SAFE ZONE TRAIN *the* TRAINER RETREAT GUIDE

THESAFEZONEPROJECT.COM/TTT

Table of Contents

Using the Retreat Guide

For years, we (Meg Bolger & Sam Killermann) facilitated Safe Zone Train-the-Trainers around the U.S. We worked with universities & high schools, hospitals & medical schools, nonprofits & government agencies, and even an "Atmospheric Research Center" once. This guide contains everything we learned and the best practices we discovered, packaged together for you to do it yourself.

We know that this can be overwhelming. "This," meaning the process of rolling out a Safe Zone program, and training a group of future trainers. And also "This," meaning this guide itself.

We can help with the latter. That's what this section is all about. We'll help you make sense of everything we've compiled here, put you inside of our heads, and highlight a bunch of other resources and ways to keep learning.

As for the former, we hope that this guide and everything else we've put together for you at The Safe Zone Project will help alleviate some of the overwhelm, but it will never go away completely. The chaos of putting a group together, rolling out a program, hurdling obstacles and cutting through bureaucratic red tape — all of that and more — is the lay of the land. Embrace it.

How We've Arranged the Documents

Comprising this behemoth of a Retreat Guide are the following:

1. **Prep & Logistics:** things you will need to know, or that will be useful, before you get in the room (like this section you're reading now).
2. **Retreat Schedule:** an annotated timeline of what happens when, including all of the activities, housekeeping, breaks, and transitions we recommend.
3. **Appendices:** detailed explanations & walk-throughs of everything referenced in the other sections.
4. **BAP Hall of Fame:** in the Google Drive folder containing all of these documents, there should be a sub folder called "BAP Hall of Fame." This has example photos from our trainings throughout the years of all of the BAPs (this term will make sense in the next section) you need to make, which are also described in the appendices.

Lingo and Visual Cues

Our goal was to make this as simple for you to read, understand, and use as possible. In particular, we hope that after you read everything thoroughly once (please do this), you'll be able to quickly scan the document to find what you need.

To accomplish this, we've employed a few shorthands.

The Bullets & Lists

We use a few different formats of bullets/lists throughout the documents. Here's what they mean:

1. **Numbered lists** indicate a series where order, or inclusion of every item, is important

❏ **Checkbox bullets** are to-dos, things you need to make or prepare

➔ **Arrow bullets** indicate goals, what you should be aiming for

★ **Star bullets** are tips for you, facilitation steps, or contextual information you need

❖ **Diamond bullets** are prompts for the group, direct quotes you can read or paraphrase

If this helps you parse the document, great! If it doesn't, and it's just useless and maybe kinda cute, that's fine by our measure.

Roles & Abbrevs

Running a Train-the-Trainer can really quickly because meta overload. Creating this document took that to a new level.

So, to clarify, we use the term "**facilitator**" throughout this document to mean whoever is running the training/activity in that moment, not to refer to the future facilitators you are training. We'll be calling them "**participants**," as in TTT retreat participants.

Oh, and there's an acronym. Here's what it means, along with a few of its buddies:

★ **TTT** = "Train-the-Trainer," the training you'll be conducting

★ **TTF** = "Train-the-Trainer" Facilitator (you, and/or the person you'll be working with)

★ **SZ** = "Safe Zone," referring to the trainings you're prepping for

★ **BAPs** = "Big Ass Post-Its," (or, if you don't want to indulge us, "Big Area Post-its") flipcharts with a sticky top (can be substituted with normal flipcharts and tape, but we don't recommend that)

Nudges & Wins

"Nudges" are specific diamond bullets that follow up a guiding question for a discussion. They serve two purposes. One, as you read them, you should get a sense of where we're hoping you to guide that discussion, and what the participants can learn from it. And two, they can be read verbatim (or paraphrased) if the discussion is stagnating, or going off track.

"Wins" are denoted with *Italics* below some of the sections in the activities. Because facilitation is amorphous, and could easily go on and on and on (and on), we included these to let you know when you can stop asking follow-up questions and move on to the next thing. Think of these as a little mental fist pump that says "Got it!"

Activities & Accordions

We say “Activity” to refer to pretty much ever segment of the training, and the retreat itself. Welcome is an activity. So is giving them a homework assignment. So is a break.

Some of these are more active than others, but just know that’s not what we’re saying. We’re just saying “a chunk of time for which you have a specific plan.” How much time? Well, that’s the tough part. It’s really (really) hard to know how long some of these activities will take, and we generally suggest you let the group guide you, not the clock.

With that in mind, “Accordions” are a specific type of activity that are able to stretch or shrink to fit into a flexible time period. For example, they can go for 15 minutes, or 30, or longer.

What We Want You To (Not) Print

You don’t need to print everything in this guide in order to facilitate your retreat.

A lot of the appendices are modular, meaning you will only use them if you choose, and some are different options for the same time slot. Further, prep and logistics documents, like the one you’re reading right now, aren’t needed in the room.

Here’s what we suggest:

1. **Read everything first on a screen.** All the Prep & Logistics stuff, the Retreat Guide itself, then the Appendices.
2. **Plan out** what activities you’re going to run (and which you aren’t).
3. **Print the Retreat Schedule**, and annotate it with which activities you’re using.
4. **Read the appendices** of those activities again, to see how much detailed help you’ll need when you’re in the room.
5. **If you are shaky about an activity**, print the appendix with the walk-through for it.
6. **If you feel comfy with an activity**, don’t print it, but write whatever notes you need on your retreat schedule.

Of course, we are not the Printer Police (*Hands off the copy button!)*, so you’re welcome to do whatever you believe is right for you.

That said, for the sake of the Earth, and the forests that the Safe Zone Project is indirectly responsible for pulping, we ask that you print mindfully, intentionally, and compassionately.

Logistics

What are the nitty-gritties that go into making your TTT a resounding success? They are all below. We leave no stone unturned, and there's nothing *not* here that you need.

People

Without question, the people you get in the room are the most important variable. Put a lot of intentionality and thought into who is in the room, and everything else will fall into place.

Who Should Facilitate the TTT?

The person who organizes a TTT isn't necessarily the right person to facilitate it, but sometimes those stars align. If you're wondering if you're the right person to lead this thing, use the following bullets as guidance:

- **Someone who has facilitated SZ trainings.** More trainings is better here, but at the very least you need to have facilitated one using our curriculum, or the curriculum you'll be training others on.
- **Someone who has facilitation experience in general.** Even if it's not SZ, other experience being in front of the room, guiding activities, and training groups will be incredibly beneficial in this role.
- **Someone who has (at least) a "201" level of LBGTQ+ knowledge.** SZs are introductory "101" trainings, but TTTs tend to go a bit further, where people ask more "Why?" questions, or want to get to the origin of things.

Have all three of those? Great! Have only two? You got this. Only have 1? We'll make it work. But if you're looking at all three of those bullets and thinking "That's not me," we encourage you to pass the facilitation responsibilities over to someone else.

Speaking of someone else, **we cannot overstate how much we recommend that you co-facilitate a TTT**.

Having two TTFs will help with managing energy, answering questions, providing support, scribing while the other person is facilitating, and transitioning from one activity to the next. It is game-changing to have someone with whom you're able to process, plan, troubleshoot, and debrief. Just having a fellow TTF along for the ride makes the whole thing feel more doable.

Who Makes a Good SZ TTT Candidate?

When nominating, recruiting, or selecting people to participate in the TTT, what should you consider?

Start with the following: you need (these are deal-breaker level needs) someone who:

1. **Is able to attend the retreat in its entirety.** A two-day training isn't possible for everyone, and this training isn't one where you can pop in for a bit and still benefit. Everything builds on everything else.

2. **Is able to facilitate trainings in the (near) future.** No point in training someone who is too busy to facilitate SZs (or on their way out of your institution/org).

That might seem easy, but we've learned that those two criteria are a bar that a lot of otherwise-interested people can't clear.

It can be really tempting to invite people to the train-the-trainer that you want to have onboard with your goals (e.g., key admins/executives) or who you want as cheerleaders for the Safe Zone initiative (i.e. department heads/managers) *resist this temptation.* If they don't fit the above criteria and aren't stoked to be a SZ facilitator do not do it. Instead, set up a SZ training that will happen after you're SZ TTT and invite all the key people you'd like. Talk to them during the wrap up about how they can help move the initiative forward.

Beyond that, here are some things to consider:

★ **Diversity in every sense of the word.** Your trainer cohort will benefit from people of different identities (gender & sexuality, and beyond), roles in your organization (e.g., students, faculty members, and administrators), disciplines or content areas (e.g., fields of study, organizational departments), and personalities (e.g., introverts and extraverts, serious people and silly people). We do not believe that SZ trainers need to be people who hold a marginalized gender/sexuality. We do encourage a mix of people with marginalized and dominant group identities to co-facilitate.

★ **A personal stake in the goals of SZ.** It's important for people to care deeply about LGBTQ+ inclusion, and believe in the mission of this program.

★ **Patience with ignorance.** SZ trainings are hotbeds for problematic statements, ill-informed questions, and prickly points of view — and that's what makes them so powerful. People who can see the opportunities for learning and growth in those moments are going to have a better time, and their participants a better experience.

How Many People Should Attend?

12 - 15 participants is the sweet spot for a train-the trainer. If you have fewer or more than that, you'll need to think about tailoring some of the activities in this guide to your group size (the further you are from that recommendation, the more you'll need to change things up).

Room

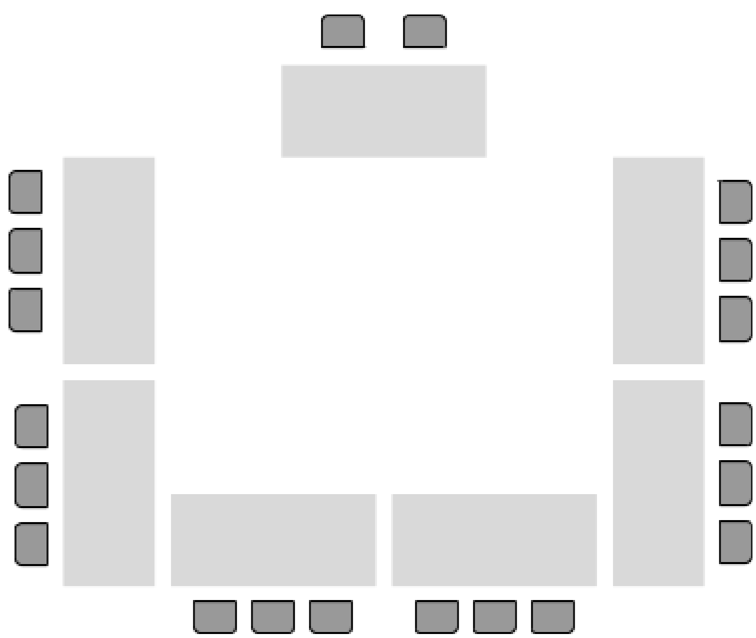
If you have absolutely no control over what space this event will happen in, you can make it work wherever you end up. But space does play a surprisingly big factor in the feel and vibe of a training, so do push for the right space. Ideally, look for a space with as many of the following characteristics as possible:

- **Natural lighting.** Spending two days in a room with only fluorescent lights is hard on the brain and soul.
- **Moveable tables and chairs.** Big tables are great, as long as you can easily move them around. Small desks where the chairs are attached to the writing surface are fine. Ideal tables and chairs have wheels on them and glide around with ease (when you want them to). A 2-3 extra tables for supplies/food is helpful if you have the room.
- **Lots of open wall space to stick BAPs.** Rooms with walls cluttered with picture frames, or coated in fabric are to be avoided. Windows will work too.
- **More space than you think you need.** You don't want to be in a room that's 4 times the size of your seating arrangement, but it's great if you have room to do standing/moving activities, and for people to easily come and go.
- **Bathrooms nearby.** This will allow for you to do "5 minute bathroom breaks" that only end up being 10 minutes, instead of 15+. All-gender restroom being a huge bonus.
- **Easy parking and accessibility.** Don't make it hard for people to get to the room.
- **Whiteboard.** Sometimes you want to quickly draw up an explanation or visualize something, or you need more space than a BAP provides.

Arranging the Seating

Set up the room in a U shape, where the TTFs are at the top (like an umlaut: Ü).

Ideal Room Set-Up



Time

We designed this retreat to be a 2-day experience, where each morning and afternoon has a slightly different focus, and participation throughout the entire training is necessary.

Over the years, we tried out lots of different formats, including 1-day retreats, 1.5-days, 3-days, and hybrid retreats that also involved online learning.

