

SUU Allies on Campus

Phase 1: Understanding Our LGBTQ Community



Southern Utah University

2014-2015 Curriculum

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Learning Outcomes

Personal Awareness

Participants will:

- Gain insights into the lives and experiences of individuals who are part of the LGBTQ community, with a focus on experiences at SUU and within Southern Utah.
- Gain insight about the impact of language around issues relate to sexual orientation and gender identity.
- Increase their awareness of various aspects of privilege.
- Gain insight about how they are personally affected by privilege.

Knowledge

Participants will:

- Learn and understand more language and vocabulary related to the LGBTQ community.
- Understand the concept of privilege from a social justice perspective.
- Learn to define an affirming stance and a promoting stance, and be able to distinguish between them.
- Learn about resources at SUU and in the community that are available to individuals who are part of the LGBTQ community.
- Learn about Phase II Training on becoming an Ally at SUU.

Action

Participants will:

- Gain the ability to use non-oppressive language regarding sexual orientation and gender identity.
- Know how to refer or direct interested individuals toward helpful local resources for the LGBTQ community.
- Be able to make an informed decision about whether or not they would like to participate in Phase II Training in order to become an Ally at SUU.

Training Agenda

| | Pages |
|---|--------------|
| 1. Nametags, Welcome, Introductions, Setting Ground Rules | page 4 |
| 2. SUU Voices | page 5 |
| 3. Language <ul style="list-style-type: none">• Glossary & Symbols• Ash Beckham video (5:50)• Genderbread Person | page 6 |
| 4. Privilege <ul style="list-style-type: none">• Personal Awareness Handout• “The Right Hand of Privilege”• Privilege Walk & Discussion | page 13 |
| 5. Affirming vs. Promoting | page 23 |
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| 7. Invitation to become an Ally at SUU | page 27 |

Participants are welcome to stay after the conclusion of the training to ask questions or share comments.

Setting Ground Rules

Everyone has different opinions, and this topic in particular can bring about strong emotions for many people. It is important at the outset to establish some expectations and some ground rules. Use the following reference as a resource for effectively setting ground rules at the beginning of training:

Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L.M. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135-150). Stylus Publishing, LLC.

SUU Voices

SUU Voices

Play SUU Voices video.

Discussion

Facilitate group discussion of the video. Possible questions might include:

- Which messages had the most impact on you? Why?
- After watching the video, what are your ideas about ways you can contribute to SUU becoming a more welcoming, inclusive community?

Language

Introduction

The power of language to shape our perceptions of other people is immense. Thoughtful use of terms in regards to sexuality and gender can have a significant impact on demystifying many misperceptions. Furthermore, many people refrain from talking about sexual orientation and gender identity because it feels taboo or they're afraid of saying the wrong thing. This glossary was written to help provide the words and meanings to facilitate conversation. This is a list of working definitions and should be a place to start. This vocabulary continues to evolve and there is not universal agreement about the definitions of many terms. The most important thing is that you respect how a person chooses to self-define or identify.

Glossary & Symbols

Provide the glossary and symbols handouts to the group. Discuss as necessary.

Ash Beckham Video

Watch the video and facilitate group discussion, as needed.

Genderbread Person

Provide the Genderbread Person handout and briefly present an overview of the principles, incorporating group discussion and perspective.

Personal Awareness

Provide the Personal Awareness handout. Describe how individuals have many aspects of their social identity. Sexual orientation and gender identity are only two aspects of an individual. Individuals define for themselves which identifies are most important to them.

Group participants complete the Personal Awareness activity. Facilitate group discussion of the activity.

Glossary

The power of language to shape our perceptions of other people is immense. Thoughtful use of terms in regards to sexuality and gender can have a significant impact on demystifying many misperceptions. Furthermore, many people refrain from talking about sexual orientation and gender identity because it feels taboo or they're afraid of saying the wrong thing. This glossary was written to help provide the words and meanings to facilitate conversation. This is a list of working definitions and should be a place to start. This vocabulary continues to evolve and there is not universal agreement about the definitions of many terms. The most important thing is that you respect how a person chooses to self-define or identify.

Sexual Orientation: the inclination to develop physical, romantic, emotional, and/or sexual relationships with people. Sexual orientation exists along a continuum that ranges from an exclusively gay or lesbian orientation to an exclusively heterosexual orientation and includes various forms of bisexuality. Sexual orientation is different from sexual behavior because it refers to feelings and self-concept. People may or may not express their sexual orientation in their behaviors.

LGBT: Years ago the prevailing acronym for the gay community was "LGB," which stands for Lesbian, Gay, and Bisexual. Over time, it grew to a more inclusive "LGBT," with the addition of Transgender. Soon, it expanded to "LGBTQ" and "LGBTQIA." There are still many variations of this acronym and the best way to understand this is to see what each letter represents. Longer acronyms are simply more inclusive and, at the same time, more specific. LGBTQQIAA includes the community of Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual individuals as well as their Allies. Although all of the different identities within LGBT are often lumped together, there are specific needs and concerns related to each individual identity.

Lesbian: a woman whose enduring physical, romantic, emotional and/or sexual attraction is to other women. Some lesbians may prefer to identify as gay or as gay women.

Gay: the adjective used to describe people whose enduring physical, romantic, emotional and/or sexual attractions are to people of the same sex. It commonly refers to men, but can be used to refer to women. Lesbian is often a preferred term for women.

