

# SAFE SPACES FACILITATORS MODULE



## **Safe Spaces Training: Creating Inclusive and Welcoming Spaces for LGBTQ (Lesbian, Gay, Bisexual, Trans and Queer) Individuals (3hr).**

(With resources taken from The Positive Space Workshop Facilitator's Manual: Sexual Health Centre Saskatoon)

### **Why Are We Delivering Safe Spaces Training?**

This Safe Spaces workshop has been shaped by a tradition of "anti-oppression" work. We define oppression as "the systematic mistreatment of a group of people". With this training we hope to contribute to ending oppression based on gender identity and sexual orientation.

### **Learning Objectives:**

**By the end of the session, participants will be able to:**

- Understand terminology related to LGBTQ populations.
- Describe LGBTQ health issues, disparities and barriers to care.
- Understand the effect of homophobia and heterosexism on LGBTQ persons.
- Suggest practical steps for initiating LGBTQ inclusivity.
- Identify resources in Brantford and Brant County.

### **Facilitation Materials:**

- Name Tags
- Hand-outs
- Blank Paper
- Flip Chart
- Pens
- Stars for activity
- Laptop/Screen/Internet Connection

### **Participant Kits**

Before the workshop, prepare Safe Spaces Participant Manual (Part of Safe Spaces Handbook or can be located at ([www.thebridgebrant.ca](http://www.thebridgebrant.ca)), 1 per person. Photocopy and compile or send electronically to participants prior to the workshop.

## Agenda (Sample Agenda. 3hrs)

<b>Safe Spaces Training 3hrs</b>	
<b>Activity</b>	<b>Length</b>
<b>Section 1: Introduction to Safe Spaces Program and Workshop</b> <ol style="list-style-type: none"> <li>1. What is the Safe Spaces Program</li> <li>2. Setting the Space/Guidelines for behavior and language</li> <li>3. Agenda and Introductions</li> </ol>	5min 10min 10min
<b>Section 2: Learning about Gender Identity and Sexual Orientation</b> <ol style="list-style-type: none"> <li>1. LGBTQ Community Overview/Why does it matter?</li> <li>2. Sex vs. Gender</li> <li>3. Language Brainstorm Activity or Terms and Definitions (QUIZ)</li> </ol>	5min 10min 20min
<b>BREAK</b>	
<b>10 min</b>	
<b>Section 3: Understanding Oppression</b> <ol style="list-style-type: none"> <li>1. Understanding Oppression/Heterosexual Privilege</li> <li>2. Heterosexual Privilege Questionnaire</li> <li>3. Coming Out Stars Activity</li> </ol>	10min 10min 30min
<b>Section 4: Being An LGBTQ Ally</b> <ol style="list-style-type: none"> <li>1. What is an Ally?</li> <li>2. Creating Inclusive Environments/Safe Spacing Your Agency</li> </ol>	10min 20min
<b>Section 5: Closing &amp; Evaluation</b> <ol style="list-style-type: none"> <li>1. Safe Spaces Ally Commitment</li> <li>2. Question and Answers</li> <li>3. Final Facilitator Evaluation</li> </ol>	10min 10min 10min

### **Workshop Tips**

(From The Positive Space Workshop Facilitator's Manual: Sexual Health Centre Saskatoon)

#### **Before the Workshop**

***Be comfortable with your own identity.***

It is not necessary to discuss your own sexuality or gender identity at length, but it may be beneficial to the environment or to your role as facilitator if you are willing to disclose your personal relationship to the LGBTQ community. This type of self-disclosure should only occur when you feel safe to do so, and within an appropriate context. Appropriate self-disclosure can open up a group, and allow your participants to relate to you individually around the issues being discussed.

***Read background material and make an attempt to be up to date on recent events regarding LGBTQ issues.***

If you are asked a question you don't know the answer to, be honest. Offer to provide the answer at a later date by email or telephone or refer them onto another resource.

***Get ready before the workshop begins.***

Your stress level will affect the whole group and sets the tone for the workshop. Prepare any materials you need and do photocopying ahead of time.

***Arrive at the workshop location early*** - at least 30 minutes ahead of time - so that you are not rushed. Set up the room and arrange your materials before participants begin to arrive. Ensure that there are enough chairs for everyone and arrange the chairs in a circle. Put the flip chart in a location everyone will be able to see.

### **During the Workshop**

***Relax, get to know one another***

Try to be relaxed and calm as you begin the workshop. This will help the other workshop participants to settle into the workshop space. Everyone, including you, should feel comfortable in the group.

