

A project built upon Sanctuary® principles



My Identity, My SELF (MIMS) ©
Addressing the Needs of LGBTQ Youth

CURRICULUM

Version 3.0
August 2009

Created by:
Caroline Peacock, LMSW
Christina Grosso, LCAT, ATR-BC, BCETS
Jewish Board of Family and Children's Services
Center for Trauma Program Innovation
Westchester Children's Residential Division

SANCTUARY® is a registered trademark of Sandra L. Bloom, M.D.

My Identity My SELF (MIMS)® is a LGBT training and psychoeducation curriculum package, guided and informed with the language and principles of Sanctuary®. MIMS can be used with Sanctuary® and non-Sanctuary programs. MIMS uses the concepts of Sanctuary® and SELF (safety, emotions, loss and future), but does not instruct how to implement the Sanctuary® model (an important larger and more complex endeavor). The themes of SELF, while vital to the architecture of the Sanctuary® model, are broad in their application and apply to non-Sanctuary programs. For more information on Sanctuary® and its creator, Sandra Bloom, visit www.sanctuaryweb.com.

Acknowledgements

We gratefully acknowledge the day to day lessons from residents and staff of the JBFCS Westchester Children's Residential Division and the support of the LGBTQ Campus Taskforce. This manual is the product of all of our work.

With special thanks to our editors:

Antonia Barba

Al Killen-Harvey

Connie Ostrow

Paula Panzer

Rhea Segal

Sarah Yanosy

Graphic Design

Brenda A. Rombach

Table of Contents

MIMS Training 1	5
MIMS Training 2	21
MIMS Psychoeducation Group Curriculum	35

MIMS Appendices	63
MIMS Trivia Cards for Training 1	103
MIMS Cards for Psychoeducation Group Curriculum	163

A project built upon Sanctuary® principles



My Identity, My SELF (MIMS) ©
Addressing the Needs of LGBTQ Youth

Training 1

Version 3.0
August 2009

Created by:
Caroline Peacock, LMSW
Christina Grosso, LCAT, ATR-BC, BCETS
Jewish Board of Family and Children's Services
Center for Trauma Program Innovation
Westchester Children's Residential Division

Curriculum Outline

Section	Suggested Time	Page
Introduction and Purpose of Training	20 minutes	7
Pre-Test	10 minutes	9
Policy Based Practice	50 minutes	10
BREAK	15 minutes	
Trivia Game	20 minutes	11
Myths	25 minutes	16
Q & A	25 minutes	18
Post-Test and Evaluation	15 minutes	19
Appendix A1 Pre Test		65
Appendix A2 Post Test		66
Appendix A5 Training evaluation form		69
Appendix B1 Myths Handout		73
Appendix D LGBTQ Film List		93
Appendix E Resources		95
Appendix F Professional Organization Statements		97

Introduction and Purpose of Training

Special Checklist for Trainers

- ✓ Recognize that providing training on this topic can be provoking, especially when participants have not had previous training on this topic. Due to the fact that some people have moral and/or religious objections to affirming this population, the training can be difficult for participants and trainers. It is important for trainers to be aware of these issues, and to be prepared for objections.
- ✓ Be prepared for discussions regarding religion and spirituality. These topics often come up in LGBT trainings because of rejection often faced by LGBT people from religious communities. Be aware that there are many LGBT individuals who lead religious/spiritual lives.
- ✓ Respectfully challenge homophobic/transphobic remarks from participants. Think of how you would address other forms of verbal bias. Remember that people are learning, so be constructive in your feedback.
- ✓ Make the training emotionally and socially safe. This may be the first and only time a staff member has had this type of training.
- ✓ Be prepared for lots of questions.
- ✓ Be aware of federal, state and local policy regarding LGBT issues.
- ✓ Be aware of how being a LGBTQ person of color may differ from being a white LGBTQ person, and how it may be for an LGBTQ person who may be physically or emotionally challenged.
- ✓ Suspend the following ideas from your mind:
 - "It's just a passing phase"
 - "It's not normal"
 - "You're just confused"
 - "You'll be happier if you're straight"
 - "You're life will be hard if you're LGBTQ"
- ✓ Examine your own biases. Are you comfortable training on this topic?
- ✓ Be prepared to be asked about your own sexual orientation or gender identity, and have a planned response. If you choose to self disclose, be aware of how it will affect the training. If you choose to keep your orientation or identity to yourself, be aware of this as well. The participants may ask you if you are LGBTQ because they are curious, and want to know if you understand the issues. Keep in mind that heterosexual people can be advocates for LGBT-related issues, and a person who is LGBT is not automatically qualified to provide training on this topic.
- ✓ If there are LGBT members in your training audience, do not out them without permission.
- ✓ Congratulate yourself- you are making the world a better place for LGBTQ youth and staff!

Introduction and Purpose of Training

During the **introduction**, the Trainer should ask the participants the following:

- What is your name?
- What program are you from?
- What would you like to learn at the training today?

The participants' responses will give the Trainer an idea of where the group is in relation to this frequently controversial topic. It is not uncommon for a participant to express questions or confusion about the topic at this early stage. This will give the Trainer an idea of what particular issues should be emphasized.

The Trainer may give a brief overview of his/her experience working with LGBTQ youth and training on the topic.

The Trainer should share the purpose of the training with the participants. Trainings should be approximately 3 hours long, with no more than 25 participants for optimal trainer/participant interaction.

The Purpose of Training 1 is to:

- Increase general knowledge about LGBTQ issues
- Provide participants with appropriate language and information pertaining to this population

The Purpose of Training 2 is to:

- Help participants learn to work with LGBTQ youth in social service, educational, residential, and mental health care settings. Real life scenarios will be explored to give participants the skills and knowledge to work through issues in order to support LGBTQ youth. Although this curriculum was originally designed for a residential setting, and some of the examples reflect this, scenarios can be altered to match other settings.

Hand out question cards:

The Trainer will hand out blank index cards for participants to write down questions they have confidentially. At the Q and A section, the Trainer will answer any unanswered questions.

A note on language:

LGBT and LGBTQ are used at different times throughout this curriculum. LGBT is used to refer to lesbian, gay, bisexual and transgender individuals as a collective. For example, "LGBT people can lead happy and healthy lives." LGBTQ refers to lesbian, gay, bisexual, transgender and questioning individuals. The "Q" is used primarily when referring to groups of adolescents, since this age group often goes through a period of questioning. For example, "LGBTQ teens are at a higher risk of suicide."

Pre-Test

The following is a pre-test, with the correct answers.

The trainer should hand out the *My Identity, My SELF (MIMS)* © Pre Test (Appendix A1).

The Training organizers should use a system of coding for the Pre/Post test to assess knowledge gained during the training. For example, each Pre/Post test will have a number. Person John Smith should be assigned a number (Pre Test 1, and Post Test 1). Person Jane Smith would have another number (Pre Test 2 and Post Test 2). Then the Pre and Post tests for each individual can be compared for changes, while ensuring confidentiality. It is recommended that the Pre/Post Tests be coded prior to the training and provided in the training packet at the beginning of the training.

This Pre/Post Test process is useful for evaluation of efficacy of the training.

Statement	True	False
Being gay is a mental illness.		False
A person can always tell if someone is LGBT (lesbian, gay, bisexual or transgender) by looking at them.		False
A LGBT teen might stay "in the closet" to remain safe.	True	
Sexual orientation and Gender Identity are interchangeable terms.		False
A person's sexual orientation can be changed by another person.		False
Being LGBT is a choice.		False
Coming out is a life-long process.	True	
Sexual behavior is the only marker of sexual orientation.		False
It is important for healthy development to have one's identity supported and affirmed.	True	

Policy-Based Practice

This section varies based on the location at which the training is taking place.

The Trainer must assess what policy, guidelines, laws, etc. are in place relating to LGBT individuals in the setting, agency, city and state where the training is taking place. It is recommended that you use the websites of Lambda Legal (www.lambdalegal.org) and Human Rights Campaign (www.hrc.org) for the most up-to-date information.

For example, at JBFCS, there are campus guidelines for working with LGBTQ youth, agency guidelines for JBFCS, city and state protection of LGBT individuals. Reference should be made to these protections and guidelines.

In social service, educational, residential, and mental health care settings, social work, psychiatry, psychology, and medical professional organizations' statements on LGBT populations are applicable. See **Appendix F** for a list of policies and statements in major professional organizations.

The trainer should review the ways that professional organizations recommend working with this population.



My Identity, My SELF Trivia Game is a way of getting people actively involved in the training. During this section individuals who may be reluctant to engage in discussion about this topic often become actively involved.

The questions are in the appendix in a printable version to be put onto cards for the group to read.

My Identity, My SELF Trivia Game can be played in a couple of different ways:

1. Trainer holds up each card (MIMS Cards) for the group to see. The training may proceed in soliciting answers by:
 - a. Break the group into small teams of about 5 people. Each Team may answer a question after conferring together. A score keeper should keep a record of the teams' scores. The winning team gets a prize, such as a bag of candy (it's a good idea to have enough for everyone to get some, however).
 - b. Allow individuals to answer the questions by raising their hands (not in teams). Each correct answer receives some sort of prize, such as a piece of candy.

When providing the correct answer, the Trainer should provide additional information. After several of the questions below there are detailed explanations of the answer. The Trainer should be flexible in this section and allow for discussion, as this is when a significant portion of the training knowledge is shared.



What is Sexual Orientation?

The term that refers to a person's emotional, physical and romantic attraction. Lesbian, gay, bisexual and heterosexual are types of sexual orientation.

What is Gender Identity?

The term that refers to a person's self concept of gender.

What is Bisexual?

The term that refers to a person who is attracted emotionally, physically and romantically to both men and women.

What is "Queer"?

An umbrella term that refers to LGBT individuals, and sometimes their allies. "Queer" was used as a derogatory term against LGBT people for many years. Some LGBT individuals and communities have "taken the word back" and use it with pride.

What is "Transgender"?

An umbrella term that refers to individuals whose experience of their birth gender does not match their gender identity. This includes a wide range of non-gender conforming individuals.

What is "Lesbian"?

The term that refers to a woman who is attracted emotionally, physically, and romantically to women.

What is "Gay"?

The term that refers to men and women who are attracted emotionally, physically and romantically to individuals of the same gender. It can refer to both men and women, whereas the term "lesbian" only refers to women.

What is "homophobia"?

An irrational fear or prejudice against gay, lesbian and bisexual individuals that may take the form of subtle or overt forms.

Homophobia is generally thought of as *overt* discrimination or harassment against LGB individuals, such as using derogatory language, or someone being beaten up or killed for being LGB (note: there is no "T" in this acronym because homophobia refers to prejudice against a particular sexual orientation, not gender identity). However, sometimes homophobia is more *subtle* than a violent act or derogatory remark. Sometimes people make homophobic remarks without realizing it. These remarks can be very hurtful to a LGB individual, especially an adolescent who may feel unsafe about his/her sexual orientation. Below are some examples of subtle homophobic remarks.

- "You'd be happier if you weren't gay."

- *"You're just confused."*
- *"It's just a phase."*

Although these remarks may not be made to be hurtful, they can be just that to a LGBTQ youth who is seeking reassurance and acceptance. Each of these statements infers that it is better to be heterosexual than to be gay, lesbian, or bisexual which is why they are homophobic comments.

What is biphobia?

An irrational fear or prejudice against bisexual individuals.

What is "transphobia"?

An irrational fear or prejudice against transgender or gender non-conforming individuals. In our country, transgender individuals experience an overwhelming amount of transphobia in employment, school, and social settings.

Why do many LGBTQ people reject the term "homosexual"?

The word "homosexual" was derived from a medical model, and for many years was the definition of a mental disorder in the Diagnostic Statistical Manual. In 1973, "homosexuality" was removed from the DSM. Due to the medical and mental illness association, many LGBTQ individuals do not use this term in reference to self or others in the community. The terms "gay" and "lesbian" are generally more welcoming when speaking about sexual orientation. Some individuals may choose to still use this word as a self-defining term, and their choice should be respected. Many anti-gay groups and non-informed individuals may use the word "homosexual" or "homosexual agenda" instead of the more affirming language of "gay and lesbian."

What is the Rainbow Flag?

The Rainbow Flag is a symbol of LGBT Pride. Many non-LGBT people display a Rainbow Flag in offices, cars, etc. as a symbol of support. A Rainbow Flag can make a LGBT person feel welcome when it is displayed openly. The flag can come in all shapes and sizes. Other symbols of LGBT Pride are the Human Rights Campaign (HRC) equal sign and the pink triangle.

What is "heterosexism"?

The assumption that everyone around is heterosexual, and the act of not taking into account the experiences of LGBT individuals. It is also the belief that being heterosexual is the right or preferred way to be. For example, in a residential setting a form of heterosexism is not asking a teen about his or her sexual orientation in an intake session, but assuming it is heterosexual. Another example is not understanding how homophobia or transphobia can affect a teen's self-esteem and general well being.

What is "LGBTQ" or "GLBTQ"?

An acronym for "Lesbian, Gay, Bisexual, Transgender and Questioning" or "Gay, Lesbian, Bisexual, Transgender and Questioning."

It is especially important to include "questioning" when working with youth, as many adolescents go through a period of questioning when coming out.

History

What year was homosexuality removed from the Diagnostic Statistical Manual (DSM) as a mental disorder?

1973

Who was the San Francisco politician who was murdered for being gay by a fellow politician in 1978? (Clue: this case famously included the “twinky defense”)?

Openly gay Harvey Milk, San Francisco City Supervisor was murdered by City Supervisor, Dan White, who was anti-gay. Dan White also murdered the Mayor, George Moscone at the same time. Dan White’s attorney famously used the “twinky defense” to state that the large amount of junk food that he ate during the day led him to commit the murders.

What does “Stonewall” refer to?

Stonewall is the name of a bar on Christopher Street in New York City. In 1969, after enduring years of harassment by police, LGBT individuals fought back when police raided the Stonewall Bar to arrest people for being LGBT. This has come to be known as “Stonewall” and is a significant historical marker in the fight for the rights of LGBT individuals. Transgender individuals were some of the main patrons Stonewall and are credited with bravely beginning the movement for all LGBT people.

Who was the gay civil rights leader who was a main organizer for the March on Washington in 1963, in which Rev. Martin Luther King made the “I have a dream” speech?

Bayard Rustin, a Black, gay political organizer worked closely with Martin Luther King and other civil rights leaders. His excellent community organizing skills enabled him to be a primary organizer for one of the most famous events in the history of the civil rights movement. Unfortunately, because of his sexual orientation, he has been left out of many history books as a key player in this history. However, there are several biographies and films that pay tribute to his life.

Miscellaneous

What is the common term for the action of telling someone you are LGBT?

Coming out

True or False:

Teens in residential treatment or the community might stay “in the closet” to remain safe?

