

Safe Zone Ally Training

Participant Guide & Resource Kit

MAR 6, 2019

Provided by Prism of Saint Leo University

Presenter: Chris Friend

Welcome from Prism

WEDNESDAY, AUGUST 29, 2018

Dear Training Participant,

I'd like to thank you for making time to participate in Prism's Safe Zone training! By becoming Safe Zone certified you are helping to create a friendly environment within the university for LGBTQ+ members of our Saint Leo community.

As an Ally, you will have a critical role in helping new faculty and students feel accepted and validated by their peers. This program will prepare its participants to actively support sexual and gender minorities by giving them the tools to engage in progressive conversations and become a positive influence on campus. Your visibility will make an impact!

As an incoming student, I had reached out to Dr. Friend to inquire whether or not the university was a safe place for queer students. Without his assurance, I may not have matriculated at Saint Leo University. With Safe Zone, students like me will have an entire support system to contact with any questions or concerns.

As Pope Francis has said, "A single individual is enough for hope to exist, and that individual can be you. And then there will be another 'you,' and another 'you,' and it turns into an 'us.' And so, does hope begin when we have an 'us?' No. Hope began with one 'you.' When there is an 'us,' there begins a revolution."

Viva La Revolution.

Olivia Callahan

Prism President

Training Session Agenda

TIME	EVENT	FORMAT
5 min	Discussion Expectations, Setting Intentions, etc.	Presentation
10 min	Introductions	Whole-Group Discussion
15 min	Gender Boxes	Small-Group Activity
45 min	Terminology & Identity	Presentation
5 min	The Gender Unicorn	Individual Activity
10 min	"Think Before You Speak"	Small-Group Activity
30 min	Empathizing with the LGBTQ+ Community	Presentation
15 min	Coming-Out Stars	Whole-Group Activity
20 min	Panelist Visit or "Asking for a Friend"	Whole-Group Q & A
15 min	Application & Resources	Presentation
10 min	What-If Scenarios	Small-Group Activity
10 min	Start-Stop-Continue	Individual Activity
At End	Ally Contract & Safe Space Placards	Individual Activity

Today's training will be intense. You'll get a workout for both your brain and your heart, so be sure to drink plenty of fluids and take stretch breaks when needed. We'll pause the training roughly every hour for a 10-minute refresher break. If you need to get up or leave at any time, feel free.

If you're completing this training to get a Safe Zone placard for your office, please be present (physically and mentally) for all parts of today's program. We want to make sure our Safe Zone participants are as well-informed as possible!

Discussion Expectations

The Vegas Rule...Modified

The material we work with in this training has the potential to get personal or awkward, especially for folks who haven't thought about these issues from the perspectives we present. In order to have meaningful, honest discussions, we all need some reassurance that what we say, share, or ask in this training won't come back to haunt us later. What is shared in training stays in training.

But the point of this training is to make real changes in the Saint Leo community, and we're relying on you to continue thinking about, working with, and questioning what we discuss today. We want this class to change the way you interact with people. To make that happen, what is learned in training leaves with you. We encourage you to share the ideas—and even the non-personal stories—you learn here, and you're welcome to use Prism's name in the retelling, but please share the message without the people's names.

When you leave today, take with you the principles, not the personalities.

Ask Questions About Whatever, Whenever

We never know when something we take for granted is new to someone in the room. If you think of a question during this training, even if it's not related to the current topic, please ask it and get it off your mind (and into ours). You're welcome to ask questions at any time throughout this training, but we do ask you to be courteous and raise your hand first so as not to interrupt someone.

The Aretha Franklin Rule

Be sure to give everyone here (and those not here to speak for themselves) some R-E-S-P-E-C-T. Courtesy, empathy, and patience pay off with our discussions. Using I-statements helps stay focused on your own thinking. And remember to share the airtime: If you participate often, check that you leave space for others. If you don't share often, find a place to jump in and contribute!

Be Brave

Check your presumptions at the door. Be open to surprise, to different perspectives, and to new ideas. Allow your mind to change. And remember, we made this a safe space to share ideas, but safety does not equal comfort.

Our Focus on Core Values

Respect

We value all individuals' unique talents, respect their dignity, and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas, and on learning, living, and working harmoniously.

