University of California Riverside, MIT, University of California Berkley, George Washington University, California State University San Marcos, University of California San Diego, Bowling Green State University, and the Asexuality Visibility and Education Network (AVEN).

RESOURCES

Your best resource is your campus LGBTQ Resource Center or student organization. These groups should be aware of your campus resources and may be able to provide you with campus-specific information.

If you are unable to find resources that fit your needs, do not have access to a campus LGBTQ Resource Center or student organization, or are seeking national resources, the LGBTQArchitect website and Consortium of Higher Education LGBT Resource Professionals directory, or LGBT History Month Project may be useful to you.

The **LGBTQArchitect** (www.architect.lgbtqcampus.org) is a catalogue of current resources used by campus administrators who work with LGBTQ populations. The materials on the LGBTQArchitect include sample funding proposals, position descriptions, outreach strategies, programming resources, introductions into climate assessment, and many other useful tools for furthering the work of campus-based resource programs.

The **Consortium of Higher Education LGBT Resource Professionals** (www.lgbtcampus.org) offers a directory of over 200 college and university offices that serve LGBTQ students. The websites of these offices can provide valuable resources in the form of downloadable fliers, PDFs, and helpful websites.

The **LGBT History Month Project** (www.lgbthistorymonth.com) celebrates the achievements of LGBT icons each October. The Project features one outstanding LGBT Icon for each day in October and provides a video, biography, bibliography, downloadable images, and other resources for individuals interested in programming around these icons.

The online resources provided below are current as of August 2012.

National Resources and Organizations

Asexuality Visibility and Education Network (AVEN)
www.asexuality.org/home/

Bisexual Resource Center
www.biresource.org

Children of Lesbians and Gays Everywhere (COLAGE)
www.colage.org

Gay & Lesbian Alliance Against Defamation (GLAAD)
www.glaad.org

Gay & Lesbian Medical Association
www.glma.org

Gay and Lesbian Scientists and Technical Professionals
www.noglstp.org

Gay, Lesbian, Straight Education Network (GLSEN)
www.glsen.org

Human Rights Campaign
www.hrc.org

Intersex Society of North America
www.isna.org

Lambda Legal
www.lambdalegal.org/cgi-bin/iowa/index.html

Matthew's Place
www.matthewsplace.com

National AIDS Hotline
1-800-342-AIDS

National Center for Lesbian Rights
www.nclrights.org

National Center for Transgender Equality
www.nctequality.org

National Coalition for LGBT Health
www.lgbthealth.net/index.shtml

National Gay and Lesbian Taskforce
www.thetaskforce.org

Out & Equal Workplace Advocates
www.outandequal.org

Parents, Families and Friends of Lesbians and Gays (PFLAG)
www.pflag.org

Pride at Work

www.prideatwork.org/page.php?id=5

The Trevor Project

www.thetrevorproject.org

Religious and Spiritual Organizations

Soulforce, Inc.

www.soulforce.org

Baptist

Welcoming and Affirming Baptist Churches

www.awab.org

Catholic

Dignity, Inc. (Roman Catholic)

www.dignityusa.org

New Ways Ministry (Roman Catholic)

www.newwaysministry.org

Christian Scientist

Emergence International

www.emergence-international.org

Episcopal

Integrity, Inc. (Episcopal)

www.integrityusa.org

Hindu

Gay and Lesbian Vaishnava Association

www.galva108.org

Jewish

Keshet Ga'avah

www.glbtcjews.org

Latter Day Saints

Affirmation

www.affirmation.org

Lutheran

Lutherans Concerned

www.lcna.org

Wingspan

www.stpaulref.org/wingspan.html

Mennonite

Brethren Mennonite Council for Lesbian & Gay Concerns

www.bmclgbt.org

Methodist

Affirmation

www.umaffirm.org

Reconciling Ministries Network

www.rmnetwork.org

Orthodox

Axios - Eastern & Orthodox Christian Gay Men & Women

www.axios.org

Presbyterians

More Light Presbyterians

www.mlp.org

Quaker

Friends for Lesbian/Gay Concerns

www.quaker.org/flgbtqc/

Seventh-Day Adventist

Seventh-Day Adventist Kinship International

www.sdakinship.org

Unitarian

Unitarian Universalist Association of Congregations

www.uua.org/directory/staff/multiculturalgrowth/lesbiangay/

Unitarian Universalist Office of Bisexual, Gay, Lesbian, and Transgender Concerns

www.uua.org/obgltc/

Web Resources

Bisexual & Pansexual Resources

BiNet USA

www.binetusa.org

Bisexual Resource Center

www.biresource.org

Bisexuality FAQ

www.serf.org/~jon/soc.bi/faq/a.html#A9

Bisexuality Myths and Truths

www.bitheway.org/Bi/Myths.htm

Serving Nonmonosexual, Bisexual, and Pansexual Students (Download)

www.architect.lgbtcampus.org/research/serving-nonmonosexual---bi---pansexual---stud/download

Gender Identity & Expression

Brown Boi Project

www.bownboiproject.org

Bklyn Boi Hood

www.bklynboihood.com

Black Trans Men

www.blacktransmen.org

Center for Gender Sanity, Diagram of Sex and Gender

www.gendersanity.com/diagram.shtml

International Lesbian, Gay, Bisexual, Trans, and Intersex Association

www.ilga.org/ilga/en/index.html

Gender Public Advocacy Coalition

www.gpac.org

National Center for Transgender Equality

www.nctequality.org

Transgender Michigan Q&A

www.transgendermichigan.homestead.com/questions.html

National Transgender Advocacy Coalition FAQ

www.ntac.org/resources/faq.html

Transgender Day of Remembrance at Gender.org

www.gender.org/remember/day/

Transgender Day of Remembrance Basics

www.gsanetwork.org/resources/dayofremembrance.html

Trans People of Color Coalition

www.transpoc.org

Trans POC Blog

www.trans-poc.livejournal.com

Intersex Resources

Bodies Like Ours, intersex information and peer support

www.bodieslikeours.org

Intersex FAQ

www.isna.org/faq/

Intersex Society of North America
www.isna.org

Queer People of Color (QPOC) Resources

Bklyn Boi Hood
www.bklynboihood.com

Brown Boi Project
www.bownboiproject.org

Fierce
www.fiercenyc.org

Gay Persons of Color Blog
www.gay-persons-of-color.blogspot.com

Immigration Equality
www.immigrationequality.org

International Gay and Lesbian Human Rights Commission
www.iglhrc.org/cgi-bin/iowa/home/index.html

