



Workshop: Men as LGBTQ+ Allies

****Note: The term “allyship” may not be one that resonates with students. Ensure you adapt and tailor language to feel accessible for your community.*

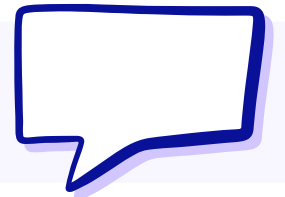
I SAMPLE LEARNING OBJECTIVES



LEARNERS WILL BE ABLE TO:

- Define and give examples of homophobia and transphobia.
- Describe the negative impacts of anti-LGBTQ+ language and behavior.
- Share personal experiences related to anti-LGBTQ+ language and behavior.
- Model how to interrupt anti-LGBTQ+ language and behavior.

II SAMPLE INTRODUCTION



“Today, we’re going to discuss our experiences as men with anti-LGBTQ+ language and behavior. The purpose of this conversation isn’t to judge or shame. We want to take the time to have an open dialogue and reflect on where this language comes from, what its impact is, and regardless of our political views, what we can all do to make sure everyone is treated with respect and dignity.”



III SAMPLE DISCUSSION QUESTIONS



- When was the first time that you learned that to be gay or transgender was wrong? Where did you hear that from? How did that make you feel?
- How do you feel about the way that gay, bisexual, and transgender people are talked about in the media? Do you agree or disagree with what is said?
- Have you ever used words like “gay” in ways to insult someone? If so, why?
- Do you have friends or family that is gay, bisexual, or transgender? Have you ever spoken about their experiences as LGBTQ+ people?
- What is the definition of homophobia? What is the definition of transphobia?
- Does anyone know any statistics about the impacts of anti-LGBTQ+ language and behavior on mental health?
- What can we all do to prevent these harmful impacts and create greater safety, respect, and wellbeing for LGBTQ+ people?



IV SAMPLE TALKING POINTS



- ▶ Many of our first experiences with what it means to be boys—not girls—are connected to learning that you would be bullied or punished if you acted too feminine, to be too emotional, or you were gay.
- ▶ Being straight, very “manly,” even using anti-LGBTQ+ language or slurs is often part of the “price of admission” if you want to be accepted amongst other boys or be seen as attractive.
- ▶ Even if we aren’t gay or bisexual, these rigid boxes of having to act very straight, very manly, and very sexually experienced hurt us all.
- ▶ Often, we use words like “gay” or slurs in order to feel more secure in ourselves or to protect ourselves. Seeking to understand why this language is common and often expected of us is important.
- ▶ The point of this session isn’t to shame us for if we’ve used this language in the past. At the same time, it’s important to know how this language and culture has really harmful impacts:
 - 24% of LGBTQ young people reported that they have been physically threatened or harmed in the past year due to their sexual orientation or gender identity ([Trevor Project](#))
 - 60% of LGBTQ young people reported that they have felt discriminated against in the past year due to their sexual orientation or gender identity ([Trevor Project](#))



IV SAMPLE TALKING POINTS (CONT.)



- 41% of LGBTQ young people seriously considered attempting suicide in the past year ([Trevor Project](#))
- Nearly 1 in 3 LGBTQ young people said their mental health was poor most of the time or always due to anti-LGBTQ policies and legislation ([Trevor Project](#))
- Homophobia refers to “[a] culturally produced fear of or prejudice against homosexuals that sometimes manifests itself in legal restrictions or, in extreme cases, bullying or even violence.” ([Britannica](#))
- Transphobia refers to “harmful or unfair things a person does based on a fear or dislike of transgender and non-binary people.” ([Cambridge](#))
- Importantly, homophobia and transphobia both harm LGBTQ+ people and provide advantages to heterosexual and cisgender people, such as greater safety or economic opportunities.
- Being an ally for LGBTQ+ people can look like:
 - Acknowledging that discrimination hurts everyone and only improves if heterosexual and cisgender people speak up against disrespectful language.
 - Model care for LGBTQ+ people and advocating for fair policies. We know this makes a difference, as “LGBTQ young people who had access to affirming homes, schools, community events, and online spaces reported lower rates of attempting suicide compared to those who did not.” ([Trevor Project](#))



V SAMPLE ACTIVITIES



**GALLERY WALK:
METHODS OF
ALLYSHIP**

Place four charts around the room. Label them with prompts, have participants write on sticky notes in response to your prompts, then discuss each of the charts in the full group.

Labels: What does it look like to support LGBTQ+ people...

- With friends and family?
- In our workplaces?
- In our communities?



**FILM SCREENING &
DISCUSSION: “HOW TO
SURVIVE A PLAGUE”**

Watch “[How to Survive a Plague](#),” a documentary film about the history of the HIV/AIDS epidemic and how LGBTQ+ people have been discriminated against by laws and society. [Discuss the film with this guide](#).



VI WORKSHOP RESOURCE LIBRARY



- **Curriculum:** The Safe Zone Project
- **Workshop:** Gender Unicorn 101 Session on LGBTQ+ Identity
- **Guide:** Guide to Being an Ally to Transgender and Nonbinary Young People - Trevor Project
- **Resource List:** The Trevor Project Resources on LGBTQ+ Identity, Mental Health, and Allyship
- **Resource List:** Miami University
- **Resource List:** Being a Lifelong Ally - PFLAG
- **Research:** Homophobia and mental health: a scourge of modern era
- **Videos:** Ted Talks LGBTQ+ Playlist
- **Online Learning:** The Respect Online Course - American Psychological Association
- **Organization:** Campus Pride