True. Many LGBTQ teens may feel unsafe letting peers or staff know about their sexual orientation or gender identity. They may fear teasing, harassment or discrimination, and may try to hide their orientation or gender identity.

True or False:

You can always tell someone is gay by looking at them.

False. LGB individuals, as well as heterosexual individuals have a wide range of gender expression in clothing, mannerisms, and behavior.

True or False:

Having gay parents will make a child gay.

False. Being raised by gay parents does not make a child gay, just like being raised by heterosexual parents does not make a child heterosexual.

True or False:

If a staff member supports LGBT youth, it will make more teens become LGBT.

False. No one can change a person's sexual orientation or gender identity. If a residential staff member supports LGBT youth, more youth might feel safe to come out, if indeed they are LGBT. However, this support will not change a person's orientation or identity.

Who is a safe person to come out to?

Anyone who you can trust will keep this information safe and confidential.

At what age does a person come out?

People come out at many different ages. Some people know they are LGBT at a young age, and they may tell a trusted friend or family member. Others may come out later in life, even after having heterosexual relationships. Sometimes people know that they are LGBT from an early age, but they have difficulty admitting it to themselves or others or it may not be safe for them to come out, so they may stay "in the closet."

SELF Trivia

What does SELF stand for?

Safety, Emotions, Loss and Future

What is an example of a LGBTQ teen dealing with an issue of safety?

There can be multiple answers:

- A LGBTQ teen might feel unsafe if he/she has been teased or harassed at school (social and physical safety)
- A LGBTQ teen might feel unsafe telling his/her parents about being LGBTQ (emotional safety)
- A closeted LGBTQ teen might tease other LGBTQ teens for fear of being found out (moral safety)

What is an example of a LGBTQ teen dealing with an issue of emotional management?

There can be multiple answers:

- A LGBTQ teen might have difficulty with anger or sadness, if rejected by friends or family. LGBTQ teens have increased suicide risk due to the social stigma of being gay

What is an example of a LGBTQ teen dealing with an issue of loss?

There can be multiple answers:

- LGBTQ individuals may experience loss of heterosexual privilege, family support or their religious community

What is an example of a LGBTQ teen dealing with an issue of future?

There can be multiple answers:

- A LGBTQ teen who has to stay closeted may experience self esteem issues that have a long-lasting impact
- A LGBTQ teen may develop into a confident and compassionate adult, after having dealt with personal adversity early in life

Myths

The trainer may hand out the sheet (**Appendix B1**) and ask if anyone has any questions about the myths. The sheet for participants does not have the explanations beneath each myth. This may produce an active discussion. The trainer should emphasize that these items are myths.

It is common for people to have questions about myths regarding LGBT individuals. Below is a list of myths about LGBT people.

LGBT people cannot lead happy lives.

Many LGBT people live full, healthy and happy lives. Sometimes, dealing with the social stigma of being LGBT can cause stress, but does not necessarily cause difficulty in all areas of life.

Bisexual people are confused, or just afraid to say they are gay.

Bisexuality is a legitimate form of sexual orientation. Some bisexual individuals are discriminated against not only by heterosexual people, but also by lesbian and gay people.

Being LGBT is a phase.

Being LGBT is not a phase. Many people, particularly teens, go through a time of questioning, which may lead adults or peers in their lives to think it is just a phase.

LGBT people cannot be religious or spiritual.

Many LGBT people maintain religious/spiritual lives after coming out. Some individuals may experience rejection from their religious communities, while other may be supported. There are many religious/spiritual groups that are accepting of LGBT orientation and identity.

Having LGBT parents makes children LGBT.

Having LGBT parents does not make a person LGBT, just like having heterosexual parents does not make a person heterosexual.

LGB people want to be the opposite gender.

There is a wide range of gender expression among lesbian, gay, bisexual and heterosexual individuals. Being a gay does not mean that a man wants to be a woman, nor does being lesbian mean that a woman wants to be a man.

You can change a person's sexual orientation.

Sexual orientation cannot be changed. There is a difference between orientation and behavior. Orientation is what is deep within a person- it cannot be changed. However, due to social stigma, some LGB people may pretend to be heterosexual. They may even try to convince themselves that they are heterosexual. Some people whose sexual orientation is LGB are in heterosexual relationships, and they may never come out to themselves or others.

Being LGB is a sign of mental illness.

Homosexuality was removed from the DSM (Diagnostic Statistical Manual- the official text that defines all mental disorders) in 1973. Gender Identity Disorder remains a diagnosis in the DSM, however many transgender individuals are fighting for gender identity to not be seen as a form of mental illness.

All transgender people are LGB.

Gender identity is different from sexual orientation. Transgender individuals may identify as heterosexual, and are not necessarily LGB.

LGBT people want to make more people LGBT.

LGBT people want to lead full lives, just like heterosexual people. Just like any group that is oppressed, it can be helpful to spend time with individuals who identify in the same way in order to feel affirmed in one's identity, but it does not mean that LGBT people only like, or want to be around other LGBT people.

Questions and Answers

The Trainer should leave some time for questions and answers.

The Trainer should go through the index cards that were collected at the beginning of the training to see if any questions were not yet answered. Any remaining questions should be addressed.

Keep in mind that trainings on this topic often are difficult for individuals who are not comfortable with the subject matter. It is very common for participants to want to ask questions in private. It is useful for the trainer to “hang around” after the training in case anyone has a question they wish to ask in private. The Trainer should provide his/her email address and/or phone number for participants to ask follow up questions after the training.

After the Q & A period, the Trainer should end the training by asking each Participant:

- What is one thing you learned today that you will take to work?
- What is one thing you would like to learn in the next training to help you work with LGBTQ youth?

Post Test and Evaluation

The trainer should hand out the *My Identity, My SELF (MIMS)* © **Post Test** and Evaluation form (**Appendix A2 and A5**).

The Training organizers should use a system of coding for the Pre/Post test to assess knowledge gained during the training. For example, each Pre/Post test will have a number. Person John Smith should be assigned a number (Pre Test 1, and Post Test 1). Person Jane Smith would have another number (Pre Test 2 and Post Test 2). Then the Pre and Post tests for each individual can be compared for changes, while ensuring confidentiality. It is recommended that the Pre/Post Tests be coded prior to the training and provided in the training packet at the beginning of the training.

This Pre/Post Test process is useful for evaluation of efficacy of the training.

Statement	True	False
Being gay is a mental illness.		False
A person can always tell if someone is LGBT (lesbian, gay, bisexual or transgender) by looking at them.		False
A LGBT teen might stay "in the closet" to remain safe.	True	
Sexual orientation and Gender Identity are interchangeable terms.		False
A person's sexual orientation can be changed by another person.		False
Being LGBT is a choice.		False
Coming out is a life-long process.	True	
Sexual behavior is the only marker of sexual orientation.		False
It is important for healthy development to have one's identity supported and affirmed.	True	

A project built upon Sanctuary® principles



My Identity, My SELF (MIMS) ©
Addressing the Needs of LGBTQ Youth

Training 2

Version 3.0
August 2009

Created by:
Caroline Peacock, LMSW
Christina Grosso, LCAT, ATR-BC, BCETS
Jewish Board of Family and Children's Services
Center for Trauma Program Innovation
Westchester Children's Residential Division

Curriculum Outline

Section	Suggested Time	Page
Review of Training 1	15 minutes	23
Pre-Test	10 minutes	26
SELF Review, relating to LGBT	20 minutes	27
Safety Role Play	10 minutes	28
Emotions Role Play	10 minutes	29
Loss Role Play	10 minutes	29
Future Role Play	10 minutes	29
BREAK	15 minutes	
SELF Issues Exercise	30 minutes	30
A Different World Exercise	15 minutes	31
Creating a Safe Environment for all Youth	15 minutes	32
Q & A	15 minutes	33
Post-Test and Evaluation	15 minutes	34
Appendix A3 Pre-Test		67
Appendix A4 Post-Test		68
Appendix A6 Training Evaluation Form		71
Appendix B2 Role Play Exercises		75
Appendix B3 A Different World Exercise		77
Appendix D LGBTQ Film List		93
Appendix E Resources		95
Appendix F Professional Organization Statements		96

Introduction and Review of Training 1

Special Checklist for Trainers

- ✓ Recognize that providing training on this topic can be provoking, especially when participants have not had previous training on this topic. Due to the fact that some people have moral and/or religious objections to affirming this population, the training can be difficult for participants and trainers. It is important for trainers to be aware of these issues, and to be prepared for objections.
- ✓ Be prepared for discussions regarding religion and spirituality. These topics often come up in LGBT trainings because of rejection often faced by LGBT people from religious communities. Be aware that there are many LGBT individuals who lead religious/spiritual lives.
- ✓ Respectfully challenge homophobic/transphobic remarks from participants. Think of how you would address other forms of verbal bias. Remember that people are learning, so be constructive in your feedback.
- ✓ Make the training emotionally and socially safe. This may be the first and only time a staff member has had this type of training.
- ✓ Be prepared for lots of questions.
- ✓ Be aware of federal, state and local policy regarding LGBT issues.
- ✓ Be aware of how being a LGBTQ person of color may differ from being a white LGBTQ person, and how it may be for an LGBTQ person who may be physically or emotionally challenged.
- ✓ Suspend the following ideas from your mind:
 - "It's just a passing phase"
 - "It's not normal"
 - "You're just confused"
 - "You'll be happier if you're straight"
 - "You're life will be hard if you're LGBTQ"
- ✓ Examine your own biases. Are you comfortable training on this topic?
- ✓ Be prepared to be asked about your own sexual orientation or gender identity, and have a planned response. If you choose to self disclose, be aware of how it will affect the training. If you choose to keep your orientation or identity to yourself, be aware of this as well. The participants may ask you if you are LGBTQ because they are curious, and want to know if you understand the issues. Keep in mind that heterosexual people can be advocates for LGBT-related issues, and a person who is LGBT is not automatically qualified to provide training on this topic.
- ✓ If there are LGBT members in your training audience, do not out them without permission.
- ✓ Congratulate yourself- you are making the world a better place for LGBTQ youth and staff!

Introduction and Purpose of Training

The Purpose of Training 1 is to:

- Increase general knowledge about LGBTQ issues
- Provide participants with appropriate language and information pertaining to this population

The Purpose of Training 2 is to:

- Help participants learn to work with LGBTQ youth in social service, educational, residential, and mental health care settings. Real life scenarios will be explored to give participants the skills and knowledge to work through issues in order to support LGBTQ youth. Although this curriculum was originally designed for a residential setting, and some of the examples reflect this, scenarios can be altered to match other settings.

Hand out question cards:

As in Training 1, the Trainer will hand out blank index cards for participants to write down questions they have confidentially. At the Q and A section, the Trainer will answer any unanswered questions.

A note on language:

LGBT and LGBTQ are used at different times throughout this curriculum. LGBT is used to refer to lesbian, gay, bisexual and transgender individuals as a collective. For example, "LGBT people can lead happy and healthy lives." LGBTQ refers to lesbian, gay, bisexual, transgender and questioning individuals. The "Q" is used primarily when referring to groups of adolescents, since this age group often goes through a period of questioning. For example, "LGBTQ teens are at a higher risk of suicide."

Since this is the 2nd part of a two-part training, it is important to spend some time reviewing the content of training 1. The Trainer should use the Trivia Definition cards from Training 1 to review the following definitions:

What is Sexual Orientation?

The term that refers to a person's emotional, physical and romantic attraction. Lesbian, gay, bisexual and heterosexual are types of sexual orientation.

What is Gender Identity?

The term that refers to a person's self concept of gender.

What is Bisexual?

The term that refers to a person who is attracted emotionally, physically and romantically to both men and women.

What is "Queer"?

An umbrella term that refers to LGBT individuals, and sometimes their allies. "Queer" was used as a derogatory term against LGBT people for many years. Some LGBT individuals and communities have "taken the word back" and use it with pride.

What is “Transgender”?

An umbrella term that refers to individuals whose experience of their birth gender does not match their gender identity. This includes a wide range of non-gender conforming individuals.

What is “Lesbian”?

The term that refers to a woman who is attracted emotionally, physically, and romantically to women.

What is “Gay”?

The term that refers to men and women who are attracted emotionally, physically and romantically to individuals of the same gender. It can refer to both men and women, whereas the term “lesbian” only refers to women.

What is “LGBTQ” or “GLBTQ”?

An acronym for “Lesbian, Gay, Bisexual, Transgender and Questioning” or “Gay, Lesbian, Bisexual, Transgender and Questioning.”

It is especially important to include “questioning” when working with youth, as many adolescents go through a period of questioning when coming out.

Pre-Test

The following is a pre-test, with the correct answers.

The trainer should hand out the *My Identity, My SELF (MIMS)*® Pre Test (**Appendix A1**).

The Training organizers should use a system of coding for the Pre/Post test to assess knowledge gained during the training. For example, each Pre/Post test will have a number. Person John Smith should be assigned a number (Pre Test 1, and Post Test 1). Person Jane Smith would have another number (Pre Test 2 and Post Test 2). Then the Pre and Post tests for each individual can be compared for changes, while ensuring confidentiality. It is recommended that the Pre/Post Tests be coded prior to the training and provided in the training packet at the beginning of the training.

This Pre/Post Test process is useful for evaluation of efficacy of the training.

Statement	True	False
LGBTQ Youth are at higher risk for placement in the foster care system.	True	
It is okay to tell a LGBT teen's parents about his/her sexual orientation or gender identity without permission.		False
LGBT individuals cannot be religious or spiritual.		False
Bisexual people have not finished coming out. They will eventually be gay or lesbian.		False
"Queer" is a term that is no longer used by any LGBTQ people.		False
Being LGBT is not a choice.	True	
The Rainbow flag is a sign of LGBT pride.	True	
"Homosexual" is a term that all lesbian and gay people use to identify themselves.		False
It is important for healthy development to have one's identity supported and affirmed.	True	
I know what my agency's expectations are for working with LGBTQ youth.	This question is self reflective.	

SELF Review

The trainer should facilitate a discussion around the connections between SELF and LGBT populations. The following is a list of questions and points for discussion.

What is Sanctuary, What is SELF?

The SELF model is a Sanctuary® non-linear trauma-based treatment approach that facilitates client growth through four overlapping stages of recovery: *Safety, Emotional Management, Loss, and Future*. SELF principles can be put into practice by using a variety of therapeutic modalities (individual therapy, group techniques, and expressive therapies) that rely on a cognitive-behavioral frame of reference. Chief among these are psychoeducation modules that are designed to provide young people with restructured thought, communication, and behavioral skills that help them move back and forth through the four stages of recovery. One goal of Sanctuary is to help traumatized individuals deal with future experiences without resorting to behavior that is harmful or destructive to themselves or others. SELF and LGBTQ issues are a natural fit. Although we are applying Sanctuary principles to a LGBTQ population, and Sanctuary is a trauma recovery model, we are not stating that being LGBTQ is traumatic. We are stating that LGBTQ individuals often face adversity, and using SELF as a framework can be helpful in navigating some issues that come up for LGBTQ adolescents.

