Startling Statistics.....
GLBT students hear anti-gay slurs on an average of 25 times a day; 97% of the time, teachers hearing these slurs fail to respond.

GLBT youth are three times more likely than their non-gay peers to develop a substance abuse problem.

28% of all GLBT youth drop out of high school - usually to escape the harassment, violence, and alienation they endure at school.

GLBT youth are four times more likely than heterosexual students to commit suicide.

18% of all GLBT students are physically injured to the point where professional medical services are required.

26% of GLBT students are forced to leave home because of conflicts with their families over their sexual identities.

80% of teachers harbor some negative attitudes towards gays and lesbians.

53% of prospective teachers feel uncomfortable working with a gay or lesbian colleague.

67% of guidance counselors were found to harbor negative feelings towards GLBTs.

Bob Chase, National Education Association; US Dept. of Health & Human Services; University of Minnesota; Massachusetts Dept. of Education; Gay Lesbian Straight Education Network
Minnesota Statute 363.12
It is the public policy of this state to secure for persons in this state, freedom from discrimination; in employment, housing, public accommodations, public services and education... because of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation and age.

National Education Association
Resolution C-26
Student Sexual Orientation
"The NEA believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation."
School Climate in Minnesota

Research Brief

Findings from the GLSEN 2009 National School Climate Survey demonstrate that Minnesota schools were not safe for many lesbian, gay, bisexual and transgender (LGBT) secondary school students. In addition, many LGBT students in Minnesota did not have access to important school resources, such as Gay-Straight Alliances, and were not protected by comprehensive bullying/harassment school policies.

FACT: LGBT students in Minnesota most commonly heard homophobic, sexist and negative remarks about gender expression.

- Nearly all heard "gay" used in a negative way (e.g., "that's so gay") and about 9 in 10 heard other homophobic remarks (e.g., "fag" or "dyke") regularly at school (see Figure 1).

- More than 9 in 10 regularly heard other students in their school make negative remarks about how someone expressed their gender, such as comments about someone not acting "feminine" or "masculine" enough (see Figure 1).

- Students also heard biased language from school staff. 23% regularly heard staff make negative remarks about someone's gender expression, and 14% regularly heard school staff make homophobic remarks.

FACT: Most LGBT students in Minnesota had been victimized at school. Many of these incidents were not reported to adult authorities.

- The majority experienced verbal harassment (e.g., called names or threatened); more than 4 in 5 because of their sexual orientation and about 3 in 5 because of the way they expressed their gender (see Figure 2).

- Many also experienced physical harassment and physical assault: about 3 in 10 were physically harassed (e.g., pushed or shoved) because of the way they expressed their gender and nearly 2 in 5 were physically assaulted (e.g., punched, kicked or injured with a weapon) because of their sexual orientation (see Figure 2).

- Students also reported high levels of other forms of harassment at school: 88% felt deliberately excluded or "left out" by peers; 81% had mean rumors or lies told about them; 67% were sexually harassed; 58% experienced electronic harassment or "cyberbullying"; and 52% had property (e.g., car, clothing or books) deliberately damaged or stolen.

- 55% of students who were harassed or assaulted in school never reported it to school staff, and 54% never told a family member about the incident. Among students who did report incidents to school authorities, only 42% said that reporting resulted in effective intervention by staff.
FACT: LGBT students in Minnesota most often did not have access to in-school resources and supports.

- Only about 1 in 3 attended a school with a comprehensive bullying/harassment policy that included specific protections based on sexual orientation and/or gender identity/expression (see Figure 3).
- Nearly all could identify at least one school staff member supportive of LGBT students, but only 63% could identify many (6 or more) supportive school staff.
- Many did not have LGBT-inclusive curricular resources: only about 1 in 6 was taught positive representations of LGBT people, history and events, and just under half could access information about LGBT communities on school internet (see Figure 3).

School-based supports such as comprehensive bullying/harassment policies, school personnel who are supportive of LGBT students, Gay-Straight Alliances and LGBT-inclusive curricular resources can positively affect school climate for LGBT students. Findings from the 2009 National School Climate Survey demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement.

