

Table of Contents

| | |
|--|----------------|
| Schedule | p.1 |
| Lambda 10 Project | p.2 |
| Biography of Shane L. Windmeyer | p.3 |
| Biography of Pamela W. Freeman | p.4 |
| Permissions | p.5 |
| Acknowledgements | p.6 |
| Glossary of Terms | p.7-10 |
| User's Guide | p.11-17 |
| Purpose | |
| Benefits of Training | |
| Module Organization | |
| General Preparation for Training | |

Module 1: Coming Out on Campus**p.18-48**

Understand the process and challenges of coming out; hear the real life accounts of coming out in the college fraternity/sorority system; recognize the importance of coming out and that coming out happens all the time; and share the value of having members come out in the chapter.

Module 2: Harms of Homophobia.....**p.49-66**

Define homophobia and heterosexism; define qualities of a good brother/sister; understand how homophobia harms brotherhood/sisterhood; Look beyond and actualize how homophobia hurts everyone; and develop an appreciation of diversity for sexual orientation and the benefits of having a gay brother/sister.

Module 3: Becoming an Ally for Gay Brothers and Sisters.....**p.67-108**

Define what it means to be an ally; explore effective ways for individuals and institutions to show support for gay, lesbian, and bisexual sisters and brothers; demonstrate how some ally initiatives can be used; and discuss the benefits to the individual on being an ally.

Module 4: Religion & Greek Life.....**p.109-134**

Learn how personal histories affect value systems and influence attitudes toward sisters and brothers; understand the complexity involved in interpreting certain Bible passages that are used to form opinions about homosexuality; determine ways in which religion and spirituality are used to justify fear of homosexuality (homophobia) in fraternities and sororities; and develop ideas and resources for use in educational programs about religion and homophobia.

Module 5: Responding to Homophobia and Hate.....**p.135-167**

Distinguish between hate crimes and bias-motivated incidents of homophobia; identify the range of incidents that occur on campuses and that require response; respond to incidents of homophobia without violating freedom of expression; assess reporting mechanisms in place on campus and the ease with which students can report incidents; apply guiding principles to a mechanism for responding to bias-motivated incidents on campuses; explore ways to provide educational responses to incidents; and identify methods for responding that students could use as individuals.

Module 6: Creating a Climate of Acceptance.....**p.168-190**

Suggest methods to create a climate of acceptance; understand expectations as a trainer; determine a plan to address homophobia in chapter, campus, etc.; and realize the resources to assist in individuals commitment in fighting homophobia and hate.

Fraternity & Sorority Anti-Homophobia Train The Trainer Schedule

Wednesday, November 28

1 p.m. to 5:30 p.m.

Potomac 1, Hyatt Regency Crystal City, Arlington, Virginia

1 p.m. – Welcome & Introductions

Introduce program leaders and participants; Complete individual nametags; Introduce Lambda 10 Project; Overview of User's Guide (general expectations, philosophy, benefits of training, six part training module design; time); Scenario of email titled "Never Ending Hell"

1:20 p.m. – Introduction to Modules

Review objectives; Explain educational content and issues; Demonstrate selected training methods; Summarize materials; Discuss challenges and benefits

1:20 p.m. – Module 1: Coming Out on Campus

1:55 p.m. – Module 2: Harms of Homophobia

2:25 p.m. – Module 3: Becoming an Ally for Gay Brothers and Sisters

3:00 p.m. – Break Time

Light refreshments – lemonade, cookies, water

3:15 p.m. – Module 4: Religion & Greek Life

4:00 p.m. – Module 5: Responding to Homophobia and Hate

4:40 p.m. – Module 6: Creating a Climate of Acceptance

5:20 p.m. – Closing & Evaluation

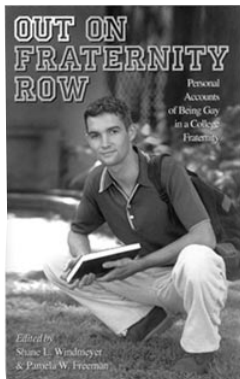
Share concluding remarks and appreciation; Ask any last minute questions; Provide written feedback on standard preconference evaluation