We've landed on 2-day retreats as our "best practice" recommendation for one major reason: it's feasible for most groups. 3 days and beyond is a non-starter (unfortunately, because those can be powerful). 1- and 1.5-day retreats are simply not enough time.

We're also assuming two full business days, where you can get 4 hours of training time (minus breaks) in each morning and afternoon.

If you're not doing a 2-day retreat, or you aren't able to do two full days, you can likely still find some value in this Retreat Guide, but you're going to have to do a lot of tweaking and customizing.

Tips for 9am - 5pm schedule, with 1 hour lunch:

- ★ General: Plan for later lunches (12:30 usually works) to finish AM programming
- ★ Day 2 AM: Cut Co-Facilitation (you can do it in the PM Utility Spot)
- ★ Day 2 PM: Cut Facilitator Fear Factor

Tips for 9am - 4pm schedule:

- ★ Make same cuts as in 9 - 5 day
- ★ Cater "working lunches," where you continue the discussion while participants are eating. Adjust what you're doing during lunch to make this feasible. Make sure to still give *at least* 15 mins for bio break, and tell participants this is the plan beforehand. This will also mean you and your co-fac have much less check in time, prep accordingly.
- ★ Use FAQ practice as an accordion before Closing (make sure you leave 30 mins for closing)

Supplies

If you're a person who is really picky about your office supplies, you'd fit right in with us. Following are all the things you will need to put together, as well as some supplies we recommend, but aren't necessary, and some that are totally options.

Things to Print:

1. **TTT Retreat Schedule** (1 copy for each TTF)
2. **Retreat Guide Appendices** (whichever ones you need for referencing)

3. **Safe Zone Participant Packets** (1 copy for everyone in the room)
4. **Safe Zone Facilitator Guides** (1 copy for everyone in the room)

Color is great (especially for the participant packets, not necessary for facilitator guides). 2-sided is a must. And collated/stapled works just fine (make sure each document is separate, not all stapled together), although some groups prefer binders. Your call.

Office Supplies:

1. **Pens** (for any participants who forgot their own)
2. **BAPs** (2 full pads would be great, or 3 mostly full ones — you'll use about 30 sheets)
3. **Flipchart Markers** (the more rainbow the the better, which is probably not a surprise, also don't use thin sharpies or crayola markers, invest ones that are actually called "flip chart markers" if possible, with a bullet or chisel tip)
4. **Easels** (2, the flip charts need to be able to attach to (not rest on) the easel for writing)
5. **Index Cards** (a pack, or a stack of 30 - 40 will do)
6. **Masking Tape** (1 roll is plenty, this is backup for BAPs that refuse to stick)

Recommended Refreshments:

★ **Snacks** (for the participants — fruit, nuts, and granola/protein bars are usually hits)

★ **Drinks** (for the participants — water is priority #1, coffee/tea/juice are a close second)

If you're not providing these, tell your participants beforehand to bring water bottles and whatever snacks they need/want to keep their energy levels up.

A lot of groups provide lunch as well, which is always a hit, but make sure that you (TTFs) are able to sneak out to use the lunch breaks for prep and planning.

Totally Optional

We wrote two books that fill in a lot of the gaps that are often exposed during TTTs, one content-related, the other process-related. They're called *A Guide to Gender* (guidetogender.com) and *Unlocking the Magic of Facilitation* (facilitationmagic.com). You can get them in bookstores or order them online (Indiebound, Barnes & Noble, Amazon, etc.). You can also bulk order for your participants directly from us (just email yo@thesafezoneproject.com). They are also both available as .PDFs for free (or whatever people choose to gift) on their respective websites, because we prioritize access as a cornerstone value of social justice.

You will need A/V if you decide to show a video in place of a lecture or activity.

Prep

What does it take to combine all of those logistical needs with the other 100+ pages of Retreat Guide, Facilitator Guide, and Participant Packet, and produce a TTT that your participants will love?

One word: luck. But we can't count on that, so we prepare for everything.

Preparing with your TTT Co-Facilitator

Hopefully, you have two TTFs who are going to be steering this ship (aircraft carrier) together. If you don't, maybe this entire subsection being irrelevant for you will give you the nudge you need to find a co-facilitator.

Some responsibilities to figure out:

1. Who is responsible for what (from printing to leading activities to leading the components within those activities)
2. What are your "Wins" for each retreat activity? What're your "Wins" for the retreat overall?
3. Where there's a choice between a few different activities, which are you doing?
4. Are you doing any custom activities? If so, who is writing/creating them? When?

Some unfortunate realities to be ready for:

★ **Lunches are likely going to be spent prepping** for the afternoon, and unpacking/debriefing the morning. Make sure you can get away from your participants (physical distance is essential) and are also able to eat (if that's your sorta thing).

★ **Set aside time before and after the training each day** for things like set up, debrief, and planning. More time after than before.

★ **Running a TTT retreat can be emotionally and mentally exhausting**, so be ready to bail out your co-fac if they're floundering, and to ask for help when you need it. Also, maybe don't schedule any super intense things for the day after the retreat. Give yourself a brain break.

Last thing? Follow your own advice and **do the co-facilitator checklist**. If you think being on a different page with a co-facilitator is bad for three hours, try 16.

How to Choose Activities

One of the things you'll have to do when planning this retreat is choose what activities to cover. Almost all these choices will be about how to spend your time on Day 2 of the retreat. Our general advice is this:

1. Read over all the activities provided in this retreat guide to get a sense of your options.
2. At the end of Day 1 plan on spending an hour or two talking over the day, identifying what needs/sticking points you think your group had, and selecting what activities to do based on their needs.
3. During Day 2 lunch, revisit your plans for Day 2 afternoon.
4. Be ready to throw your plans out if your group needs something else.

For example, say you were wanting to do Neutrality, because it's important for you, but that issue never comes up. Without the urgency — a lot of comments suggesting participants see their role as being neutral parties — that activity will be a dud. Do something they asked for instead, even if they didn't know they were asking for it.

Preparing the Retreat Schedule

The schedule is an annotated timeline of everything that will happen during the retreat. But it's not all of the information you need.

Once you've printed it, grab some writing utensils (color coding, or other keys you can create for yourself are fully encouraged) and start adding your own notes.

A few schedule customizations we recommend:

★ **Add your ideal start time of each activity to the left of it, next to the run time.** For example, if your training starts at 8am on day 2, your ideal start time for FTL would be 8:15am. Jot that in, don't rely on your brain to do mental math on the day (it won't).

★ **Write your own bullets for any accordion or custom activities you're including.** Just the overall process steps will usually be enough to jumpstart your memory.

★ **Use your/your co-fac's initials to note who is introducing what activity** (if you're dividing up responsibilities like that), and who is responsible for which process step.

2-Day, 8 Training Hours / Day

Retreat Schedule

30 min	**Set Up Room (Reference Day-of Checklist)**	A
45 min	**Welcome & Introductions** • Welcome participants and do facilitator intros • Review the goals of the retreat • Review agenda and housekeeping norms • Do introductions	B
90 min	**Safe Zone Training**	C
15 min	**Break**	
60 min	**Safe Zone Training (continued)**	C
60 min	**Lunch**	
120 min	**Content Dive** • Ask what they remember happening • Fill in the gaps • Ask what is important about, or the "Why?" behind, each part • Ask what questions participants have about facilitating the activity • Share important notes or customizations • Ask if anyone remembers the segway/transition to the next activity	D
15 min	**Break**	
90 min	**Content Dive (continued)**	D
15min	**Day 1 Wrap-Up & Homework**	E
15ish hours	**Break / Debrief Day 1 / Rest**	
15 min	**Day 2 Morning Discussion**	F
30 min	**Facilitator Talisman** • Give instructions • Deliver the guided meditation • Have participants construct their talisman • Show & tell • Wrap-up by highlighting the variety of strengths: No one right way.	G

60 min **Facilitating vs. Teaching vs. Lecturing** H

- Break participants into 3 groups
- Distribute the FTL participant BAPs and corresponding markers
- Provide framing and instructions
- Check in with groups
- Have each group share out
- Make connections and comparisons across methods
- Highlight how agency and participation changes
- Highlight how energy/information exchange changes
- Draw connections to SZ curriculum

15 min **Break**

75 min **Triggers** I

- Introduce "triggers"
- Why it's important for facilitators to navigate their triggers
- Frame the activity
- Introduce/explain the triggering events cycle model
- Give a personal example for the triggering events cycle model
- Explain a limitation with the triggering event cycle model
- Introduce/Explain the triggering events traffic circle model
- Brainstorm strategies for exits
- Share strategies for Exit 1

15 min **FTL + Triggers Discussion** J

- Bring the group's attention to the "1 thing to learn today" BAP.
- Explain the focus of the discussion
- After a share, continue to prompt for what other connections they see.
- Add any of your own connections/ideas related to their questions
- End by encouraging people to keep these frameworks in mind

15 min **Break**

40 min **Accordion: Pick One**

- ❏ Neutrality K
- ❏ Genderbread -Ness Lecture L
- ❏ 3 Different Transitions Lecture M

5 min **Day 2 Lunch Ticket: FAQ Generation** N

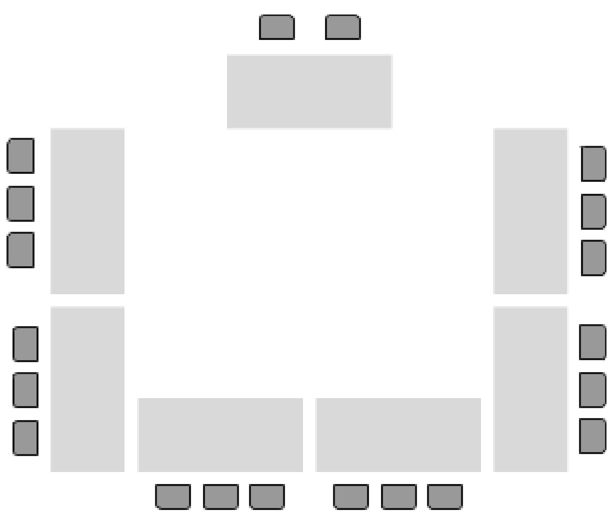
60 min **Lunch: BAP Prep FAQ** O

30 min	**Co-Facilitation (Pick one, or do both)**	
	❏ Co-Facilitator Checklist	P
	❏ Co-Facilitation Strengths, Weaknesses, & Strategies	Q
30 min	**Utility Spot: Pick One** ❏ Use this time to do an activity you planned during lunch ❏ One you wanted to get to in the morning but weren't able to ❏ A custom activity you planned before the retreat	
15 min	**Break**	
45 min	**Facilitator Fear Factor** • Pass out index cards • Have each participant write down the thing they're most afraid of • Collect the index cards, shuffle, then redistribute • Ask for a volunteer to read and personalize the fear they're holding • Allow others to empathize or echo that fear • Scribe the fear on the board/BAP • Come up with points of courage • Scribe the courage on the board/BAP • Repeat steps 4 - 8 until until you run out of time or fears • End with a mini discussion about manifesting courage	R
15 min	**Break**	
75 min	**F(earfully) Asked Questions Practice** • Hang up the Prepped FAQ BAPs • Frame the activity • Pair & Share 1 • Pair & Share 2: Share answers like you would in a training • Practice Answering for Full Group • Wrap-Up	S
30 min	**Closing: Pick One**	
	❏ Thinking & Feeling	T
	❏ Compelled to Share	U
	❏ Body Parts Debrief	V

Appendix A

Train-the-Trainer DAY-OF Checklist	
100% NECESSARY	
	TTT Retreat Schedule (1 copy for each TTF)
	Retreat Guide Appendices (whichever ones you need for referencing)
	Safe Zone Participant Packets (1 copy for everyone in the room)
	Safe Zone Facilitator Guides (1 copy for everyone in the room)
	Pens (for any participants who forgot their own)
	BAPs (2 full pads would be great, or 3 mostly full ones — you'll use about 30 sheets)
	Flipchart Markers (the more rainbow the the better, which is probably not a surprise)
	Easels (2, the flip charts need to be able to attach to (not rest on) the easel for writing)
	Index Cards (a pack, or a stack of 30 - 40 will do)
	Masking Tape (1 roll is plenty, this is backup for BAPs that refuse to stick)
RECOMMENDED NICE-TO-HAVES	
	Snacks (for the participants — fruit, nuts, and granola/protein bars are usually hits)
	Drinks (for the participants — water is priority #1, coffee/tea/juice are a close second)
100% OPTIONAL	
	Books (if you ordered copies of *Unlocking the Magic of Facilitation* or *A Guide to Gender*)
	A/V (if you're planning on showing a video in place of a lecture/activity)

Ideal Room Set-Up



Adjust for the number of seats you need for participants and TTFs (no extra seats)

Appendix B

Welcome & Introductions

Props

- ❑ Prepped BAPs
- ❑ Markers

Goals

- ➔ Familiarize participants with the agenda, flow, and structural norms of the train-the-trainer retreat
- ➔ Have participants learn you and your cofacilitators' name, pronoun, and background related to why you're both excited to facilitate this retreat
- ➔ Learn the names, pronouns, and roles of your participants as well as one thing they want to get out of the training
- ➔ Getting everyone on the same page about the goals and ultimate purpose of the retreat

BAP Prep

- ❑ **Welcome BAP.** This BAP is to let people know they've gotten to the right place. A simple Welcome [Title of the Retreat] goes a long way.
- ❑ **Intro BAP.** Write (and often helpful to number) the different questions you want your participants to answer in their introductions (i.e. Name, Pronoun, Position, 1 Thing to Learn, Your People (3))
- ❑ **Pronouns BAP.** Can be helpful to draw a little diagram of pronouns for people, this can be helpful to explain what pronouns are and for those who have never seen neo-pronouns before.
- ❑ **Agenda BAP.** General overview of the training. We usually go 30,000 foot view and simply say: "Day 1 AM: SZ training | Day 1 PM: Content Dive and Day 2 AM: Facilitator Key Concepts | Day 2 PM: Facilitator Skill Building"

Process

1. Welcome participants and do facilitator intros
2. Review the goals of the retreat

3. Review agenda and housekeeping norms
4. Do introductions

Details

Welcome Participants and Do Facilitator Intros

Say hi! Welcome your participants to the retreat, thank them for coming.

