

**Los Angeles
Gay & Lesbian Police
Advisory Task Force**

**Gay & Lesbian Cultural
Awareness Training
for
Law Enforcement**

Curriculum

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Los Angeles Gay & Lesbian Police Advisory Task Force
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Acknowledgments

September 1995—Revision

This revision of the original 1992 curriculum represents major inclusions of proven activities and updated reference materials. Hundreds of 4-hour workshops conducted at the Los Angeles Police Academy and many other academies in Southern California helped refine this curriculum such that psychometric assessments prove the effectiveness of the training toward reducing homophobia. The primary changes include a complete revision of Topic 3 where content on psychological, biological, economic, and cultural perspectives has been updated to reflect a more holistic view of human sexuality. The historical origins of the persecution of women in Nazi Germany and their Black Triangle patch is included in Topic 1. More data is presented in Topic 2 to show that child molestation is almost exclusively a phenomenon of heterosexual males toward female children of their acquaintance. The historical figures of Topic 2 is more inclusive and documents many controversial figures such as Abraham Lincoln. Besides the general updating of all sections including resources and sodomy laws, a major new subsection— Topic 10— has been included that presents information specifically aimed at Supervisors and Managers.

Thanks to the Co-Chairs of the *Los Angeles Gay and Lesbian Police Advisory Task Force* — Sandra Farrington-Domingue and John Ferry — and to all its members. Many thanks to Chuck Stewart, Ph.D., writer of this curriculum and educational researcher. His time and dedication to this task has been remarkable and the gay and lesbian community is forever in his debt.

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Thanks to the men and women, straight and gay of the *Los Angeles Police Department*, who risk their lives on a daily basis to protect and serve all the people in Los Angeles.

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Authorization

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In a project of this size, errors and typographical mistakes are likely. If you have any suggestions, corrections, or additions, please contact us at the above address.

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INTRODUCTION

MISSION: “The Los Angeles Police Advisory Task Force's mission is to open a dialogue between the police and the gay/lesbian/bisexual community—a dialogue that will lead to an increased understanding of each other's needs. Recruit training sessions on gay/lesbian/bisexual issues are intended to improve officer effectiveness during investigations, crowd control and inter-officer relations. Historically there has been antagonism between the police and the gay/lesbian/bisexual community. Also, the fear of homosexuality within the police force has cost some officers their careers. As such, the Task Force's goal is to improve an officer's communication skills with all members of society, to help officers understand the Lesbian/Gay/Bisexual (LGB) issues while in the field, and to make it safe for gay/lesbian/bisexual officers to be open about themselves on the job.”

Why should Gay / Lesbian / Bisexual issues be taught?

Often the value of sensitivity training is questioned by police recruits and officers. Most officers when asked how they should treat someone will usually respond by saying, “I treat everyone the same. It doesn't matter to me if they are gay or straight or women or black or purple with three eyes, I treat everyone the same.” Officers with this kind of attitude are not only deceiving themselves, but are probably not very effective on the job. The effectiveness of officers is directly related to how well they communicate with the community they work in and how well they communicate with their fellow officers. For example, while interviewing witnesses it is best to make people feel “safe” in sharing what they know. This requires officers to be aware of the needs of people so as to solicit their cooperation. If officers refer to people as “fags” or “dykes” the witnesses are likely to “clam up” and not give complete helpful information. This may result in officers looking incompetent when subsequent investigators discover more information that was readily available from the witnesses.

This curriculum is designed to be more than an exercise to placate the political power of a particular minority. Instead, this curriculum seeks to give the kinds of information needed to improve officer effectiveness. Also, this curriculum seeks to change behaviors and attitudes within the police force itself, to make all officers including the gay/lesbian/bisexual officer feel part of the team. It is sometimes presented that cultural awareness training does not intend to change participants values— only their behaviors; however, the fields of psychology and persuasion theory confirm that it is impossible to change only one dimension. Values and behaviors change concurrently and reinforce that change. Effective training on gays, lesbians, bisexuals precipitates changes in values and behaviors that are gay affirming.

USE OF THIS CURRICULUM

This curriculum guide is divided into five sections—Instructional Planning, Curriculum, Assessment, Student Handout, and Appendix.

The Instructional Planning section is designed to help instructors to structure their own training program. In its entirety, this Curriculum takes approximately 3 1/2 hours to present. The Instructional Planning section suggests alternatives to the entire curriculum that can accommodate shorter programs, yet maintain overall effectiveness.

Within the Curriculum section, eleven different topics dealing with sexual orientation and its applicability to law enforcement practices and personnel are discussed. Each topic is self-contained providing the instructor with the materials needed for presentation—*Objectives, Vocabulary, Teaching Strategies, Content Summary, Activities, and Discussion Questions*. Much of the information is in an easy-to-read format, applicable for duplication and distribution to the student. Also, the charts, tables and graphics are designed for transfer onto overhead transparencies.

Included for the instructor is a multiple-choice test that can be used as an assessment device. The Assessment section contains one test that can be used as a pre- and post- test with answer key. Besides the test, the instructor should use other informal assessment practices. Also a *Class Evaluation Questionnaire* is provided for feedback from the students about the class. And hopefully, a longitudinal study will be conducted by the police department to measure the effectiveness of this training by comparing over time, complaints filed against officers based on sexual orientation harassment.

At the end of the curriculum is a comprehensive Appendix section that provides the instructor with all content, readings and articles that can be used in the curriculum and additional sources of books, magazines, movies and videos that may be helpful in the classroom. The Appendix could be reproduced into a small book for use by the instructor and student.

Note: Since research on these topics continues, data presented in the curriculum may require regular updating by the instructor.

SECTION I — INSTRUCTIONAL PLANNING

The materials provided in this curriculum are a succinct summary of many of the issues of the Lesbian/Gay/Bisexual (LGB) and law enforcement communities. Footnotes for all statistics, statements and data are included to help the instructor meet the questions of the students. Gay and Lesbian issues are continually challenged by many and it is hoped that this curriculum will assist the instructor in becoming an authority on the issues. The curriculum's eleven topics are not presented in any particular order. Each topic has sufficient information and activities to allow the instructor a choice of materials to be presented. Because of time constraints, listed below are two suggested formats that cover only portions of each topic. It is highly recommended that classroom materials be assembled from the Appendix and used as outside supplemental reading by the student.

It is most important that the instructor select materials that show the importance of respectful communication between the LGB and law enforcement communities. Simply presenting information about homosexuality, bisexuality, transgender and intersex is not enough. The first and primary purpose of this curriculum is to improve law enforcement officers' abilities to perform their work. This requires academic information plus interactive exercises to assist officers in understanding respect for all people, including gays, lesbians and bisexuals. For both formats, it is suggested that the instructor start with the *Self Awareness* or *Stereotype Exercise*— activities that bring personal beliefs and feelings to a conscious level.

IMPORTANT: It is important that the instructor reads and becomes familiar with the entire Appendix. This contains all the content materials. Within the curriculum, a short 1- or 2-page summary has been provided on each topic—mainly to be used by the instructor as a memory-jog during teaching and which could be duplicated and handed out to students. Since research on these topics continues, however, data presented in the curriculum may require regular updating by the instructor.

Curriculum 1 $\frac{1}{2}$ Hour Format

Note: The LAPD uses two or more instructors for the presentation of this material. At least one of the instructors should be an openly gay or lesbian police officer and the other instructor a member of the gay and lesbian community. It is important that the instructors treat all students respectfully and use humor as much as possible. The topics, sequence and time allotment are suggested only.

1. **Introduction/Personal History** (13 minutes): Introduce the instructors and presenters, making note of their academic credentials and/or position with the law enforcement agency. Presenters give background information on their personal life and honestly share their sexuality, particularly their coming out process and how this is related to police work.
2. **Objective** (2 minutes): Read the *Mission* statement of this curriculum. Primarily, this curriculum is designed to open a dialogue between the police and LGB community and that audience participation is encouraged.
3. **Activity— Stereotype** (15 minutes): Lead into a discussion in “What are Stereotypes?” Utilize Topic 2: Activity— “Stereotypes (Gay-Lesbian-Cops).”
4. **Activity— Gay Lifestyle** (15 minutes): Ask the class “What is this supposed “gay lifestyle” the media talks about.” Lead into Topic 2: Activity— “Gay Lifestyle” and make a visual chart or overhead transparency of Topic 2: Figure 1—Lifestyle Chart. Describe the average 24-hour day in the life of an average working adult. Discuss whether this is different for gays or straights.
5. **Demographics** (10 minutes): It is impossible to provide detail information about sexual orientation in a few short minutes. This, the instructors present a mini-lecture using Kinsey model compared with cross-cultural analysis and biological research as found in Appendix: Topic 3 • Demographics.
6. **Activity — Question Cards** (5-10 minutes): Just before the mid-class break, distribute 3X5 Index Cards for students to write down any questions they may have. When they return from break, the instructor will collect them and make a brief reply to a number of them. This is an excellent way to move directly into the next topics.

Mid-Class Break

7. **Activity— Respond to Question Cards** (3 minutes): Instructor responds to some of the questions submitted by the students just before the break. Be sure to leave the question of how sexual orientation develops or incidence rate for the last question. This will lead directly into the next activity.
8. **Aspects of Sexual Identity** (8 minutes): Brief lecture that follows up on student questions and the information presented during the Demographics step of this curriculum.

**Give to each student the Student Handout.

9. **Negative Media** (3 minutes): The instructor presents information about how negative media exposure reinforces stereotypes. See Appendix: Topic 2 •

- Stereotypes, particularly *Child Molestation Stereotype* and relate this to the idea of “homosexual panic” defense as detailed in Appendix: Topic 11 • Hate Crimes: Enforcement of Hate Crime Laws. Relate how the media focuses on the negative elements of the gay and police community. Utilize Topic 2: Activity— “Same Boat.”
10. **Points of Contact** (7 minutes): A chart or overhead transparency should be made of Topic 4—Content Summary — Points of Contact. Then each item can be discussed.
 11. **Coming Out & Professional Conduct** (3 minutes): The issue of other police officers “coming out” gay or lesbian to their fellow officers, and the appropriate responses and conduct in such circumstances. Emphasize that when someone comes out to you it means they trust you. Utilize Topic 10: Police Officer’s Experiences. Topic 10: Activity— “Fear of Being Found Out” could be used here. Also, if the issue of “outing” was brought up, use Topic 10: Outing as a point of discussion. Frequently, this leads into a discussion about how an officer would feel working with a gay officer.
 12. **Activity — AIDS Exponential Growth Exercise** (6 minutes): Introduce the issue of AIDS by briefly going over the specific departmental guidelines. They should know how to use tools against exposure to blood products and encourage the officers to use them. Emphasize that AIDS is not a “gay disease” and that by believing so could lead them to either; possibly offend someone who does not have AIDS by taking overt actions towards them as if they do because they are gay, and/or could possibly jeopardize their own health by their mistakenly thinking someone does not have AIDS simply because they are not gay. Utilize Topic 5: Activity — “AIDS Exponential Growth Exercise.”
 13. **Closure / Questionnaire** (4 minutes): Solicit verbal comments from the students about the effectiveness of the class. Thank them for attending and wish them the best on their careers. Distribute the *Class Evaluation Questionnaire* for the students to fill out. Collect the questionnaire as the students leave the classroom.

Curriculum 3 $\frac{1}{2}$ Hour Format

Note: The LAPD uses two or more instructors for the presentation of this material. At least one of the instructors should be an openly gay or lesbian police officer and the other instructor a member of the gay and lesbian community. It is important that the instructors treat all students respectfully and use humor as much as possible. The topics, sequence and time allotment are suggested only.

1. **Introduction/Personal History** (8 minutes): First presenter introduces the other instructors, making note of their academic credentials and/or position with the law enforcement agency. The first presenter gives background information on his/her personal life and honestly shares his/her sexuality, particularly his/her coming out process and how this is related to police work.
2. **Objective** (2 minutes): Read the *Mission* statement of this curriculum. Primarily, this curriculum is designed to open a dialogue between the police and LGB community and that audience participation is encouraged. Ask the students, “Why should we study Lesbian/Gay/Bisexual issues?”
3. **Personal History (Second Presenter)** (8 minutes): The second presenter gives his/her personal history and honestly shares his/her sexuality, particularly his/her coming out process and how this is related to police work.
4. **Pre-Test/Question Cards** (10 minutes): Have the students take the *Pre-Test*. Do not correct it or discuss it at this time. Have the students hold onto the tests. They will be asked to review it again at the end of the class. Also, distribute 3X5 Index Cards for the students to anonymously write down any questions they may have. These cards will be picked up just before the class break.
5. **Activity— Stereotype; and Negative Media** (20 minutes total): Lead into a discussion of “What are Stereotypes?” Utilize Topic 2: Activity— “Stereotypes (Gay-Lesbian-Cop)” or use Topic 3: Activity— “Self-Awareness: Lesbian/Gay/Bisexual Stereotypes.” The instructor presents information about how negative media exposure reinforces stereotypes. See Appendix: Topic 2 • Stereotypes, particularly Child Molestation Stereotype and relate this to the idea of “homosexual panic” defense as detailed in Appendix: Topic 11 • Hate Crimes: Enforcement of Hate Crime Laws. Relate how the media focuses on the negative elements of the gay and police community. Utilize Topic 2: Activity— “Same Boat.”
6. **Demographics; Aspects of Sexual Identity; and Health Concerns** (20 minutes): It is impossible to provide detail information about sexual orientation in a few short minutes. This, the instructors present a mini-lecture using Kinsey model compared with cross-cultural analysis and biological research as found in Appendix: Topic 3 • Demographics. For health concerns, the instructor should present Appendix: Topic 3 • Demographics: Health Concerns— Drug and Alcohol Abuse using overhead transparencies for the data.
7. **Activity— Gay Lifestyle** (15 minutes)(Optional Exercise): Ask the class “What is this supposed “gay lifestyle” the media talks about.” Lead into Topic 2:

- Activity— “Gay Lifestyle” and make a visual chart or overhead transparency of Topic 2: Figure 1—Lifestyle Chart. Describe the average 24-hour day in the life of an average working adult. Discuss whether this is different for gays or straights.
8. **Activity**— *Historical Figures* (10 minutes). Ask the class if they can name any famous gay or lesbian historical figures. Use Topic 2: Activity— “Famous Lesbians/Gays/Bisexuals.” Ask the class, do they think leaving this kind of information out of the history books reinforce stereotypes?
 9. **US Lesbian/Gay History; and History of Terms** (10 minutes). Utilize overhead transparencies of Appendix: Topic 1 • Chronology of United States Lesbian and Gay Movement and make a short presentation. Tie this in with the history of scientific research into homosexuality utilizing Appendix: Topic 3 • Demographics: Economic Status of Lesbians and Gay Men. Use Appendix: Topic 1 • Definitions for history of the word “gay.”
 10. **Activity—Historical Police-LGB Conflict** (15 minutes). Briefly describe the German persecution of LGBs utilizing Appendix: Topic 1 • The Pink/Black Triangle. Explain how the Pink/Black Triangles were the symbols sewn onto the prison uniforms of the internees. Then discuss the history of U.S. persecution of LGBs utilizing Appendix: Topic 10 • Police Concerns including specific examples of homophobia and discrimination within police departments can be discussed. Be sure to discuss the reform processes that are occurring within police departments. To show the absurd waste of money excluding gays and lesbians from the military, use Appendix: Topic 10 • Costs of Discrimination against Gays and Lesbians.

