

Supporting Lesbian, Gay, Bisexual and/or Transgender Young People

Open Doors Youth Service Inc. Training Package

Pre-readings -

It is highly recommended that participants review the pre-reading that explain terminology and concepts that will be used throughout the workshop

Pre-readings are available on www.opendoors.net.au, under the 'Service Providers Network' tab

- Gay and Lesbian Identity Development Model (1979) by Vivian Cass
- Fact Sheet: Lesbian, Gay, Bisexual and Transgender Identities and Terminology
- Fact sheet: Aboriginal and Torres Strait Islander Lesbian, Gay, Bisexual, Transgender and Sister Girls
- Fact sheet: Service Provision to the Lesbian, Gay, Bisexual and Transgender Community
- Social Pressures that Affect Lesbian, Gay, Bisexual and Transgender (LGBT) People
- Fact sheet: Lesbian, Gay, Bisexual and Transgender Young People

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Workshop Outline

Time	Topic	Objective	Activity	Resources
9am 15 min	Introduction	Welcome Aims, values and structure of the day	Facilitator presentation	
9.15am 10 min	Sexuality Everyday	For participants to identify how much does your sexuality impact on every day life.	Facilitated group discussion	
9.25am 10 min	Introduction Activity part 1: What I was told...	Participants to identify messages taught about sexuality and gender	What I was told Questions Activity	
9.35am 10 min	Sexuality and Gender Identity	Ensuring participants understand concepts of sexuality, gender and gender identity	Terminology, definitions, Facilitator Presentation	
9.45am 5 min	Lets Try on some other peoples shoes	To participants to identify with a young person	Lets try on some other peoples shoes	Case Studies
9.50 10 min	Introduction Activity part 2: What I was told	Focusing on taught messages of gender and sexuality and the impact of this on young people	Facilitator to read responses to questions 2 to 5	
10 10 min	What we are taught...	To reinforce what messages are given about gender and sexuality	Facilitator presentation	
10.10 15min	Identities and Labels	Why young people choose or not choose labels and the impact of these labels	What is in a name? activity	
10.25 15 min	The Journey of Identity Formation	To familiarise participants with the realization and coming out process	Facilitator presentation	Case studies
10.40 5 min	Sexual trichotomi Model (Feelings, Behavior, Identity)	To understand the complexity of sexuality and identity	Facilitator presentation	

Morning Tea 10.45am to 11am				
11 am 10 min	experiences of LGBT young people homophobia	To focus on the impact of taught messages on LGBT young people	Facilitated discussion	Slides 8 & 9 Case studies
11.10am 10 min	experiences of LGBT young people invisibility and isolation	To focus on the impact of taught messages on LGBT young people	Facilitated discussion	Slides 10 & 11 Case studies
11.20am 10 min	Experiences of LGBT young people Bullying and Violence	To focus on the impact of taught messages on LGBT young people	Facilitated discussion	Slides 12 & 13
11.30 am 10 min	experiences of LGBT young people suicide	To focus on the impact of taught messages on LGBT young people	Facilitated discussion	Slides 14 & 15 Case studies
11.40 10min	It's important to be yourself because...	For participants to identify why identity formation process is important	Read responses to question 1 from the introduction activity	What I was told answers
11.50 15 min	Accessible Services	To identify what makes services accessible	Facilitated discussion and small group activity	
12.05 am 10 min	Accessible Service Audit	For participants to review the accessibility of their own service	Individual or small group activity	
12.15 15 min	Barriers to Accessibility	To identify and look at solutions for barriers to accessibility	Small group activity	
LUNCH 12.30pm to 1.15pm				
1.15pm 15 min	What does homophobia look like?	To identify homophobia and how it impacts on young people		
1.30 15 min	Responding to homophobia	To identify strategies for interrupting and responding to homophobia	Large group activity	