Introduce yourself, share:

- Your name, pronouns, role at the institution
- Your experience facilitating SZ trainings
- Why you're excited about the SZ TTT retreat

Have your co-facilitator share.

Review the Goals of the Retreat

You've been in direct contact with participants of the retreat prior to that day, but nonetheless remind everyone what the purpose is of the retreat:

- "The goal of this retreat is to prepare you all to facilitate Safe Zone trainings."
- "We hope over the next two days we'll also get to know each other and form a cohort that can help support all of us in our training goals in the future."

If there are any specific requirements that you've made of the group to be there (i.e. committing to facilitate two trainings a semester, etc.) remind them of those commitments.

Review the Agenda and Housekeeping Norms

Provide an overview of the retreat:

- "To give you some context of what this retreat will look like, here is a 30,000 foot view of our agenda over the next two days."
- "This morning we're going to do a Safe Zone training. You all will get to experience what these trainings are like from the perspective of a participant. This is the time to get your own learning on."
- "This afternoon we'll be doing a Content Dive where we'll go back to the curriculum and look at it from a facilitator's perspective and answer any questions you have about facilitating the curriculum."
- "Tomorrow is going to be all about facilitation."

- “In the morning we’ll be examining some key concepts around facilitation.”
- “In the afternoon we’ll be doing some facilitation skill building.”
- “Every AM and PM section we’ll take at least one 15 minute break in the middle. And in between the AM and PM sections we’ll be taking a 60 minute break for lunch.”

Tell the group where they can find water, bathrooms, snacks, and any information about food/lunch/coffee that you’ll be providing throughout the day.

Check in:

- “Does anyone have any questions about logistics?”

Do Introductions

Explain what you’d like to have happen in introductions:

- “Since we’re going to be spending a bunch of time together, we’d like to start with getting to know who is in the room.”
- “Up here you’ll see we’ve written down what we’d invite you to include in your introductions, and I’ll go first to role model it in a moment.”
- “We’d like to know your name, pronouns, role at the institution, one thing you’d like to learn this morning in our SZ workshop, and three groups of your people.”
- “By your people we mean a group of people you identify or connect with. Think if you learned this about someone you’d be like ‘Oh! My people.”

Role model the intros. Start with yourself and ask the participant closest to you to go next and go around the room. This should result in you going first and your co-facilitator going last (to wrap it up).

- “My name is Meg, my pronouns are she or they, my role here is the Diversity and Inclusion coordinator, I’d like to learn more about your questions around gender and sexuality. My people are people who love to cook for people, people who really enjoy love arcades, and queer people.”

★ Know that whatever you say for introductions **will** change what your participants say. If you say you’re a “winter person” get ready to learn what seasons your participants identify with.

Appendix C

Safe Zone Workshop

Props

- ❏ Safe Zone Participant Packets (1 per participant)
- ❏ Safe Zone Facilitator Guides (1 per TTF)
- ❏ Prepped BAPs
- ❏ Markers (4+)
- ❏ Writing Utensils
- ❏ Index Cards (1 per participant—if doing Anonymous Q&A)
- ❏ A/V (*optional*—if showing slides/video/audio)

BAP Prep

- ❏ **Genderbread Person BAP.** Draw the model of the genderbread person with the brain, heart, ⚧ symbol but don't add labels (yet)
- ❏ **Genderbread Person Gender Spectrums BAP.** Draw the spectrums pairs and category labels but not the labels on the end of the spectrums ∅---------------> (i.e., "woman-ness", "man-ness".)
- ❏ **Genderbread Person Attraction Spectrums BAP.** Repeat process above but for sexual attraction and romantic attraction.

Goals

- → Keep participants in "participant mode," learning for themselves
- → Model good SZ training facilitation
- → Accomplishing the goals of the SZ training (within the Facilitator Guide)

Process

1. Let the group know you're going to start the SZ training.
   a. "We're going to move into the SZ training now, remember this is really for your own learning, so we ask that you all keep your participant hats on."

2. Facilitate the SZ training using the facilitator guide, skipping Introductions (because you already did that) and starting with Group Norms.

3. When you get to Wrap Up, instead of doing a wrap up explain:

    a. “Since we’re going to be spending more time together in this retreat we’re not going to do a wrap up and instead we will just close out our SZ training here.”

Notes

The closer you facilitate this to how you’d want your participants to facilitate in the future (in timing, depth of answers, etc.), the more you can reference back to it as an example later in the retreat. If you facilitate it differently, you might notice yourself saying, “We only did it this way because this is a train-the-trainer.” Try to avoid setting yourself up to have to say that.

It is up to you whether you want to stick to the timing that your group will be facilitating their trainings (e.g., if you’ll be doing 2 hour SZ trainings, spending 2 hours during the training in the retreat), or if you to let the SZ training in the retreat go longer. There are advantages and disadvantages to both decisions.

Appendix D

Content Dive

Props

- ❏ SZ Facilitator Guides (1 for everyone in the room)
- ❏ Writing utensils

Prep

- ❏ Hand out SZ Facilitator Guides and writing utensils

Goals

- ➔ Familiarize participants with the SZ curriculum from a facilitator’s perspective
- ➔ Ensure participants understand why each activity is facilitated the way it is facilitated
- ➔ Answer questions about how to facilitate the activities
- ➔ Answer questions related to gender and sexuality content knowledge

Process

1. Frame Content Dive and goals
2. Introduce the Safe Zone Facilitator Guide
3. Explain the how the Content Dive will work
4. Review activity-by-activity
    a. Ask what they remember happening
    b. Fill in the gaps
    c. Ask what is important about, or the “Why?” behind, each part
    d. Ask what questions participants have about facilitating the activity
    e. Share important notes or customizations
    f. Ask if anyone remembers the segway/transition to the next activity
5. Repeat steps A-F for all other activities in the curriculum up through scenarios

6. Discuss wrap up

Details

Frame Content Dive and Goals

Provide some framing for the shift from participant mode to facilitator mode:

- "This morning you all were in participant mode, going through the SZ workshop learning for your own learning."
- "Now we're going to ask you to shift into facilitator mode. We're going to go back through the curriculum, activity-by-activity, and invite you to look at it with your facilitator hats on."
- "The goal for this afternoon is for you to understand how to facilitate the SZ curriculum, the 'Why?' behind our choices as facilitators, and to answer any questions you have about the curriculum or LGBTQ+ concepts."

Introduce the SZ Facilitator Guide

Invite participants to put aside their participant packets and to grab the Facilitator Guides that you passed out for them.

Explain the Facilitator Guide:

- "This is the Facilitator Guide for the SZ curriculum. It contains everything you had this morning as participants, as well as all of the instructions, discussion prompts, and other things you need to know in order to run a SZ training."
- "Most people who use this guide never go through a train-the-trainer. They simply download the guide and start learning by doing. That's why there's so much detail. If, in a few months, you forget how a particular activity goes, it's all here."

Have participants flip through the first few pages, briefly remarking on the pages until you arrive at Introductions:

- "On the first few pages we have the Table of Contents and "About the Guide"—which explains what's in the document."
- "As you can see on the timeline page, you can run SZ trainings of different lengths, we're going to be offering [insert time] hour SZ workshops."
- "The ideal set-up for a SZ is much like our retreat space."
- "The guide-to-the-guide page tells you what the different headings mean."

Explain the How The Content Dive Will Work

Explain the Content Dive process:

- "In a moment we're going to start reviewing each activity in the curriculum."
- "The way that we're going to do this is by asking a series of questions that will be the same for each activity: What do you remember about that activity? Why do you think those choices are important? And what questions you have about facilitating each activity?"
- "The questions will feel repetitive, but know that the things that stick out for you aren't the things that will stick out for others. You might innately understand why we gave a particular instruction, or the thought behind a discussion question, while others have questions about it.
- "Our hope is that by allowing you to tell us what you need, in each part of each activity, we'll make sure everyone gets their questions answered."

Review Activity-by-Activity

Starting with the first activity (Introductions) and get popcorn shares to recap what happened:

- "What do you remember happening during this activity?"

Nudges:

- "What else do you remember us doing?"
- "Do you remember what we did immediately before that? After?"
- "What else do you remember happening during the activity?"

After a few different nudges, if they're scratching their heads, you can fill in the gaps with any key pieces of the activity they are missing.

Then move into having the group unpack the "Why?" behind each decision:

- "Why do you think we gave the instructions for the activity that way?"
- "Why do you think we had you do this part vs. that part first?"
- "Did that set-up influence the activity for you? How would it have been different otherwise?"
- "Why do you think that element is important to the outcomes of the activity?"

Then move into asking what questions the group has:

- "What questions do you have about facilitating this activity?"
- "Are there any parts or elements of this activity you would be nervous to facilitate?"
- "Any parts to this activity you want to revisit or need further clarification on?"

Answer the questions that come up. If there are questions that make more sense to answer during a different activity, let the participant know that, and make a note in your Facilitator Guide to bring the question back up. If there are questions that are more relevant to answer tomorrow, let participants know that, and keep a list of those to review with your co-facilitator later.

★ Whenever you delay a question, participants will often apologize (or they may even apologize in a preamble, "I'm not sure this is the right time to ask this question." It can be helpful to reassure them to ask questions at any point and for you to be the one who filters when it should be answered, rather than them.

After answering questions, move into share important notes or customizations about the activity that haven't come up yet.

In addition to your own advice and recommendations, check out the important notes for each activity we've collected. You can find some of these below ("Activity-Specific Tidbits & Important Notes") and others in the SZ Facilitator Guide under "Facilitator Framing," "Notes," and "Unlock the Magic."

Lastly, if you purposefully transitioned from activity to activity in your SZ facilitation, ask:

❖ "Does anyone remember the segue/transition from this activity to the next activity?"

If so, explain why you use that segue. If not, remind the group what the segue was and why it's important.

Repeat this process for all of the activities through scenarios.

It will feel repetitive to ask the same questions over and over but think of it as a "taking your medicine" way to ensure that people understand the material, review key takeaways, and answer their questions — for every activity.

Having a co-facilitator here really helps, so that you can trade back and forth asking the questions and follow up questions.

Activity-Specific Tidbits & Important Notes

Introductions

❖ Introductions is the thing that is most different in a train-the-trainer compared to a SZ workshop. If you followed our Retreat Guide for introductions, you likely spent 30-45 minutes (compared the the 10 minutes allotted in a typical SZ), so the most important thing here is letting participants (a) know how much time you spent, and (b) why intros during a SZ workshop would need to be different.

❖ The idea of 'role-modeling' intros to set the length of an appropriate info is something that can be applied throughout the training. If you share a personal story of 5 minutes, you're role modeling and your participants are likely to follow suit; if you share a one word answer as an example, so will they.

Group Norms

❖ The reason we have people read the group norms (rather than us reading them) is to (1) get the group warmed up to talking in front of each other; and (2) create group buy-in. Rather than being like “our facilitator said to share the airtime,” participants feel more accountable to each other than to the facilitator.