**Give to each student the Student Handout.

11. **Pick Up — Question Cards** (3 minutes): Pick up 3X5 question cards as the students leave for mid-class break.

Mid-Class Break

12. **Activity— Respond to Question Cards** (3 minutes): Instructor responds to some of the questions submitted by the students just before the break. Be sure to leave the questions about alcoholism and drug use for the last. This will lead directly into the next activity.
13. **Activity — Youth Issues** (30 minutes): Use Topic 6: Activity — “Project 10” or “Growing Up Gay” Video as a lead-in to the problems experienced by gay and lesbian youths. Also very effective, is to use Topic 6: Activity — “Guided Fantasy” to give students a taste of what it must be like to grow up in a heterosexist society.
14. **Points of Contact** (20 minutes): A chart or overhead transparency should be made of Topic 4—Content Summary — Points of Contact. Then each item can be discussed.
 - When hate crimes are discussed, refer to Appendix: Topic 4 • Hate Crimes: Incidence and Types, Enforcement of Hate Crime Laws, Roots of Hate Crimes, Victims and Witnesses, Solutions and Appendix: Topic 11 • Los Angeles Hate Crime Law.
 - When youth issues are addressed, refer to Appendix: Topic 6 • Adolescent Issues, Adolescent Suicide.

- When family issues are addressed, refer to Appendix: Topic 8 • Family/Relationships; Parents, Families and Community ; and Lesbian Mothers.
 - When minority issues are addressed, refer to Appendix: Topic 9 • Minority Issues.
15. **Activity— Points of Contact Discussion** (10 minutes). Have two persons act out -- Topic 4: Activity — Interviewing Contrast — Discussion Questions --an activity to demonstrate how sensitivity to LGB concerns yields a more cooperative witness and a better written report. Hold class discussion.
- **Give to each student a copy of Appendix: Topic 4 • Points of Contact.
16. **Coming Out** (6 minutes): The issue of other police officers “coming out” to their fellow officers and the appropriate conduct in such circumstances. Emphasize that when someone comes out to you it usually means that they trust you and that it is an indication of good mental health and self esteem. Use Topic 10: Outing as a point of discussion. Frequently, this leads into a discussion about how an officer would feel working with a gay officer.
 17. **Professional Conduct** (5 minutes): If a fellow officer is acting inappropriately, Appendix: Topic 10 • Complaint Process discusses the process of filing a misconduct charge. For the gay and lesbian officer who is being harassed for being homosexual, this process should not be one that results in them being “outed” or otherwise subjected to greater discrimination.
 18. **Activity — Fear of Coming Out** (15 minutes)(Optional Exercise): The fear of coming out and the pain of being closeted are explored in three different activities. Use them as your needs dictate. Topic 8: Activity — “Shared Weekend Experience “ allows students to experience the difficulty and effort required to stay closeted. Topic 8: Activity— “Heterosexual Questionnaire” will give students a taste of what it is like to have your sexual orientation questioned. Topic 10: Activity— “Fear of Being Found Out”. is a poem that gives an emotional content to the fear of being found out within the police department. If open gay or lesbian officers are not available as presenters, Topic 10: Activity— “Gay Cops” Video is very effective.
 19. **Activity— Legal** (14 minutes): It is important to close the class with presenting the legal protections currently available to gays and lesbians. Use Appendix: Topic 11 • Legal for a brief discussion. An overhead transparency can be made. The most important activity of the workshop is to engage students in solving practical problems. Topic 11: Activity— “Lesbian/Gay/Bisexual Scenarios” provides the perfect activity to engage students.
 20. **Post-Test** (10 minutes): Have students take out the test given them at the beginning of class. Each student should read aloud one of the questions and their answer. They are to review their answers and make changes as they see fit. These may be collected for scoring.
 21. **Closure / Questionnaire** (4 minutes): Solicit verbal comments from the students about the effectiveness of the class. Thank them for attending and wish them the best on their careers. Distribute the *Class Evaluation Questionnaire* for the students to fill out. Collect the questionnaire as the students leave the classroom.

SECTION II – CURRICULUM

The curriculum covers 11 different topics related to homosexual issues and law enforcement. These topics are:

- Topic 1 History— Contains basic definitions, historical information at the local, national and international level, presents the stormy historical relationship between the LGB community and the police, and the subsequent need for LGB pride.
- Topic 2 Stereotypes— Looks at different stereotypes associated with the LGB community and how they affect inner- and outer- group communication, historical figures and the effect the media has on stereotypes.
- Topic 3 Demographics—The basic demographics of the LGB community including the latest research on the definitions and biological origins of gender and sexuality, cross-cultural analysis, and health concerns with regards to drug and alcohol use. Also presented is the genetic research on human sexuality, particularly, homosexuality.
- Topic 4 Points of Contact— Lists the most common places and situations police officers will come in contact with LGBs. Recommendations as to appropriate behavior is listed.
- Topic 5 HIV/AIDS— Presents the history, Epidemiology, social significance and consequences for the law enforcement community with regards to HIV/AIDS.
- Topic 6 Youth— How being LGB youth influences behavior choices with regards to suicide, runaway, alcohol and drug abuse, family and the home.
- Topic 7 Resources— A list of organizational resources for the LGB community.
- Topic 8 Family/Relationships— A review of the relationships between LGB and children, families and friends. Also, a questionnaire is presented that demonstrates how inappropriate it is to challenge someone about their sexual orientation.
- Topic 9 Sexual Orientation Among People of Color— Being doubly stigmatized as a racial or ethnic minority and being gay is explored.
- Topic 10 Professional Conduct— Presents LGB police officer experiences, the costs of discrimination, “outing,” the respectful conduct between officers and information specifically designed for supervisors and managers.
- Topic 11 Legal— Looks at hate crimes, sodomy laws and national laws concerning LGBs.

Topic 1 — History

Objective:

The objective of this topic is to introduce the student to:

- a. basic LGB definitions
- b. the history of the LGB community both at the local, national and international level
- c. the history between law enforcement and LGB community
- d. reason for the need of LGB pride.

Vocabulary:

Homosexuality, Homophobia, Lesbianism, Heterosexism, Sexual Orientation, Sexual Preference, Lifestyle, “Coming Out,” Bisexuality, Gender, Gay, Homosexual, Heterosexual, Bisexual, “Gender Orientation,” “gender identity,” pedophiles, pejoratives, transsexuals, intersex

Teaching Strategy:

- a. The instructor briefly presents the Appendix: Topic 1 • Definitions either with the aid of handouts, student readers and/or overhead transparency.
- b. In small groups of students, review--Appendix: Topic 1 • Chronology of United States Lesbian and Gay Movement-- and have them discuss with each other and then present to the class, if any of the members of the group have observed any of these historical events.
- c. Have students read in class -- Appendix: Topic 1 • Homophobia -- then write a list of discriminations they have witnessed resulting from Overt Homophobia, Institutional Homophobia, Societal homophobia and Internalized Homophobia.
- d. Assign for home reading -- Appendix: Topic 1 • The Pink/Black Triangle -- and have the students write either an essay about what actions they think they could have taken to stop the Nazi’s or a short story fictional account about life as a homosexual in Nazi Germany.

• Topic 1 — Content Summary — **History**

Definitions

- Sexual Orientation— Homosexual, Heterosexual, or Bisexual
- Homosexual, Homosexuality— primary sexual attraction to members of the same gender
- Gay— preferred term for homosexual, used primarily as “gay male”
- Lesbian— female homosexual
- Bisexual— person whose same-gender and opposite-gender orientations are more or less equally intense.
- Heterosexual, Heterosexuality— primary sexual attraction to members of the opposite gender
- Homophobia— the fear or emotional aversion to lesbians and gay men
- Heterosexism— explicit or implicit assumption that everyone is heterosexual
- Pedophilia— sexual attraction to children, not related to sexual orientation
- Transgender— persons deeply dissatisfied with the gender to which they are born
- Intersex— persons whose genitalia is not distinctly “male or female” (old term— hermaphrodite)

History — Local/National/International

--United States

- 1890-1920s Most states and municipalities have specific laws against homosexuality
- 1947-53 McCarthyism: purge of homosexuals from federal government.
- 1948 Kinsey Report published detailing American homosexual behavior
- 1951 First Gay organization— *Mattachine Society* formed in Los Angeles
- 1961 Illinois becomes the first state to decriminalize homosexual conduct
- 1967 Gays march on Los Angeles Police Department— first time in U.S.
- 1969 Riot in response to police harassment at **Stonewall** Bar in NY (Recognized as the beginning of the gay and lesbian liberation movement.)
- 1974 Homosexuality no longer considered a mental disorder by the American Psychiatric Association.
- 1975 California decriminalized homosexuality.
- 1976 Riots in San Francisco after Dan White given lesser charge of manslaughter for the murder of Harvey Milk. (known as **White Night** riots).
- 1986 Sodomy laws upheld by U.S. Supreme Court in *Bowers v. Hardwick*.
- 1991 LGBs march for 10 consecutive days in protest of California Gov. Wilson’s veto of AB101 (non-discrimination bill). Later, AB2601 was passed that gave limited employment protection to gays and lesbian.
- 1995 President Clinton signs executive order barring discrimination in security clearance processing.

--International

- Many cultures and societies have accepted and venerated gays and lesbians.
- Although the Nazi SA is founded (1921) by an open homosexual— Ernst Roehm— later all male homosexuals were rounded up and placed in concentration camps designated with their own special symbol, the pink triangle. It is estimated that 60,000 persons were sentenced by the Nazis for homosexual activity. Approximately 60% interned at the concentration camps were exterminated. Although there was no law specifically targeting female homosexuality, lesbians were imprisoned with other women classified “deviant” and a black triangle was sewn to their uniform.

History — Between Law Enforcement and LGB Community

- Historically U.S. police have had to enforce laws that prohibited homosexual activity including the right to assemble. This has led to great abuse of citizens civil rights.
- Over 90% of all gays and lesbians have been victimized in some form on the basis of their sexual orientation, including physical attack and verbal slurs.
- The courts have been inequitable towards gays, many times allowing substantial “fag bashing” as a legitimate act based on the notion of “homosexual panic attack.”
- Gays are often barred from entering certain occupations.

Need for LGB Pride

- Civil rights for lesbians/gays/bisexuals is slowly coming, but not without the sustained effort of thousands of activists and educators.
- Pride festivals are held all over the U.S. and many international cities, primarily in June.

Discussion Questions

1. How is sexual orientation defined and how is this different from gender orientation?
2. Distinguish between homophobia and heterosexism. Are either of them morally defensible? Can either of them be addressed through education?
3. List some of the ways Overt Homophobia is manifest.
4. List some of the ways Institutional Homophobia is manifest.
5. Societal Homophobia is primarily invisible. Describe how this affects the individual.
6. When a gay person “comes out,” does his/her family and friends also “come out?” Explain.
7. Are gays pedophiles (child molesters)?
8. List three of the turning points for the Lesbian and Gay movement in the U.S.
9. What does the pink/black triangle represent? Give their history.
10. Do gays have full civil rights in the U.S.? Give examples.

Topic 2 — Stereotypes

Objective:

The objective of this topic is to introduce the student to:

- a. the stereotypes associated with the LGB communities
- b. see how inner- and outer- group communication is affected by stereotypes
- c. the effects of the media on reinforcing stereotypes

Vocabulary:

Stereotypes, fag, queer, bulldykes, fairies, nongay, dyke

Teaching Strategy:

- a. Activity— Lead class in discussion of “What are stereotypes?” Use Topic 2: Activity— Stereotypes (Gay-Lesbian-Cop) and the chalk board for a discussion about stereotypes concerning gays, lesbians and police officers.
- b. Activity— Immediately, the discussion could flow into an investigation as to how media is used to reinforce stereotypes. Use Topic 2: Activity - “Same Boat.” Ask, “What exactly are negative images of the police and LGB community?”
- c. “In-group” communication. Ask the students if they are aware of “in-group” communications such as special words or body signals within certain groups of people? Arrange students into small groups and have them create a list of actions or words (“in-group”) that are unique to the law enforcement community. Then have them make a similar list for the LGB community. Are they aware of special communications within groups? Are these “in-group” communications real or based on stereotypes? And finally, is it heterosexism that allows straights to believe that they do not have special communication within their own community?
- d. Activity— The history of gay and lesbian people has been purposely hidden. In Topic 2: Activity - “Famous Lesbian/Gays/Bisexuals” students will directly learn of the many gays and lesbians who have shaped our lives, yet have been kept hidden. Students could write a short paper on their feelings when finding so many famous people on the list and to speculate as to why this part is hidden from the history books.
- e. Activity— A class discussion can be structured around the stereotype “gay lifestyle.” Use the chalk board and Topic 2: Activity - “Gay Lifestyle” along with an overhead transparency of Figure 1.

• Topic 2 — Content Summary — Stereotypes

Definitions

- Stereotypes— social constructions used to typify groups, events, or individuals. The two groups of contradictory antigay stereotypes are:
 - a. gays are mistaken about their gender identity, and
 - b. gays are pervasive, sinister, conspiratorial threat
- Fag, Fairies, Queer— male homosexual pejoratives
- Dyke, Bulldyke, Lezzies— female homosexual pejoratives

“In-group” Communication

- All groups have special words and actions

Negative Media Bias

- Gays are perceived to be sex-crazed child molesters (not true)
- Gays are perceived as always on the make and “coming on” to all persons

Discussion Questions

1. Why are stereotypes used by society? Give examples.
2. How are the stereotypes concerning heterosexual men and homosexual women similar? How are the stereotypes concerning homosexual men and heterosexual women similar? Why is this so?
3. Why does the media primarily show negative aspects of most groups, including LGB?
4. Is the TV image of the young man in g-string, glamour make-up and roller-skating down Santa Monica Boulevard during the Gay Pride Parade a negative image? Support your position.
5. What are some of the special words or actions you use to communicate with someone else of your own group?
6. Is it heterosexism that allows straights to believe that they do not have special communication within their own community?
7. Is a “heterosexual lifestyle” any different than a “gay lifestyle?”
8. Why are the personal lives of famous LGB persons left out of the history books?

Topic 2 — Activity - “Stereotypes (Gay-Lesbian-Cop)”

Objective:

To show that stereotypes of lesbians, gays and police officers are partially true and that these stereotypes are reinforced by the media.

Procedure:

The instructor will ask for the students to volunteer their images of gays, lesbians and police officers, and present this on a chalk board or overhead projector. Encourage the humor of the situation since it will be impossible to squelch. (Note: This activity can be combined with the *Lesbian Invisibility* activity.)