Bisexual, Bi: a person who is physically, romantically, emotionally and/or sexually attracted to men and women, not necessarily at the same time or to the same extent. Bisexual individuals need not have had sexual experience with both men and women; in fact, they need not have had any sexual experience at all to identify as bisexual.

Asexual: a person who is not sexually attracted to others.

Pansexual: A person who is physical, romantically, emotionally, and/or sexually attracted to others regardless of their gender identity or biological sex. A pansexual could be open to someone identifies as male, female, transgender, intersex, or agendered/genderqueer.

Heterosexual, Straight: a person who is physically, romantically, emotionally and/or sexually attracted to people of the opposite sex.

Coming Out: the developmental process in which a person acknowledges, accepts, and appreciates his or her sexual orientation or gender identity. Coming out is a lifelong process, starting with coming out to oneself and then to others. Publicly identifying one's orientation may or may not be part of coming out.

Openly Gay: describes people who self-identify as lesbian or gay in their personal, public, and/or professional lives. Also *openly lesbian*, *openly bisexual*, and *openly transgender*.

Closeted: describes a person who is not open about their sexual orientation or gender identity. An individual may choose to remain closeted for a myriad of reasons, which might include fear of rejection, harassment, and anti-gay violence. A person may be closeted to some and out to others at the same time.

Outing: to declare the sexual orientation or gender identity of someone else (sometimes based on rumor and/or speculation) without that person's permission. Outing someone can have serious employment, economic, safety, or religious repercussions.

Queer: traditionally a pejorative term, *queer* has been reclaimed by some LGBT people to describe themselves. However, it is not universally accepted even within the LGBT community and should be avoided unless quoting or describing someone who self-identifies that way.

Homophobia: the fear and hatred of, or discomfort with people who love and are sexually attracted to members of the same sex. Prejudice is usually a more accurate description of hatred or antagonism towards LGBT people.

Heterosexism: the assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, and bisexual people while it gives advantages to heterosexual people.

Internalized heterosexism: when a lesbian or gay individual accepts negative societal, cultural, religious, and familial attitudes and assumptions concerning LGB individuals. Internalized heterosexism is believed to be a developmental occurrence that all LGB individuals experience as a result of living in a heterosexist environment. Sometimes the term “internalized homophobia” is used instead.

Heterosexual privilege: the basic civil rights and social privileges that a heterosexual person automatically receives, which are denied to gay, lesbian or bisexual individuals based on their sexual orientation.

Inclusive Language: using language that does not specify a gender, sex, or sexual orientation unless it is pertinent to the comment. For example, using the inclusive terms “partner” or “significant other” instead of specifying “husband/wife/boyfriend/girlfriend.”

Ally: In the LGBT context, a person who supports and honors sexual and gender diversity; acts accordingly to challenge homophobic, heterosexist, and transphobic remarks and behaviors; and is willing to explore and understand these forms of bias within oneself.

Biological/Anatomical Sex: the physical structure of one’s reproductive organs that is used to assign sex at birth. Biological sex includes chromosomes; hormones; and internal and external genitalia. Given the potential variation in all of these, biological sex must be seen as a spectrum or range of possibilities rather than a binary set of two options (see “Intersex”).

Gender Identity: one’s innermost concept of self as male or female or both or neither – how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different than the sex assigned at birth. Most people develop a gender identity that matches their biological self. For some, however, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally and/or surgically change their physical appearance to more fully match their gender identity.

Gender Expression: refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation.

Gender Roles: the set of roles, activities, expectations and behaviors assigned to females and males by society. Our culture recognizes two basic gender roles: masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females).

Transgender: refers to an individual whose gender identity does not match their assigned sex at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may additionally identify as straight, gay, lesbian, bisexual, etc.

Genderqueer: this term represents a blurring of the lines around gender identity and sexual orientation. Genderqueer individuals typically reject notions of static categories of gender and embrace a fluidity of gender identity and sexual orientation.

Cisgender: refers to people whose sex assignment at birth corresponds to their gender identity and expression.

Intersex: about 1% of children are born with chromosomes, hormones, genitalia and/or other sex characteristics that are not exclusively male or female as defined by the medical establishment in our society. In most cases, these children are at no medical risk, but most are assigned a biological sex (male or female) by their doctors and/or families.

FtM (Female to Male): an individual who was born anatomically female but has a male gender identity.

MtF (Male to Female): an individual who was born anatomically male but has a female gender identity.

Transition: the process by which a transgender individual strives to have their physical presentation align more closely with their identity. Transition can occur in three ways:

- 1) *Social transition* through non-permanent changes in clothing, hairstyle, name and or/pronouns
- 2) *Medical transition* through the use of medicines such as hormone “blockers” or cross hormones to promote gender-based body changes
- 3) *Surgical transition* in which an individual’s body is modified through the addition or removal of gender-related physical traits

Transsexuals: individuals who do not identify with their birth-assigned genders and physically alter their bodies surgically and/or hormonally. This physical transition is a complicated, multi-step process that may take years and may include, but is not limited to, sex reassignment surgery.