Community

Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Participant Outcomes

Knowledge

Improve your understanding of (and feel more comfortable with) the concepts of sexual orientation, gender identity, and gender expression

Awareness

Better empathize with the challenges that LGBTQ+ people face

Skills

Identify ways to create safe, affirming, and inclusive spaces for LGBTQ+ people on campus



Building Knowledge

Terminology and Identity

Gender Boxes

This activity will be completed in small groups. Include phrases, characteristics, objects, behaviors, and experiences in your examples.

"Act Like a Man"

"Act Like a Lady"

The Umbrella

LGBTQ is an acronym

meant to encompass a whole bunch of diverse **sexualities** and **genders**. Folks often refer to the Q (standing for “queer”*) as an **umbrella term**, under which live a whole bunch of identities. This is helpful because **lesbian, gay, and bisexual** aren’t the only marginalized sexualities, and **transgender*** isn’t the only gender identity. In fact, there are many more of both!



* The “Q” sometimes stands for “questioning” and “transgender” is often thought of as an umbrella term itself (sometimes abbreviated “trans”; or “trans*” in writing). Lots of asterisks, lots of exceptions, because hey – we’re talking about **lots** of different folks with different lived experiences to be inclusive of.

Constructing an Identity

Components of Gender

Sex Assigned at Birth

This classification of people occurs at birth and is based on _____, _____ evidence. It can be _____ through DNA analysis.

Gender Identity

A person's deeply held _____ or psychological _____ of their gender. One's own gender identity is not determined by _____.

Transgender means a person's _____ and _____ don't align.

Gender Expression

The way a person _____ gender through _____, clothing, hair, voice, _____ characteristics and mannerisms. It includes _____-perception and _____ perception.

Components of Orientation

Sexual Orientation

A person's _____-perceived identity in relation to the _____ that person is _____ attracted to. Examples include: heterosexual/straight, homosexual/gay, lesbian, bisexual, queer, pansexual, etc.

Romantic Orientation

A person's _____-perceived identity in relation to the _____ that person is _____ (not sexually) attracted to.

The Gender Unicorn

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. The way we identify ourselves comes from a complex combination of factors that aren't immediately obvious. If you're curious to learn more, visit www.transstudent.org/gender/.



Plot a point on both continua in each category to represent your identity; combine all ingredients to identify your Unicorn

Sex Assigned at Birth

Indicates a lack of what's on the right.

{ → Male-ness
 { → Female-ness

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

Gender Identity

{ → Man-ness
 { → Woman-ness

How you, in your head, define your gender; based on how much you align (or don't align) with what you understand to be the options for gender.

Gender Expression

{ → Masculine
 { → Feminine

The ways you present gender; through your actions, dress, and demeanor; and how those presentations are interpreted based on gender norms.

Sexually Attracted to

Nobody { → (Women/Females/Femininity)
 → (Men/Males/Masculinity)

Romantically Attracted to

Nobody { → (Women/Females/Femininity)
 → (Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

Intersectionality

Definition

The theory that components of a person's identity cannot be usefully considered independently of others. In other words, the idea that you aren't *just* one kind of person or another, but rather are one kind of person who also happens to be another kind of person, and those qualities overlap and interact.

Activity

List five of your identities (such as race, religion, gender, size, age/generation, military status, ability, upbringing, memberships). Mark with a + any identity you think about regularly. Mark with a - any you think of infrequently.

Discussion Questions

- Does your identity influence (intentionally or not) your assumptions about, or interactions with, other people?
- Which of your identities influence how others treat or understand you?
- Does one of your identities come into conflict with another identity you hold?



