
Breaking Down Binaries in a Binary World: An Athletic Experience

A 2-year project to increase knowledge, awareness, and education for collegiate coaches to provide a safer environment for Lesbian, Gay, Bisexual athletes and their straight-ally counterparts.

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Acknowledgements

"How you respond to the challenge in the second half will determine what you become after the game, whether you are a winner or a loser." -Lou Holtz

This project stems from the many walks of life and roles that have pushed me this far. As an athlete for 23 years and a member of the LGBTQ community, there are no other populations I would rather dedicate this project too. This goes out to all the LGB athletes who struggled, are struggling, or will struggle to find equality in all level of sports. And as Lou states above, it's how we finish our game, not how we start it.

I have not come this far alone and I would like to thank my mom (Anita), my step-dad (John) and my best friends (Misha and Ryan), and everyone else who has continued to support my need for constant growth in life. I would also like to extend out to the Northwest Network and the advocates who work there. You have assisted me focus my professional career down to my true passion and for that, I thank you.

To My 2016 MSW Cohort (especially one of my rocks in so many ways, Sam S.) WE DID IT!

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Introduction

As society continues to change, the rate of LGBTQ athletes coming out to the public continues to rise. This can ring true for all levels of athletes. It is important to understand how coming out can drastically affect an athlete's college career, in many lights. This project will analyze how adhering to society's gender-binary roles and the use of masculinity can influence an athlete's experience in a negative light. LGB athletes are a vulnerable population and are prone to higher levels of many different types of abuse- physical, emotional, and sexual. As our nation is taking positive steps to accept those of LGB communities, the rising need for more education around this community continues to grow.

After reviewing literature, it can be concluded that there is very little research that has been conducted on this particular topic. The topic of LGB communities is relatively new and often times misunderstood. The research that currently exists focuses on evaluating the acceptance of LGB athletes in a variety of interest areas. These areas include: teammate support, coaching support, overall school culture, and self-acceptance. These areas are compared and contrasted between male and female athletes, as well as heterosexual and homosexual athletes. Much of this research narrows down how others see LGB athletes. However, no research is found to give data that is through the athlete's eyes and how they hope to see a change in athletics.

The barriers LGB athletes face when trying to access support services on campuses and through athletic staff are immense. The nature of team sports fosters a very tight-knit bonding of teammates. The need to rally against the perceived threat of weakness in the form of femininity frequently breeds homophobic attitudes. This negative attitude towards homosexuals and homosexuality leads to fewer relationships with LGB teammates. Amongst gay athletes, the single most important factor that contributes to a positive experience is having one or more advocates on the team (Anderson, 2011; Roper & Halloran, 2007). When LGBT athletes cannot find positive resources they are less likely to reach out and access supports essential in supporting their coming out process as identifying as an LGB athlete which can create a downfall of events. These events include academic decline, athletic failure, and loss of scholarships. These dealings lead to deterioration of self-confidence and esteem, and a high probability of dropping their sport. It is important to note that homophobia is most prevalent within men's mainstream team sports. Only through a combination of coaches understanding, teammate support, and culturally competent resources on campus will the needs of LGB athletes be met.

As former LGB athletes who have experienced the negative side effects an unaccepting athletic environment can bring, the need for this training not only hits home for many but also brings a new understanding of why this specific athletic population is in need. With this we propose the following needs statement:

Collegiate athletic staff need education and awareness of the negative consequences a hyper-masculine environment creates for LGB athletes.

Definition Page

In order to understand the scope of the population this project is dedicated too, to conduct this project, and to understand *Breaking down Binaries in a Binary World: An Athletic Experience*, it is important to examine the following definitions, as it pertains to the project.

Athletic Staff- *Staff who are a part of a team, but not a coach (i.e. athletic trainer)*

Bias- *Against one person, thing, or group compared to another*

Collegiate Coaches- *All levels of coaches whom are in charge of a college team*

Discrimination- *The unjust treatment of a person, thing, or group*

Division I- *The University must meet all NCAA requirements-which include size, amount of teams, scholarships, and other areas*

Femininity- *Possession of qualities traditionally associated with being female*

Gay Athletes- *Mostly pertaining to males who are physically, sexually, or emotionally attracted to another male; however, this project also uses this terms for females who are physically, sexually, or emotionally attracted to another male*

Gender-Binary- *The classification of sex and gender into two main categories: female and male*

Gender-Verification- *The issue of verifying the eligibility of an athlete to compete, solely based on sex*

NCAA- *National Collegiate Athletic Association; oversees all rules and regulations of college athletics*

Homophobic- *The hatred or fear of homosexuals*

Homosexuals- *A person who is sexually attracted to the same sex*

Lesbian Athletes- *Females who are physically, sexually, or emotionally attracted to another female*

LGB- *Lesbian, Gay, or Bisexual*

LGB events- *Lesbian, Gay, or Bisexual events that are specific to this community (i.e. events, tabling, fairs) and have resources to help enhance the community*

LGB resources- *Lesbian, Gay, or Bisexual areas of contact around the community where this population can reach out for help, advice, or more information*

LGBTQ- *Lesbian, Gay, Bisexual, Trans*, and Queer community*

LGBTQ positive organizations- *Lesbian, Gay, Bisexual, Trans*, and Queer organizations that specifically focus on helping this population, often filled with resources and put on events around a city or state where they reside*

Masculinity- *Possession of qualities traditionally associated with being male*

Oppression -*The state of being subject to unjust treatment or control*

Sexism- *Prejudice, stereotyping, or discrimination on the basis of sex, usually pertaining to women*

Stereotypes- *An oversimplified image of a specific population*

Straight Ally- *One who is heterosexual but support the LGBTQ in all ways.*

The Need

In a recent survey by Campus Pride (2012), only 0.46% of respondents identified as lesbian, gay, bisexual, or transgender (LGBT) as compared to that of the general population at around 4.0% (Ward, Dahlhamer, Galinsky, & Joestl, 2014). This staggering low number indicates that gay athletes may not be pursuing sports or are hesitant to come out due to some kind of perceived pressure or fear of backlash from teammates. In the same survey from Campus Pride, 39% of LGBT athletes (LGBTAs) reported being subjected to harassment as a result of their sexual identity. If college locker rooms continue to foster an exclusionary environment of bigotry, hyper-masculinity, and the use of homophobic language, then sports landscape will continue to see closeted or excluded athletes who are fearful of exposing their sexual identity. An inclusive environment is important for the comfort, safety, and freedom from discrimination among all athletes. Change takes time, strong leadership and effort. As advocates, leaders, and social workers, we can promote changes in leadership, policies, and trainings that will encourage a more inclusive culture and help to heal what is currently a broken system. Social workers play an integral role in this change because we function as the buffer between individuals and social systems.

The micro, meso, and macro levels of which an athlete is surrounded directly effects their overall experience. The university culture has the ability to influence “activities, mindsets, or ideals” that people accept without question (Cunningham, p. 8). Cunningham (2012), states that meso-level factors function at the team level. The first factor is leadership behavior. The norms of the team are influenced by those who are closest to it. Oswalt and Vargas (2013) say that coaches impact the type of environment that the LGBTAs will endure. The second meso-level factor is group support. The better the team support, the more likely it is the LGBTAs will succeed. The major micro-level factor is the sex of the athlete. Most all literature has found that “men express more sexual prejudice than do women” (Cunningham, 2012, p. 14). Cunningham’s study showed that heterosexual men have enjoyed power and social dominance, thus they are more likely to express sexual prejudice as a “way of subordinating LGBT individuals to ensure their power is secured” (p. 14). Men also are likely to follow traditional gender roles than women. Women are less worried about dominance, power, and traditional roles. Cunningham’s study also found a link between sexual prejudice and supporting traditional gender roles.

Homosexuality is often linked with being weak and soft, while heterosexuality is linked with being rough and tough. A gay teammate changes and questions the traditional norms society has created over time.

Goal

Breaking down Binaries in a Binary World: An Athletic Experience is a 2-year project to increase knowledge, awareness, and education for collegiate coaches of various sports, at a selected Division I university, in order to provide a safer environment for Lesbian, Gay and Bisexual athletes. After the 2-year project concludes, the training will help establish an institutionalized committee for volunteer athletes and coaches to continue the growth of knowledge in this topic that will aim to increase the amount of resources and events for LGB athletes and their straight-ally counterparts.

Theoretical Frameworks

These theories give a basic underlining of what has influenced *Breaking down Binaries in a Binary World: An Athletic Experience*. These theories, and more, are used introduced in the curriculum as a way to relate the problems LGB collegiate-athletes face. It is with high hopes these theories can be cracked throughout the 2-year implementation

Social Identity Theory

This theory is based on the idea that individuals will adapt and learn the social values and norms of which the group they most can relate too. According to Roper and Halloran (2007) this theory is made up of three components: categorization, identification, and comparison. In order to form an identity, social categorization occurs when an individual is characterized with the group they often associate with the most. Many times individual members then begin to identify with this group and share the same values and norms. The individual will then compare themselves to the larger group, as society is doing the same. This theory states that individual can easily adapt values and norms to fit the larger group they identify with. It also states that society will often time categorize individuals solely based on the group they are with the most. Roper and Halloran found that when heterosexual social identity is prominent, negative attitudes and prejudices toward gay men is elevated. If one member of the group is threatened by being categorized as less masculine or dominant, others who feel the same will bond together and form values and norms that often lead to homophobia and stereotyping.

Hegemonic Masculine Theory

This theory proposes the dominance of men in society and the inferiority of females. It explains why and how men have leading roles over all other gender identities and the effects this creates for the male and other genders. This concept creates social struggles for those who are considered to lie under the “traditional masculine type”. This not only includes females, but extends to males who may not think, act, and look as society perceives a male to be. This hand can also be extended to males who identify as homosexual and quickly are revoked of any masculinity they once held in society.

Gender Schema Theory

This is a cognitive theory to explain how individuals become gendered and how this is transmitted into society. This theory suggests that at a young age we are all subjected to society’s ideas of what it means to be male or female. These schemas can range from behavior to culture; but are all directly linked to how we should organize our behaviors and thoughts to fit a specific norm in society. These schemas are formed because how society tightly defines what it means to be male or female. As a result, society creates the gender-binary system of which we are all meant to fit. If one deters form this standard, they are considered an outcast in society.