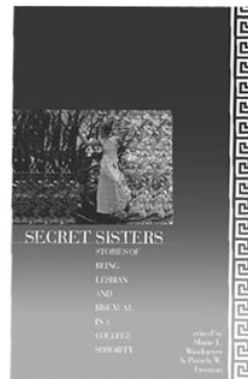
About the Lambda 10 Project

The Lambda 10 Project - National Clearinghouse for Gay, Lesbian, Bisexual Fraternity & Sorority Issues works to heighten the visibility of gay, lesbian, and bisexual members of the college fraternity by serving as a clearinghouse for educational resources and educational materials related to sexual orientation and the fraternity/sorority experience. Lambda 10 Project was founded in the Fall of 1995 at Indiana University in Bloomington, Indiana where it is currently housed in the Office of Student Ethics and AntiHarassment Programs. Lambda 10 is also an associate member of the Association of Fraternity Advisors and serves as a resource for many inter/national fraternity/sorority leaders. The Project created the first educational resources solely dedicated to this topic titled *Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity* released by Alyson Publications, Inc. in 1998 and *Secret Sisters: Stories of Being Lesbian & Bisexual in a College Sorority* released by Alyson Publications, Inc. in April 2001.

Further Lambda 10 Project educational resources, initiatives and updated materials are also provided online at www.lambda10.org.



**OUT ON
FRATERNITY ROW:**
*Personal Accounts of
Being Gay in a
College Fraternity;*
**Available online at
www.lambda10.org**



SECRET SISTERS:
*Stories of Being Lesbian
& Bisexual in a
College Sorority*
**Available online at
www.lambda10.org**



Lambda 10 Project

National Clearinghouse for Gay, Lesbian, Bisexual Fraternity & Sorority Issues
Indiana University • 705 East Seventh Street • Bloomington, IN 47408-3809

phone: 704.855.4463 • fax: 704.855.4465
email: info@lambda10.org • web site: www.lambda10.org

Biography

Shane L. Windmeyer, Program Coordinator

Shane L. Windmeyer continually works to promote diversity and to create safe learning environments for all people on college campuses. One of the foremost educators today on issues of sexual orientation and Greek life, Windmeyer is the co-editor of two books, *Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity* and *Secret Sisters: Stories of Being Lesbian and Bisexual in a College Sorority*. He founded and currently serves as coordinator of the Lambda 10 Project – National Clearinghouse for Gay, Lesbian, Bisexual Greek Issues to help support gay, lesbian, bisexual members of the college fraternity and to educate on issues of homophobia within the college Greek system.

Windmeyer has been a guest speaker on over 100 college campuses since the release of his first book and has presented at numerous educational conferences dealing with Greek life and, or gay, lesbian, bisexual issues on local, regional and inter/national levels. Windmeyer has been featured on IN THE LIFE TV for their Fall Season Premiere episode aired on PBS and his work has been the focus of national attention from the New York times and other national press.

Windmeyer graduated from Emporia State University with a bachelor's degree in Communication and received his master's degree in Higher Education and Student Affairs Administration from Indiana University. He currently works as Assistant Director of Student Activities at the University of North Carolina at Charlotte.

Shane L. Windmeyer **Lambda 10 Project**

Indiana University
Office of Student Ethics & AntiHarassment Programs
705 East Seventh Street; Bloomington, IN; 47408-3809
Phone: (704) 277-6710
Fax: (812) 855-4465
Email: shane@lambda10.org

Biography

Pamela W. Freeman, Program Coordinator

Pamela W. Freeman is Associate Dean of Students and Director of the Office of Student Ethics and AntiHarassment Programs at Indiana University. She cochairs the Gay, Lesbian, Bisexual, Transgender AntiHarassment Team and the Racial Incidents Team, which have been nationally recognized as "best practices" in addressing bias-motivated incidents on college campuses. A coeditor of the book *Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity* and *Secret Sisters: Stories of Being Lesbian & Bisexual in a College Sorority*, she also codirects the Lambda 10 Project National Clearinghouse for Gay, Lesbian, & Bisexual Greek Issues.