- We strongly advise people not ask at the end of group norms, “Does anyone have any additions for this list” for two reasons: (1) it can make the activity drag on when it should be short and sweet; and (2) someone may bring up an idea that you don’t agree with, or that is counterproductive to your goals for the environment.

- Make these group norms your style. If the wording or the group norm itself doesn’t resonate with you, change it.

First Impressions

- When talking about how important the part of the directions that communicates to participants that their sheet won’t be collected or shared, connect it to the larger point to always do this whenever you’re asking a group to write something down. What is going to happen to the information after they write this one down.

- Introduce the concept of ‘wins’. Wins are the mini-goals that, when accomplished, signal to you that you can move on. The win for first impressions is mostly accomplished in the reflection piece. The debriefs for this activity are simply to release some of the built up energy, they aren’t actually for participants to learn a lot more.

Core Vocabulary & Do’s and Don’ts Handout

- With a lot of SZ material there are layers to the information. There’s a 101 understanding, 201, 301, etc. Often facilitators are at a higher level than many of their participants and that mismatch is a thing to be intentional about navigating. Encourage facilitators to start with a 101 definition/explanation and then check in for understanding. If at that point you want to add more nuance, have your co-facilitator do it. That way, it’s easier for the participant to walk away with the first nugget of understanding, even if they completely don’t understand the second. If you drop the information all at once and it becomes a “take it all” or “leave it all” situation.

- If the group seems really overwhelmed by vocabulary, starring every word, or reacting with confusion to your explanations, consider spending some more time on the do’s/don’ts handout, which is more straightforward.

Privilege for Sale & Coming Out Handout

- Often participants will ask a question about coming out to your participants or whether self-disclosure is something that is required for SZ facilitators. Our opinion is that you can do a bang-up job of facilitating SZ without ever talking about yourself. Some people will talk about themselves (discuss their gender/sexuality), some won’t. We see it as a facilitator style/preference/comfort question, not as a requirement.

Discuss Wrap Up

Because you won't have done a Wrap Up to your SZ in the morning, summarize the main purpose/point of Wrap Up instead of reviewing it:

- "Because we didn't do a Wrap Up this morning (because we're not done), we're going to highlight some of the thinking behind Wrap Up."
- "Wrapping up the workshop creates a sense of closure to the experience and without the the workshop can feel cut off."
- "If you're running out of time, and you have to choose between doing Scenarios, or one more scenario, and doing Wrap Up, we highly recommend Wrap Up for this reason. It gives you a chance to end on a positive note, with intention, instead of panic."
- "During Wrap Up, a few things you might want to do include reviewing major learning points in the training, a call-to-action for participants, and asking for feedback."

If there are any things that you as a group have decided you want all your facilitators to include in their SZ wrap ups, now is a good time to review that.

Highlight the feedback forms:

- "After Wrap Up you'll also notice feedback forms in your facilitator packet. We highly recommend asking for feedback from your participants and that while they are giving you feedback that you give yourself feedback on the workshop."
- "The self-feedback form is a great tool for anyone who wants to improve as a facilitator and can prevent you from repeating mistakes. Often we'll go a couple weeks or months between facilitation and if we don't write ourselves some notes, we often won't remember the mistake we made last time, until we make it again."

Wrap Up

Ask for any questions about the content dive. You may get some sideways smile/glares on this one, because you've just asked if anyone had any questions repeatedly for the past few hours.

Briefly summarize the goals of content dive and remind the group how the goals for day 2 differ:

- "We just finished going back through the curriculum and spent time better understanding all of the activities, and the content that they help participants learn."
- "Tomorrow, we're going to be moving away from the workshop curriculum and focusing on facilitation itself, on the knowledge and skills we need to create productive learning environments for our SZ workshops."

Day 1 Wrap-up & Homework

Props

- ❏ Prepped BAP
- ❏ Markers

BAP Prep

- ❏ Write the homework question on a BAP

Goals

- ➔ Review and wrap up Day 1
- ➔ Assign homework for participants to bring for Day 2

Process

1. Review Day 1
    a. "OK, so this morning you all participated in a SZ training and this afternoon we took a deep dive back into the curriculum and reviewed the training from a facilitator's perspective."
2. Talk about tomorrow
    a. "Tomorrow we're going to be moving away from the curriculum itself and examining facilitation more closely, working to answer the question, 'How do we create a space where people are free to learn and explore in our SZ trainings?'"
3. Give tonight's homework and hang up homework BAP
    a. "With that in mind, tonight we have one piece of homework for you to do and that's for you to consider the question, "What is one thing you want to learn about facilitating Safe Zone trainings. Consider specific scenarios you might be nervous to handle, group dynamics, other hesitations or questions you have that we didn't get into today.
    b. "Think about that tonight and it'll be the first thing we talk about tomorrow morning when we come back together, we'll make a list of everyone's thoughts."
4. Thank everyone for the day and let them know what time to start tomorrow.

Appendix F

Day 2 Morning Homework Discussion

Props

- ❏ BAPs (1-2)
- ❏ Markers

Goals

- ➔ Create a BAP of everyone's "1 thing to learn" to reference later in the training
- ➔ Get a sense of the interests/anxieties of your participants to plan accordingly

Process

1. Review homework
   a. "Last night we asked you all to think of one thing you'd like to learn from today's training. What we'd like to do now is make a list of those items so that we can refer back to them throughout the day."
2. Have one facilitator call on participants while the other summarizes and scribes participants shares.
3. Wrap Up
   a. "This is a really great list and we'll do our best to address as many of these as we can today. We'll refer back to this list throughout the day."

Appendix G

Facilitator Talisman

Props

- Play-Doh (optional: can be left out, or replaced with Legos, drawings, construction paper sculptures, or other media)

Goals

- Identify a unique strength that each participant holds as a future facilitator
- Showcase a diversity of traits that can lead to excellent facilitation

Process

1. Give instructions
2. Deliver the guided meditation
3. Have participants construct their talisman
4. Show & tell
5. Wrap-up by highlighting the variety of strengths: no one right way

Details

Give Instructions

- “To start the day, we’re doing to do something different, a silent exercise.”
- “I’ll be reading a prompt, and we ask that you do your best to visualize and embody what you hear.”
- “I’ll ask that, if you’re comfortable doing so, you all close your eyes. Alternatively, you can lower your eyes”
- “Relax, take a deep breath, and exhale.”

Give a moment or two for everyone’s eyes to close, and the group to settle into the activity.

Guided Meditation

Imagine a wise person — they can be a real person in your life, a historical figure, or a fictional character, whoever first pops into your mind — appears in front of you.

(*Pause for a beat*)

They approach you, and seeing the struggle you're facing, they compassionately smile. Because they notice the strength in you, even though you're not seeing it. Then they reach out their closed hand, turn it over, open it, and reveal a gift in their palm.

(*Pause for a beat*)

They hand it to you, this gift, as a talisman you can carry into the training. The object is *just* what you needed to feel confident, to shine, to be the facilitator your group needs. Allow yourself to picture what you are holding in your hand. To invision, imagine, feel it in your palm.

(*Pause for a beat*)

If it's not clear what you're holding, turn it over in your palm a few times. Hold it up to the sunlight and you'll recognize it.

Constructing the Talisman

Instruct the group to open their eyes.

Then Pass out the Play-Doh, or whatever media you're working with:

- "Now, we invite you to create the talisman you received."
- "We're not grading your artistic talents, we just want you to do your best to create a physical representation of what was handed to you by the wise person you imagined."
- "It's okay if it's abstract, or not obvious, because we're going to be asking you all to explain your talismans to the rest of us."

Allow enough time for most of the participants to finish their sculpture. It's okay if people keep sculpting throughout the rest of the discussion.

Show & Tell

Ask for a volunteer to go first, and to share whatever they're comfortable sharing:

- "We'd love to hear who the person was, what they gave you, what it represents to you, and/or how you think that will help you as a facilitator?"

Move from them to the next volunteer, and the next, popcorn style. You don't need to force everyone to participate, and instead can keep saying:

- "Anyone want to go next?"

Keep going until everyone has shared, or nobody volunteers when you prompt for another share.

Wrap-Up

Conclude with a full group discussion, highlighting all the different traits and wise people who were shared, and leading to a conclusion that there is no one correct way to be a great facilitator, and we all have different skills, needs, concerns, and gifts.

You can start broadly:

- "What do you think about all the different talismans?"

Nudges:

- "What were some of the commonalities you noticed amongst the wise figures and talismans that were shared?"
- "What were the differences?"
- "In what ways do you think these different talismans represent the needs for you as a facilitator?"

Finally, move the discussion toward the goal:

- "Why do you think we started the day with this activity?"

Conclude with a statement summarizing the variety of attributes and wise figures, and making it clear that you don't expect everyone to facilitate just like you, but instead to honor their own style, personality, and gifts.

Appendix H

Facilitating vs. Teaching vs. Lecturing

Props

- BAPs (5)
- Markers (3 different colors)

Goal

- Recognize of the differences between facilitating, teaching, and lecturing
- Understand that one method isn't inherently better than the other, that there are strengths and weaknesses to all
- Identify which factors to consider when deciding which method to use in a given situation

BAP Prep

- **Create 3 BAPs for groups to use, one "Facilitating," one "Teaching," and one "Lecturing."** The top half of the BAP will be for the definitions/keywords of those terms, and you can divide the bottom half horizontally for a Pro and Con list. Use different colors for the different methods and keep those colors consistent across the BAPs to use later in the activity.
- **Create a BAP graphing "Facilitating vs. Teaching vs. Lecturing (from the Learner's Perspective)."** Draw a simple X and Y graph labeling the X axis "Active Participation" and the Y axis "Agency." Draw colored dots to represent the different models. Lecturing is low agency/low participation, teaching is mid for both and facilitating is high for both.
- **Create a BAP of how energy/information is relayed using the different modalities.** Draw three groups of people. To represent lecturing, draw arrows going from one person toward all the rest. For teaching, draw arrows going from one person to the group, and arrows going back from the group members toward them. For facilitating, draw arrows going to/from all different people, with no central figure.

Process

1. Break participants into 3 groups
2. Distribute the FTL participant BAPs and corresponding markers

3. Provide framing and instructions
4. Check in with groups
5. Have each group share out
6. Make connections and comparisons across methods
7. Highlight how agency and participation changes
8. Highlight how energy/information exchange changes
9. Draw connections to SZ curriculum

Details

Break Participants into 3 groups

Simplest way is to have them simply count off by three.

Then have them get together with their group around a table or at a wall so they can all easily see the BAP the group will be writing on. It is best if the groups are as far away from each other as possible, to lessen distractions.

Distribute Participant BAPs and Markers

One group gets facilitating, another teaching, and another lecturing. Give them the marker that corresponds to the color you assigned that method. The groups will likely take a minute or two discussing who should be the scribe, make sure to give them time to quiet down before giving instructions.

Provide Framing and Instructions

Frame the activity:

- "During the retreat you've heard us often use the word facilitation a lot. This activity is going to help us clarify what we mean by facilitation, as well us help compare and contrast three different ways you can engage a group in learning: facilitating, teaching, and lecturing."

Provide instructions for the groups:

- "Each group has a BAP with one of the methods at the top."
- "On the top half of the sheet we want you to define that term. You can use full sentences, bullet points, key words, etc."
- "On the bottom half of the sheet there are two boxes. On the left, we want you to write pros or positives — what that method does really well. And on the right side, write the cons or negatives of that method."

- "As your working through this, focus on the verb itself: facilitating, teaching, lecturing. Not the role we often associate with those verbs: facilitator, teacher, lecturer. What does it mean to do that verb? What distinguishes it from the others?"

- "You'll have about 10 minutes to work through the definition and the pros/cons. We'll come around to answer any questions."

Check In with Groups

Move around the room, touching base with each group to see if they have any questions.

Do another lap in 2-3 minutes to see how they are progressing. If groups are getting stuck or hung up on the ideas of roles, share:

- "One thing you might think about is how you might use this method outside the classroom. For example, how might someone use this method to help someone learn to tie their shoes or drive a car."

Give participants a 5 min warning and encourage them to move into talking about the pros/cons if they haven't yet. You can also tell them to identify who will be their spokesperson at this point.

Have Each Group Share Out

Start with lecturing, and ask for the group's BAP to hang it in the front of the room so everyone can see it. Also, grab their marker to add to the list as people make suggestions.

- "Lecturing group, can you share what you came up with for your definition?"

Once they've shared their definition, check in with the other two groups for consensus:

- "What additions do folks from the other two groups have that will make sure we're all on the same page when we say lecturing? Is there anything missing?"

Scribe additions on the BAP. Then move to pro/con list, following the above format:

- "Great let's move to your pro/con list, can read those?"