NASW Ethical Practices

It is necessary to understand what social workers can do to challenge homophobia and protect athletes from discrimination. Change can occur on individual levels, but the greatest revolution comes from those who are passionate about the way we think, act, and feel about openly out LGB athletes.

Social Justice

The rights of LGBTQ communities are a current social justice issue that is being addressed on a variety of levels and acceptance in the sports world is just one of them.

Dignity and Worth of a Person

Each person has the right to be treated with respect, no matter what diversities separate them from others (NASW, 2010). It is important to educate those who do not understand the LGB community in order for LGB athletes to be embraced, not rejected.

Importance of Human Relationships

The NASW stresses the idea of social relationships; they are the center of our mere existence. Humans, by nature, will succeed more if they feel accepted by others and are supported by those who understand. This rings true for LGB collegiate athlete's success, on and off the field.

The Role of the Social Worker/Advocate

Social workers and advocates are trained to have the necessary skills and tactics to identify specific needs of the LGB athlete. They are equipped with the knowledge and skill-set to directly advocate for these athletes. This advocacy is the beginning stages of change and equality.

Ethical Awareness

Breaking down Binaries in a Binary World: An Athletic Experience has few ethical considerations when conducting the training. It should be considered that the topics discussed in this training are 'heavy' and may bring up some thoughts, matters, or dynamics for those attending the training. If this occurs, it is important for the conductor to be aware this has potential to happen and take necessary steps. All trainings will have an advocate on duty from a LGBTQ-friendly organization for anyone who would like to take time before or after the training to discuss the feelings particular topics have brought up. The trainer should also be aware that not everyone attending this training may have negative thoughts around the LGBTQ-community and/or LGB athletes. This project aims to heighten awareness and knowledge, in hopes everyone can have a better understanding of this topic and this population.

Logistics/Limitations

Participants

This project is created for collegiate coaches and athletic staff at a specific Division I University. Ideally, all coaches will be attending all four training sessions from the University. They will also all participate in the three surveys-pre, mid, post- given throughout the training. They will be contacted via email and an informational meeting will be held with the Athletic Director and the Title IX coordinator to discuss the date/time of the first session, what is expected of coaches and staff, and why the University is funding the project.

Location

The training will take place in a hall/assembly area at the selected University.

Trainers

The Title IX coordinator for the University will be in charge of conducting the training. We feel this is the person most suitable because they have an insight to athletics and are often passionate about equality, given their position at the University. They will be given a bonus in salary through the funding received for the project to compensate for time and effort.

The curriculum found in this manual is a detailed outline of each training session. The trainer will be responsible for creating their own power point. A variety of trainer tips can be found in each session to give suggestions on how to conduct activities or important themes to focus on.

Selection Criteria for Athletes

Although athletes will not directly be participating in the four trainings, they are the population of which this project is aimed to affect the most. If athletes choose to fill out survey, they will each receive a \$15 Visa gift card for their time. They will be participating in two surveys- pre, post- during the training. In order to participate in these they must meet the succeeding criteria:

- ❖ Currently a Sophomore who has played their sport for 1-year
- ❖ Committed to the University and sport for 2 additional years
- ❖ All athletes are welcome to take the surveys, regardless of orientation

Session #2 will have voluntary LGB athletes speaking about their experiences, these athletes will be recruited by trainer prior to event. They will each receive a \$50 Visa gift card for their time

Frequency of Training

This project will be carried out over a course of 2-years, at the same University with the same coaches and the same athletes. The time frame and topics of trainings are as follows:

- ❖ Fall 2017-Framework behind *Breaking down Binaries in a Binary World: An Athletic Experience*, history, masculinity and femininity as society deems fit, setting goals
- ❖ Spring 2017-Oppression in athletics, discrimination against LGB athletes, lack of gender equality in sports, sexism, and athlete panel

- ❖ Fall 2018- Sports as a masculine driven environment, underlying theories, language use, masculinity and femininity in the sporting realm
- ❖ Spring 2017- Where are we now? Review of goals accomplished, LGBTQ resources

Evaluation Process

Breaking down Binaries in a Binary World aims to evaluate the change over time in the following outcomes:

- ❖ Increase awareness and understanding of:
 - ❖ Negative effects gender-binary systems have on athletes
 - ❖ Diverse experiences of LGBT athletes
 - ❖ Decreasing the elevation of masculinity and the devaluing of femininity
 - ❖ Unique supports that LGB athletes need to feel safe in collegiate athletics
 - ❖ Establish institutionalized program for athletes and coaches to have continued knowledge and supports for the LGB athletic community.

Each of the four trainings conducted specifically aims to address these outcomes. These outcomes will be measured through a series of pre, mid, and posttest surveys. Coaches and athletic staff will be provided with a pretest prior to training, a mid-test at the one-year mark of training, and a posttest four months before training concludes. Coaches are asked to take this test individually, not with other coaches. This will allow for more results. Athletes will be provided with a pretest prior to training and a posttest four months before training is concluded. . This will allow change to be monitored over the course of 2-years. Over the progression of this project we hope to get a better sense of how well LGB athletes are being supported at the university by their coaches. An evaluator will be on boarded to align the results from the project over the course of four trainings. Results, from coaches and athletes, will be discussed with participants during training session two and four. We aim to find change in behavior, language, knowledge, and increased awareness from collegiate coaches, which directly affect how athletes view and feel in their athletic environment.

Limitations/Risk

Two limitations lay within this project. First, there is a chance of new coaches entering the university as the training is conducted over a 2-year time frame. Second, athletes must meet certain criteria to partake in the athlete survey associated with the project. The task of finding these athletes could potentially be difficult. However, at a large scale university this restriction is minimized. These limitations are known and understood.

One potential risk to the project is that it will bring many new ideas, topics, and theories to coaches who may have never thought of these in the past. This may create unexpected defense mechanisms for coaches, as they are likely to be unaware of the current environment of which they conduce for athletes. It should be acknowledged the project committee is aware of this threat and will provide an active advocate on duty during training session to address this risk, if it arises.

Session #1: *Breaking down Binaries in a Binary World: An Athletic Experience*

Overview: Session #1 is to provide framework for the next 2_-years of the training. Coaches and staff will have a better understanding of why this training is being piloted. It will also give a history on the gender-binary system, as well as defining masculinity and femininity in society.

Agenda: 10:00 a.m. – 2:00 p.m. (4 hours)

- Welcome and Introductions (10:00-10:15)
- Framework and Evaluation Results (10:15-11)
- Defining Masculinity and Femininity (11:00-12:00)
- Break (12:00-12:15)
- The Gender-Binary System (12:15-1:00)
- Action Plans (1:00-1:50)
- Next Steps and Closing (1:50-2:00)

Materials:

- Whiteboard and appropriate markers
- Sign-in sheet (Appendix 6E)
- Large paper for notes
- Permanent markers/pens
- Action Plan worksheets (Appendix 6C)
- Pronoun nametags (Appendix 6A)
- Projector
- Power point and itinerary to give to participants

Welcome and Introductions..... (15 minutes)

- Upon arrival, participants will fill out a name/pronoun use tag (Appendix 6A) and sign in, take an itinerary for the session.
- Participants will have specific tables labeled with the team they coach for and are asked to sit at these designated areas, as they will be doing group work at the end of the workshop
- Trainer will introduce her/himself/theirself to the group and collect the room. They will explain the pronoun use name tag and why is it important
 - *Tip for trainer: It is important to understand and use proper pronouns for others, as well as ourselves. This creates a safe space for everyone to be identified by their chosen pronoun.*
- Each team will introduce themselves, preferred pronoun, and position on staff

Framework and Evaluation Results..... (45 minutes)

- What is *Breaking down Binaries in a Binary World: An Athletic Experience*?
 - What is the project?
 - Why did it begin?
 - What is the need for this project?
 - Who are we trying to serve and why?
 - What goals are we trying to reach?
 - What are our end goals by year two?
- Discussion of results from pre-test surveys
 - Discuss results found from coaches pre-test
 - What are the positives?
 - What are the negatives?
 - Where is the biggest need for change?
 - Discuss results found from athletes pre-test
 - What are the positives?
 - What are the negatives?
 - Where is the biggest need for change?
- <https://www.youtube.com/watch?v=PcuMq2hPTRw>
 - This video is a lead into the next section and should be shown BEFORE *Defining Masculinity and Femininity* section begins

Defining Masculinity and Femininity..... (60 minutes)

- Masculinity/Femininity
 - Definition of both
 - Google Activity (Example of board set up: Appendix 6B)
 - Each team will be assigned to google the following:
 - *Men are...*
 - *Why men are...*
 - *Women are...*
 - *Why women are...*
 - The search in this activity will pull up a variety of words or sentences under the search bar
 - Team will take 5 minutes to come up with all words they feel are associated with both genders
 - There will be a board divided into two halves
 - Each team will send up a participant to write their words on the board
 - Trainer will discuss these words
 - *Trainer tip: Try not to be leading in anyway, allow participants to find own viewpoints and thoughts so they can discuss with the larger group*
 - How is Masculinity defined-summary
 - How is Femininity defined-summary
 - Discussion of Google Activity (Coaches participation)
 - Thoughts on what search bar pulled up

- Why is this important?