Jengo TV: LGBT of Color Media Network
www.jengotv.com

The Pipeline Project
www.lgbtpipeline.org

Safe Schools Coalition
www.safeschoolscoalition.org/RG-glbtl_youth_of_color.html

Silvia Rivera Law Project
www.srlp.org

Trans People of Color Coalition
www.transpoc.org

Trans POC Blog
www.trans-poc.livejournal.com

xQsi Magazine
www.xqsimagazine.com

African American / Black / African

Black Trans Men
www.blacktransmen.org

Gay Men of African Descent
www.gmad.org

Hispanic Black Gay Coalition
www.hbgc-boston.org

National Association of Black and White Men Together
www.nabwmt.org

National Black Justice Coalition
www.nbjc.org

United Lesbians of African Heritage
www.uloah.com

Zuna Institute
www.zunainstitute.org

Asian and Pacific Islander

Asian Pacific Islander Equality (California)
www.apiequality.org

Asian & Pacific Islander Family Pride
www.apifamilypride.org

Asian Pacific Islander Queer Woman and Transgender Community
www.apiqwtc.org

Asian Pacific Islander Queers United for Action
www.aquadc.org

Gay Asian Pacific Alliance (California)
www.gapa.org

Gay Asian Pacific Support Network
www.gapsn.org

Queer Asian Pacific-Islander Alliance
www.qapa.org

Trikone – LGBT South Asians (California)
www.trikone.org/index.shtml

Latina/Latino, Chicana/Chicano, and Hispanic

Hispanic Black Gay Coalition
www.hbgc-boston.org

Latino/Latina LGBT Youth
www.ambientejuven.org

Middle Eastern

AHBAB: Gay and Lesbian Arabic Society
www.glas.org

Lazeeza - Arab Lesbians
www.glas.org/lazeeza.html

POSE Iranian-American LGBT Allies
www.poseadvocates.org

Native American

2-Spirits
www.2spirits.com

NativeOUT
www.nativeout.com

Appendix A: Bulletin Boards

Bulletin Board Diagrams and Materials

THE HOLIDAYS CAN BE STRESSFUL... BUT SO CAN COMING OUT.

IF YOU'RE THINKING
ABOUT COMING OUT...

Tips

Tips

Student
Orgs

Campus
Resources

IF SOMEONE COMES OUT
TO YOU...

Do's

Safe Zone
Ally Training
or other
Campus
Resources

Don'ts

Mom, Dad...
I'm LGBTQ.

LOOKING FOR MORE RESOURCES
OR HAVE A QUESTION?
COME TALK TO ME IN ROOM *** - I'M HAPPY TO HELP!



Do...

Thank your friend for having the courage to tell you. Choosing to tell you means that they have a great deal of respect and trust for you.

Listen to them. There is no need to state a position or opinion about LGBTQ people. There will be plenty of time in the future for you to think and talk about your beliefs in light of your friend's orientation.

Lighten up. Sensitively worded humor may ease the tension they're feeling and make them more comfortable.

Respect your friend's confidentiality. They probably are not ready to tell others right away and want to tell people in their own way.

Support your friend. Tell your friend that you still care about them, no matter what. Be the friend you have always been. The main fear for people coming out is that their friends and family will reject them. Offer and be available to support your friend as they come out to others.

Be inclusive. If you and your friends usually talk about crushes or significant others, be sure to include them in that conversation. Don't exclude them from the conversation because they have a different attractiveness or gender identity than you.

Be willing to help your friend if they lose familial support or have a negative coming out experience. Invite them to hang out with you or to spend a holiday break with you and your family.

Learn more about the LGBTQ community. This will allow you to better support your friend and understand more about their identity.

Don't...

Run screaming from the room. This is considered rude. If you must back away, do so slowly. This is also generally perceived as rude.

Assume that they are attracted to you. Conversely, do not assume that you are not attracted to them.

Expect them to be as excited about meeting a heterosexual as you may be about meeting someone who identifies as a member of the LGBTQ community.

Trivialize their experience by assuming it's a bedroom specific thing or phase. People are lesbian, gay, bisexual, transgender, queer and many other LGBTQ identities 24 hours a day, 7 days a week.

Be afraid to ask questions. But understand that your friend may not have all the answers. You can always save some questions for later or find the answers together.

Worry about what others think. Lead by example and remember that most people know someone who is LGBTQ. Some people are simply less fortunate and aren't able to foster an environment for friends to come out in.

Change how you treat them or act around them. Still invite your friend along when you go out and treat them the same way you always have. If you have a standing movie date on Fridays or always get lunch together, keep the routine! They haven't changed at all – your friendship shouldn't either!

Tips for Coming Out

Be patient with yourself. It's not necessary to tell everyone at once. Take your time. If you're struggling with how to come out, ask other LGBTQ individuals to share their coming out experience with you.

Start small. It can be easier to start by telling friends than by telling family.

Find allies in your family. If you can think of someone who is LGBTQ-friendly or has LGBTQ friends, start with them.

Develop a support network of friends who are accepting and supportive.

Be positive. When you come out to someone, you set the tone. Don't come out in anger or retaliation – make your coming out into a positive thing!

Be prepared for different types of reactions. Realize that they may need some time to adjust. Some people take longer to digest the information than others.

Be firm. Identify as lesbian, gay, bisexual, transgender (LGBTQ) or whatever word you use, if you're sure.

Assess the situation. If you're unsure of your own sexual orientation or gender identity or are concerned about coming out, find someone who can help support you during this time. Finding someone who will support you and also allow you to discover your own identity will be very helpful.

Spread Knowledge. Refer parents and friends to PFLAG or other resources that might help.

The Gender Spectrum

Gender is all around us - it's taught to us from the moment we're born.

Gender expectations and messages bombard us constantly. Upbringing, culture, peers, community, media, and religion are some of the many influences that shape our understanding of this core aspect of identity.

We assign gender to things everyday - so let's assign gender to some everyday things!

Feminine

MASCULINE



Where do these objects fall on the gender spectrum?

Place them where ever you think they belong!



OCTOBER IS... LGBTQ HISTORY MONTH

TRANS*
PERSON

BISEXUAL
OR
PANSEXUAL

TRANS*
PERSON OF
COLOR

GENDERQUEER
OR
NON-BINARY

LGB
PERSON OF
COLOR

LGBTQ
PERSON OF
COLOR

**WANT TO LEARN MORE
ABOUT LGBTQ HISTORY?**

LESBIAN

GAY
MALE

CHECK OUT THESE GREAT RESOURCES:

[Campus Resources Go Here]

Q-KIT NOTE: This diagram is designed to reflect the need for diversity in the individuals featured in LGBTQ History Month displays and is **NOT** a recipe for how all boards should look. Be sure to also include diverse careers, faiths, and personal stories in addition to a variety of gender identities, sexual orientations, and ethnic backgrounds.

