

Addressing Sexual Prejudice

Recognizing Discrimination Based on Sexual Orientation

The Bonner Community Engagement Curriculum

Overview:

Bonner Curriculum workshop guides participants through thinking about discrimination related to sexual orientation and more complex diversity issues. Previously, this concept has been referred to as homophobia, but this term has been rethought in recent years to reflect an expanded conceptualization of sexual orientation (LGBTQ+). Throughout this training, we will present and discuss current terms, providing historical context on why organizations like the American Press have moved away from the term homophobia and towards the term “sexual prejudice” to describe discrimination towards others on the basis of sexual orientation. This trainer guide is designed to help participants conceptualize ways to constructively intervene in instances of sexual prejudice or to break down barriers in their own and others’ perceptions, in the spirit of inclusion and equity.

Category:

Diversity; Gender; Sexual Orientation; Dialogue

Level:

Moderate to Advanced. This training can be used at any time during the Bonner program but is recommended for Bonner students during the Senior year. It is also possible for students who have a solid understanding of diversity and an ability to have dialogue across difference, to participate in this training.




Senior
Year

Recommended

Bonner Connections:

Moderate. This training is recommended for students who are interested in learning about sexual prejudice and how the LGBTQ+ community encounters it. This training is recommended as part of the Dialogue Across Diversity and Inclusion 4x4 model, Stage 4: Adaptation.

Dialogue Across Diversity and Inclusion 4x4 Student Developmental Model			
Stage 1: Exposure	Stage 2: Under- standing	Stage 3: Applica- tion and Discussion	Stage 4: Adaptation
			

Focus or Goals of this Guide:

- Participants will be able to define sexual prejudice and share common examples.
- Participants will be able to list some of the issues surround the LGBTQ+ community.
- Participants should take away an understanding of why these issues matter.
- Participants will be able to share 3 ways they can intervene in sexual prejudice.

Materials:

- Flip Chart Paper
- Projector
- Computer with Internet Access
- Print Handout: *10 Ways To Fight Homophobia and Transphobia*

How to Prepare:

- To prepare, make sure you have all the materials listed above.
- Write **Group Expectations** on a sheet of flip chart paper and have them posted upon group's arrival.
- Ensure that you have access to the video and are able to show it to the large group.

- Make sure you have the definitions already written on flip chart paper to allow for efficient time use while facilitating the training.
- Print out an adequate amount of copies of the handouts, **10 Ways To Fight Homophobia and Transphobia**
- Review the trainer guide and become familiar with its content. You do not need to be an expert on this issues to present this training. However, if you would like to familiarize yourself with other scholarship on this topic, it is recommended that you review all of the additional resources provided at the end of this guide.

Brief Outline:

This training is structured to immediately immerse participants in critically reflecting on past experiences. Following, this training will introduce terms and definitions as well as some information about why this topic is relevant. The training will guide participants to reflect on societal norms and how they result in discrimination and the unfair treatment of others. You will be using various activities and types of media to keep the audience engaged and active. This training is designed to be implemented in 60 minutes.

Please note, this training uses the terms sexual prejudice as opposed to homophobia. This is due to a modern shift in terminology, being accepted by the American Press (AP) and the American Psychological Association (APA). The shift in terms is also used to remove the idea that being "afraid" of homosexual relations is a clinical disorder as opposed to a simple ideology of hate and discrimination. For more resources on this, check out the additional resources provided in the credits section of this guide.

The outline has the following parts:

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|---|---------------------------|
| 1) Introduction & Establishment of Expectations | suggested time 5 minutes |
| 2) Cross the Line Activity & Debrief | suggested time 15 minutes |
| 3) Introduction of Terms & Definitions | suggested time 10 minutes |
| 4) Stigmas & Circumstances | suggested time 15 minutes |
| 5) Call To Action | suggested time 10 minutes |
| 6) Closing: Connect & Reflect | suggested time 5 minutes |

Part 1) Introduction & Establishment of Expectations

Suggested time: 5 Minutes

During this section you will introduce the training as well as laying the ground rules for the group. You will be explaining how we will be exploring sexual prejudice. In doing so, the group must adhere to some group expectations. Those expectations are included and will be discussed with the group in this section.