- "What additions do others have?"

You can move on from this BAP as soon as there is something relating to both agency and participation.

If they haven't touched either of those ideas, make more specific asks which might sound like:

- "How does information move in this method?"

- "What is the role of learners in this method?"

- "Who has control over what's learned?"

Repeat process for teaching and then facilitating.

Make Connections and Comparisons Across Methods

After all three BAPs are hung up at the front of the room ask participants:

- What themes do you see across all three of these methods?

Move on once participants have made comments related to participation, who has control/authority, where the information is coming from.

If not consider nudging:

- What changes for the educator across the different methods?
- What changes for the participants across the different methods?
- What changes about how information is shared across the different methods?

Highlight How Agency and Participation Changes

Hang up the graph at the font of the room and share what it represents:

- "This graph is from the learner perspective."
- "Two big factors that change across these different methods, as we've been talking about, are agency and active participation."
- "By agency, we mean who has control over the information that's being shared in the room. With lecturing, the learners have basically no control, no agency over the information being shared. In teaching, they gain a little more. And in lecturing, they have a ton of control over the information."
- "With that increase of control also comes an increase in active participation. Learners need to be more active in teaching, and even more active in facilitating, in order for those modalities to work."

Check in for understanding,

- "Any questions so far?"

Share with the group why this is important:

- "Many people think you should decide which method to use by using group size or time. But you can lecture to one person, anyone with a partner or a parent might be familiar, or you can lecture to 1000 people. Similarly, you can facilitate a two minute activity or for a week."
- "Instead, we would encourage you to consider these two as the primary factors. How much control do you need over the information, and how much participation can you expect from your group."

Highlight How Energy/Information Exchange Changes

Put up the BAP showing how energy/information is transferred. Ask the group:

- “What do you notice about the drawing?”

Highlight (if the group hasn’t mentioned the point already):

- “The energy and information moves in one direction for lecture, just from educator to learner.”
- “With teaching now it’s going two ways, from educator to learner and back.”
- “With facilitation that energy and information moves in all directions, everyone is an educator, and everyone is a learner.”
- “While some of us may see the one directional or two directional exchange as boring or top down, some of us see it as orderly and comforting.”
- “Some of us see the multi-directional as enlivening and some of us see it as chaotic.”

Share how to use this information in the trainings:

- “As a facilitator, we can use this information. If the group has a lot of energy and everyone wants to share, we can switch into facilitation.”
- “If the group gets confrontational, or we feel like the training is going off the rails, we can switch to teaching, and ask everyone to respond directly to us rather than to each other, or lecturing, where we stop asking for participation.”

Wrap Up

Connect the two graphs and the activity back to the SZ curriculum.

- “Where in the Safe Zone curriculum do you see lecturing? Teaching? Facilitating?”

Share some takeaways:

- “While some of these methods (lecturing) get a bad rap or we might be might be more drawn to a certain method, all can be the right method to use in any particular moment.”
- “It really depends on the type of information you want the activity to focus on, who has control over that information, and how much participation you want and can expect from the group.”

Let the group this will come up again:

- “We’re going to circle back to circle back to these images and concepts later in the training.”

Appendix I

Triggers

Props

- ❏ BAPs (4+)
- ❏ Whiteboard (if possible)
- ❏ Markers (2+ colors)
- ❏ Triggering Events Traffic Circle Handout (useful for your reference, can be passed out after the activity)

BAP Prep

- ❏ Draw the triggering events traffic circle (using two different colors, one for the events cycle and one for the exits). Whiteboards make this easier, but it will fit on a BAP.

Goals

- ➔ Distinguish between PTSD triggers, trigger warnings, and the way we're using triggers as facilitators
- ➔ Recognize why it's important to navigate our triggers as facilitators
- ➔ Be able to name several steps of what happens (internally and externally) when we are triggered
- ➔ Identify multiple ways to navigate away from a triggered reaction, and remain present for the group

Process

1. Introduce "triggers"
2. Why it's important for facilitators to navigate their triggers
3. Frame the activity
4. Introduce/explain the triggering events cycle model
5. Give a personal example for the triggering events cycle model
6. Explain a limitation with the triggering event cycle model

7. Introduce/Explain the triggering events traffic circle model
8. Brainstorm strategies for exits
9. Share strategies for Exit 1

Details

Introduce “Triggers”

Start with an open question:

- “What comes to mind when you hear the term triggers.

Have a 2-3 participants share their understanding of the concept/term trigger. Things that might come up relate to trigger warnings, PTSD, or trauma.

Share what trigger means in this context:

- “Today, we aren’t talking about the trauma/PTSD type of trigger.”
- “For the purposes of this activity, we are using the term trigger to refer to disproportionate response to a stimulus.

Separate for participants how this conversation will different from other conversations around triggers:

- "When we have conversations about triggers, we often focus on how to not trigger others.”
- “And if we are talking about someone who is triggered, generally, we wouldn't put the onus on them to become untriggered. We'd support them, or do our best to help."
- "What's different about the way we're approaching triggers today, is that we are going to talk about our responsibility as facilitators to effectively manage our own triggered response."

Why it’s Important for Facilitators to Navigate their Triggers

Discuss how the role of facilitator changes the dynamic:

- “Facilitators have a unique need to navigate their own triggers because of their role and responsibility to the group.”
- “Being triggered compromises our ability to create a learning environment and can cause us to be the source of harm for our participants.”
- “And while discussing LGBTQ+ topics can cause discomfort or even emotional harm to come to our participants, we never want to be the source of that harm. We want to do our best to be present, so we can manage and mitigate any harmful dynamics that might surface in the room.”

Frame the Activity

Share why you're doing this activity:

- "Triggers are inevitable in a SZ workshop and preparing for that is part of preparing as a facilitator."
- "This activity will help us identify what happens when we're triggered. Sometimes getting triggered feels like we go from 0 to 100 in an instant. But we're going to slow that process down, and look at all the small steps that happen inside us."
- "After that, we'll come up with some strategies for navigating our triggers, ways to avoid reacting to our triggers and causing harm in the training."

Introduce/Explain Kathy Obear's Triggering Events Cycle Model

Introduce the triggering events cycle:

- "We're going to look at a model called the Triggering Events Cycle. This model was created by Dr. Kathy Obear and can help us understand what happens when we get triggered."
- "To start, I'm going to walk you through the model and then go back and give an explanation of how this looks with a personal example."
- "For the fastidious note-takers in the room, no need to write this all down. We have a digital copy, as well as a book chapter explaining it, that we can share with you."

Point out to the group where they focus their attention (on the handout should be the words on the road, on your BAP/whiteboard highlight what color they should pay attention to.

Walk the group through the Triggering Event Cycle by giving a short explanation for each of the steps.

1. "Stimulus occurs. Something happens, a comment, a gesture, an eye roll, etc."
2. "The stimulus activates an intrapersonal root (something inside of you that has significant personal meaning). Could be a value, belief, or understanding of self."
3. "You begin to form a lens through which you see that stimulus. This lens informs how you think about the stimulus."
4. "You have cognitive, emotional,and physiological reactions. You might tune people out (cognitive), may experience anger, anxiety, fear (emotional), have find your heartbeat racing, palms getting sweaty, (physiological)."
5. "An intention forms based your understanding of what happened. This shapes your response. (Ex. to put the person who isn't engaging on the spot)."
6. "You react to the stimulus. That reaction may be a sarcastic remark or an eye roll, etc."

7. “Your reaction then may becomes a new stimulus, triggering others. Could be for participant, another facilitator, or yourself.”

Check for any questions:

- “Before I share a personal example, any questions about any of the steps of the model?”

Give a Personal Example for the Triggering Events Cycle

Go back through the cycle, step-by-step and share a story walking people through a personal example of what used to happen when you got triggered.

Important note: Do not share a personal example that you are still triggered by, or that is particularly loaded for you (you still feel a lot of self-judgement/shame/guilt around). Only share examples that you’ve personally worked through, and that aren’t likely to accidentally re-trigger you while you share them.

After you share your example, check in with the group for understanding.

- “Any questions about the model or my example?”

Below you’ll find an example Meg used to share during this activity. Use it as a reference, but don’t read it aloud. Come up with an example that is authentic for you.

1. “Stimulus occurs. When I started leading SZ workshops, if someone would say the word ‘lifestyle’ that was a trigger for me.”
2. “The stimulus triggers an intrapersonal root. This would hit my intrapersonal roots of wanting people to validate my queer identity and for people to see queer sexualities as something real rather than something that was just a ‘choice.’”
3. “A lens forms. So rather than just hearing the word ‘lifestyle’, I would just hear that term and think, ‘this person is judging gay people and wants to invalidate all queer identities.’”
4. “Cognitive, emotional and physiological reactions. So instead of listening to the rest of the sentence, my cognitive reaction was to start thinking about what I was going to say back (something smart and funny!) Emotionally, I’d feel hurt, angry, and irritated at this person. Physiologically, my heart would start to race and I could hear my heartbeat in my ears.”
5. “Intention start to form. I would start to think (often subconsciously), ‘Oh, they’re going to regret saying that.’”
6. “Reaction. I would say something like, ‘Being gay is a completely legitimate identity and not a lifestyle choice. An example of a lifestyle choice, on the other hand, would be being Christian. [nice one, Meg]’”
7. “Retrigger. Some participants might be triggered because they felt nervous to make a mistake, or they might feel personally attacked because their Christian identity was invalidated. I would

also retrigger my co-facilitator who was often thinking, “MEG what the hell, we told them this is a space they can learn,” and I’d also retrigger myself.

Explain a limitation with the triggering event cycle model

Share that:

- “This model is very useful for understanding what happens when we’re triggered.”
- “Unfortunately, for some, when they see this model they think that this process is inevitable. That if there is a stimulus that triggers me, it’s going to hit my intrapersonal roots, and they are going to have a triggered reaction.”
- “But there are lots of ways avoid reacting to a triggering stimulus. And that’s what we’re going to focus on with this model, the Triggering Events Traffic Circle.”

Introduce/Explain Triggering Events Traffic Circle

Introduce the Triggering Events Traffic Circle:

- “This model builds on Kathy Obear’s model by adding exits between each step of the triggering event cycle.”
- “Let’s shift our attention now to the Triggering Events Traffic Circle model and take a closer look at these exits.”

Prompt the group to refocus on the exits in their handout and/or which color to focus on on the BAP/whiteboard.

Walk the group through the Triggering Events Traffic Circle and give an explanation for each of the exits:

1. “Exit 1 is Unrooting. Unrooting is about letting go of the intrapersonal root that allows for the stimulus to trigger you. This takes deep personal work and may or may not be something that is possible for you to do.”
2. “Exit 2 is Safety Goggles. Safety goggles keep you from allowing your intrapersonal roots, having been triggered in that moment, to form the lens through which you’ll see the stimulus. Think of this as a helpful or proactive filter through which to see all stimulus through.”
3. “Exit 3 is Body Prep. Body prep is practicing adjusting your body and mind to intentionally counteract what your natural responses is when triggered.”
4. “Exit 4 is Making Meanings. Making meanings is about creating new stories (plural) to complicate the single narrative you have explaining what’s going on. These stories ideally will complicate that story enough that you won’t react to that one story.”

5. "Exit 5 is Non-Reacting. Non-reacting is the last exit we can take to deal with our trigger internally (before we react externally). Non-reacting is doing something, anything else to get in the way of your reaction."
6. "Exit 6 is Name Reaction. Naming your reaction is to describe what just happened, not focusing on the 'why' it happened, but giving words to the 'what.'"
7. "Exit 7 is Recentering. Recentering is what we do after our triggered reaction has triggered someone else. Recentering is about shifting focus from what you were doing before to making sure that anyone who was triggered by your reaction is taken care of, or gets what they need, before you move on."

Check for questions:

- "Are there any questions about the exits or about the model in general?"

Brainstorming exit strategies

Hang up a blank BAP next to your diagram of the model.

Give some context for brainstorming the exit strategies:

- "Now that we've explained this model, we're going to brainstorm different strategies for taking the exits."
- "The exits get easier to take the farther from the stimulus we are. If you imagine getting on a traffic circle at 100 miles an hour, the first few exits will fly by. First, you actually need to slow down, and become aware that you're triggered, before you can take any of the exits."
- "We are going to start with Exit 7 and then we'll move to Exit 6 and work backwards to Exit 1."

Move into brainstorming strategies for Exit 7

- Remind the group what has happened in the triggering events scenario. For Exit 7 this might sound something like, "In this moment we've had a triggered reaction and that may have triggered other people and possibly ourselves."
- Remind the group the purpose of that exit.
- Write the exit's number and name as a heading on the BAP.
- Ask the group, "What might be some strategies for taking this exit?"
- Invite other strategies, "What are some additional ways we might take this exit? How else might we get off on this exit?"