Here are some ways that SELF applies to LGBTQ adolescents:

How is SELF used in the living unit where you work?

How is SELF used in a resident's treatment?

How might SELF relate to LGBT issues? The following is a list of discussion points:

Safety: We need to feel safe; emotionally, physically and psychologically. Some LGBTQ youth may lack safety because they are at greater risk of harassment and discrimination in schools and families.

Emotional Management: LGBTQ youth must navigate many difficult issues pertaining to identity and development. During these challenging times, emotional management skills are essential.

Loss: Many LGBTQ youth experience significant losses, including rejection from family and friends.

Future: LGBTQ youth must develop a healthy self identity for the future. Our experiences shape our future decisions and actions.

SELF Role Plays

The following are a list of scenarios based on aspects of SELF.

The trainer should ask for volunteers to read over the scenario and choose parts to act out. This will take creativity on the part of the Trainer and participants, as the “lines” are not written. They will have the opportunity to create the lines through improvisation. Please see ([Appendix B2](#)) for cut out scripts for volunteers.

The trainer can use the following commands to “direct” the role play:

“Action”- the scene starts

“Freeze”- the actors pause so that the trainer can ask the “audience” (the other training participants) for their input on the scenario.

“Rewind”- the trainer asks the actors to go back to the beginning to act out the scenario in a different way, or with a different ending

“Switch”- the trainer asks for audience members to take the place of the actors to try it with different participants. This works great after a audience member has given a suggestion during the “freeze” period. It allows the trainer to bring him/her into the role play to act out their suggestion.

* **NOTE:** The genders in the role plays can be changed to accommodate various groups.

Safety Role Play

A group of girls are talking informally, complaining about how staff members treat them differently than they treat boy/girl couples. They feel that it is not fair. After all, at least lesbians can't get pregnant! One girl states that lesbians don't have to use anything when they have sex. Another girl suggests they are still in danger of getting sexually transmitted diseases. The other girls tell her she's crazy.

Alternate role play:

A number of boys are sitting at lunch. They have been invited to try out for a dance group and are supposed to be learning the steps. Another boy, Gene, who identifies as gay, walks in and says he wants to audition. The other boys start calling him names, making other homophobic remarks and telling him to leave. Gene tries at first to ignore but soon runs out crying. The staff member tells the boys their behavior is unacceptable and they must leave. She adds that she decides who is welcome to audition and that since they made him feel unwelcome, they are now unwelcome.

Questions about role play:

- What safety issues are present in this scenario?
- What could staff do to better inform the youth?
- What is the agency policy regarding this particular issue?

Emotions Role Play

A child in a boys' cottage has started to wear a bra and get (his/her) nails done. The staff is upset that this is allowed. They say it puts the child at risk for teasing and aggression.

Questions about role play:

- What are the staff members' emotional responses to the vignette?
- How does the child feel?
- What would be a good solution to help the child feel safe while respecting his/her gender presentation?
- What is the agency policy regarding this particular issue?

Loss Role Play

A teen has just come out to her aunt, mother and father. This occurred in a family session, to which she had arrived with a rainbow bracelet. Her aunt told her to take it off, that she didn't need it. She insisted that they meet her girlfriend. The father is very quiet, while the mother and aunt have negative things to say about the girl. They tell her she cannot bring the girl home, and that they believe that being gay is a sin.

The same teen stayed out past curfew the night after the family session and she is talking about it with her counselor. She is talking to a counselor about the rejection by her family.

Questions about role play:

- What are the loss issues in this scenario?
- What could the counselor work on with the family to help the resident?
- What could the counselor do to help the resident through this period?
- What is the agency policy regarding this particular issue?

Future Role Play

A gay resident has just cut herself after a rejection by a romantic interest. She is talking to the counselor expressing her hopelessness about the future as a gay person.

Questions about role play:

- What future issues are in this scenario?
- What could the counselor do to help the resident through this period?
- How is this similar to experiences that heterosexual residents may have?
- What is the agency policy regarding this particular issue?

SELF Issues Exercise

Trainer breaks group up into 4 smaller groups. Each group is given a large piece of paper and markers. Groups assigned one aspect of SELF: Safety, Emotions, Loss and Future. Groups asked to brainstorm LGBTQ issues that relate to SELF and record them on the paper. After 15 minutes, the entire group will reconvene and share their conclusions.

Examples:

Safety: LGBTQ youth are at higher risk at being placed in out of home care due to rejection by families. Placement in foster care, group homes, etc. can directly impact a person's sense of physical, emotional and social safety.

Emotions: All youth experience issues relating to emotional management. LGBT youth might experience feelings of anger and frustration at being judged by peers, staff and/or family.

Loss: LGBTQ people may experience a sense of loss when confronted only with heterosexual images in media, life, etc. Some LGBTQ people experience the loss of family and friends when coming out.

Future: LGBTQ may experience difficulty envisioning their future due to lack of support for same-sex relationships in their lives.

Living in a Different World Exercise

The Trainer should lead the group in the following visualization. Keep in mind that this exercise is often provocative. Many individuals have not thought of what it might be like to live in a world that is predominately gay-oriented. And because some individuals have moral objections to supporting LGBT orientations and identities, it can be difficult to participate in this exercise. The Trainer should point out that this exercise is a way of understanding the day-to-day experience of a LGBT youth in residential treatment. This scenario can be altered to fit other than residential settings. Please see ([Appendix B3](#)) for participant handouts.

Imagine that you are a child care worker at a residential treatment center. You have been working at the center for several years. You identify as heterosexual. One day, you come to work, and everyone around you is somewhat different.

You notice that two 17 year old male residents are hanging out outside of school, and they are holding hands. The two boys are very comfortable with each other, and are laughing and flirting like you usually see a boy and girl teenage couple. You keep walking and get to the cottage where you work. Some of the other staff members are hanging around waiting for the staff meeting to start. One, staff member, Karla is talking about her weekend. She mentions that she and her partner, Tina celebrated their anniversary with a trip to Atlantic City. You didn't know Karla was gay, and no one seems to notice. After the staff meeting, you go into the director's office to ask a work-related question, and you notice a picture of him and another man with their arms around each other. It seems that everyone around you, but you, is gay.

You head out to the cafeteria to get some lunch, and on the way, you notice that a boy and girl are holding hands- they are a straight couple, Kevin and Michelle. But, before you know it, you hear other kids teasing them by saying, "You're disgusting! You make me sick, and it's a sin!" Kevin and Michelle try to ignore the teasing, but it's clear that they are upset by it. You also identify as heterosexual, but now wonder if you should let anyone know.

The day continues with many similar experiences. Before you leave, you hear from another staff member that Kevin got beat up after school for being straight. You go home to your spouse and kids, and learn that your kids were teased at school for having straight parents.

This is an exercise in shifting our perception. The staff member experienced what many LGBT individuals face on a daily basis. The majority of their social and work environment may be heterosexually-oriented. In other words, most of their colleagues are heterosexual, and it is considered to be "the norm."

Questions for discussion:

Notice how you feel- Take a few moments in silence to think about your reactions.

- What did each experience of imagining the different people feel like? What was this experience like for you?
- Were you able to relate to what it might be like for a LGBT staff member or resident in a residential setting?
- What SELF issues were apparent?
- Can you think of times that you have felt different (e.g. being the only person of color in a room, being the only religious person in your workplace, etc.)? How can these experiences help you relate to what it might be like to be LGBT in a straight world?

Creating a Safe Environment for All Youth

The Trainer leads the group in a discussion of ways to create a safe environment for all youth.

The Trainer may explain the following:

It is essential to create a culture of safety for all youth, regardless of actual or perceived sexual orientation or gender identity. Creating a culture of physical and emotional safety helps all youth. For example, a heterosexual resident may have a family member who identifies as LGBT. Hearing homophobic remarks could be hurtful to that child. Working to eliminate one form of oppression creates impetus to end other forms.

There are many ways to create an environment in which LGBTQ youth feel safe. Here are some examples:

- LGBTQ posters in each unit
- Rainbow flags on doors and in units
- “Safe Zone” stickers on doors and in units
- LGBTQ affirming books available to youth
- Enforcement of non-discrimination policies
- Confronting subtle forms of homophobia
- Addressing and eliminating homophobic language (e.g., faggot, sissy, etc.)
- Providing training to all staff
- Supporting LGBTQ employees
- Using gender-neutral language when asking a resident about relationships, (e.g., “Is there someone special in your life?” Rather than asking about a “boyfriend” or “girlfriend.”
- Providing culturally specific information of protection of STD’s.
- Maintaining confidentiality in relation to sexual orientation and gender identity. In other words, this means not outing a LGBTQ youth to others without permission in order to maintain the youth’s safety. Keep in mind that there may be times when confidentiality cannot be maintained due to safety issues (e.g., if a resident is being teased, harassed or hurt by others who know about his/her identity).
- Addressing and eliminating jokes about LGBTQ people
- Including information about sexual orientation and gender identity in the general human sexuality curriculum for residents

Final exercise:

Conduct a Sanctuary Community Meeting. Ask participants to answer the following questions:

- How are you feeling?
- What is one thing you can do to create a safer environment for LGBTQ youth?
- Who can you ask for help with this?

Questions and Answers

The Trainer should leave some time for questions and answers.

The Trainer should go through the index cards that were collected at the beginning of the training to see if any questions were not yet answered. Any remaining questions should be addressed.

Keep in mind that trainings on this topic often are difficult for individuals who are not comfortable with the subject matter. It is very common for participants to want to ask questions in private. It is useful for the trainer to “hang around” after the training in case anyone has a question they wish to ask in private. The Trainer should provide his/her email address and/or phone number for participants to ask follow up questions after the training.

Post Test and Evaluation

The trainer should hand out the *My Identity, My SELF (MIMS)* © **Post Test** and Evaluation form (**Appendix A4 and A6**).

The Training organizers should use a system of coding for the Pre/Post test to assess knowledge gained during the training. For example, each Pre/Post test will have a number. Person John Smith should be assigned a number (Pre Test 1, and Post Test 1). Person Jane Smith would have another number (Pre Test 2 and Post Test 2). Then the Pre and Post tests for each individual can be compared for changes, while ensuring confidentiality. It is recommended that the Pre/Post Tests be coded prior to the training and provided in the training packet at the beginning of the training.

This Pre/Post Test process is useful for evaluation of efficacy of the training.

Statement	True	False
LGBTQ Youth are at higher risk for placement in the foster care system.	True	
It is okay to tell a LGBT teen's parents about his/her sexual orientation or gender identity without permission.		False
LGBT individuals cannot be religious or spiritual.		False
Bisexual people have not finished coming out. They will eventually be gay or lesbian.		False
"Queer" is a term that is no longer used by any LGBTQ people.		False
Being LGBT is not a choice.	True	
The Rainbow flag is a sign of LGBT pride.	True	
"Homosexual" is a term that all lesbian and gay people use to identify themselves.		False
It is important for healthy development to have one's identity supported and affirmed.	True	
I know what my agency's expectations are for working with LGBTQ youth.	This question is self reflective.	

A project built upon Sanctuary® principles



My Identity, My SELF (MIMS) ©
Addressing the Needs of LGBTQ Youth

Psychoeducation Group Curriculum

Version 3.0
August 2009

Created by:
Caroline Peacock, LMSW
Christina Grosso, LCAT, ATR-BC, BCETS
Jewish Board of Family and Children's Services
Center for Trauma Program Innovation
Westchester Children's Residential Division

Curriculum Outline

Section	Page
Introduction to Group Facilitators	37
Preparation Checklist	39
Group 1: Myths and Facts	40
Group 2: Identity	44
Group 3: Feeling Proud, Being Strong	46
Group 4: Coming Out	48
Group 5: Families and Friends	50
Group 6: Healthy Living	52
Group 7: Discrimination and Harassment	55
Group 8: Contributing to the Community	57
Group 9: Looking to the Future	59
Group 10: Celebration and Closing	60
Appendix C	
Activity Pull Outs	79
Certificate of Completion	101
Focus Group Questionnaire	91

Introduction to Group Leaders

This is a psychoeducation manual that is designed to be used with groups of youth in Sanctuary® - informed residential treatment.

The **first two group sessions (“Myths and Facts” and “Identity”)** are designed to be used with all residents, regardless of sexual orientation or gender identity. These two lessons can be used in the context of another Sanctuary informed psychoeducation group. The members of this group do not have to identify as LGBTQ in order to participate. In fact, the group process is meaningful when the group members have varying identities, based on sexual orientation, gender identity, race, ethnicity, etc. Because the group is about identity, a diverse group make-up creates a rich learning environment. Additionally, participation of heterosexual youth assists in creating an environment of understanding and support for LGBTQ youth, and ultimately, leads to increased social, physical and emotional safety for all youth, which is a primary goal of Sanctuary®.

The **full 10 session** psychoeducation module is designed to be used specifically with LGBTQ youth and Allies. It is important to keep this open to Allies because many residents may have LGBTQ family members or friends. Doing Sanctuary work involves creating a therapeutic, trauma-sensitive community. LGBTQ youth experience significant social stigma relating to their sexual orientation and gender identity. Opportunity to participate in a LGBTQ-focused psychoeducation group in conjunction with Sanctuary treatment can help provide youth with a positive development of self image.

Each psychoeducation session should be one hour in length. This curriculum can be incorporated into existing Sanctuary® Psychoeducation groups or used as a stand alone module.

Organization of Manual

There are 10 lessons in the manual, which are meant to take place over a 10 week period.

Each week has four main sections:

- I. Opening
- II. Info Time
- III. Activity
- IV. *My Identity, My SELF (MIMS)* © Cards (including Sanctuary Lessons)
- V. Closing

The *My Identity, My SELF (MIMS)* © cards have questions which are meant to be used for discussion. In the Sanctuary lessons, one or more aspects of SELF will be addressed with a question. For example, in the lesson on Identity, there are questions relating to Safety and Loss.

Based on the lesson, the length of each section varies. For example, the first lesson has a lengthy Info Time, since there is a lot of basic information that needs to be shared. Other lessons may have less information to be shared during Info Time, while they have more lengthy activities. The Group Leader(s) should be flexible with adjusting to the individual needs of the group. Please note that the curriculum should be followed in the order prescribed to allow for pacing of learning and exposure to treatment topics. Sometimes group members want to rush ahead to another component but this is not recommended as each session builds upon the prior.

