

Case Western Reserve University



Spectrum
proudly presents



Safe Zone Manual

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SOMEWHERE IN AMERICA...

EVERY HOUR
SOMEONE COMMITS A HATE CRIME

EVERY DAY
THREE GAYS BECOME HATE CRIME VICTIMS

THIS IS WHY WE'RE HERE...

WHY SAFE ZONE?

- Makes it possible to easily identify individuals who are emphatic and informed about LGBTQ issues who are willing and able to provide support, information, and confidentiality
- Gives a concrete example that Case Western Reserve University supports LGBTQ people and is working to educate and raise awareness within the Case community

The Safe Zone Project will address ignorance. Spectrum feels that there is a greatly needed discussion about the homophobia present at Case Western Reserve University. It is common to hear at least one student use the phrase, "that's so gay", to express their discontent with something. More so, we feel there is an atmosphere at Case which forces LGBTQ people to keep this aspect of their lives in the "closet". We think a place of higher education should be a place where everyone feels comfortable being himself or herself (regardless of sexual orientation), and are willing to share this openly.

The university has a responsibility to educate its students and promote tolerance of people with alternate lifestyles. It is our hope that through programs like Safe Zone, we can make Case a more supportive and comfortable environment for all people.

YOUR ROLE AS A SAFE ZONE MEMBER

VISIBILITY. Your main goal as a Safe Zone member is to be visible. You are expected to post your Safe Zone sticker in a visible area. This should also be an area which is under your control. For example if you share an office, you should not hang the sticker on your office door, but rather on your own desk or personal space, in order to not falsely include non-Safe Zone members who may not feel comfortable in that role.

Once you have identified yourself and your space as a Safe Zone, you are expected to provide support, resources, and referrals to individuals who choose to approach you. You are also expected to maintain the students' confidentiality and requests for privacy.

This manual will only provide answers to the most basic of questions and concerns. Should you need further information, please contact Center for Women at Case, University Counseling Services and/or one of the area organizations. We will also be adding your name to an e-mail distribution list, so you will be receiving periodic articles of interest or relevance to these issues.

Safe Zone is not meant to be a support group, or to be substituted for therapeutic sessions with a clinical psychologist. In situations where you feel the student may need to speak to a professional, be sure to refer him/her to the University Counseling Services. DO NOT handle emotionally unstable students or situations where you believe the student or someone else may be in danger, on your own. Your role is to let them know where they can turn for help if they need it. Be sure to maintain appropriate boundaries for your own well-being.

WHAT IS NOT EXPECTED FROM YOU AS A SAFE ZONE MEMBER

You are not expected to be an expert on *GLBT* issues. Know your limits and refer a student who has needs you cannot provide, rather than guessing at answers.

There will most likely be people who will want to debate the value or purpose of the Safe Zone program, or who may challenge you about general *LGBTQ* issues. You are not expected to defend the Safe Zone or participate in debates of this nature. You are simply serving as a safe person and a resource. Please refer these individuals to members of Spectrum.

Source: Rainbow Center, UCONN

ASSUMPTIONS BEHIND THE SAFE ZONE PRESENTATION

- Discussing feelings is important to understanding the issues of difference and diversity. We hope to create a sense of safety so that feelings can be shared.
- We assume everyone is present because they care about ending all forms of oppression, including heterosexism. We may act in ways that are oppressive, though that is not our intent. Unfortunately, whether we intend it or not, it has the same effect.
- We assume that there are multiple paths toward change. Many different groups and individuals taking small steps together chip away at oppression and build toward a vision of celebrating diversity.
- We assume that learning accurate information, ending the system of oppression, and creating a celebratory and diverse community is a long-term process. Today we are taking another step.
- There may be a lesbian, gay, bisexual or transgender person in this group who will choose not to come out, while others will elect to do so. This may be true as well for others who have family members or loved ones who are GLBT.
- Being heterosexual is not a choice. Neither is being homosexual.
- Because of homophobia, we assume that there is usually little opportunity to talk freely and learn about lesbian, gay, bisexual and transgender people. This serves to perpetuate heterosexism.
- Heterosexism is a form of oppression, like racism, sexism, anti-Semitism, classism, ableism, ageism, etc.
- We all learned oppressive, homophobic beliefs. We did not ask to be taught them. While we now have the opportunity to take responsibility for them, it is not our fault that we learned them. Change hinges on our ability to separate fault from responsibility.