Break..... (15 minutes)

The Gender-Binary System..... (45 minutes)

- What is it the GB System?
 - Use the Pillars of Heteronormativity (Appendix 6D)
 - What are the ‘Pillars of Heteronormativity’?
 - Is this how society gives us expectations as individuals?
 - *Trainer tip: Appendix 6D has the pillars sheet, it would be beneficial to add this chart to the presentation but not as an individual sheet to participants*
 - Defining Gender Outside of the Binary:
 - Gender Expression
 - Bi-gender
 - Cisgender
 - Gender Fluid
 - Gender non-Conforming
 - Gender Normative
 - Genderqueer
 - Gender Variant
 - Third Gender
 - Fitting into the boxes (created on the board from the previous activity)
 - Do we fit/not fit?
- Gender in society:
 - How is each gender (male/female) supposed to think, act and do? (reference previous activity)
 - What happens if these expectations are not followed?
 - Gender in sports:
 - How are athletes of both genders expected to act?
 - On/off the field
 - In the locker rooms
 - *Trainer tip: writing these out on the white board for people to see makes it easier to understand and comprehend*
 - How this is damaging to LGB athletes
 - How this is damaging to Straight athletes

Action Plans..... (50 minutes)

- Action Plans
 - Action plan work sheet (See Appendix 6C)
 - Each team will coordinate together to fill out worksheet

- These are the three main goals teams will aim to achieve over the next 2 years-*it is important the trainer emphasizes this and answer questions teams may have prior to beginning actions plans. Give examples of goals that would relate to this topic.*
 - Example 1: Create a living resource document in coaching office and locker room for athletes to reference
 - Example 2: Create and maintain a safe and supportive and affirming space for LGB athletes
 - *Trainer tip: Check-in with teams during this time*

***Next Steps and Closure* (10 minutes)**

- Turn in action plans to trainer
 - Each team will receive a typed up version in the next week
- Turn in confidentiality agreement to trainer
- Next training topic: “Oppression in Athletics” based around gender and LGB athletes
 - When will be sent out at a later date
- Questions/Comments

Session #2: Oppression in Athletics

Overview: Session #2 will give a broader perspective on how LGB athletes and females have historically been oppressed over male athletes, as well as examine gender-testing and the negative effects it has for athletes, historically and currently. A panel of volunteer LGB athletes will speak of their experiences, coaches and staff will have an opportunity for a question and answer session. The mid-test is given here.

Agenda: 10:00 a.m. - 2:00 p.m. (4 hours)

- Welcome and Introductions (10:00-10:30)
- Goal Check-In (10:30-11:00)
- Oppression in Athletics/Gender-Testing (11:00-12:00)
- Supporting Our Athletes (12:15-12:30)
- Break (12:30-12:45)
- LGB Athlete Panel (12:45-1:15)
- Questions for Panel (1:15-1:30)
- Mid-Test (1:30-1:55)
- Next Steps and Closing (1:55-2:00)

Materials:

- “Cootie Catchers” (Appendix 7A)
- Stepping to the Line Questions (Appendix 7B)
- Tape to create line for Stepping to the Line Activity
- Three volunteer LGB Athletes
- Pronoun nametags
- Sign-in sheet
- Large sheets of paper
- Permanent markers/pens
- Action Plans from Session #1 for all teams
- Mid-test surveys
- Projector
- Power point and itinerary to give to participants

**Note: For this session, specific links and resources have been provided for the trainer to recap and create information for the session. There are specific topics from some resources that are suggested to use that relate directly to the topic. It is left to the trainer discretion on what information is pulled from the resources to use.*

Welcome and Introductions..... (30 minutes)

- Upon arrival, participants will sign in, take an itinerary for the session, and fill out a pronoun nametag, and take an itinerary for session

- Participants will sit at their assigned team tables
- Trainer will remind participants of the confidentiality agreement from Session #1, as Session #2 has more personal disclosure
- Trainer will gather to group and introduce the sessions Ice Break Activity (Appendix 7A)
 - Each table will have 3-4 ‘Cootie Catchers’
 - Participants are to find partners to do the game with:
 - Pick a color: move the catcher open and closed while spelling out the chosen color (i.e. Blue- the catcher would be open and closed four times)
 - Then a number will choose and the catcher will be opened and closed according to the number
 - One last number will be chosen, the flap will be opened and the question inside will be asked
 - Participants are to mingle and find as many partners as possible until the trainer gathers the group

Goal Check-In..... (30 minutes)

- Coaches will re-gather at respectable tables and their Action Plans from Session #1 will be redistributed to them
- They will take 10-minutes to review goals and edit (handwritten) what they have accomplished, not accomplished, or partially accomplished.
- Each team will report back to the larger group of what they have accomplished
 - *Trainer Tip: It is helpful for all teams to understand where each other stands to help motivate and push one another to achieve goals*

Oppression in Athletics/Gender-Testing..... (60 minutes)

- What is Oppression?
 - Definition and individuals who have historically been oppressed
 - ‘Prolonged cruel or unjust treatment’ (Merriam-Webster Dictionary)
 - Examples: African Americans, Muslims, Females, LGBTQ community, Trans* community, etc
 - Where in history have these communities been oppressed and why?
 - *Trainer tip: This is framework before providing information on direct examples of oppression in athletics; ensure participants understand the importance of this topic.*
 - Step to the Line Activity:
 - Have participants break into two groups-no specific way to do so
 - Half are against one side of the room, half are against the other side of the room
 - Trainer will give different examples (Appendix 7B) of oppression-instruct participants to step to the middle if they have experiences this form of oppression. *Trainer tip: allow time for participants to think and move*

towards center- this activity is meaningful. It is meant to show that no one faces oppression alone and have more in common than what they may understand. Give participants a moment in the middle before asking them to rejoin their respective group in order to clear the middle for the next example

- When finished, have participants return to team tables
 - Allow teams to individually discuss feelings, thoughts, emotions around activity
- Athlete Oppression
 - Female Athletes
 - <https://raegenjo3.wordpress.com/>
 - Use the following examples from above:
 - Body Composition Playing a Role
 - Did you Catch the Girl's Game on TV Last Night?
 - Money's Not an Issue? Yeah Right!
 - The website has credible charts, graphs, and other links to prepare trainer for topics
 - <http://steinhardt.nyu.edu/appsyh/opus/issues/2012/fall/female>
 - Another credible source to use for information regarding this topic
 - LGB Athletes
 - Type of discrimination that occur most often:
 - Bullying in lockers room
 - Inappropriate language use
 - Bullied for being too 'manly' or too 'feminine' (as discussed in Session #1)
 - Why is this?
 - Connects masculinity and femininity back to sexual orientation and homophobia
 - *Trainer tip: Allow for coaches and staff to answer before going into detail*
 - <https://www.campuspride.org/resources/10-physical-and-emotional-health-concerns-of-lgbt-students/>
 - Use the following examples from above (as they pertain to athletes)
 - Access, Trust, and Comfort in Providers
 - Healing from Oppression
 - Body Image: Body standards affects all athletes because of the gender binary system
 - <http://www.momsteam.com/successful-parenting/resources-for-parents-of-lgbt-athletes>
 - Although this resources is targeted as parents of LBG athletes- its gives a variety of resources to be noted and discussed regarding the problems faced by LGB athletes

- Gender-Testing
 - Caster Semenya:
 - South African middle-distance runner in the 2009 and 2011 World Championship and 2012 Olympics
 - Post 2009 Gold win, was subjected to Gender-Testing due to her high hormone testosterone-usually only found in males. Test given by IAAF (International Association of Athletics Federations)
 - She was given two choices: Adhere to gender-test or her medals would be stripped and banned from the Olympics
 - Publicly known results revealed: Intersex
 - She did not run for nearly a year to avoid media and dealings with her high anxiety due to the test and public attention she would have to handle and created global humiliation for her
 - Eventually cleared to run again
 - Not the only female in athletic history to be exposed to this
 - <http://www.topendsports.com/events/summer/gender-testing.htm>
 - Other examples of historical gender-testing and results
 - *Trainer tip: Incorporate these into training to give a wider viewpoint*
 - http://www.olympic.org/Documents/Commissions_PDFfiles/Medical_commission/2012-06-22-IOC-Regulations-on-Female-Hyperandrogenism-eng.pdf
 - Policy changed for the 2012 London Olympics (see above)
 - How can this be damaging to our current athletes?
 - *Trainer tip: Write answers on large sheets of paper to be discussed once all ideas are given by participants*

Supporting Out Athletes..... (15 minutes)

- Be an Ally to all Athletes-Regardless of orientation
 - Stop sensationalism and irrelevant questions about the heteronormative standards
 - Use preferred gender pronouns
 - Respect confidentiality
 - Educate self around services and resource in the LGB community
 - Educates self about terminology and correct use of words
 - Honor athletes self-identification
 - Know why/tell why
 - If you need to ask someone gender/sexual questions:
 - If the answer is because I am curious= no.
 - If it because the resource is available to help = yes.
 - Make sure you tell why and attend the fact that people are often exploited to unnecessary questions.
 - Be an active advocate for LGB athletes
 - Actively interrupt oppression

- More discussion on this in Session #3
- Be mindful of oppression and the impacts that it has on LGB athletes and how they identify within themselves
 - We can value the expertise LGB identified staff
 - This is everyone's responsibility

Break..... (15 minutes)

LGB Athlete Panel..... (30 minutes)

- The panel will be made of three-volunteer LGB athletes
- They will sit in front of the room to speak of their experiences as an LGB athletes- these experiences can be positive, negative, or a combination of both
- Each athlete will have up to 10-minutes to share their story-all though it is not required to take up this much time
- *Trainer tip: it is help to be in the front of room with these athletes to facilitate questions if they begin to stumble or are stuck with their story*

Questions..... (30 minutes)

- Take this time to allow coaches and staff to ask questions, as they feel appropriate
- *Trainer tip: ensure the questions are appropriate to the content and to ensure the athletes feel safe answering the questions being asked*

Mid-Test..... (25 minutes)

- Trainer will pass out mid-test to coaches and staff
- Coaches and staff are to individually complete the surveys-just as they did the for the pre-test

Next Steps and Closing..... (5 minutes)

- Participants will turn in mid-test surveys and the updated Actions Plans to the trainer
 - Each team will receive new typed up Action Plans within a week
 - Surveys will be evaluated and results will presented during Session #3
 - Next topic: Sports as a Masculine Driven Environment
 - Training date will be sent out at later time
- Please remind coaches and staff to focus on achieving goals in Action Plans, as this is the halfway point of the program
- Questions/comments

Session #3: Sports as a Masculine Driven Environment

Overview: Session #3 will focus in how masculinity relates to the gender-binary system and how different masculine theories are found in sports. It will have emphasis on how these theories show up in both male and female sports. The different types of language will be addressed; as well as how coaches can step in and help break stereotypes, according to their assumed gender.