1.45pm 10 min	Confidentiality	To identify the importance of confidentiality	Facilitated discussion and case study exercise	Case studies
1.55pm 10 min	Identifying Needs	To identify the link between sexuality and issues of concern	Small group exercise	Needs cards
2.05pm 25 min	Supporting LGBT young people - Disclosure	To learn how to support young people to disclose their sexuality	Role Play exercise	Role play cards
AFTERNOON TEA 2.30 pm to 2.45pm				
2.45 15 min	What do LGBT young people need?	To identify what to support young people at different stages of identity formation	Small group exercise	
3.00 15 min	Supporting LGBT young people	To learn specific support strategies	Facilitator presentation	
3.15 15 min	Being active in taking the next step	For participants to identify what they plan to do to support LGBT young people	Group discussion	
3.30 15 min	Question Time	Free space to ask any questions about topics not covered in training	Facilitated discussion	
3.45 15 min	LGBT Resources	To make participants are of available resources and distribute resources	Facilitator presentation	

Introduction

- a) Introductions – Name, organization, role, What are your hopes for the day? Do you have any concerns?
 - b) Aims of the workshop
 - i) To gain an understanding of sexuality and gender identity
 - ii) To gain awareness of the needs and experiences of LGBT young people
 - iii) To recognize barriers that affect supporting LGBT young people
 - iv) To identify how to create accessible services
 - v) To learn strategies and solutions for supporting LGBT young people
 - vi) To gain access to resources and support
 - c) Values of working with LGBT young people
 - i) All young people have the right to be themselves & express their unique sexual & gender identity
 - ii) All young people have the right to be safe and to be kept from harm
 - iii) All young people have the right to have access to education
 - iv) All young people have the right to have access to health information and health services
 - v) All young people have the right to have access to support and support services
 - vi) All young people have the right to form healthy friendships and relationships
 - vii) All LGBT young people have a right to *participate* fully in the life of Queensland
 - d) Invite participants to ask questions through out the day, but if they feel uncomfortable asking in front of the group to write them down and they will be answered at the end.
- 2) Sexuality Everyday
- a) Ask the participants to identify how much their sexuality is a part of their everyday life,
 - i) A lot?
 - ii) Some?
 - iii) A little?
 - b) Get participants from each group to identify why they have chosen the group they are in.
 - c) Ask the following questions of everyone:
 - i) When asked about your partner do you refer to the sex of your partner? Eg ‘she’ or ‘he’?
 - ii) Do you talk to your work colleagues about your home life/ partner/ what you did on the weekend?
 - iii) Do you show displays of affection with your partner in public, such as holding hands, hugging, kissing?
 - iv) Do you talk to your friends, family, and supports about your relationship? (especially when things are really good or really bad)
 - d) Identify that sexuality plays a big part in our lives at an individual level, cultural level and at an institutional level.
- 3) Introduction Activity
- a) Everyone has a piece of paper with 5 questions on it.
 - b) Answer the first question, fold over your answer, and pass the piece of paper on to the person on your left.
 - c) Answer the second question on this new piece of paper, fold over your answer, and pass the piece of paper on to the person on your left.
 - d) Keep going until you have answered all 5 questions.
 - e) No looking at previous answers!
 - f) “taught” has flexible meaning to include what did you pick up? What did you notice? What did you hear? What impressions did you get? What didn’t you hear? If you didn’t hear anything, what message did this silence give you?
 - g) 5 questions
 - i) I believe that it is important to be yourself because....
 - ii) When I was growing up, the things I was taught about relationships were...
 - iii) When I was growing up, the things I was taught about being gay were...
 - iv) When I was growing up, the things I was taught about being a man were...
 - v) When I was growing up, The things I was taught about being a woman were ...
- 4) What is Sexuality and Gender Identity?
- a) Sexuality
 - i) describes an individuals attraction , sexual activities, behaviors and relationships
 - ii) sexual, psychological and emotional desire and need