Offensive Terms to Avoid:

Offensive: homosexual

Preferred: gay or lesbian

Please use "gay" or "lesbian" to describe people attracted to members of the same sex. Because of the clinical history of the word "homosexual," it is aggressively used by anti-gay extremists to suggest that gay people are somehow diseased or psychologically/emotionally disordered – notions discredited by the American Psychological Association and the American Psychiatric Association in the 1970s.

Offensive: homosexual relations/relationship, homosexual couple, homosexual sex, gay marriage

Preferred: relationship, couple, sex, marriage

Identifying a same-sex couple as "a homosexual couple," characterizing their relationship as "a homosexual relationship," or identifying their intimacy as "homosexual sex" is extremely offensive and should be avoided. These constructions are frequently used by anti-gay extremists to denigrate gay people, couples and relationships. As a rule, try to avoid labeling an activity, emotion or relationship "gay," "lesbian" or "bisexual" unless you would call the same activity, emotion or relationship "straight" if engaged in by someone of another orientation.

Offensive: sexual preference

Preferred: sexual orientation or orientation

The term “sexual preference” is typically used to suggest that being lesbian, gay or bisexual is a choice and therefore can and should be “cured.” *Sexual orientation* is the accurate description of an individual's enduring physical, romantic, emotional and/or sexual attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals and straight men and women.

Offensive: gay lifestyle, homosexual lifestyle

There is no single lesbian, gay or bisexual lifestyle. Lesbians, gay men and bisexuals are diverse in the ways they lead their lives. The phrase “gay lifestyle” is used to denigrate lesbians and gay men, suggesting that their orientation is a choice and therefore can and should be “cured.”

Offensive: gay agenda, homosexual agenda

Preferred: Accurate descriptions of the issues (e.g., “ending the ban on openly gay service members”)

Lesbian, gay, bisexual and transgender people are motivated by many of the same hopes, concerns and desires as other everyday Americans. They seek to be able to earn a living, be safe in their communities, serve their country, and take care of the ones they love. Their commitment to equality is one they share with many allies and advocates who are not necessarily LGBT. Notions of a so-called "homosexual agenda" are rhetorical inventions of anti-gay extremists seeking to create a climate of fear by portraying the pursuit of equal opportunity for LGBT people as sinister.

Pride Symbols

LGBT Pride Symbols



Rainbow colored flag: has symbolized pride going back to 1978 at a San Francisco Gay and Lesbian Freedom Day Parade. The colors in the flag represent the diversity of the community and have come to represent LGBT pride everywhere in the world it is displayed.

Gay Pride Symbols



Interlocking male symbols: have represented gay men since the 1970s.



Pink Triangle: originally used as a Nazi concentration camp badge to identify gay men during World War II. Today it's been reclaimed as a symbol of pride and fighting oppression.



Lambda: the lambda was chosen by the Gay Activists Alliance chose it in 1970 to represent the gay rights movement.

Lesbian Pride Symbols



Interlocking female symbols: began representing the lesbian community in the 1970s.



Black Triangle: since the pink triangle has generally been a gay male symbol, a black triangle is used by lesbians.



Labrys: this axe, called a labrys, was adopted from matriarchal societies to symbolize the strength and courage of lesbians.

Bisexual Pride Symbols



Bisexuality Triangles: sometimes called "biangles," the origin of this symbol is largely unknown. Some theories theorize that the pink represents attraction to women and the blue attraction to men, or that the pink represents homosexuality, the blue heterosexuality and the purple bisexuality.



Bisexual Pride Flag: the pink color represents sexual attraction to the same sex only (gay and lesbian). The blue represents sexual attraction to the opposite sex only (straight) and the resultant overlap color purple represents sexual attraction to both sexes.

Transgender Pride Symbols



This image combines and alters the biological sex symbols, and represents people whose gender identities do not match their biological sex identities.



Transgender Pride Flag: the colors represent the gendered colors of pink and blue and are joined in the center by a third alternative.

LGBT Equality Symbols



Human Rights Campaign Logo: represents equality for all regardless of an individual's sexuality and gender identity.



The red equality symbol has been adopted more recently to represent the marriage equality movement.