Source: Diversity Works, Amherst, MA

TERMS AND DEFINITIONS

Bisexual: A bisexual is one who has significant sexual and romantic attractions to members of both the same and opposite sex.

The Closet: Gay men and lesbians who conceal their sexual identity from others are said to be "in the closet". For many gay men and lesbians, the closet becomes a place in which you live, unable to tell your secret. The image of a dimly lit, stale, confining space in which it is difficult to live and grow comes to mind.

Coming Out: Coming out is the act of telling another person that you are gay or lesbian. For many gay men and lesbians this is a continuing process which occurs every time they meet someone new. Some gay men and lesbians choose to never come out to others.

Dyke: Dyke is derived from Dike of Ancient Greece, who was a storm goddess. It is a shortened version of Bulldyke. The word is used to create the image of a masculine woman. The word along with Faggot can be devastating terms to homosexual men and women in the early stages of developing their self-esteem.

Faggot: The term faggot originated in medieval times when a faggot was a bundle of sticks used to stoke a fire. The term came to refer to the burning of Gay men and Lesbians which occurred at the time. **Flamer** and **Flaming Faggot** also originated from this experience.

Gay: This word appeared in popular culture in the 1970's to describe homosexuals. It is used mainly as an adjective and underscores sexual orientation as one aspect of an individual, not as the total individual.

Gender Identity: Gender identity is how one thinks about their own gender, whether they think of themselves as a man or a woman, and to what degree they identify with the arbitrary gender roles placed on us by society.

Gender Roles: Society places arbitrary rules and roles, how one is supposed to act, dress, feel, think, relate to others, etc., on each of us based on a person's sex (what genitalia they have).

Heterosexism: Heterosexism is the idea that there is a natural form of sexuality, which is inevitable and good. The structures and institutions of our society exist to perpetuate this belief. Some examples are: the invisibility of gay men and lesbians, the lack of role models in schools and the media, and the lack of legal and cultural recognition.

Heterosexual: Heterosexual is the clinical term used to describe people who feel a sexual attraction to members of the opposite sex.

Homophobia: Homophobia is the intense and irrational fear of same-sex relationships, gay men, lesbians, and bisexuals. Gays are seen as sick, crazy, immoral, sinful, wicked, etc. Anything is believed to be justified in order to change them, including discrimination, harassment and violence.

Homosexual: The word Homosexual is a clinical term used to refer to people who are sexually attracted to members of their own sex.

Lesbian: The term Lesbian originates from ancient Greece where the homosexual poet Sappho lived on the isle of Lesbos with other Greek women. It is from this isles that the term originates. Homosexual women sometimes prefer the term Lesbian as opposed to the generic term "Gay". This term acknowledges the fact that homosexual women have different priorities and experiences than homosexual men.

Lifestyle: One's lifestyle is how they live and behave, for example, a person's hobbies, environment, family make-up, etc.

Out: To disclose a person's sexual orientation to another person. To be open regarding one's sexual orientation in a given situation.

Queer: In the past few years, Queer has been adopted by many Gay, Lesbian, Bisexual, and Transgender people as a strong, all-inclusive, confrontational, and political label for sexual minorities. It underscores and celebrates the dictionary definitions of "Differing from what is usual and ordinary; odd; singular; strange." When gay people identify themselves as queer, they are attempting to defuse a hostile label and throw it back in the face of their oppressors.

Sexual Identity: Sexual Identity is the consistent and enduring sense of one's own sexuality and repeated sexual thoughts, feelings and/or behaviors. Sexual identity is how one thinks of oneself in terms of whom one is sexually and romantically attracted to. The process of sexual identity is on going

Sexual Orientation: Sexual Orientation is defined as a predominant erotic attraction for the same or other sex, or for both sexes in varying degrees. Few, if any, obvious identifiable mannerism exists that distinguish between individuals of different sexual orientations. Sexual Orientation is not a choice, lifestyle or behavior, it is an inner sense of identity. Sexual Orientation is only one small aspect of a person's being.

Silent Minority: The term silent minority refers to the idea that gay men and lesbians are not a visible group to a casual observer. One cannot walk into a room and pick out a gay man or lesbian by sight. This allows many gay men and lesbians to live in " the closet".

Transsexual: Transsexuals are individuals who have a deep conviction that their true gender identity is out of sync with their anatomical gender identity. That is, a woman may have the genitals of a woman, but "feel" as though she is a man. Transsexuals may choose to go through hormone therapy and/or operations to obtain a different anatomical identity.