- iii) includes heterosexuality, homosexuality, bisexuality, and asexuality
 - iv) an individual's sexuality is not a choice
 - v) labels include – Straight, gay, lesbian, bisexual, msm, wsw, queer
- b) Sex –
- i) describes an individual's reproductive organs and sex chromosomes usually as either male or female
 - ii) intersex – biological condition where a person is born with reproductive organs and or sex chromosomes are not exclusively male or female
- c) Gender Identity
- i) A person's sense of identity as either male or female
 - ii) Gender identity is not always the same as their sex
 - iii) Gender Dysphoria or Gender Identity Disorder – medical term that refers to a person's physical discomfort with their body, caused by their strong gender identification which is opposite to their biological sex.
 - iv) Labels include – Transgender, Transsexual, sister girls, genderqueer
- 5) Let's try on some other people's shoes
- a) Each person is given a case study about different young people at varying stages of questing their sexuality
 - b) For the rest of the morning you are this young person
 - c) You are a young person who lives in this community
 - d) Through out this workshop, think about what you might experience as this young person
- 6) Review responses to introduction activity
- a) Read responses to introduction activity questions 2 to 6
- 7) What we are taught...
- a) We are taught to be heterosexual
 - i) That relationship between a man and a woman is the only valid relationship
 - b) We are *not* taught how to be gay.
 - i) There is silence about same sex relationships
 - ii) Visual gay people are those who meet gay stereotypes
 - c) Taught how *not* to be gay.
 - i) Being gay is associated with being wrong, bad, etc
 - ii) Not fitting gender norms is associated with being gay and therefore bad
- 8) Identities and Labels
- a) Ask participants to write down alternative names for the following words:
 - i) Lesbian
 - ii) Gay
 - iii) Bisexual
 - iv) Heterosexual
 - v) Transgender
 - b) Discuss the negative & positive natures of the responses. Identify level of offensiveness of responses. Facilitators ensure that participants have a clear understanding that individuals have different responses to different terminology.
 - c) Discuss how these labels may impact on different people.
 - i) Which labels are still 'acceptable' to say? Which do we hear regularly?
 - ii) How do these labels impact on young peoples identifying as LGBT?
 - iii) How do they impact on those who don't identify as LGBT?
 - iv) What impact would this have on an LGBT young person seeking to access services or disclose sexuality or gender identity issues to someone?
 - d) Who would choose to stand under the Lesbian, Gay, Bisexual, Transgender labels?
 - i) Identity that this isn't a choice that many people would make
- 9) the Journey of Identity formation
- a) Because what we are taught, this impacts on an individual's ability to form a positive self image
 - b) This is one model which explains the journey of identity formation that many (but not all) LGBT people follow.
 - c) Identify how 'difference', such as culture, religion, disability, gender etc. may impact on this.
 - d) very brief overview of Viv Cass Model of coming out (assumption that participants have read this in their pre-readings)

- i) **Identity Confusion** - This is the "who am I?" stage, associated with feelings of difference and personal alienation. Begins to be conscious of same-sex feelings or behaviors. "I might not be 100% straight."
 - ii) **Identity Comparison** - Rationalizing and bargaining stage. Questioning what these feelings mean and possible futures. Great deal of isolation. "If I am gay, what does that mean for me?"
 - iii) **Identity Tolerance** - May begin to meet other LGB individuals to counter loneliness, but merely tolerates rather than accepts identity. "I am gay, what are other gay people like? Is this me?"
 - iv) **Identity Acceptance** - Continued and increased contact with other LGBT individuals. More positive view of other gays and lesbians. Greater sense of belonging and identity. "I am gay, that's ok" – either gay bubble or split life
 - v) **Identity Pride** - Greater feeling of "these are my people." Begins to see incongruity between pride in identity and societal rejection. More involvement and immersion into culture and lifestyle. Often intense anger at heterosexuals - a "them" and "us" attitude.
 - vi) **Identity Synthesis** - Begins to see less of a dichotomy between heterosexual and homosexual worlds. Less anger. The gay/lesbian identity becomes an integral part of the individual's complete personality structure.
- e) Where is your young person case study in this journey?