RECOMMENDATIONS

Given the high percentages of LGBT students in Minnesota who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that school leaders, education policymakers and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement comprehensive school bullying/harassment policies.
- Support Gay-Straight Alliances.
- Provide training for school staff to better respond to LGBT harassment in school.
- Increase student access to LGBT-inclusive curricular resources.

These actions can move us toward a future in which all students in Minnesota will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity or gender expression.

CONTACT

GLSEN National Office  glsen@glsen.org  www.glsen.org
OutFront Minnesota  inquiries@outfront.org  www.outfront.org

GLSEN (the Gay, Lesbian and Straight Education Network) is the leading national education organization focused on ensuring safe schools for all students.

ABOUT THE RESEARCH

In 2009, GLSEN conducted the sixth National School Climate Survey (NSCS), a biennial survey of the experiences of LGBT youth in U.S. secondary schools. The national sample consisted of 7,261 LGBT students from all 50 states and the District of Columbia. A total of 161 respondents were attending schools in Minnesota at the time of the survey. The majority of this sample was White (78%), 10% was multi-racial, 4% was Asian/Pacific Islander, 4% was Hispanic/Latino and 2% or less identified as African American/Black or Middle Eastern/Arab American. Most identified as female (58%), 34% as male and 4% as transgender. Most (86%) attended public schools, and 67% attended school in urban or suburban communities. The results reported in this Research Brief have a margin of error of +/-1%.

For the national NSCS report or for other GLSEN research, go to www.glsen.org/research.

Unmasking subtle heterosexism: Microaggressions and microvalidations in everyday life

Columbia University Psychologist Dr. Derald Wing Sue has pioneered research on what are called "racial microaggressions" or experiences of racism that are so subtle that neither victim nor perpetrator may entirely understand what is going on. These microaggressions can range from more overt behaviors like name-calling, to insensitivity to a person's racial heritage, to comments that negate the feelings of minority people. Think about things like an Asian American person repeatedly being asked "where are you from?" which can send the message that they are not American. Or an African American person being followed around a store. In both of these cases it isn't entirely clear that a racial event occurred, but if you are a minority and these things happen all the time you start to really notice them. While a single negative comment isn't likely to send someone spiraling to full blown depression or substance abuse, emerging research suggests that the accumulation of these subtle negative experiences can build up and may prove to be especially toxic for minority people.

Dr. Sue has grouped various kinds of microaggressions into three areas:

A microassault is an explicit verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.

A microinsult is characterized by communications that convey rudeness and insensitivity and demean a person's racial heritage or identity. Microinsults represent subtle snubs, frequently unknown to the perpetrator, but clearly convey a hidden insulting message to the recipient of color.

Microinvalidations are characterized by communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a minority person.

After reading this article on microaggressions in the APA Monitor I have been spending a lot of time thinking about this topic. I have been particularly curious about how gay and lesbian people may experience these kinds of microaggressions and how we might go about studying their occurrence and effects. I turn almost no research has been done on LGBT people and microaggressions. So I started paying attention and making a note of various kinds of experiences I have in my daily life and recent travels. Here are a few examples of things I have recently experienced:

1) A customs agent pointedly agent asking my partner and I if we are "friends." While I thought about correcting him and saying in fact we are partners, I eventually decided it wasn't worth it. I wasn't entirely sure why he said it the way he did and didn't want to raise an issue that may not...
have existed, but it did feel like it invalidated my relationship and made me frustrated that I wasn’t sure how to respond.

2) A colleague told me that she knew what is was like to be gay because she was a religious minority. While I certainly agree that there are certain aspects of minority status that may illuminate the experience of other minority groups, it seemed to deny the unique aspects of LGBT people to assume total understanding of my experience.

3) I read an article in a magazine that talked about how fantastic gay men were at fashion and art. This made me feel like a stereotype (whether it fits me or not is another question).