Building Awareness

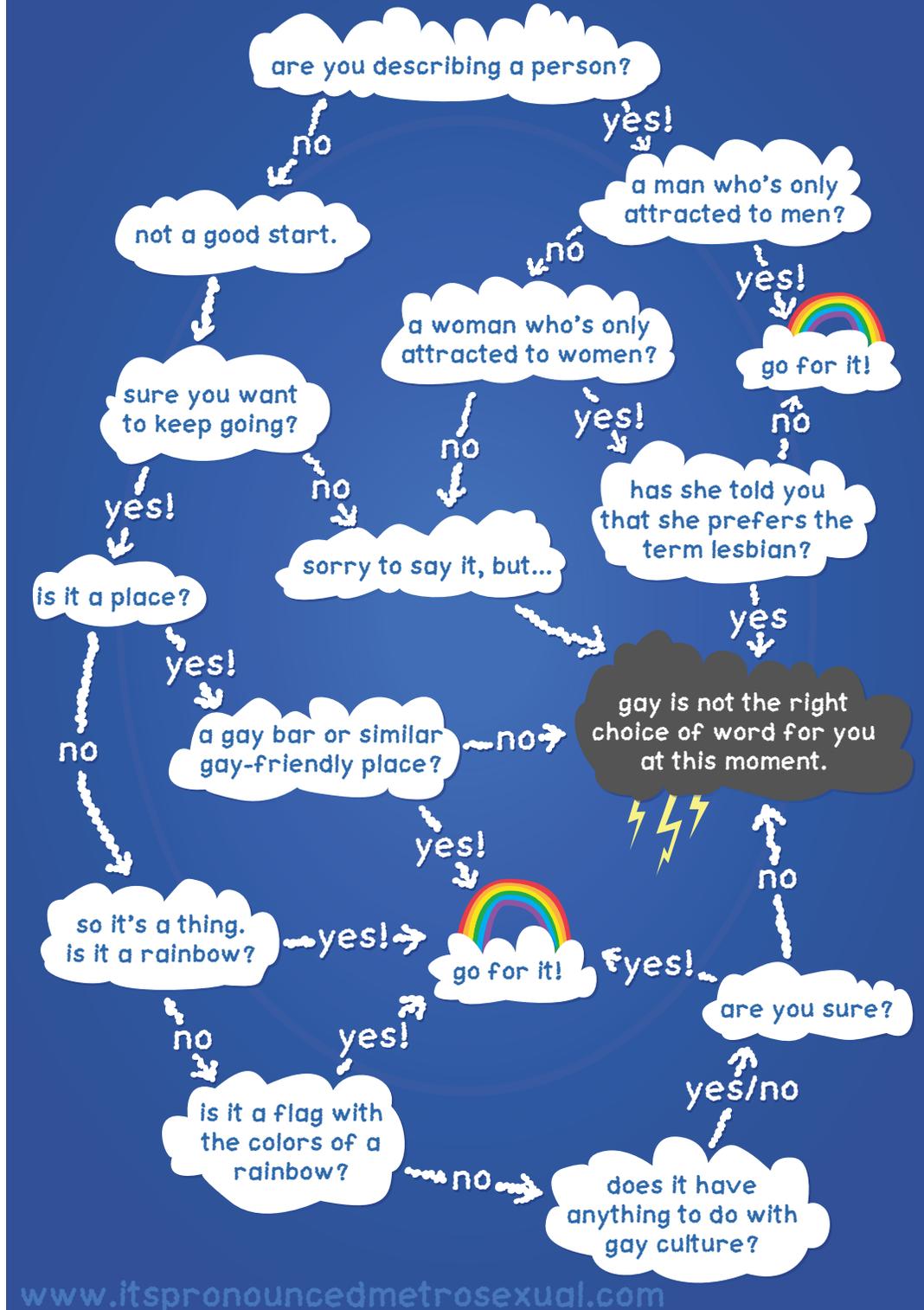
Empathy and Disclosure

Think Before You Speak

Trouble spots:

- ◆ **Cause:** choice / preference / lifestyle
- ◆ **Slang:** "That's so gay."
- ◆ **Terms:** homosexual / fag / dyke
- ◆ **Heteronormativity:** boyfriend / girlfriend / "opposite gender"
- ◆ **Assuming:** Presuming someone's gender identity (with pronouns, etc.)

I want to say "gay!"