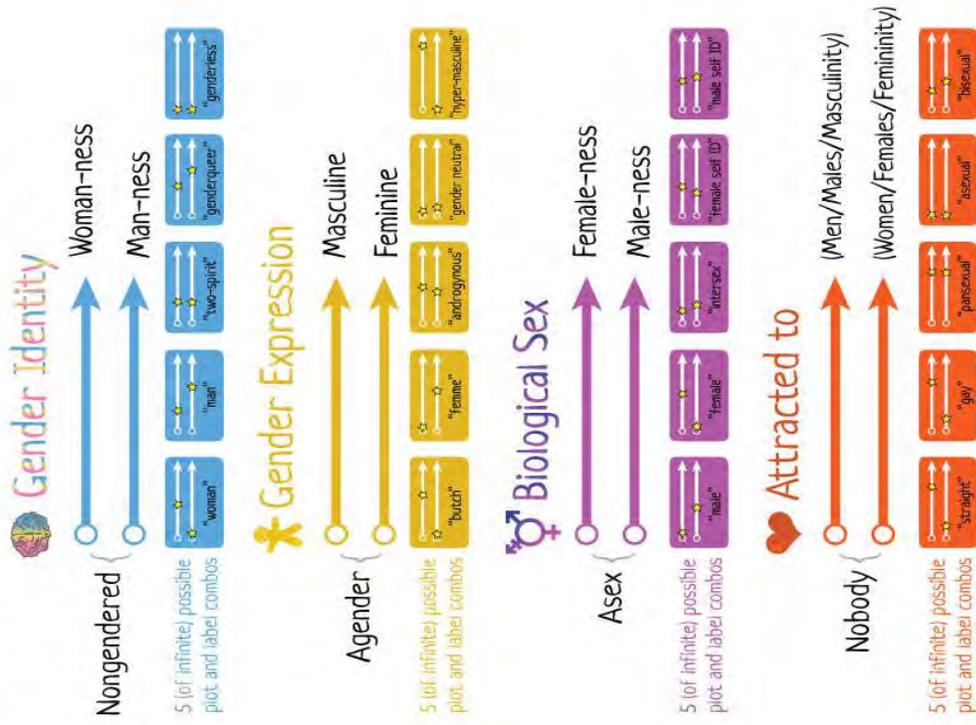
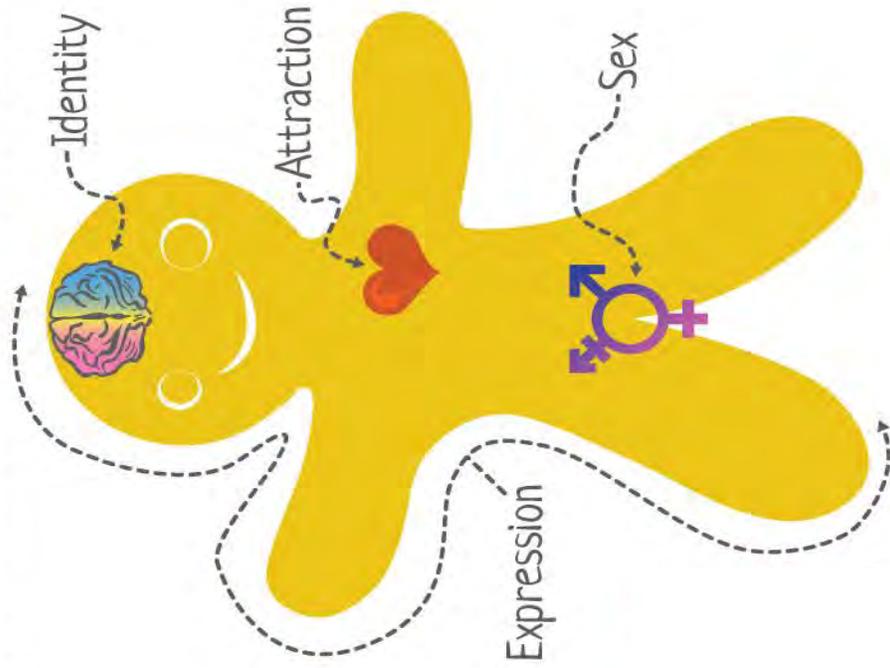
Safe Zone Symbol



While many college safe zone programs have individual logos, this design represents the universal safe zone symbol. The green circle (sometimes a symbol for LGBT allies) represents safety or protection. The pink triangle represents the LGBT community. Together they depict protection for LGBT people.

The Genderbread Person v2.0

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.

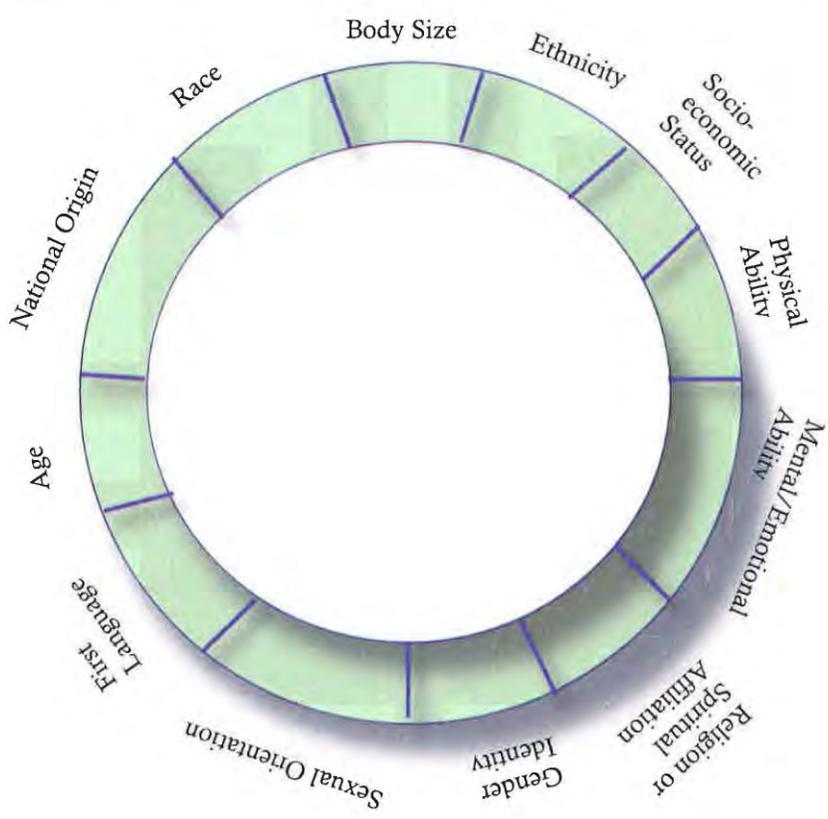


ALLY DEVELOPMENT: PERSONAL AWARENESS

Each portion of this chart represents one social identity. All of us have more than the 12 represented here, but since it's often difficult to see these identities, starting with a small number can encourage self-reflection.