4) Proposition 8 passed in California and invalidated the legal recognition of same-sex relationships.

While these kinds of experiences can make a LGBT person feel invalidated or stigmatized, I also have been thinking the kinds of events that can instil feelings of validation. For example, on a recent flight a couple sitting next to me were gushing to me about their gay son and his male partner. The casual way that they talked about their son and his partner on the crowded plane made me feel at ease telling them about my partner and our recent travels.

My research team and I are in the process of creating a measure of microaggression and microinvalidation experiences unique to LGBT people that we can administer in an upcoming study. Help us create this measure by leaving a comment below about experience that made you feel assaulted, insulted, invalidated. Or just as important, leave a comment about a positive experience you had that made you feel validated as an LGBT person.

The Sexual Continuum Blog now has a facebook page. To become a fan of the blog, click here and then choose to "become a fan." By joining you will get updates as new blog posting come out.

Be sure to read the following responses to this post by our Bloggers:

What society tells us about who we're supposed to be. by Sam Sommers

Coping with a homophobic experience. by Brian Mustanski, Ph.D.

Subscribe to Psychology Today now and get a free issue!

27 Reader comments join the discussion here!
Suicidal Behavior Among Lesbian, Gay, Bisexual, and Transgender Youth
Fact Sheet

Suicidal Behavior Among LGBT Youth

- Many studies have found that LGB youth attempt suicide more frequently than straight peers. Garafalo et al. (1999) found that LGB high school students and students unsure of their sexual orientation were 3.4 times more likely to have attempted suicide in the last year than their straight peers. Eisenberg and Resnick (2006) found LGB high school students were more than twice as likely as their straight peers to have attempted suicide.

- Safren and Heimberg (1999) found that among youth who had attempted suicide, almost twice as many LGB youth as their straight peers said that they had really hoped to die.

- Little research has been done about transgender individuals, but in one study of adults and young adults 30.1 percent of transgender individuals surveyed reported having ever attempted suicide (Kenagy, 2005). For US adults overall, 4.6 percent of adults and young adults report having ever attempted (Kessler et al., 1999).

- Numerous studies confirm that LGB youth have higher rates of suicidal ideation than their straight peers; for example, the Massachusetts Youth Risk Behavior Survey found that youth who self-identified as GLB or reported any same-sex sexual contact were more than three times more likely to report having seriously considered suicide in the last year (Massachusetts Department of Education, 2006).

- Because no reliable data exists, we do not know whether LGBT youth die by suicide more frequently than their straight peers. Sexual orientation and gender identity data are not included on death certificates so aggregated national death data do not include this information. In addition, many LGBT youth do not disclose this information to family members and friends; as a result, sexual orientation and gender identity often do not show up in psychological autopsy interviews.

Risk and Protective Factors Among LGBT Youth

While LGBT youth think about and attempt suicide more often than their straight counterparts, most LGBT youth do not attempt suicide. LGBT youth have many of the same risk factors as straight youth, but many LGBT have more or more severe risk factors. It is important to note that being LGBT is not a risk factor in and of itself; however, the minority stressors that LGBT individuals encounter — such as discrimination and harassment — are directly associated with suicidal behavior as well as indirectly with risk factors for suicide.

- The strongest risk factor for suicide death is previous attempts, and LGB youth attempt more frequently than non-LGB youth (see above).
• Most people who die by suicide have mental illness and/or a substance use disorder. Fergusson et al. (1999) found that LGB youth showed higher rates of major depression, anxiety disorder, conduct disorder, and co-occurring psychiatric disorders than their straight peers.

• D'Augelli (2002) found high rates of victimization among LGB youth from community settings: more than three quarters reported verbal abuse and about one in seven reported physical attacks, and victimized youth reported more mental health problems.

• Ryan et al. (2009) found that family acceptance was important for LGB youth, in fact LGB youth who experienced severe family rejection were more than 8 times more likely to report having attempted suicide compared with peers from families with little or no rejection.