Freeman is a member of the Indiana Civil Rights Commission's Hate Crimes Advisory Panel; has chaired the Indiana University Commission on Multicultural Understanding since 1991, served on the campus's Educational Task Force on Gay, Lesbian, Bisexual Concerns; and supervises the Gay, Lesbian, Bisexual, Transgender Student Support Services Office. She is a frequent speaker on campus in classes and programs on the topics of homophobia and racism. In addition, through her directorship of the campus judicial system, she provides consultation and speaks on the topic of disruptive student behaviors both in and outside the classroom.

Nationally, Freeman has served as an invited consultant to assist colleges and universities where efforts are underway to develop incident response teams. She has given numerous presentations about responding to bias-motivated incidents at national conferences and was one of 10 experts who were invited by the United States Justice Department's Community Relations Service to develop guidelines for use by campuses in developing their own response mechanisms.

Pamela W. Freeman received her bachelor's and master's degrees from Purdue University and her doctorate from The University of Tennessee, Knoxville, with a major in Educational Administration and Supervision with collateral emphases in higher education and interdisciplinary studies.

Pamela W. Freeman **Lambda 10 Project**

Indiana University
Office of Student Ethics & AntiHarassment Programs
705 East Seventh Street; Bloomington, IN; 47408-3809
Phone: (812) 855-4463
Fax: (812) 855-4465
Email: freemanp@indiana.edu



Permissions

This material was developed as a joint partnership between the Association of Fraternity Advisors and the Lambda 10 Project National Clearinghouse for Gay, Lesbian, Bisexual Fraternity and Sorority Issues. The Lambda 10 Project contributed materials and resources to assist in developing this targeted publication for the purposes of college and university campus anti-homophobia education within fraternities and sororities.

Copyright © 2002, by the Lambda 10 Project.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Lambda 10 Project. This restriction shall not apply to the transparencies and handouts accompanying the text and intended for duplication.



Acknowledgements

We extend our sincere appreciation for the vision and insight of the *STOP THE HATE! Campus Hate Crime Prevention* program to develop this manual based on their previous work. Such a model allowed this process to be more affordable, more timely and to assist colleges and universities across the United States and Canada.

Manual written and developed by

Shane L. Windmeyer, *Lambda 10 Project*

Pamela W. Freeman, *Lambda 10 Project*

Special thanks to National Center for Hate Crime Prevention, Educational Development Center, Inc., Association of College Unions International, Anti-Defamation League, and the Center for the Prevention of Hate Violence for the permissions, resources and basic outline from the *STOP THE HATE! Campus Hate Crime Prevention Manual*.

Special thanks to Doug Bauder, Coordinator of the Office of Gay, Lesbian, Bisexual, Transgender Student Support Services at Indiana University for his assistance with module development.

Special thanks to Thomas A. Feldman of Tyvola Designs at www.tyvoladesign.com for donating his services and time for overseeing the production and design of this publication.



Lambda 10 Project
www.lambda10.org

Glossary of Terms

It's All Gay and Greek to Me...

Definitions of Commonly Used Gay and Greek Terminology

ACTIVE - a fully initiated member of a sorority/fraternity

ALUMNUS/ALUMNA - an initiated member who is no longer an undergraduate

ALLY - refers to heterosexual individuals who are accepting and supportive of people who are lesbian, gay and bisexual and who work to reflect support in their personal beliefs, language, and behaviors. Allies also take action to combat homophobia and heterosexism within themselves and others, and in societal institutions.

BID - a formal invitation to join a sorority/fraternity

BISEXUAL - refers to persons who are capable of feeling attracted to and engaging in relationships with people of both sexes

BLACKBALLED - denotes the denial of a bid or termination of membership

BROTHERHOOD – a family devotion to other men who share a common bond, friendship, and love for their fraternity and welfare of their brothers; a willingness to help or aid a brother in time of need; and shared common values of loyalty, honesty, understanding, and respect.