***Understand each piece of your agenda.***

Ensure that you are comfortable and confident regarding each piece of the workshop. No facilitator or workshop is perfect. Mistakes happen; problems arise. Don't be afraid to admit, "Sorry, I made a mistake!". Keep your sense of humour and try to learn from "difficult" situations. If appropriate, ask participants for help. Most people are happy to lend a hand.

***Be flexible.*** Each group of participants is unique and has different needs. Revise your agenda if necessary to ensure that each workshop meets the needs of its participants.

***Create a space where everyone shares ideas.***

Don't feel that you as facilitator need to know everything. You should have a general understanding of LGBTQ issues and what it means to be an LGBTQ ally, but it's okay not to know everything. Invite participants to answer questions, summarize discussions, etc. Refer participants to the list of LGBTQ resources so that they take responsibility for answering their own questions.

***Listen to participants.*** Validate and normalize their experiences.

***Be aware of group dynamics.*** If workshop attendance is mandatory, facilitation may be more challenging than when attendance is voluntary. If participants come from a group that meets regularly, participants may be more willing to speak out and contribute in a large group. If participants seem shy and reluctant to speak out, break

into pairs or small groups for discussions. Then, ask each pair or group for a short report back.

***Be prepared to set limits.*** It's important for every participant to have an opportunity to speak freely without judgment, but some participants may dominate in large or small group discussion. It is the facilitator's responsibility to ensure that all participants have an opportunity to express themselves if they wish to. Be aware of time and keep the workshop moving. As a facilitator, you are part of the group, not the "leader" or "teacher". A facilitator who dominates blocks group learning.

***Make yourself available.*** When you split into smaller groups, circulate, listen to what is happening, answer questions if asked. If group is engaged in a discussion, don't interrupt. Facilitate small group work as needed, but you can also use this time to get ready for the next step or activity in the workshop.

***End the workshop on time.*** Be respectful of people's time. If you find you are running short of time, the rule is to "cut from the middle".

### **After the Workshop**

**Follow-up as promised.** If you say that you'll find answers to questions or send resources to participants after the workshop, keep your commitment. Follow-up in a timely fashion. Don't expect to always see immediate results. Not everyone who participates in your workshop will come out with an enlightened view of LGBTQ issues. Some participants may have difficulty accepting responsibility for their heterosexism, transphobia and homophobia. Trust that information presented here may only make sense to an individual at a later date. People have spent their whole lives learning prejudices, it is impossible to expect them to disappear after a short training session.

## **SECTION 1: Introduction to Safe Spaces (25mins)**

<b>Activity</b>	<b>Objectives</b>	<b>Time</b>
1. What is Safe Spaces Program? Page 3	- To introduce Safe Spaces program objectives and the purpose of the workshop.	5min
2. Setting the Space/ Guidelines for Language and Behaviour	- To create a safer environment so that everyone will feel respected and free to participate.	10min
3. Introductions, Expectations and Agenda	- To introduce participants to the program and to each other. - To explore what participants hope to learn, feel and do as a result of participation in the workshop.	10min

# Activity: Introduction to Safe Spaces

## Methods:

- **Lecturette**
- **Interactive Activity: Introductions/Guidelines for Behaviour and Language**

### 1. Paraphrase the following:

#### **What is the Safe Spaces Program? (More info: Page 3)**

The Safe Spaces program aims to reduce harassment, hostility, and discrimination towards LGBTQ (lesbian, gay, bisexual, trans and queer) people in Brant and Brant County.

The Safe Spaces program is focused on raising awareness through education and offers everyone an opportunity to become knowledgeable, accepting, and supportive of LGBTQ people and issues they face. This program is a result of the work of a community coalition called The Bridge. This coalition is a group that works to identify and address inequities that are experienced by the diverse sexual and gender identified communities within Brantford and Brant County.

### 2. Setting the Space/Guidelines for Behaviour and Language

#### **Activity Overview:**

**Objective:** To create a safer environment so everyone feels respected and safe to participate.

**STEP 1:** Prompt group to decide on guidelines for behaviour and language during the workshop:

Write on flipchart paper "Group Agreement"

*Ask participants : "What guidelines can we think about that will make everyone feel safe and be able to participate fully in this workshop? How should we all act or speak so that everyone feels comfortable?"*

*If the group is silent, give a few suggestions:*

*Ie: confidentiality, use of proper pronouns, use "I" statements.*

Write down group agreement on flip chart paper.