A note on language:

LGBT and LGBTQ are used at different times throughout this curriculum. LGBT is used to refer to lesbian, gay, bisexual and transgender individuals as a collective. For example, "LGBT people can lead happy and healthy lives." LGBTQ refers to lesbian, gay, bisexual, transgender and questioning individuals. The "Q" is used primarily when referring to adolescents, since this age group often goes through a period of questioning. For example, "LGBTQ teens are at a higher risk of suicide."

Psychoeducation Group

Preparation check list to lead *My Identity, My SELF (MIMS)*® Psychoeducation Group

- ✓ Be prepared for lots of questions. As adolescents develop and wonder about their sexual orientation, they have many questions.
- ✓ Examine your own biases. Are you comfortable working with and affirming LGBTQ youth?
- ✓ Be prepared to be asked about your own sexual orientation or gender identity, and have a planned response. If you choose to self disclose, be aware of how it will affect the group. If you choose to keep your orientation or identity to yourself, be aware of this as well. The kids will definitely ask you if you are LGBTQ because they are curious, and want to know if you understand the issues. Heterosexual people can be positive role models for LGBTQ youth when they understand the issues, and a person who is LGBTQ is not automatically qualified to provide good leadership for LGBTQ youth.
- ✓ Be prepared to be asked questions about sex, safe sex, etc., and have answers prepared. It is normal for adolescents to be curious about this topic.
- ✓ Be prepared to examine the agency structure. As we ask kids to be affirming and open, we have to also ask our administrators and question agency policy. (ex. domestic partner benefits, intake forms, etc.)
- ✓ Be prepared for kids to “go in and out of the closet.” It is normative to question, fluctuate, and change during adolescence.
- ✓ Suspend the following ideas/ beliefs from your minds:
 - “It’s just a passing phase”
 - “It’s not normal”
 - “You’re just confused”
 - “You’ll be happier if you’re straight”
 - “Your life will be hard if you’re LGBTQ”
- ✓ Be aware of federal, state and local policy regarding LGBTQ people- the kids will ask! ([Appendix E](#), [F](#))
- ✓ Be aware of how being a LGBTQ person of color may differ from being a white LGBTQ person. Also how it may be for an LGBTQ person who may be physically or emotionally challenged. Have this discussion with the kids. Attitudes vary in communities.
- ✓ Be prepared for discussions regarding religion and spirituality. These topics often come up in LGBTQ groups because of common rejection coming from religious communities. Be aware that there are many LGBTQ individuals who lead religious/spiritual lives.
- ✓ Challenge homophobic/transphobic remarks from kids and staff. When the kids return to their units, they will have things to say to their peers and staff. When you hear homophobic/transphobic remarks- address them! Think of how you would address other forms of verbal bias.
- ✓ Make the group SAFE. This may include having a special ritual, consistent rules, and strict confidentiality. This may be the first and only time an LGBTQ youth has been able to express him or herself.
- ✓ Congratulate yourself- you are making the world a better place for LGBTQ youth!

Psychoeducation Group

Group 1: Myths and Facts

Opening

Opening Ritual:

Create an opening ritual for the group. This will accentuate the special nature of the group, and will act as a symbolic barrier for maintaining a safe and confidential group. Ideas: 1) ring a bell, and remain silent until the ringing stops, 2) pass a rainbow ball around the group and ask each participant his/her goal for the group session, or 3) conduct a brief community meeting.

Group Rules:

Ask the group to establish group rules, and write them on a flip chart or piece of paper. Ask group members to identify issues of safety that pertain to respect for one another and confidentiality. Each week, assign a group member to be responsible for one rule. When that rule is being broken, the person should raise her or his hand to begin group processing.

Info Time

Introduction of purpose of group to participants:

The purpose of the *My Identity, My SELF* group is to provide a safe environment for LGBTQA (lesbian, gay, bisexual, transgender, questioning and allies) to learn about issues in their lives. We will learn about:

- Sanctuary as a supportive and safe place to discuss LGBTQ issues.
- Words we use to talk about LGBTQ issues
- Myths/facts
- Ways to be safe with ourselves and with others
- Ways to deal with our emotions, especially when we are in difficult situations
- Ways to cope with some losses we experience
- Ways to create a healthy and happy future for ourselves

Each week we will have an activity and group discussion related to LGBTQ and Sanctuary topics.

What is LGBTQ?

LGBTQ is an acronym for “Lesbian, Gay, Bisexual, Transgender and Questioning”. It is especially important to include “questioning” when working with youth, as many adolescents go through a period of questioning.

What is Sanctuary, What is SELF?

The SELF model is a Sanctuary® phase-specific trauma-based treatment approach that facilitates client growth through four overlapping stages of recovery: *Safety, Emotional Management, Loss, and Future*. SELF principles are put into practice by using a variety of therapeutic modalities (individual therapy, group techniques, and expressive therapies) that rely on a cognitive-behavioral frame of reference. Chief among these are psychoeducation modules that are designed to provide young people with restructured thought, communication, and behavioral skills that help them move back and forth through the four stages of recovery. One goal of Sanctuary is to help traumatized individuals deal with future experiences without resorting to behavior that is harmful or destructive to themselves or others. SELF and LGBTQ issues are a natural fit. Although we are applying Sanctuary principles to a LGBTQ population, and Sanctuary is a trauma recovery model, we are not stating that being LGBTQ is traumatic. We are stating that LGBTQ individuals often face adversity, and using SELF as a framework can be helpful in navigating some issues that come up for LGBTQ adolescents. Here are some ways that SELF applies to LGBTQ adolescents:

Safety: We need to feel safe; emotionally, physically and psychologically. LGBTQ youth may lack safety because they are at greater risk of harassment and discrimination in schools and families.

Emotional Management: LGBTQ youth must navigate many difficult issues pertaining to identity and development. During these challenging times, emotional management skills are essential.

Loss: Many LGBTQ youth experience significant losses, including rejection from family and friends.

Future: All youth regardless of sexual orientation must develop a healthy self identity for the future. Our experiences shape our future decisions and actions.

Definitions:

Myth

- Any invented story, idea, or concept
- An imaginary or fictitious thing or person
- An unproved or false collective belief that is used to justify a social institution

Fact

- Something that actually exists; reality; truth

Activity 1: Myths and Facts about Being LGBT

On two sides of a flip chart, the group leader should record answers to the following questions:

- What is one assumption others make about you based on how you look, dress, or act that is a myth? What is fact?
- What is one assumption you make about others based on the way they look, dress, or act that might be a myth?

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

S **S**afety:

When others make assumptions about us that are not true how does this affect our safety?

E **E**motions:

When others assume things about us that are false how does this make us feel?

When others assume things about us that are true how does this make us feel?

L **L**oss:

How do assumed myths and facts contribute to our sense of loss?

F **F**uture:

How do you correct this assumption?

What is your plan for next time, if this assumption is made again?

What will you do, say, think?

Is this a safe plan?

Myths/Facts

It is common for people to have questions about myths regarding LGBTQ individuals. The group leader should use the following Myths/Facts cards to lead a discussion.

LGBT people cannot lead happy lives.

Many LGBT people live full, healthy and happy lives. Sometimes, dealing with the social stigma of being LGBT can cause stress, but does not necessarily cause difficulty in all areas of life.

Bisexual people are confused, or just afraid to say they are gay.

Bisexuality is a legitimate form of sexual orientation. Many bisexual individuals are may not be accepted/not recognized. They may be discriminated against not only by heterosexual people, but also by lesbian and gay people.

Being LGBT is a phase.

Being LGBT is not a phase. Many people, particularly teens, go through a time of questioning, which may lead adults or peers in their lives to think it is just a phase.

LGBT people cannot be religious or spiritual.

Many LGBT people maintain religious/spiritual lives after coming out. Some individuals may experience rejection from their religious communities, while other may be supported. There are many religious/spiritual groups that are accepting of LGBT orientation and identity.

I have never known a LGBT person.

Chances are this is a myth! Anecdotally, it is estimated that between 5-10% of the general population is LGBT. This means that in a room of 20 people, there would be between 1 and 2 LGBT people on average. Due to social stigma, LGBT people may not be out, so you may not know that they are LGBT.

LGBT people want to make more people LGBT.

LGBT people want to lead full lives, just like heterosexual people. Just like any group that is experiences oppression, it can be helpful to spend time with individuals who identify in the same way in order to feel affirmed in one's identity, but it does not mean that LGBT people only like, or want to be around other LGBT people.

If LGBT people have kids, they will be LGBT too.

Having LGBT parents do not make a person LGBT, just like having heterosexual parents does not make a person heterosexual.

LGB people want to be the opposite gender.

There is a wide range of gender expression among lesbian, gay, bisexual and heterosexual individuals. Being gay does not mean that a man wants to be a woman, nor does being lesbian mean that a woman wants to be a man.

You can change a person's sexual orientation.

Sexual orientation cannot be changed. There is a difference between orientation and behavior. Orientation is what is deep within a person- it cannot be changed. However, often due to social stigma, a LGB person may pretend to be heterosexual. They may even try to convince themselves that they are heterosexual. Some people whose sexual orientation is LGB may be in heterosexual relationships, and they may never come out to themselves or others.

Being LGB is a sign of mental illness.

Homosexuality was removed from the DSM (Diagnostic Statistical Manual- the official text that defines all mental disorders) in 1973. Gender Identity Disorder remains a diagnosis in the DSM, however many transgender individuals are fighting for gender identity to not be seen as a form of mental illness

All transgender people are LGB.

Gender identity is different from sexual orientation. Transgender individuals may identify as heterosexual, and are not necessarily LGB.

Closing

Closing Ritual:

Repeat the same ritual you did at the beginning of the group, and reiterate the importance of confidentiality and having a safe place to discuss your feelings.

Psychoeducation Group

Group 2: Identity

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definition(s):

Identity

- The distinguishing character or personality of an individual
- The condition of being oneself or itself, and not another

Activity 1: Identity

What is "identity" and what are the many ways that people identify themselves?

(Answers can be written on a flip chart and can cover different aspects of identity pertaining to gender, sexual orientation, gender identity, race, age, religion, ethnicity, etc.) or a creative art exercise: identity collage or self portrait.

What other words can you think of to describe being LGBT?

Separate the words into "acceptable" and "unacceptable" terms, and write them on the flip chart. You may find that some fall in the middle. The purpose of this exercise is to demonstrate that a word that one person finds offensive may be acceptable to another person.

Activity 2: Identity Scramble

See Pull Out for this Activity C1

Option 1: Provide group participants with 3 slips of paper. Each member should write down an aspect of his/ her identity on each piece of paper including gender identity, sexual orientation and a free choice/ open identity characteristic. Some examples of identity are: female, lesbian, Puerto Rican or transmale, bisexual, goth. After each person has completed his/her 3 slips of paper, put all of the pieces into 3 separate piles or hats. Mix up the pieces and create "new people" by picking 3 pieces from each pile/ hat at random. Have a discussion with the group about how the various aspects of the "new peoples' " identities might intersect. For example, what issues might a female, lesbian, African-American experience?

Option 2: Bring magazines, scissors, paper and glue to the group. Ask participants to create a collage using pictures and words of aspects of their identity. At the end of the session, they can share their thoughts and feelings about identity and the exercise.

Sanctuary Lessons

S Safety:

*What words are safe? Why?
Which words are not safe? Why*

E Emotions:

How have you felt (what emotions have you had), when someone misunderstood an aspect of your identity?

L Loss:

F Future:

How does “knowing who you are” (your identity) effect your future development?

Identity

True or False: You can always tell someone is LGBT by looking at them.

False: LGBT individuals, as well as heterosexual individuals have a wide range of gender expression in clothing, mannerisms, and behavior.

Gay

- The term that refers to men and women who are attracted emotionally, physically and romantically to individuals of the same gender. It can refer to both men and women, whereas the term “lesbian” only refers to women.

Lesbian

- The term that refers to a woman who is attracted emotionally, physically and romantically to women.

Bisexual

- The term that refers to a person who can be attracted emotionally, physically and romantically to both men and women.

Transgender

- An umbrella term that refers to individuals whose experience of their birth gender does not match their gender identity. This includes a wide range of non-gender conforming individuals.

Sexual Orientation

- The term that refers to a person’s emotional, physical and romantic attraction. Lesbian, gay, bisexual and heterosexual are types of sexual orientation.

Gender Identity

- The term that refers to a person’s self concept of gender.

Closing

Closing Ritual

Psychoeducation Group

Group 3: Feeling Proud, Being Strong

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Pride

- Pleasure or satisfaction taken in something done by or belonging to oneself or believed to reflect credit upon oneself
- Having or showing self-respect or self-esteem
- Define Pride month- Pride Event- gay pride

Strength

- The quality or state of being strong; bodily or muscular power;
- Mental power, force, or vigor
- Moral power, firmness, or courage

Choose one activity:

Activity 1: Feeling Proud, Being Strong

Have group members create a self portrait drawing or list the following qualities: What are you proud of? What are your strengths?

Activity 2: Pride Flag

See Pull Out for this Activity C2

Distribute color copies of the gay pride flag. Discuss history of gay pride and symbolism. The Rainbow Flag is a symbol of LGBT Pride. Many non-LGBT people display a Rainbow Flag in offices, cars, etc as a symbol of support. A Rainbow Flag can make a LGBT person feel welcome when it is displayed openly. The flag can come in all shapes and sizes. Other forms of LGBT pride are the HRC (Human Rights Campaign) equal sign and the pink triangle.

Questions for discussion:

Why do we celebrate gay pride month?
What does the gay pride flag symbolize?

Activity 3: Identity Flag

Have group members create a flag of their own expressing their identity and pride.

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

S **Safety:**

Are there any potential safety issues for LGBTQ individuals when they express their sexual orientation or gender identity?

How can LGBTQ youth be safe in the community?

E **Emotions:**

What are the ways LGBTQ individuals and allies may need to use emotional management skills?

L **Loss:**

F **Future:**

What strengths do you have that will help you in your future?

Feeling Proud, Being Strong

Why is it important to know what you are proud of?

Why is it important to know your strengths?

Closing

Closing Ritual

Psychoeducation Group

Group 4: Coming Out

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Coming out

- An acknowledgment of one's lesbian, gay, bisexual or transgender sexual orientation or gender identity, either to oneself or others.

Activity: Coming Out Circle of Trust

See Pull Out for this Activity C3

Draw concentric circles on a flip chart. In the innermost circle, write the word "me". Hand out the worksheet to the group with the same design. Ask group members to fill in the other circles with the people/places that they might share very important personal information with (e.g., coming out as a LGBT person). The circles closest to "me" should be the individuals/groups they might first share the information with. Examples of types of people to write down are family, friends, school, acquaintance, social worker, best friend, community, mom, sister, etc.