After we brainstorm some social identities, try assigning a "section" of the pie chart to each social identity that you believe you hold. Which identities do you believe occupy the biggest portion of the pie? Use the space below to record your thoughts.

PIE CHART MODEL



1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
- OTHER. _____

Privilege

“The Right Hand of Privilege”

Introduce the concept of privilege by presenting and discussing material from “The Right Hand of Privilege” article included in the following pages.

Privilege Walk

Facilitate the experiential Privilege Walk Activity.

By Steven Jones, Ph.D.

The Right Hand of Privilege

Resisting Unearned Privilege

Many of us struggle to understand the concept of *privilege*, the idea that some individuals receive unearned advantages in life solely based on being a member of certain social identity groups. Some of us strongly resist the idea we have *unearned privilege*. In the United States many people are taught to work hard for the things you want and you will be able to get them. We are taught individual effort and

determination will take you very far in life. These are wonderful values and often hold true

A wind of unearned privilege behind some people's sail gets them further along in their journey.

for many people. However, for some people, individual effort with a wind of unearned privilege behind their sails gets them further along in their journey. Others often experience unearned disadvantages which create a wind in the opposite direction at worst or no wind at all at best. These winds of disadvantage and

the winds of unearned privilege are often invisible to some people and very visible to others.

A few common reactions to having privilege are:

"Privilege. As a man, I don't have any privilege. I'm just an individual who works hard everyday to make ends meet. This is America. Everyone gets the same opportunities. If women don't make gender an issue, there is none."

"I am tired of hearing that White people have privilege. I am not going to feel guilty or be blamed for what has happened in the past. The playing field has been leveled. Race has nothing to do with it anymore."

"I don't go around flaunting being heterosexual. Why do they have to put their sexuality in your face?"

Adjusting Our View of the World

In order to grasp the concept of unearned privilege we are required to adjust from an individual view of seeing the world. We are challenged to understand the world from the group or systemic level.

Tools for Understanding Privilege

Two additional articles written to help us adjust to viewing the world from a group or systemic level have been written by Peggy MacIntosh and Dr. Judith Katz. *White Privilege: Unpacking the Knapsack of White Privilege*, by Peggy MacIntosh, identifies 42 ways in which systems in the U.S. provide White people with unearned privileges. Judith Katz's article focuses on a different social identity group, heterosexuals. In *Heterosexual Privilege*, she outlines a list of unearned privileges which are afforded to people who are heterosexual. These articles have helped many to understand how they receive benefits in life partially as a result of being White or Heterosexual.

Although difficult, it is important to engage in exploring the concept of unearned privilege. Understanding unearned privilege is not about blaming people for the past. It is about identifying ways in which systems that have been created in the

past and present provide advantage to certain groups while simultaneously posing disadvantage to other groups.

Understanding unearned privilege is not about blaming people for the past.

Let us take an example which might not have as much historical baggage for most people. I would like to pose the question: Do we live in a right-handed or left-handed world? My answer is we live in a right-handed world. Look at the systems which have been created to support the successful functioning of the group called the right-handed people.

Right-handed Systems in Society

We shake with our right hands. We pledge with our right hand. We salute with our right hand. We take legal and governmental oaths with our right hand. School desks are set up for right-handed people. Most baseball mitts are designed for right-

handed
people.
When
computers
first came
out, the
mouse was



set up on the right-hand side. Cars are set up for right-handed people to drive comfortably. Notebooks and three-ring binders are designed for right-handed people to write comfortably. Guns are designed for right-handers to shoot. Appliances open to the right, making it easy for right-handers to open. Punch ladles are designed for right-handed people. Most coffee mugs are designed for right-handed people to pick up and see the picture or words. If a left-handed person picks up the same mug, there is nothing there to see!

I recently went into a store which caters entirely to left-handed people. The store is called *Southpaw Shoppe* located at Seaport Village in San Diego, Ca. I went with a friend of

mine who is left-handed. She got very excited because everything in the store was made for her. When was the last time you walked into your local Wal-Mart, Target, or department store and thought about the fact that everything was set up for you because you were a right-handed person in a right-handed store?

“My People Rule...”

How many of you, who are right-handed, wake up in the morning thinking “my people rule...” Do you realize you live in a world which affords you all this privilege everyday? Privilege you may not think about, you didn’t work or ask for, and you did not earn. How many of you think you are advantaged in life on a daily basis because you are right-handed? How aware are you of being a part of a social identity group in power called the right-handed people?

Culture Becomes the Invisible Standard

One of the ways in which unearned privilege occurs is when one group's culture,

The culturally-based definition of normal is then extended to everyone and everything.

values and ways of interpreting the world get built into the fabric of institutions within a society and are then made invisible. The group's culture is made invisible by being called the *standard*. Instead of being called the right-handed cultural standard, it is simply called the standard. Because of this institutionalized support for the culture, members of that group are able to think about themselves only as individuals. There is no need to define or identify with other right-handers. Their *groupness* is the standard. They are not different. They are normal.