Agenda: 10:00 a.m. - 2:00 p.m. (4 hours)

- Welcome and Introductions (10:00-10:15)
- Review of Mid-Test Results (10:15-10:45)
- Theories (10:45-11:45)
- Break (11:45-12:00)
- Language Use (12:00-12:40)
- Behavior/Stepping In (12:40-1:15)
- Actions Plans (1:15-1:50)
- Next Steps and Closure (1:50-2:00)

Materials:

- Sign-in sheet
- Pronoun name tags
- Large, blank pieces of paper (1 for each team)
- You tube video clips
- Markers/pens
- “How Do I Respond” worksheet (Appendix 8A)
- Scenarios (Appendix 8B)
- Projector
- Power point and itinerary to give to participants

Welcome and Introductions..... (15 minutes)

- Upon arrival all coaches will sign in and fill out a gender-pronoun name tag, take an itinerary for the session, and sit in their respectable team tables
- Trainer will welcome coaches and ask each team to take 5 minutes to discuss one positive change/piece they have noticed from themselves, their coaching team, or their athletes since *Breaking down Binaries in a Binary World: An Athletic Experience* has begun
- Each team will report back to the larger group

Review of Mid-Test Results..... (30 minutes)

- How do the mid-test results compare and contrast with the original pre-test?
 - What has changed?
 - What are the positives?
 - What are the negatives?

- The larger group reports back thoughts, ideas, and viewpoints on these findings
- What can be done to enhance these results before the final training?

Theories..... (60 minutes)

- These theories relate to homophobia or masculinity in the sport world
 - Each theory should be explained with a definition, a small background, and how it relates to LGB athletes or feeds into the gender-binary system
 - *Trainer tip: Although definitions are given here, more information, research and background knowledge is essential to properly present each theory*
- Reaction Formation Theory
 - Definition: Used as a defense mechanism against a fear of social punishment
 - How does this relate to LGB athletes with coaches and teammates?
 - How does this relate to the Gender-Binary system?
- Social Identity Theory
 - Definition: Individuals will learn and adapt to the social values and norms of which the group they most identify within
 - How does this relate to LGB athletes with coaches and teammates?
- Homophobia Theory
 - Definition: To describe the fear one has of being homosexualized
 - How does this relate to LGB athletes with coaches and teammates?
- Hegemonic Theory
 - Definition: Proposes the dominance of men in society and the inferiority of females. It explains why and how men have leading roles over all other gender identities and effects of it
 - How does this relate to LGB athletes with coaches and teammates?
 - How does this relate to the Gender-Binary system?
- Gender-Schema Theory
 - Definition: Cognitive theory to explain how individuals become gendered in society and how this is transmitted in society.
 - How does this relate to LGB athletes coaches and teammates?
 - How does this relate to the Gender-Binary system?

Break..... (15 minutes)

Language Use..... (40 minutes)

- Video Activity
 - Before content is spoken about to participants, this activity will take place.
 - Each team will have a large blank paper given out to their table
 - Trainer will play video #1, then give teams 2 minutes each to write down any

thoughts they have regarding the video. After the 2 minutes is concluded, the teams will pass their sheets to the next team (to the left) and the activity will repeat. A total of 3 teams will received the paper for each video (each time passing the paper to the left)

- What did they find to be true?
- Did they agree/disagree with video?
- What were the positives and/or negatives?
- How do these situations impact LGB athletes?
 - *Trainer tip: not all of these questions need to be answered in the 2 minutes, these are just some questions for teams to ponder*
- Video #1: <https://www.youtube.com/watch?v=jgs02WC07Rw>
 - Pro athlete on slurs in locker rooms
- Video #2: <https://www.youtube.com/watch?v=VngH5NnPXvk>
 - Michael Irvin discussing “not talking about gays”
- Video #3: <https://www.youtube.com/watch?v=vVYS4VVvBBM>
 - Rajon Rondo using slur at ref
 - **Stop video at 2:56**
- Trainer will open discussion to the floor
 - What are some reactions to each of the videos?
 - Have teams read off some answers found on the sheet and some answers of their own
 - Write these answers on the whiteboard to give a visual
 - What are some common themes found?
- Common terms/slang used in locker rooms?
 - By coaches?
 - What are some other comments/terms commonly used?
 - *Trainer tip: Allow for silence to occur, as it most likely will, in order for coaches to think about what they say/hear. Allow time for reactions before giving examples*
 - By athletes?
 - What are some comments/terms commonly used?
 - *Trainer tip: Coaches most likely to react quicker to this question, as it does not directly pertain to themselves. Allow time to reaction before giving examples*
- Why is understanding the use of homophobic/sexist language important?
 - Creates an environment that is no inclusive to all athletes
 - Verbally downgrades certain populations and people
 - Athletes who identify as LGB can be very uncomfortable

Behaviors/Stepping-In..... (35 minutes)

- What can we do when we hear this sexist/homophobic language used and/or witness negative behaviors toward LGB athletes?
 - Challenge all incidents, behavior and language and be seen to be doing this

- Be calm and constructive (responding and helping to build skills)
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language/behaviour was unacceptable
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on
- Build a sense of empathy, “*how would you feel if ...*”
- Be firm and clear about diversity and rights – and what is not acceptable.
- Search for the personal, individual concerns which may lie behind their words or reflect
- “How Can I Respond Worksheet” (Appendix 8A)
 - Give worksheet to participants to review and discuss in pairs for 5 minutes
- Scenario Activity: (Appendix 8B)
 - Staying in the same pairs, those discussed in the worksheet, participants will receive one of three scenarios to read through and discuss-allow 10 minutes
 - *Trainer tip: Allow participants to interact with one another and learn from each scenario. A larger in-depth group check-in is not necessary. However, open the floor up for thoughts and comments around what was discussed.*

Actions Plans..... (35 minutes)

- Teams will gather together to review their Phase 1 Action Plans (as completed in session #1). Trainer will distribute a clean, new copy to the teams
- Teams will review their goals and tasks
 - What goals were completed?
 - What goals still need to be completed?
 - How can these goals be completed by session #4?
- Teams will update and make notes on their action plans

Next Steps and Closure..... (10 minutes)

- Next topic: Where Are We Now?
 - Final session of training
- Remind participants that final post-test- for coaches and athletes- will be sent out 2 months before last training to be reviewed at last session
- Questions/Comments

Session #4: Where Are We and What Do We Do Next?

**Note: The final post-test for coaches and all athletes will have been conducted and evaluated 3 months prior to the session in order to relay final test results*

Overview: Session #4 will summarize all session prior. It will reveal final evaluation results from coaches and athletes. It will bring details about the upcoming formed committee of volunteer coaches and athletes, along with the next steps to implement the committee. Also, all coaches and staff will receive a LGBTQ resource sheet for future questions or concerns.

Agenda: 10:00 a.m. - 2:00 p.m. (4 hours)

- Welcome and Introductions (10:00-10:05)
- Goal Check-In (10:05-10:45)
- Evaluation Results (10:45-11:30)
- What Needs Have Been Met (11:30-11:45)
- What Needs Are Unmet and How to Fill the Gaps (11:45-12:15)
- Break (12:15-12:30)
- LGBTQ Awareness Committee (12:30-1:00)
- LGBTQ Resources (1:00-1:10)
- Final Remarks, Questions, Comments, Concerns (1:10-1:45)
- Closure (1:45-2:00)

Materials:

- Sign in sheet
- Pronoun name tags
- Projector
- 10 Large blank pieces of paper
- Markers/pens
- All teams Action Plans-updated from session #2
- Power point and itinerary to give to participants
- LGBTQ Athletic Awareness Committee volunteer sheet (Appendix 9A)
- LGBTQ Resource Sheet- one for each participants (Appendix 9B)

Welcome..... (5 minutes)

- Upon arrival, coaches will sign in and fill out a pronoun name tag, take an itinerary for the session and sit in their respectful teams
- Trainer will welcome group and congratulate them on their success thus far

Goal Check-In..... (40 minutes)

- Teams will stay at respectable tables and will have their Action Plans (updated from session #2) given back.
 - Teams will review plans together and discuss where they have been successful and where they have not. As a group, each team will answer the following to report back to the larger group:
 - What have been the biggest successes over the last 2-years?
 - What goals were accomplished?
 - What goals are still in progress and from these goals, what do teams need help/to do in order to become successful-even with the trainings being completed
 - *Trainer tip: Focus on successes of teams, not failure. This is a time to encourage coaches they have moved forward with their team and are completing different goals in order to keep the new norm that has been established on their teams.*
- Allow times for further questions to be asked by teams and/or individual coaches.

Evaluations Results..... (45 minutes)

- Review of pre, mid and final post test
 - What has change?- both positively and negatively
 - What has stayed static?
 - Have viewpoints, opinions, etc. changed for coaching staff?
 - Have viewpoints, opinions, etc. changed for athletes?
- How can this date continue to impact teams, coaches and athletes now that the *Breaking down Binaries in a Binary World: An Athletic Experience* is ending?
- *Trainer tip: Putting results to compare and contrast results into graphs and charts will help participants understand data*

What Needs Have Been Met..... (15 minutes)

- Focus on the positive results that are being taken away from trainings in a more detailed manner
 - Are athletes happier?
 - Do coaches see a change in their locker rooms?
- How do we take these successes and continue to implement them into our everyday coaching strategies and within our teams?
- Celebrate success for teams

What Needs Are Unmet and How to Fill the Gaps..... (30 minutes)

- Team Feed Back Activity:
 - Each team will report back to the larger group on one goal/need they felt they did not meet over the course of 2-years
 - Other teams will have a chance to give feedback on how to become successful

and/or how they became successful in that area

- The goal of this activity is for teams to interact in a larger setting and be able to help each other in continue growth and success outside of this training. *Trainer tip: Trainer should have little interaction and allow teams to help each other, only stepping in when it is absolutely necessary*

Break..... (15 minutes)

LGBTQ Awareness Committee..... (30 minutes)

- What is the committee?
 - Institutionalized committee that is formed through volunteer coaches, athletic staff, and athletes
 - Committee to start the following Fall school year
 - Goal: Meet once a semester- or every 2 quarters, depending on universities academic calendar- to discuss topics on LGBTQ community. Examples of topics include:
 - Events around community to volunteer and/or become involved in
 - Further education on how make an inclusive and safe environment for all athletes
 - Athletics becoming more involved in on-campus LGBTQ events: Day of Silence, National Transgender Remembrance Day, etc.
 - Open discussion on LGBTQ political issues and how these can affect the athletic realm
 - Goal: This committee will have an advisor to oversee each meeting, available to answer questions, help with topic ideas, and organization tasks. It is meant to be ran by the staff and athletes
 - Goal: At least one athlete from each sport and one coach from each team- allow for a wide variety of opinions and viewpoints.
 - Not everyone is expected to attend volunteer events or events on campus for each event, the most volunteers the more chances that an athletic representative can attend each event
 - Goal: This committee is meant to not only keep education and knowledge growing amongst athletic personal, but to also allow for athletics to have a greater say in the LGBTQ events and clubs around the campus. It allows for athletes to have a say on how LGBTQ athletes are directly effect by discrimination and harassment (gives a different viewpoint)
 - Goal: Volunteers not only become more involved on campus, but also become involved around the community to represent themselves and the university in a positive light
- Who can volunteer?
 - Any coach/staff
 - What is the commitment?
 - Athletic staff are required to attend both meetings throughout the year and volunteer at one event per year

