

**SafeZone Presentation Outline**

- I. **Intro**
  - a. **Your GLBT Group Name** – function, long name
    - i. **Initials** – GLBT, explain entire acronym, explain (in more depth)
  - b. **SafeZone** – *When you started your SafeZone program and why. For example: Started in Jan 02, now done for Resident Advisors and Orientation Leaders as it fits nicely into our roles as student leaders and staff (this leads into the next section on Roles)*
- II. **Roles of Staff and Student Leaders**
  - a. In this light, SafeZone is here to give you some information on GLBT issues at your schools, and some **ideas to promote diversity** on your campus.
  - b. Construction Ahead
  - c. It's OK not to know something - none of us has all the answers.
  - d. We're here to learn, so we will keep this all in the spirit of allowing others to learn, too.
  - e. You are right to ask questions - don't feel embarrassed to do so.
  - f. Confidentiality
  - g. Don't let conversation stop here
  - h. Roles
    - i. Comfortable
    - ii. Referring Students
    - iii. Listening
  - i. Wrap up intro : You mean the world to your students and your peers. You are helping students 24 hours a day, and that is a job you enjoy doing. Students will look to the actions you take, to the communities you build and to the words you say. The information you have, the better you can make your campuses and your student centers.
- III. **Fear Affects Us All (GIANT POST-IT NOTE)**
  - a. Show of hands : How many of us have GLBT friends or family members?  
Lesson: It seems that most of us have direct impact on at least one GLBT person in our lives. We know that fear hurts GLBT people in the forms of homophobia, biphobia and transphobia.
  - b. But, how does **fear hurt everyone**, including non-gay people?
    - i. Prevents close heterosexual relationships, inhibits friendships
    - ii. Breaks Communities
    - iii. Increased peer pressure to have sex to affirm maleness or femaleness
    - iv. Stuck in rigid gender roles
    - v. Dramatically slowed AIDS research
    - vi. Generally prevents us from recognizing diversity in our own communities – appear close minded
    - vii. Hatred/Ignorant Acts
- IV. **What We Say**
  - a. **Story time with Presenters**
    - i. My friends used to say it all the time when I first got here
      1. Made me feel: **Angry** (people associating being gay with being stupid, negative, inconsequential); **Belittled**, At away at my

confidence in coming out, made me feel like I had to hide my sexuality even more from them, Isolated myself from everyone

- b. **Try to keep language inclusive** – use “partner” instead of boyfriend or girlfriend, never refer to gays and lesbians as fags, or call something gay and mean that it is stupid or worse.
- V. **Guided Imagery (GIANT POST-IT NOTE)**
    - a. Discussions on paper
  - VI. **Student Life**
  - VII. **Coming Out (GIANT POST-IT NOTE)**
    - a. Process – neverending
    - b. Discuss: What Can Go Wrong, What Can Go Right
    - c. Questions Students May Have Before They Come Out
    - d. Quote from Paul Monette
  - VIII. **Harassment**
    - a. Follow the same procedure for any incidence of harassment.
    - b. Make sure everything is documented, and reported
    - c. Try to remain as confidential as possible – this is especially important for student who are not out to a great number of people.
  - IX. **Laws & Policies**
  - X. **People of Color/Same-Gender Loving**
  - XI. **SafeZone Stickers** *Presentation and explanations of stickers. How to use them, why to use them, where to use them.*
  - XII. **Allies**
    - a. Being a Supportive Ally
    - b. Ways to Be an Ally
    - c. Ideas for Allies
    - d. Ally Poem
  - XIII. **Resources**
  - XIV. **Questions, General Forum**