• Eisenberg and Resnick (2004) found that family connectedness, caring adults, and school safety serve as protective factors from suicide for LGB individuals.

Implications for Suicide Prevention
• Because much of the risk for suicidal behavior among LGBT youth stems from the social and cultural environment, a cultural competence approach is recommended by many. Youth workers who understand and help address the stressors that the LGBT youth minority face can be most effective. See http://www.hrc.org/issues/cultural-competence.htm

• SPRC recommends that youth-serving agencies
  o implement in-service staff training about the issues faced by LGBT youth, particularly the higher rate of suicidal behavior, victimization, and family rejection and recognition and response to warning signs for suicide;
  o establish policies and protocols for appropriate response to suicide attempts, self-injury, and suicides; and
  o institute non-discrimination policies that extend equal rights to all sexual orientations and gender identities (SPRC, 2008).

Important Resources for Suicide Prevention
American Association of Suicidology Warning Signs of Suicide
http://www.suicidology.org/web/guest/stats-and-tools/warning-signs

National Suicide Prevention Lifeline is a free, 24-hour hotline available to anyone in suicidal crisis or distress. Call 1-800-273-TALK (8255). Learn more at http://www.suicidepreventionlifeline.org/

American Association of Suicidology Risk Factors for Suicide and Fact Sheets
http://www.suicidology.org/web/guest/stats-and-tools/fact-sheets

American Association of Suicidology is the oldest national organization devoted to understanding and preventing suicide. The Association leads advances in suicide prevention science and programs through research, education, training, development of standards, dissemination of accurate information, and survivor support services. Our members include researchers, prevention practitioners, and survivors all over the world. Learn more at www.suicidology.org
Suggestions for working with all youth regarding GLBT issues

Creating and maintaining a supportive environment

1. **Have visible signs of a Lesbian, Gay, Bisexual and Transgender supportive environment at home and at work.** Many youth may be dealing with issues around sexual orientation and gender identity that they would like to talk about. However, it is often difficult to know whom they may talk with about these issues in a safe and supportive environment. Visible signs of a supportive environment (ex. books, posters, TV programs, movies, and web sites) will allow youth to know that these topics are open for discussion.

2. **Educate yourself.** Become aware of the experiences of gay, lesbian, bisexual and transgender individuals and their community. Talk to a lesbian, gay, bisexual or transgender individual about their experiences. Read books that will provide perspectives on this community. Attend cultural and social events of the community.

3. **Confront biased comments in your workplace and at home.** Youth will observe what you do and do not tolerate. Let them know that biased comments are not alright. Let your co-workers, relatives, and others you interact with know that biased comments are not acceptable.

4. **Don’t try to guess who is queer.** Undoubtedly you’ll be wrong more often than not. We live in a world of stereotypes that do people an injustice; don’t be guilty of perpetuating old myths.

5. **Understand the meaning of “sexual orientation” and “transgender”.** Each person’s sexual orientation or gender identity is what is natural to that person. It is not a matter of sexual or gender “preference” which implies that a person has a choice. People don’t choose to be GLBT; they are.

6. **Incorporate GLBT people into discussions and presentations.** It can be extremely lonely growing up in an environment where we are not allowed to see images of ourselves as role models. Most lesbian, gay, bisexual and transgender youth grow up believing that they are all alone. As with any minority group it is important to see images that represent us throughout our daily lives.
Suggestions for working with all youth regarding GLBT issues

*Working with GLBT youth*

1. **When someone “comes out” to you, don’t be surprised.** They have decided that you can be trusted and helpful and will need your understanding. Respect their confidentiality, they have put trust in you. A breach of this confidence can be devastating.

2. **Remember that you have dealt with GLBT youth in the past.** While you may not have been aware that you were dealing with GLBT youth before, chances are that you have. Youth will be able to determine if you are uncomfortable talking about GLBT issues. Do not be nervous; remember that you have dealt with GLBT youth before.