10) Sexual Trichotomy Model

- a) (Source Liggins, S., Wille, A., Hawthorne, S. & Rampton, L. (eds) 1994. Affirming Diversity).
 - b) Holistic model that acknowledges internal mechanisms impact on our sexual formation. Psychological, biological, ethical, spiritual & soci-cultural factors identified.
 - c) Sexuality and identity are not black and white
 - d) Model explains the integration between sexual orientation (attraction), sexual behaviour & sexual identity.
 - i) **Sexual Orientation** - This is who you are attracted to: women only, men only, both;
 - ii) **Sexual Behavior** – This is the sexual contacts that you make, it is only the physical act. This may or may not be congruent with your sexual orientation &/or your sexual identity.
 - iii) **Sexual Identity** – This is how you externally & internally identify. Gay, lesbian, bisexual, straight, men who have sex with men, women who have sex with women but do not identify as bisexual or gay/lesbian. This may not be congruent with your sexual orientation &/or your sexual behaviour. Your internal & external identity may also not be congruent – you may identify one way internally but not identify the same way externally.
- e) What is the attraction, behavior and identity of your young person case study?

MORNING TEA

11) Homophobia

- a) Let's take these shoes for a walk
 - i) *What impact do heterosexist and homophobic messages have on how you (your alter ego) might view yourself?*
 - ii) *How might these messages impact on your journey through identity formation to form a positive self-image?*
 - iii) *Whose alter ego might fare better or worse?*
- b) If your sexuality doesn't match what is being taught – this is a traumatic experience, and there is a journey that needs to be taken for people to have a positive identity
- c) Negative cultural messages about sexual differences are often assumed by LGBT young people as part of their self-image, resulting in a sense of shame, guilt and self-loathing.
- d) Homophobia is a barrier to self acceptance
- e) The environment around a person impacts significantly on identity formation, and how LGBT young people feel about themselves in the early stages of realisation.
- f) Cultural, gender, religious, disability etc. difference and the environment around a young person impacts on experience
 - i) Positive gay role models, other out people who have been accepted, a school which promotes diversity, services use gender neutral terms
 - ii) No gay role models, reinforcement of gay stereotypes, regularly hearing homophobic messages, silence about homosexuality, rigid religious beliefs, cultural barriers

12) Invisibility and Isolation– silent homophobia

- a) Let's take these shoes for a walk
 - i) *Who is visible as being gay?*
 - ii) *Who is experiencing isolation?*

- iii) *What are the impacts of this?*
- iv) *Who has a positive role model?*
- v) *Who has access to positive support?*

- b) Invisibility of gay people is a silent form of homophobia.
- c) Research indicates that most suicide attempts occur before a young person ‘comes out’ to others as gay.
- d) In other words, the young people most at risk are not necessarily identifiable and indeed may be going to great lengths to remain invisible.
- e) Invisibility is compounded by other ‘difference’ such as culture, disability, religion, gender etc.

13) Bullying – visual homophobia

- a) Let’s take these shoes for a walk
 - i) *Who is experiencing bullying or violence?*
 - ii) *Where is this occurring?*
 - iii) *What messages does this give to other young people?*
 - iv) *Who would be at risk of bullying/violence if they came out?*
 - v) *Who would feel safe to disclose their sexuality?*
- b) Bullying and violence are visual forms of homophobia.
- c) Those who do not conform to gender and sexuality norms are more likely to experience bullying and violence including verbal, physical and sexual abuse.
- d) Young people are most likely to experience this at school, with young men most likely to be targeted.

14) Suicide

- a) Let’s take these shoes for a walk
 - i) *Who thinks that they (as the young person) could be at risk of suicide?*
 - ii) *Why? Why not?*
 - iii) *What are your protective factors?*
- b) LGBT young people are at much higher risk of suicide due to a variety of experiences including isolation, bullying, violence and a lack of support.
- c) Protective Factors
 - i) supportive family and friends
 - ii) social connectedness
 - iii) supportive environments and sensitive support people
 - iv) positive role models
 - v) local service delivery
 - vi) supports who respond to homophobia

15) Revisit introduction activity first question

- a) It’s important to be yourself because....