ASEXUAL

Transgender Awareness Week!

campus
trans*
resources

trans*
person
spotlight

trans*
person
spotlight

upcoming
Safe Zone
or Ally
Trainings

gender neutral
pronoun
chart

campus
safe zone
or ally
logo

Words
that are
transphobic
and why

Tips to
Be a
Trans*
Ally

trans*
person
spotlight

trans*
person
spotlight



All genders are welcome in [res hall name].

Words that are **TRANSPHOBIC** and **WHY**

Transphobia: The fear or hatred of transgender people or people who are perceived as not meeting society's expectations around gender roles, identities, and presentations. Transphobia is closely linked with homophobia and biphobia.

You're such a Tranny.

Whether or not someone identifies as Trans, calling them a "Tranny" can be extremely offensive. This may be a term that people within the community use and reclaim for themselves, but it should not be used as a joke or without consent.

That person doesn't really look like a man/woman.

What does it mean to look like a man or a woman? There are no set criteria. It also should not be assumed that all Trans men strive to be masculine or that all Trans women want to be feminine, or that all Trans people want to look like men or women. Gender presentation is fluid and distinct from gender identity, and all forms of gender expression deserve affirmation.

Why would you transition if you're going to be gay?

Gender identity and sexual orientation are two separate aspects of one's identity. This question demonstrates how heterosexuality is more valued in our society, and reinforces homophobia and heterosexism.

What is your REAL name? I mean the one you were given at birth.

This implies the person's gender identity and chosen name are not "real" and perpetuates the idea of Trans people as deceptive. It removes agency and any right to make decisions for themselves, and is incredibly invalidating. It presumes a right to intimate information, disregards privacy, and places Trans lives on public display.

Calling someone "it" or "He-She" is demeaning and does not validate their identity or respect them as a person.

Asking others about Transperson's identity, or offering information about someone.

Asking someone about another person's identity is inappropriate. Ask yourself why you want to know. If you are concerned about using the person's preferred pronouns, ask them directly.

Using the wrong pronouns or making assumptions about others' gender identities.

It is vital that we respect the names and pronouns that people prefer. It is impossible to know without asking. If you are not sure, ask: "What are your preferred pronouns?"

What are you REALLY? Have you had surgery? If not then you're not really a _____.

Asking anyone personal questions about their bodies and/or surgeries is invasive and inappropriate. We don't ask non-Trans people what is under their clothes; we shouldn't ask Trans people either.



For more information contact the UC Davis LGBT Resource Center

lgbtrc.ucdavis.edu
phone: 530.752.2452

Tips for being a Trans* Ally

Don't assume someone's gender identity. It is extremely important to refer to a trans* person by the pronoun appropriate to their presented gender, mostly easily cued by what the person is wearing. When in doubt, ask what pronoun is preferred.

Watch your language. NEVER use the word "it" when referring to someone who is transgender, either in their presence or to others when they are not present. To do so is incredibly insulting and disrespectful. In general, be aware of the gender language you use and the implications of this language.

Do not use quotation marks. Never put the appropriate pronouns or names of a transgender person in quotes. It's disrespectful and erases their identity.

Don't out someone. Do not tell others that someone is trans* without their permission. Also, do not assume that everyone knows. Some trans* people pass very well and the only way someone would know be if they were told.

Don't assume sexual orientation. Do not assume a trans* person is straight, gay, lesbian, bisexual, or any other sexual orientation. Like anyone else, respect how people choose to identify themselves regardless of behavior or perceived orientation.

Know your limitations. You are human and not expected to know everything. Allow yourself to make mistakes and learn from those mistakes. Check out the rest of this bulletin board for some resources!

Adapted from the Florida Institute of Technology "Basic Tips for Transgender Allies" poster. Originally adapted from Gender Education and Advocacy, Inc. flyer "Basic Tips for Service Providers working with transgender people (2001), the George Mason University Safe Zone Program Training Manual, and the Trans@MIT "Action Tips for Allies of Trans People."

SUBJECT

OBJECT

POSSESSIVE
ADJECTIVE

POSSESSIVE
PRONOUN

REFLEXIVE

FEMALE

SHE

HER

HER

HERS

HERSELF

MALE

HE

HIM

HIS

HIS

HIMSELF

GENDER
NEUTRAL

THEY

THEM

THEIR

THEIRS

THEMSELF

GENDER
NEUTRAL

ZE

HIR

HIR

HIRS

HIRSELF

HOW TO PRONOUNCE GENDER NEUTRAL PRONOUNS:

ZE

/ZEE/

HIR

/HERE/

HIRS

/HERES/

HIRSELF

/HERESELF/

Appendix B: Circle of Knowledge

Program Materials

Answer:

Female-identified people who are attracted romantically, emotionally, and/or erotically to other female-identified people.

What is...

a Lesbian?

Answer:

Of, relating to, or being a person who identifies with gender identity that differs from the person's assigned sex at birth.

What is...

Transgender?

Answer:

Emotional, physical, and/or sexual attraction to members of more than one gender.

What is...

Bisexuality?

Answer:

Male-identified individuals who are attracted to other male-identified people in a romantic, emotional and/or erotic way.

What is...

a Gay man?

Answer:

Individuals who “queer” typical notions of sex and gender. These individuals usually possess identities that fall outside of the gender binary.

What is...

Genderqueer?

Answer:

The state of being unsure of and/or exploring one's gender identity or sexual orientation.

What is...

Questioning?

Answer:

One's sense of self as masculine, feminine, both or neither, regardless of external genitalia.

Separate from sex in that sex refers to physical characteristics.

What is...

Gender Identity?

Answer:

Benefits derived automatically in society by being heterosexual and cisgender or by being perceived to be heterosexual and cisgender.

What is...

Privilege?

Answer:

Attraction towards members of all genders, including those who identify as transgender, agender, genderqueer, and all other gender identifications.

What is...

Pansexuality?

Answer:

Alternate pronouns that are gender neutral and preferred by some gender variant persons.

What are...

Ze and Hir?