3. **Be supportive.** Explain that many people have struggled with this in the past, and that dealing with one’s sexual orientation can be difficult and confusing. It defies easy and fast answers, whether a person is homosexual or heterosexual. Keep the door open for further conversations and assistance. If you are unable to be supportive, refer the youth to someone who can be. The issues are confusing enough; don’t add to the burden by laying your problems and uncertainties on them.

4. **Do not put words in their mouths.** It is not our jobs to tell youth what their issues are, but rather to help them deal with the issues they present. If a supportive environment is provided, youth who want to talk about gender identity or sexual orientation issues will know it is alright. Allow youth to define their own issues.

5. **Have resources available for connecting youth.** One of the most difficult issues that a GLBT youth will deal with is the feeling of being alone. These youth often grow up in environments that make them feel as though they are the only ones experiencing GLBT issues. Make sure that you are able to connect these youth with resources that will help them to break the isolation, which will allow them to meet other GLBT youth and adults.

6. **Remember that they are youth first.** As with all individuals, sexuality is only a part of the person. It does not make up the whole person. Youth that are GLBT are first and foremost youth. These youth are dealing with many of the same issues with which all youth deal. Coming out to oneself and community does not replace other youth issues; GLBT issues are in addition to typical adolescent dilemmas.
What is an Ally?

Adapted from "Teaching for Diversity and Social Justice" edited by Maurianne Adams, Lee Anne Bell and Pat Griffin (Routledge Press, 1997).

What is an ally?

An ally is a member of a dominant group who rejects the dominant ideology and takes action against oppression out of a belief that eliminating oppression benefits everyone.

But that is only a small part of the rich and diverse contribution that allies offer. An ally is a person who takes a stand against social injustice directed at target (historically and/or currently marginalized) groups – (see "Target/Non-Target" handout).

These include:

- men who speak out against sexism
- white people who speak out against racism, and
- heterosexual people who speak out against heterosexism and homophobia.

An ally works to be an agent of social change rather than an agent of oppression. They understand the privilege they receive, and comfortable and proud of their own identity. They take responsibility for learning how oppression works in everyday life, and listen to and respect the perspectives of those who are oppressed.

Allies acknowledge unearned privilege and status, and work to eliminate or change privileges that some receive into rights that all people enjoy. Allies recognize that unlearning oppressive beliefs and actions and understanding privilege is a lifelong process, not a single event, and they welcome opportunities to learn.

Allies are willing to take risks and try new behaviors. Some allies may experience fears of their own as well as resistance from other people, but they are willing to take risks despite these obstacles. Allies act against social injustice not to look good or to receive credit/gratitude, but because they believe in righting wrongs and in making the world a better place for all. They are willing to make mistakes and learn from them; when they are unsure of something, they are willing to ask questions and respect the answers of those whose rights they support. They are willing to be challenged and confronted about their own behavior and attitudes, and they are wholly committed to taking action against social injustice in their own personal spheres of influence, as well as in broader spheres - social, political, or professional -- whenever the opportunity arrives.

Allies understand the connections among all forms of social injustice - that "no one is free until all are free" - and believe they can make a difference by acting and speaking out against them in their daily lives. Allies also work to cultivate support from other potential allies, and take care of themselves to avoid burnout.
The "Safe Zone" symbol is a message to gay, lesbian, transgender, and bisexual youth and adult allies. The message is that a person displaying this symbol is one who will be understanding, supportive, and trustworthy if a gay, lesbian, transgender, or bisexual youth needs help, advice, or just someone to whom they can talk.

© 1998 DONNELLY/COLT PROGRESSIVE RESOURCES
BOX 188, HAMPTON, CT 06247 (860) 455-9621
FAX 800-553-0006 e-mail: info@donnellycolt.com
www.donnellycolt.com
What Kind Of An Ally Are You?

1. Active Oppression
   - Laughing at or telling jokes about GLBT people.
   - Making fun of people that don't fit traditional notions of gender roles and sexual identity.
   - Verbal and/or physical harassment.
   - Working for anti-GLBT legislation, i.e. employment and housing discrimination, etc.
   - Gay-bashing and other forms of violence.