When the participants have finished filling out their individual sheets, ask them to each say what is in the circle closest to "me." On the flip chart, write down all of the responses in the appropriate circle. Repeat this for the rest of the circles, moving outward. During the discussion, it is important to point out that there is variation in who people come out to first. Some people may feel most comfortable telling a stranger, whereas others may prefer to tell a trusted friend or family member. Keep in mind that some youth choose not to tell anyone about their sexual orientation or gender identity for a while. They may choose to keep it private until they feel safe sharing with someone. Talk about the differences in coming out experiences.

Sanctuary Lessons

S Safety:

What are the safety issues relating to coming out?

E Emotions:

What types of emotion might a person feel when coming out?

What are some safe ways to manage these feelings?

L Loss:

What ways might a person experience loss when coming out?

F Future:

Imagine never coming out... how does this affect your identity, pride and sense of self in the future?

How does coming out effect your identity, pride and sense of self in the future?

Coming Out

What is the common term for the action of telling someone you are LGBT?

Coming out

Who is a safe person to come out to?

Anyone who you can trust will keep this information safe and confidential.

Who would you feel safest coming out to? Why?

Some individuals may feel most safe telling a close friend, while another person might feel safer telling an acquaintance or social worker first.

At what age does a person come out?

People come out at many different ages. Some people know they are LGBT at a young age, and they may tell a trusted friend or family member. Others may come out later in life, even after having heterosexual relationships. Sometimes people know that they are LGBT from an early age, but they have difficulty admitting it to themselves or others, or it may be too unsafe to tell, so they may stay "in the closet."

True or False: Teens in residential treatment or in the community might stay "in the closet" to remain safe?

True

Closing

Closing Ritual

Psychoeducation Group

Group 5: Families and Friends

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Family

- A group of related things or people
- Group of people who are generally not blood relations but who share common attitudes, interests, or goals and, frequently, live together

Friend

- Person you know well and regard with affection and trust
- An ally; a supporter

Activity: Families and Friends

See Pull Out for this Activity C4

Write a letter or poem with illustrations to a family member, family of creation* or friend about coming out. This can be imaginary or real. If you have already come out, write as though you had not before. If you are an ally, how might you imagine yourself or a friend coming out? Be sure to include the things that you want the person to know. Individuals who feel safe enough may share their letters with the group.

* Family of creation is the family we create through special relationships with friends, partners, foster family and others who are not our biological family.

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

S Safety:

Why is it important to come out to family and friends you feel safe with?

E Emotions:

What are some emotions that people might experience when they come out, or when one of their family members comes out?

L Loss:

What are the ways people might experience loss when coming out to family and friends?

F Future:

How might coming out effect relationships with family and friends both positively and negatively?

Family and Friends

What are some of the challenges in talking to family and friends about LGBT identity?

True or False: Having gay parents will make a child gay.

False. Being raised by gay parents does not make a child gay, just like being raised by heterosexual parents does not make a child heterosexual.

True or False: If a friend or staff member supports LGBT youth, it will make them become LGBT.

False. No one can change a person's sexual orientation or gender identity. If a friend or staff member supports LGBT youth, more youth might feel safe to come out, if indeed they are LGBT. However, this support will not change a person's orientation or identity.

True or False: Heterosexual parents can never accept their LGBT children.

Although some parents ultimately may not accept their LGBT children, many do. The PFLAG (Parents and Friends of Lesbians and Gays) organization is an example of many heterosexual parents accepting and affirming the identities of their LGBT children.

Closing

Closing Ritual

Psychoeducation Group

Group 6: Healthy Living

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Healthy living

- Staying physically and emotionally well; having positive relationships and keeping our bodies safe. Examples of unhealthy living are: engaging in unsafe or unprotected sex; using drugs and alcohol; and being involved in emotionally or physically abusive relationships.

Activity: Healthy Living

Conduct the following role plays. Ask for group participants to read the scenario and act it out. These role plays have to do with various healthy and unhealthy choices.

Use the following commands to "direct" the role play:

"Action"- the scene starts.

"Freeze"- the actors pause so that the trainer can ask the "audience" (the other training participants) for their input on the scenario.

"Rewind"- the trainer asks the actors to go back to the beginning to act out the scenario in a different way, or with a different ending.

"Switch"- the trainer asks for audience members to take the place of the actors to try it with different participants. This works great after an audience member has given a suggestion during the "freeze" period. It allows the trainer to bring him/her into the role play to act out their suggestion.

*** Note: Genders in the role plays can be changed to accommodate various groups.**

Role Play 1

A group of girls are talking informally, complaining about how staff members treat them differently than they treat boy/girl couples. They feel that it is not fair. After all, at least lesbians can't get pregnant! One girl states that lesbians don't have to use anything when they have sex. Another girl suggests they are still in danger of getting sexually transmitted diseases. The other girls tell her she's crazy.

Questions about role play:

What safety issues are present in this scenario?

What could a staff person do to better inform the youth?

Activity: Healthy Living (continued)

Role Play 2

A transgender youth has just cut himself after a rejection by a romantic interest. He is talking to the counselor expressing his hopelessness about the future as a transgender person.

Questions about role play:

What future issues are in this scenario?

What could the counselor do to help the resident through this period?

How is this similar to experiences that other residents may have (who are not transgender)?

Discussion Points:

Discuss what choices were safe and not safe. List them on the flip chart.

Challenge cognitive distortions.

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

S Safety:

What are the physical safety concerns with engaging in unsafe sex?

What are some physical safety concerns with being in an abusive relationship?

E Emotions:

How does it feel to be involved in a healthy relationship?

How does it feel to be involved in a unhealthy relationship?

L Loss:

F Future:

How can the decisions you make now about your health affect your future?

Healthy Living

What precautions can a person take to stay STD free?

Answer(s):

- Ask the sexual partner if they are STD free- (Keep in mind that asking is not a guarantee)
- Use good judgment
- Use forms of prevention such as condoms, finger condoms and dental dams
- Avoid use of drugs and alcohol which might impair judgment

What is Dating Violence and Domestic Violence?

Answer(s): Violence that happens in a family between adults. The violence can be physical, such as hitting, kicking, pushing, etc., or the violence can be emotional, such as making threats, withholding money, and controlling.

My Identity, My SELF (MIMS)® Cards (continued)

Do you think that gay and lesbian couples experience dating violence and/ or domestic violence?

Answer(s): Gay and lesbian couples can experience domestic violence, just like heterosexual couples. Domestic violence happens in all communities, regardless of race, ethnicity, class or sexual orientation.

True or False:

In lesbian relationships where one partner identifies as AG (aggressive girl- another term used for butch lesbians) and one identifies as femme, is the AG violent?

False: Any partner in a relationship can be violent.

What are some of the signs of an abusive relationship?

Answer(s):

- One partner is emotionally controlling
- One partner withholds money and resources from the other
- One partner is physically abusive to the other

Closing

Closing Ritual

Psychoeducation Group

Group 7: Discrimination and Harassment

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Discrimination

- Treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.

Harassment

- To disturb persistently; torment, as with troubles or cares; bother continually; pester; persecute

Activity 1: Discrimination

Ask group participant to be recorder. Ask group members to identify forms of discrimination and prejudice, not limited to sexual orientation or gender identity. Recorder can write up responses on the chart. If not included, prompt the group to include issues of racism, sexism, ageism, ableism, etc.

Discuss the ways that these different forms of discrimination or prejudice are related.

Activity 2: Discrimination

Use a clip from a film listed on the Film Resource Sheet. Review the clip and ask group participants to identify the forms of discrimination and prejudice.

Sanctuary Lessons

S Safety:

What are the aspects of physical, social and emotional safety in relation to being teased, harassed or discriminated against for an aspect of your identity?

E Emotions:

What emotions might a person who is harassed for being gay experience?

L Loss:

How does being discriminated against contribute to one's sense of loss?

F Future:

How might a person who is being harassed and discriminated against feel about their future?

Discrimination and Harassment

What is heterosexism?

Answer(s): The assumption that everyone around is heterosexual, and the act of not taking into account the experiences of LGBT individuals. It is also the belief that being heterosexual is the preferred or right way to be. For example, in a residential setting a form of heterosexism is not asking a teen about their sexual orientation in an intake session, but assuming it is heterosexual. Another example is not understanding how daily homophobia or transphobia can affect a teen's self-esteem and general well being.

What is homophobia?

Answer(s): Irrational fear or prejudice against gay, lesbian and bisexual individuals that may take the form of subtle or overt forms.

What is biphobia?

Answer(s): An irrational fear or prejudice against bisexual individuals.

What is transphobia?

Answer(s): An irrational fear or prejudice against transgender or gender non-conforming individuals. In our country, transgender individuals experience an overwhelming amount of transphobia in employment, school, and social settings.

What is internalized homo/bi/transphobia?

Answer(s): A form of prejudice directed to oneself. An example of internalized homophobia is making fun of gay people, even if you know that you are gay. Another example is not thinking you deserve to live a happy life due to your sexual orientation.

What can you do to confront discrimination and harassment in your life or the lives of others?

Answer(s): When someone makes a derogatory statement about LGBT people, you can say something to help them understand how such statements can be hurtful and harmful. You can also do this for other forms of prejudice, like racism and sexism.

Closing

Closing Ritual

Psychoeducation Group

Group 8: Contributing to the Community

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Community

- A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage

Choose one activity:

Activity 1: Current Events

Present a current event relating to LGBT identity that is either in the news or within the program. This may have to do with marriage rights, rights to have LGBT groups in schools, etc. As a group, discuss possible actions individuals can take to help with this issue. Ideas can include writing letters to program administration, local officials, etc.

Activity 2: My Community

Ask the group: How can you create an effective change to raise awareness of LGBTQ issues within your community? (program, school, group, cottage). Write/ draw/ verbalize change.

What is your plan?

What challenges will you face?

Whom can you ask for help?

What personal strengths will you use?

Sanctuary Lessons

S Safety:

How might community awareness of LGBTQ issues affect the safety of that community?

E Emotions:

In what ways can a person feel a sense of pride in contributing to the community?

L Loss:

What risks are involved in communities that chose to support LGBTQ individuals or causes?

F Future:

How can the work you do as an individual create a change in the future of a community?

Contributing to the Community

What are the ways LGBTQ identity is helpful or a challenge in residential or school programs?

What are the ways LGBTQ identity is helpful or a challenge in the outside community?

What are the ways LGBTQ individuals and allies can help make their communities more welcoming?

What are some of the future issues that LGBT communities are facing?

Closing

Closing Ritual

Psychoeducation Group

Group 9: Looking to the Future

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Future

- Something that will exist or happen in time to come

Activity: Looking to the Future

See Pull Out for this Activity C5

Create a picture and/ or narrative of where you envision yourself being in 5 years, 10 years, 15 years using the template. The first column indicates 5 years, 2nd column indicates 10 years and 3rd column indicates 15 years.

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

S **S**afety:

Why is safety important to your future?

E **E**motions:

What are your feelings when thinking about yourself 5 years, 10 years, 15 years from now?

L **L**oss:

What types of loss may you experience in 5 years, 10 years, 15 years? What are some ways to manage these feelings?

F **F**uture:

What are the ways you see your future as a LGBTQ individual or ally?

- *What are your strengths?*
- *What are your challenges?*

Looking Into the Future

What is one thing that you can do to help make the world a safer place for LGBT individuals 50 years from now?

Closing

Closing Ritual

Psychoeducation Group

Group 10: Celebration and Closing

Opening

Opening Ritual

Review of Group Rules

Questions/answers relating to last week's group

Info Time

Definitions

Closing

- To bring to an end
- To complete or settle

Commencement

- A beginning; a start

Please complete both activities

Activity 1: Closing

[See Appendix C6](#)

Lessons Learned Focus Group

Facilitate focus group, as a part of the evaluation process. Questions should include:

- What did you learn over the course of the group that you are likely to use in your life?
- What would you like to be different about the group?
- Would you recommend this group to other residents?
- What strengths have you identified after being in this group?
- What areas of *My Identity, My SELF* do you want to work on after the group?
- What degree of safety did you feel?

Record participant responses and explain that the purpose of the focus group is for improvements to be made in the future.

Activity 2: Celebration

[See Appendix C7](#)

Celebration marking closing of group with food and treats.

Presentation of awards: acknowledge participation with individual certificates.

Discussion Points:

Why do we celebrate?

Relate to Pride group: personal pride and celebration during gay pride month.

My Identity, My SELF (MIMS)® Cards

Sanctuary Lessons

Create your own Sanctuary Lessons:

- Provide each group participant with a blank card for Safety, Emotions, Loss and Future.
- Ask participants to write something they learned on each card relating to the assigned aspect of SELF.

Celebration and Closing

These cards are for group members to take with them into the future, as well as important lessons they would like to pass on to future group members. During the Celebration, group participants may share one card that they created with the group.