### 3. Agenda and Introductions

#### **Activity Overview:**

**Objective:** To learn who is in the room and help participants begin to feel more comfortable with one another.

**STEP 1:** Have participants introduce themselves and share their expectations for the workshop. I.e: *Share you name, why you are here for training and what are you hoping to gain from it?*

**STEP 2:** Review the workshop Agenda and clarify participant expectations. Record expectations on flip chart paper and discuss how each expectation will or will not be met during the length of the workshop. It is important to suggest from the beginning that: *“This is just the beginning of a long conversation. The LGBTQ community is complex, ever-changing and there is always more to learn.”*

**STEP 3:** Share Facilitator Expectations with participants.

Facilitators expect that:

- Participants are willing to learn from this workshop and that they want to be there.
- Participants are willing to participate.
- Participants are open to exploring their own attitudes and biases concerning LGBTQ issues.

## SECTION 2: Learning About Gender Identity and Sexual Orientation (35min)

Activity	Objective	Time
1. LGBTQ Community/ Why does it matter? Appendix B (LGBTQ Barriers)	- To give overview of what barriers LGBTQ individuals face when seeking health care and in their daily experience.	5min
2. Sex vs. Gender Page 6 (FAQ)	- To build an understanding of the differences between sex and gender. - To clarify any misconceptions related to terms	10min
3. Choose One. a) Language Brainstorm b) Activity or Terms Definitions Quiz Appendix A	- To develop understanding of important LGBTQ terms and concepts.	20min

### **Activity: Learning about Gender Identity and Sexual Orientation.**

**Methods:**

- **Lecturette**
- **Interactive Activity: Language Brainstorm, Terms and Definitions Quiz**

## 1. LGBTQ Community/Why does it matter?

Paraphrase the following:

**SNAPSHOT OF LGBTQ COMMUNITIES IN ONTARIO** as compiled by Rainbow Health Ontario.

- In Ontario, between 1–1.5 million people (about 10% pop).
- From all racial and ethnic backgrounds
- Represent all income levels and dis/abilities
- Grow up in every region of the province
- Often forced to migrate to cities because of rejection
- Include immigrants and refugees seeking greater safety in Canada

**Why Does it Matter?** (Stonewall Statistics)

- 7 in 10 LGBTQ people have had a public servant assume they are straight
- Over half of LGBTQ service users concealed their sexual orientation or gender identity when accessing public service
- 68% would feel more comfortable with a service if staff didn't make assumptions
- LGBTQ people are almost twice as likely as a heterosexual people to lack confidence and trust in their doctor
- 15% of LGBTQ people have experienced difficulties in accessing mainstream healthcare

## 2. Sex vs. Gender

Paraphrase the following:

**Sex:** refers to some of the physiological, genetic and genital aspects of our body that are generally perceived to determine the functions of the organism as female or male (generally assigned at birth). The dominant perception (reinforced by medical/legal systems) is that one's sex determines ones gender. Sex refers to body/biology.

**Gender:** refers to a cluster of characteristics of behavioral, cultural, social and/or personal order that determine the perception of individuals as being female/feminine or male/masculine. Gender refers to performance/culture

**Gender Identity:** determines the gender you perceive yourself as, regardless of your sex. A person's gender identity doesn't affect or determine sexual orientation and vice versa; by no means shall they be perceived as the same.

**Sexual Orientation:** refers but is not limited to: the emotional attachment, sexual and or physical attractions as well as behaviors in human sexuality and identity.

Frequently Asked Question (Pages 6-7)

*Question prompt:*

*Based on what you know about western culture in the Canada, what are some gender norms? (ex: Men are strong and macho, women are weak and nurturing) What happens to people who defy gender norms, or whose characteristics contradict them?*

### **3. a) Language Brainstorm**

#### **Activity Overview**

**Objective:** To develop understanding of important LGBTQ terms and concepts.

**STEP 1:** Have the group generate positive and negative words that have been used for LGBTQ people.

Write “LGBTQ” in the middle of a piece of flipchart paper. Ask what this acronym stands for.

Ask participants to call out all of the words -positive and negative - that they hear about LGBTQ people. Groups may need encouragement to provide negative words.

As words are provided by the group, write these around LGBTQ. Examples of words include: *fag, dyke, queer, butch, fairy, he-she, transvestite, fence-sitter, queer* etc. If participants seem uncertain what some words mean, you can use Appendix A in the handbook to help explain them and dispel any misunderstandings.

This may also be a helpful time to discuss how language is being reclaimed” .