1. Make three columns on the chalk board.
2. Ask for students to share stereotypic images they know of gay men, lesbians and police officers.

| Suggested Areas | Gay Men | Lesbians | Police Officers |
|-------------------------|---|--|---|
| Clothing | Flowered Shirts, leather chaps, earrings, rainbow Rings | Masculine, short hair, men’s shoes, men’s clothing | Jeans, boots |
| Recreational Activities | Disco, sex | Camping, build houses | Western music, drink beer, eat donuts, football |
| Personality | flighty, effeminate, swishy, intelligent | butch, bitchy, pushy, difficult | racists, arrogant, cheap, divorced |
| Employment | Bartenders, Florists, Hairdresser, High Income Jobs, Chefs, Singers, Actors | Cops, Lawyers, Truck Drivers, Office workers | Police |

Discussion Questions:

1. Ask the students if they have known gays or lesbians that fit the stereotype. Ask if the police officers’ stereotype is true. (The students may conclude that, yes, some persons do fit the stereotypes, but by all means, not all persons of the classification.)
2. Have the students speculate where these images come from and how they are reinforced. (The students may share that they have seen these images in our media and that they are continually reinforce, particularly on TV cop shows.)
3. Ask the students to share their ideas about “negative” media portrayal of each category. For example, many gays take offense that the media almost always shows some man dressed in drag roller skating down Santa Monica Blvd. with full make-up and a g-string during the Gay Pride Parade. Is this person a “negative” representative of the gay community? or just not-typical?

Topic 2 — Activity - “*Same Boat*”

Objective:

The purpose of this activity is to look at how the media perpetrates negative images of police officers.

Procedure:

1. Solicit from the students and write on the board, a list of TV police shows.
2. Again, solicit from the students and write on the board, a list of law and private detective shows.
3. Poll the students about which of these shows are positive or negative in their portrayal of police officers.
4. Divide the class into small groups and have them review the discussion questions.

Discussion Questions:

1. In what ways were the positive portrayals of police officers accurate? In what ways are the negative images accurate?
2. Make two columns and list some of the specific behaviors and characteristics shown in these shows that are negative or are positive.
3. Is there some pattern in the type of TV programs that show positive or negative police images? Why do you think that is?
4. What exactly is a negative image? Maybe there are some common characteristics that most police officers display and could be construed by a civilian as being negative. Does this mean the officers will also feel that these characteristics are negative? Are negative images based on shame?
5. Is this “unfair” portrayal of police officers similar to the “unfair” portrayal of gays and lesbians?

Topic 2 — Activity - “*Famous Lesbian/Gays/Bisexuals*”

Purpose:

To provide an interactive experience that reviews lists of gay, lesbian and bisexual historical figures.

Materials:

Name tags, *Historical Figures* handout (on next pages)

Procedure:

1. Review the *Historical Figures* handout sometime prior to this activity.
2. Create name tags using the names found on the *Historical Figures* handout. It is best if these name tags are approximately 3” X 5” although self-stick smaller tags are acceptable.
3. As students enter the class, place a name tag onto their backs without them seeing the name written on it. You may give the students the *Historical Figures* handout for reference.
4. Instruct the student to go around the room and ask questions of the other students about the *Historical Figures* that can be answered with a yes or no. For example, “Am I a female?”, or “Did I live in the 17th Century?”
5. Once they figure out who they are (the name on their back), the students place their name tags on the wall at the front of the classroom and take their seats. Once the entire class is seated, a brief discussion and sharing is conducted.

Discussion Questions:

1. Why do you think the sexuality of so many of these famous persons is kept hidden? For example, why do history books tell about Mary Todd Lincoln and her children when they write about Abraham Lincoln, yet not mention his extensive homosexual relations?
2. What problems are associated with trying to identify a persons sexual orientation from historical documents? Just because documents may not explicitly mention homosexual behavior are we to assume the person is exclusively heterosexual (also which is often not explicitly mentioned).

Famous LGB Persons

| | | |
|--------------------------|--------------|--|
| Sappho | 600 B.C. | Greek philosopher, poet |
| Plato | 427-347 B.C. | Greek philosopher |
| Alexander the Great | 356-323 B.C. | Macedonian ruler |
| Julius Caesar | 100-44 B.C. | Roman emperor |
| Hadrian | 76-138 A.D. | Roman emperor |
| Richard the Lion-Hearted | 1157-1199 | English king |
| Richard II | 1367-1400 | English king |
| Leonardo Da Vinci | 1452-1519 | Italian artist, inventor |
| Michelangelo | 1475-1564 | Italian artist |
| Montezuma II | 1480-1520 | Aztec ruler |
| Sir Francis Bacon | 1561-1627 | English science philosopher |
| Christopher Marlowe | 1564-1593 | English writer |
| Queen Christina | 1626-1689 | Swedish queen |
| Peter the Great | 1672-1725 | Russian czar |
| Frederick the Great | 1712-1786 | King of Prussia |
| George Washington | 1732-1799 | 1st U.S. President |
| Cambaceres | 1753-1824 | Developed Napoleonic law code |
| Alexander Hamilton | 1755-1804 | U.S. Statesman |
| Lord Byron | 1788-1824 | English poet |
| Hans Christian Andersen | 1805-1875 | Danish author |
| Abraham Lincoln | 1809-1865 | U.S. President |
| Margaret Fuller | 1810-1850 | U.S. writer, educator |
| Herman Melville | 1819-1891 | U.S. author |
| Walt Whitman | 1819-1892 | U.S. author |
| Horatio Alger, Jr. | 1832-1899 | U.S. author, founder of orphanages |
| Peter Ilyich Tchaikovsky | 1840-1893 | Russian composer |
| We-Wha | ? - 1896 | Zuni Indian and religious pueblo leader |
| Oscar Wilde | 1854-1900 | Irish author |
| Marcel Proust | 1871-1922 | French author |
| Sergei Diaghileff | 1872-1929 | founder of modern Russian ballet |
| Willa Cather | 1873-1947 | U.S. author |
| Colette | 1873-1954 | French author |
| S. Josephine Baker | 1873-1945 | American physician, Child health Pioneer |
| Amy Lowell | 1874-1925 | U.S. poet |
| Gertrude Stein | 1874-1946 | U.S. author, poet, collector of art |
| Alice B. Toklas | 1877-1967 | U.S. author |
| E.M. Forster | 1879-1970 | English author |
| Radclyffe Hall | 1880-1943 | English author |
| Virginia Woolf | 1882-1941 | English author |
| John Maynard Keynes | 1883-1946 | English economist |
| Eleanor Roosevelt | 1884-1962 | U.S. President wife |
| Louise Pearce | 1885/6-1959 | American pathologist developed treatment for trypanosomiasis (African sleeping sickness) |
| Ernst Roehm | 1887-1934 | Hitler's Germany SA leader |
| T.E. Lawrence | 1888-1935 | English soldier, author |
| Ludwig Wittgenstein | 1889-1951 | Austrian mathematician |
| Jean Cocteau | 1889-1963 | French author, film maker |
| Vita Sachville-West | 1892-1962 | English author |
| Federico Garcia Lorca | 1894-1936 | Spanish poet, dramatist |
| Bessie Smith | 1894-1937 | Black American singer |
| J. Edgar Hoover | 1895-1972 | Founder of FBI |

| | | |
|-----------------------|-----------|---|
| Charles Laughton | 1899-1962 | English actor |
| Noel Coward | 1899-1973 | English author, composer |
| Margaret Mead | 1901-1978 | American anthropologist |
| Margherite Yourcenou | 1903-1987 | French author, translator |
| Christopher Isherwood | 1904-1986 | English author |
| Dag Hammarskjöld | 1905-1961 | U.N. Secretary General |
| Tennessee Williams | 1911-1983 | U.S. playwright |
| Alan Turing | 1912-1954 | British mathematician created first computer theoretical framework, |
| Benjamin Britten | 1913-1976 | English composer |
| Leonard Bernstein | 1918-1990 | U.S. Conductor, composer |
| Malcom Forbes | 1919-1990 | Billionaire Financier |
| James Baldwin | 1924-1987 | Black American author |
| Yukio Mishima | 1925-1970 | Japanese author |
| Roy Cohn | 1927-1986 | MacCarthy prosecutor of gays |
| Andy Warhol | 1930-1987 | U.S. artist |
| Michael Bennett | 1943-1987 | U.S. choreographer, musical theatre |

Topic 2 — Activity - “*Gay Lifestyle*”

Purpose:

One of the primary stereotypes of gays and lesbians is the term “gay lifestyle.” Exactly, what is this “gay lifestyle?” The stereotype of homosexuals is of the sex-crazed male who is extremely promiscuous. Lesbians, when thought of, are also thought to be consumed by sex. The stereotype that gays, lesbians and bisexuals are forever having sex and on the “make” is reinforced by the defining term “homosexual.” Many gays and lesbians prefer that some other term be used that does not have “sexual” as part of the word, e.g., homophile. The below figure demonstrates the fallacy of using the term “gay lifestyle.” This activity helps students to realize that most all people share the same “lifestyle.”

Materials:

Chalk board, perhaps a transparency of *Lifestyle — Hours of the Day*

Procedure:

1. On the chalk board, draw a large circle. Poll the students about the kinds of activities they engage in and for how many hours each day. These activities include: sleeping, eating, grooming, transportation, work, school, recreation, studying, family time, etc. being sure to include sex.
2. Divide up the circle according to the class poll.
3. Make observations for the students—primarily that sex occupies a very small amount of time for most people, including gays, lesbians and bisexuals. However, there is a small portion of the homosexual *and* heterosexual population that engages in sex much more often and with more different people than the average.
4. Ask the students to challenge the stereotype that homosexuals are consumed by sex and that perhaps other stereotypes they may hold about gays, lesbians and bisexuals are equally wrong.

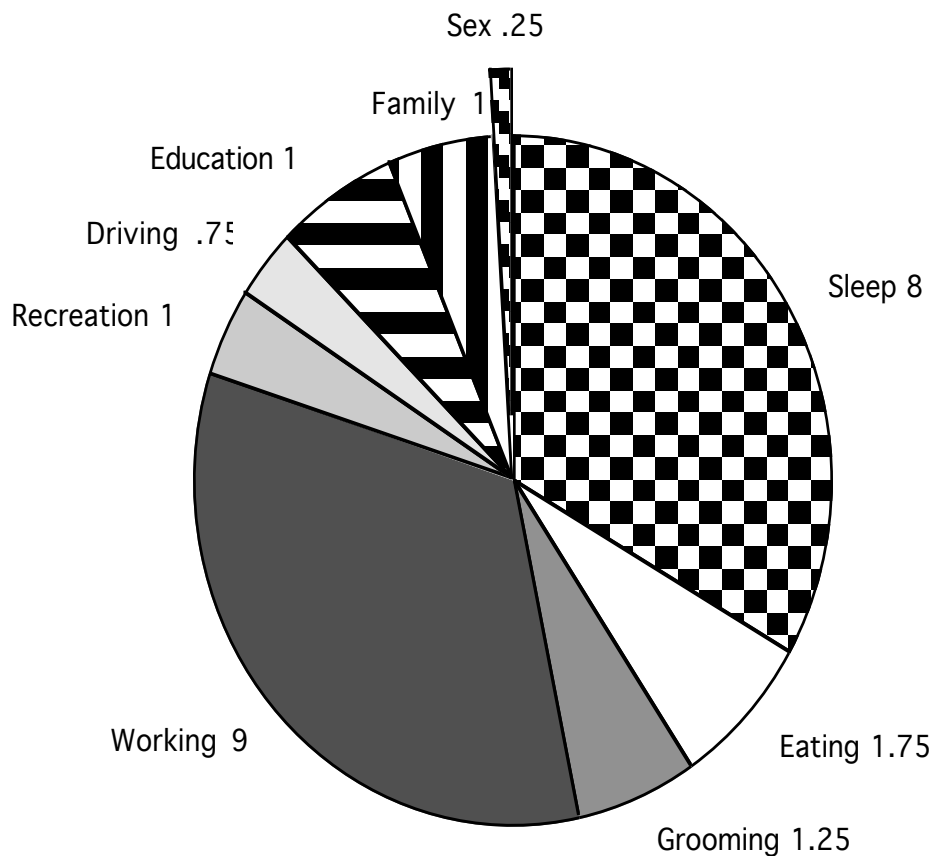
Discussion Questions:

1. Since most people live a very similar “lifestyle,” why does the promiscuous stereotype of gays, lesbians and bisexuals persist?
2. Do you know of anyone who matches the promiscuous “lifestyle?” and if so, are they heterosexual or homosexual and are you sure?
3. Do you see sexuality as a static constant throughout your life? Will you always engage in the exact same sexual activities, with the exact same kind of partner for exactly the same amount throughout your life?
4. Has the amount of time allocated for the activities of your life changed and taken on different importance?
5. Instead of stereotyping all homosexuals as being consumed by sex, would it not be more accurate to say that some people are more- and some people are less-interested in sex, whether or not they are heterosexual, homosexual or bisexual, and that the amount of interests changes over time?

One of the primary stereotypes of gays and lesbians is the term “gay lifestyle.” Exactly, what is this “gay lifestyle?” The stereotype of homosexuals is of the sex-crazed male who is extremely promiscuous. Lesbians, when thought of, are also considered to be consumed by sex. The stereotype that LGBs are forever having sex and on the “make” is reinforced by the defining term “homosexual.” Many gays and lesbians prefer that some other term be used that does not have “sexual” as part of the word, e.g., homophile. The below figure demonstrates the fallacy of using the term “gay lifestyle.”

Figure 1—Lifestyle Chart

Lifestyle — "Hours of the Day"



Virtually all of us—heterosexuals, homosexuals and bisexuals—spend the same amount of time each day performing the same tasks. What is this so-called “Gay Lifestyle?” Gays often use the term. What should it be?

Topic 3 — Demographics

Objective:

The objective of this topic is to introduce the student to:

- a. basic demographics of the LGB community
- b. cultural analysis of sexual identity
- c. biological origins of gender and sexuality
- d. health concerns of the LGB community

Vocabulary:

Stigma, morphologic identity, sexual identity, sex-role, gender-role, berdache, amazon, Kinsey Scale, hypothalamus

Teaching Strategy:

1. Activity— The issue of sexual orientation is highly controversial. Students awareness of their feelings and beliefs need to be brought up to a conscious level before academic research is presented. To that end, Topic 3 — Activity - Self-Awareness: Lesbian/Gay/Bisexual Stereotypes is the first activity to this section.
2. Sexual Identity, Origins and Incidence— The instructor presents the Kinsey findings as outlined in Appendix: Topic 3 • Demographics: Aspects of Sexual Identity to show the range of human behaviors and to give historical grounding to the use of 10% incidence rate of homosexuality. Use overhead transparencies of all figures-- Appendix: Topic 3 • Figure 2—Kinsey Rating Scale; and, Figure 3—Sexual Behavior/Fantasies. Cross-cultural information must be presented in order to show that sexual behaviors are primarily social constructions; that only a small portion of humans are strongly devoted to a small range of sexual partners. Students could read Appendix: Topic 3 • Demographics: Aspects of Sexual Identity.
3. Historical Perspective/ Biological Brain Research— Have the students read both articles Appendix: Topic 3 • Demographics: Historical Perspective and Appendix: Topic 3 • Biological Brain Research. The student should write a short essay on “How has the research into genetics and sexuality paralleled the historical liberation of the LGB community? is there a connection?”
4. Being a stigmatized minority, LGB are more susceptible to health problems. The instructor should present Appendix: Topic 3 • Demographics: Health Concerns— Drug and Alcohol Abuse using overhead transparencies for the data.

• Topic 3 — Content Summary — Demographics

Demographics

- Gays and Lesbians have 5-27% lower average household incomes than nongays.
- Some gays and Lesbians manifest many of the same self-destructive, self-deluding, self-oppressing patterns of behavior shared by other historically oppressed minorities.