- Any athletes
 - What is the commitment?
 - Athletes are required to attend both meetings throughout the year and volunteer at one event per year
- How to volunteer?
 - Trainer will pass sign-up sheet around to participants (Appendix 9B)
 - Participants who sign up will be contacted through the summer with in depth details and first meeting place and time
 - First meeting will be ran by the advisor of the committee

LGBTQ Resources..... (10 minutes)

- Each participants receives a LGBTQ Resources guide to keep(Appendix 9C)
 - *Trainer tip: Laminating these sheets will benefit participants to keep in their office and not toss aside and will keep the resource guide from getting destroyed in the hustle of everyday office work*
- Trainer will go through some of the more influential sources around the community
 - The main resources (starred in the worksheet) will have been contacted prior to this session and on boarded-ideally-to be a contact and resource for coaches
- Open floor for questions/concerns on how to contact or use resources

Final Remarks, Questions, Comments, Concerns..... (35 minutes)

- World Café Activity:
 - 10 pieces of paper will be hung around the room and have labels of the following:
 - 3 sheets: QUESTIONS
 - 3 sheets: ADDITIONAL COMMENTS
 - 3 sheets: FUTURE CONCERNS
 - 1 sheet: FEEDBACK
 - Coaches and staff will take 10 minutes to walk around and respond to sheets, as deemed appropriate according to the heading
 - After the 10 minutes, the trainer will read multiple of the remarks out loud to the group and reply and/or answer accordingly
 - Trainer can also allow for other coaches to answer and give feedback on the questions and comments that are read aloud
 - This allows for coaches to anonymously give opinions- positive, negative, good, or bad without feeling the pressure of others
 - Remaining time is spent for any additional thoughts that may come up due to the activity

Closure..... (10 minutes)

- Trainer closes final session out with thank-you's to coaches for participation in session
 - Remind teams about LGBTQ Resource sheet if they need it and give contact information of trainer for future assistance for any problems/concerns that may arise
 - Reminder coaches that continued support is available when they are struggling or if an athlete is struggling and they are unsure how to handle the situation with their athlete
- Reminder of first 'LGBTQ Athletic Awareness' committee meeting date
 - E-mails will be sent out a week prior to remind coaches

Appendix 1

Today's Date: _____

Training session: _____

Coaches and Athletic Staff Survey 1

Please tell us how much you agree with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a understanding of how gender affects sports	1	2	3	4	5	6
2. I use words such as “gay” with my team	1	2	3	4	5	6
3. I hear my athletes talk to each other about being “masculine enough” for their sport	1	2	3	4	5	6
4. I correct my athletes if they use terms that are downgrading to female athletes	1	2	3	4	5	6
5. I hear my athletes using words such as “gay”	1	2	3	4	5	6
6. I am comfortable supporting an athlete who identifies as Lesbian or Gay.	1	2	3	4	5	6
7. I am comfortable with having an openly gay/lesbian athlete on my team.	1	2	3	4	5	6
8. I have a strong understanding of what bias language looks like	1	2	3	4	5	6
9. I believe my athletes can support an openly ‘out’ teammate	1	2	3	4	5	6
10. I use language such as, “Stop playing like a girl” with my athletes	1	2	3	4	5	6
11. I hear my athletes talk to each other about being “too feminine” for their sport	1	2	3	4	5	6
12. I hear negative comments about gender roles in athletics from my athletes	1	2	3	4	5	6
13. Athletes who identify as LGB are comfortable talking to me	1	2	3	4	5	6
14. I am comfortable talking to my athletes about LGB identities, issues, and resources	1	2	3	4	5	6
15. I must portray myself a certain way as a coach of my specific sport.	1	2	3	4	5	5
16. LGB athletes should accept sports are often times considered “macho” and know how to deal with it while playing	1	2	3	4	5	6
17. It is important to understand viewpoints from an LGB athlete’s perspective.	1	2	3	4	5	6
18. I am comfortable talking to my athletes about the roles gender plays in athletics	1	2	3	4	5	6

19. I know where to refer an openly 'out' athlete on campus for resources, if need be.	1	2	3	4	5	6
20. I am comfortable confronting my athletes when I hear them use bias language	1	2	3	4	5	6
21. I create a safe environment for all athletes	1	2	3	4	5	6
22. I hear negative comments about gender expression from fellow coaches	1	2	3	4	5	6
23. I know where to find support for myself in holding capacity for my LGB athletes, if need be	1	2	3	4	5	6
24. I am comfortable with an LGB athlete being on my team	1	2	3	4	5	6
25. A masculine environment creates an unsafe space for a self-identified LGB athlete	1	2	3	4	5	6
26. LGB athletes could benefit from an on-campus athletic resource, group, club, or committee	1	2	3	4	5	6

What TWO changes you would like to see occur from "Breaking down Binaries in a Binary World"

Please specify some ways you feel you create a safe space for your athletes, regardless of orientation

Appendix 2

Today's Date: _____

Training session: _____

Coaches and Athletic Staff Survey 2

Please tell us how much you agree with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a understanding of how gender affects sports	1	2	3	4	5	6
2. I use words such as “gay” with my team	1	2	3	4	5	6
3. I hear my athletes talk to each other about being “masculine enough” for their sport	1	2	3	4	5	6
4. I correct my athletes if they use terms that are downgrading to female athletes	1	2	3	4	5	6
5. I hear my athletes using words such as “gay”	1	2	3	4	5	6
6. I am comfortable supporting an athlete who identifies as Lesbian or Gay.	1	2	3	4	5	6
7. I am comfortable with having an openly gay/lesbian athlete on my team.	1	2	3	4	5	6
8. I have a strong understanding of what bias language looks like	1	2	3	4	5	6
9. I believe my athletes can support an openly ‘out’ teammate	1	2	3	4	5	6
10. I use language such as, “Stop playing like a girl” with my athletes	1	2	3	4	5	6
11. I hear my athletes talk to each other about being “too feminine” for their sport	1	2	3	4	5	6
12. I hear negative comments about gender roles in athletics from my athletes	1	2	3	4	5	6
13. Athletes who identify as LGB are comfortable talking to me	1	2	3	4	5	6
14. I am comfortable talking to my athletes about LGB identities, issues, and resources	1	2	3	4	5	6
15. I must portray myself a certain way as a coach of my specific sport.	1	2	3	4	5	5
16. LGB athletes should accept sports are often times considered “macho” and know how to deal with it while playing	1	2	3	4	5	6
17. It is important to understand viewpoints from an LGB athlete’s perspective.	1	2	3	4	5	6
18. I am comfortable talking to my athletes about the roles gender plays in athletics	1	2	3	4	5	6

19. I know where to refer an openly 'out' athlete on campus for resources, if need be.	1	2	3	4	5	6
20. I am comfortable confronting my athletes when I hear them use bias language	1	2	3	4	5	6
21. I create a safe environment for all athletes	1	2	3	4	5	6
22. I hear negative comments about gender expression from fellow coaches	1	2	3	4	5	6
23. I know where to find support for myself in holding capacity for my LGB athletes, if need be	1	2	3	4	5	6
24. I am comfortable with an LGB athlete being on my team	1	2	3	4	5	6
25. A masculine environment creates an unsafe space for a self-identified LGB athlete	1	2	3	4	5	6
26. LGB athletes could benefit from an on-campus athletic resource, group, club, or committee	1	2	3	4	5	6

What TWO changes have occurred from the trainings thus far?

Please specify some topics you feel would be helpful to address in a future training?

Appendix 3

Today's Date: _____

Training session: _____

Coaches and Athletic Staff Survey 3

Please tell us how much you agree with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. I have a understanding of how gender affects sports	1	2	3	4	5	6
2. I use words such as “gay” with my team	1	2	3	4	5	6
3. I hear my athletes talk to each other about being “masculine enough” for their sport	1	2	3	4	5	6
4. I correct my athletes if they use terms that are downgrading to female athletes	1	2	3	4	5	6
5. I hear my athletes using words such as “gay”	1	2	3	4	5	6
6. I am comfortable supporting an athlete who identifies as Lesbian or Gay.	1	2	3	4	5	6
7. I am comfortable with having an openly gay/lesbian athlete on my team.	1	2	3	4	5	6
8. I have a strong understanding of what bias language looks like	1	2	3	4	5	6
9. I believe my athletes can support an openly ‘out’ teammate	1	2	3	4	5	6
10. I use language such as, “Stop playing like a girl” with my athletes	1	2	3	4	5	6
11. I hear my athletes talk to each other about being “too feminine” for their sport	1	2	3	4	5	6
12. I hear negative comments about gender roles in athletics from my athletes	1	2	3	4	5	6
13. Athletes who identify as LGB are comfortable talking to me	1	2	3	4	5	6
14. I am comfortable talking to my athletes about LGB identities, issues, and resources	1	2	3	4	5	6
15. I must portray myself a certain way as a coach of my specific sport.	1	2	3	4	5	5
16. LGB athletes should accept sports are often times considered “macho” and know how to deal with it while playing	1	2	3	4	5	6
17. It is important to understand viewpoints from an LGB athlete’s perspective.	1	2	3	4	5	6
18. I am comfortable talking to my athletes about the roles gender plays in athletics	1	2	3	4	5	6

19. I know where to refer an openly 'out' athlete on campus for resources, if need be.	1	2	3	4	5	6
20. I am comfortable confronting my athletes when I hear them use bias language	1	2	3	4	5	6
21. I create a safe environment for all athletes	1	2	3	4	5	6
22. I hear negative comments about gender expression from fellow coaches	1	2	3	4	5	6
23. I know where to find support for myself in holding capacity for my LGB athletes, if need be	1	2	3	4	5	6
24. I am comfortable with an LGB athlete being on my team	1	2	3	4	5	6
25. A masculine environment creates an unsafe space for a self-identified LGB athlete	1	2	3	4	5	6
26. LGB athletes could benefit from an on-campus athletic resource, group, club, or committee	1	2	3	4	5	6

What ONE impact has been the greatest change for you, due to the trainings?