Pronounced: \zee\ and \here\

Appendix C: Continuum of Sex, Gender & Sexuality

Program Material

"Normative Man"

Biological Sex (anatomy, chromosomes, hormones)

"Normative Woman"



male

intersex

female

Gender Identity (psychological sense of self)



man

trans, genderqueer, two-spirit, third gender, pangender and other identities

woman

Gender Expression (communication of gender)



masculine

androgynous

feminine

Sexual Orientation (identity of erotic response)



attracted to women

bisexual, pansexual, fluid, asexual, and other identities

attracted to men

Romantic Attraction



attracted to women

attracted to men, women, and/or other identities

attracted to men

Sexual Behavior



sex with women


sex with men, women, and/or other identities

sex with men

Appendix D: Do *You* Know? Trivia

Program Materials

Do You Know? Trivia

Bisexual	_____ Symbol 	Homophobia	Lesbian	Asexual
Queer	Same Gender Loving	Harvey Milk	Outing	Pink Triangle 
National Coming Out Day	HIV/AIDS	PUT YOUR NAME HERE _____	Two-Spirit	Ze / Hir
Questioning	Audre Lourde	Heterosexism	Stonewall	Bayard Rustin
Cisgender	QPOC	Gender Identity	Pansexual	Neutrois

Do You Know? Answer Key

Bisexual – A person who is emotionally, physically, spiritually, and sexually attracted to members of more than one gender. This attraction does not have to be equally split between genders and there may be a preference for one gender over others.

Transgender symbol– This symbol is the fusion of the traditional male, female symbols to create a third gender to represent the spectrum of non-gender conforming communities. A person who lives as a member of a gender other than that expected based on anatomical sex is considered transgender. Sexual orientation varies and is not dependent on gender identity.

Homophobia – The irrational fear or hatred of homosexuals, homosexuality, or any behavior or belief that does not conform to rigid sex role stereotypes. It is this fear that enforces sexism as well as heterosexism.

Lesbian – Term used to describe female-identified people attracted romantically, erotically, and/or emotionally to other female-identified people. The term lesbian is derived from the name of the Greek island of Lesbos and as such is sometimes considered a Eurocentric category that does not necessarily represent the identities of African-Americans and other non-European ethnic groups. This being said, individual female-identified people from diverse ethnic groups, including African-Americans, embrace the term ‘lesbian’ as an identity label.

Asexual – A person who does not experience sexual attraction. May or may not experience emotional, physical, or romantic attraction. Asexuality differs from celibacy in that it is a sexual orientation, not a choice.

Queer – **1.** An umbrella term that encompasses: lesbians, gay men, bisexuals communities, trans* individuals of all types, radical sex communities, and other sexually transgressive communities. **2.** A sexual orientation or gender identity label used to denote a non-heterosexual orientation or cisgender identity without having to disclose specifics. **3.** A historically derogatory word that has been reclaimed by many in the LGBTQ community. It is important to note that a sizable percentage of people to whom this term might apply (particularly those born before 1975) still hold this to be a derogatory term.

Same Gender Loving (SGL) – **1.** A term used by members of the Black community to express same-sex/gender attractions. **2.** An alternative to Eurocentric LGBTQ identities that do not culturally affirm the history of people of African descent.

Harvey Milk – First openly gay man to be elected into public office in California, the San Francisco Board of Supervisors, in the late 70’s.

Outing – When someone discloses information about another’s sexual orientation or gender identity without their knowledge and/or consent. This can be extremely harmful if an individual is “outed” to their family or friend group before they are ready to come out. Be sure to check with an individual before disclosing their sexual orientation or gender identity to others.

Pink Triangle — Originally served as a Nazi concentration camp (triangle pointed downwards) badge to identify male prisoners who were sent there due to their homosexuality. The badge was then turned upwards and appropriated as an international symbol of gay pride and the gay rights movement.

National Coming Out Day — An internationally annually observed civil awareness day, October 11, celebrating those who publicly identify as bisexual, gay, lesbian, transgender, or those coming out about their gender identity.

HIV/AIDS — Human immunodeficiency virus infection/ Acquired Immunodeficiency syndrome is a disease of the human immune system caused by the HIV virus. HIV is transmitted primarily via oral, anal, and vaginal intercourse, contaminated blood transfusions, and hypodermic needles. Initially was seen as a gay man’s disease, HIV is a world-wide pandemic that affects men and women equally.

Two-Spirit — Native persons who have attributes of both genders, have distinct gender and social roles in their tribes, and are often involved with mystical rituals (shamans). Their dress is usually mixture of male and female articles and they are seen as a separate or third gender. The term ‘two-spirit’ is usually considered to specific to the Zuni tribe. Similar identity labels vary by tribe and include ‘one-spirit’ and ‘wintke’.

Ze / Hir – Alternate pronouns that are gender neutral and preferred by some gender variant persons. Pronounced *\zee* and *\here* they replace he/she and his/hers respectively. See table below for usage:

	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Neutral <i>pronunciation</i>	Ze <i>\zee\</i>	Hir <i>\here\</i>	Hir <i>\here\</i>	Hirs <i>\heres\</i>	Hirself <i>\hereself\</i>

Questioning — A person who is still in the process of exploring their gender, sexual identity, sexual orientation and do not wish to apply a social label on their person. The letter “Q” is in the term LGBTQ can refer to either queer or questioning.

Audre Lourde — A Caribbean-American writer, poet, and activist. Known for giving voice to the experiences of lesbian women of color.

Heterosexism — – Prejudice against individuals and groups who display non-heterosexual behaviors or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power. Any attitude, action, or practice – backed by institutional power – that subordinates people because of their sexual orientation.

Stonewall — Stonewall Inn is an American bar in the Greenwich Village neighborhood of New York City and was the largest gay establishment in the US. Stonewall also served as the site of a series of spontaneous, violent demonstrations against the police raids that regularly targeted the gay patrons of the bar.

Bayard Rustin – An American leader in social movements for civil rights, non-violence, and gay rights in the 1940s – 1960s. He was a leading activist during the civil rights movement and the primary engineer of the 1963 March on Washington where Dr. Martin Luther King, Jr. gave his famous “I Have A Dream” speech. He took a back seat publicly for fear that his gay identity would undermine the work of the Civil Rights movement.

Cisgender — describes someone who feels comfortable with the gender identity and gender expression expectations assigned to them based on their physical sex.

QPOC — Queer People of Color is an organization that strives to create a safe space for queer people and provide a forum for open dialogues on issues of race, gender, and sexuality.

Gender Identity – Separate from sex in that sex refers to physical characteristics and gender refers to one's sense of self as masculine, feminine, both, or neither regardless of external genitalia.