Transgender: A person whose core gender identity is different from their biological gender identity. A transgender person is someone who switches gender roles, whether it is once or many times.

Transvestite: A transvestite is someone who cross dresses for pleasure in appearance and sensation. The pleasure does not have to be erotic, but may be rebellious, empowering, or something else.

SUGGESTED "HOW TO" FOR REDUCING HOMOPHOBIA IN YOUR ENVIRONMENT

1. **Make no assumption about sexuality.** If a student/peer has not used a pronoun when discussing a relationship, don't assume one. Use neutral language such as "Are you seeing anyone" instead of "Do you have a boyfriend". Additionally, do not assume that a female who confides a "crush" on another girl is a lesbian. Labels are often too scary and sometimes not accurate. Let students label themselves.
2. **Have something gay-related visible in your office--**a sticker, a poster, a flyer, a brochure, a book, a button. This will identify you as a safe person to talk to and will hopefully allow a gay, lesbian, bisexual or questioning youth to break his/her silence. SAFE ZONE campaign stickers and resources can provide this visibility.
3. **Support, normalize and validate a persons feelings about his/her sexuality.** Let them know that you are there for them. If you cannot be supportive, please refer to someone who can be. Then work on your own biases by reading, learning and talking to people comfortable with this issue. And always remember, the problem is homophobia not homosexuality.
4. **Do not advise to come out to parents, family and friends as they need to come out at their own safe pace.** Studies show as many as 26% of gay youth are forced to leave their home after they tell their parents. IT IS THEIR DECISION and they have to live with the consequences. Help them figure out what makes sense for them.
5. **Guarantee confidentiality with students.** Students need to know their privacy will be respected or they will not be honest about this important issue. If you cannot maintain confidentiality for legal reasons, let students know this in advance.
6. **Challenge homophobia.** As a role model for your students, respond to homophobia immediately and sincerely. Encourage in-service trainings for staff and students on homophobia and its impact on gay and lesbian youth.
7. **Combat heterosexism in your classroom.** Include visibly gay and lesbian role models in your classroom.

8. Learn about and refer to community organizations. Familiarize yourself with resources and call them before you refer to make sure they are ongoing. Also, become aware of gay-themed bibliographies and refer to gay-positive books.

9. Encourage school administrators to adopt and enforce anti-discrimination policies for their schools or school systems which include sexual orientation. The language should be included in all written materials next to race, sex, religion, etc.

10. Provide role models. Gay and straight students benefit from having openly gay teachers, coaches and administration. Straight students are given an alternative to the inaccurate stereotypes they have received and gay students are provided with the opportunity to see healthy gay adults. You, as teachers, can help by making gay and lesbian students feel more welcome.

Suggestions compiled by [Youth Pride, Inc.](#)

WHEN A PERSON TELLS YOU THEY ARE LGBTQ

The LGBTQ person is apt to have spent many hours in thoughtful preparation and shares the information with a keen awareness of the possible risk. There is no way for the LGBTQ person to predict your reaction accurately.

Things you should do:

- Understand that the LGBTQ person is still the same person you knew before
- Be sure that your questions are not inappropriate, especially in light of the context your relationship
- Be honest and open with your feelings. Share them with the person, even if they are not necessarily positive, but also admitting those feelings may change after time passes