Please specify if you are interested in "LGBTQ Athlete Awareness" committee and topics you would like to learn more about being a part of that committee

Please specify how you plan to use this knowledge in your future coaching career

Appendix 4

Today's Date: _____

If you choose, please self-disclose by circling one of the following:

Lesbian
Bisexual

Gay
Straight Ally

It is not required to answer this questions for you survey to pertain to data collection, it will only scope down our results to help make a more inclusive environment for LGB athletes

Athlete Survey 1

Please tell us how much you agree with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. My coaches have an understanding of the roles gender affect sports	1	2	3	4	5	6
2. My coaches are comfortable with having an openly gay/lesbian athlete on my team.	1	2	3	4	5	6
3. My coaches have a strong understanding of what biased language is	1	2	3	4	5	6
4. LGB athletes should accept sports are considered “macho” and know how to deal with it while playing	1	2	3	4	5	6
5. My coaches make negative comments about gender expression	1	2	3	4	5	6
6. A masculine environment creates an unsafe space for a self-identified LGB athlete	1	2	3	4	5	6
7. LGB athletes could benefit from an on-campus athletic resource, group, club, or committee	1	2	3	4	5	6
8. My coaches uses language such as “gay”	1	2	3	4	5	6
9. My teammates use language such as “gay”	1	2	3	4	5	6
10. An LGB athlete would be comfortable talking with my coach about resources on campus	1	2	3	4	5	6
11. My coach is comfortable talking about gender roles in athletics	1	2	3	4	5	6
12. My university has systems in place to support an LGB athlete	1	2	3	4	5	6
13. An LGB athlete would be comfortable talking to my coach	1	2	3	4	5	6
14. My teammates are comfortable in supporting an LGB athlete	1	2	3	4	5	6
15. My coaches create a positive environment for LGB athletes	1	2	3	4	5	6

16. My coaches use phrases such as, “Stop playing like a girl”	1	2	3	4	5	6
17. My coaches are educated on LGB resources around campus	1	2	3	4	5	6
18. My coaching staff can support a teammate who identifies as gay or lesbian	1	2	3	4	5	6
19. My teammates talk about being “masculine” enough for the sport they play.	1	2	3	4	5	6
20. Sports should adhere to the gender system society has created.	1	2	3	4	5	6
21. I must portray myself a certain way as an athlete of my specific sport	1	2	3	4	5	6
22. My coaches create a safe environment for all athletes to feel comfortable	1	2	3	4	5	6
23. My coach is comfortable with an LGB athlete being on my team	1	2	3	4	5	6
24. I know where to send a LGBT teammates who is looking for resources on campus	1	2	3	4	5	6
25. My coach corrects my teammates if they use inappropriate language	1	2	3	4	5	6
26. My coaches can understand viewpoints from an LGB athlete’s perspective.	1	2	3	4	5	6

What TWO changes you would like to see occur from “Breaking down Binaries in a Binary World”

Please specify some ways you feel your coach creates a safe space for all athletes, regardless of orientation

Appendix 5

If you choose, please self-disclose by circling one of the following:

Lesbian Bisexual
 Gay Straight Ally

Today's Date: _____

It is not required to answer this questions for you survey to pertain to data collection, it will only scope down our results to help make a more inclusive environment for LGB athletes

Athlete Survey 2

Please tell us how much you agree with the following statements:

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. My coaches have an understanding of the roles gender affect sports	1	2	3	4	5	6
2. My coaches are comfortable with having an openly gay/lesbian athlete on my team.	1	2	3	4	5	6
3. My coaches have a strong understanding of what biased language is	1	2	3	4	5	6
4. LGB athletes should accept sports are considered “macho” and know how to deal with it while playing	1	2	3	4	5	6
5. My coaches make negative comments about gender expression	1	2	3	4	5	6
6. A masculine environment creates an unsafe space for a self-identified LGB athlete	1	2	3	4	5	6
7. LGB athletes could benefit from an on-campus athletic resource, group, club, or committee	1	2	3	4	5	6
8. My coaches uses language such as “gay”	1	2	3	4	5	6
9. My teammates use language such as “gay”	1	2	3	4	5	6
10. An LGB athlete would be comfortable talking with my coach about resources on campus	1	2	3	4	5	6
11. My coach is comfortable talking about gender roles in athletics	1	2	3	4	5	6
12. My university has systems in place to support an LGB athlete	1	2	3	4	5	6
13. An LGB athlete would be comfortable talking to my coach	1	2	3	4	5	6
14. My teammates are comfortable in supporting an LGB athlete	1	2	3	4	5	6

15. My coaches create a positive environment for LGB athletes	1	2	3	4	5	6
16. My coaches use phrases such as, “Stop playing like a girl”	1	2	3	4	5	6
17. My coaches are educated on LGB resources around campus	1	2	3	4	5	6
18. My coaching staff can support a teammate who identifies as gay or lesbian	1	2	3	4	5	6
19. My teammates talk about being “masculine” enough for the sport they play.	1	2	3	4	5	6
20. Sports should adhere to the gender system society has created.	1	2	3	4	5	6
21. I must portray myself a certain way as an athlete of my specific sport	1	2	3	4	5	6
22. My coaches create a safe environment for all athletes to feel comfortable	1	2	3	4	5	6
23. My coach is comfortable with an LGB athlete being on my team	1	2	3	4	5	6
24. I know where to send a LGBT teammates who is looking for resources on campus	1	2	3	4	5	6
25. My coach corrects my teammates if they use inappropriate language	1	2	3	4	5	6
26. My coaches can understand viewpoints from an LGB athlete’s perspective.	1	2	3	4	5	6

What TWO changes do you believe have occurred from the trainings, in regards to your coaches?

Please specify if you are interested in “LGBTQ Athlete Awareness” committee and topics you would like to learn more about being a part of that committee

Appendix 6: Session #1 Activities

Example of name tags to be used for all sessions, introduced in Session #1 (6A):



Google Activity White Board Example Set up (6B):

Masculinity	Femininity
Associated words here	Associated words here

Action Plan Worksheet (6C):

Training session 1: Actions Plans Phase 1

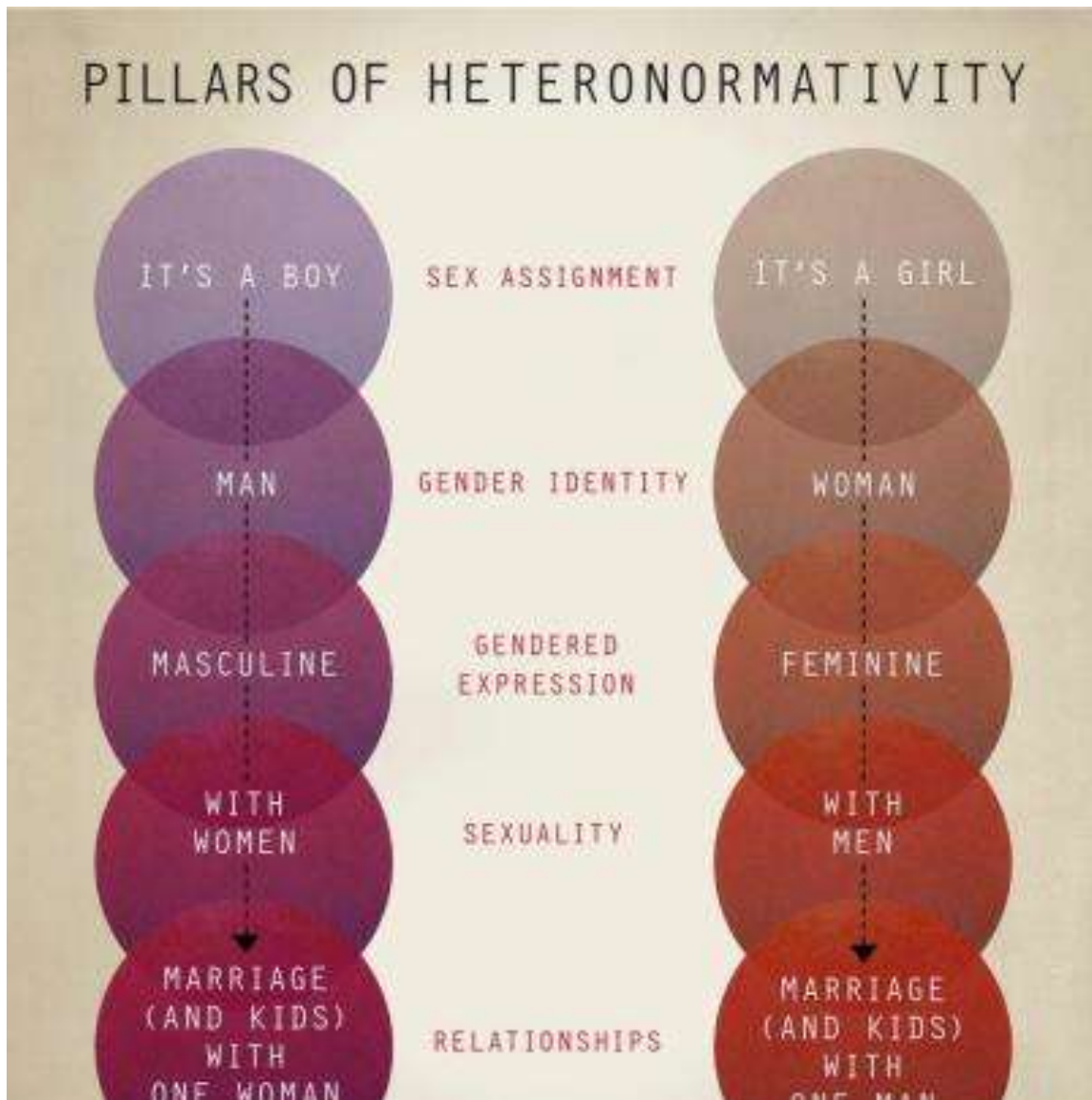
Team: _____

Three Overall Goals:

Task <i>Name one task for each goal above</i>	How	Who	When	Barriers	How will you measure success?	Complete?