CHAPTER - a local group of an (inter)national fraternal organization

COMING OUT - short version of the phrase "coming out of the closet," which is a metaphor for disclosing one's sexual orientation to others

CLOSETED or IN THE CLOSET - to hide one's sexual orientation

DYKE - predominantly used to refer negatively to lesbians or to stereotype them as masculine. Some lesbians have reclaimed the term as a symbol of pride in their strength and independence.

FAGGOT - predominantly used to refer to gay men in a derogatory fashion, implying weakness and lack of masculinity. Derived from the Latin word meaning a "bundle of sticks" which was used to burn witches at the stake. Some gay men have reclaimed this term for use within their own community.

FORMAL RUSH - the period set aside for structured rushing

GAY - used to refer to homosexual men, although some homosexual women use it also to define who they are. Often used as a shorthand reference to all homosexuals. With the word homosexual frequently perceived as referring to the sexuality of being gay, it often is preferable to use the word gay for men or lesbian for women.

GENDER IDENTITY - an individual's self-perception as male or female. Gender identity is distinct from sexual orientation (which refers to whom an individual is attracted)

GLB SENSITIVE FRATERNITY - a term recently used to categorize Delta Lambda Phi National Fraternity, Alpha Lambda Tau National Fraternity, and Lambda Delta Lambda National Sorority. These fraternal organizations are founded on the premise of supporting gay, lesbian, bisexual and transgender needs and issues. Membership is exclusively male (for fraternity) or female (for sorority) and is open to anyone regardless of sexual orientation. Straight members are welcome and must be allies to the gay community.

HELL WEEK - slang term used by some Greek members to describe activities during the week leading up to initiation

HETEROSEXISM – is the system of oppression of persons who are lesbian, gay or bisexual based on homophobia. It includes the assumption that all people are heterosexual; prejudice and discrimination against persons who are lesbian, gay, or bisexual based on the assumption that heterosexuality is the only "normal" sexual orientation and therefore preferable; and the systemic display of homophobia in societal institutions, laws, and policies by excluding the needs, concerns and life experiences of persons who are lesbian, gay, or bisexual.

HOMOPHOBIA - defined as the fear and hatred of people who love and who are sexually attracted to those of the same sex, which includes prejudice and acts of discrimination resulting from that fear and hatred. Derived from the Greek homos, meaning "same," and phobikos, meaning "having a fear of and/or aversion for," the term "homophobia" was coined by George Weinberg in 1972 in his book *Society and the Healthy Homosexual*.

INITIATION - the formal ceremony/traditional ritual which brings the pledge/associate into full membership of a sorority or fraternity

INTERFRATERNITY COUNCIL (IFC) - the programming body of collegiate fraternities

KINSEY SCALE - a 0-6 Likert-type scale used to understand the complexity of sexual diversity as depicted by the late, well-known sex researcher Alfred Kinsey. The scale represents on the 0 side heterosexuality, point 3 in the middle being bisexuality, and on the 6 side homosexuality. Kinsey's research shows that sexual identity falls naturally somewhere on this continuum between 0 to 6 and paved the way for educated dialogue on the concepts of sexual identity and sexual orientation. The scale bearing his name garnered world-wide attention and is still used today as a model to explain the complexity of sexuality

LAMBDA - the eleventh letter of the Greek Alphabet that was chosen in 1970 by the Gay Activists Alliance in New York as a symbol of liberation. In 1974, the first International Gay Rights Conference adopted the lambda as a international symbol for gay and lesbian liberation. It was originally used in jewelry and art for homosexuals to reveal their identity to each other secretly. Spartan platoons made up solely of homosexual men are said to have had this symbol emblazoned on their shields. The lambda represents synergy, the concept that the whole is greater than its independent parts

LEGACY - a rushee who is a granddaughter/grandson, daughter/son, sister/brother of a member of a particular sorority/fraternity

LESBIAN - refers to homosexual women. Derived from the name of the Greek Island of Lesbos, where the poet Sappho ran a school for women in 400 B.C. Due to homosexual referring to mainly the sexuality of what it means to be lesbian, many times the preferred words to use over the word homosexual are gay for men or lesbian for women.