This culturally-based definition of normal is then extended to everyone and everything. It proceeds that

anything that is not normal is *special*, *different*, or *abnormal*. For example, there are baseball mitts and desks designed for left-handed people. They are called left-handed desks or left-handed baseball mitts. Compare this to the right-handed desks and mitts which are simply called desks and baseball mitts.

The Experience of the Left

Even though being left-handed has some positive aspects, most left-handed people have negative experiences associated with their dominant hand. We have heard stories of people having their hands painfully tied behind their back so they could learn to use their right hand. People have been hit on their hand with a ruler when they were younger every time they used their left hand. Many have been told that their child's life would be easier if they just learned to use their right hand. Some have been teased about being a south-paw or a lefty.

Shut Up and Quit Being So Sensitive!

How many of us right-handed people would be upset if left-handed people started to complain about being discriminated against? How many of us would tell them to shut up and quit being so sensitive? How many of us would let them know there is no real problem because we don't see one?

How many of us would tell them,

“As a right-handed person, I don't have any privilege. I'm just an individual who works hard everyday to make ends meet. This is America. Everyone gets the same opportunities. If left-handed people don't make this an issue, there is none.”

After some time went by and the left-handed people continued to bring up the issue of right-handed unearned privilege, how many of us would say,

“I am tired of hearing that right-handed people have privilege. I am not going to feel guilty or be blamed for what has happened in the past. The playing field has been leveled. Being left-handed has nothing to do with it anymore.”

“I don't go around flaunting being right-handed. Why do they have to put being left-handed in your face?”

A Level Playing Field

We do not have to feel guilty or blamed. By becoming more aware of the ways in which we receive unearned privilege, we can become a part of creating teams, work environments, organizations, and a society which strive to create a playing field that is truly level for all.

The Global LeaderSHIFT ThoughtPapers are a series of white papers dedicated to defining critical concepts, skills and actions necessary to lead effectively as we shift into a new global reality.

Dr. Steven Jones is CEO of Jones & Associates Consulting, Inc. He is an Organizational Psychologist who is recognized as one of “America's Top Experts on Diversity.” Dr. Jones is also author of *Journey to Excellence*, a little book having a big impact by helping people achieve their goals.

PRIVILEGE WALK ACTIVITY

Purpose:

The purpose of the Privilege Walk Activity is to learn to recognize how privilege can affect our lives even when we are not aware it is happening. The purpose is not to blame anyone for having more privilege or for receiving more help in achieving goals, but to have an opportunity to identify both obstacles and benefits experienced in life.

Supplies and space needed:

- List of statements related to privilege or obstacles
- Space large enough for participants to form a straight line with an arm's length between them and the person on their left; there should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps.
- Four sets of cards with descriptors of Sexual Orientation, Ability/Disability, Race/Ethnicity, and Gender.

Directions for the activity:

- 1) Participants receive one card from each deck. Ask participants to assume the identities of the person described on the various papers for the duration of the activity.
- 2) Have participants form a straight line across the room about an arm's length apart, leaving space in front and behind. The participants should be told there will be prizes at the front of the room/end of the walk that everyone is competing for. This workshop is not a competition. It is about learning what privileges some people had while growing up.
- 3) State: Listen to the following statements, and follow the instructions given. For example, when I read "If you are a white male, take one step forward," only white males will move and everyone else will stand still. Each step should be an average length step. No one is going to check up on you, so if you feel you qualify to take a step then do so, if not then you may stay where you are. You are the judge of what you should do.
- 4) Read the statements one at a time allowing time for participants to consider the statement in light of the identity cards they're holding, and then take a step.
- 5) When all the statements have been read, discuss the activity using the following questions:
 - What happened?
 - How did it feel to take steps forward?
 - How did it feel to take steps backwards?
 - How did it feel to be left behind as people took steps away from you?
 - How did it feel to move forward and leave others behind?
 - What is your "gut reaction" to where you find yourself at the end of this list of privileges?

- Are you surprised at where you are? How does it feel to be in front? In the middle? In back? Did you come to any new realizations? If so, which one had the most impact?
- Were there some statements that were more impactful than others?
- What was the point of this activity?
- How can you apply what you learned here?

PRIVILEGE WALK STATEMENTS

- If you studied the history and culture of your ethnic ancestors in elementary and secondary school, please take one step forward.
- If you have ever felt unsafe walking alone at night, please take one step back.
- If you feel good about how people from your culture are portrayed by the media, please take one step forward.
- If you attended elementary school with people you felt were like yourself, please take one step forward.
- If you can go shopping and be assured most of the time you will not be followed or harassed, please take one step forward.
- If you can walk down the street holding hands with your partner without fear, please take one step forward.
- If you or your ancestors have ever learned that because of your race, skin color, or ethnicity you are ugly or inferior, take one step back.
- If you are biracial and it's hard to feel completely part of either racial group, please take one step backward.
- If you have difficulty finding products for your hair or someone to cut or style your hair, please take one step back.
- If you can travel from your home to the third floor of the General Classroom building without thinking about it, take one step forward.
- If your parents had to sit you down when you were young and explain to you "This is what people might call you, and this is how they may treat you, and this is how you should deal with it" because they knew you were going to encounter it, take one step back.
- If you can easily find public bathrooms that you can use without fear, please take one step forward.
- If you have ever had a crush on someone, but were unable to tell anyone because you were afraid that people would judge you, please take one step back.
- If you have never experienced sexual harassment at work and don't worry about being sexually harassed at work, please take one step forward.
- If you can go into a supermarket and easily find staple foods which fit into your cultural traditions, please take one step forward.
- If you have ever been ignored by an able-bodied person in public when you clearly needed assistance, please take one step back.
- If your ancestors were forced to come to the United States and not by their choice, please take one step back.
- If people address you by the wrong pronoun, please take one step back.
- If you have positive role models of your sexual orientation, from people you know, TV, movies, and books, please take one step forward.