Sexual Identity

- Several theories regarding the origins of sexual orientation— genetic, hormonal, psychological, and social factors— none of them conclusive.
- Less than 10% of persons living in societies that hate homosexuals, e.g., U.S., identify themselves as gay or lesbian.
- In some cultures, all members are homosexual until approximately age 30, whereupon they are expected to marry and produce children— yet may continue engaging in homosexual behaviors.
- Sexual identity is a combination of biological and environmental forces.
- For most people, they will learn to sexually desire that which the culture teaches.
- Sexual role identity, gender identity, and sexual orientation are independent dimensions.
- A persons' behavior does not necessarily coincide with his/her identity. Persons may act heterosexually, but desire and fantasize to act homosexually. Concluding that a person is either homosexual or heterosexual based upon his/her behavior denies many other components of his/her entire identity.

Historical Perspective

- Homosexuality has at times and in different cultures been accepted as a natural part of human behavior.
- Judeo-Christian tradition has been unaccepting of homosexuality since the late 1300s.
- The 1960s brought gay rights to the forefront of the U.S. civil rights movement.
- In 1974, the American Psychiatric Association removed homosexuality from its list of mental disorders.

Health Concerns

- It has been thought that 30% of all gays and lesbians were alcoholics. Recent research has shown that they are more likely to consume alcohol, but that they are no more likely to be alcoholics.
- Similarly, gays are more likely to have tried drugs, but are no more likely than nongays to become frequent users of drugs.

Genetic Findings

- There are differences in human brains that are gender related.
- Animal research points to a strong connection between brain structure and behavior.
- There is preliminary research relating brain structure and sexual orientation.

Discussion Questions:

1. Why do you think gays and lesbians have lower incomes?
2. If you were an oppressed person, would you try as hard at work, or would you try to stay hidden?
3. Since a minimum of 10% of all Americans are gay or lesbian, what percentage of families would you predict would have a gay or lesbian member (father, mother, or child)? (The answer is one out of four families) How did you get this number?
4. If you ask a room full of police officers if they have ever had a homosexual experience, what percentage of them would you predict would admit it publicly? If they represented the statistical average, at least half of them would have had such encounters that reached orgasm. If less than half the class admits to having had a homosexual encounter, do you see this as a problem? What does this say about the police organization's culture?
5. Is alcoholism or drug abuse a greater problem for gays and lesbians? Since historically LGBs have only had bars as the place to meet other LGBs, do you feel that the greater use of alcohol and drugs is the direct result of heterosexism?
6. If research proves that sexual orientation is genetically determined, will this change your personal attitudes towards gays and lesbians? Does it matter if sexual orientation is either a learned or a biological disposition?

Topic 3 — Activity - “*Self-Awareness: Lesbians/Gay/Bisexual Stereotypes*”

Purpose:

Workshops on sexual orientation are notoriously ineffective because they attempt to simply give information about lesbians, gays and bisexuals without the active participation of the students. The first step in any cultural awareness training should be to provide an activity that brings to the surface, students’ beliefs and feelings toward the culture in question. This activity is designed to provide self-awareness to each student concerning their feelings and beliefs on homosexuality. It is from this activity that an academic presentation/discussion on issues of human sexuality can emerge.

Although this activity can be used with any audience, its primary use is with heterosexuals. For predominately homosexual audiences, an internalized homophobia awareness activity is more appropriate.

Materials:

Students need paper and pens/pencils, chalk board.

Procedure:

1. Students are not to write the names or put any other identifying marks on their papers. Instructor explains that students are to complete each question with how they feel or believe and to be honest in their responses since they are anonymous.
2. Instructor reads each question slowly, allowing students time to write their responses. This process takes about 20 minutes. During this time, the instructor forms four columns on the chalk board. One column is labeled *Moral Issues*; another column is labeled *Psychological/Medical Issues*; another *Stereotypes* with two sub-categories *Females, Males*; and, the final column is labeled *Actions*.
3. Once all 10 questions are completed, collect papers and redistribute back to the class in a random order.
4. The instructor reads a question, then randomly asks students to read the paper in front of them. Some of these comments are written on the chalk board under the appropriate column. For some of the comments, the instructor should take a count of students who have the same or similar comments and write this number next to the comment.
5. A general discussion should reveal the overall level of homophobia in the class and introduce topics for further discussion.

Discussion Questions:

1. What moral issues seemed most important? Is a workshop a place to resolve these conflicts?
2. Were there two competing perspectives listed under Psychological/Medical Issues, i.e., was there a split between homosexuality being seen as a learned behavior (constructionist perspective) vs. being biologically determined (essentialist perspective)?
3. Stereotyping of homosexuals always include issues of gender confusion, i.e., lesbians acting like men and gay males acting like females. Where do you think these stereotypes originate? Why do they continue?
4. Was violence advocated against homosexuals? When and where?

Self-Awareness: Lesbian/Gay/Bisexual Stereotypes

Instructor reads these open sentences aloud. Students are asked to complete the sentences by writing on their papers what they feel and believe. All papers are anonymous.

1. I believe that homosexuality is . . .
2.
 - a. Describe how lesbians look and act.
 - b. Describe how gay men look and act.
3. If I saw two men holding hands at the zoo while also holding the hand of a small child, I would . . .
4. Homosexuals are that way because . . .
5. If a member of my same gender made a pass upon me (i.e. “hit” upon me), I would . . . (feelings and actions)
6. Two uniformed lesbian officers (*use the primary occupation of the group attending the workshop*) are seen holding hands and occasionally kissing while at the gay festival. I feel they . . .
7. Accidentally, you catch your 14-year old son having sex with another boy. You would . . .
8.
 - a. Sex between two women is . . .
 - b. Sex between two men is . . .
9. A female police officer (*use the primary occupation of the group attending the workshop*), after being married for a few years and having three children, realizes that she is lesbian. She wants to leave her husband to be with her female lover and still wants to keep her children. I think she should . . .
10. If my best friend came out gay or lesbian, I would . . .

Topic 4 — Points of Contact

Objective:

The objective of this topic is to introduce the student to:

- a. the locations and situations police officers will come in contact with the LGB community
- b. the civil or professional code for each point-of-contact
- c. the recommended appropriate conduct for each situation

Vocabulary:

Domestic Violence, Hate Crimes, “Lewd” Conduct, Activism, Civil Disobedience, Public Safety, Victims of Violence, Runaways, Throwaways, Prostitution, Medical Emergencies, Battery, Act-Up, Queer Nation, Gay Pride Parade

Teaching Strategy:

1. Make an overhead transparency of Appendix: Topic 4 • Point-of-Contact and present in lecture format. Ask for students to share their experiences in these areas.
2. Activity— Within small groups of 3-4 students, review Appendix: Topic 4 • Hate Crimes; Incidence and Types, Enforcement of Hate Crime Laws, Roots of Hate Crimes, Victims and Witnesses, Solutions. Then, have each group report orally to the class, the actions they could take as individual citizens and as police officers to help solve the problems of Hate Crimes.
3. Activity— The most powerful activity of this curriculum is Topic 4: Activity - Interview Contrast Exercise. This activity demonstrates how being sensitive to LGB concerns improves law enforcement activities. As such, it is suggested that this activity be the first activity of the lesson, thereby reinforcing the idea that LGB concerns are real and important.

• **Topic 4 — Content Summary — Points of Contact**

Civil Code/ Police Office Conduct

- Domestic Violence— *Spousal Abuse 273.5 P.C., Domestic Violence 13700 P.C., Battery 242 (e) P.C.*: Treat gay and lesbian situations the same as heterosexual situations. Do not use stereotypes of masculinity/femininity to assume who the aggressor or who the victim is. A report issued by the Los Angeles County Domestic Violence Council (1994) stated that in cases of gay/lesbian domestic quarrels, the wrong person is arrested 80% of the time due to gender stereotyping. Listen and relay legal facts accurately. Assist the victim without prejudice.
- Hate Crimes— “*Civil Rights*” Title 11.6, Section 422.6, California Penal Code: Make a crime report and ask the victims if they feel that the crime was hate or prejudice motivated. Follow through to see that the incidence is correctly reported as a hate crime.
- “Lewd” Conduct— *Lewd Conduct 647 (A) & (D) P.C.*: The officer needs to clarify to the suspect that the problem is their conduct and not the person’s sexual orientation. Make no verbal moral condemnation.
- Activism and Civil Disobedience— *Disorderly Conduct 647 (c) P.C., Unlawful Assembly 409 P.C.*: Focus on your personal safety, the safety of the civilian bystanders and the safety of the demonstrators. Do not use hurtful words or other denigrating comments toward the demonstrators; this can only inflame an already volatile situation. Be aware that uniformed officers represents to some of the demonstrators the institutions they are fighting against. Officers demonstrating strength and calmness are the most effective. Two national organizations, *ACT-UP* and *Queer Nation*, use public demonstrations to bring their concerns on gay, lesbian and AIDS issues to the public. Although both organizations are non-violent, sometime their actions spark controversy and physical altercations which involve police intervention.
- Public Safety— *Business and Professions Code 25602, Business and Professions Code 25658, Los Angeles Municipal Code 57.04.06*: Officers who must enter gay bars are reminded that gays and lesbians are their equal and should not be treated as second-class citizens. It is recommended that officers in these public safety situations stay focused on the job of ensuring safety for all. Epithets and verbal assaults only aggravate these situations and undermine the goal of regaining a safe environment.
- Victims of Violence— The duty of police officers is to take the necessary actions to stop the violence, see that medical assistance is obtained and that follow-up criminal prosecution is enforced.
- Youth— Police officers need to be aware that most of the youths they come into contact with are runaways and throwaways. Police officers need to be knowledgeable about social services targeted towards adolescents.
- Prostitution— *Prostitution 647 (a) (b) P.C.*: The gay prostitute should be treated like any other suspect with the officers conducting a professional investigation. Antagonizing the suspect with anti-gay pejorative words could escalate the interview into possible physical altercation.
- Medical Emergencies—

1) Providing emergency First Aid— When providing First Aid, police officers must be concerned about AIDS and other infectious disease transmission. Gays and lesbians are no more likely to carry diseases than heterosexuals. The safety protections taught in the health classes should be used any time blood is anticipated. Most officers carry mouth pieces for mouth-to-mouth resuscitation, and leather or rubber gloves. These devices should be used. Remember, an officers' main goal each day is to go home safely.

2) Directing emergency Medical Personnel— Police officers need to be aware that the injured party may have a significant friend or lover on the premises. These people are important to the victim and should not be ignored. When medical personnel arrive at the scene of the accident, be sure to involve these people.

There is no purpose or advantage in using pejoratives or making verbal moral condemnations of any suspect. Doing so will only antagonize the suspect and close off communication, thereby affecting your effectiveness as a police officer. Learn to listen, question and not judge.

Discussion Questions:

1. Since you are not required to make an arrest for gay and lesbian domestic violence, how would you respond to a gay couple fighting?
2. Why is it important to go to the extra effort to report hate crimes?
3. Is lewd conduct primarily a gay activity? Why or why not?
4. What are the most effective ways to handle a protest demonstration?
5. List some of the possible altercations that can occur when police enter a gay bar.
6. When a person is injured, what two actions should a police officer take? Can you think of any others?

Topic 4 — Activity - “*Interview Contrast Exercise*”

Objective:

To contrast two different interviewing techniques thereby demonstrating how officers’ attitudes affect witnesses’ cooperation.

Teaching Strategy:

Select class members to act out the interviews for the entire class to see. Give a copy of the script to each of the actors. When the interviews are done, break class into groups of four to work on discussion questions. Hand a copy of the discussion questions to each group or make an overhead transparency for projection on the wall. Have each group make a brief oral report to the class—each group reports on only 1 or 2 of the questions.

Time Required:

20 minutes (10 minutes simulation, 10 minute group work, 10 minute group presentation)

Situation:

Two gay men exit a gay bar. While walking to their car, they are approached from behind. The identities of the suspects are not known. The suspects take Victim 1’s wallet and in addition hits him over the head with an unknown object. The police are called to the scene.

Interview A: Incorrect Way of Handling a Radio Call

(1 Officer, 2 Men)

Officers arrive at the scene. They approach the victims.

Officer: This was a fine place to be at two in the morning. Did you guys come out of that gay bar?

Victim 1: Yeah! A couple of guys came up from behind us and hit us on the head and took our money. I'm bleeding.

Officer: You'll be okay. Act like a man. Anyway, do you want a report or what?

Victim 2: What's your problem officer? Can't you see that my boyfriend is hurt.

Officer: Boyfriend ---Hey do either of you guys have AIDS? I don't want any blood on me.

Victim 1: No, we do not. Will you please take a report?

Officer: Did you get a good look at the guy who did this?

Victim 2: No, not at all.

Officer: Well, a report is useless. We have no description to go by. Why don't you just sign my officer's notebook stating that you do not wish to have a report taken. It's not that I don't want to take a report, it's just that the report will just be another statistic.

Victim 2: But I want to get this guy, I want a report filed.

Officer: Okay guys, I have a priority 187 call to go to. Go to the station and the desk officer will take a report.

Interview B: Correct Way of Handling a Radio Call

(1 Officer, 2 Men)

Officers arrive at the scene. They approach the victims.

Officer: Are you guys okay?

Victim 1: Not really, my head is bleeding.

Officer: Are the suspects still in the area?

Victim 1: No, they are long gone.

Officer: Okay, that cut on your head should be looked at. (Speaking into the radio) Six Adam 45, requesting an RA (rescue ambulance) at our location. Did either of you guys get a look at them?

Victim 1: No, not at all.

Officer: Did you guys come from that bar?

Victim 1: Yeah!

Officer: Well, may be someone like the doorman or someone by the window saw these guys.

Victim 2: My boyfriend is really hurt.

Officer: The RA will be here soon. Give me as much information as you can think of for this report.

Officer: (Speaking into the radio) We have a victim of a 211 and a RA enroute—there will be a delay. Reassign the call we have holding. (211 - robbery)

Interview Contrast—Discussion Questions:

- 1.. By being insensitive to the victims in Interview A, what information was passed over and what information did the officers incorrectly assume?
2. List ways the interviewing officers could have made the victims emotionally comfortable so that they would be willing to cooperate.
3. If you were a subordinate officers seeing your senior officer treat the victims in an offensive way, what actions, if any, could you take? Do you feel that you should intervene?
4. As you know, gay-bashing is illegal in this state and as an officer you are required to report such actions. If Victim 1 who was beaten was actually heterosexual should you report his assault as a gay-bashing? Explain.

Topic 5 — HIV/AIDS

Objective:

The objective of this topic is to introduce the student to:

- a. the transmission of the virus and that it is not a “gay” disease
- b. that AIDS is a natural disaster of immense proportion
- c. the consequences for law enforcement officers

Vocabulary:

HIV, AIDS, “Safe Sex”, Intravenous Drug User, Blood-to-Blood

Teaching Strategy:

1. Through a short lecture, the instructor presents data on the development and world-wide consequences of HIV and AIDS. See Appendix: Topic 5 • HIV/AIDS: Transmission, World Wide.
2. Activity— To allow the student to experience an exponential growth such has been demonstrated by AIDS, use Topic 5 — HIV/AIDS: Activity - AIDS Exponential Growth Exercise.
3. Arranging the students into small groups, have them read Appendix: Topic 5 • HIV/AIDS: Consequences for Law Enforcement Officer and then discuss what other consequences they can think of.