LINE - the new members of a National Pan-Hellenic Council sorority/fraternity

MULTICULTURAL GREEKS - usually the representation of Latino/a, Asian, Native American sororities/fraternities. Sometimes Gay, Lesbian, Bisexual sensitive fraternities/sororities are also included in this category

NATIONAL PAN-HELLENIC COUNCIL (NPHC) or BLACK GREEK COUNCIL - the governing body of collegiate sororities/fraternities that are historically African-American

OUTING - the act of revealing another individual's sexual orientation, usually without permission

PANHELLENIC CONFERENCE (PHC) - the central programming body of collegiate sororities

PINK TRIANGLE - thousands of gay men and men perceived to be gay were condemned in World War II to Nazi concentration camps and labeled with pink triangles, similar to the way in which Jews were forced to wear yellow stars. Displayed with the point down, the pink triangle has been reclaimed as a symbol of remembrance and pride

PLEDGE/ASSOCIATE MEMBER - a new member who has not been initiated

PLEDGESHIP - the time when new members learn the history, traditions, and goals of the sorority/fraternity

QUEER - predominantly a derogatory term used to refer to gay men, lesbians, and bisexuals, implying that they are unnatural, unusual, or freakish. Some gay men, lesbians, and bisexuals have reclaimed this term as a source of empowerment and pride in being different from the norm.

RAINBOW FLAG - displayed with the red strip at the top, the rainbow flag was designed by Gilbert Baker in San Francisco in 1979 to celebrate the diversity of the lesbian and gay community. The colors are in the order of the rainbow (red, orange, yellow, green, blue and violet) and show that sexual orientation crosses all ethnic, religious, economic, political, and social sections of society. The symbol is now recognized by the International Congress of Flag Makers as a symbol of gay and lesbian pride

RUSH - the social activity in which mutual choice and selection occurs to seek and determine new sorority/fraternity membership

RUSHEE - person interested in becoming a member of a sorority/fraternity.

SECRET SISTER - often a sisterhood bonding activity designed to get to know new and older members of the sorority. The secret sister is a mystery, and nobody knows who her secret sister is. A secret sister may leave notes and homemade gifts for a new sister until a predetermined time when the new sister is able to guess who is her secret sister and/or when the secret sister is revealed to the new sister. The notes and gifts are often clues about the secret sister (i.e. hometown, likes/dislikes, hobbies, sorority customs, etc.) Such a practice may also be associated with "Big Sis & Lil Sis" and similar activities

SEXUAL ORIENTATION - the direction of an individual's emotional, physical, and/or sexual attraction to others, which may be toward the same sex (homosexual), the opposite sex (heterosexual), or both sexes (bisexual). Research has shown that sexual orientation exists on a continuum, rather than a set of distinct categories. The term sexual preference is not synonymous with sexual orientation and is not considered to be an accurate term to define one's sexual identity, due to the limited scope of sexuality implied by the word. Sexual orientation represents the varied and complex nature of sexuality and defining one's sexual identity

SEXUAL BEHAVIOR - refers to an individual's sexual activities or actions (what a person does), which may or may not be congruent with an individual's sexual identity (how a person identifies her or his sexual orientation). Sexual identity (who we are) is distinct from sexual behavior (what we do)

SISTERHOOD - a common bond of friendship among women, a family. Those who have a love for their sorority and a sincere interest in the care of their sisters; a willingness to help or be there for a sister in time of need; and shared common values of love, loyalty, honesty, understanding, and respect.