Refrain from making someone a spokesperson for a certain group	Refrain from using one experience to explain a large group	Reform from judgement but be aware of personal biases
Do not expect everyone to know your "Story"	Do not assume that you know anyone's story	"Step Up" when you have a point to make. "Step Back" when others have something to say. If you get overwhelmed, step out.
Remember, you are your best advocate.	Be willing to listen to difference.	Express needs for clarification.
Be respectful.	Encourage curiosity	Use I statements & refrain from "generals"

To begin, introduce yourself and the topic. You need to let the group know that today's topic is Sexual Prejudice and the group will be exploring discrimination against the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, plus) community. **The group will be discussing the issues the community faces and ways that everyone can intervene. Today's training will not be the space to debate between the morality of same-sex relations. Make that point very clear.**

You should have the group expectations posted where everyone can see them. Go through and briefly read all 9 of the expectations. The expectations are listed below. They should be fairly self-explanatory, however, if someone has questions, allow them to clarify now as opposed to later. Once the group agrees to these expectations, move on to the next section of this training.

Part 2) Cross The Line Activity & Debrief

Suggested time: 15 Minutes

During this portion, you will be engaging the group to think about past experiences. You will ask the group questions that will help stimulate conversations later in the training. You will do this in two stages. Stage 1 will be the facilitating the activity and Stage 2 will be debriefing the activity.

Stage 1:

To begin, use some tape and create a line on the floor. Have everyone line up just behind the line. Explain to the group that you will be series of prompts regarding whether or not they have experienced an event or feeling. The statements will be prompted to "Cross The Line If..." they have experienced what is being mention. You will repeat this for each of the 15 questions listed below. **This activity requires honesty and a lot of vulnerability. Please preface the activity with the script below.**

Cross the Line If...

- 1) Cross the line if you have ever felt welcomed.
- 2) Cross the line if you have ever felt un-welcomed.
- 3) Cross the line if you have been hurt.
- 4) Cross the line if you have had a crush.
- 5) Cross the line if you have ever been embarrassed for liking someone or something.
- 6) Cross the line if you or someone you know has had a crush on someone they were forbidden from liking.
- 7) Cross the line if you have ever felt endangered for liking something or someone.
- 8) Cross the line if you or someone you know someone identifies as Lesbian, Gay , Bisexual, Transgender, Asexual, or Queer.
- 9) Cross the line if you or someone you know someone has ever been bullied.
- 10) Cross the line if you or someone you know someone was bullied for identifying as, or being assumed to be Lesbian, Gay, Bisexual, Transgender, Asexual, or Queer.
- 11) Cross the line if you feel your campus is a safe place for same-sex and other non-heteronormative couples.
- 12) Cross the line if you are aware of current issues surround the LGBT+ community.
- 13) Cross the line if you have ever been involved in combatting homophobia.
- 14) Cross the line if any of these questions made you uncomfortable.
- 15) Cross the line if you have lied while answering any of these questions.

Stage 2:

Thank your participants for participating and have them reconvene in a large group. You will now debrief from the activity. Reading the questions below, allow participants the chance to respond. Open the space to discuss initial thoughts, feelings, and so on.

Debrief Questions:

- What were your initial thoughts, feelings, or reactions?
- Did any of the questions feeling especially challenging?
- How did it feel crossing the line?
- How did it feel when you crossed with other people? By yourself?
- Where there any questions that didn't make sense?

Part 3) Introduction of Terms & Definitions

Suggested time: 10 Minutes

During this section, you will be introducing terms and definitions. These definitions will be used as the foundation for the remainder of the training. It may be helpful to have these definitions written on flip chart paper or on a whiteboard.

Introducing the terms and definitions, use the script below:

"In order to make sure everyone is on the same understanding, I am going to give you some definitions for words that will come up throughout this training. We will primarily be looking at the terms homophobia, heterosexism, and sexual prejudice.

Homophobia: *An aversion to gay or homosexual people or their lifestyle or culture and behavior or an act based on this aversion. Other definitions identify homophobia as an irrational fear of, or prejudice against homosexuality. These beliefs lead to behavior or actions based on this aversion or opposition. However, the APA and AP are moving away from this term due to the implication that this a clinically diagnosable fear or same-sex couples.*

Examples of homophobia include hate crimes, derogatory comments, and any other negative action, belief, or opinion towards homosexuality¹.