AVOID SAYING...	SAY INSTEAD...	WHY?	EXAMPLE
"Hermaphrodite"	"Intersex"	Hermaphrodite is a stigmatizing, inaccurate word with a negative medical history.	"What are the best practices for the medical care of intersex infants?"
"Homosexual"	"Gay"	"Homosexual" can connote a medical diagnosis or discomfort with gay/lesbian people.	"We want to do a better job of being inclusive of our gay employees."
"A gay" or "a transgender"	"A gay/transgender person"	Gay and transgender are adjectives that describe a person/group	"We had a transgender athlete in our league this year. "
"Born female" or "Born male"	"Assigned female/male at birth"	"Assigned" language accurately depicts the situation of what happens at birth	"Max was assigned female at birth, then he transitioned in high school."
"Female-bodied" or "Male-bodied"		"-bodied" language is often interpreted as as pressure to medically transition, or invalidation of one's gender identity	
"Transgender people and normal people"	"Transgender people and cisgender people"	Saying "normal" implies others are "abnormal" which stigmatizes the person.	"This group is open to both transgender and cisgender people."
"Both genders" or "Opposite sexes"	"All genders"	"Both" implies there are only two; "Opposite" reinforces antagonism amongst genders	"Video games aren't just a boy thing—kids of all genders play them."
"Ladies and gentlemen"	"Everyone," "Folks," "Honored guests," etc	Moving away from binary language is more inclusive of people of all genders	"Good morning everyone, next stop Picadilly Station."
"Mailman," "Fireman," "policeman," etc.	"Mail clerk," "Firefighter," "Police officer," etc.	People of all genders do these jobs	"I actually saw a reghter rescue a cat from a tree."
"It" when referring to someone (e.g., when you don't know the right pronouns)	"They"	"It" is for referring to things, not people.	"You know, I am not sure how they identify."

Religion & Identity¹

For the Christian believer, an acceptance of self...must take place within the larger context of accepting divinely revealed truth about the dignity and destiny of human persons. It is the Church's responsibility to believe and teach this truth, presenting it as a comprehensive moral vision and applying this vision in particular situations through its pastoral ministries. We present the main points of that moral teaching here.

Every person has an inherent dignity because he or she is created in God's image.

A deep respect for the total person leads the Church to hold and teach that sexuality is a gift from God. Being created a male or female person is an essential part of the divine plan, for it is their sexuality—a mysterious blend of spirit and body—that allows human beings to share in God's own creative love and life.

Like all gifts from God, the power and freedom of sexuality can be channeled toward good or evil.

Everyone—the homosexual and the heterosexual person—is called to personal maturity and responsibility. With the help of God's grace, everyone is called to practice the virtue of chastity in relationships. Chastity means integrating one's thoughts, feelings, and actions, in the area of human sexuality, in a way that values and respects one's own dignity and that of others. It is "the spiritual power which frees love from selfishness and aggression" (Pontifical Council for the Family, *The Truth and Meaning of Human Sexuality*, 1996, no. 16).

Respect for the God-given dignity of all persons means the recognition of human rights and responsibilities.

The teachings of the Church make it clear that the fundamental human rights of homosexual persons must be defended and that all of us must strive to eliminate any forms of injustice, oppression, or violence against them (cf. *The Pastoral Care of Homosexual Persons*, 1986, no. 10).

It is not sufficient only to avoid unjust discrimination. Homosexual persons "must be accepted with respect, compassion and sensitivity" (Catechism of the Catholic Church, no. 2358). They, as is true of every human being, need to be nourished at many different levels simultaneously. This includes friendship, which is a way of loving and is essential to healthy human development. It is one

¹ Excerpted from "Always Our Children: A Statement of the Bishops' Committee on Marriage and Family" (available from www.usccb.org).

of the richest possible human experiences. Friendship can and does thrive outside of genital sexual involvement.

It seems appropriate to understand sexual orientation (heterosexual or homosexual) as a deep-seated dimension of one's personality and to recognize its relative stability in a person. A homosexual orientation produces a stronger emotional and sexual attraction toward individuals of the same sex, rather than toward those of the opposite sex. It does not totally rule out interest in, care for, and attraction toward members of the opposite sex. Having a homosexual orientation does not necessarily mean a person will engage in homosexual activity.

There seems to be no single cause of a homosexual orientation. A common opinion of experts is that there are multiple factors—genetic, hormonal, psychological—that may give rise to it. Generally, homosexual orientation is experienced as a given, not as something freely chosen. By itself, therefore, a homosexual orientation cannot be considered sinful, for morality presumes the freedom to choose.

The Christian community should offer its homosexual sisters and brothers understanding and pastoral care.

More than twenty years ago we bishops stated that "Homosexuals...should have an active role in the Christian community" (National Conference of Catholic Bishops, *To Live in Christ Jesus: A Pastoral Reflection on the Moral Life*, 1976, p. 19). What does this mean in practice? It means that all homosexual persons have a right to be welcomed into the community, to hear the word of God, and to receive pastoral care. Homosexual persons living chaste lives should have opportunities to lead and serve the community. However, the Church has the right to deny public roles of service and leadership to persons, whether homosexual or heterosexual, whose public behavior openly violates its teachings.