Pansexual — **1.** Attraction towards members of all genders, including those who identify as transgender, transsexual, androgynous, genderqueer, agender, and all other gender identifications, as well as those who do not feel that they have a gender. **2.** A form of sexuality often confused or intermeshed in definition with bisexuality.

Neutrois – A person who is not internally gendered. [**Similar terms:** genderless, agender, or non-gendered]

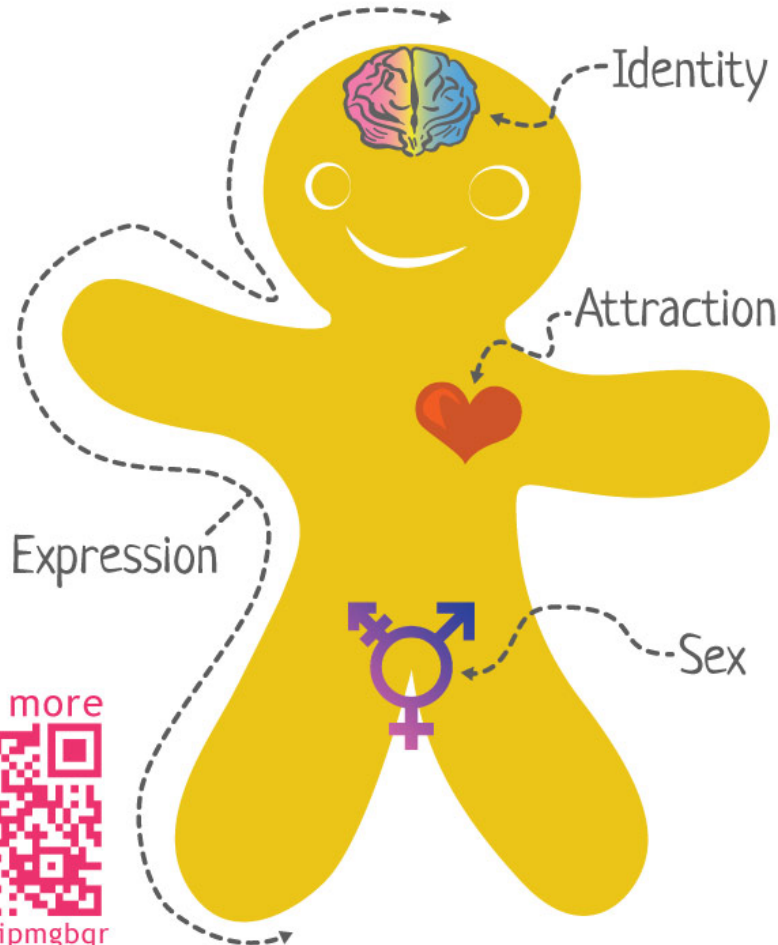
Appendix E: Ginger My Gender

Program Materials

The Genderbread Person v2.0

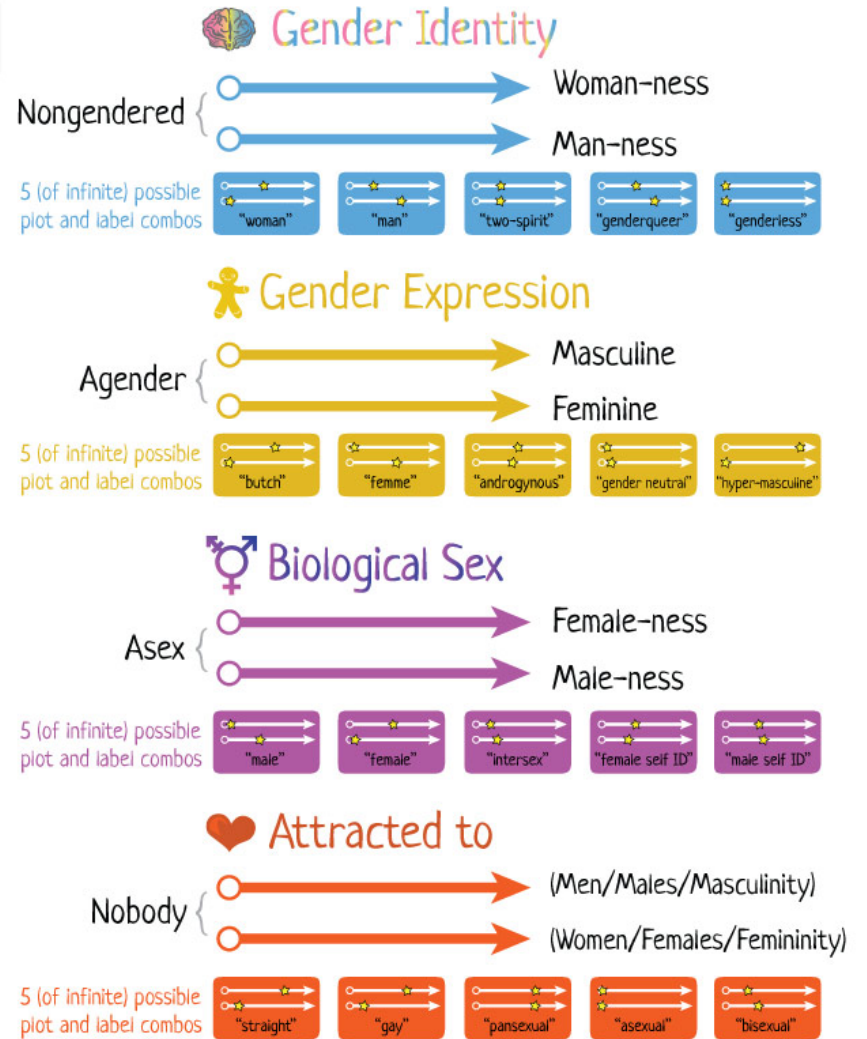
by its pronounced **METROsexual**.com

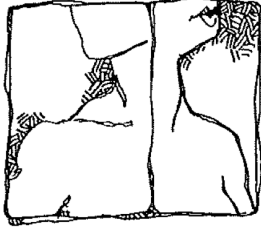
Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for understanding. It's okay if you're hungry for more.



read more

bit.ly/ipmgbqr





Gender Roles: Men & Women

The term 'gender role' refers to the roles that males and females are expected to play. Often, gender roles are stereotypes. For example, typical gender roles say that men are supposed to be aggressive and not show emotions, while women are supposed to be very emotional and wear dresses and 'feminine' clothes.

In the box below, write as many male gender roles as you can think of. In other words, if someone said, "Act like a man!" what would they mean? Then, think about what happens when a male steps out of the 'Man Box' and doesn't behave that way. Write the names he gets called and the actions that are taken against him that smack him back in the box.