Words like dyke, fag and queer are now used as positive terms for people who identify with LGBTQ communities. Point out that these words should be used cautiously by people outside these communities.

*Ie: QUEER: Once known as a derogatory term for LGBTQ persons, queer has been reclaimed by the community and is now used as an umbrella term representing self-identified LGBTQ people, e.g. the queer community, queer people. Usually used by community members themselves to self-identify. The appropriate use of queer is debated within the community, as many members find it offensive due its historic use.*

**STEP 2:** Have the group generate positive and negative words that have been used for heterosexual people.

On a second piece of flipchart paper write Heterosexual in the middle of the paper. Ask participants to call out all of the words - positive and negative - that are used to refer to heterosexual people. As words are suggested by the group, write them around “Heterosexual”. People may struggle to come up with very many words.

Examples of words include: het, straight, breeders, etc.

**STEP 3:** Discuss the way that language shapes our thoughts and feelings about people’s sexual orientation.



Once you have completed both charts, ask :

- *Are more words to describe LGBTQ people or heterosexual people? Why?*
- *Are there more positive words for LGBTQ people or for heterosexual people? Why?*

(Optional) After participants have responded, encourage them to think more deeply about the links between language and our thoughts and feelings about sexual orientation. Ask questions such as:

- *How do these words tell us what is considered normal or abnormal or bad sexuality in our culture?*
- *How is it different talking about these words here today rather than using them to insult or label people?*

Ask for questions.

### **3. b) Terms and Definitions Quiz**

**Activity Overview:**

**Objective:** To develop understanding of important LGBTQ terms and concepts.

**STEP 1:** Hand out “Finding A Common Language” Quiz (Appendix B)

**STEP 2:** Give participants 10min to individually match terms with definitions.

**STEP 3:** Review answers to quiz prompting questions from participants about any misunderstanding or confusion that they may have. Ask the group if there are other words they would like to know the meaning of. Refer to Appendix A in the handbook for more terms and definitions.

## **SECTION 3: Understanding Oppression (40min)**

<b>Activity</b>	<b>Objective</b>	<b>Time</b>
1. Understanding Oppression/Heterosexual Privilege Pages 12, 14, 15 LGBTQ Canada Page 4	- To examine the ways in which heterosexual privilege affects LGBTQ people. - To encourage participants to examine the ways in which heterosexual privilege operates in own their lives. - To give participants an opportunity to learn the history of the LGBTQ struggle for rights in Canada.	10min
2. Heterosexual Privilege Questionnaire Page 16	- To begin to think about the ways in which heterosexual privilege affects LGBTQ people.	10min

	- To encourage participants to examine the ways in which heterosexual privilege operates in own their lives.	
3. Coming Out Stars Activity (Appendix B)	- To give an opportunity for participants to build empathy for a person who is 'coming out' and begin to understand the reality of loss for some LGBTQ people. - To begin to understand the impact of oppression on LGBTQ people.	30min

## Activity: Understanding Oppression

### Methods:

- **Lecturette**
- **Interactive Activity: Heterosexual Privilege Questionnaire, Coming Out Stars**

### 1. Understanding Oppression

#### Paraphrase the following:

Understanding Oppression (Page 12)

Heterosexual Privilege (Page 14, 15)

### 2. Heterosexual Privilege Questionnaire (Page 16)

#### Activity Overview:

**Objective:** To begin to think about the ways in which heterosexual privilege affects LGBTQ people and to encourage participants to examine the ways in which heterosexual privilege operates in own their lives.

#### **STEP 1: Distribute the Privilege Questionnaires (Appendix B).**

**Tell participants:** *We are going to examine how heterosexual privilege operates in our world today. Ask participants to complete the questionnaire individually without any discussion.*

#### **STEP 2: Debrief activity. Discuss the kinds of heterosexual privilege people have in our society. Ask participants:**

- *How did people feel while completing the questionnaire?*
- *Did the questionnaire make you examine something about yourself that you hadn't thought about before?*
- *In our everyday lives and interactions what group(s) are more privileged? In what situations?*

Conclude the discussion with following points:

- Trans/homo-phobia occurs in many different ways, both explicit and implicit. We all need to explore the ways in which we've internalized trans/homophobic attitudes and behaviors.
- Our world is trans/homo-phobic and reinforces trans/homo-phobia on a daily basis. Rather than 'blaming' or 'shaming', we need to find positive ways to help people take responsibility for trans/homo-phobic attitudes and behaviors. Ask if there are any questions

### 3. Coming Out Stars (Appendix B)

#### Activity Overview:

**Objective:** To give an opportunity for participants to build empathy for a person who is 'coming out' and begin to understand the reality of loss for some LGBTQ people and to begin to understand the impact of oppression on LGBTQ people.