Closing

Closing Ritual

Appendices

My Identity, My SELF (MIMS) ©**Pre-Test: Training 1****This is a Pre-Test****True or False (Circle one answer)**

Statement	True	False	Don't Know
Being gay is a mental illness.	True	False	Don't know
A person can always tell if someone is LGBT (lesbian, gay, bisexual or transgender) by looking at them.	True	False	Don't know
A LGBT teen might stay "in the closet" to remain safe.	True	False	Don't know
Sexual orientation and Gender Identity are interchangeable terms.	True	False	Don't know
A person's sexual orientation can be changed by another person.	True	False	Don't know
Being LGBT is a choice.	True	False	Don't know
Coming out is a life-long process.	True	False	Don't know
Sexual behavior is the only marker of sexual orientation.	True	False	Don't know
It is important for healthy development to have one's identity supported and affirmed.	True	False	Don't know

My Identity, My SELF (MIMS) ©**Post-Test: Training 1****This is a Post-Test****True or False (Circle one answer)**

Statement	True	False	Don't know
Being gay is a mental illness.	True	False	Don't know
A person can always tell if someone is LGBT (lesbian, gay, bisexual or transgender) by looking at them.	True	False	Don't know
A LGBT teen might stay "in the closet" to remain safe.	True	False	Don't know
Sexual orientation and Gender Identity are interchangeable terms.	True	False	Don't know
A person's sexual orientation can be changed by another person.	True	False	Don't know
Being LGBT is a choice.	True	False	Don't know
Coming out is a life-long process.	True	False	Don't know
Sexual behavior is the only marker of sexual orientation.	True	False	Don't know
It is important for healthy development to have one's identity supported and affirmed.	True	False	Don't know

My Identity, My SELF (MIMS) ©**Pre-Test: Training 2****This is a Pre-Test****True or False (Circle one answer)**

Statement	True	False	Don't Know
LGBTQ Youth are at higher risk for placement in the foster care system.	True	False	Don't know
It is okay to tell a LGBT teen's parents about his/her sexual orientation or gender identity without permission.	True	False	Don't know
LGBT individuals cannot be religious or spiritual.	True	False	Don't know
Bisexual people have not finished coming out. They will eventually be gay or lesbian.	True	False	Don't know
"Queer" is a term that is no longer used by any LGBTQ people.	True	False	Don't know
Being LGBT is a choice.	True	False	Don't know
The Rainbow flag is a sign of LGBT pride.	True	False	Don't know
"Homosexual" is a term that all lesbian and gay people use to identify themselves.	True	False	Don't know
It is important for healthy development to have one's identity supported and affirmed.	True	False	Don't know
I know what my agency's expectations are for working with LGBTQ youth.	True	False	Don't know

My Identity, My SELF (MIMS) ©**Post-Test: Training 2****This is a Post-Test****True or False (Circle one answer)**

Statement	True	False	Don't Know
LGBTQ Youth are at higher risk for placement in the foster care system.	True	False	Don't know
It is okay to tell a LGBT teen's parents about his/her sexual orientation or gender identity without permission.	True	False	Don't know
LGBT individuals cannot be religious or spiritual.	True	False	Don't know
Bisexual people have not finished coming out. They will eventually be gay or lesbian.	True	False	Don't know
"Queer" is a term that is no longer used by any LGBTQ people.	True	False	Don't know
Being LGBT is a choice.	True	False	Don't know
The Rainbow flag is a sign of LGBT pride.	True	False	Don't know
"Homosexual" is a term that all lesbian and gay people use to identify themselves.	True	False	Don't know
It is important for healthy development to have one's identity supported and affirmed.	True	False	Don't know
I know what my agency's expectations are for working with LGBTQ youth.	True	False	Don't know

My Identity, My SELF (MIMS) ©

Evaluation Form: Training 1

Do not put your name on this form

Program: _____

Date: _____

Trainer: _____

**The purpose of this survey is to evaluate the training you just received.
Your feedback will be used to plan future sessions.**

Please circle the best response:

not at all

very much

- | | | | | | |
|--|---|---|---|---|---|
| 1. Was the material relevant to your job? | 1 | 2 | 3 | 4 | 5 |
| 2. Was the material new to you? | 1 | 2 | 3 | 4 | 5 |
| 3. How much do you expect to use what you learned in your work? | 1 | 2 | 3 | 4 | 5 |
| 4. How knowledgeable did the trainer(s) seem to be about the topic? | 1 | 2 | 3 | 4 | 5 |
| 5. How clear and thorough did the trainer(s) seem in his/her presentation? | 1 | 2 | 3 | 4 | 5 |
| 6. How well did the trainer(s) respond to questions and/or comments? | 1 | 2 | 3 | 4 | 5 |
| 7. Do you think the trainer(s) understand your job? | 1 | 2 | 3 | 4 | 5 |

What ideas in the material really captured your attention?

Please use the space below for any further comments.

My Identity, My SELF (MIMS) ©

Evaluation Form: Training 2

Do not put your name on this form

Program: _____

Date: _____

Trainer: _____

**The purpose of this survey is to evaluate the training you just received.
Your feedback will be used to plan future sessions.**

Please circle the best response:	not at all			very much	
1. Was the material relevant to your job?	1	2	3	4	5
2. Was the material new to you?	1	2	3	4	5
3. How much do you expect to use what you learned in your work?	1	2	3	4	5
4. How knowledgeable did the trainer(s) seem to be about the topic?	1	2	3	4	5
5. How clear and thorough did the trainer(s) seem in his/her presentation?	1	2	3	4	5
6. How well did the trainer(s) respond to questions and/or comments?	1	2	3	4	5
7. Do you think the trainer(s) understand your job?	1	2	3	4	5

What ideas in the material really captured your attention?

Please use the space below for any further comments.

Myths about LGBT People

- LGBT people cannot lead happy lives.
- Bisexual people are confused, or just afraid to say they are gay.
- Being LGBT is a phase.
- LGBT people cannot be religious or spiritual.
- Having LGBT parents makes children LGBT.
- LGB people want to be the opposite gender.
- You can change a person's sexual orientation.
- Being LGB is a sign of mental illness.
- All transgender people are LGB.
- LGBT people want to make more people LGBT.

Role Play Exercises

Safety Role Play

A group of girls are talking informally, complaining about how staff members treat them differently than they treat boy/girl couples. They feel that it is not fair. After all, at least lesbians can't get pregnant! One girl states that lesbians don't have to use anything when they have sex. Another girl suggests they are still in danger of getting sexually transmitted diseases. The other girls tell her she's crazy

Safety Alternate role play:

A number of boys are sitting in a girls' unit cottage. They have been invited to try out for a dance group and are supposed to be learning the steps. Another boy, Gene, who identifies as gay, walks in and says he wants to audition. The others boys start calling him names, making other homophobic remarks and telling him to leave. Gene tries at first to ignore but soon runs out crying. The staff member tells the boys their behavior is unacceptable and the y must leave. She adds that she decides who is welcome to audition and that since they made him feel unwelcome, they are now unwelcome.

Emotions Role Play

A child in a boys' cottage has started to wear a bra and get (his/her) nails done. The staff is upset that this is allowed. They say it puts the child at risk for teasing and aggression.

Loss Role Play

A resident has just come out to her aunt, mother and father. This occurred in a family session, to which she had arrived with a rainbow bracelet. Her aunt told her to take it off, that she didn't need it. She insisted that they meet her girlfriend. The father is very quiet, while the mother and aunt have negative things to say about the girl. They tell her she cannot bring the girl home, and that they believe that being gay is a sin. The same resident went OP or "out of place" for several hours after her family left. She is talking to a counselor about the rejection by her family.

Future Role Play

A gay resident has just cut herself after a rejection by a romantic interest. She is talking to the counselor expressing her hopelessness about the future as a gay person.

Living in a Different World Exercise

Imagine that you are a child care worker at a residential treatment center. You have been working at the center for several years. You identify as heterosexual. One day, you come to work, and everyone around you is somewhat different.

You notice that two 17 year old male residents are hanging out outside of school, and they are holding hands. The two boys are very comfortable with each other, and are laughing and flirting like you usually see a boy and girl teenage couple. You keep walking and get to the cottage where you work. Some of the other staff members are hanging around waiting for the staff meeting to start. One, staff member, Karla is talking about her weekend. She mentions that she and her partner, Tina celebrated their anniversary with a trip to Atlantic City. You didn't know Karla was gay, and no one seems to notice. After the staff meeting, you go into the director's office to ask a work-related question, and you notice a picture of him and another man with their arms around each other. It seems that everyone around you, but you, is gay.

You head out to the cafeteria to get some lunch, and on the way, you notice that a boy and girl are holding hands- they are a straight couple, Kevin and Michelle. But, before you know it, you hear other kids teasing them by saying, "You're disgusting! You make me sick, and it's a sin!" Kevin and Michelle try to ignore the teasing, but it's clear that they are upset by it. You also identify as heterosexual, but now wonder if you should let anyone know.

The day continues with many similar experiences. Before you leave, you hear from another staff member that Kevin got beat up after school for being straight. You go home to your spouse and kids, and learn that your kids were teased at school for having straight parents.

Questions for discussion:

Notice how you feel- Take a few moments in silence to think about your reactions.

- What did each experience of imagining the different people feel like? What was this experience like for you?
- Were you able to relate to what it might be like for a LGBT staff member or resident in a residential setting?
- What SELF issues were apparent?
- Can you think of times that you have felt different (e.g. being the only person of color in a room, being the only religious person in your workplace, etc.)? How can these experiences help you relate to what it might be like to be LGBT in a straight world?

Group 2: Identity

Activity: Identity Scramble

--	--	--

I Am
(Gender Identity)

I Am
(Sexual Orientation)

I Am
(Open)

Group 3: Feeling Proud, Being Strong

Activity 1: Pride Flag



Directions to Group Leaders:

Cut out the pride flags on the next page and distribute to group members for discussion. Following the group, these flags can be displayed in personal living areas, common areas, etc.

History:

The rainbow flag, sometimes called 'the freedom flag' or the "pride flag", was popularized as a symbol of [lesbian](#), [gay](#), [bisexual](#) and [transgender](#) (LGBT) [pride](#) and diversity by [San Francisco](#) artist Gilbert Baker in 1978. The different colors symbolize diversity in the [gay community](#), and the flag is used predominantly at [gay pride](#) events and in [gay villages](#) worldwide in various forms including banners, clothing and jewelry. Many non-LGBT people display a Rainbow Flag in offices, cars, etc as a symbol of support. A Rainbow Flag can make a LGBT person feel welcome when it is displayed openly.

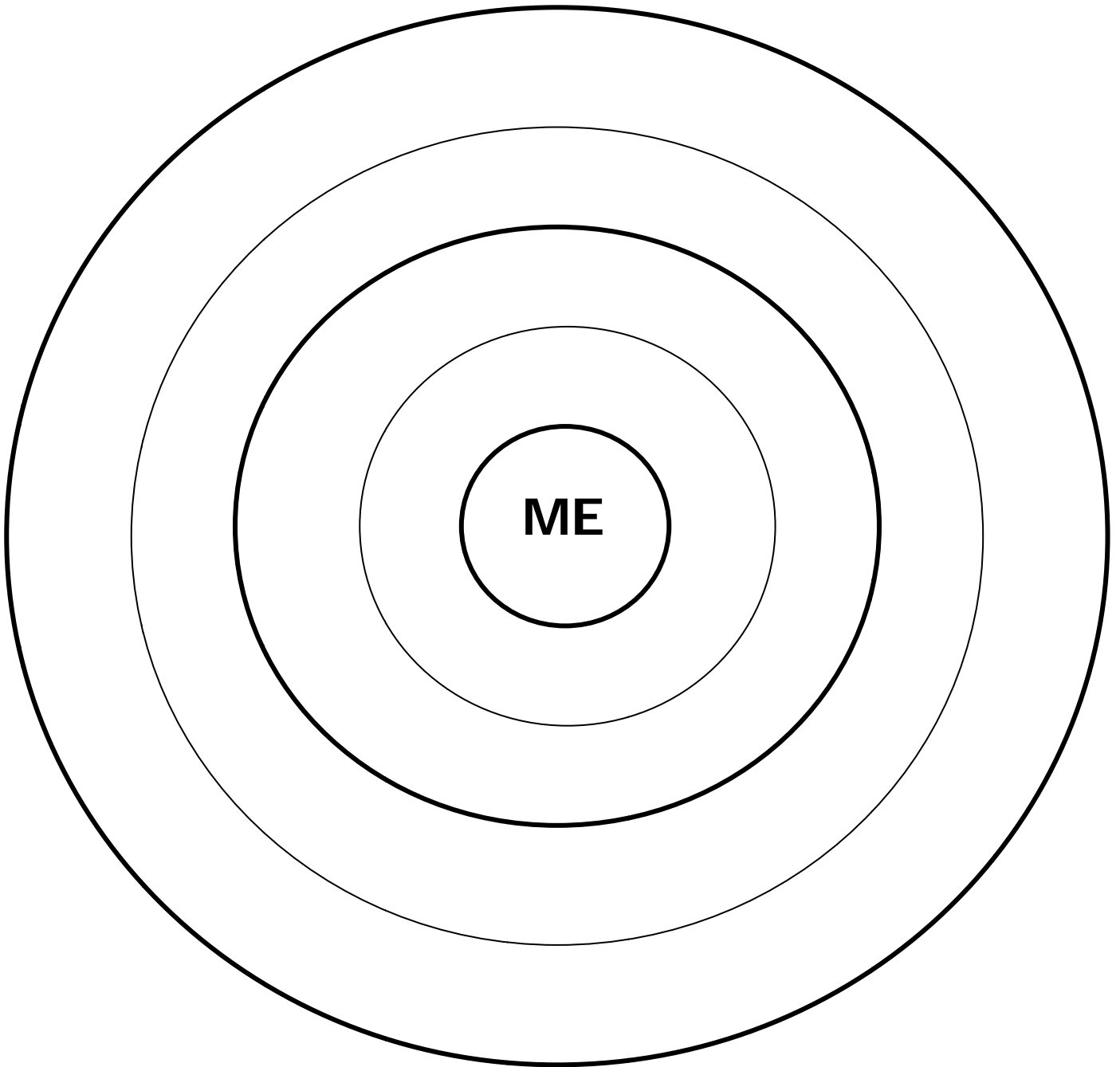
For the 25th Anniversary of the [Stonewall riots](#), held in 1996 in New York city, a mile-long rainbow flag was created. After the parade the flag was cut up in sections that have since been used around the world.

Originally created with eight colors, [pink](#) and [turquoise](#) were removed for production purposes and as of 2006, it consists of six colored stripes of red, orange, yellow, green, blue, and violet. It is most commonly flown with the red stripe on top, as the colors appear in a natural rainbow. The flag comes in all shapes and sizes.



Group 4: Coming Out

Activity 1: Coming Out Circle of Trust





Group 9: Looking to the Future

Activity: Future Timeline

<u>5 Years</u>	<u>10 Years</u>	<u>15 Years</u>

My Identity, My SELF (MIMS) ©

LGBTQ Film List

The following film list is suggestions that have themes of LGBTQ issues. It is critical that staff screen any film before showing it to youth. A variety of films have been suggested- some are useful in their entirety while others may have helpful clips to show as a part of a group or training. Further information on these films is available through a simple internet search.