Nothing in the Bible or in Catholic teaching can be used to justify prejudicial or discriminatory attitudes and behaviors. We reiterate here what we said in an earlier statement:

We call on all Christians and citizens of good will to confront their own fears about homosexuality and to curb the humor and discrimination that offend homosexual persons. We understand that having a homosexual orientation brings with it enough anxiety, pain and issues related to self-acceptance without society bringing additional prejudicial treatment. (Human Sexuality: A Catholic Perspective for Education and Lifelong Learning, 1991, p. 55)

Challenges for Students

Campus & Classes

- Policies: protection & empathy
- Safety: physical & social
- Curriculum: representation & acceptance

Identity & Mental Health

- Identity: complex development process
- Mental Health Condition: 3× more likely
- Body Image: eating disorders more common

Sex, Drugs, & Medicine

- Providers: affirming & competent
- Substance Abuse: 2-3× more likely
- Sex Ed: Less likely to learn their needs

Coming Out: Myths & Facts

Myths

- You only come out once
- You're either out or you aren't
- People who are out are more mature
- Everyone has to come out
- There is a sequence of steps everyone takes in coming out
- Coming out requires at least two people
- People of color come out later than white LGBTQ+ people
- LGBTQ+ people know they are different from childhood
- Coming out is all-or-nothing and irreversible

Facts

- Coming out in a continuous process
- Most people are out in some aspect of life, but not all
- Not everyone feels the must come out
- Not everyone is safe to come out
- Some people come out to a priest first, some to a significant other, some to a sibling, some to a stranger online.
- A person often has to self-disclose first
- People of color come out on average around the same time (or earlier) than white LGBTQ+ people
- Some LGBTQ+ people know at very young ages, but others don't realize it for much longer
- Many people initially come out as one identity (or about only one aspect), but later come out as another

Stages of Identity Development

There are many models of identity development and perception; the original and most popular model for fighting homophobia and reducing heterosexism was developed by Vivienne Cass (1979). Cass states that progression through these stages **does not have to be linear**, that **not everyone moves through all stages**, and there is **no specified length of time for each stage**. This model is based on Cass's research with gay white males and thus may not be as applicable to other sexual, gender, and ethnic minorities.

1. Identity Confusion

"Why am I different from others?"

Realization that one might be gay (causes confusion); focus on behaviors; low self-esteem; thoughts of "just a phase"

2. Identity Comparison

"So what am I, then?"

Ability to express feelings as same-sex; unwillingness to identify self as gay

3. Identity Tolerance

"I guess I'm gay, but that's shameful."

Acknowledgment that one is probably gay; negative thoughts regarding homosexuality

4. Identity Acceptance

"I am gay, and that's okay."

Abstract logic leads to labeling oneself as gay; acceptance progresses gradually

5. Identity Pride

"I'm gay; you must be okay with it!"

Identification of how past experiences were affected by identity; anger at past homophobia

6. Identity Synthesis

"There's more to me than being gay."

Integration of various personal identities; reduced anger as one considers context; shift to existential questioning

Coming Out: A Guide for Allies

Respect confidentiality

More than anything, remember that the person chose to disclose to you because of a perceived sense of safety. They trust you and you alone with the disclosure they chose to make. Get the person's consent before telling others.

Be supportive

Understand that coming out is a stressful process, like getting married or getting a new job. It might seem like "no big deal" to you, but to the person in front of you, this process involves tremendous risk. Offer kindness and empathy.

Make sure the person knows you are taking them seriously. Using humor can make a tense situation easier to handle, but don't imply that their identity—or this disclosure—is a joke, a phase, silly, or fake. Laughter can help people relax, but it might not encourage them to open up.

Don't put words in their mouth

Let them call the shots and set the timeline for their own coming out. No two people follow the same pattern and pace. Some people might be comfortable with the process while others may struggle and need more patience from you.

You may have questions, or you may already have knowledge and experience of your own. Researching the situation and process can help your understanding, but remember that this person is also an individual, and facts about (or your experiences with) gay culture may have no bearing on what they are experiencing.