Notes/Updates:

6D:



Retrieved from A. Allen (2014)

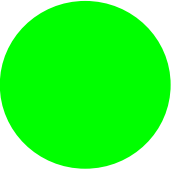
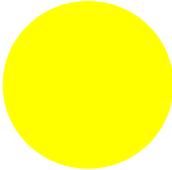
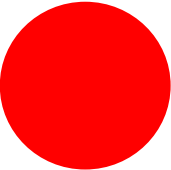

6E: (Expand chart to appropriate number of spaces to fit all coaches)

Breaking down Binaries in a Binary World: An Athletic Experience
Sign in sheet Session #___

Name	Team	Coaching/Staff Position	E-mail Address	Phone Number

Appendix 7: Session 2 Activities

Template for “Cootie Catcher” Ice Breaker 7A:

	1	2	
What 2 things did you take away from Session 1?		If you could be any type of candy bar, what would you be and why?	
8	Define Oppression in your own words		3
What sport did you play growing up and why?		Where did you attend college and what is your degree?	
7	What are your goals for your team this year?		4
When was the first time you heard the term 'cisgender'?		What goals have you been able to reach from Session 1?	
	6	5	

Instructions:

1. Print and cut out
2. Fold in half and then half again
3. Open, turn over to blank side, and fold each corner to middle
4. Turnover and repeat
5. Turn over so you can see dots
6. Sold you thumb and finger behind 2 of the dots and press together so they bend round and touch
7. Turnover and repeat
8. All dots should be in the front with the center touching

7B: Stepping to the Line Activity:

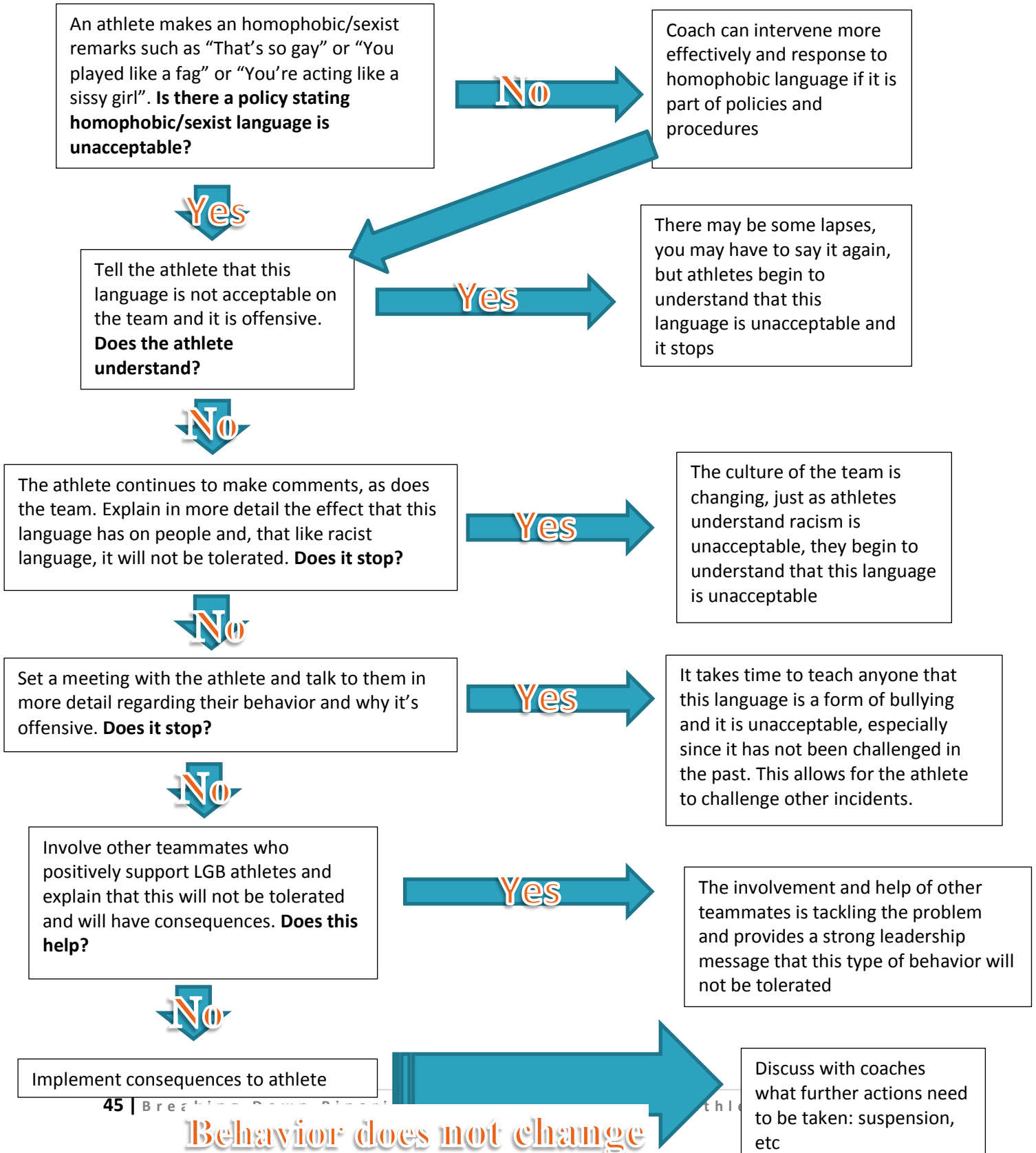
Before each statement trainers should read: “Step to the middle if you have ever felt oppressed because...”

1. Of the race you identify with
2. You are a female
3. You have less education than your peers
4. You are an immigrant
5. Of the religion you follow or believe in
6. You are not a white-male
7. You have an invisible disability
8. You identify within the LGBTQ community
9. You have been called a racial/sexist slur by someone
10. Of your cultural practices

Appendix 8: Session #3 Activities

8A: “How Can I Respond” Worksheet

From: Safe to Learn: Homophobic Bullying; DCSF, 2007 (with alterations to fit program)



8B: Scenarios

Retrieved from the HIAS Healthy School website (altercations made to fit project)

Scenario 1:

You are walking the field and pass a group of athletes on your team. You over hear one say “That new freshman is a right shirt-lifter. Make sure you do not stand with your back to him.”

Organizational responses

- “That kind of language is homophobic. Homophobia is as bad as racism and sexism.”
- “Our team and coaches do not tolerate that type. That kind of language is homophobic and will make people feel unsafe. Therefore it is not acceptable.”

Questioning/exploring responses

- “What makes you think that every gay man is going to fancy you? You do not fancy every single girl you meet do you, so what makes you think a gay man is going to fancy every man he meets? Do you really think that you are so attractive that every gay man is going to fancy you and pounce on you? What makes you so special?”
- “Have you ever considered what it must be like for gay people to hear that kind of stuff? How do you think it is going to make them feel?”
- “What is it about gay men that scares you so much?”
- “Would you think it is OK to make racist comments about one of your teammates or coaches? Well, it is not OK to make homophobic comments about them either.”

Confronting/challenging responses

- “Gay men are not just interested in sex, you know. It is about love, not sex. They just happen to fall in love with other men. If they love and care for each other, what does it matter if they are of the same sex? How does it affect you?”
- “You can’t tell whether someone is gay or straight just from how they look or behave. Gay people are all very different, just like straight people are.”

Personal responses

- “I am really surprised and disappointed to hear you say that. I hoped you would recognize that it is important to treat everyone, including gay people, with respect. I hope you know I’m disappointed in your leadership on this team”

Scenario 2

Paul is a transfer on your team. As he enters the locker room for your to introduce him, you hear another teammate say “Paul, those trainers you are so wearing are really gay.”

Confronting/challenging responses

- “What do you mean they are gay? Is that a compliment?”
- “Trainers can not be gay. Are you saying that they are attracted to trainers of the same sex?”
- “You would not say that someone’s trainers are so black, would you? So it is not acceptable to say that they are so gay either.”

Organizational responses

- “That kind of language is homophobic. Homophobia is as bad as racism and sexism.”
- “Our team and coaches do not tolerate that type. That kind of language is homophobic and will make people feel unsafe. Therefore it is not acceptable.”

Questioning/exploring responses

- “Have you ever considered what it must be like for gay people to hear that kind of stuff? How do you think it is going to make them feel if they keep hearing the word gay used in a negative way?”
- “What do you mean by that? Are you saying Paul’s trainers are girly? Who cares? Boys and girls should be free to wear whatever they like.”
- “How would you feel if people said that is so straight? You would not like to be made to feel that fancying the opposite sex is a bad thing, would you? Gay people are just as normal as straight people so we should treat them with the same respect.
- If the phrase *that is so gay* is used in a way that is not targeting a particular person, eg: “that TV programme was so gay”: “What do you mean by that? Using the word gay makes it sound like being gay is a bad thing which is not true. It is just as normal/natural to be gay as it is to be straight and gay people should be treated with the same respect as you would expect.”

Personal response:

- “I am really disappointed to hear you talking in that way. I am upset to hear you talk like that. I hope you know I’m disappointed in your leadership on this team. I thought you would realize that using the word gay in a negative way is offensive to gay people and therefore would not use that kind of homophobic language.”

Scenario 3

James carries himself differently than other athletes on the team, meaning he sometimes wears nail varnish to school. James comes out of the locker room noticeably distraught, while other athletes coming out laughing and pointing at James saying “*stop being such a sissy girl, James*”.

Organizational responses

- *“On this team, we don’t talk like that”*
- *“On this team, we take that talk serious with consequences, see me after practice”*

Questioning/exploring responses

- *“What do you mean by a sissy girl?”*
- *“How do you think James feels about that? What if I called you out in front of the team like that?”*

Confronting/challenging responses:

- *“Boys can wear nail varnish if they want, just as our female soccer team has a better record than us because they play better”*
- *“I’ve seen girls tougher than all of you, what do you think about that?”*
- *“Why don’t you focus on playing better, since you were benched last game?”*

Personal responses

- *“I am upset to hear you talk like that. I hope you know I’m disappointed in your leadership on this team”*

Appendix 9: Session #4 Activities

9A: (Expand table as necessary)

Breaking down Binaries in a Binary World: An Athletic Experience
LGBTQ Awareness Committee Sign-up Sheet

Name	Team	E-mail Address	Phone Number	Would you like to be informed of LGBTQ events around the community?