2. Indifference & Ignorance
   - Business as usual attitude.
   - Passive acceptance of actions by others which demeans GLBT individuals. i.e. walking away and/or not confronting behaviors.
   - Ignoring the topic, i.e. lack of programming, discussions, training.
   - Adopting a liberal attitude of “What people do in the privacy of their own bedroom is none of my business. I just don’t want to hear about it.”
   - Being friendly before you knew someone was GLBT but ignoring them after.

3. Oppression Through Lack of Action
   - If you here a friend telling a demeaning joke recognizing it as oppressive, not laughing at this joke but not saying anything to your friend.
   - Being uncomfortable but not confronting. i.e. noticing something on the exterior of a door which is inappropriate but not saying anything.
   - Students or young people sitting around labeling individuals based upon stereotypes and staff member or adult not confronting.
   - Avoiding participating in activities, such as this program, based upon what others might think.

4. Confronting Oppression
   - When you hear an inappropriate joke you would go beyond not laughing and would confront the joke teller by saying, “Jokes that put down GLBT people are not funny.”
   - Making a choice to participate in activities regardless of what others might think.
   - Be aware of and confront statements such as “I am not prejudiced, but...”

5. Growing as an Ally
   - Read books and journals by, for and about GLBT people.
   - Be aware of and sensitive to issues that GLBT people face.
   - Attend cultural events like Twin Cities Pride Parade and Festival.
   - Listen to GLBT music, attend GLBT films, etc.
   - Educate yourself; don’t rely on GLBT people to be the experts.
   - Make yourself aware of individuals, organizations, agencies, staff, faculty and courses which deal with GLBT issues.

6. Becoming Active as an Ally
   - Educate others, engage people in dialogue about the issue. Present programs to others.
   - Be “out” and public about your support for GLBT individuals and issues.
   - Be willing to speak on behalf of the person(s)/group being targeted.
   - Recognize the efforts of others to confront inappropriate behaviors.
   - Encourage and promote an atmosphere of RESPECT. Acknowledge, appreciate and celebrate differences among individuals and within groups.

7. Challenging Systems
   - Create a climate where individual and cultural diversity is recognized and celebrated.
   - Work for GLBT positive legislation, i.e. human rights, civil rights, etc.
   - Address GLBT issues through training.
   - Support “Out” GLBT people who can serve as role models for others.
   - Change discriminatory institutional practices. Identify and work to change such practices, i.e. employee benefits, etc.

---

Gender Education Center  
www.debradavis.org  
P.O. Box 1861, Maple Grove, MN 55311 * 763/424-5445 * geo@debradavis.org  
Dedicated to transgender support, advocacy and education.
13 Qualities of a Gay, Lesbian, Bisexual, Transgendered Ally

[Adapted from Gay and Lesbian Community Action Council, "Assessing Our Agency: Homophobia in Our Workplace."]

An Ally to GLBT* individuals is a person who...

1. believes that it is in her/his self-interest to be an ally to GLBT individuals.

2. has worked to develop an understanding of gay, lesbian, bisexual and transgender issues. Is comfortable with their knowledge of gender identity and sexual orientation.

3. is comfortable saying the words: Gay, Lesbian, Bisexual and Transgender.

4. understands how homophobia and other patterns of oppression operate. Is willing to identify oppressive acts, and challenge the behaviors of others.

5. works to be an ally to all oppressed people.

6. is quick to take pride in, and appreciates the successes when combating homophobia and heterosexism.

7. "comes out of the closet" with his/her support and ally status.

8. chooses to align with GLBT individuals and represent their needs, especially when they are unable to safely do so themselves.

9. expects to make some mistakes, and does not use any feelings of personal guilt to become an ineffective ally.

10. promotes a sense of community with GLBT individuals, and teaches others about the importance of these communities. Encourages others to provide advocacy. Discusses the issues with family, friends, co-workers, clergy, media representatives, teachers -- anyone.

11. is not afraid to be called the same names, or to be harassed in the same ways as those they are acting as an ally for.