16) Accessible Services

- a) Myths, stereotypes, Heterosexism, and lack of confidentiality are all barriers to providing support to LGBT young people, but there are many things an organization can do to make themselves accessible to LGBT young people
- b) Do you feel that your organization is accessible to LGBT young people?
- c) Group question - What is accessibility?
 - i) Physically accessible
 - (1) Location
 - (2) Public transport
 - ii) Welcoming space
 - (1) Youth friendly
 - iii) Support
 - (1) Approachable staff
 - (2) Response time
 - (3) Respectful
 - (4) Meets individual needs
 - (5) Able to disclose sexuality or gender identity

- d) Small Groups
 - i) If you were your case study what would you need in a service for you to
 - (1) go to it?
 - (2) disclose your sexuality or gender identity?
 - e) Large Group Discussion
 - i) How do LGBT young people know a service is safe and confidential?
- 17) Accessible Service Audit
- a) Break up into groups of people from the same workplace, or with a similar type workplace
 - i) Complete service audit
 - ii) Reflect – is your service really accessible to LGBT young people?
- 18) Barriers to Accessibility
- a) Small groups
 - i) What stops your service from being accessible to and providing support to LGBT young people?
 - (1) Community barriers?
 - (2) Organisational barriers?
 - (3) Values and beliefs?
 - (4) Attitudes and perceptions?
 - (5) Skills?
 - (6) Personal barriers?
 - ii) Swap list with another group – What can be done to overcome these barriers?
 - iii) What would need to be changed to make your service more accessible?
 - iv) Make a list of things that can be implemented and a time line for doing this
 - b) Report back to large group

LUNCH

- 19) What Does Homophobia look like?
- a) Homophobia, like all forms of oppression, makes itself felt in many ways.
 - b) To plan how to respond to it, first we need to be able to identify it
 - i) Personal or internalised homophobia: On a personal level, this is where the fear or hatred of homosexuality exists as a thought inside a person's head. a prejudice that can be around being perceived as being gay or lesbian. This can lead to trying to 'prove' one's heterosexuality.
 - (1) Obvious homophobia: Making a determined effort to dress or act in such a way as to not appear to be gay or lesbian.
 - (2) Hidden homophobia: Having bad feelings or a lowered self-esteem because of concerns around anything to do with gays or lesbians.
 - ii) Interpersonal homophobia: Individual behaviour based on personal homophobia. Hatred or dislike displayed towards others who are, or are perceived to be gay, lesbian, bisexual or transgender
 - (1) Obvious homophobia: Violence, physical harassment, name calling, and other obvious examples, such as anti-gay 'hate crimes' (from bashings to murders). This is what most people think of when they think of homophobia.
 - (2) Hidden homophobia: The telling of jokes that put down or misrepresent gays or lesbians, the request to keep our behaviour hidden, the suggestion that we should 'understand' when we are treated differently.
 - iii) Institutional homophobia: The many ways in which government, business, churches and other institutions and organisations discriminate against gay and lesbian people.
 - (1) Obvious homophobia: Policy or legislation that actively prevents us from being able to marry or adopt, selectively quoting the Bible on homosexuality to uphold church teachings.
 - (2) Hidden homophobia: Offering only the choices of 'married', 'single', 'de facto' or 'divorced' on membership sheets, data collation ignoring sexuality as a category, the same sex liaisons of famous people in history being 'hidden',
 - iv) Cultural homophobia: Social standards or norms that support the overrepresentation of heterosexuality as 'better' and more morally correct, pervading all forms of media. Often heterosexuals are not aware these standards even exist, while gay and lesbian people can be painfully aware of them.