Keep the lines of communication open

Make sure this person knows that you still care about them, no matter what. If you need more time to process the new information, say so! Just make sure they know you aren't angry, upset, dismissive, or rejecting them. If possible, keep in contact while you process. Check in regularly, ask the questions you need, but be available for any they have, as well.

Work to ensure your existing relationship (whatever form it takes) remains unchanged in light of the disclosure. This will let them know they still matter to you, and that you know they are still the same person.

"COMING OUT" "of the closet." is the process by which someone...

1. Accepts and identifies with their gender identity and/or sexual orientation; and
2. Shares their identity willingly with others.

Sometimes We talk about coming out as if it were a one time thing. But for most folks coming out is a **series of decisions** – sometimes daily – that LGBTQ people navigate in every new setting they enter. (Most people aren't like Ellen, where they come out once and then the whole world knows.)

People may be "out" ⇔ in some spaces, and "in" ⇔ in others.

⇔/⇔ to Family ⇔/⇔ to Friends ⇔/⇔ to Classmates/Coworkers ⇔/⇔ to Religious Community

A decision to come out to a person or group is one of safety, comfort, trust, & readiness.

It's dangerous, unhealthy, and unhelpful to force someone to come out, or to "out" someone else (i.e., disclosing someone's gender identity or sexual orientation to others without the person's consent), **regardless of your intentions** (sometimes people think they're being helpful, or acting on the person's behalf to conquer their fears), **but...**

IF SOMEONE COMES OUT TO YOU...

DON'T:

1. Say "I always knew," or downplay the significance of their sharing with you.
2. Go tell everyone, bragging about your "new trans friend."
3. Forget that they are still the person you knew, befriended, or loved before.
4. Ask probing questions, or cross personal barriers you wouldn't have crossed earlier.
5. Assume you know why they came out to you.

DO:

1. Know this is a sign of huge trust! (Yay!)
2. Check-in on how confidential this is (Do other people know? Is this a secret?)
3. Remember that their gender/sexuality is just one dimension (of many) of who they are.
4. Show interest and curiosity about this part of them that they are sharing with you.
5. Ask them how you can best support them.

Community Resources

Online

- ◆ **GLSEN** (glsen.org)—Gay, Lesbian, and Straight Education Network, supporting Gay-Straight Alliances nationwide; sponsors of the National Day of Silence each April
- ◆ **National LGBT Task Force** (nlgftf.org)—Political activism for the LGBTQ+ community
- ◆ **The Trevor Project** (thetrevorproject.org)—LGBTQ+ suicide prevention & hotline ☎ 1-866-488-7386
- ◆ **It Gets Better Project** (itgetsbetter.org)—Giving hope to LGBTQ+ youth
- ◆ **Human Rights Campaign** (hrc.org)—Political activism supporting equality

In Tampa Bay

- ◆ **Metro Inclusive Health** (metrotampabay.org)—comprehensive HIV services and medical care, social activities, classes, support groups, counseling, health and fitness programs, youth programs, substance abuse programs, older adult programs, behavioral health services, and free HIV testing
- ◆ **Gay Catholics of Tampa Bay** (gaycatholicstampabay.com)—Weekly LGBTQ-inclusive Mass at the Franciscan Center, 7pm Sundays
- ◆ **Crisis Center of Tampa Bay** (crisiscenter.com; ☎ 2-1-1)—Consolidated resources to help with emotional distress, abuse, substance abuse, etc.
- ◆ **PFLAG Tampa Bay** (pflagtampa.org)—Parents and Friends of Lesbians and Gays, providing social support for those who care for LGBTQ+ people
- ◆ **Pasco Pride** (pascoprideproud.org)—Local Pride festivities in New Port Richey, first started in October 2018

At Saint Leo University

- ◆ **Safe Zone Allies** (bit.ly/prism-engageleo)
- ◆ **Father Michael Cooper** (Dept of Theology, 352-588-8356)
- ◆ **Counseling Services** (DeChantal Hall)
- ◆ **Prism Meetings & Members**
✉ – prism@saintleo.edu
f | t | @ – @PrismSaintLeo



Building Skills

Scenarios & Opportunities

Scenarios for Faculty & Staff

1. You've noticed a fellow staff member making comments that are subtly homophobic and transphobic, which are making you and others uncomfortable. You're unsure if this person realizes what they are saying is problematic or not. What might you do?
2. You're interacting with someone new, and they introduce themselves as Alex and they look very androgynous. You're not really sure what pronouns to use. What should you do?
3. You're giving a tour to someone who are considering hiring and they ask if the office is LGBTQ+ friendly. How might you respond?
4. A student/participant you work with on a regular basis shares with you that they are gay and are nervous to tell others and worried about how this will affect their employability in the future. How do you support this person?