**STEP 1: Refer to Appendix B for full activity details and debrief.**

## SECTION 4: Being an LGBTQ Ally (35min)

Activity	Objective	Time
1. What is an Ally? Pages 19 - 21	- To understand the important characteristics and role of an ally. - To explore the impact of being an ally on LGBTQ lives.	10min
2. Creating Inclusive Environments/Safe Spacing Your Agency Pages 22	- To identify and share ways in which everyone can work to change the environments they operate in to make them more inclusive.	20min

### Activity: Being an LGBTQ Ally

#### Methods:

- **Lecturette**
- **Interactive Activity: Creating Inclusive Environments/Safe Spacing Your Agency**

#### 1. What is an Ally?

Paraphrase the following:

**Ally:** An ally is an individual who is not a member of a specific group, but who works to end discrimination and oppression of that group. An example would be a lesbian woman who actively works to end discrimination against transgender individuals or a straight man who combats homophobia.

What is an Ally? (Page 19)  
Qualities of an Ally (Pages 20 - 21)

*Question prompts:*

- *What can you do to be an ally in your workplace and in the community?*
- *How are allies important to the LGBTQ community?*

## **2. Creating Inclusive Environments/Safe Spacing Your Agency**

### **Activity Overview:**

**Objective:** To identify and share ways in which everyone can work to change the environments they operate in to make them more inclusive

**STEP 1:** Brainstorm events and spaces that are not welcoming to LGBTQ individuals. Discuss the reality that many of the environments that we spend our days in are exclusive to LGBTQ individuals and lives.

*Question Prompt: Can you identify environments where you see transphobia, homophobia and heterosexism? (for example, the classroom, health clinics)*

Record the answers on flipchart paper.

**STEP 2:** Break up into small groups and discuss ways make those environments more inclusive.

*Question Prompts:*

- 1. What needs to change in this space to make it inclusive to LGBTQ individuals?*
- 2. What can you do as an ally to bring these changes into effect?*

**STEP 3:** Have group share responses.

### **Paraphrase the following:**

“Things You Can Do”/Tips on Inclusive Language (Page 22)

## SECTION 5: Closing and Evaluation (30min)

Activity	Objective	Time
1. Safe Spaces Ally Commitment	- To identify ways to carry out a commitment to be a Safe Spaces Ally. - To explore what fears or barriers may prevent someone from being a visible LGBTQ ally.	15min
2. Questions and Answers/Community Resources Pages 31, 32	- To attend to any unanswered or lingering questions regarding workshop content. - To bring attention to LGBTQ Community Resources available in Brantford/Brant County and beyond.	5min
3. Final Facilitator Evaluation Appendix B	- To allow participants the opportunity to share feedback in order to continue working towards better workshops.	10min

### Activity: Closing and Evaluation

#### Methods:

- **Lecturette**
- **Interactive Activity: Safe Spaces Ally Commitment**

#### 1. Safe Spaces Ally Commitment

##### Activity Overview:

**Objective:** To identify ways to carry out a commitment to be a Safe Spaces Ally.

**STEP 1:** As a group return to:

What is an Ally? (Page 19)

Qualities of an Ally (Pages 20 - 21)

**STEP 2:** Have participants write a Safe Spaces Ally Commitment that includes these statements:

*I will provide:*

*I am committed to:*

*I will do this by:*

**STEP 3:** Have group share these commitments.

*Question prompts:*

*Do you think your commitment to being a Safe Spaces ally is sustainable in your workplace or in the community? Why or why not?*

*Do you have any fears about being a Safe Spaces Ally? Why do you have those fears?*

## **2. Questions and Answers**

**Objective:** To attend to any unanswered or lingering questions regarding workshop content.

*Question Prompt:*

*Are there any questions or issues yet to be addressed?*

This is an ideal time to review the community resources (Pages 31, 32) in the handbook and share any further contact information.

## **3. Final Facilitator Evaluation (Appendix B)**

**Objective:** To allow participants the opportunity to share feedback in order to continue working towards better workshops.

### **STEP 1:**

Explain that this is the last part of the workshop. Thank participants for attending the workshop.

Tell participants you will be available after the workshop to answer questions. Or, if they wish, participants can contact you later at the numbers provided.

**STEP 2:** Ask participants to share some of their thoughts about the workshop in facilitator evaluation included in the handbook.