STONEWALL - the Stonewall Inn is a gay bar on Christopher Street in the Greenwich Village area of New York City. A June 27, 1969 police raid on the Stonewall sparked a three-day riot which has become a symbol of gay and lesbian resistance to societal oppression. The Stonewall riots are often said to be the birthplace of the modern gay and lesbian rights movement

STRAIGHT - a term used to refer to people who are heterosexual

Compiled from definitions in the "Opening Minds, Opening Doors, Opening Hearts" SAFE ZONE Manual at Northern Illinois University, 1999.

Updated and adapted from "It's All Greek to Me..." published in Out on Fraternity Row: Personal Accounts of Being Gay in a College Fraternity edited by Shane L. Windmeyer and Pamela W. Freeman, Alyson Publications, 1998.



User's Guide

An environment of homophobia threatens the core value of fraternal life – the promise of brotherhood and sisterhood. Fraternities and sororities can overcome this fear and ignorance with greater understanding and education on sexual orientation issues. This intensive train the trainer program will enable student leaders, chapter consultants, advisors and other volunteers/staff professionals to work together as a team of trainers to intentionally create a safer fraternal environment free of homophobia. Each participant will be trained on a curriculum divided into six different modules related to coming out issues, religion, sexual identity, ally support, harms of homophobia and the act of acceptance. Participants will also familiarize him/herself with the modules in the training manual. Trainers completing this pre-conference will be expected to plan and implement at least six anti-homophobia educational efforts utilizing the training manual over the next year. On-going support will be available to trainers from the Lambda 10 Project National Clearinghouse for Gay, Lesbian, Bisexual Issues and resources will be developed by reporting such efforts for future AFA/NIC "Best Practices." This pre-conference is guaranteed to equip participants with the knowledge and resources to be effective anti-homophobia trainers and to develop a network of allies for sexual orientation issues and fraternity/sorority life.

Each fraternity and sorority has a crucial role to play in developing leaders that have a true understanding of diversity and the importance of a community free of hate and homophobia. The Lambda 10 Project recognizes the role of fraternities and sororities as building future leaders and believes that the college Greek system is an essential area for anti-homophobia training on our campuses. To assist in these efforts, the Lambda 10 Project has developed this manual with a comprehensive approach to provide the knowledge and tools to combat homophobia on campus.

Purpose

This training manual is a specifically-designed curriculum tool in anti-homophobia education for fraternities and sororities. The manual is divided into training modules that can be arranged and adapted according to various target audiences in a college/university setting. The modules with activities are recommended for audiences of no more than 50 participants per training session, but can be adapted for larger audiences. The Anti-Homophobia Fraternity & Sorority Training Program and this manual were developed and provided by various organizations for the specific purpose of this training program. Special attribution and permissions have been granted for use and mentioned throughout the training manual. The content represents the most up-to-date information in anti-homophobia resources for fraternities and sororities. It also includes the program agendas, exercise descriptions, process and facilitation considerations and other resources essential in the delivery of the Anti-Homophobia Fraternity & Sorority Training Program.



Benefits of Training

- Model Anti-Homophobia educational program for your campus
- Specific knowledge about the personal accounts of gay, lesbian & bisexual brothers/sisters in the college fraternity and how members are impacted by homophobia and heterosexism.
- Understanding of the commonalities of experience among gay, lesbian and bisexual students in relation to sexual identity research to support such observations.
- Suggested methods to educate the Greek system on sexual orientation issues.
- Dialogue with colleagues and access to professional resources on gay, lesbian, bisexual sexual orientation issues.
- Purpose of the Lambda 10 Project, resources on topic such as website and handouts; and our commitment to provide leadership and support on gay, lesbian, bisexual issues for fraternity professionals.
- Ongoing support and evaluation of your year-long efforts.

The use of the Anti-Homophobia Fraternity & Sorority Training Program Manual and its materials is limited to training programs and workshop sessions for college and university campuses. This manual has been given to trainers for their use as facilitators. As such, no part of this manual may be distributed, reproduced, translated, abbreviated, excerpted, or used in any form or by any means, electronic or mechanical, including photocopying and recording, or by an information storage and retrieval system without permission in writing from the Lambda 10 Project.