THE TRUTH ABOUT SEXUAL ORIENTATION

1. **Lesbian, gay and bisexual people cannot be identified by certain mannerisms or physical characteristics.** People who are lesbian, gay or bisexual come in as many different shapes, colors and sizes as do people who are heterosexual.
2. **Sexual experiences as a child are not necessarily indicative of one's sexual orientation as an adult.** Many lesbian, gay and bisexual people have early heterosexual experiences, but are still lesbian, gay or bisexual; many avowed heterosexuals have had sexual contact with members of their own sex, but are still heterosexual.
3. **No one knows what causes sexual orientation.** Many lesbian, gay and bisexual people know that they are attracted to members of their own sex at an early age, sometimes as young as 6 or 7 years old. Others learn much later in life, in their 30's, 40's or 50's. Some research indicates that sexual orientation is determined between birth and age 3, but no one is sure what causes particular orientations.
4. **Many people accuse lesbian, gay and bisexual people of "flaunting" their sexuality when they talk about their partner, hold hands or kiss one another in public.** These are activities that heterosexual couples do all the time. Due to homophobic reactions, some lesbian, gay and bisexual people are actually forced to hide their sexuality in public, not flaunt it.
5. **People who are lesbian, gay and bisexual work in all types of jobs and they live in all types of situations.** They belong to all ethnic and racial groups. They are members of all religious communities. They exhibit a range of mental and physical capabilities. They are young, middle aged, and old.
6. **Sometimes oppression based on sexual orientation escalates into acts of physical violence.** In surveys of lesbian, gay and bisexual people, 52-87% have been verbally harassed, 21-27% have been pelted with objects, 13-38% have been chased or followed and 9-24% have been physically assaulted.
7. **Most lesbian, gay and bisexual people are comfortable with their own biological sex; they don't regard themselves as members of the opposite sex.** Being lesbian, gay or bisexual is not the same as being transgender.
8. **The majority of child molesters are heterosexual men, not lesbian, gay or bisexual people.** Almost all studies show that over 90% of child molestation is committed by heterosexual men.

9. Homosexuality is not a type of mental illness and cannot be "cured" by psychotherapy. Although homosexuality was once thought to be a mental illness, the American Psychiatric and Psychological Associations no longer consider it to be one. Psychiatric and psychological attempts to "cure" lesbians and gay men have failed to change the sexual orientation of the patient. These "treatments" may help change sexual behavior temporarily but also can create emotional trauma.

10. There is no definable gay "lifestyle". Similarly, there is no standard heterosexual lifestyle. Some people might like to think that a "normal" adult lifestyle is a heterosexual marriage with two children. Less than 7% of all family units in the U.S. consist of a mother, a father and two children living together. The most accurate generalization might be this: lesbian, gay and bisexual people are different from one another in the same ways that heterosexual people are different from one another.

Compiled by **Youth Pride, Inc.** with the help of **The Campaign to End Homophobia.**

STRATEGIES FOR EDUCATORS AND STAFF MEMBERS

1. Identify lesbian/gay contributions throughout the curriculum. (History, art, science, literature, religion, etc.).
2. Provide history of oppression. (Holocaust, origin of the word "faggot").
3. Submit request to improve library holdings (both fiction and non-fiction) related to sexual diversity. Make an effort to keep such materials up-to-date.
4. Develop and /or advertise resources (i.e. support group) for lesbian/gay students and their families.
5. Bring openly lesbian and gay adults as resources in classes or programs.
6. Include lesbian and gay concerns in all prevention programs (suicide, dropout, pregnancy, etc.); and in training of peer leaders, student government, etc.
7. Support your lesbian and gay colleagues.
8. Policies: A. Schools are encouraged to develop policies protecting LGBTQ students from harassment, violence, and discrimination. B. Include "Sexual & Gender Orientation as protected categories in you anti-discrimination policies. C. Extend "Domestic Partnership" benefits to LGBTQ employees on par with heterosexual employees.
9. Schools are encouraged to provide affirming counseling for LGBTQ youth and their families.
10. Schools are encouraged to recruit "open" LGBTQ faculty and staff to serve as supportive adult role models for all youth.
11. Educate yourself to the needs and experiences of LGBTQ youth and their families.
12. Support official university recognition and funding of LGBTQ organizations.

Source: Task Force Against Homophobia, SHU

STATISTICS

Gay and Lesbian students often feel invisible in their schools. Their invisibility is typically reinforced by heterosexism in their environment, which causes gay and lesbian young people to feel invisible, unsupported and isolated. The following statistics vividly illustrate some of the reasons educators should be concerned about the experiences gay and lesbian young people have while in school.

Suicide:

A 1989 study by the US Department of Health and Human Services showed gay and lesbian youth are two to three times more likely to attempt suicide than heterosexual young people. 30% of the completed youth suicides are committed by lesbian and gay youth annually and suicide is their leading cause of death.