The MAN Box

Words that smack males
back in the box

A large, empty rectangular box with a hand-drawn border, intended for students to write words and actions related to the 'Man Box' concept.

Actions that smack males
back in the box

Now do the same exercise for females. What does it mean when someone says, "Act like a lady," and what gets said and done to her when she steps out of the box?

The LADY Box

Words that smack
females back in the box

A large, empty rectangular box with a hand-drawn border, intended for students to write words and actions related to the 'Lady Box' concept.

Actions that smack females
back in the box

Appendix F: Identity Star

Program Materials

Introduction Script

Imagine that this star represents your world, with you in the center and those things or people most important to you at each point of the star. Begin by writing your name in the center of the star to claim it as your own. Then, pick a side of the star to begin with. Choose a friend who is very close to you. Someone you care about very much. Write their name on this side of the star.

Next, think of a community that you belong to. It could be a religious community, your neighborhood, a fraternity or sorority, or just a group of friends. Take the name of this group that you are a part of and write it on the next side of the star moving clockwise.

Now, think of a specific family member. This could be your mother, father, aunt, or uncle - someone that you have always turned to for advice, or who knows how to cheer you up when you're sad, any family member who has made a large impact in your life. Please write their name on the next side of the star.

What job would you most like to have? It could be anything from president to dentist. Whatever your career aspiration is, write it on the next side.

Lastly, what are some of your hopes and dreams? Maybe you want to be famous, maybe you want the perfect family. Think of a few of your hopes and dreams and write them on the last side of your star

Activity Script

You decide that it will be easiest to tell your friends first, since they have always been there for you in the past and you feel they need to know.

If you have a **BLUE** star, your friend has no problem with it. They have suspected it for some time now and thank you for being honest with them. Luckily, they act no different toward you and accept you for who you are.

If you have an **ORANGE** or **PURPLE** star, your friends are kind of hesitant. They are a little irritated that you have waited so long to tell them, but you are confident that soon they will understand that being LGBTQ is just a part of who you are ... you just need to give them some time. If you have an **ORANGE** or **PURPLE** star, please fold back this side of your star.

If you have a **RED** star, you are met with anger and disgust. This friend who has been by your side in the past tells you that being LGBTQ is wrong and they can't associate with anyone like that. If you have a **RED** star, please tear off this side and drop it to the ground, this friend is no longer a part of your life.

With most of you having such good luck with your friends, you decide that your family probably deserves to know. So, you turn to your closest family member first so that it will be a little easier.

If you have a **PURPLE** star, the conversation does not go exactly how you planned. Several questions are asked as to how this could have happened, but after some lengthy discussion this person who is close to you seems a little more at ease with it. If you have a **PURPLE** star, fold this side of your star back, since they are not ready to fully support you yet.

If you have a **BLUE** star, this family member embraces you. They are proud that you have decided to come out and let you know that they will always be there to support you.

If you have an **ORANGE** or **RED** star, your family member rejects the thought of being related to a person who is LGBTQ. Much like some of your friends, they are disgusted and some of you are thrown out of your house or even disowned. You are now part of the 40% homeless youth who identify as LGBTQ. If you have an **ORANGE** or **RED** star, please tear off this side and drop it to the ground.

Having told your friends and family, the wheels have started to turn and soon members of your community begin to become aware of your sexual orientation.

If you have a **PURPLE** or **BLUE** star, your sexual orientation is accepted by your community. They continue to embrace you like anyone else and together you celebrate the growing diversity in your community.

If you have an **ORANGE** star, you are met with a mixed response. Some accept you and some don't know what to think. You remain a part of the community, and with time, will fit in as you once did. If you have an **ORANGE** star, please fold back this side.

If you have a **RED** star, your community reacts with hatred. They tell you that people like you do not belong in their community. Those who had supported you in times of need no longer speak to you or acknowledge you. If you have a **RED** star, tear this side off and drop it to the ground.

You have heard that rumors have started circulating in your classes regarding your sexual orientation. In the past, you have made it a point to confront rumors as soon as they began, but now you're not sure if that will do more harm than good. But, unfortunately, you don't have the chance.

If you have a **BLUE** star, your classmates begin to approach you and let you know that they have heard the rumors and they don't care and will support you even if the rumors are true.

If you have a **PURPLE** star, your class environment has become quite interesting. No one has approached you about the rumors but some people speak to you less and even though you haven't confirmed or denied the rumors, you notice a shift in people's behavior toward you. If you have a **PURPLE** star, fold this point back, it may take a little time before you feel fully comfortable in this environment again.

If you have a **RED** or **ORANGE** star, you continue to work as though nothing has changed but feel a lot of hostility coming from your classmates and coworkers. Connections have been ruptured and your ability to succeed has been undermined because people have started to ignore your work or look at it differently. If you have a **RED** or **ORANGE** star, please tear off this side and drop it to the ground.

Now ... your future lies ahead of you as an out LGBTQ individual. Your hopes and dreams, your wishes for the perfect life ... for some of you these are all that remain.

If you have a **PURPLE**, **BLUE**, or **ORANGE** star, these hopes and dreams are what keep you going. Most of you have been met with some sort of rejection since beginning your coming out process, but you have managed to continue to live a happy and healthy life. Your personal hopes and dreams become a reality.

If you have a **RED** star, you fall into despair. You have been met with rejection after rejection and you find it impossible to accomplish your lifelong goals without the support and love of your friends and family. You become depressed and eventually you feel that your life is no longer worth living. If you have a **RED** star, please tear it up and drop the pieces to the ground. You are now part of the 40% of suicide victims who are LGBTQ identified.