- If you have never had to worry about whether a professor or employer would make accommodations based on your ability/disability, please take one step forward.
- If you can adopt children or foster-parent children, no matter what state you live in, please take one step forward.
- If your relationships are valid to others in your religious community, please take one step forward.
- If you can talk freely about romantic relationships with roommates, friends, and family, please take one step forward.
- If you have ever been stared at or questioned about your disability by strangers, please take one step back.
- If you and your spouse have children, and one of you needs to make career sacrifices to raise your kids, please take one step back if you're the most likely to make the sacrifice.
- Please take one step forward if you are able to legally marry and have your marriage recognized by all states, which includes benefits like filing joint tax returns, inheriting from your spouse automatically under probate laws, sharing health/auto/homeowner's insurance policies at reduced rates, immediate access to loved ones in the case of accident or emergency, and paid leave from employment when grieving the death of your spouse.
- If you were told that your sexual orientation or gender identity was "just a phase" or that you'd "grow out of it," take one step backward.
- If when you achieve or excel you are called a credit to your race, please take one step backward.
- If you never think twice about calling the police when trouble occurs, please take one step forward.
- If you can take a job with an employer who believes in Affirmative Action without people thinking you got the job because of your race, gender, or ability/disability status, please take one step forward.
- If you are in an uncomfortable situation and can easily move elsewhere, please take one step forward.
- If your wardrobe and grooming are relatively expensive and time-consuming, please take one step backward.

Affirming versus Promoting

Pass out “Affirm versus Promote” handout. Discuss the differences between affirming and promoting stances, as well as differing attitudes people may have toward the LGBTQ community.

What Does It Really Mean to “Affirm” Versus “Promote”?

by Evonne Hedgepeth, Ph.D.

Administrators who develop specific programs or non-discrimination policies to address the unique needs or realities of GLBT youth, clients or employees often fear they will be accused of “promoting homosexuality.”

Dr. Evonne Hedgepeth has created the following tool to explain the difference between **AFFIRMING** a group (or affirming respect for diversity in general) and **PROMOTING** a particular group.

Many administrators and front line staff given this tool during training on GLBT issues have praised its usefulness in handling actual or anticipated opposition to a wide variety of diversity-related programs and policies, not just those related to sexual orientation or gender identity diversity.

Affirm versus Promote: Definitions and Notes

1. Definitions: (Webster’s Encyclopedic Unabridged Dictionary of the English Language, 1996)

- Disparage: *to belittle, demean, ridicule, discredit*
- Deny: *to refuse to recognize or acknowledge*
- Acknowledge: *to admit to be real or true; recognize the existence of*
- Affirm: *to state or assert positively (about a group)*
- Promote: *to further, advance, or exalt; put in a higher position (than another group)*

2. Because individual attitudes and practices are slow to change, organizational climate typically lags at least one step behind official policy: *for example, if the organizational policy is to acknowledge, most individuals will continue to deny.*

3. *Remember: Promoting diversity is not the same thing as promoting a group. To spend public resources to promote diversity (i.e., respect for all) is a reasonable and productive organizational goal, and does not equate with promoting any particular group.*

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Permission is granted to photocopy *What Does It Really Mean to “Affirm” Versus “Promote”?* to distribute as a handout in training. While it is not necessary to obtain prior written approval, appropriate credit to Dr. Hedgepeth is much appreciated.

What Does It Really Mean to “Affirm” Versus “Promote”?

| Disparage* | Deny* | Acknowledge* | Affirm* | Promote* |
|--|---|---|--|---|
| WOMEN are weak, irrational, more susceptible to influence, and inferior to men. Men should protect and control them. | Women and women’s issues are excluded from history books, policies, positions of power and even written and spoken language. | Women exist and have many of same needs/ interests/abilities as men. Many have made unique contributions. They deserve fair treatment. | Women have unique strengths and qualities, beyond procreative powers. Are essential part of human diversity. Women’s ways of being are valuable. | Women’s qualities are better than men’s (men are deficient). Society would be better off if women, rather than men, were in control. |
| PEOPLE OF COLOR are naturally deficient in some way and inferior to white people. Whites should hold the power in society. | People of color (and their issues/ contributions) are excluded from history, policies, positions of power and language/ discourse. | People of color exist and soon will represent the majority in the U.S. They have many of same needs/interests/ abilities as whites and have made unique contributions. They deserve fair treatment. | People of color have unique strengths and qualities and represent an essential part of human diversity, which enriches our society and institutions. | The qualities of people of color, because of their unique experiences, make them superior to white people. Society would be better off if “minorities” were in control. |
| JEWS are usurers, historical Christ-killers and a threat to society. | Jews (and Judaism as a faith) are excluded from history books, policies, positions of power, official holidays and discussions of religion. | Jews exist and are not that different from non-Jews. They have made many unique contributions and deserve fair treatment. | Jewish people have unique strengths and qualities and represent an essential part of human diversity, which has enriched our society and institutions. | Judaism is superior to other religions. Preferably, everyone should be Jewish. |
| CHRISTIANS are close-minded bigots who want a government controlled by Christians. They are a threat to democracy. | Christians (and Christianity) are excluded from history books, policies, positions of power, official holidays and discussions of religion. | Christians exist and have much in common with non-Christians. Many have made unique contributions to society. They deserve fair treatment. | Christian beliefs/ traditions underlie much that is valuable in our culture. Christianity represents an important part of religious diversity. | Christianity is the one true religion. Preferably, everyone should be Christian and our institutions should be based solely on Christian beliefs. |
| GAYS, LESBIANS, BISEXUALS AND TRANSGENDERS are immoral and a danger to children and institutions. People shouldn’t be GLBT. | GLBT people and their contributions are excluded from history books, policies, positions of power, and language/discourse. | GLBT people exist and share many qualities with non-GLBT people. Many have made unique contributions to society. They deserve fair treatment. | GLBT people represent a valuable part of human diversity and enrich our society in many ways. | Being GLB is preferable to being heterosexual. Being transgendered is better than being non-transgendered. |