12. is able to address/confront individuals without being defensive, sarcastic, or threatening.

13. is willing to tell their family to stop the name calling, or hate speech.

Some points adopted from, Ross Papish 1992

Packet developed for Undoneing Homophobia Workshop, 1998
Dr. Helen Rallis, University of Minnesota, Duluth
I think I just heard you say...

"That’s so gay!"

Here are some other things you could say:
ludicrous. naïve. frivolous. irrational. interesting. curious.
eclectic. bogus. weak. foolish.
goofy. insipid. absurd. ridiculous.*
annoying. asinine. pathetic.
yesterday. surreal. wack(y).

www.gsafortheschools.org

I am a sister. I am an athlete. I am a poet.
I am a skateboarder. I am a friend. I am a comic.
I am a student. I am a rockstar. I am an actor.
I am an artist. I am a son. I am an activist.

I am not a retard.

--- From the Bible:

V 4 - First Samuel 18 vs. 1 - 4 The soul of Jonathan was knit with the soul of David, and Jonathan loved him as his own soul. Jonathan and David made a covenant because he (Jonathan) loved him as his own soul. And Jonathan stripped himself of the robe that was upon him, and gave it to David, and his garments, even his sword, and to his bow and to his girdle.

First Samuel 19 vs. 2 Jonathan, Saul’s son, delighted much in David.
First Samuel 20 vs. 4 Then said Jonathan unto David “Whatsoever thy soul desireth, I will even do for thee.
Second Samuel 1 vs. 26 “Thy love to me was wonderful, surpassing the love of women."
Samuel 20 vs. 41 “...they kissed one another and wept with one another..."
What would you do?

A lot of people fail to take action when they see name-calling or harassment because they either don’t know what to do or think the only solution is to jump into the middle of a fight with their fists up (if it’s a physical fight, that is). The good news is that you have lots of options to move from being a bystander (some who does nothing) to an ally (someone who helps the target of the behavior). Below is a sample of some options you have when you encounter anti-gay name calling. Note that what might be easy for one person can be really challenging for another. The goal of this chart is to help you think of options. Are there other options besides the ones listed? Pick another common reason why people get harassed at school and come up with solutions that fit into each category.

<table>
<thead>
<tr>
<th>Bystander</th>
<th>Now</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easier</strong></td>
<td>• I would walk away.</td>
<td>• Afterwards I would talk to the person being bullied to make sure they’re okay.</td>
</tr>
<tr>
<td></td>
<td>• I wouldn’t laugh.</td>
<td></td>
</tr>
<tr>
<td><strong>Not-So-Easy</strong></td>
<td>• I would try to change the subject and take the focus off the person being bullied.</td>
<td>• Afterwards I would get a group of my friends together and go talk to a teacher about what happened.</td>
</tr>
<tr>
<td><strong>Challenging</strong></td>
<td>• I'd tell the person doing the bullying to quit it or that it's none of their business.</td>
<td>• I would talk to my friend when we were alone and tell them that I have a friend who is gay and it hurts me when people make fun of people for appearing to be gay. I would tell them I want them to stop.</td>
</tr>
<tr>
<td>(but worth it!)</td>
<td>• I would tell the person doing the bullying that they’re discriminating and that everybody is different.</td>
<td></td>
</tr>
</tbody>
</table>
Responding to Anti-LGBT Language and Behavior

Anti-LGBT behavior comes in all shapes and sizes: biased language, name-calling, harassment and even physical assault. GLSEN’s National School Climate Survey consistently finds that many LGBT students regularly hear homophobic slurs, such as “faggot” or “dyke,” at school, and most students have been verbally or physically harassed in school. Youth who regularly experience harassment can suffer from low self-esteem, high rates of absenteeism and low academic achievement. Educators can make a difference by intervening in anti-LGBT name-calling, bullying and harassment every time they witness it. Taking action when you see it occur can help create a safe space for all students. Intervening on the spot will also serve as a teachable moment to let other students know that anti-LGBT behavior will not be tolerated. One of the most effective things you can do as an ally is respond to anti-LGBT behavior.