• Topic 5 — Content Summary — HIV/AIDS

Definitions

- HIV — Human Immunodeficiency Virus thought to cause the AIDS disease
- AIDS — disease in which the immune system is unable to fight off microorganisms
- “Safer Sex” — behaviors designed to reduce the transmission of AIDS through sexual contact
- Intravenous Drug User — a person who inserts drugs into his/her body with needles
- Blood-to-Blood — the means by which HIV is transmitted

Transmission Data

- HIV is spread by blood-to-blood contact primarily through unprotected sex and the sharing of contaminated needles.
- At least 75% of the world’s AIDS patients are heterosexual
- Over half of the US AIDS patients are intravenous drug users
- Sharing syringes is one of the most efficient means of transmitting HIV.
- “Safer Sex” campaigns have significant impact on slowing the spread of HIV
- Lesbians have the lowest incidence of HIV of any group.

Law Enforcement Consequences

1. There is no need to take “special precautions” when dealing with lesbian/gays/bisexuals.
2. It is false to assume that a person whom you perceive as a heterosexual is free from HIV.
3. Officers are encouraged to use extra precautions when the situation is known to carry risks due to liquid blood product exposure (such as riot control or domestic violence).

Discussion Questions

1. What have you learned about HIV and AIDS in previous police training? Detail the precautions you should take to protect against liquid blood products.
2. When interacting with someone who is gay or suspected of being gay, do you take extra precautions? If so, describe what you do and why these precautions are necessary.
3. Discuss with your fellow officers your feelings about HIV/AIDS and share your thoughts about what you would do if one of the officers on the force was discovered to be HIV+.

Topic 5 — Activity - “AIDS Exponential Growth Exercise”

Objective:

The student will directly experience exponential growth, thereby gaining a better understanding of the AIDS crisis.

Background:

AIDS has grown exponentially world-wide. Each year the number of people who develop AIDS doubles over the previous year. Virtually all cases of HIV infection are transmitted from either sexual or drug injection activity—through the exposure to infected blood. The image that gay men or illegal drug users are the only “at risk” group for AIDS is false. Also, the image that only sexually promiscuous people get AIDS is false. This activity is designed to visually demonstrate that having sex or sharing a needle with just three other persons will cause the exponential growth experienced by AIDS.

Procedure:

1. Ask each member of the class to write down on a piece of paper, the names of three of their classmates—one should be a female, one should be a male and the last can be of either gender.
2. For every 30 students in the class, randomly select 2 (equal number of males and females) to stand up as the 1st group.
3. State to the class, “Let us image that these students have a infectious disease such as AIDS. Now lets find out how fast it can spread. Will all of you who have written down any of these people in the 1st group now stand up.”
4. State to the class, “The people now standing represent the 2nd group. They are also carriers of the disease the 1st group had. Will all of you who are seated, stand if you have down on your paper the names of any of the persons who are standing.”
5. Repeat. (By the 4th or 5th cycle, the entire class should be standing)

Discussion Questions:

1. How did you (the student) feel about how fast the disease was spread?
2. AIDS has followed an exponential growth. Do you think all diseases grow at this same rate?
3. When dealing with a sexually transmitted disease, would promiscuity change your exposure likelihood?
4. With a disease like AIDS, just one unprotected sexual experience could expose the person to the disease. Is abstinence the only choice? Explain.

Topic 6 — Youth

Objective:

The objective of this topic is to introduce the student to:

- a. LGB youth victimization
- b. youth suicide
- c. youth—Runaways / Throwaways / Homelessness
- d. youth alcohol and drug abuse

Vocabulary:

Adolescence, positive role models, suicide

Teaching Strategy:

1. Activity— Use Topic 6: Activity — “Project 10” or “Growing Up Gay “ Video as a lead-in to the problems experienced by gay and lesbian youths. Follow this with a class discussion of the questions poised at the end of the activity.
2. Activity— If there is sufficient time, the Topic 6: Activity — “Guided Fantasy” is very powerful at conveying to heterosexuals the difficulties in growing up gay in a heterosexist society. This activity is part of the video “Growing Up Gay.”
2. Have the students discuss, Appendix: Topic 6 • Adolescent Issues, Adolescent Suicide, what it must feel like to be a gay or lesbian youth.
3. Since so many gay and lesbian youths either runaway or are ejected from their home upon discovery of their sexual orientation, have the officers discuss how their behavior should be while dealing with homeless youths, many of whom are gay or lesbian.

• Topic 6 — Content Summary — Youth

Adolescent Issues

- Being gay or lesbian is a natural development for some youths.
- Youth experimentation with homosexual or heterosexual sex does not directly lead to that kind of behavior being dominant.
- Approximately 3 million American adolescents are lesbian or gay.
- Many lesbian and gay youths grow up in unfriendly environments.
- Growing up lesbian or gay is living daily with a secret that no one must ever know.
- Many gay and lesbian youths feel an overwhelming sense of loneliness and isolation.
- Many gay and lesbian youths feel victimized.
- There are very few positive gay or lesbian role models in the media.
- Many lesbian and gay youths repress their sexual selves and throw all their energies into other pursuits such as athletics, scholastics, or the arts, whereas others will engage in self-destructive behaviors.
- Some gay and lesbian youths will marry and raise children.

Adolescence Suicide

- Suicide is the number 2 cause of death for adolescents.
- More than 5,000 US youths take their own lives each year.
- Youth suicide has increased 300% in the last 20 years.
- It is estimated that 30% of all gays have attempted or seriously considered suicide.
- Gay adolescents are two to three time more likely than peers to attempt suicide.
- 66% of Adolescent Psychiatrists considered suicidal gestures by homosexual adolescents more serious and more lethal than similar ones by heterosexual adolescents.

Discussion Questions

1. Knowing that an adolescent's parents, church and school object to homosexuality, should a gay or lesbian youth "come out?" If yes, how should he/she?
2. Why do you think that the suicide prevention programs rarely mention sexual orientation conflict as one of the causes?
3. Many youths run away or are thrown out of their homes when they "come out" gay or lesbian to their parents. Should governmental agencies intervene and educate the parents that homosexuality is both normal and natural?
4. Should schools provide accurate and positive information about homosexuality to their students?

Topic 6 — Activity — “Project 10” or “Growing Up Gay” Video

Objective:

To view the video on Los Angeles Unified School District’s drop-out prevention program aimed at the at-risk gay and lesbian youth, and/or, to experience what it is like to grow up gay in a heterosexist society.

Materials:

Video entitled—

“Who’s Afraid of Project 10,” (23 minutes) obtained from FRIENDS OF PROJECT 10, INC., Dr. Virginia Uribe, 7850 Melrose Ave, Los Angeles, CA 90046 (213) 651-5200, (818) 441-3382, or

“Growing Up Gay,” (55 minutes), 1994, Brian McNaught. TBR Production, PO Box 2362, Boston, MA 02107.

Procedure:

Once the video has been viewed, have the students discuss the following questions.

Questions:

“Project 10”

1. What are the major objections to *Project 10*?
2. Is Lou Sheldon’s complaint that *Project 10* is not a “balanced” program valid?
3. Is it possible to “promote” homosexuality? Is that different from “educating” youths about different kinds of people?
4. Bobby Griffith made every attempt not to acknowledge that he was homosexual. His parents and church supported his requests to “convert” to heterosexuality but to no avail. What ways can you think of that could have prevented Bobby from throwing himself off the bridge and being killed.
5. If *Project 10* and other programs designed to help youths learn to accept their true self are banned from schools, what will happen to these adolescents? What are the benefits of *Project 10*?
6. Although *Project 10* has been implemented at the public school level, do you feel that a similar program is needed for the law enforcement agencies? Why?

“Growing Up Gay”

1. Why don’t gay and lesbian youths at an early age tell their families and friends that they are homosexual? What risks do they run?
2. What are some of the ways gay and lesbian youths respond to the feelings of isolation and that they have a “secret” no one can know.
3. Whose responsibility is it to make the family and schools safe for gay and lesbian children?
4. What can heterosexuals do to make it safe for gay and lesbian youths?

Topic 6 — Activity — “*Guided Fantasy*”

Purpose:

Heterosexuals are often totally unaware of how pervasive their sexual beliefs are promoted on the world. Growing up in a heterosexist world causes homosexual children and young adults great emotional harm. Not only are there no role models for lesbian, gay and bisexual children to emulate, but the culture keeps homosexuality completely hidden and stigmatizes all those who are not exclusively heterosexual. This activity attempts to give heterosexuals a taste of what it is like to grow up in a world where they are an excluded minority. Brian McNaught created this activity where participants are asked to imagine a fantasy world where most everyone is homosexual. In this world, heterosexuals are a minority. By asking heterosexuals to imagine what it must be like to grow up in this world, they gain a better insight to the isolation most homosexual children and young adults experience—and the process by which they gain their identity.

Materials:

Guided Fantasy story.

Procedure:

1. Describe to students how most gay, lesbian and bisexual children and young adults feel as though they were the only one to be “different” with a deep dark secret while growing up—resulting in severe isolation. This affected their relationships with parents, school mates, etc. Explain how this activity will ask students to imagine a world that is the reverse of ours, where most people are homosexual with homosexual parents, siblings and friends. In this world, heterosexuals are the oppressed minority. NOTE: Sometimes, students take exception to this activity because they believe that we are trying to change everyone into homosexuals. This is not true. Emphasize that the activities’ purpose is to allow heterosexuals to experience what it is like growing up in a culture that hates them, where they do not even receive support from their families and how this must affect their identities and self-esteem.
2. Have students close their eyes. The instructor reads the *Guided Fantasy* aloud to the class. Read the fantasy slowly and clearly.
3. After the reading, have students share their feelings and thoughts through open discussion.

Discussion Questions:

1. Where can lesbian, gay and bisexual youth receive emotional support while they are growing up?
2. Often, the religious right agrees with gay educators that homosexual children need support, but they believe the support needs to be toward becoming heterosexual, not in accepting their homosexuality. What do you think?
3. Why do you think heterosexuals are so insecure about their sexuality that they must constantly promote their lifestyle through state supported schools, federal and state legislation, the media and organized religion?
4. What can heterosexuals do to help make it safe for gay, lesbian and bisexual youth?

Guided Fantasy

(Excerpt from Brian McNaught, *Gay issues in the workplace*.
St. Martin's Press.: New York, 1993, p. 18.).

Imagine, if you would, being adopted by a gay couple as a baby. Suspending any judgments or questions about how and why, imagine your feelings if your primary caregivers were either two lesbian women or two gay men. Pick one or the other couple and get in touch with your feelings.

These people love you very much and are proud of you. You love them too and want them to be proud. These men or women nursed you when you were very sick, walked you to your first day of school, taught you to read, bought you your first bicycle. What would that be like?

What would it feel like if these gay people had other children, too—children who identified themselves as gay? Your older brother has a boyfriend with whom he holds hands. You have seen your older sister kiss her same-sex date. What would that feel like?

And what would it feel like if all others thought you were gay, too? Not only do they think you are gay, they expect you to be gay. In a variety of ways, they let you know that if you want to make them proud, if you want to make them happy, if you want to be always welcomed, you will one day bring home someone of the same sex. They are counting on you to be gay. How do you feel and who do you tell how you feel?

Let's leave the house. You are fourteen years old and heading to your first day of high school. Remember that day? You are sitting next to your best friend on the bus. The bus driver has a song on the radio and all the kids are singing the words to the song. You know the words and you are singing at the top of your lungs, "I'm gay. I'm gay. I'm gay!"

Without figuring out how and why it would work, how would it feel to be fourteen years old, sitting next to your best friend who is gay and who thinks you are too, singing a gay song the gay bus driver had turned up loud on the gay radio station? How would it feel if every song you ever heard was written by one gay person to another? What if ever book you ever read, every movie you ever saw, every billboard you ever passed featured the beauty and joy of gay lover? How do you feel and who do you tell how you feel?

Now, not everyone is a healthy, happy homosexual. There are people who are thought to be sexually obsessed with people of the other sex. The very thought could make you sick. These people are technically called heterosexuals, but most folks refer to them as "breeders." "Make lover not breeder babies," the bumper sticker says. Once, when a local group of breeders tried to get legislation passed so they would not lose their jobs or apartments for being straight, you actually saw a sign that read: "Kill a breeder for Christ."

In seventh grade your best friend whispered in your ear that "God would vomit in the presence of breeders." That same year, someone wrote in Magic Marker on the john wall, "Kelly is a breeder," and no one sat with Kelly all week in the school cafeteria. In eighth grade, the boy suspected of being a breeder was teased incessantly and was always the first one hit in the head with a dodge ball during gym. The girl suspected of being a breeder had her locker trashed on a regular basis. How do you feel and who do you tell how you feel?

Your homeroom instructor is gay. The principal is gay. Your guidance counselor is gay, and the librarian is gay. Everyone thinks you are, too.

On Tuesday night on your first week of school, you are called to the phone at home. If you are a man, Bob is on the phone for you. Bob is a sophomore on the wrestling team and on student council. He wants to take you to the school's first dance of the year on Friday. At the end of the conversation, after you tell Bob yes, he says to you that he thinks you are cute.

If you are a woman, come to the phone and talk to Susan. She is a pretty girl who sits next to you in math class, the one who has been smiling at you for two days. Susan says her older sister will drive the two of you to the dance. You say yes. Susan is thrilled.

The gym is filled with same-sex couples. Initially it is easy because the music is fast. But now it's slow. Slow dance after slow dance has you in Bob's fifteen-year-old arms if you are a man or in Susan's fourteen-year-old arms if you are a woman. He or she is holding you tight, nuzzling your neck, whispering in your ear, "Are you having fun?"

Every day it's the same. To be popular you better have a steady boyfriend if you are a man or a steady girlfriend if you are a woman. Pass them love notes in class; put their name in a big heart on your notebook; go out on dates to gay movies, gay restaurants, gay parties; kiss them; tell them you love them. But what do you feel and who do you talk to? Do you think there might be a book on being a breeder in the high school library? And if there is, do you have the courage to take it off the shelf, hand it to the gay librarian, pull out that little index card in the back, write your name on it and risk that for the next four years someone will walk through the halls saying, "Guess who checked out the breeder book!"

You go to college, hoping things will be different. Please let it be different. In college there is a group of breeders just like you who are brazen enough to have weekly meetings in the student union. But everyone makes fun of them. No one wants to share a room with them. No one wants to sit with them in the cafeteria or have them in their social groups. Some people actually get up and move if a breeder sits next to them in class. The posters announcing their meetings are defaced or torn down. So keep on your mask. Stay in the closet. Date someone of the same sex. You are now expected to wet kiss. You are now having gay sex. Such pressure to conform. How do you feel? Who can you tell?

As a senior you are walking down the street and at the gay newsstand on the corner you see a gay man pointing and laughing at something. He is pointing and laughing at a tiny stack of newspapers that say *Heterosexual News*. There are people with the same sick secret you have who are organized enough to put out a newspaper, and this man is laughing at it. When he moves on, you reach down, grab the breeder newspaper, grab two gay magazines to hide it, put down more money than the three of them cost, don't look the man behind the counter in the eye, don't wait for change, hurry home to your room, lock the door, think of a hiding place for this piece of trash because if your roommate discovers it you are out on your ear, and read about yourself for the very first time. Read each word carefully.