Appendix 10: LGBTQ Community Resource Guide

LGBTQ Allyship

Community-drive social and economic justice organization that intentionally works with other marginalized communities to create systemic change that benefits LGBTQ and other under privileged communities. This is accomplished through educations, research, community organizing, and advocacy on policies through state, county, and city levels.

Web allyship.org

Tel. (206) 930-6668

E. info@allyship.org

Washington Gender Alliance

Weekly support groups who help those questioning gender, coming to terms with gender identity, the coming out process, or are looking for information for themselves or someone in their life. All members of the community are welcome, including friends and family

Web Washingtongenderalliance.org

Tel. (360) 445-2411

E. infor@washingtongenderalliance.com

Seattle Area Support Groups

Peer support services the LGBTQ community. Provides supports for those affected by mental health conditions and gives social support through one on one peer support and peer group facilitated programs. Also provides a drop-in referral service, a calendar of program is on the website for those interested.

Web Sasgcc.org

Tel. (206) 322-2437

E. info@sasgcc.org

Gay City Health Project

Promotes wellness in LGBT communities by providing health services, connecting people to resources and building community. It is free to the public and includes a LGBT Resource and Referral Center, with assistance in finding LGBT-friendly resources.

Web. Gaycity.org

Tel. (206) 860-6969

Northwest Network

Provides LGBTQ specific advocacy and safety planning to support young adults who have experienced, or are at risk, for any kind of victimization or harm. Workshops, classes, and events are offered for young adults across King County

Web Nwnetwork.org

Tel. (206) 568-777

Seattle Counseling Services

A community resource that advocates, educates, and serves to advance the social well-being and mental health of all LGBT community.

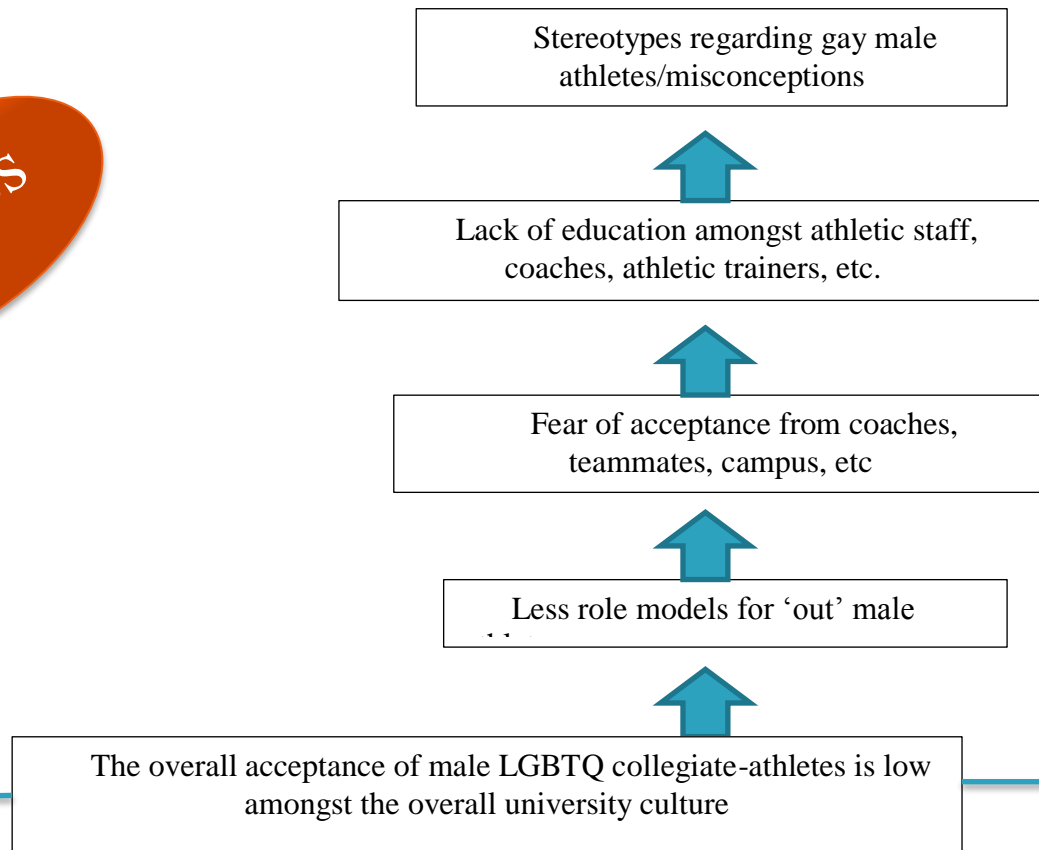
Web Seattlecounseling.org

Tel. (206) 323- 1768

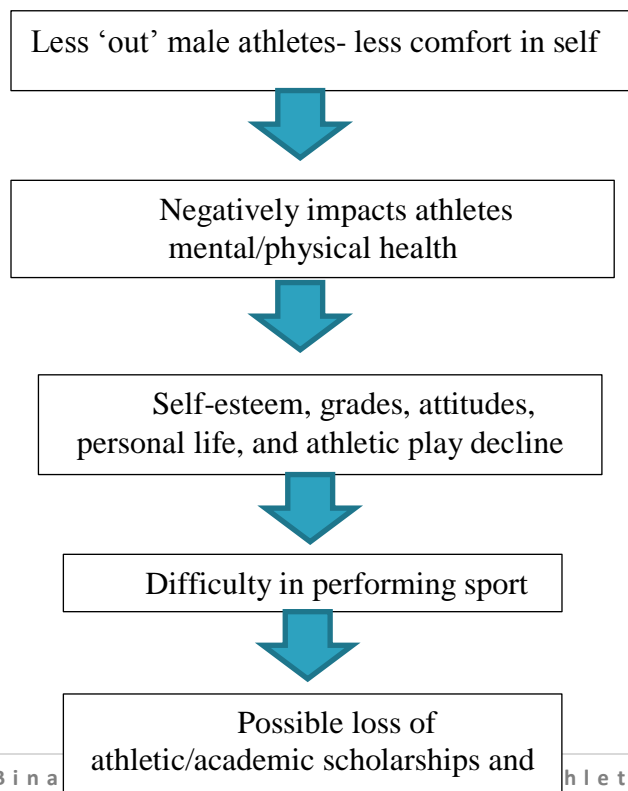
**This resource guide are main organizations pulled from the “2014 Trans* Resource and Referral Guide, for a full list please go to https://issuu.com/lgbtqaccess/docs/trans_guide_-_draft*

Appendix 11: Problem Map

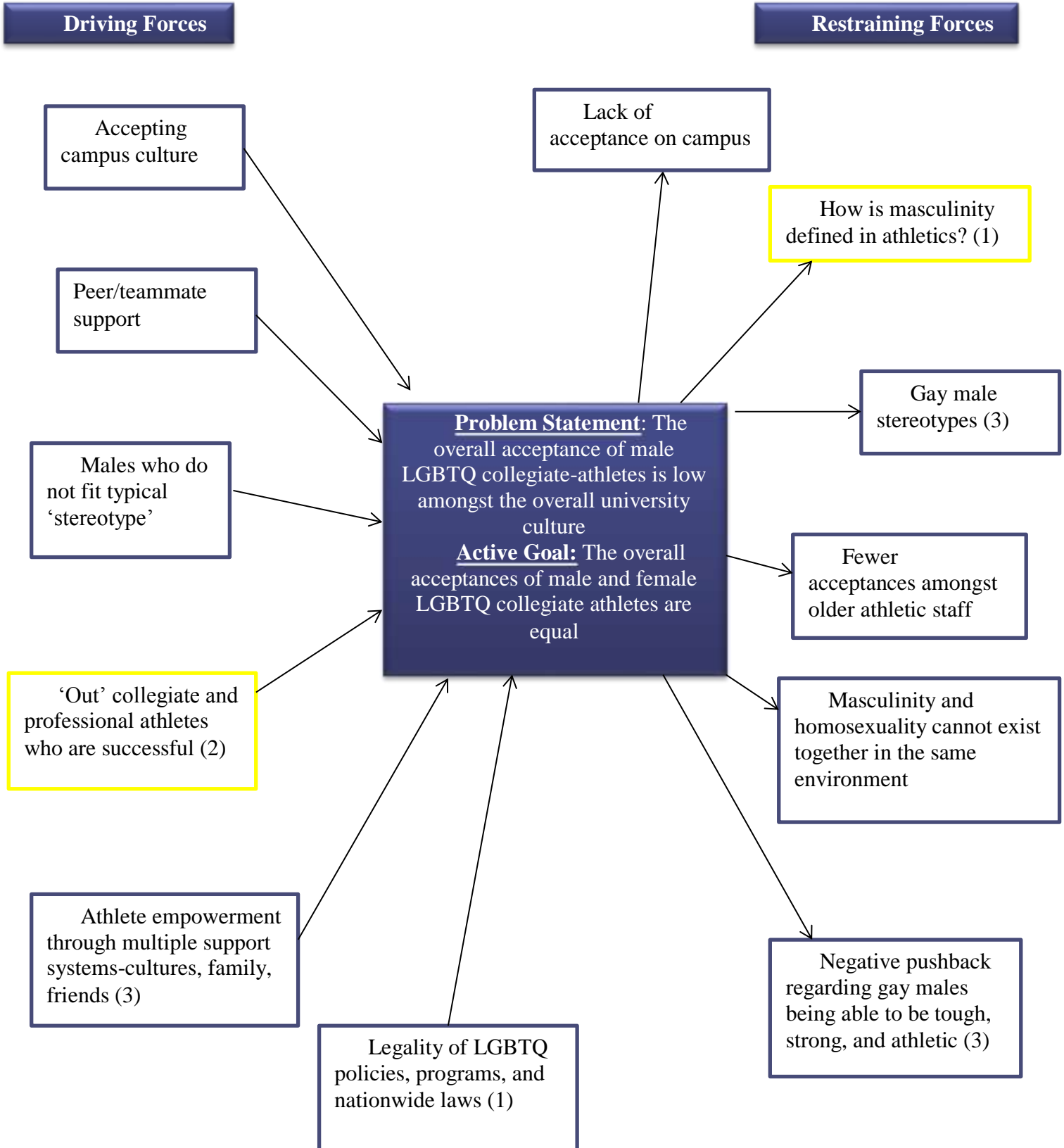
Causes



Consequences



Appendix 12: Force Field Analysis



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