Lambda 10 Project is asking all Anti-Homophobia Fraternity & Sorority Train The Trainer Program participants to sign a Trainer Agreement. The Trainer Agreement explicitly prohibits the use of the Anti-Homophobia Fraternity & Sorority Training Program model or materials in any context not specifically directed through the Lambda 10 Project.

While serving as an Anti-Homophobia Fraternity & Sorority Train the Trainer participant, your involvement in this program is a one-year commitment. It is expected that you will read all of the materials provided and will familiarize yourself with the programs, purpose, and mission of the training model.

Much has been written to delineate the functions of a "trainer" versus a "facilitator." For the purposes of this Trainer's Manual, the words "trainer" and "facilitator" are used interchangeably. Facilitators should have demonstrated skills in group process and leading large and small group discussions, as well as expertise in anti-bias education, prejudice-awareness strategies and diversity education.

The "Train the Trainer Manual" is named as such because it outlines the information, materials, rationales, and directions for each activity and exercise, in order to enable trainers to effectively facilitate the Anti-Homophobia Fraternity & Sorority Training Program.



Module Organization

At A Glance

Provides a brief description of presentations and activities for each module.

Objectives

Details the anticipated learning outcomes of each session.

Materials and Preparation

Every session requires an overhead projector and screen, a marker for writing on overheads, and at least one flip chart and colored markers or other easily viewed writing surface, such as a dry-erase board or chalkboard. Whenever videos are used, a TV and VCR are required.

This section provides a quick overview of specific transparencies, handouts, and/or videos, and the time needed for each presentation or activity. If additional materials are needed, such as signs, or more than one flip chart, the information is provided here, as well as in the Plan Ahead text box. Transparencies and handouts are included at the end of each module in the Support Materials section.

Plan Ahead

Indicates those activities or presentations that require facilitators to find information or make props prior to the workshop. In some cases, transparencies may need additional information. Facilitators are responsible for locating information prior to the workshop.

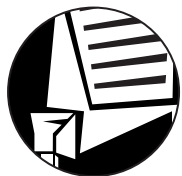
Presentations and Activities

Present the content for each session, describe the methodology (e.g. presentation, activity, case study), and include a discussion framework, key questions, instructions, and any other information useful to trainers as they conduct the training or review key topics. Presentations and activities may be mixed and matched from different modules, based on audience experience, time allotted, and participants' fields of expertise. Facilitators may wish to skip or abbreviate some activities or presentations.



Time

Specifies the amount of time required for each presentation or activity.



Transparencies are used in certain modules throughout the manual. Instructors are prompted to display specific transparencies, referred to by title, at various points throughout the text. It is assumed that each transparency will stay on the overhead until replaced by another.



Videos are used in certain modules throughout the manual. They should be ordered four-to-six weeks in advance of the workshop and should always be screened prior to use. Ordering information for video(s) is indicated for each module.



Handouts, including those designed for specific activities, are compiled at the end of each session. At various points in the text, facilitators will be reminded to provide specific handouts, referred to by title. It may be preferable to provide all handouts at the beginning of the specific module, except in cases where participants should not read ahead. It is assumed that the transparencies used in presentations will be provided as handouts to participants.



General Preparation for Training

Set up the Room

If possible, check the room where you will be presenting at least 30 minutes before your workshop begins. You can see if equipment is set up (and working!), check the arrangement of the furniture to correspond with the activities, and generally acclimate yourself to the room. As much as possible, try to create a relaxed atmosphere by regulating the temperature, personally welcoming participants, reducing unnecessary noises, and making sure chairs are comfortable. Even when you are in a familiar setting, it is very important to arrive early in case of unforeseen complications.

Know your Audience

Your presentation will vary according to the size and makeup of your audience. If the group is multi-representative of the campus, incorporate a discussion of the importance of collaboration and cooperation between different areas of the campus. If the group is not multi-representative of the campus, tailor presentations and activities to the specific areas/groups in attendance. Recognize that participants who are mandated to attend the workshop will be more resistant than those who have chosen to come. Make activities more interactive, and presentations more applicable to these audiences' direct work. The size of the group will also dictate presentation style and the opportunities for group interaction.