On page 6 you see an advertisement for a bar located in your college town that caters to people just like you. Every night of the week when you are with gay friends pretending to be gay yourself, heterosexual men and women are gathering in this bar. You decide you have to see for yourself. Not once have you ever met another heterosexual person. What will they be like?

You sneak away from your gay friends and go to the bar. You enter nervously and order a quick drink. Then another. Then another. Fortified enough to look around the room you see men dancing with women. Men and women are laughing and talking and holding hands and putting their arms around each other. Initially it scares you, but strangely enough you feel at home.

The attractive person of the other sex who has been smiling at you from the other side of the bar finally gets up the nerve to walk over and introduce him- or herself to you, and offers to buy you a drink. You talk nervously at first and then with excitement. You say it is your first trip into a bar like this. "Is it safe?"

"The police used to raid it and take us all down to the station every so often, but they leave us alone pretty much now," he or she explains. "Would you like to dance?"

The next day your gay friends say, "Boy, are you in a good mood. Where were you last night?" All day long, all you can think about is the bar, your new friend, and how comfortable you felt being surrounded by people just like you. You return over and over. You spend a lot of wonderful time with your new friend— with your new love. You can't stand to be apart from your friend. You want to introduce him or her to your gay friends

and to your gay family, but you are afraid. You don't want to lose your family or friends, but you don't want to lose your new love, either. Keep your secret.

Eventually, the two of you get an apartment together. It has to be two-bedroom apartment because the gay landlord would never rent a one-bedroom apartment to a man and a woman. That would be sick and disgusting. Besides, how would you ever be able to entertain your gay friends and gay family? So you stretch your dollars and rent a two-bedroom apartment. You put your possessions in one bedroom and you lover puts his or her things in the other, and you close the shades at night and hide your breeder books and newspapers when you leave for work because you can't risk losing this honeymoon heaven you have found for yourself.

No one at work knows about your friend— not your boss, not your office mate. His or her picture is not on your desk. You don't call each other at work. You attend office social functions alone or you bring a gay date. You panic when people start talking about holiday or weekend plans, when they attempt to fix you up with their gay brother or lesbian sister, or when someone tells a breeder joke.

It's okay. You can survive it, you think. You're fine. It isn't fun, but it's tolerable. And then one day you are walking home and a stranger asks you how your friend is doing. "Did you friend make it?" they ask. "How horrible it must be." You sense tragedy. No one called you. How could they? You insisted that your lover not carry your name in his or her wallet. What if the wallet was stolen? People would find out.

Finally you find your friend on the other side of a plate-glass window in the intensive-care unit of a local hospital. With eyes swollen shut, he or she fights for life alone because no one told you. Your first impulse is to rush in, take his or her hand, kiss it gently, and say, "I'm sorry. No one told me. I'm here. Hang in there. I love you," but you quickly remind yourself that the gay doctors and gay nurses who are attempting to bring back out of critical condition the love of your life presume they are working on a homosexual. What would their reaction be, you wonder, if they knew that this person is a breeder? How would that affect them? Should you do anything that would reveal the secret?

Do you go into the intensive-care unit, or do you sit outside and wait? In either case, can you call your gay boss or your gay office mate and come out at that time? Can you tell them you won't be into work the next day and why? Can you ask that someone come down and sit with you? How do you feel and who do you tell how you feel?

Alone? Frightened? Angry? Hurt? Alienated? Those are some of the words heterosexual people come up with to describe how they feel going through this fantasy.

Topic 7 — Resources

Objective

The objective of this topic is to provide to the student, gay and lesbian support organization resources.

Adolescent Services

- Friends of Project 10, 7850 Melrose Ave, Los Angeles, CA 90046 (213) 651-5200
- Gay & Lesbian Adolescent Social Services (GLASS), 650 N. Robertson Blvd., Ste. H., Los Angeles, CA (310) 358-8727
- EAGLES Center (gay school), Los Angeles, CA (213) 937-7334

General Southern California Services

- **Gay and Lesbian Center, 1625 N. Schrader Blvd., Los Angeles, CA 90028, (213) 993-7415**
- Parents and Friends of Lesbians and Gays, Inc. (PFLAG), P.O. Box 24565, Los Angeles, CA 90024, (213) 472-8952
- Gay & Lesbian Parents of LA, 7985 Santa Monica Blvd.. #109-346, W. Hollywood, CA 90046 (213) 654-0307
- Gay & Lesbian Alliance Against Defamation/LA (GLAAD), 8455 Beverly Blvd., #305, Los Angeles, CA (213) 658-6775
- Lawyers for Human Rights Bar Association, PO Box 480318, Los Angeles, CA 90048, (310) 788-9224
- Los Angeles Gay and Lesbian Police Advisory Task Force, PO Box 931135, Los Angeles, CA 90093, (213) 871-5861
- **Golden State Peace Officers Association—Southern California Chapter**, PO Box 46505, Los Angeles, CA 90046, (818) 592-5200 Calendar of Events.

National Organizations

- Lambda Legal & Ed. Found., 666 Broadway, New York, NY 10012, (212) 995-8585
- ACTUP: AIDS Coalition to Unleash Power, 496-A Hudson St. #G4, New York, NY 10014, (212) 533-8888
- ACLU-LGRC, 1616 Beverly Blvd., LA, CA 90014, (213) 977-9500

Archives / Libraries / History Projects

- International Gay & Lesbian Archives, Box 38100, Los Angeles, CA 90038-0100, (213) 854-0271 (This library is moving to the University of Southern California, 1996).
- MCC Library, Metropolitan Community Church, 1919 Decatur, Houston, TX 77007, (713) 861-9149

Topic 8 — Family/Relationships

Objective:

The objective of this topic is to introduce the student to:

- a. relationships between LGB and children, families and friends
- b. the feelings of invisibility that LGB must endure each day
- c. the absurdity of challenging a person's sexual orientation.

Vocabulary:

Families of Origin, Alternative Families, Extended Families, Lesbian Mothers

Teaching Strategy:

1. Have the students read, Appendix: Topic 8 • Family/Relationships; Parents, Families and Community , and share in small groups how LGBs would structure their own families since they are very likely estranged from their biological family (families of origin).
2. Activity — Have the class perform Topic 8: Activity — Shared Weekend Experience in order to experience the hardship faced each day by lesbians and gays about censoring their conversations so as to not reveal their sexual orientation.
3. In small groups, have the students read Appendix: Topic 8 • Family/Relationships; Lesbian Mothers and prepare a short presentation on the problems faced with lesbian mothers.
4. Activity— Sometimes when people go to seek counseling about their sexual orientation, a questionnaire is given that challenges them about their sexual orientation. To show the absurdity of these questionnaires, a reversal has been prepared. This questionnaire graphically demonstrates to heterosexuals how inappropriate questions about sexual orientation are. The instructor could either work with small groups, or go around the room and have each student read only one of the questions from the Topic 8 • Activity— Heterosexual Questionnaire.

• Topic 8 — Content Summary — **Family/Relationships**

Parents, Families and Community

- Families of Origin— The nurturing family of a person, usually biological relatives
- Alternative Families— Many gays and lesbians choose who the persons are of their family, not necessarily the family of origin. Alternative families are those that are not the stereotypic “nuclear family.”
- Extended Families— The families of gays and lesbians frequently include many kinds of people of different ages, races and nationalities.
- Traditionally, families and schools are reticent to broach the subject of homosexuality.
- The urge for parents to argue with their children or to have them seek psychotherapy to alter their sexual orientation should be resisted.

Lesbian Mothers

- The personalities and attitudes of lesbian mothers concerning child rearing are as diverse as that found among heterosexual mothers.
- The lifestyle of lesbian mothers are as diverse as heterosexual mothers.
- Some lesbian mothers feel an overwhelming sense of guilt and shame about their sexual orientation
- Some lesbian mothers are better able to refuse the basic oppression of needing a “man” than the heterosexual mother.
- There are approximately 1.5 million lesbian mothers in the U.S.
- Almost one-third of all lesbians have been married and one-half of these have children.
- Lesbian mothers do not create homosexual children.

Feelings

- Most questions posed by heterosexuals to homosexuals about their sexual orientation are biased and heterosexist and reinforce hiding to the homosexual.

Discussion Questions

1. Why do LGBs seek persons other than members of the families of origin to become their own family?
2. LGBs seem to have extended family members that are greater in diversity than similar heterosexual families. Speculate as to why this is.
3. Why should homosexual mothers be allowed to have equal access to their children after a divorce? Are lesbian mothers a risk to their children?
4. How would you guess that lesbian mothers go about becoming pregnant?

Topic 8 — Activity - “*Shared Weekend Experience*”

Objective:

To have the student experience the effort required in staying hidden.

Background:

Because of the historical, social, religious and legal restrictions Gay/Lesbian/Bisexuals have experienced, most find that their survival is dependent upon staying in the closet. This means that many LGBs do not share any aspect of their private lives with their family, friends, or co-workers. However, it takes lots of practice to learn how not to share since it is culturally acceptable to pry into each other’s lives. For example, on Monday morning at work, the first thing employees do is share with each other what they did on the weekend. They tell what they did, where they went, who accompanied them, etc. The LGB is faced with: 1) either telling the truth and possibly be subjected to social rebuke or worse; 2) lie and use the opposite gender when telling their story; 3) tell their story by making it gender neutral; or, 4) avoid telling anything.

This exercise looks at the third option—telling the story by making it gender neutral.

Procedure:

1. Randomly pair up the students.
2. Announce to the class, “For three minutes, I want one of you to tell your partner everything you did this past weekend. However, you are not to indicate the gender of the person(s) you interacted with. That means that you cannot use their name or any other proper noun, and no pronouns such as he/she/him/her. The other partner is to keep track of how many times you mess up.
3. After three minutes are up, have the students switch position and start again.
4. When the second three minutes are over, have a couple of students share with the class how difficult it was to share their personal life under these conditions.
5. Explore through class discussion, how difficult it must be to stay closeted and not be able to freely share your life with your friends, family and co-workers. Discuss how keeping silent— which many people advocate— does not work because heterosexuals will pry into the lives of silent co-workers and if they don’t get what they want, they will surmise that the co-worker is odd or weird and probably gay if he/she is over the age of 30 and unmarried.

Topic 8—Activity - “*Heterosexual Questionnaire*”

HETEROSEXUAL QUESTIONNAIRE

Objective:

This activity helps students realize how so many of the questions asked of gays, lesbians and bisexuals are outrageous and based on unsound medical stereotypes.

Procedure:

1. After discussing the medicalization of homosexuality before 1974 that classified homosexuality as a psychological disorder, ask the class how they would feel if they were asked questions typically asked of gays, lesbians and bisexuals.
2. Distribute the *Heterosexual Questionnaire* and ask volunteers to read one of the questions out loud for the entire class. By the end of the readings, the full class should be engaged in active discussion and laughing at the absurdity of the questions.

Heterosexual Questionnaire

Questions are often asked of homosexuals that imply that they are sick, immoral and/or evil. This activity reverses the typical questions and asks them of heterosexuals. Read them and see how offended you are. They are equally offensive when asked of gays.

1. What do you think caused your heterosexuality?
2. When and how did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase you may grow out of?
4. Is it possible your heterosexuality stems from a neurotic fear of others of the same sex?
5. If you've never slept with a person of the same sex, it is possible that all you need is a good Gay lover?
6. To whom have you disclosed your heterosexual tendencies? How did they react?
7. Why do you heterosexuals feel compelled to seduce others into your life style?
8. Why do you insist on flaunting your heterosexuality? Can't you just be what you are and keep it quiet?
9. Would you want your children to be heterosexual, knowing the problems they'd face?
10. A disproportionate majority of child molesters are heterosexuals. Do you consider it safe to expose your children to heterosexual instructors?
11. With all the societal support marriage receives, the divorce rate is spiraling. Why are there so few stable relationships among heterosexuals?
12. Why do heterosexuals place so much emphasis on sex?
13. Considering the menace of overpopulation, how could the human race survive if everyone were heterosexual like you?
14. Could you trust a heterosexual therapist to be objective? Don't you fear (s)he might be inclined to influence you in the direction of her/his own leanings?
15. How can you become a whole person if you limit yourself to compulsive, exclusive heterosexuality, and fail to develop your natural, healthy homosexual potential?
16. There seem to be very few happy heterosexuals. Techniques have been developed which might enable you to change if you really want to. Have you considered trying aversion therapy?

Topic 9 — Sexual Orientation Among People of Color

Objective:

The objective of this topic is to introduce the student to:

- a. the multiple stigmatization racial or ethnic LGB minorities experience

Vocabulary:

Stigmatization, Support System, Visible Minority

Teaching Strategy:

1. Many minority LGBs live their lives within three rigidly defined and strongly independent communities: the lesbian and gay community, their ethnic or racial community, and the society at large. Have the students read Appendix: Topic 9 • Minority Issues and then have some of the minority officers share with the class their family experiences. Ask all the officers to write a short story about how harrowing it must be for minority LGBs to consider “coming out” to their families and risk losing that support system since they cannot rely on the dominant society giving them any support.

• Topic 9 — Content Summary — **Sexual Orientation Among People of Color**

Definitions

Stigmatization— to characterize someone by a negative epithet

Support System— family and friends from whom you obtain emotional support

Visible Minority— minorities that are easily recognizable

Experiences

- LGB ethnic people live their lives within three rigidly defined and strongly independent communities: the lesbian and gay community, their ethnic or racial community, and the society at large
- The ethnic family centers around the integration of the extended family.
- “Coming Out” is a different process for the ethnic gay and lesbian than the non-ethnic person.
- “Coming Out” jeopardizes not only the intrafamily relationships, but also threatens persons’ strong associations with their ethnic community.
- Ethnic gay men and lesbians face the greatest obstacles from society because they are least likely to gain acceptance or be assimilated.
- Minorities underutilized mental health and social services.

Discussion Questions

1. What additional obstacles, if any, do gay and lesbian ethnic minorities face when “coming out” to family, friends and employers?
2. When racial or ethnic minority children are called a pejorative term for the first time, they can seek support from their family. What options do lesbian or gay children have when they first encounter anti-gay pejoratives? Do they turn to their family?
3. Can you name any famous gay or lesbian persons of color? Does this disturb you? (Hint: Yukio Mishima, James Baldwin, Bessie Smith, George Washington Carver, We-Wha)

Topic 10 — Professional Conduct

Objective:

The objective of this topic is to introduce the student to:

- a. examples of oppression within the police force against LGB
- b. the fears of LGB police officers
- c. the costs of discrimination against LGBs
- d. the appropriate conduct when officers reveal that they are LGB
- e. the process for filing a discrimination complaint
- f. specific information for supervisors and managers

Vocabulary:

“Outing”

Teaching Strategy:

1. The instructor presents a short lecture on Appendix: Topic 10 • Police Oppression and Appendix: Topic 10 • LAPD Chief Davis, 1975. These will give evidence of the kinds of oppression police officers have subjected civilians and other officers to.
2. Activity— In support of the lecture on the difficulties gay and lesbian police officers experience, Topic 10 — Activity - “Gay Cops” is very impressive, particularly if there are no open gay or lesbian officers available to share their stories.
2. Activity— Have different persons read out loud, one line at a time from Topic 10: Activity—Fear of Being Found Out. This will provide an emotional and personal account about the fears of being a LGB police officer.
3. The costs of excluding LGBs from the military is high and should be applicable to the police force. Use Appendix: Topic 10 • Military Costs to demonstrate these costs and have the class explore through group discussion why the military takes on such a restrictive and oppressive position and why it disproportionately falls on women.
4. When officers share that they are LGB, this is a sign of great trust and self-esteem. But what should you do? Do you spread this as gossip throughout the station. “Outing” someone can be damaging to that person, yet is there a time when it is appropriate? Assign Appendix: Topic 10 • Outing for reading and have the students write a short essay about whether they would share this kind of information with anyone, or under what conditions would they “out” someone.
5. When officers feel that a fellow officer is acting inappropriately, they are faced with intervening and/or filing a complaint. Have the students break into small groups, read Appendix: Topic 10 • Complaint Process, and report orally to the class under what conditions they would take these actions.