After the group has identified 3-5 different strategies move to the next exit.

Repeat this process for Exits 6-2, using the general and exit-specific notes below for guidance.

Some general for ensuring debriefing the exits is a useful process for the group:

- **Get specific**. If someone suggests a strategy like, "apologize" ask them how they might phrase an apology and write down what they say. Encourage them to be specific when they're describing what they'd say or their self-talk.

- **Find the right exit.** For a lot of these, someone will suggest a strategy that's a better fit for a different exit. Instead of saying, "No, that's not what we're looking for here," tell them which exit it applies to. This will help further solidify the mental model. Then either write it down on a notecard (to add to that exit when you get there), or ask them to remind you when you are at that step."

Exit-specific nudges:

- **For Exit 7:** recentering is all about "you" language ("what do you all need?") not "I" language ("I didn't mean to do that"). If your group has a hard time separating 7 and 6, that distinction will likely help.

- **For Exit 6:** help people understand that any strategy that involves explaining why you were triggered is unhelpful. It will sound like an excuse. Think of a time someone apologized to you but it felt more like they were blaming than sorry.

- **For Exit 5:** we're not talking about not reacting at all (i.e., being frozen for the rest of the training), but not reacting to the trigger. Also, participants often make suggestions that imply a way to not react is to not be triggered (e.g., "assume that comment was made with good intent"), which would be an earlier exit.

- **For Exit 4:** participants often conflate this exit with Exit 2: Safety Goggles. One way we've helped them distinguish the two is that Safety Goggles are something you put on before the training even starts (preventative) and Making Meanings starts in response to the stimulus.

- **For Exit 3:** tell the group that what one person might do as body prep is another person's triggered reaction. For example, some people disengage with their body language when triggered (i.e., lean back, look/turn away), while others intensely lean in or hyperfocus. Prep is whatever is the mindful opposite of an individual's autonomous triggered response.

- **For Exit 2:** a lot of initial strategies are very optimistic strategies like, "assume good intent," "we all make mistakes," remind people they can come up with not generous ones as well like, "people are going to say say stupid stuff," or "I blame society!"

Share strategies for Exit 1

Exit 1 has very limited strategies, and some of them are totally unfeasible or unappealing, so instead of brainstorming we'd recommend saying:

- "Exit 1 has just a few strategies: talk, professional counseling, and time."

- “It is the hardest exit to take, and sometimes not even an exit we want to take. Maybe we like our roots and want to keep them there, or they are too deep to dig up.”
- “And that’s okay, all of these other strategies we’ve got can help us keep our cool even when those roots are still in place to be triggered by stimuli.”

Keep Learning

If you are interested in learning more about triggers on their own we have a few resources to recommend. The first thing you should read is Dr. Kathy Obear’s article on the Triggering Events Cycle (should be the first thing that comes up when you search her name plus those keywords).

You can also read more about triggers in our book, *Unlocking the Magic of Facilitation*, where we wrote a whole chapter about it that is essentially this activity in book chapter form. You can find the chapter which includes an image of both cycles here in case participants are interested in just that chapter. You can also access the whole book (pay what you want/can, even $0 — no financial barrier) at FacilitationMagic.com.

Appendix J

Triggers & FTL: Connecting the Dots Discussion

Props

- ❑ BAPs created during FTL
- ❑ BAPs created during Triggers
- ❑ BAP(s) created during "1 thing to learn today" morning discussion

Goals

- ➔ Answer as many "1 thing to learn today" items as possible by using combinations of the knowledge gained during the FTL and Triggers activities
- ➔ Highlight how to navigate difficult situations in a SZ workshop using facilitator strategies rather than content knowledge

Process

1. Bring the group's attention to the "1 thing to learn today" BAP.
2. Explain the focus of the discussion:
   a. "What we want to do now is spend some time taking what we've covered today in Facilitating, Teaching, Lecturing and in Triggers, and applying it to your earlier questions."
   b. "What connections can you make between those activities and the questions you had this morning?"
3. After a share, continue to prompt for what other connections they see.
   a. "Are there any ways you can see FTL and Triggers combining to help you address things on this list? Or any parts of the Safe Zone training you are nervous about facilitating?"
4. Once you feel people have shared what they want to share, add any of your own connections/ideas related to their questions from earlier in the day.
5. End by encouraging people to keep these frameworks in mind as you progress through the rest of the facilitation concepts and skills throughout the day.

Appendix K

Neutrality

Props

- ❑ BAPs or whiteboard
- ❑ Markers

Goals

- ➔ Be able to name many of the pressures we feel to be perceived as neutral
- ➔ Recognize the pitfalls of neutrality in Safe Zone facilitation
- ➔ Identify the benefits of a different path, where we don't attempt neutrality, but instead are open about our biases/intentions

Process

1. Introduce the concept of neutrality
2. Generate a list of reasons why we try to be perceived as neutral
3. Generate a list of reasons why it might backfire
4. Generate a list of the benefits of not trying to be neutral
5. Draw connections between the final list and SZ activities

Details

Introduce Neutrality

Throughout the retreat, if there have been a lot of comments leading you to believe that people think their role as Safe Zone facilitators is to be neutral, start by highlighting some of those comments.

For example, you might have heard things like:

- ★ "I don't want them to think I'm biased..."
- ★ "I just want to make room for all sides..."
- ★ "This isn't about my beliefs..."

Without calling out any individual, start a discussion by naming what you've heard, and defining the "goal of neutrality."

- "A lot of people see their role as a facilitator as being a neutral third party, not there to push a particular agenda or opinion. That's what we're going to explore now: the goal of neutrality."

List Reasons "Why Do We Seek Neutrality?"

Have the group generate responses to the prompt of "Why do we seek neutrality?"

Nudges:

- "Why do we aim for this as facilitators?"
- "What's our goal, or the benefit, of being neutral in the room?"
- "How might participants benefit from our neutrality?"

Keep going until you have about 10 distinct reasons, or everyone in the space has had a chance to share. The win here is sensing a group buy-in to what's on the board.

List Reasons "Why Might Neutrality Backfire?"

Now, on a separate BAP or column on the whiteboard, have the group the anti-list: responses to the prompt of "Downsides of Neutrality."

Nudges:

- "How might the goal of neutrality hinder us as facilitators?"
- "In what ways might participants be hurt by our attempts to be perceived as neutral?"
- "What goals of the training are made more difficult by us attempting neutrality?"

Keep going until you have a comparable list to the "Why Neutrality" reasons.

List Reasons "Why Might it Be Better NOT to Seek Neutrality?"

Finally, have the group come up with responses to the prompt "Why might it be better if we do not seek neutrality?"

Nudges:

- "Why might us naming our intentions/biases benefit the process?"
- "How might this enable a more fruitful training for the participants?"
- "What negative situations might this help us avoid?"

Keep going until you have a comparable list to the other two, or you recognize a shift in the group's consensus to the merits of this idea.

Wrap-Up

Close the activity with a mini discussion connecting the dots between this activity and components of the Safe Zone training.

- "What activities or parts of the Safe Zone training can you see differently through this lens?"

Appendix L

Genderbread -Ness: Why Scales instead of Spectrums?

Props

- ❏ Whiteboard or BAPs
- ❏ Markers

Goals

- ➔ Help participants recognize the pros and cons of different ways of visualizing gender
- ➔ Clarify the rationale behind the "-ness" (scales) model

Lecture

When it comes to gender, most people have a similar understanding of it. It looks something like this:

Draw two boxes. They can be black, or different colors (e.g., pink/red and blue)

We can label the boxes (*Write an F below one and an M below the other)*, but most people don't need them labeled. They see two checkboxes, and they instinctively know that one represents Female and the other Male.

In some cases, there would be a third box, which people have generally seen labeled as "other." (*Draw a third box*)

And that's it. That's the end of most people's understanding of gender: there are only two, they fit neatly into two boxes, and everyone can be represented by checking one, or they get put into the "other" box.

But a lot of people recognize the limitations of this. They see how a lot of people don't fit nicely into one of those two boxes. Or they notice in themselves some friction with the box they've been put in. They might see themselves as combinations of both boxes, or existing somewhere between them. And they recognize how "other"-ing people isn't a solution, but a whole different problem.

That's where the spectrum idea comes in.

Draw a spectrum. You can label one end “F” and the other “M.”

This is how a lot of people, including about half of millennials, see gender: as existing on a spectrum. We all land somewhere on that line, with some people out on the extremes — representing 100% female, or 100% male (*Draw a dot on each end of the spectrum*) — others more toward the middle (*Draw two more dots, about halfway to the middle*), and others still smack dab between the two poles (*Draw a final dot, right in the middle*).

Dots added to the spectrum.

This representation gives us a lot more wiggle room than the boxes.

There’s room for the people who, before, were “other”-ed. It doesn’t say there are only two ways for someone to be, but instead that there are tons of shades of grey that make up who we are as gendered people. This is great, because it recognizes the diversity inherent in people.

But it also presents some issues.

For example, this visualization suggests that in order to be more of one pole, you need to be less of the other. To be more feminine, you need to be less masculine. But is that really how it works? If someone is wearing nail polish, which I was taught to be feminine, and dirty work boots, which I was taught to be masculine, do they cancel each other out? No, they exist side-by-side. Someone can simultaneously express both femininity and masculinity.

Further, what does the dot in the middle mean? (*Point to the dot you drew in the center*) If a person says “I’m right here, equal distances from the female and male poles,” what are they saying?

Does the middle of the spectrum represent someone whose gender is equally “Female and Male”? Does it represent someone who doesn’t identify with either of those concepts? “Neither female nor male?” Both of those could visually make sense, and both are valid. They’re experiences that people have.

But those are two very different ideas, both represented by the same dot.

That’s where the scales come in.

Draw two scales, each with a 0 or empty set on one end, and an arrow on the other.

Visualizing gender on scales, or individual continua, instead of on a spectrum or as checkboxes, gives us even more room to capture the ways gender shows up in our lives.

The person who doesn't identify with either woman or man can simply say "nope" to both of those constructs. (*Draw a dot in the zero end of each continuum*). And the person who meant that they identified with both has room here too. (*Draw a dot at the arrow end of each continuum*)

This way of thinking about gender also liberates us from the idea that to be more of one thing, you have to be less of the other. You can express a lot of femininity and masculinity, or not a lot of either. You can identify with a lot of traits of woman-ness and man-ness, or a little of one and a lot of the other, and they don't cancel each other out.

Thinking about gender this way is more inclusive. It creates room for more people of different genders. It's also more accurate. It better captures how we actually experience gender — both in our own identities, and in how interface with world around us.

Wrap-Up

Conclude this lecture by checking in with the group on their understanding of what you shared. Ask if they have any questions, or any concerns with relaying this information to others. Finally, be sure to remind them that this activity is not part of an introductory Safe Zone, and they aren't expected to deliver this lecture to their participants. It was just for them, to help further their understanding.

Appendix M

3 Different Transitions

Props

- ❑ Whiteboard or BAPs
- ❑ Markers (3 colors)

Goals

- ➔ Complicate the unhelpful/oversimplified question of “have they transitioned?”
- ➔ Introduce the concepts of social, legal, and medical transitioning
- ➔ Highlight some of the roadblocks and internal contradictions people face in transitioning
- ➔ Provide a context that will better help people answer questions, and point out misconceptions, about gender transitioning

Lecture

There’s a question that we hear a lot, in trainings and outside, that we wanted to spend a few minutes unpacking. The question is “Have they transitioned?” Sometimes it’s asked as “Have they had the surgery?”

People ask it about strangers, celebrities, friends, and members of their community, and the way it’s asked often suggests there’s a really simple answer: have they or haven’t they.

As if transitioning was a box one just checks. (*Draw a box*) “Have they had *the* surgery? Yep.” (*Draw a checkmark in the box*)

But, in reality, transitioning isn’t that simple. And answering “Have they transitioned?” or “Have they had the surgery?”, or other similar questions, is also not that simple.

When they ask “Have they had the surgery?” they’re generally referring to medical transitioning, the process of changing one’s physical body to align with their gender identity. (*Write “Medical” next to the box you drew*)

But there’s no “the” surgery. There’s not just one, we mean. There are a lot of different medical treatments that someone might undergo, and several different surgeries.

When asking if someone has medically transitioned, they’re really asking a lot of things.

Do they mean (*draw a box for each of the following as you list them*): therapy/counseling, hormone blockers, hormone replacement therapy, top surgery, bottom surgery, facial feminization/masculinization surgery? The list goes on.