- [American Beauty](#) (1999) Rated **R**
- [Beautiful Thing](#) (1996) Rated **R**
- [Billy Elliot](#) (2000) Rated **R**
- [The Birdcage](#) (1996) Rated **R**
- [Boys Don't Cry](#) (1999) Rated **R**
- [The Brandon Teena Story](#) (1998) **Not Rated**
- [But I'm A Cheerleader](#) (1996) Rated **R**
- [Camp](#) (2003) Rated **PG-13**
- [Different For Girls](#) (1996). Rated **R**
- [Edge of Seventeen](#) (1998) Rated **R**
- [Flawless](#) (1999) Rated **R**
- [Get Real](#) (1998) Rated **R**
- [Hard Pill](#) (2005) Rated **R**
- [Heavenly Creatures](#) (1994) Rated **R**
- [A Home at the End of the World](#) (2004) Rated **R**
- [Imagine Me and You](#) (2005) Rated **R**
- [In & Out](#) (1997) Rated **PG-13**
- [The Incredibly True Adventures of Two Girls in Love](#) (1995) Rated **R**
- [Jeffrey](#) (1995) Rated **R**
- [Kissing Jessica Stein](#) (2001) Rated **R**
- [Longtime Companion](#) (1990) Rated **R**
- [Ma Vie En Rose](#) (1997) Rated **R**
- [Milk](#) (2008) Rated **R**
- [The Object of My Affection](#) (1998) Rated **R**
- [Rent](#) (2005) Rated **PG-13**
- [Set It Off](#) (1996) Rated **R**
- [Tales of the City](#) (1994) **Unrated**
- [Trevor](#) (1994) **Unrated**

Educational/Documentary Films

- [The Life and Times of Harvey Milk](#) (1984) **Unrated**
- [Out of the Past](#)
- [It's Elementary: Talking About Gay Issues in School](#) (1996)
- [HBO Middlesexes: Redefining He and She](#)
- [Scouts Honor](#) (2001)
- [Growing Up Gay & Lesbian](#) (1993)
- [On Being Gay](#) (1997)
- [When a Kid is Gay](#) (1995)
- [The Celluloid Closet](#) (1996)
- [Transgeneration](#) (TV series) (2005)
- [Paris is Burning](#) (1991)

LGBTQ Resources

www.nclr.org

National Center for Lesbian Rights

www.lambdalegal.org

Lambda Legal

Check out the "Getting Down to Basics" Tools to Support LGBTQ Youth in Care"

<http://www.cwla.org/programs/culture/glbqtq.htm>

Child Welfare League of America

<http://www.glaad.org/>

Gay and Lesbian Alliance Against Defamation

<http://www.glsen.org/>

Gay Lesbian and Straight Education Network

<http://www.hrc.org/>

Human Rights Campaign

<http://www.thetaskforce.org/>

National Gay and Lesbian Task Force

<http://www.nyac.org>

National Youth Advocacy Coalition

<http://www.pflag.org>

Parents and Friends of Lesbians and Gays

For Youth

<http://www.youth.org>

Youth.Org

www.thetrevorproject.org

Trevor project

Hotline for suicidal kids

Toll free: 866-4-U-Trevor

<http://www.outproud.org>

Out Proud- be yourself

In New York

<http://www.gaycenter.org>

New York City LGBT Community Center

Professional Organization Statements

Excerpts taken from *Just the Facts About Sexual Orientation & Youth: A Primer for Principals, Educators and School Personnel*

<http://www.apa.org/pi/lgbq/publications/justthefacts.html>

American Medical Association

In an excerpt from their Policy on the Health Care Needs of the Homosexual Population (H-160.991), the American Medical Association states:

Our AMA: (1) believes that the physician's nonjudgmental recognition of sexual orientation and behavior enhances the ability to render optimal patient care in health as well as in illness... With the help of the gay and lesbian community and through a cooperative effort between physician and the homosexual patient effective progress can be made in treating the medical needs of this particular segment of the population; (2) is committed to taking a leadership role in: (a) educating physicians on the current state of research in and knowledge of homosexuality and the need to take an adequate sexual history; these efforts should start in medical school, but must also be a part of continuing medical education; (b) educating physicians to recognize the physical and psychological needs of their homosexual patients; (c) encouraging the development of educational programs for homosexuals to acquaint them with the diseases for which they are at risk; (d) encouraging physicians to seek out local or national experts in the health care needs of gay men and lesbians so that all physicians will achieve a better understanding of the medical needs of this population; and (e) working with the gay and lesbian community to offer physicians the opportunity to better understand the medical needs of homosexual and bisexual patients; and (3) opposes, the use of "reparative" or "conversion" therapy that is based upon the assumption that homosexuality per se is a mental disorder or based upon the a priori assumption that the patient should change his/her homosexual orientation.

American Psychological Association

In an excerpt from their policy concerning homosexuality, the American Psychological Association states:

Attitudes toward Homosexuality and Bisexuality

Guideline 1. Psychologists understand that homosexuality and bisexuality are not indicative of mental illness.

Guideline 2. Psychologists are encouraged to recognize how their attitudes and knowledge about lesbian, gay, and bisexual issues may be relevant to assessment and treatment and seek consultation or make appropriate referrals when indicated.

Guideline 3. Psychologists strive to understand the ways in which social stigmatization (i.e., prejudice, discrimination, and violence) poses risks to the mental health and well-being of lesbian, gay, and bisexual clients.

Guideline 4. Psychologists strive to understand how inaccurate or prejudicial views of homosexuality or bisexuality may affect the client's presentation in treatment and the therapeutic process.

American Academy of Pediatrics

In an excerpt from their policy on Homosexuality and Adolescence (RE9332), the American Academy of Pediatrics states:

Summary of Physician Guidelines

Pediatricians should be aware that some of the youths in their care may be homosexual or have concerns about sexual orientation. Caregivers should provide factual, current, nonjudgmental information in a confidential manner. These youths may present to physicians seeking information about homosexuality, STDs, substance abuse, or various psychosocial difficulties. The pediatrician should ensure that each youth receives a thorough medical history and physical examination (including appropriate laboratory tests), as well as STD (including HIV) counseling and, if necessary, appropriate treatment. The health care professional should also be attentive to various potential psychosocial difficulties and offer counseling or refer for counseling when necessary.

The American Academy of Pediatrics reaffirms the physician's responsibility to provide comprehensive health care and guidance for all adolescents, including gay and lesbian adolescents and those young people struggling with issues of sexual orientation. The deadly consequences of AIDS and adolescent suicide underscore the critical need to address and seek to prevent the major physical and mental health problems that confront gay and lesbian youths in their transition to a healthy adulthood.

American Counseling Association

The American Counseling Association has a division called the "Association for Gay, Lesbian, and Bisexual Issues in Counseling". Its mission is as follows:

Mission Statement

The mission of the Association for Gay, Lesbian, and Bisexual Issues in Counseling is to educate mental health service providers about issues confronting gay, lesbian, bisexual and transgender (GLBT) individuals. We believe that all individuals should be free to develop their full potential regardless of sexual orientation and gender identity, and that professional counselors must understand the unique ways gays, lesbians, bisexuals and transgendered individuals experience inequality and injustice resulting from discrimination and prejudice.

American Psychiatric Association

In an excerpt from their policy concerning homosexuality, the American Psychiatric Association states:

"What is Sexual Orientation?"

"Sexual orientation" is a term frequently used to describe a person's romantic, emotional or sexual attraction to another person. A person attracted to another person of the same sex is said to have a homosexual orientation and may be called gay (both men and women) or lesbian. Individuals attracted to persons of the other sex are said to have a heterosexual orientation. Sexual orientation falls along a continuum and individuals who are attracted to both men and women are said to be bisexual. Sexual orientation is different from gender identity, which refers to the internal sense of whether one is male or female. Sexual orientation is a relatively new concept. In fact, although same sex behavior has always existed, the idea of a homosexual identity or a homosexual person is only about 100 years old.

The concept of sexual orientation refers to more than sexual behavior. It includes feelings as well as identity. Some individuals may identify themselves as gay lesbian or bisexual without engaging in any sexual activity. Some people believe that sexual orientation is innate and fixed; however, sexual orientation develops across a

person's lifetime. Individuals maybe become aware at different points in their lives that they are heterosexual, gay, lesbian, or bisexual.

Is Homosexuality A Mental Disorder?

No. All major professional mental health organizations have gone on record to affirm that homosexuality is not a mental disorder.

National Association of Social Workers

The National Association of Social Workers (NASW) has stated the following:

Social workers are guided by the NASW Code of Ethics which bans discrimination on the basis of sexual orientation. . . . NASW believes that non judgmental attitudes toward sexual orientation allow social workers to offer optimal support and services to lesbian and gay people. NASW affirms its commitment to work toward full social and legal acceptance of lesbian and gay people. The profession must also act to eliminate and prevent discriminatory statutes, policies, and actions that diminish the quality of life for lesbian and gay people and that force many to live their lives in the closet. (National Association of Social Workers: Lesbian and Gay Issues. Washington, DC, NASW Delegate Assembly, 1993.)

More statements can be found at in the Lambda Legal *Getting Down to Basics* Toolkit:
<http://www.lambdalegal.org/take-action/tool-kits/getting-down-to-basics/experts.html>



Certificate of Completion

Is hereby awarded to

Date: _____

In recognition of your outstanding effort and participation in

My Identity, My SELF ©
Addressing the Needs of LGBTQ Youth



Trivia Cards for Training 1



**Trivia
Training 1**

Definitions

What is Sexual Orientation?

The term that refers to a person's emotional, physical and romantic attraction. Lesbian, gay, bisexual and heterosexual are types of sexual orientation.



Trivia
Training 1
Definitions

What is Gender Identity?

The term that refers to a person's self concept of gender.



Trivia
Training 1
Definitions

What is Bisexual?

The term that refers to a person who is attracted emotionally, physically and romantically to both men and women.



Trivia
Training 1
Definitions

What is “Queer”?

An umbrella term that refers to LGBT individuals, and sometimes their allies. "Queer" was used as a derogatory term against LGBT people for many years. Some LGBT individuals and communities have "taken the word back" and use it with pride.



Definitions

What is Transgender?

An umbrella term that refers to individuals whose experience of their birth gender does not match their gender identity. This includes a wide range of non-gender conforming individuals.



Trivia
Training 1
Definitions

What is “Lesbian”?

The term that refers to a woman who is attracted emotionally, physically, and romantically to women.



Trivia
Training 1
Definitions

What is “Gay”?

The term that refers to men and women who are attracted emotionally, physically and romantically to individuals of the same gender. It can refer to both men and women, whereas the term "lesbian" only refers to women.



Trivia
Training 1
Definitions

What is “Homophobia”?

An irrational fear or prejudice against gay, lesbian and bisexual individuals that may take the form of subtle or overt forms.



Trivia
Training 1
Definitions

What is “Biphobia”?

An irrational fear or prejudice against bisexual individuals.



Trivia
Training 1
Definitions

What is “Transphobia”?

An irrational fear or prejudice against transgender or gender non-conforming individuals. In our country, transgender individuals experience an overwhelming amount of transphobia in employment, school, and social settings.



Definitions

Why do many LGBTQ people reject the term “homosexual”?

The word "homosexual" was derived from a medical model, and for many years was the definition of a mental disorder in the Diagnostic Statistical Manual. In 1973, "homosexuality" was removed from the DSM. Due to the medical and mental illness association, many LGBTQ individuals do not use this term in reference to self or others in the community. The terms "gay" and "lesbian" are generally more welcoming when speaking about sexual orientation. Some individuals may choose to still use this word as a self-defining term, and their choice should be respected. Many anti-gay groups and non-informed individuals may use the word "homosexual" or "homosexual agenda" instead of the more affirming language of "gay and lesbian."



What is the Rainbow Flag?

The Rainbow Flag is a symbol of LGBT Pride. Many non-LGBT people display a Rainbow Flag in offices, cars, etc. as a symbol of support. A Rainbow Flag can make a LGBT person feel welcome when it is displayed openly. The flag can come in all shapes and sizes. Other symbols of LGBT Pride are the Human Rights Campaign (HRC) equal sign and the pink triangle.



Trivia
Training 1
Definitions

What is “heterosexism”?

The assumption that everyone around is heterosexual, and the act of not taking into account the experiences of LGBT individuals. It is also the belief that being heterosexual is the right or preferred way to be. For example, in a residential setting a form of heterosexism is not asking a teen about his or her sexual orientation in an intake session, but assuming it is heterosexual. Another example is not understanding how homophobia or transphobia can affect a teen's self-esteem and general well being.



Definitions

What is “LGBTQ” or “GLBTQ”?

An acronym for “Lesbian, Gay, Bisexual, Transgender and Questioning” or “Gay, Lesbian, Bisexual, Transgender and Questioning.”

It is especially important to include “questioning” when working with youth, as many adolescents go through a period of questioning when coming out.



What year was homosexuality removed from the Diagnostic Statistical Manual (DSM) as a mental disorder?

1973



Who was the San Francisco politician who was murdered for being gay by a fellow politician in 1978?

(Clue: this case famously included the “twinky defense”)?

Openly gay Harvey Milk, San Francisco City Supervisor was murdered by City Supervisor, Dan White, who was anti-gay. Dan White also murdered the Mayor, George Moscone at the same time. Dan White's attorney famously used the "twinky defense" to state that the large amount of junk food that he ate during the day led him to commit the murders.



What does "Stonewall" refer to?

Stonewall is the name of a bar on Christopher Street in New York City. In 1969, after enduring years of harassment by police, LGBT individuals fought back when police raided the Stonewall Bar to arrest people for being LGBT. This has come to be known as "Stonewall" and is a significant historical marker in the fight for the rights of LGBT individuals. Transgender individuals were some of the main patrons Stonewall and are credited with bravely beginning the movement for all LGBT people.



Who was the gay civil rights leader who was a main organizer for the March on Washington in 1963, in which Rev. Martin Luther King made the “I have a dream” speech?

Bayard Rustin, a Black, gay political organizer worked closely with Martin Luther King and other civil rights leaders. His excellent community organizing skills enabled him to be a primary organizer for one of the most famous events in the history of the civil rights movement. Unfortunately, because of his sexual orientation, he has been left out of many history books as a key player in this history. However, there are several biographies and films that pay tribute to his life.



Miscellaneous

What is the common term for the action of telling someone you are LGBT?

Coming Out



Miscellaneous

True or False?

Teens in residential treatment or the community might stay “in the closet” to remain safe?

True!

Many LGBTQ teens may feel unsafe letting peers or staff know about their sexual orientation or gender identity. They may fear teasing, harassment or discrimination, and may try to hide their orientation or gender identity.



Miscellaneous

True or False?

You can always tell someone is gay by looking at them.

False!

LGB individuals, as well as heterosexual individuals have a wide range of gender expression in clothing, mannerisms, and behavior.



Miscellaneous

True or False?

Having gay parents will make a child gay.

False!

Being raised by gay parents does not make a child gay, just like being raised by heterosexual parents does not make a child heterosexual.



Miscellaneous

True or False?

**If a staff member supports
LGBT youth, it will make more
teens become LGBT.**

False!

No one can change a person's sexual orientation or gender identity. If a residential staff member supports LGBT youth, more youth might feel safe to come out, if indeed they are LGBT. However, this support will not change a person's orientation or identity.



Miscellaneous

Who is a safe person to come out to?

Anyone who you can trust will keep this information safe and confidential.



Miscellaneous

At what age does a person come out?

People come out at many different ages. Some people know they are LGBT at a young age, and they may tell a trusted friend or family member. Others may come out later in life, even after having heterosexual relationships. Sometimes people know that they are LGBT from an early age, but they have difficulty admitting it to themselves or others or it may not be safe for them to come out, so they may stay "in the closet."



What does SELF stand for?

Safety, Emotions, Loss and Future



SELF Trivia

What is an example of a LGBTQ teen dealing with an issue of safety?

There can be multiple answers:

- A LGBTQ teen might feel unsafe if he/she has been teased or harassed at school.
(social and physical safety)
- A LGBTQ teen might feel unsafe telling his/her parents about being LGBTQ.
(emotional safety)
- A closeted LGBTQ teen might tease other LGBTQ teens for fear of being found out.
(moral safety)



SELF Trivia

What is an example of a LGBTQ teen dealing with an issue of emotional management?