Appendix G: LGBTQ BINGO

Program Materials

L G B T Q**INGO - BINGO - BINGO - BINGO****MTF****Asexual****Intersex****FTM****Bear****Gay****Cisgender****Trans*****Sex****Bisexual****Drag Queen****Femme****Free Space****In the Closet****Transsexual****Sexuality****Trans Man****Gender****Butch****Fluid****Cissexism****Homosexual****Outing****Assigned at Birth****Dyke****L G B T Q****INGO - BINGO - BINGO - BINGO****Cross-Dressing****Gender Binary****Cissexism****Lipstick****Sexuality****Gender Non-Conforming****Asexual****Trans Woman****Dyke****Trans*****Drag King****Sex****Free Space****Bear****Femme****Heterosexism****Dyke****FTM****Androgyne****Fag****Gender****Outing****Bicurious****Straight****Lesbian**

L G B T Q**INGO - BINGO - BINGO - BINGO**

Gay	Drag King	Agender	Shemale	Trans*
FTM	Outing	MTF	Gender	Asexual
Fag	Gender Identity	Free Space	Sexual Orientation	LGBTQ
Cisgender	Intersex	Ally	Neutrois	Fluid
Tranny	Lipstick	Bear	Sexuality	Bisexual

L G B T Q**INGO - BINGO - BINGO - BINGO**

Neutrois	Gender Identity	LGBTQ	Gender Expression	Lesbian
Bear	Intersex	Homosexual	Butch	Sex
Ally	Fluid	Free Space	Pansexual	Trans*
Assigned at Birth	Cisgender	FTM	Drag King	Outing
Queer	Gay	Same Gender Loving	Androgyne	Dyke

L G B T Q

INGO - BINGO - BINGO - BINGO

Bigender

MTF

Bear

Trans*

Transsexual

Ally

Asexual

Drag King

Assigned at Birth

Privilege

Tranny

Boi

Free Space
↓

Bicurious

Lesbian

Gay

Genderqueer

Gender Identity

Ze/Hir

Intersex

Shemale

Outing

Sex

Trans Man

Dyke

L G B T Q

INGO - BINGO - BINGO - BINGO

Asexual

Gay

Straight

Assigned at Birth

Genderqueer

Femme

Outing

Hermaphrodite

Trans Woman

Bicurious

Transgender

Lesbian

Free Space
↓

Agender

LGBTQ

Same Gender Loving

Trans Man

Queer

Questioning

Cisgender

Cissexism

Transsexual

Ze/Hir

Ally

Neutrois

L G B T Q

INGO - BINGO - BINGO - BINGO

Bicurious	Femme	Gender Non-Conforming	Outing	Bisexual
Gay	Sexual Orientation	Trans Man	Same Gender Loving	Questioning
Butch	Gender	Free Space	Heterosexism	Gender Identity
Asexual	Straight	Shemale	Agender	Genderqueer
Homosexual	MTF	Privilege	Gender Binary	Queer

L G B T Q

INGO - BINGO - BINGO - BINGO

Ally	Boi	Cisgender	Asexual	Dyke
Butch	Assigned at Birth	FTM	In the Closet	Genderqueer
Sexuality	MTF	Free Space	Pansexual	Same Gender Loving
Bicurious	Gender	Lipstick	Shemale	Heterosexism
Transgender	Gender Binary	Sex	Femme	Bigender

L G B T Q

INGO - BINGO - BINGO - BINGO

Drag Queen	Shemale	Ze/Hir	Genderqueer	FTM
Gender	Transsexual	Butch	Drag King	Trans*
Boi	Fag	Free Space	Outing	Questioning
Gender Non-Conforming	Sexuality	In the Closet	Bear	Femme
Lipstick	Intersex	Transgender	MTF	LGBTQ

L G B T Q

INGO - BINGO - BINGO - BINGO

Trans Man	Bisexual	Same Gender Loving	Lesbian	Gender Non-Conforming
Fluid	Transgender	Boi	Trans Woman	Privilege
Asexual	Gender Identity	Free Space	Genderqueer	Shemale
Fag	Ze/Hir	Pansexual	Sex	Ally
Questioning	Intersex	Assigned at Birth	Femme	Gay

L G B T Q**INGO - BINGO - BINGO - BINGO**

Fag	Questioning	Bicurious	Same Gender Loving	Drag King
Queer	Lipstick	Boi	Agender	Homosexual
Cross-Dressing	In the Closet	Free Space	Gay	Straight
Gender Binary	Bigender	Butch	Neutrois	Cisgender
LGBTQ	Gender Identity	Assigned At Birth	Sexuality	Trans Woman

L G B T Q**INGO - BINGO - BINGO - BINGO**

Androgyne	Tranny	Gender	LGBTQ	Cissexism
Bicurious	Boi	Assigned at Birth	Gender Non-Conforming	Outing
Sexuality	Intersex	Free Space	Ze/Hir	Sex
Bear	Gender Identity	Drag Queen	Trans Woman	Homophobia
Gay	Privilege	Bigender	Drag King	Gender

L G B T Q

INGO - BINGO - BINGO - BINGO

Boi	Intersex	Ally	<i>Genderqueer</i>	Assigned at Birth
Trans Man	Queer	Straight	Butch	<i>Homophobia</i>
Tranny	Sex		Bigender	Drag King
Lesbian	Lipstick	<i>Androgyne</i>	In the Closet	Intersex
Shemale	Cisgender	Neutrois	FTM	Gender


L G B T Q

INGO - BINGO - BINGO - BINGO

<i>Questioning</i>	LGBTQ	Drag Queen	MTF	Femme
Gender Identity	Bigender	<i>Transsexual</i>	Gender Binary	Agender
Trans Woman	Bear		Bisexual	Asexual
Dyke	Trans Woman	Sexuality	<i>Gender Expression</i>	Gender
Trans Man	FTM	Trans*	Queer	Straight

L G B T Q

INGO - BINGO - BINGO - BINGO

Same Gender Loving	Gender	Ze/Hir	Gender Identity	Neutrois
Asexual	Bisexual	Fluid	Bear	Intersex
In the Closet	Cross-Dressing		Genderqueer	Dyke
LGBTQ	Assigned at Birth	FTM	Bicurious	Questioning
Sexual Orientation	Trans Man	Privilege	Gender Expression	Bigender

L G B T Q

INGO - BINGO - BINGO - BINGO

Drag Queen	Lesbian	Assigned at Birth	Pansexual	Queer
LGBTQ	Gay	FTM	Butch	Ally
Sexual Orientation	Gender		Gender Non-Conforming	Intersex
In the Closet	Hemaphrodite	Agender	Dyke	Tranny
Trans Woman	Shemale	Privilege	Neutrois	Heterosexism

L G B T Q**INGO - BINGO - BINGO - BINGO**

Gender Non-Conforming	Drag Queen	Trans*	Sexual Orientation	Lesbian
Trans Woman	Hermaphrodite	Queer	Fluid	LGBTQ
Bigender	Gender Identity	Free Space	Sex	Ze/Hir
Gay	Bear	Asexual	Same Gender Loving	Homosexual
Drag King	Genderqueer	Neutrois	Femme	In the Closet

L G B T Q**INGO - BINGO - BINGO - BINGO**

MTF	Assigned at Birth	Queer	Cisgender	Shemale
Fluid	Bicurious	Straight	Trans Woman	Privilege
Ze/Hir	Sexuality	Free Space	Lipstick	Femme
Trans*	Boi	Agender	Sexual Orientation	Tranny
Questioning	Lesbian	Pansexual	Gender Binary	In the Closet