[* See Definitions and Notes on page 1]

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LGBTQA Resources

Campus Resources

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| Pride and Equality Club at SUU | Facebook |
| SUU LGBTQA Support/Discussion Group | Tuesdays at noon – ST Escalante Room; Facebook |
| SUU Allies on Campus | Facebook; www.suu.edu/allies |
| Counseling & Psychological Services | Sharwan Smith 168 (across from Outtakes) |
| Center for Women & Families | Sharwan Smith 175 (by the Living Room) |

Community, State, & National Resources

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| Utah Pride Center | Facebook; www.utahpridecenter.org |
| Equality Utah | Facebook; www.equalityutah.org |
| Human Rights Campaign | Facebook; www.hrc.org |
| GLBT National Help Center | www.glbtnationalhelpcenter.org |
| OUTreach Resource Centers | Facebook; www.outreachresourcecenters.org |
| Planned Parenthood, St. George | (435) 674-9933, 595 S. Bluff Street, Suite 1 |



LGBTQA Resources

Coming Out Resources

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| HRC, Resources: Coming Out | www.hrc.org/resources/category/coming-out |
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Sexuality Specific Resources

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| The Asexual Visibility & Education Network | www.asexuality.org |
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| Bisexual.org | www.bisexual.org |
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Transgender Resources

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| HRC, Resources: Transgender | www.hrc.org/resources/category/transgender |
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Religion & Faith Resources

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| HRC, Resources: Religion & Faith | www.hrc.org/resources/category/religion-faith |
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| Best Resources for Gay Mormons | www.nearingkolob.com/mormons-and-gays/ |
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Resources for Families of LGBT Students

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| PFLAG, St. George | Facebook; www.pflag.org |
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| Family Acceptance Project | familyproject.sfsu.edu |
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Ally Resources

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| Straight for Equality | www.straightforequality.org |
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| The Ally Within: John Dehlin at TEDxUSU | |
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10 Things You Can Do to Be a Straight Ally

Looking for simple ways to start being more engaged and active straight ally?
Try using a few of these suggestions to build your ally skills and start creating change.

1. **Be open.** Talk about having gay friends, family, colleagues, or acquaintances. When you talk about them, don't omit the fact that they're lesbian, gay, bisexual, or transgender (LGBT).
2. **Ask questions.** Especially when you aren't sure about the acronyms, terminology, or words to use when talking about your gay friends, family, colleagues, or acquaintances.
3. **Become informed.** Learn about the realities, challenges and issues affecting the lives of LGBT people through websites, books, documentaries, and educational materials.
4. **Speak up.** When you hear derogatory slurs or joke, like "that's so gay," say something – and don't tell them yourself.
5. **Help your kids.** Teach them about all different kinds of families. Be mindful of the day-to-day messages that they are receiving about gay and transgender people and issues in school, from friends, the web, and on TV.
6. **Reconsider your membership.** There are many organizations that overtly discriminate against the LGBT community. Be sure to let them know why you are leaving or not joining in the first place.
7. **Think about where you spend.** Support gay, lesbian, bi, and/or transgender-owned and friendly businesses that have policies in place to ensure equal treatment for all.
8. **Challenge those around you.** Encourage your social club, workplace, or faith community to consider inclusive policies that protect the LGBT community from discrimination.
9. **Get loud.** Write letters to the editor of your newspaper to comment as a straight ally on why you support respectful and equal treatment for LGBT people.
10. **Become an advocate.** Call, write, e-mail, or visit public policy makers and let them know that as a straight person who votes, you support laws that extend equal rights and protections to all people.

Don't forget to visit www.straightforequality.org and read *the guide to being a straight ally*.

Follow us on Twitter [@S4Equality](https://twitter.com/S4Equality) and
Like us on Facebook www.facebook.com/S4Equality

**An ALLY
is not a noun.**

It isn't an identity, a label, or something to claim.

**Being an ally is taking action,
making a stand
doing something to make a difference
by standing up
against oppression and marginalization.**

**You are an ally
when someone else recognizes you as an ally**