School Drop-Out:

28% of gay and lesbian high school students in a national study were seen to have dropped out of school because of harassment resulting from their sexual orientation. (Remafedi, G., *Pediatrics*, 326-330. 1987)

Isolation:

80% of lesbian, gay and bisexual youth report severe isolation problems. They experience social isolation, emotional isolation and cognitive isolation. (Hetrick, E.S., Martin, A.D., *Journal of Homosexuality* 14(1/2). 25-43. 1987)

Violence:

45% of gay males and 20% of lesbians report having experienced verbal harassment and/or physical violence as a result of their sexual orientation during high school. (National Gay and Lesbian Task Force, "National Anti-Gay/Lesbian Victimization Report", 1984)

Homelessness:

26% of gay and lesbian youth are forced to leave home because of conflicts with their families over their sexual identities. (Remafedi, G., *Pediatrics*, 79, 326-330, 1987)

HIV/AIDS:

Approximately 20% of all persons with AIDS are 20-29 years old; given the long latency period between infection and the onset of the disease, many

were probably infected as teenagers. (Lehman, M., *HIV/AIDS Surveillance Report*, 5(1), 1993)

Student Attitudes:

97% of students in public high schools report regularly hearing homophobic remarks from their peers. (*Making Schools Safe for Gay and Lesbian Youth: Report of Mass. Governor's Commission on Gay and Lesbian Youth*, 1993)

Staff Attitudes:

53% of students report hearing homophobic comments made by school staff. (*Making Schools Safe for Gay and Lesbian Youth: Report of Mass. Governor's Commission on Gay and Lesbian Youth*, 1993)

Health Issues:

68% of adolescent gay males use alcohol and 44% use other drugs; 83% of lesbians use alcohol and 56% use other drugs. (Hunter, J. et al. Unpublished research by the Columbia University HIV Center for Clinical and Behavioral Studies, 1992)

Depression:

In a study of depression and gay youth, researchers found depression strikes homosexual youth four to five times more severely than their non-gay peers. (Hammelman, TL, 1990)

Fact Sheet compiled by [GLSEN](#), New York, NY and [Youth Pride, Inc.](#), Providence, RI

COMING OUT

The term "coming out" (of the closet) refers to the life-long process of the development of a positive gay identity. It is a very long and difficult struggle for many because gay people often have to confront many homophobic attitudes and discriminatory practices along the way. Many need to struggle with their own negative stereotypes and feeling of homophobia which they learned when they were growing up. Before a person can identify him/herself as good about who they are, they will need to challenge their own attitudes and take them from the lower end of that homophobic continuum (repulsion, pity, tolerance) to feelings of appreciation and admiration. But it often takes years of painful work to develop a positive gay identity. Then, many gays begin to make decisions about whom to tell that they are gay. Many gays are afraid to "come out" to their friends and family.

What is the fear?

- Rejection - loss of relationships
- Gossip
- Harassment/abuse
- Being thrown out of family
- Being thrown out of house
- Having their lover arrested
- Loss of financial support
- Losing their job
- Physical violence
- Being vulnerable
- Another's reaction

Why might gay/lesbian and bisexual people want to come out to friends/relatives?

- End of the "hiding game"
- Feel close to those people
- Be able to be "whole" around them
- Stop wasting energy by hiding all the time
- Feel like they have integrity
- To make a statement that "gay is OK"

How might someone feel after someone comes out to them?

- Scared
- Shocked
- Disbelieving
- Uncomfortable
- Not sure what to say
- Not sure what to do next
- Wondering why the person came out

What do people expect/want?

- Acceptance
- Support
- Understanding
- Comfort
- Closer friendship
- That knowing won't negatively affect their friendship
- A hug and a smile
- An acknowledgment of their feelings

Source: Task Force Against Homophobia, SHU

HELPING THOSE WHO ARE COMING OUT

Understanding your own feelings:

Before anyone can help a gay man, lesbian or bisexual, he/she must examine his/her own feelings about same-gender relationships and activity. Can the individual comfortably encourage the gay person to act on his/her same-gender feelings? How would an individual react if a family member or roommate came out to him/her. It might be helpful if the individual would discuss these issues with a person who is gay.

Acceptance:

Acceptance of gay men, lesbians, or bisexuals can have a powerful effect and impact on their self-concepts. Complete understanding is not needed to be accepting. An individual's reaction can have a greater impact than all the collective direct and indirect reactions of society.

Destroying Myths:

A great number of myths support the negative responses members of society dole out. Individuals can counteract those negative responses more effectively if they can help people coming out see through the myths and stereotypes that exist. In order to do this, the individual can become familiar with these myths and possess accurate information about the realities of same-gender sexual orientation.

Acceptance with Significant Others:

The coming out stage is the most important in building self-acceptance. Gay, lesbian, and bisexual people sometimes find it difficult to develop positive self-concepts until they have received positive reaction to their orientation. Telling some significant people in their lives about their sexual orientation can be critical in developing positive self-conceptions.