HOW TO INTERVENE IN NAME-CALLING, BULLYING AND HARASSMENT

Follow these steps when you witness anti-LGBT name-calling, bullying or harassment.

1. Address Name-Calling, Bullying or Harassment Immediately. Concentrate on stopping the behavior in that moment. Sometimes it’s a simple response to hearing a derogatory term like “That language is unacceptable in this classroom.” Make sure that everyone can hear you. Never miss the opportunity to interrupt the behavior. Remember: no action is an action — if an incident is overlooked or not addressed it can imply acceptance and approval.

2. Name the Behavior. Describe what you saw and label the behavior. “I heard you use the word faggot and that is derogatory and is considered name-calling. That language is unacceptable.”

3. Use the Teachable Moment (or Create One). Make sure to educate after stopping the behavior. Decide if you are going to educate in the moment or later, and if it will be publicly or privately. If you decide to educate later you will need to create the teachable moment. You can then take this opportunity to teach one class, the entire grade or the whole school about language and behaviors that are acceptable and those that are not.

4. Support the Targeted Student. Support the student who has been the target of the name-calling, bullying or harassment. Do not make assumptions about what the student is experiencing. Ask the student what they need or want. You will have to decide whether to do this in the moment or later, and if it will be publicly or privately. Suggest that the student visit with a counselor only if the student requests extra support.

5. Hold Students Accountable. Check school policy and impose appropriate consequences. Make sure disciplinary actions are evenly applied across all types of name-calling, bullying and harassment.

WHAT DO I SAY WHEN THEY SAY “THAT’S SO GAY”? RESPONDING TO UNINTENTIONAL ANTI-LGBT LANGUAGE

Almost all LGBT students regularly hear the word “gay” used in a negative way at school. Though many downplay the impact of expressions like “that’s so gay” because they have become such a common part of the vernacular and are often not intended to inflict harm, most LGBT students say that hearing “gay” or “queer” used in a negative manner causes them to feel
bothered or distressed. Especially because these expressions are so pervasive in our schools, it is critical that an ally treat this like all other types of anti-LGBT language and address it.

Not all students may understand why this language is offensive, so you may need to educate the students on why this is anti-LGBT language. For example, ask them why they would use "gay" to mean that something is bad or boring. Let them know that it is offensive and hurtful to LGBT people when they use "gay" to describe something as undesirable. When challenged on using this type of language, a common response from students and adults is that they did not mean "gay" to mean homosexual. They may say that it's just an expression and they don't mean any harm by it. The chart below suggests some strategies for dealing with these types of responses, including the benefits and challenges for each strategies.

For public service announcements, lesson plans, discussion guides and other resources that address anti-LGBT language, visit www.ThinkB4YouSpeak.com/educators.

POSSIBLE RESPONSES TO "THAT'S SO GAY"
(excerpted from GLSEN's ThinkB4YouSpeak Educator's Guide)

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>BENEFITS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;What do you mean by that?&quot;</td>
<td>Doesn't dismiss it.</td>
<td>Students might not be forthcoming.</td>
</tr>
<tr>
<td>&quot;How do you think a gay person might feel?&quot;</td>
<td>Puts responsibility on the student to come up with the solution.</td>
<td>Student may not say anything.</td>
</tr>
<tr>
<td>&quot;Do you say that as a compliment?&quot;</td>
<td>Asking this rhetorical question in a non-accusatory tone may lighten things up enough for your students to shake their heads and admit, &quot;No.&quot;</td>
<td>Students may just laugh off your question, or reiterate that they're &quot;Just joking.&quot;</td>
</tr>
<tr>
<td>&quot;So the connotations are negative?&quot; or &quot;So maybe it's not a good thing?&quot;</td>
<td>Not accusatory. Could open up the floor for discussion.</td>
<td>There's always the chance that students will still be reluctant to speak up.</td>
</tr>
</tbody>
</table>