- (1) Obvious homophobia: Showing clips of the Mardi Gras every time there is a news story on TV on gays and lesbians, using 'homosexual' and ignoring it when we achieve something that is beneficial.
- (2) Hidden homophobia: Failing to address the absence of positive role models in the media of lesbian, gay and bisexual people, not broadcasting gay and lesbian TV series or movies during prime time or at all

c) Small group or large group

- i) Each participant is given some Identifying Homophobia Scenarios.
- ii) Each is invited to take a scenarios in turn, read out to the rest of group, and discuss whether the scenario is an example of
 - (1) Personal
 - (2) Interpersonal
 - (3) Cultural
 - (4) Institutional homophobia,
 - (5) A mixture of one or two levels,
 - (6) Or perhaps them all.

20) Responding to Homophobia

- a) Ask participants to think of realistic and appropriate responses to homophobia that we hear, see or experience from young people, colleagues or in the community
- b) What about a responding to homophobia at a personal level, interpersonal level, institutional level and cultural level?
 - i) Address it there and then, especially when said in front of others
 - ii) Identify and label it as homophobia
 - iii) Identify and label it as discrimination and that discrimination on the basis of sexuality or gender identity is not ok (and is illegal), the same as discrimination on the basis of race, age, gender, religion, disability, etc. also isn't ok
 - iv) Identify the effects of homophobia
 - v) Try to relate to them and why they might be acting in that way (I used to believe that but then I learnt that...)
 - vi) Pay attention to the motivation (are they attacking, trying to protect themselves, trying to be funny)
 - vii) Provide the person with some facts about LGBT people (such as not all gay men are hairdressers you know)
 - viii) Ask why they believe what they are saying
 - ix) Identify any generalization as being inaccurate (ie. A gay man I know has AIDS, so therefore all gay men have AIDS – My dog is a Labrador, so therefore all dogs are Labradors)
 - x) Ask "What does a persons sexuality have to do with the situation"
 - xi) Challenge the use of the word "gay" to mean negative. (i.e. What do you mean its gay? is there another word you can use to describe it?)
 - xii) Use humor

21) Confidentiality

- a) Group Discussion
 - i) What does confidentiality mean?
 - ii) What policies are in place in your work place around confidentiality?
 - (1) Privacy Policy/Confidentiality Policy
 - (2) Privacy Act
 - iii) How are these policies governed? Is it the individual's responsibility or the organizations/ management?
 - (1) Conflict between organisational responsibilities and individual value responsibilities
- b) Small groups
 - i) Case studies - In these situations what would be the consequences of a breach of confidentiality?
 - (1) Premature homelessness
 - (2) Breakdown of family relationships
 - (3) Loss of support structures – family, friends
 - (4) Fear of accessing services
 - (5) Reduced trust in service providers
 - (6) Increased drug & alcohol use
 - (7) Increased risk of suicide and self harm
 - (8) Risk of physical, verbal & emotional violence.
 - (9) Premature disconnection with school/ education

22) Identify needs

- a) Small group activity
 - i) Discuss what might be the cause of these situations
 - (1) A young person presents with daily drug and alcohol use
 - (2) A young person presents with no stable accommodation
 - (3) A young person presents with obvious new cuts on their arm
 - (4) A young person presents with concern that they might have an STI
 - (5) A young person presents upset that they are being bullied by other students
- b) Large group discussion
 - i) Discuss what might be the cause of this situation
 - (1) A young person presents very distressed and indicates that they have thought about suicide.