You should now have "Medical" with six boxes next to it, the first one checked

How many of those boxes need to be checked for someone to have medically transitioned? Think about that question for a moment, and its implications.

Maybe that's not what they were asking. Maybe they weren't speaking about medical transitioning specifically, but about transitioning more broadly. "Have they transitioned?"

To answer that, we need to know what kind of transitioning we're talking about. Medical is only one type of transitioning, and something that not all trans people do.

There are at least two other types of transitioning that the person might be asking about.

Do they mean "has the person socially transitioned?" (*In a new color, write "Social" below "Medical")* Meaning "have they come out of the closet, or stated that they are a gender that is different from the one they were assigned at birth?" (*Draw a box next to "Social"*)

Well, just like the medical question, this question is really a bunch of questions.

Are they asking if the person has (*draw a box for each of the following as you list them*): come out to themselves, to their family, to friends, to their job/school/community/church, asked people to use a different name/pronouns, updated their social media presence, changed their wardrobe/fashion/grooming? The list goes on.

You should now have "Social" with six empty boxes next to it, below the "Medical" line

This is getting more complicated, right? And there's more.

They might also be asking if the person has legally transitioned. (*In a new color, write "Legal" below "Social"*) Meaning "Have they changed their legal status to represent their gender identity?" (*Draw a box next to "Legal"*)

As you likely guessed, this isn't a simple checkbox either.

Asking "Has someone legally transitioned?" is really a bunch of questions, including have they (*draw a box for each of the following as you list them*) legally changed their: name, birth certificate, social security card, driver's license/identification, passport, insurance, employment/school records? The list, again, goes on.

Hopefully you're starting to get a sense of how unclear this picture actually is, despite the assumption of simplicity in the question.

And there are two more complicating factors that are important for us to think about.

First, a lot of trans people might want not want to transition medically, socially, AND legally. For them, only one or two might feel right, or be what they need.

Further, a lot of trans people might not be able to transition medically, socially, or legally, for a variety of reasons we'll get to in a minute.

But embedded in the question "Have they transitioned?" is a conditional approval: if they have, we'll recognize them as trans; if they haven't yet, then they're not serious about it (or other dismissals).

To be seen as "fully trans," or to be respected or accepted as who they are, there is a lot of (unhealthy, unhelpful, oppressive) societal pressure for trans people to transition along all three of these vectors.

The other complicating factor is that these paths, despite being presented here as neat and orderly and linear and separate, are actually confoundingly intermingled.

For example, hypothetically, let's say someone just wants to socially transition — they don't care about the medical or legal stuff. (*Draw checkmarks in the "Social" boxes as you list these*) They've come out to everyone in their life, starting socially using a different name and pronouns, and they want to start changing their expression to align with their identity. No problem, right?

Sure, unless they want to use a restroom in public. Or their school has a gendered dress code policy. Or they want to go to a bar, or fly on an airplane. All that goes to say that there a lots of problems.

Okay, so this person decides they have to legally transition as well.

(*Draw an arrow going from the last checked "Social" box to the first "Legal" box*)

They start looking into the paperwork, and they learn that in their state they need to (*Check off "Legal" boxes as you list these*) legally change their name, update their birth certificate, and social security card before they can get a new license.

It also turns out that before they can change their birth certificate, their state requires a few steps of medical transitioning to be accomplished.

(*Draw an arrow from the last checked "Legal" box up to the first "Medical" box)*

They need to have (*Draw checkmarks in the "Medical" boxes as you list these*) therapy, approval from the therapist, who requires them to live openly for a year before they'll sign off, and have completed bottom surgery.

So, in order to socially transition how they wanted to, they need to legally transition. And in order to legally transition, they need to medically transition. And before they can medically transition, they need to have socially transitioned past the point they currently feel safe doing, because of the legal barriers and other risks.

Add in other things like financial barriers — legal, medical, and social transitions are all differently expensive, and can easily rack up tens of thousands of dollars in expenses.

And the risk of personal safety — many trans people don't have support systems, are vulnerable in their school/work, and live in communities that target them.

And you quickly get to a place where a question like "Have they transitioned?" is very clearly the tip of a massive iceberg.

Wrap Up

Have a mini-discussion with participants letting them process their feelings in response to the lecture aloud, and also fielding additional questions that come up:

- "That was a lot of information. Any reflections or thoughts that people had after hearing all that?"
- "Does all of this leave you with any questions you haven't thought of before or are seeing in a different way?"
- "What are some ways that individuals might make transitioning less challenging for someone? Or how can we not add pressure or pain? "
- "What are some ways that institutions might be able to support someone's transitioning process?"

Appendix N

DAY 2 Lunch Ticket: FAQ Generation

Props

- ❏ Index Cards
- ❏ Writing Utensils

Goals

- ➔ Get a variety of questions that will serve well as F(earfully) Asked Questions examples later in the day
- ➔ Have the questions be sincere, reflecting some of the more difficult questions that a Safe Zone facilitator might encounter

Process

1. Pass out index cards (and writing utensils to anyone who needs one)
2. Give the instruction "This needs to be turned in before you leave for lunch. Consider it your meal ticket. We'll be using these cards later."
3. Explain the activity:
    a. "On this card, I want you to write down a question related to SZ material that you might describe as problematic, ignorant, oppressive, or otherwise prickly."
    b. "If you need help coming up with something, you can picture a friend or family member who isn't supportive of our goals here, and consider what they might ask that would disrupt the space."
    c. "Another way to think about it is we are looking for the 'you're not allowed to ask that' questions."
4. Check in with understanding, give guidance if needed. But do not give examples (any question you share can create a bandwagon effect).
5. Collect the cards as people leave for lunch.

Appendix B

Day 2 Lunch BAP Prep FAQ

Props

- ❏ BAPs
- ❏ Markers (2+ colors, the more the merrier)

Goals

- ➔ Prep the BAPs for the FAQ Practice activity
- ➔ Prep any other BAPs you need for the activities you have planned for the afternoon

Process

1. Take the FAQ index cards that were generated (the lunch tickets).
2. Write up the FAQs legibly. They should ideally be readable for the person farthest from the board. Be sure to number each FAQ (essential) as you go, and alternate colors to make it easier to read (nice-to-have).
3. Feel accomplished. Shake out those arms/hands.

Appendix P

Co-Facilitator Checklist

Props

- ❏ BAPs (1-2) or whiteboard
- ❏ Marker

Goals

- ➔ Identify what is important to individuals to discuss with their co-facilitator before they run a training together
- ➔ Create a checklist for people to use in their pre-workshop conversation

Process

1. Introduce idea of the checklist
    a. “A powerful tool for making the most of co-facilitation and avoiding many of it’s challenges, is something we call the Co-Facilitator Checklist. This is a list of things to talk about with your co-facilitator before you get in the room to do workshop together.
    b. “What we're going to do now is generate this checklist.”
    c. “Think for a moment what are some things you would want to discuss with your co-facilitator before running a training together.”
2. Generate the checklist
    a. Scribe suggestions on a BAP or whiteboard.
3. Prompt further reflection
    a. “What are some things you would want your co-facilitator to know about you?”
    b. “What are some things you would want to know about your co-facilitator?”
    c. “Anything in regards to the curriculum or running the training?”
    d. “Anything you’d want to know specifically because it’s a Safe Zone training?”
4. Once you have exhausted the group's ideas, or have 3-4 solid suggestions in each of the above categories, wrap up.
    a. “This is a great list and will be a great tool to use with your co-facilitator.

Appendix Q

Co-Facilitation Strengths, Weaknesses, & Strategies

Props

- ❏ BAP (3) or whiteboard
- ❏ Markers

Goals

- ➔ Understand if co-facilitation is right for a particular person or situation
- ➔ Gain an understanding of co-facilitation strengths and weaknesses
- ➔ Identify strategies to maximize co-facilitation strengths, while mitigating its weaknesses

Process

1. Define co-facilitation
2. Have group share strengths they see in co-facilitation
3. Have group share weaknesses they see in co-facilitation
4. Have group share strategies, actions, or plans to maximize the strengths and mitigate the weaknesses

Details

Define Co-Facilitation

Provide the group with a shared understanding of what you mean when you say "co-facilitation":

- ❖ "Today, when we say co-facilitation, we're talking about two facilitators working together to run a training. Sharing the responsibility for each activity, the planning, and the overall execution."

We suggest the following dynamics for co-facilitation:

- ★ **No hierarchy**: both co-facilitators are equals, one doesn't have seniority/authority over the other or the process (the exception here would be when training a new co-facilitator)

- **Split up the roles for different activities**: change up who introduces rules, who leads the discussion, who does the lectures, and who transitions (this can be based on activity, comfort, or some other metric)
- **Share the work**: from printing the packets to responding to emails, divide up the labor in ways that feels fair to both facilitators

Facilitation Strengths

Prompt the group to tell you about the strengths of co-facilitation.

Nudges:

- "Think about co-facilitation as opposed to individual facilitation or other methods"
- "What about co-facilitation really shines?"
- "How might participants benefit from two facilitators?"
- "Are there any unique ways you can approach the material with co-facilitators?"

As the group shares, write down their responses on a BAP or whiteboard.

Continue until you've collected at least 10 distinct responses and/or the group has run out of ideas.

Facilitation Weaknesses

Prompt the group to tell you about the strengths of co-facilitation.

Nudges:

- "In what unique ways might co-facilitation go awry, compared to solo facilitation?"
- "What difficulties are present in every co-facilitation?"
- "How might co-facilitation be a negative experience for participants?"

Try to generate a comparable list to the strengths before moving on.

Strategies for Maximizing Strengths, Mitigating Weaknesses

Now, with the two lists side-by-side, prompt the group come up with strategies, plans, or actions that will help them maximize the strengths and mitigate the weaknesses.

Nudges:

- "Pick a strength that stands out to you. What could you do, by planning, or in the moment of a training, to make that happen?"
- "Pick a weakness that stands out to you. What could you do, by planning, or in the moment of a training, to avoid that?"

- “Are there any actions you need to take before you get in the room to make the most of any strengths, or prevent any of the weaknesses?”

If the responses seem to be falling into a few buckets, flag that (e.g., “individual work vs teamwork”, “before the training vs. during vs. after”).

Try to generate a list that has at least one antidote for every weakness.

Wrap-Up

Close the discussion by highlighting key takeaways the group surfaced, being honest about the weaknesses, and hopeful about the strengths.

- Co-facilitation isn’t a panacea, but when done well its benefits far outweigh its costs compared to individual facilitation
- Recognize that co-facilitation isn’t for everyone, and will be more natural for some, and more difficult for others
- Preparation, intentionality, flexibility, and a growth mindset are all necessary to do it well

Finally, provide (or mention) the Co-Facilitator Checklist as a concrete step they can take in their future planning.

Appendix R

Facilitator Fear Factor

Props

- ❏ BAPs or whiteboard
- ❏ Markers (2 different colors)
- ❏ Index Cards
- ❏ Writing Utensils

Goals

- ➔ Identify the fears still present in the room, after all of the training
- ➔ Come up with points of courage that will help facilitators work through those fears

Process

1. Pass out index cards
2. Have each participant write down the thing they're most afraid of
3. Collect the index cards, shuffle, then redistribute
4. Ask for a volunteer to read and personalize the fear they're holding
5. Allow others to empathize or echo that fear
6. Scribe the fear on the board/BAP
7. Come up with points of courage that can help someone work through that fear
8. Scribe the courage on the board/BAP
9. Repeat steps 4 - 8 until until you run out of time or fears
10. End with a mini discussion about manifesting courage

Details

Pass Out Index Cards

As you're passing out the cards, tell your participants that you WILL be collecting these and using them during the activity, but you're not asking for people to write their names on them. That is, clarify that this is not a confidential activity.

Have Each Participant Write Their Fear

Instruct everyone:

- "Write on the card one thing you're afraid of, in regards to facilitating your first Safe Zone training, or the overall process of rolling out a Safe Zone initiative."

Only allow one fear per card and per person.

And make this quick, a gut reaction, encouraging people to go with whatever first grabs them, even if that's not their "greatest!" fear.

Collect the Index Cards, Shuffle, Redistribute

As you're passing out the cards, say:

- "If you get your own card, don't tell anyone and we won't know it's yours."

Sharing & Personalizing Fears

Now, ask for a volunteer to share the fear on their card:

- "If you're holding a fear that you can relate to, or that you could imagine why someone would have, we'd love to hear it."
- "Along with the fear, we want you to put yourself in that person's shoes, and explain why you're afraid of that. What is it about that thing that is scary to you."