There can be multiple answers:

- A LGBTQ teen might have difficulty with anger or sadness, if rejected by friends or family. LGBTQ teens have increased suicide risk due to the social stigma of being gay.



What is an example of a LGBTQ teen dealing with an issue of loss?

There can be multiple answers:

- LGBTQ individuals may experience loss of heterosexual privilege, family support or their religious community.



SELF Trivia

What is an example of a LGBTQ teen dealing with an issue of future?

There can be multiple answers:

- A LGBTQ teen who has to stay closeted may experience self esteem issues that have a long-lasting impact.
- A LGBTQ teen may develop into a confident and compassionate adult, after having dealt with personal adversity early in life.



Cards for Psychoeducation Group Curriculum



Sanctuary Lessons

Safety:

When others make assumptions about us that are not true how does this affect our safety?

Group Discussion Question



Sanctuary Lessons

Emotions:

When others assume things about us that are false how does this make us feel?

When others assume things about us that are true how does this make us feel?

Group Discussion Question



Sanctuary Lessons

Loss:

How do assumed myths and facts contribute to our sense of loss?

Group Discussion Question



Sanctuary Lessons

Future:

How do you correct this assumption?

What is your plan for next time, if this assumption is made again?

What will you do, say, think?

Is this a safe plan?

Group Discussion Question



Myth or Fact?

LGBT people cannot lead happy lives

Myth!

Many LGBT people live full, healthy and happy lives. Sometimes, dealing with the social stigma of being LGBT can cause stress, but does not necessarily cause difficulty in all areas of life.



Myth or Fact?

Bisexual people are confused, or just afraid to say they are gay.

Myth!

Bisexuality is a legitimate form of sexual orientation. Many bisexual individuals are may not be accepted/not recognized. They may be discriminated against not only by heterosexual people, but also by lesbian and gay people.



Myth or Fact?

Being LGBT is a phase.

Myth!

Being LGBT is not a phase. Many people, particularly teens, go through a time of questioning, which may lead adults or peers in their lives to think it is just a phase.



Myth or Fact?

LGBT people cannot be religious or spiritual.

Myth!

Many LGBT people maintain religious/spiritual lives after coming out. Some individuals may experience rejection from their religious communities, while others may be supported. There are many religious/spiritual groups that are accepting of LGBT orientation and identity.



Myth or Fact?

I have never known a LGBT person.

Myth!

Chances are this is a myth! Anecdotally, it is estimated that between 5-10% of the general population is LGBT. This means that in a room of 20 people, there would be between 1 and 2 LGBT people on average. Due to social stigma, LGBT people may not be out, so you may not know that they are LGBT.



Myth or Fact?

LGBT people want to make
more people LGBT.

Myth!

LGBT people want to lead full lives, just like heterosexual people. Just like any group that is experiences oppression, it can be helpful to spend time with individuals who identify in the same way in order to feel affirmed in one's identity, but it does not mean that LGBT people only like, or want to be around other LGBT people.



Myth or Fact?

If LGBT people have kids, they will be LGBT too.

Myth!

Having LGBT parents does not make a person LGBT, just like having heterosexual parents does not make a person heterosexual.



Myth or Fact?

LGB people want to be the opposite gender.

Myth!

There is a wide range of gender expression among lesbian, gay, bisexual and heterosexual individuals. Being gay does not mean that a man wants to be a woman, nor does being lesbian mean that a woman wants to be a man.



Myth or Fact?

You can change a person's
sexual orientation.

Myth!

Sexual orientation cannot be changed. There is a difference between orientation and behavior. Orientation is what is deep within a person- it cannot be changed. However, often due to social stigma, a LGB person may pretend to be heterosexual. They may even try to convince themselves that they are heterosexual. Some people whose sexual orientation is LGB may be in heterosexual relationships, and they may never come out to themselves or others.



Myth or Fact?

Being LGB is a sign of mental illness.

Myth!

Homosexuality was removed from the DSM (Diagnostic Statistical Manual- the official text that defines all mental disorders) in 1973.

Gender Identity Disorder remains a diagnosis in the DSM, however many transgender individuals are fighting for gender identity to not be seen as a form of mental illness.



Myth or Fact?

All transgender people are LGB.

Myth!

Gender identity is different from sexual orientation. Transgender individuals may identify as heterosexual, and are not necessarily LGB.



Sanctuary Lessons

Safety:

What words are safe?

Why?

Which words are not safe?

Why?

Group Discussion Question



Sanctuary Lessons

Emotions:

How have you felt (what emotions have you had), when someone misunderstood an aspect of your identity?

Group Discussion Question



Sanctuary Lessons

Future:

How does “knowing who you are”
(your identity) effect your future
development?

Group Discussion Question



True or False?

You can always tell someone is LGBT by looking at them.

False!

LGBT individuals, as well as heterosexual individuals have a wide range of gender expression in clothing, mannerisms, and behavior.



Define the word:

Gay

“Gay” is the term that refers to men and women who are attracted emotionally, physically and romantically to individuals of the same gender. It can refer to both men and women, whereas the term “lesbian” only refers to women.



Define the word:

Lesbian

“Lesbian” is the term that refers to a woman who is attracted emotionally, physically and romantically to women.



Define the word:

Bisexual

“Bisexual” is the term that refers to a person who can be attracted emotionally, physically and romantically to both men and women.



Define the word:

Transgender

“Transgender” is an umbrella term that refers to individuals whose experience of their birth gender does not match their gender identity. This includes a wide range of non-gender conforming individuals.



Define the word:

Sexual Orientation

“Sexual Orientation” is the term that refers to a person’s emotional, physical and romantic attraction. Lesbian, gay, bisexual and heterosexual are types of sexual orientation.



Define the word:

Gender Identity

“Gender Identity” is the term that refers to a person’s self concept of gender.



Sanctuary Lessons

Safety:

Are there any potential safety issues for LGBTQ individuals when they express their sexual orientation or gender identity?

How can LGBTQ youth be safe in the community?

Group Discussion Question

Group 3
Feeling Proud,
Being Strong



Sanctuary Lessons

Emotions:

What are the ways LGBTQ individuals and allies may need to use emotional management skills?

Group Discussion Question

Group 3
Feeling Proud,
Being Strong



Sanctuary Lessons

Future:

What strengths do you have that will help you in your future?

Group Discussion Question

Group 3
Feeling Proud,
Being Strong



Feeling Proud, Being Strong

Why is it important to know what you
are proud of?

Group Discussion Question

Group 3
Feeling Proud,
Being Strong



Feeling Proud, Being Strong

Why is it important to know your strengths?

Group Discussion Question



Sanctuary Lessons

Safety

What are the safety issues relating to coming out?

Group Discussion Question



Sanctuary Lessons

Emotions

What types of emotion might a person feel when coming out?

What are some safe ways to manage these feelings?

Group Discussion Question



Sanctuary Lessons

Loss

What ways might a person experience
Loss when coming out?

Group Discussion Question



Sanctuary Lessons

Future

Imagine never coming out... how does this affect your identity, pride and sense of self in the future?

How does coming out effect your identity, pride and sense of self in the future?

Group Discussion Question



Coming Out

What is the common term for the action of telling someone you are LGBT?

Coming out



Coming Out

Who is a safe person to come out to?

Anyone who you can trust will keep this information safe and confidential.



Coming Out

Who would you feel safest coming out to?
Why?

Some individuals may feel most safe telling a close friend, while another person might feel safer telling an acquaintance or social worker first.



Coming Out

At what age does a person come out?

People come out at many different ages. Some people know they are LGBT at a young age, and they may tell a trusted friend or family member. Others may come out later in life, even after having heterosexual relationships. Sometimes people know that they are LGBT from an early age, but they have difficulty admitting it to themselves or others, or it may be too unsafe to tell, so they may stay "in the closet."



Coming Out

True or False?

Teens in residential treatment or in the community might stay “in the closet” to remain safe.

Group Discussion Question

True



Sanctuary Lessons

Safety

Why is it important to come out to family and friends you feel safe with?

Group Discussion Question



Sanctuary Lessons

Emotions

What are some emotions that people might experience when they come out, or when one of their family members comes out?

Group Discussion Question



Sanctuary Lessons

Loss

What are the ways people might experience loss when coming out to family and friends?

Group Discussion Question



Sanctuary Lessons

Future

How might coming out affect relationships with family and friends both positively and negatively?

Group Discussion Question



Family and Friends

What are some of the challenges in talking to family and friends about LGBT identity?

Group Discussion Question



Family and Friends

True or False?

Having gay parents will make a child gay.

False!

Being raised by gay parents does not make a child gay, just like being raised by heterosexual parents does not make a child heterosexual.



Family and Friends

True or False?

If a friend or staff member supports LGBT youth, it will make them become LGBT.

False!

No one can change a person's sexual orientation or gender identity. If a friend or staff member supports LGBT youth, more youth might feel safe to come out, if indeed they are LGBT. However, this support will not change a person's orientation or identity.



Family and Friends

True or False?

Heterosexual parents can never accept their LGBT children.

False!

Although some parents ultimately may not accept their LGBT children, many do. The PFLAG (Parents and Friends of Lesbians and Gays) organization is an example of many heterosexual parents accepting and affirming the identities of their LGBT children.



Sanctuary Lessons

Safety

What are the physical safety concerns with engaging in unsafe sex?

What are some physical safety concerns with being in an abusive relationship?

Group Discussion Question



Sanctuary Lessons

Emotions

How does it feel to be involved in a healthy relationship?

How does it feel to be involved in a unhealthy relationship?

Group Discussion Question



Sanctuary Lessons

Future

How can the decisions you make now about your health affect your future?

Group Discussion Question



Healthy Living

What precautions can a person take to stay STD free?

Answers:

- . Ask the sexual partner if they are STD free-
(Keep in mind that asking is not a guarantee)
- . Use good judgment
- . Use forms of prevention such as condoms, finger condoms and dental dams
- . Avoid use of drugs and alcohol which might impair judgment
- . Speak to a doctor, nurse or medical professional for more information



Healthy Living

What is Dating Violence and
Domestic Violence?

Answer:

Violence that happens in a family between adults. The violence can be physical, such as hitting, kicking, pushing, etc., or the violence can be emotional, such as making threats, withholding money, and controlling.



Healthy Living

Do you think that gay and lesbian couples experience dating violence and/or domestic violence?

Gay and lesbian couples can experience domestic violence, just like heterosexual couples. Domestic violence happens in all communities, regardless of race, ethnicity, class or sexual orientation.



Healthy Living

True or False?

In lesbian relationships where one partner identifies as AG (aggressive girl- another term used for butch lesbians) and one identifies as femme, is the AG violent?

False!

Any partner in a relationship can be violent.



Healthy Living

What are some of the signs of an abusive relationship?

Answer(s):

- one partner is emotionally controlling
- one partner withholds money and resources from the other
- one partner is physically abusive to the other



Sanctuary Lessons

Safety

What are the aspects of physical, social and emotional safety in relation to being teased, harassed or discriminated against for an aspect of your identity?

Group Discussion Question



Sanctuary Lessons

Emotions

What emotions might a person who is harassed for being gay experience?

Group Discussion Question



Sanctuary Lessons

Loss

How does being discriminated against contribute to one's sense of loss?

Group Discussion Question



Sanctuary Lessons

Future

How might a person who is being harassed and discriminated against feel about their future?

Group Discussion Question



Discrimination and Harassment

What is heterosexism?

The assumption that everyone around is heterosexual, and the act of not taking into account the experiences of LGBT individuals. It is also the belief that being heterosexual is the preferred or right way to be. For example, in a residential setting a form of heterosexism is not asking a teen about their sexual orientation in an intake session, but assuming it is heterosexual. Another example is not understanding how daily homophobia or transphobia can affect a teen's self-esteem and general well being.



Discrimination and Harassment

What is homophobia?

Irrational fear or prejudice against gay, lesbian and bisexual individuals that may take the form of subtle or overt forms.



Discrimination and Harassment

What is biphobia?

An irrational fear or prejudice against bisexual individuals.



Discrimination and Harassment

What is transphobia?

An irrational fear or prejudice against transgender or gender non-conforming individuals. In our country, transgender individuals experience an overwhelming amount of transphobia in employment, school, and social settings.



Discrimination and Harassment

What is internalized homo/bi/transphobia?

A form of prejudice directed to oneself. An example of internalized homophobia is making fun of gay people, even if you know that you are gay. Another example is not thinking you deserve to live a happy life due to your sexual orientation.



Discrimination and Harassment

What can you do to confront discrimination and harassment in your life or the lives of others?

When someone makes a derogatory statement about LGBT people, you can say something to help them understand how such statements can be hurtful and harmful. You can also do this for other forms of prejudice, like racism and sexism.



Sanctuary Lessons

Safety

How might community awareness of LGBTQ issues affect the safety of that community?

Group Discussion Question



Sanctuary Lessons

Emotions

In what ways can a person feel a sense of
Pride in contributing to the community?

Group Discussion Question



Sanctuary Lessons

Loss

What risks are involved in communities that chose to support LGBTQ individuals or causes?

Group Discussion Question



Sanctuary Lessons

Future

How can the work you do as an Individual create a change in the future of a community?

Group Discussion Question



Contributing to the Community

What are the ways LGBTQ identity is helpful or a challenge in residential or school programs?

Group Discussion Question



Contributing to the Community

What are the ways LGBTQ identity is helpful or a challenge in the outside community?

Group Discussion Question



Contributing to the Community

What are the ways LGBTQ individuals and allies can help make their communities more welcoming?

Group Discussion Question



Contributing to the Community

What are some of the future issues that
LGBT communities are facing?

Group Discussion Question



Sanctuary Lessons

Safety

Why is safety important to your future?

Group Discussion Question



Sanctuary Lessons

Emotions

What are your feelings when thinking about yourself 5 years, 10 years, 15 years from now?

Group Discussion Question



Sanctuary Lessons

Loss

What types of loss may you experience in
5 years, 10 years, 15 years?

What are some ways to manage these feelings?

Group Discussion Question



Sanctuary Lessons

Future

What are the ways you see your future as a LGBTQ individual or ally?

- What are your strengths?
- What are your challenges?

Group Discussion Question



Looking to the Future

What is one thing that you can do to help make the world a safer place for LGBT individuals 50 years from now?

Group Discussion Question

Group 10
Celebration &
Closing



Sanctuary Lessons

Safety

Group Discussion Question

Group 10
Celebration &
Closing



Sanctuary Lessons

Emotions

Group Discussion Question

Group 10
Celebration &
Closing



Sanctuary Lessons

Loss

Group Discussion Question

Group 10
Celebration &
Closing



Sanctuary Lessons

Future

Group Discussion Question



©JBFC.S - Westchester Division