23) Disclosure

- a) Disclosure of sexuality is essential for young people to build an honest sense of self & receive support from a person-centered focus.
- b) Non-disclosure can lead to a range of mental health problems, including social isolation & disconnection to a sense of community belonging.
- c) Fear & anxiety can occur from not disclosing sexuality to at least some people. Generally young people will disclose to their friends before they disclose to professionals.
- d) Role play exercise
 - i) Break the participants into pairs with one person being the Service Provider and the other the Young Person (distribute Disclosure Role plays hand outs)
 - ii) At the end of each role play ask participants to identify 5 POSITIVE aspects of the service providers response & 5 NEGATIVE aspects.
 - iii) During the discussion facilitators to ensure that the following issues are identified and discussed:
 - (1) The importance of normalizing & normalising strategies
 - (2) Allow young people to speak in their own time – do not presume you know their story.
 - (3) Not making everything about being gay – they are young people & will have young people issues. Negative impact of doing this.
 - (4) Impact on ‘outing’ to friends/ family and support people
 - (5) ‘Outing euphoria’ – Young people may feel they can come out to everyone because they have received a positive response from you. The importance of working through the ‘coming out’ questions before taking that step.
 - (6) The impact of having an underlying assumption that being gay will cause the young person to have problems in their future. Yes it is important to be realistic about the consequences of coming out – particularly in a small rural community—but implying that there will be ‘problems’ from this can result in a negative self-perspective.
 - (7) Automatically focusing on sexual practices & safe sex. All young people need safe sex information, young LGBT people are not an exception to the rule, however by focusing on sexual practice it assumes that all gay people are promiscuous and are only defined by sex.

AFTERNOON TEA

24) What do LGBT young people need?

- a) Break up in to groups with those with case studies at the same stage of identity formation grouping together
 - i) Identity Confusion - "who am I?"
 - ii) Identity Comparison - "If I am gay, what does that mean for me?"
 - iii) Identity Tolerance - "I probably am gay, what are other gay people like? Is this me?"
 - iv) Identity Acceptance - "I am gay, that's ok, where do I belong"
 - v) Identity Pride - "these are my people"
 - vi) Identity Synthesis – Being gay is a part of who I am
- b) Talk about what young people at this stage would need from a support service to feel
 - i) Safe
 - ii) Accepted
 - iii) valued
 - iv) Ok to be themselves
 - v) Ok to be gay

- c) Remember young people in stages 1 and 2 would be completely invisible as possibly many young people in stages 3 and 4 also are.

25) Supporting LGBT young people

- i) **Identity Confusion** –
 - (1) Create safe and supportive environments that are accepting of difference
 - (2) Affirm difference and encourage inclusion of all people
 - (3) Provide positive images of LGBT people and challenge widespread stereotypes
 - (4) Provide access to accurate information
 - (5) Being open to and inviting to discussions about same-sex attraction and gender identity
 - (6) Provide sex education and safe sex information that is inclusive of all sexualities
 - (7) Challenge homophobic attitudes, beliefs, bullying and exclusion of LGBT people
 - (8) Normalise being LGBT
- ii) **Identity Comparison** –
 - (1) Create safe and supportive environments that are accepting of difference
 - (2) Affirm difference and encourage the inclusion of all people
 - (3) Provide positive images of LGBT people and challenge widespread stereotypes
 - (4) Provide information on positive gay and lesbian role models, both well-known celebrated personalities and local community members
 - (5) Provide access in accurate information
 - (6) Being open to and inviting to discussions about same-sex attraction and gender identity
 - (7) Provide sex education and safe sex information that is inclusive of all sexualities
 - (8) Challenge homophobic attitudes, beliefs, bullying and exclusion of LGBT people
 - (9) Normalise being LGBT
- iii) **Identity Tolerance** –
 - (1) Encourage young people to make links with LGBT social and support groups, including safe online communities, or other LGBT young people
 - (2) Provide information on positive gay and lesbian role models, both well-known celebrated personalities and local community members
 - (3) Refer to LGBT mentors or LGBT support people/counselors if needed
 - (4) Normalise being LGBT
 - (5) Providing positive images of LGBT people and challenging widespread stereotypes
 - (6) Provide sex education and safe sex information that is inclusive of all sexualities
 - (7) Challenge homophobic beliefs that may be internalized beliefs about themselves
 - (8) Promote diversity and celebrate difference
- iv) **Identity Acceptance** –
 - (1) Provide information on positive gay and lesbian role models, both well-known celebrated personalities and local community members
 - (2) Link them with LGBT social groups, including safe online communities, or with other LGBT young people
 - (3) Refer to LGBT mentors or LGBT support people/counselors if needed
 - (4) Facilitate open discussions about the impact of homophobia, internalized homophobia and heterosexism
 - (5) Discuss strategies for coming out in a safe way
 - (6) Provide sex education and safe sex information that is inclusive of all sexualities, with information that is specific to same-sex interactions
 - (7) Have discussions about healthy and safe relationships
- v) **Identity Pride** –
 - (1) Discuss strategies for coming out in a safe way and that respect the needs of others
 - (2) Provide information on positive gay and lesbian role models, both well-known celebrated personalities and local community members
 - (3) Encourage participation in constructive activities that focus on social change and affirmative action, including safe online communities.
 - (4) Introduce them to non-gay but gay friendly people and groups
 - (5) Encourage acceptance of diversity, including difference within the LGBT community
 - (6) Confront attitudes of elitism (us verses them) and focus on values of inclusiveness
 - (7) Provide sex education and safe sex information that is inclusive of all sexualities, with information that is specific to same-sex interactions
 - (8) Refer to LGBT mentors or LGBT support people/counselors if needed
 - (9) Have discussions about healthy and safe relationships, and allow young people to discuss their relationships and experiences