If the person says, "well whoever wrote this probably is afraid of…" pause them and ask them to say it as if it was their fear. This gives other people permission to speak up about their fears.

Once the cardholder has shared, ask for anyone else in the room who can empathize with that fear, or echo it, to share:

- "Can anyone else relate?"

Move on after you've hit a few plausible explanations for this fear, such that it's reasonable to assume the original card writer's concerns have been heard.

Scribing Fears on the Board

Do your best to paraphrase, because this activity is really scribing intensive.

Also, draw a border around the words, to make it easier to separate the fears as the activity progresses.

Generate Point(s) of Courage

For every fear, we want at least one point of courage. To generate these, ask the group:

- "What is something you can think of that would help us work through this fear?"
- "Are there any process steps, actions, strategies, or information that would diminish it?"

For the first couple fears, try to come up with 2 - 3 unique points of courage. As you move on, it's okay if you can only come up with 1 new one for each.

Scribing Points of Courage on the Board

Follow the same format as the fears (paraphrase, draw a border), but use a different marker color, and write them alongside (in a separate column, or on a different BAP) the fears.

After you write a point of courage, draw a line connecting it to the fear it relates to.

Only scribe new points of courage. You'll find quickly that previous adds apply to many different fears. This is good. You can draw multiple lines.

Repeat Until You Run Out of Fears or Time

This activity could easily go for 2 hours, but most of the benefit will be exhausted long before then.

When asking for another fear, say something like:

- "Is anyone holding a fear that is different from what we've already heard?"

There is no need to repeat two similar fears.

Wrap-Up

Close this activity by having a mini discussion about how you can bring the important points of courage (the ones connected to a lot of fears) into reality:

- "What can we do, as a team, as co-facilitators, as individuals, or as an institution, to make sure we have access to these points of courage?"

Nudges:

- "After this retreat, are there any ongoing systems of support you might want or need?"
- "Are there any resources — books, videos, articles, etc. — that we should put together and make available?"

Appendix S

F(earfully) Asked Questions Practice

Props

- Prepped BAPs with FAQs written on them

Goals

- Identify high-level strategies that are useful in answering difficult questions
- Recognize the importance of context, that for difficult questions there is not one “right” answer
- Have every participant practice answering at least one question for the group

Process

1. Hang up the prepped FAQ BAPs
2. Frame the activity
3. Pair & Share 1
4. Pair & Share 2: Share answers like you would in a training
5. Practice answering for full group
6. Wrap-Up

Details

Hang up the Prepped FAQ BAPs

Keep these hidden until you are ready to do this activity, because otherwise they will be a significant distraction, looming over the rest of the training.

Easels are better than walls. In any case, do your best to make them as close (and therefore legible) to the participants as possible, not hanging on a far wall.

Frame the Activity

Start by reminding them where the FAQs came from:

- “These are the questions that you generated at lunch. And if you remember, yesterday afternoon, we went over an activity in the Safe Zone training called ‘Fearfully Asked Questions.’ These are the types of questions we might use as fodder for that activity.”

Then move in to what they’re going to be doing:

- “Today, we’re going to use practice answering these questions using everything we’ve learned over the past two days. We’ll start in pairs, then slowly move to the full group, and work through as many of the questions as we have time for, but we’re not likely going to get through all of them.”

- “These questions are more difficult than most of the questions you’ll get while facilitating Safe Zones, and that’s why we’re starting with them. Because beyond the content of the answers themselves, answering difficult questions teach us bunch of tools we can use when answering all questions, even the easy ones.”

Finally, read all of the FAQs aloud (including their numbers), so everyone can hear them, even if they can’t quite make out a word, or understand a shorthand you used.

Pair & Share 1

Have everyone turn to a buddy in the room. Ideally, only one person, max, will need to move their chair.

If you have an odd number of participants, create a triad (do not pair up with them as the facilitator).

Give instructions:

- “We’re going to start with a question of your choosing, and give you all a couple minutes to practice answering it.”

- “We ask that you take turns, one person answering and the other listening, then switching once they’ve finished their answer. If you both go before time is up, try again, answering the question in a different way.”

- “To get started, who would like to pick the first question they hear an answer to? Just say the number, and we’ll go from there.”

Once someone has suggested a number, read the question aloud again. Then have the group start answering with their buddy(ies).

Time for 4 minutes. If you notice all the groups are done practicing before then, you can move on.

Prompt them to share what they heard:

- “Did anyone hear a good answer from their buddy that you would like to share with the group?”

It’s okay if they speak for their buddy “Yeah, they said [blah blah blah] and I really liked it because [blah blah blah],” or if the buddy wants to chime in and explain it themselves.

Ask for a distinctly different answer:

- “Did anyone else try something very different from that answer?”

For example, what you’re looking for are answers that are different along the following lines:

- Complexity: simple, absolute, yes/no answers vs. nuanced, conditional, maybe answers
- Scope: individual level vs. group level
- Tone: lighthearted, serious, somber, funny, motivational, etc.
- Format: anecdotes, statistics, hypotheticals, case studies, etc.

Hear from 2 - 3 different pairs in this way, then move on.

Pair & Share 2: Answer Like You Would In A Training

Have everyone switch buddies, turning to the person on the other side, then proceed the same as before:

- Have them pick a question
- Give them 4 minutes to practice answering in their pairs
- Ask them to share if they heard something good/useful

Before anyone shares into the group, add one more rule:

- “This time, we would like you to do your best to, when sharing your answer, to treat us like your participants, and answer how you would if you were in a training.”
- “Instead of saying things like ‘what I liked about that was…’ or ‘I tried to explain how…” just give the answer itself.”

When people stray from this rule, politely nudge them back. It will help get them ready for the next step, but we’re still focusing primarily on hearing different approaches to answering these questions, and not the performance.

Also, encourage people who haven’t already shared for the group to do so.

Keep asking for shares until you’ve heard from 2 - 3 more pairs, and have a couple more examples of different ways to answer the questions.

Practice Answering for the Full Group

Let them know the new rules:

- “Now, we’re going to practice answering for the full group.”
- “We still want you to do your best to answer how you would in a training. Imagine someone in your training just asked this question, and answer to us how you would to them. Don’t tell us what you might say.”
- “The only other thing we’re changing is, while you’re answering, we might pause you. We’ll do this if we hear something in your answer that we think is genius and we want to highlight or unpack for the group, and we’ll pause you if there’s phrasing that we hear that could be slightly tweaked for a better result.”
- “What question number does someone want to hear someone else try to answer first?”

Try to get a few different types of answers for each question, and do your best to pick on new people to try things out.

It’s okay if one participant is inspired by another one to try their answer in a different way. This is meant to be a collaborative exercise.

For the pausing, come up with a system to make it as non-intimidating as possible, but also obvious enough that they don’t just steamroll right through your pause. And tell the participants what to look for. Some examples:

- Raise your hand (or a colored sticky note / index card)
- Say “Pause”
- Snap or clap once

Some positive things to look out for that you’ll want to flag for the group:

- When someone uses “and” when other people might use a “but”
- Demonstrating non-expertise, or saying “I don’t know”
- Relating in, or empathizing with, the hypothetical question asker
- Nuanced speaking about group identities/experiences (non-monolithic)
- Connecting the answer to the goal of Safe Zone, or institutional mission
- Answering the helpful part of an unhelpful question

Negative things listen for and correct:

- All of the above, but in the reverse.

Keep going until you’ve run out of time. The goal here isn’t to complete the list of questions, but to get through as many different types of answers and answer-ers as possible (accomplishing that with a few questions is totally okay!).

Wrap-Up

Conclude this activity by highlighting a few key points:

- "There's no one right or best way to answer any of these questions. We've heard a ton of different ways, and they're all differently powerful. The context matters, who you're talking to, what point in the training you're in, and what rapport you've established with the question asker and group."
- "Repeating a good answer you've heard to a question is totally okay, and so is answering in ways that feel more authentic for you, or highlight the unique strengths you bring as a facilitator."
- "Finally, we don't expect you to be able to answer all of these questions perfectly when you facilitate your first training, or, really, ever. But if you want to keep practicing, these are great questions to work through with your co-facilitator."

Keep Learning

A lot of the "positive things to look out for" are chapters in our book, *Unlocking the Magic of Facilitation*, which you can get (pay what you want/can, even $0 — no financial barrier) at facilitationmagic.com.

Appendix T

Closing: Thinking & Feeling

Goals

- ➔ Create closure for the training by providing everyone a platform to share a final time
- ➔ Hear both a thought and an emotion from every participant

Process

1. Explain the activity:
    a. "We're closing out our time together and before we go we want to give everyone a final chance to share with the group. In a moment we'll go around the room and we'd like to invite you to share one thing that you're thinking about and one thing that you're feeling."
    b. "We'll give you all a moment to marinate on that: what's something that is floating around in your head, and something you feel fluttering around in your heart?"
    c. "We're going to start with (say the name of the person to the right or to the left of you/your co-facilitator) and go around the room." (Alternatively, you can popcorn with folks going at random times).
2. If doing popcorn, have you and your co-facilitator go after everyone who wants to share has gone.

Appendix U

Closing: Compelled to Share

Goals

- Create closure for the training by providing everyone a platform to share a final time
- Provide as much permission as possible to hear whatever every participant wants to share as their closing remark

Process

1. Explain the activity:
    a. “We’re closing out our time together and before we go we want to give everyone a final chance to share with the group. In a moment we’ll go around the room and we’d like to invite you to share whatever you are feeling compelled to share.”
    b. “And we’ll start whenever someone wants to start”
2. After the person shares as them to pick a direction and ask the next person to share. Alternatively you can go popcorn (random) style.
3. When it comes to your turn, skip, and have the you and your co-facilitator speak last to close out the training.

Appendix V

Closing: Body Parts Debrief

Props

- Body parts set or handmade index card body part doodles
- Small table (ideal) or chair

Goals

- Create closure for the training by providing everyone a platform to share a final time
- Touch on a wide range of reactions, from what people are feeling, seeing, thinking, processing, the gratitude they want to express, what they're looking forward to in the future, and more

Process

1. Set up the room
2. Explain the activity framework
3. Explain the body parts
4. Invite participants to start
5. Close out with your shares

Details

Set Up The Room

Have participants create a circle in the middle of the room. This likely requires moving chairs/tables out of the way.

Set up a short table (think small end table) or chair in the middle of the circle to hold the cards.

Explain the Activity

Explain how the activity is going to work:

- "We're closing out our time together and before we go we want to give everyone a chance to share with the group."

- “The way we’re going to do that in a moment is with a tool called the body parts debrief. So we have a few different body parts that we can use as inspiration for what we might share out with each other.”

Explain the Body Parts

Explain what the body parts represent as you place them on the table or chair:

- “The hand might represent something you want to give a hand to.”
- “The eye might represent something you’re seeing differently or that changed your view.”
- “The ear might be something you heard differently or someone who made you feel heard.”
- “The watch might represent a feeling you’re having around time.”
- “The foot might represent a new path you want to walk or a journey you are on.”
- “The brain might represent something on your mind.”
- “The tooth might represent something you’re still chewing on or that’s gotten stuck in your teeth.”
- “The heart might represent something that touched your heart.”
- “The lungs might represent something that was like a breath of fresh air or took your breath away.”

Invite Participants to Start

Give last bit of instructions:

- “Now, going to invite whoever would like to start to choose a card that catches your eye and then to share your reaction.”
- “When you’re done place it back in the center, then whoever feels compelled to share next can go.”

Close Out With Your Shares

After everyone has gone, you and your co-facilitator can speak last to wrap up the training. Speak to the prompt using a body part yourself (following suit with the participants), then, if needed, wrap up with any last housekeeping announcements you’d like to make.

Keep Learning

We first heard of this activity through Michelle Cummings a professional facilitator and creator of Training Wheels. It’s become one of our favorite ways to end a training. On the Training Wheels website you can buy squishy models (think stress balls) of the different elements/body parts. Simple type in “body parts debrief” and should be one of the first links that comes up.

We were without these and wanting to do this activity, we created our own using markers and index cards. We drew simple drawings of the body parts and concepts we wanted to use, one per index card. You do not need to be an artist. Even “bad” drawings, as long as people understand what the concept is, will work just fine.

Safe Zone Train-the-Trainer Retreat Guide

Late Updated February, 2019

Check out www.TheSafeZoneProject.com/TTT for the most recent version. Sign up for the free mailing list to stay current.

Help evolve this document!

Using this curriculum? Have tweaks, suggestions, new activities you use, specific activities you like, or new ways to facilitate? Awesome! Let us know so we can share your good work with others. Contact us at yo@thesafezoneproject.com.

Uncopyright