• Topic 10 — Content Summary — Professional Conduct

Definitions

“Outing”— revealing that someone is LGB to others without his/her permission

Military Data

- The US military officially excludes gays & lesbians from serving.
- It has cost the US government \$500 million to discharge LGB personnel over the last decade.
- The US military discharges approximately 1,500 persons each year for being gay.
- Lesbians are discharged at a disproportionate rate than gay men (10:1 ratio).

Police Data

- Most police departments have been discriminatory towards LGBs
- Approximately 10% of all police officers might be lesbian or gay. If a police department does not have that many open gays, then bias and discrimination should be suspected.
- Most lesbian and gay police officers fear “coming out.”

Professional Conduct

- When fellow officers share with you that they are lesbian or gay, do not spread this information around as gossip.
- Feel respected if your partners share with you that they are gay or lesbian, this means that they respect and trust you to the highest degree.
- When misconduct is observed, report it.
- When misconduct is observed against lesbians and gay, reign in your fear that by reporting the incidence you may be construed to be homosexual, and report it.
- Be familiar with your own Misconduct Procedures.

Discussion Questions

1. The military costs for excluding homosexual exceeds \$500,000 each year and damages the careers of 1,500 persons. Do you feel that this is appropriate? Why?
2. Within your own police department, do you feel that gays and lesbians are being discriminated against? Are there any openly gay officers? What do you think are the costs associated with having a heterosexist environment?
3. If your partner came out gay or lesbian to you, what would you think? What would you do? Would you share this information with anyone else?
4. If your partner is openly gay or lesbian, would you feel that the other officers will construe you to also be homosexual? How would you handle these feelings?
5. Outline the Misconduct Procedures for your police department.

Topic 10 — Activity - “Gay Cops” Video

Objective:

To share with other police officers, the experiences of being a gay cop.

Materials:

“Gay Cops” 20 minute video segment from *60-Minutes* with Mike Wallace.

Procedure:

1. Discuss with the class the issue of being gay or lesbian within a law enforcement agency. If there are open officers or personnel, have them share their life story and how it is related to their job.
2. Show video, “Gay Cops.”
3. Use class-wide discussion to bring meaning to this video.

Discussion Questions:

1. What forms of discrimination did the openly gay officers report?
2. Police Chief Gates reported that he liked having lesbian officers on the force due to their greater “upper body strength” developed during childhood. The lesbian officers laughed at the comment. Would a statement like this from a police chief offend the heterosexual female officers? Are “good” stereotypes beneficial or are all stereotypes ultimately harmful?
3. Is the Mitch Grobeson case unique, or do you suspect that its only the tip of the iceberg?
4. How is it that the gay man—J. Edgar Hoover— could be the director of the FBI which kept files and harassed gay people?
5. Not all gay cops are harassed. What characteristics of gay officers and police organizations do you think make it safe and successful for lesbian and gay officers to be open?

Topic 10 — Activity - “Fear of Being Found Out”

Purpose:

Often the fear of being discovered to be homosexual can be paralyzing. This activity helps students to experience that fear.

Materials:

I Fear poem (this page)

Procedure:

1. Discuss with the class the fears of being discovered to be homosexual— the potential loss of friends, job, family, housing.
2. Distribute the *I Fear* poem and have student volunteers read out loud for the entire class the fears. After reading the poem, either a class discussion or small groups discussion could be used for students to share their experiences.

I FEAR

-- Revelations of a Closeted Gay Cop

- I FEAR being discovered that I am gay.
- I FEAR that if my partner discovers that I am gay, (s)he will look down upon me.
- I FEAR that when I put my hand on my partner’s shoulder, or take showers with him, or spend off-duty time with him, he will think I am hitting on him and pull away.
- I FEAR that my wife will find out that I am gay.
- I FEAR what my fellow officers will do when they hear that I am gay.
- I FEAR performance reviews, feeling that they will be biased because I am gay.
- I FEAR associating with the other gay and lesbian officers because it might reveal that I am gay.
- I FEAR being alone.
- I FEAR entering a gay bar while on duty because someone might recognize me.
- I FEAR divorcing my wife and losing my children.
- I FEAR being arrested while being in a gay bar.
- I FEAR going to my car alone at night because of gay bashing.
- I FEAR getting old and having no family.
- I FEAR that telling my mom and dad that I am gay will kill them.
- I FEAR having to call for back up and having my fellow officers not respond because they don’t want to help that “faggot.”
- I FEAR not being believed.
- I FEAR for my job.
- I FEAR that all my friendships in the police force will be terminated.
- I FEAR that one of the other officers will purposely expose me to danger.
- I FEAR the hazing I will experience from the other officers when they find out I’m gay.
- I FEAR having to come to the defense of another gay or lesbian police officer.
- I FEAR my gay supervisor because he knows what I am.
- I FEAR not being married may cast suspicion on myself.
- I FEAR my lesbian partner because others may speculate that I am gay.
- I FEAR having to prove my manhood through actions I detest.
- I FEAR having to take off time to care for my ill lover.
- I FEAR ridicule.
- I FEAR myself.

Topic 11 — Legal

Objective:

The objective of this topic is to introduce the student to:

- a. the national sodomy laws
- b. US history of the interaction of law enforcement and the LGB communities
- c. the national legal status on homosexuality
- d. California and Los Angeles laws on gay rights and Hate Crimes

Vocabulary:

Sodomy, *Bowers v. Hardwick*, consensual homosexual activities, “public place,” public display of affection, *Childer v. Dallas Police*, suspect class, “abominable and detestable crime against nature,” bestiality

Teaching Strategy:

1. The instructor, in lecture format, presents Appendix: Topic 11 • Sodomy Laws, making an overhead transparency of Appendix: Topic 11 • Table 1—Sodomy Statutes by States. Student volunteers could be used to read out loud some of the actual statutes so as to give a flavor about the oppressive and negative language in the law used to condemn homosexual activity.
2. Assign for reading, Appendix: Topic 11 • Legal, and have the students prepare a short essay on any one of the listed court cases or laws. This essay should be the student’s conjecture as to: a) how the law or case came into being, b) how the law or court decision was enforced, and c) the future implications of the law or court decision.
3. The instructor presents a brief lecture on Hate Crimes enforcement utilizing Appendix: Topic 11 • Los Angeles Hate Crime Law. Query the students through open discussion about how to identify hate crimes and the process for reporting hate crimes.
4. Activity— The most important exercise of the workshop should center around solving real scenarios. In Topic 11— Activity- “*Lesbian/Gay/Bisexual Scenarios*” students are faced with many police situations where sexual orientation plays an important role. Instructors are encouraged to adapt these to their particular needs.

• Topic 11—Content Summary — Legal

Definitions

- Sodomy— varies from state-to-state, but is usually stated as the placing of a person’s sex organs to the mouth or anus of another person. Some laws are a mixture of restrictions on homosexuals, heterosexuals, unmarried couples, and bestiality or some combination thereof.
- *Bowers v. Hardwick*— (1986) Georgia sodomy court case that reaffirmed states’ rights to make laws against particular sexual practices
- consensual homosexual activities— two adults agree to have homosexual sex
- “public place”— bars and nightclubs
- public display of affection— includes activities such as kissing
- *Childers v. Dallas Police*— (1981) Texas Court decision that police agencies have the right to deny employment to lesbians and gays (later over-turned).
- suspect class— a class of persons eligible for legal protection.
- “abominable and detestable crime against nature”— homosexuality
- bestiality— a person having sex with an animal

Legal Status of Homosexuality

- Sodomy illegal in 22 of the states and applied almost exclusively to homosexuals.
 - Sodomy penalties can be severe: Rhode Island demands a prison sentence of not less than 7-years. Montana law can bring a 10-year sentence and/or a \$50,000 fine.
 - Only a few states and municipalities have specific protections for lesbians and gays.
 - In no state can homosexuals get married.
- California--
- Homosexuals are protected on the job under Labor Code Section 1101, 1102 and AB2601 in both private and public-corporation employment.
 - Los Angeles protects employment and housing under City Ordinance #152,458.
 - President Clinton signed executive (1995) order barring discrimination in security clearance processing.

California Hate Crime Law

- California Penal Code — Title 11.6, Section 422.6 “Civil Rights”
- The threat or use of force against any person because of race, color, religion, ancestry, national origin or sexual orientation is illegal.
- Punishment— up to 6 months in jail and \$5,000 fine or both.

Discussion Questions

1. Do sodomy laws apply only to homosexuals? How restrictive are the laws? Why do you think they frequently included bestiality in the same law?
2. In what fields is it still legal to discriminate against gays and lesbians? Is your police department able to exclude gays and lesbians? Is this right?
3. What do the hate crime laws protect against and who benefits from them?
4. What are the steps in reporting hate crimes? Are there special considerations you need to keep in mind when taking a hate crime report?
5. In California, what laws protect gays and lesbians?

Topic 11 — Activity - “*Lesbian/Gay/Bisexual Scenarios*”

Purpose:

Too often, workshops on sexual orientation simply present data on human sexuality without engaging students. Even in more participatory workshops, applying what students have learned to real situations is almost never done. The purpose of this activity is to provide students with practice in reducing heterosexism and homophobia through analysis of practical situations.

The attached scenarios were developed according to the Overt-Institutional-Societal Model of homophobia, based on real events and then adapted to specific environments. Persons intending on using scenarios in their teaching, should review these scenarios and adapt them to their particular needs. This activity takes about one hour.

Materials:

Lesbian/Gay/Bisexual Scenarios, flipchart paper, markers.

Procedure:

1. Distribute scenarios to students.
2. Break class into small groups (not more than 5 students per group). Have the groups meet, review and discuss only one of the scenarios, and write their comments on flipchart paper. Allot 20 minutes for this step.
3. Have one of the group members present to the class what was discussed and what they wrote on the flipchart paper. Allot 30 to 40 minutes for this step.

Discussion Questions:

This activity is based on continuing discussion, thus there are no additional questions. However, it is important for the instructor to encourage students to write comments on their scenario handouts while other groups make their presentations.

Lesbian/Gay/Bisexual Scenarios

For each of the situations, discuss with your group how you think the problems could be solved and avoided in the future. Be sure to address issues of confidentiality, going over a supervisor, “codes of silence,” complicity, enforcing policies and the law, dealing with rumors and safety.

• Coping With A Homophobic Work / School Environment

1. “While at my station, I witnessed a major protest on May 21, 1985 by the entire training and supervisory staff of approximately 100 officers, including the division commander—condemning the Police Commission’s mandate that representatives of the gay community be permitted to talk to police recruits at the Academy as part of the Department’s cultural awareness program.” Often, employees of other businesses balk at having to attend “sensitivity” training on gays and lesbians.

Questions to consider: Would you have participated in this demonstration or complain about having to attend such training? Would demonstrations or complaints impact the culture of the organization? How would the gay and lesbian employees respond? What could you do to help avoid such a negative conflict?

2. *Gay Pride Month* affects many people. At businesses, police departments and schools, many people can be heard making derogatory comments about the various celebrations and parades held that month. Sometimes, complaints will be filed against those making anti-gay verbal comments.

Questions to consider: If you witnessed an anti-gay act/comment by a fellow worker or school mate, what would you do, if anything? If you were the administrator who received the complaint, what would you have done to solve the immediate problem; and what could you do to reduce the potential for problems in the future?

3. There seems to be a low-level, yet constant use of anti-gay humor and comments heard around the business/department/school.

Questions to consider: What actions could you take if you are a fellow employee or school mate? or an administrator? Are there openly gay or lesbian persons at your business/school? Explore the relationship between the organizational culture and the number of openly gay and lesbian persons. Are you concerned if less than 10% of your workforce or school is openly gay?

4. Sometimes, employees or school mates become overt in their attacks on gays and lesbians within the organization. For example, in one police department, it was reported “I witnessed numerous acts of retaliation against a sergeant who was believed to be gay . . . [the officers would] turn their backs on him when he talked or walked away whenever he approached . . . [they] repeatedly refused to follow direct orders that he gave them . . . [they made] offensive comments about his sexual orientation and private sexual life behind his back. . . [I heard] officers discuss how they had ‘set up’ the sergeant because he was gay.”

Questions to consider: How would you respond if you were this persons’ supervisor? Are overt actions more of a concern than simply negative words? What

would you do if you saw a fellow employee or school mate “set up” for an anti-gay situation?

- Homophobic Behavior by Co-Workers Toward Customers

5. Most businesses somehow interact with the public. Too often, employees will demean gay and lesbian customers or ones who do not conform to gender stereotypes. For example, after helping a man assumed to be gay buy a wrench set, a sales clerk was overheard saying, “What would a fag ever want with shop tools? His wrists would be too limp to turn them.”

Questions to consider: If you were a fellow worker and you heard this comment, what would you do or say? What would happen if the customer overheard the comment? Do you side with the customer if they confront the homophobic employee? If you are a supervisor, what do you do? If you work for a company that proudly proclaims its overt discrimination against gays and lesbians (such as the Cracker Barrel restaurant chain), what do you do or say?

6. In police work, homophobia can turn toward threats of violence. For example, a gay man reported that “he was approached by two undercover police officers soliciting sex for money. When he attempted to leave the situation, he was beaten with a flashlight, handcuffed and arrested. According to the victim, the arresting officers threatened to shoot him in the head and said, ‘All faggots should be killed’.”

Questions to consider: What would you do if you witnessed this behavior? If you were the victim, what recourses do you have? If the man files a complaint, how should supervisors handle the complaint? Is there any way to determine what happened if the officers deny the accusations?

- Heterosexist Company Policies

7. At one time, police applicants were asked very personal questions such as, “Have you ever had sex with an animal? Have you ever had sex with other men? Have you ever participated in any other form of deviant sex?” Furthermore, all applicants were “required to provide the name and address of at least one member of the opposite sex with whom they currently are romantically involved.”

Questions to consider: If this happened to you during an interview, how would you respond? Do you lie? Do you tell the truth? Do you decline to answer and make a point that the questions are irrelevant?

- Responding to Accusations that You are Homosexual

8. One of your fellow employees is rumored to be lesbian. You, as a female administrator, happen to truly like this other employee. You are unsure that issuing a memorandum would help and may be counter productive. Instead, you decide to extend a greater friendship with this woman so as to give her emotional support. While being her friend you do not find out one way or the other as to whether this woman is a lesbian. A few months later, your best friend co-worker pulls you aside and tells you that rumors are now spreading that you are a lesbian.