¹Herek, Gregory M. "Definitions: Homophobia, Heterosexism, and Sexual Prejudice." Definitions: Sexual Prejudice, Homophobia, and Heterosexism. 2012. Accessed July 14, 2017. http://psychology.ucdavis.edu/rainbow/html/prej_defn.html.

Heterosexism: This word describes a system that denies, marginalizes, and stigmatizes a group of people. This systemic oppression is based on sexual orientation. Heterosexism grants privileges to those who are heterosexual and denies them to those who are not heterosexuals. This done as making heterosexual couples the “norm,” making everything else un-normal, weird, and/or unacceptable.

Examples of heterosexism can be found in banning or attempting to over-turn court rulings in favor of same-sex marriages, restricting gay adoptions, the existence of sodomy laws in more than one-third of states, etc².

Sexual Prejudice: Negative attitudes based on sexual orientation, whether the target is homosexual, bisexual, or heterosexual. However, it is almost always directed towards LGBTQ+ persons. Sexual prejudice is based on negative attitudes, beliefs, and actions aimed at a specific people group³.

Transphobia: An irrational fear of, aversion to, or discrimination against transgender or transsexual people⁴”

After reading the definitions, ask if the group has any questions. Reiterate that these definitions will be the ones used throughout this reminder of this training.

Part 4) Stigma and Circumstances

Suggested time: 15 Minutes

During this portion of the training, you will be discussing issues that face the LGTBQ+ community. You will do this by watching a video and through a reflection activity.

To begin, watch the video *The new frontier of LGBTQ civil rights, Explained*.

The link of the video is listed below.

<https://www.youtube.com/watch?v=YCjDnX-Xzhg>

² Ibid. http://psychology.ucdavis.edu/rainbow/html/prej_defn.html.

³ Ibid. http://psychology.ucdavis.edu/rainbow/html/prej_defn.html.

⁴ "Transphobia." Merriam-Webster. 2017. Accessed July 14, 2017. <https://www.merriam-webster.com/dictionary/transphobia>.

This video is made by Vox and discusses some major issues that LGBTQ+ community faces including: suicide rates, bullying, and the legal battle concerning discrimination due to sexual orientation. If after the video participants want to share, ask them to save their comments. You will debriefing in the next activity.

Following this video, ask the group to reflect on these three phrases: "gay," "queer," and "same-sex couples." Ask the group to reflect on their initial thoughts or reactions to hearing these words. Probe them to think about the societal norms or connotations attached to those words. Give the group 2-3 minutes for silent reflection. After allowing the group to process, ask the group the following reflection questions. Let them answer as they feel comfortable.

- What was one thing that stood out to you from the video?
- Was there anything you did not know about?
- Do you see any of the issues mentioned in real life? On social media? On campus? In your home community?
- When I asked you to think of those three phrases, what were some of the responses you came up with?
- Is there a common narrative for any of those words? Is it positive/negative?
- Why do you think the LGBTQ+ community has so many preconceived ideas about it?
- What is one way you can help rewrite some of the narratives surrounding the LGBTQ+ community?

After everyone has had chance to share, move on to the next portion of this training.

Part 5) Call To Action

Suggested time: 10 Minutes

During this portion of the activity, the group will be discussing and brainstorming ways they can get involved in addressing these issues.

To begin, give out the handout **10 Ways To Fight Homophobia & Transphobia in your Community**. *Allow the group 2 to 3 minutes to look over the handout. Ask them to pick one that they feel is the hardest as well as one that is the easiest. Ask the group to share which one they feel is the easiest. As for a few volunteers to explain why they think their choice is an easy way to get involved.*

Then, ask the group which one they felt was the hardest. Ask the group for a few volunteers to explain what makes it difficult. In response, ask the group what it would take to make those choices easier. Let the group hear from various people in the session.

Lastly, ask the group if they have any suggestions to add to this list. For those who are involved in addressing these issues, offer them a space to share what they do. Let the group have some agency in discussing ways they can get involved.