Incorporate Introductions or Icebreaker

This is particularly important when participants do not already know each other or you can tell they are apprehensive about the topic. Icebreakers and introductions can vary according to the size of the group, the length of the overall workshop, and the content being introduced.

Use Overhead Transparencies

Overhead transparencies are a useful visual tool. They not only provide information and allow participants to focus on something (other than you!), but they provide an outline for you to use in your presentation. Overheads should be written in large font (24 point or larger): they should have as much white space as possible, and address one major concept per transparency. Provide handouts of the transparencies, as well as handouts of information that is too complex to put onto an overhead. Use the embedded transparencies in the text to refer to the information—reading from the overhead gives the impression of unfamiliarity with the material.

Pace the Presentation

The time suggested for each presentation or activity is an estimate based on small- to medium-sized workshops and experienced trainers. Practice your presentation before the workshop to make sure you have enough time to clearly present the information, allow for group interaction, and provide an opportunity for questions and evaluations. If you cannot see a wall clock, ask a participant to let you know when you have five or ten minutes left, since checking your watch could send a message that you are anxious to leave. Trainers who extend their presentations over the allotted time often get very negative evaluations.

End on a Positive Note

Discussing gay issues can be a new challenge, for both participants and trainers. While it is necessary to convey the seriousness of the issue, possibly describing actual events, it is important to focus on the importance of being an ally. By ending with a positive discussion of being an ally, or by brainstorming ways participants can make a difference, trainers can end the session on a hopeful, enthusiastic note.



The following is a Facilitator Checklist to assist trainers before, during and after his/her workshop.

Facilitator Checklist

Before the Workshop:

- _____ If presenting with a co-facilitator, contact that person before the workshop to discuss the agenda and your facilitation styles.
- _____ Arrive at least 30 minutes prior to the start of the workshop.
- _____ Check in with the contact person and get materials from him/her.
- _____ Check room for seating arrangement (open circle, horseshoe shape, etc.)
- _____ Check VCR equipment and ensure that videos are cued up.
- _____ Prepare chart papers, overhead transparencies or power point presentation.
- _____ Write on the flip chart the name of the program and the names of facilitators.
- _____ When conducting a program on another campus, find out about bathrooms, smoking policy, phones, etc.
- _____ When conducting a program on another campus, find out about convenient places for lunch for you and the participants (if necessary) or if the client is providing lunch, including when and where it will be.
- _____ Distribute Participant Workbooks, handouts and any other materials.
- _____ Arrange sign-in table (e.g. set-up attendance sheet, nametags, folders, etc.)
- _____ Relax and HAVE FUN!

After the Workshop:

- _____ Collect attendance sheet.
- _____ Collect evaluations.
- _____ Collect videos and other materials; check VCR.
- _____ Collect all papers, and straighten up chairs in meeting room, if necessary.
- _____ Review evaluations.
- _____ Debrief with your co-facilitator and provide feedback where necessary.
- _____ Pack all materials (including evaluations, videos, and attendance sheet if applicable).
- _____ Remove all materials created during the workshop and discard them away from the workshop site.

**** If anything unusual happens during the session, please notify Lambda 10 Project immediately and, or local campus officials.**



Module

Coming Out on Campus

Total Time

110 Minutes

At A Glance

In Module 1 "Coming Out on Campus," participants will explore the feelings of coming out and recognize the importance of coming out from a gay, lesbian, bisexual perspective.

Objectives

By the end of this module, participants will be able to:

- Understand the process and challenges of coming out
- Hear the real life accounts of coming out in the college fraternity/sorority system
- Recognize the importance of coming out and that coming out happens all the time
- Share the value of having members come out in the chapter

Materials and Preparation

ROPES: Ground Rules for Discussion Activity

Time: 10 minutes

Handout: Ground Rules for Discussion

Cycle of Invisibility

Time: 5 minutes

Transparency: Cycle of Invisibility

Handout: Cycle of Invisibility