Questions to consider: What actions, if any, do you take to counter rumors made about fellow workers? or about yourself? Labeling someone homosexual is a

powerful tool of control. Can rumors be controlled through a simple memorandum? Do rumors indicate the level of homophobia within an organization?

9. Using police examples, “Many of my fellow officers avoided me, giving me the silent treatment and refused to give me support in my police work . . . I was promised jobs and not given them . . . fellow officers have called me a ‘faggot’ to my face and ridiculed me in public. . . my superiors also singled me out and penalized me for minor infractions . . . although I have complained about this treatment on numerous occasions, no action that I know of has ever been taken to protect me or to discipline any of the officers or supervisory personnel responsible.”

Questions to consider: If you were gay or perceived to be gay and experienced these problems, who would you complain? What would you do? How could you prove the accusations? Is there anything you could have done so as to avoid the situation?

- Co-worker, Friend or Family Member Comes Out Gay or Lesbian

10. After many years of working with a partner you enjoy and respect, he/she shares with you that he/she is homosexual. You are told this in the strictest confidence.

Questions to consider: What comments do you make toward this person? Does this change how you feel about them? Does this change how you act toward them? Why do you think it took so long for your partner to have the confidence in you to share this important information? If you are his/her supervisor, are there any additional steps you would take?

11. You come home early one day and accidentally catch your 14-year old son engaging in sex with another boy on the living room couch.

Questions to consider: What is your first reaction? How do you feel about the situation? Does it make any difference if the boy is having sex with another boy than a girl? What do you plan on doing in the long term toward supporting your boy’s sexual orientation?

- Responding to a Superior’s Act of Homophobia

12. An administrator of a large police department circulated to officers a department memo that described homosexuals as: “having great difficulty establishing relationships . . . associate with disreputable persons . . . continually on the prowl looking for new sexual partners . . . corrosive influence upon fellow employees . . . perverted sex practices . . . responsible for some of our most heinous crimes . . . emotionally sick persons . . . the hiring of homosexuals as police officers is repulsive to nearly all persons.”

Questions to consider: How would you react to receiving a memo like this from your supervisor? If this administrator was highly regarded by most of the personnel and acted within the law, what would you do if you were his supervisor?

13. During countless roll calls, “the sergeant or lieutenant in charge would hold up a bulletin describing a homosexual suspect and tell us to ‘get this fruit.’ All sorts of offensive comments would then be made about the suspect’s sexual orientation and suspect’s lifestyle.” Such comments also occur in businesses and schools, e.g., co-

workers making derogatory comments about customers or gossiping about fellow workers.

Questions to consider: Is this similar to your experiences? What do you do? Do you confront the person making the homophobic remarks? If you are a supervisor, how can you limit this and make the environment safe from homophobia and heterosexism?

- Sexual Harassment

14. Your supervisor of your same gender makes sexual advances towards you. You decline, but he/she is persistent and continues to solicit you for months. He/she makes it clear that if you don't comply, your work evaluations will suffer.

Questions to consider: Since the person making the sexual advance is of your same gender, do you feel differently than if they were of the opposite sex? Is this a gay issue or sexual harassment and covered under those laws? How do you complain without exacerbating the problem? Do you ask for a transfer?

- AIDS

15. A number of spectators are injured during a *Gay Pride* event. You discover three persons— a man, a woman and her small child— all bleeding profusely.

Questions to consider: Give the exact steps you would use to provide emergency medical assistance to a bleeding person. Who do you help first? When do you put on gloves? Since the man and woman are assumed to be gay, do you take extra safety precautions?

- Administrator Concerns

16. *Transvestite:* You have been the supervisor of a male employee for the last three years. He comes to work one day cross-dressed as a woman. Everyone is gossiping and some of his fellow workers come to you to complain.

Questions to consider: What do you do? By law, is this employee protected from employment discrimination? How do you refer to this person— Mr. or Ms?

17. *Erratic:* You start to receive reports that one of your long-time employees that you supervise, is starting to act erratic. You go and observe and interview him/her and you discover nothing. Later, after many more reports about his/her deteriorating behavior, he/she comes into your office for a personal talk. He/she reveals that they are just now coming to terms with his/her homosexuality. On top of that, he/she confesses that he/she is attracted to you.

Questions to consider: How do you handle this situation? How do you help this person yet keep from possibly deepening their attraction to you? Do you transfer them?

18. *Complaint:* You receive complaints from students and parents about a particular instructor. These complaints allege that the instructor is talking extensively about homosexuality in the classroom and that he/she is sharing details about his/her sex life. Upon discussion with the instructor, you discover that the instructor believes that he/she should answer any question posed by students, and truthfully without

evasion. Although the instructor never initiates the conversation, he/she does answer when asked.

Questions to consider: What do you do? Is the instructor violating any laws? How do you handle conservative parents who object the most?

19. *Freedom of Speech:* As the administrator over school publications, students come to you to complain that the school newspaper will not print their story. You meet with the editor and learn that the paper “outs” one of the faculty. You and a few other on the staff know this to be true. Also, the instructor is open to some of his/her students.

Questions to consider: Do you allow the publication of the article? Is the “openness” of the instructor relevant to the decision whether or not to publish the article?

- Enforcing the Law (these examples are specific to law enforcement)

20. You and your partner are called to a disturbance at an apartment complex. Upon entering the apartment, you find there are two women who had been attacking each other. One of the women has a black eye and is bleeding.

Questions to consider: Do you assume they are lesbian? Does their sexual orientation have an impact? Does your sexual orientation influence how you handle the investigation? What exact procedures do you take? A report issued by the Los Angeles County Domestic Violence Council (1994) stated that in cases of gay/lesbian domestic quarrels, the wrong person is arrested **80%** of the time due to gender stereotyping. As an arresting officer, what can you do to be more accurate? As an administrator, what can you do to improve the situation?

21. During a *Gay Pride* event, three large men were observed meandering through the crowd, going from booth to booth and antagonizing some of the participants. One of the men’s shirts had printed “the only good fag is a dead fag.” The officers present seem to take no action until one of the gay participants ask for the men to be removed.

Questions to consider: Do these men have the right to wear a shirt with a statement that advocates death to a particular group of people? How would you feel if at a police social function two guys were seen walking around with shirts that said “the only good cop is a dead cop?” Is this a free-speech issue or a public safety issue? What would you have done if you were the officer at the scene? Since complaints were later filed by community representatives, what actions could the administrator take to solve the problem and help to avoid future occurrences?

22. While patrolling the restrooms at a public park, two men are observed fondling each other’s genitalia. While investigating for lewd conduct, one of the men pleads to not be arrested because he is married and doesn’t want his wife or employer to know of his activity.

Questions to consider: Are these men gay? Does it matter what the sexual orientation is of the men? What exact steps will you take to investigate this matter? Do you know the exact law has for these situations? As an administrator, how would you solve the problem of sex in public restrooms; especially since you have

observed that cracking down on one location seems to only shift it to another location?

23. A man has been found badly beaten near a gay cruise spot. The man is fairly effeminate and you suspect he might be gay.

Questions to consider: Give the exact steps required to investigate the crime. Does the man's sexual orientation have bearing on the investigation? How do you determine if this is a hate crime? Does the victim need to request that you file this as a hate crime, or do you take the initiative yourself? What kind of follow-up do you give? If you are gay or lesbian, are there any other steps you would take?

24. The father of a 16 year old girl calls the Police to report that his daughter has run away from home. When you arrive at the house, you find that a note was left. The note says the daughter left home because she was a lesbian and was tired of being harassed at school and in the neighborhood.

Questions to consider: How would you handle this? What would you advise the father?

25. A 40-year old female is stabbed to death during a street robbery. Information in her wallet indicates who should be contacted in case of emergency. You are asked to go to the address given and make the notification. You arrive and are greeted by the contact indicated, who says, "What happened! She's my lover!"

Questions to consider: How would you approach this situation? Would your approach be any different than one involving a heterosexual couple? If so, who would your approach be different?

- Famous Discrimination Case

26. The most publicized and severe case of harassment and discrimination against an LAPD officer was against Mitchell Grobeson who graduated as the Top Honor Cadet in his class. Officers spread rumors that he had been seen coming out of a gay bar during his off-duty hours. "His fellow officers and supervisor spread various rumors that he had been seen wearing a mini-skirt, that he had been seen in hot pants, that he had been seen kissing a white man, that he had been seen kissing a black man, all in an attempt to ridicule and humiliate the officers. . . derogatory statements about me began appearing on the walls of the police station men's locker room . . . cartoons and photographs mocking my alleged homosexuality were posted on my locker and on the station house walls and bulletin boards . . . insulted and ridiculed during official roll call meetings, including being called a 'fucking faggot,' without action by the supervisors present . . . his mail was vandalized by members of the Department . . . time and again, Sgt. Grobeson was grilled by his supervisors in official interrogation rooms about his 'problem' and his 'relations' with men . . . he was ordered to see a psychologist . . . physically threatened by officers [a detailed plan was discovered in which Grobeson was to be assassinated under cover of mistaken identity] . . . and on several occasions involving potentially life-threatening situation, Sgt. Grobeson was denied back-up police assistance."

Questions to consider: How would you respond if you had been in Sgt. Mitch Grobeson's shoes? What would you do if you were his friend? his partner? his supervisor? a fellow officer witnessing the harassment?

SECTION III — ASSESSMENT

It is suggested that this test be given before instruction has started. Using the test this way primarily heightens the student's awareness to his/her lack of knowledge on gay and lesbian issues. Without correcting or grading the test, the instruction should begin. After all class instruction, the same test should be given again and then can be graded if required.

12. In California, gays and lesbians are protected under:
 - A. Department of Fair Housing
 - B. Los Angeles Municipal Code
 - C. Labor Codes 1101, 1102, and AB2601
 - D. EEOC
13. The main goal of legislation in regards to sexual orientation is to:
 - A. Give gays and lesbians preferential treatment over others
 - B. Give gay and lesbians the same protection as others
 - C. Set quotas for hiring of gays and lesbians
 - D. Promote homosexuality
14. California Hate Crime laws include:

| | |
|-----------------------|-------------|
| A. Race | B. Religion |
| C. Sexual orientation | D. Ancestry |
15. In Los Angeles, the % of Hate Crimes committed because of sexual orientation is:

| | |
|--------|--------|
| A. 6% | B. 16% |
| C. 22% | D. 32% |
16. During gay/lesbian domestic violence disputes, the wrong person is arrested 80% of the time because of:

| | |
|--|-----------------------------|
| A. the big one is always arrested | B. cops dislike homosexuals |
| C. the more angry one is always arrested | D. gender stereotyping |
17. Lewd Conduct activities are committed by:

| | |
|------------|-----------------|
| A. gay men | B. bisexual men |
| C. women | D. straight men |
18. Domestic Violence is a problem with;

| | |
|---------------------|--------------------|
| A. gay male couples | B. lesbian couples |
| C. straight couples | D. cops |
19. In late June, what event is celebrated:

| | |
|--------------------------|-------------------------------|
| A. Canadian Independence | B. Japanese Heritage Festival |
| C. Gay Pride | D. Indianapolis 500 race |

Pre- and Post- Test Answer Key

1. A
2. A
3. A, B
4. B
5. A, B, D
6. A, C, D
7. A, B, C
8. A, B, C, D
9. B
10. B
11. C, D
12. B, C
13. B
14. A, B, C, D
15. C
16. D
17. A, B, C, D
18. A, B, C, D
19. B

Total Responses = 40

Class Evaluation Questionnaire

Date _____

Gay & Lesbian Cultural Awareness Training for Law Enforcement
(To be handed out at the completion of the course)

We would appreciate your comments about this course.

Please place a X in the appropriate box and rate the following statements with the following scale:

0 = not observed

1 = strongly disagree

2 = somewhat disagree

3 = neither disagree or agree

4 = somewhat agree

5 = strongly agree

| | Question | 0 | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|---|
| | <i>Overall</i> | | | | | | |
| 1 | The content of the course was interesting. | | | | | | |
| 2 | You will use the materials presented in this course. | | | | | | |
| 3 | Your beliefs or opinions about gays and lesbians has been changed for the better. | | | | | | |
| 4 | The course was a waste of your time. | | | | | | |
| 5 | The course was effective. | | | | | | |
| 6 | All officers should be required to take this course. | | | | | | |
| | <i>Instruction</i> | | | | | | |
| 6 | The instructors were well informed | | | | | | |
| 7 | The teaching methods used were fun. | | | | | | |
| 8 | The teaching methods used were effective. | | | | | | |
| 9 | The course presentation needed more audio-visual aids. | | | | | | |
| 10 | The course presentation needed more student interaction. | | | | | | |
| | <i>Materials</i> | | | | | | |
| 11 | You will use the Pocket Field Booklet. | | | | | | |
| 12 | The handout materials were of use to you. | | | | | | |
| 13 | You will hold on to the handout materials you received? | | | | | | |

Comments (What did you like? What did you not like? What do you object to?):

SECTION IV — STUDENT HANDOUT

Tips on Dealing with Gay and Lesbian People in Los Angeles

Remain Objective!

The critical issues can be overshadowed by a persons' appearance and behavior if it is different from yours. Focus on the issue at hand.

Is Sexual Orientation an Issue?

In most cases when you are talking to suspects or victims, being gay or lesbian is not a factor. If they bring up that they are gay or lesbian, **this is important** and should prompt you to listen closely to them. For example, a robbery under investigation may actually be a hate crime. You may need to ask additional questions. Or, perhaps the suspects have previously been in the prison system and they are indirectly letting you know that they should be separated for their own safety. You need to take this into consideration. Or, they may have a problem with their own feelings about their sexual orientation and needlessly confess to you as a symbol of authority. In this last case, the best way to handle the situation is to thank them for sharing with you that they are gay and express to them that it will not prejudice how you handle the situation. If you tell someone "I don't want to hear about it," it could be misconstrued as an insult and make it more difficult to get correct or additional information.

Do you need to treat gays and lesbian "special?"

NO! Most gay and lesbian people want to be treated with the same professionalism and courtesy that everyone else is. Keep this in mind and there should not be any problems.

Resources

In Los Angeles, there are gay and lesbian organizations for everything from gay-deaf-bodybuilders in leather to lesbian nurses to gay people of Arabian descent. In other words, everything!! The easiest place to start for referrals is the Gay and Lesbian Community Services Center, 1625 N. Schrader Blvd., Los Angeles, CA 90028, **(213) 993-7415**. The Center can refer you to virtually any gay and lesbian organization, and provide legal and health counseling.

- Parents and Friends of Lesbians and Gays, Inc. (PFLAG), P.O. Box 24565, Los Angeles, CA 90024, (213) 472-8952
- American Civil Liberties Union (ACLU) Gay & Lesbian Rights Chapter, 1616 Beverly Blvd., Los Angeles, CA 90026, (213) 977-9500
- Golden State Peace Officers Association—Southern California Chapter, PO Box 46505, Los Angeles, CA 90046, (818) 592-5200 Calendar of Events.
- Los Angeles Gay and Lesbian Police Advisory Task Force, PO Box 931135, Los Angeles, CA 90093, (213) 871-5861

Remember, it is estimated that 10% of all people in the U.S. identify gay or lesbian although many more have had homosexual experiences.

Gays/lesbians/bisexuals deserve your respect.