To conclude this portion of the activity, have the group share at least 3 ways that they can get involved. This suggestions should not be one of the 10 ways previously listed on the handout.

Part 6) Connecting & Reflecting

Suggested time: 10 Minutes

This portion of the activity will be the closing activity. This should last roughly 5 minutes and should allow for participants to debrief the training in its entirety.

This will be the closing session of the training. This will consist of reflection questions as well as space for participants to express ways they can act on this training, and move forward. Some suggested reflection questions are listed below, however, more may want to be added to provide for an deeper closing session.

Reflection Questions:

- What is somethings you have learned about yourself through this training?
- What are some things you learned about this community and/or some of the struggles they encounter?
- How can your Bonner cohort (class or entire program) use this information in moving forward?
- How can you use this information to move forward?

Following the last question, thank the group for participating and inform them that they are dismissed.

Credits:

Developed in 2017 by Hunter Malone, Bonner Scholar at Berea College.

- Reference to the Bonner Training *Homophobia: Recognizing and Addressing It*
- Herek, Gregory M. "Definitions: Homophobia, Heterosexism, and Sexual Prejudice." *Definitions: Sexual Prejudice, Homophobia, and Heterosexism*. 2012. Accessed July 14, 2017. http://psychology.ucdavis.edu/rainbow/html/pre-j_defn.html.

Additional Resources:

To Review The Switch From Homophobia To Sexual Prejudice:

- <http://www.businessinsider.com/an-argument-against-the-word-homophobic-2015-9>
- http://psychology.ucdavis.edu/rainbow/html/sexual_prejudice.html
- http://www.slate.com/blogs/outward/2015/06/04/homophobia_doesn_t_accurately_describe_anti_gay_prejudice_here_s_a_word.html

General Resources:

- <http://www.advocatesforyouth.org/publications/194-lessons> : This link will direct you to more resources ways to combat homophobia and transphobia.
- <http://www.care2.com/causes/5-dynamic-ways-to-fight-homophobia-in-your-community.html> : his link will direct you to more resources ways to combat homophobia and transphobia.
- <https://www.youtube.com/watch?v=olPn5xr0L08> : This link directs you to a TED Talk that discusses modern LGBTQ+ issues. This talk challenges you think beyond marriage equality when considering challenges that the LGBTQ+ community faces.
- <http://www.apa.org/about/policy/sexual-orientation.aspx> : This is a resource that states the APA's response to some policies regarding treatment (medical and general) towards members of the LGTBQ+ community.

Followed by Handouts:

- 10 Ways To Combat Homophobia and Transphobia In Your Community

10 Ways to Fight Homophobia & Transphobia in Your Community

1. Organize discussion groups at organizations/groups you belong to (a community of faith, education associations, social justice activist groups, etc.) to talk about LGBTQ issues.
2. Use neutral labels like "partner" or "significant other" instead of "boyfriend," "girlfriend," and so on
3. Bring up current LGBTQ issues in conversations with friends, at work, in class, and in your community.
4. Interrupt anti-LGBTQ jokes, comments or any other behaviors that make homophobia and transphobia appear OK.
5. Put LGBTQ-positive posters at your work, community of faith, etc., and/or wear shirts, buttons, and so on that promote LGBTQ equality and straight ally visibility.
6. Don't make assumptions about peoples' sexual orientations or gender identities. Assume there are LGBTQ people in all classes, sports, meetings, at work, daily life, etc.
7. Don't assume "feminine-acting men" and "masculine-acting women" are transgender or not heterosexual.
8. Don't assume "macho males" or "feminine females" are heterosexual or not transgender.
9. Use your privilege as a heterosexual/cisgender ally to speak up for LGBTQ issues and rights whenever/wherever you can. Write letters to the editor, participate in marches, lend support to LGBTQ groups at work, a community of faith, vote, etc.
10. As an ally to transgender folks, speak up when you hear slurs and attacks on people who express their gender outside of societal expectations. Educate people around you on the continuum of gender expression.

These come from the University of North Carolina. To check these, and other awesome resources, visit the link below!

<https://safezone.uncc.edu/allies/homophobia#Top%20Combating%20Homophobia>