COMMUNITY RESOURCES

Center for Women (Case Western Reserve University)

309 Thwing Center, CWRU

Cleveland OH 44106-7175

(216)368-0985

University Counseling Services

(216)368-5872

PFLAG - Cleveland Chapter

C/O 2332 Delaware Drive

Cleveland Heights, OH 44106-3116

(216)556-1701

GLSEN - Cleveland Chapter

M.P.O. Box 0472

Oberlin, OH 44074-0472

email: info@glscleveland.org

Lesbian Gay Community Center of Greater Cleveland

6600 Detroit Avenue

Cleveland, OH 44102

(216) 651-5428

Toll-free: (888) 429-8761

email: info@lgcsc.org

SUGGESTED FIRST READ BOOKS

Adelman, M., Ed. *Long Time Passing: Lives of Older Lesbians*. Alyson Publications, Boston, 1986. Personal Stories.

Bailey, Derrick S. *Homosexuality and the Western Christian Tradition*. 1975. Archon Books. Includes bibliography.

Blumenfeld, Warren J. *Homophobia: How We All Pay the Price*. Boston. Beacon Press, 1992. Essays on the generalized effects of homophobia and heterosexism.

Borhek, Mary V. *Coming out to Parents*, Pilgrim Press, 1983. A two-way survival guide for gays, lesbians, and their parents. How to handle the confusion, disappointment, and guilt that is sometimes present.

Brown, Rita Mae. *Rubyfruit Jungle*, Bantam Books, 1973, 1988. A novel about growing up lesbian in American.

Clark, Don. *Loving Someone Gay*. Celestialarts, 1977, 1987. Sympathetic and knowledgeable guide for gays, their families, friends, therapists and counselors who want to support them. Written by a therapist who is a gay father.

Cohen, Susan and Daniel. *When Someone You Know is Gay*. Celestialarts, 1989. Addressed to adolescents as informational, this covers a wide range of topics honestly and empathetically.

Dew, Robb Foreman. *The Family Heart*. Ballantine Books, 1994. A mother's memoir of when her adolescent son came out...the impact on relationships within and beyond the family, and their processes for survival and growth.

Fairchild, Betty. *Now That You Know*, Harcourt, Brace, Jovanovich, 1977. Personal account of one of the founders of the national organization of Parents and Friends of Lesbians and Gays (P-FLAG). Includes practical advice and many first-person stories from parents and gay youth.

Fricke, Aaron. *Reflections of A Rock Lobster*. Alyson Publications, 1981. Aaron Fricke made national news when he sued his school for the right to take a male date to the prom. Here is his story of growing up gay in America.

Garden, Nancy. *Annie on My Mind*. Farrar, Straus, & Giroux, 1982. A realistic love story of two young women. Includes lots of useful and accurate information about homosexuality and tells what it feels like to be gay.

USEFUL ONLINE LINKS

Local:

- Case Western Reserve University: Spectrum
<http://home.cwru.edu/spectrum/>
- GLSEN (Gay, Lesbian & Straight Education Network) - Cleveland chapter
<http://www.glsencleveland.org/>
- Lesbian Gay Community Center of Greater Cleveland
<http://www.lgcsc.org/>
- Cleveland Stonewall Democrats
<http://www.clevelandstonewalldemocrats.org/>
- PFLAG (Parents Friends of Lesbians and Gays) - Cleveland chapter
<http://www.pflagcleveland.org/>
- Cleveland Aids Taskforce
<http://www.aidstaskforce.org/>
- TransFamily
<http://www.transfamily.org/>

National:

- GLADD (Gay and Lesbian Alliance Against Defamation)
<http://www.glaad.org/>
- GLSEN (Gay, Lesbian & Straight Education Network)
<http://www.glsen.org/cgi-bin/iowa/home.html>
- Human Rights Campaign
<http://www.hrc.org/>
- PFLAG (Parents Friends of Lesbians and Gays)
<http://www.pflag.org/>
- Gay and Lesbian National Hotline 1-888-THE-GLNH (4564)
<http://www.glnh.org/home.htm>
- National Gay and Lesbian Task Force
<http://www.ngltf.org/>
- Human Rights Campaign Foundation
<http://www.hrc.org>

Special Thanks to:

The Center for Women at Case Western Reserve University
University Counseling Services

...everyone else who helped make the Safe Zone program at Case possible.

NOTES