5. A staff member shares at a staff meeting that they are trans and would like everyone to use a new name and the pronouns “they/them/theirs,” while everyone at the staff meeting is very positive and affirming in the moment, afterward there is a lot of confusion and hesitancy about how to proceed. People aren’t sure how to let others know, what to do when they mess up pronouns/names, what other types of support this person may want/need. How might you proceed?

6. You bring up the idea of your office/team doing a diversity/inclusion training. There is a lot of eye rolling and no one says anything affirming about the idea. Someone comments, “we’re all really accepting here, I don’t think we need to do that sort of training.” How might you respond?

Scenarios for Students

1. You’ve started to become closer friends with someone over the last three months. One day you’re hanging out and they seem really nervous and uncomfortable. You ask them what’s up and they tell you that they’re queer and worried you’re going to reject them and that everyone is going to reject them. What do you do?

2. You’re working on a project with some people in class and the first time you meet someone says, “Ugh...This project is so gay, right? What a stupid project.” A few people look at each other awkwardly but don’t say anything. How might you respond?

3. You're helping out with a program when someone comes over and says, "Hey this is Alex, Alex is here to help us set-up." And then walks away leaving you with Alex. You've never met before, Alex is very androgynous and you're not really sure what pronouns to use with Alex. You're going to be introducing them to others helping set up, so you want to know. What might you do?

4. You're part of an LGBTQ+ and ally group and one day you make the suggestion that the group might want to attend LGBTQ-awareness training. You've noticed a lot of internalized homophobia as well as biphobia/transphobia within the group and you're hoping that the training would be a good way to start getting at those things. There is a lot of discomfort and someone says, "It's straight people who need to be educated not us." What might you do?

5. One of your teachers/mentors (whom you know quite well) is talking about sexuality or gender in class. When the discussion goes quiet, they turn to one student, who is out as gay on campus, and ask if that student has anything additional to add. This makes you feel really uncomfortable. What do you do?

Start-Stop-Continue

Start

What can you start doing to create a more LGBTQ-inclusive campus? What actions or steps could improve your classroom/department/dorm/club/group/greek organization?

Stop

What do you (or your group) do that may challenge or limit LGBTQ+ inclusion? What is not working? You may have been unaware of these actions before today.

Continue

What do you (or your group) already do that can be continued? What things are working well for LGBTQ+ inclusion? How can you advocate for this to persist?

Safe Zone / LGBTQ+ Ally Contract Terms

As a Safe Zone Ally, I agree to the following:

- I will respect each individual's right to privacy and confidentiality.
- I recognize that there are limits to confidentiality. It would not be appropriate to maintain confidentiality if a person shares an intention to harm self or others. Protecting the immediate safety of the individual becomes more important than protecting that person's confidentiality.
- I will refer people, when appropriate, to proper resources and referrals that are known to me.
- I will display my Safe Zone Ally sticker visibly.
- I will not engage in inappropriate relationships with individuals seeking help through Safe Zone.

As a Safe Zone Ally, I understand the following:

- I hereby have permission to be imperfect when I encounter someone whose sexual orientation or gender identity/expression is different from my own. It is okay that I do not know everything about Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning people. It is also okay if, at times, my lack of knowledge about LGBTQ+ people shows. I know that no one is an "expert" on LGBTQ+ issues.
- I have permission to ask questions that might appear naïve. I have permission to be honest about my feelings. And I have permission to struggle with these issues and to be honest in my self-exploration.
- I am, however, committed to educating myself and others about oppression, heterosexism, transphobia, and homophobia and combating these prejudices in others, in my community, and at Saint Leo University.
- I am committed to working toward providing a safe, confidential support network for members of the LGBTQ+ community.
- I am committed to treating everyone, regardless of their gender, ethnicity, age, religion, SES status, physical or mental abilities, gender identity, and sexual orientation, with the dignity and respect they are entitled to as individuals.