- (10) Provide support to young people when relationships end
- (11) Support young people to make contact with a GP who is gay friendly and knowledgeable of LGBT health issues
- (12) Support young people to maintain healthy relationships with their parents, family and peers

vi) **Identity Synthesis** –

- (1) Continue to identify and address the impact of homophobia and heterosexism on an individual's wellbeing and their relationships
- (2) Encourage and support participation in constructive activities that focus on social change and affirmative action.
- (3) Encourage young person to be a positive role model or mentor to younger LGBT young people
- (4) Be supportive of and facilitate conversations about relationships,
- (5) facilitate discussions about healthy and safe relationships
- (6) Provide support to young people when relationships end
- (7) Encourage young people to maintain their physical and sexual health through regular check ups with a gay friendly GP.

26) Being active in taking the next step

- a) What strategies can be used for all young people regardless if they identify as LGBT, if they are and you don't know, and also if they aren't?
 - i) Apply the same best practice principles in support work as with all young people.
 - ii) Do not assume the sexuality of a young person. Not all young people are heterosexual.
 - iii) Recognise sexuality is an integral part of any young person's identity and needs to be recognized for its significant impact on their lives
 - iv) Show LGBT people in positive social roles other than common negative stereotypes
 - v) Facilitate open, informative discussion about sexuality and gender identity
 - vi) Discuss homophobia and heterosexism, and its impacts on all people
 - vii) In talking with young people use language that demonstrates that you are open to young people questioning their sexuality or gender identity, or who are LGBT. Eg. do you have a partner/are you seeing someone, instead of assuming opposite sex attraction
 - viii) Display visual materials that reflect your agency's commitment to supporting LGBT young people. Such as rainbow stickers, anti-homophobia posters, LGBT service posters.
 - ix) Keep a list of LGBT specific support services, and doctors, services and counselors etc who are LGBT friendly on your referral database
 - x) Challenge homophobic comments, jokes or suggestions from either colleagues or young people
 - xi) Change the language for your interactions and organization policy, procedures and client related forms so that they use inclusive language and don't assume heterosexuality.
 - xii) Stock sexuality and gender identity resources
 - xiii) When suicide, alcohol or drug abuse, or sexual risk behaviours are addressed in services provided or policy, the potential connection to sexual orientation is included.
 - xiv) A young person's attraction, behavior and identity are not usually the same. Do not assume a young person's behaviour based on their identified sexuality
 - xv) Remember that the majority of LGBT people are invisible to the majority of the community. Those that you do see, do not represent what all LGBT people are like or what they need
- b) For full list of suggestions see Handout "Support Strategies for LGBT Young People"

27) Question Time

- a) Free time to ask any questions that were not covered by today's training

28) LGBT resources

- a) The Only Way Out Is In (Open Doors)
- b) Exploring Fantasies (Open Doors)
- c) QAHC
- d) Gay and Lesbian Welfare Association
- e) GLVH
- f) Numerous more downloadable resources can be found at www.opendoors.net.au