L G B T Q**INGO - BINGO - BINGO - BINGO****Outing****Gender
Non-
Conforming****Cissexism****Femme****LGBTQ****Drag
Queen****Questioning****Pansexual****Cross-
Dressing****Gay****Lesbian****Sex****Intersex****Homophobia****Trans*****Dyke****Cisgender****Fluid****Gender
Binary****FTM****Straight****Tranny****Gender
Expression****Asexual****L G B T Q****INGO - BINGO - BINGO - BINGO****Gay****MTF****Outing****Gender****Femme****Cross-
Dressing****Same
Gender
Loving****Homosexual****Fluid****Ze/Hir****In the
Closet****Drag
Queen****Gender
Binary****Androgyne****Asexual****Trans*****Ally****Shemale****Gender
Identity****Questioning****Bicurious****Sexuality****Neutrois****Agender**

Ally Training & Development Materials

10 Myths of Allyship

Match the type of ally with its descriptor. Then reflect on some of the problems/limitations with this type of allyship.

Button Ally	I refuse to acknowledge differences; I only support universal notions of oneness.
My Way or the Highway Ally	“I’m more oppressed, therefore I can’t oppress you.”
Savior Complex Ally	“If I can’t get what I want, then NOBODY DOES.”
Shoulder Tapping Ally	With a narrow, often singular view of how power works, I often fall short.
Identity Blind Ally	“Look what I did!” “Where’s my sticker?”
Walk in Your Shoes Ally	“But my best friend is _____” and I often rely heavily on that best friend to educate, organize, and build community.
Oppression Olympics Ally	Without regard to the emotional impact of social justice work, I will go through great lengths to name, display, and showcase various dimensions of oppression, often at the expense of marginalized communities.
Token Based Ally	Unaware of my privileges, I cling to marginalized communities for validation.
One Good Deed Ally	I seek to include marginalized communities in various issues of rights and reform without a critical consciousness or regard to the actual needs of the community.
Pit Stop Ally	Through an interactive attempt at experiencing marginalization, <i>now</i> I see the light.

Answers

1. Button Allies
 - o “Look what I did!” “Where’s my sticker?”
2. My Way or the Highway Ally
 - o “If I can’t get what I want, then NOBODY DOES.”
3. Savior Complex Ally
 - o Unaware of my privileges, I cling to marginalized communities for validation.
4. Shoulder Tapping Ally
 - o “But my best friend is ____” and I often rely heavily on that best friend to educate, organize, and build community.
5. Identity-Blind Ally
 - o I refuse to acknowledge differences; I only support universal notions of oneness.
6. Walk in Your Shoes Ally
 - o Through an interactive attempt at experiencing marginalization, *now* I see the light.
7. Oppression Olympics Ally
 - o “I’m more oppressed than you, therefore I can’t oppress you”
8. Token Based Ally
 - o I seek to include marginalized communities in various issues of rights and reform without a critical consciousness or regard to the actual needs of the community.
9. One Good Deed Ally
 - o With a narrow, often singular view of how power works, I often fall short.
10. Pit Stop Ally
 - o Without regard to the emotional impact of social justice work, I will go to great lengths to name, display, and showcase various dimensions of oppression, often at the expense of marginalized communities.

*Ally

- o An ally is a member of the “dominant” or “majority” group who questions or rejects the dominant ideology and works against oppression through support of, and as an advocate, with or for, the oppressed population. (Washington, J. & Evans, N.J. “Becoming an Ally.” *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*)

Staff Scenarios

A STUDENT HAS CONCERNS ABOUT STAFF CONDUCT

A resident who identifies as an Ally comes to you and tells you that she overheard an RA and a Coordinator/Hall Director speculating about different residents' sexual orientations. They believe it is inappropriate and that it creates a hostile environment for all residents. They want you to help file a complaint immediately.

SUPPORT: How would you respond to the student who comes to you?

RESOURCE REFERRALS: Who might you contact for support, and what resources might you offer, or refer the student to utilize?

EDUCATIONAL & SOCIAL PROGRAMMING: If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

ORGANIZATIONAL CHANGES: If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students

A RESIDENT IS THE TARGET OF HARASSMENT

One of your residents who is a female athlete comes to you and complains that the word “dyke” was written in permanent marker across a poster on her room door sometime the night before.

SUPPORT: How would you respond the student who comes to you?

RESOURCE REFERRALS: Who might you contact for support, and what resources might you offer, or refer the student to utilize?

EDUCATIONAL & SOCIAL PROGRAMMING: If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

ORGANIZATIONAL CHANGES: If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students?

A TRANSGENDER STUDENT SEEKS SUPPORT

A student anonymously emails you and tells you that he identifies as transgender (FTM). He lets you know that she may be receiving mail under two different names. He asks to meet with you so she can speak with you about changing her housing information during her transition.

SUPPORT: How would you support the student who contacts you?

RESOURCE REFERRALS: Who might you contact for support, and what resources might you offer, or refer the student to utilize?

EDUCATIONAL & SOCIAL PROGRAMMING: If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

ORGANIZATIONAL CHANGES: If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students?

A RESIDENT COMES TO YOU WITH AN ISSUE

A resident says that he thinks his roommate may be gay, which the resident says is “against his religious beliefs” and wants a new roommate.

SUPPORT: How would you support the student who contacts you?

RESOURCE REFERRALS: Who might you contact for support, and what resources might you offer, or refer the student to utilize?

EDUCATIONAL & SOCIAL PROGRAMMING: If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

ORGANIZATIONAL CHANGES: If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students?

STUDENTS ARE CONCERNED ABOUT NON-LGBTQ INCLUSIVE PROGRAMMING

Residents plan on having a speed dating program where women get to meet potential men to date and vice versa. Some students are concerned that the program is not LGBTQ-inclusive, but don't know what to do.

SUPPORT: How would you support the student who contacts you?

RESOURCE REFERRALS: Who might you contact for support, and what resources might you offer, or refer the student to utilize?

EDUCATIONAL & SOCIAL PROGRAMMING: If necessary, what are some programs or events you can organize to raise awareness of issues affecting students who are lesbian, gay, bisexual or trans?

ORGANIZATIONAL CHANGES: If necessary, what are some changes that your department/staff can implement in order to be better prepared? For instance, what policies, procedures, processes, documents, training, etc. can you adapt toward supporting a wider range of students?