



# **Increasing Active Support for LGBTQI+ People: Building Personal & Community Resilience**

**A WORKSHOP FOR ACTIVISTS**  
Facilitator Guide



IPsyNet

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# About this Workshop

## HISTORY AND OVERVIEW

This workshop design represents Phase II of an international initiative to increase active support for people involved with LGBTQI+ advocacy. This initiative began when staff from the American Psychological Association (APA), through their earlier research-based work on coping mechanisms in the face of political threat, and more recent work using the theory of planned behavior, introduced a new concept to members of International Psychology Network for Lesbian, Gay, Bisexual, Transgender, and Intersex Issues (IPsyNet). The concept involved the development of a one-day workshop for activists that draws on this previous work and that could be implemented globally. The overall goals of the workshop are twofold: 1) to inform and strengthen the strategies used by people who are involved with LGBTQI+ advocacy, and 2) to enhance the coping skills and resilience of activists. The IPsyNet group agreed to embark on an initiative and, through grant funding from the Arcus Foundation, the first phase of the initiative was launched. An IPsyNet Workshop Committee was formed, APA staff provided leadership for the initiative, and instructional design services were acquired from ETR, an international, non-profit organization with expertise in health equity and learning science.

### Phase I:

A one-day, four-part workshop was designed to meet the learning objectives noted above. In 2016, the first version of the workshop was piloted with a group of psychologists, in conjunction with the International Congress of Psychology in Yokohama, Japan. The workshop was also piloted by IPsyNet representatives with advocacy community members in Manila, the Philippines, and Cape Town, South Africa.

Participant assessments during the pilot phase indicated that while many found the psychological theory elements to be of interest, the component they found most useful was the module on self-care. Additional participant feedback indicated that the limited scope of the self-care concepts covered did not fully resonate in non-western societies that are more collectivist in nature.

### Phase II:

Based on participant feedback, the IPsyNet Workshop Committee made the decision to reconstruct and expand the self-care module; the resulting work was again supported through grant funding from the Arcus Foundation. The ETR consultant, who was commissioned to develop and design the expanded module, gathered input from several researchers and practitioners who specialize in activist well-being and trauma-informed practices. The expanded module allows for a more research-based



and comprehensive approach to self-care through exploring the origins and effects of stigma-related stress and examining a well-being model that emphasizes proven coping strategies—personal practices of self-care, accepting and nurturing social connections, and resisting structural inequities.

## WORKSHOP CONTENT & INSTRUCTIONAL DESIGN

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This workshop was made possible through the generous support from the **Arcus Foundation**.

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## **IPSYNET SUPPORT**

We also want to acknowledge the many IPsyNet representatives from around the world who have provided input and feedback on the development of this module.



## PURPOSE

To enhance the well-being of activists who support LGBTQI+ people by strengthening their ability to actively cope with and confront anti-LGBTQI+ stigma.

## LEARNING OBJECTIVES

As a result of this workshop, participants will:

1. Describe their personal purpose for engaging in activist work to support LGBTQI+ people.
2. Identify 2–3 significant stressors that they experience as a result of their activist work.
3. Explore the role that anti-LGBTQI+ stigma plays in LGBTQI+ oppression and resulting stress.
4. Discover the potentially harmful effects of unaddressed stigma-related stress.
5. Recognize that stigma is **socially constructed** and is NOT based on an inherently negative characteristic of individuals.
6. Identify a set of active coping strategies that impact an activist's well-being by engaging in the following steps:
  - **Reaffirm** their purpose;
  - **Replenish** mind and body through personal practices of self-care;
  - **Reconnect** and **Revitalize** connectedness with supportive communities, including LGBTQI+ communities, allies, friends, colleagues, and family; and
  - **Resist** socially constructed oppression and **Renew** by generating strength in taking individual and collective action.
7. Implement a personal plan of action to strengthen their active coping skills in order to boost their well-being.

## SCIENCE-BASED INSTRUCTIONAL DESIGN

The components of this workshop were developed using a science-based approach to instructional design. The **Design for Learning (D4L)** process, developed by ETR, is based on cognitive and implementation science, neuroscience, adult learning theory and change theory and takes into account best practices identified by a cadre of seasoned health and equity trainers. The D4L process uses a distributed learning approach which includes the following research-based design elements: priming for learning (before the event and/or early in the event), clarity of intent, sufficient time allotment, learner assessment of relevance, participant-centered learning environment, cognitive engagement, follow-up support.<sup>9</sup>





# Facilitator Guidance

## CONSIDERATIONS

- **Use of LGBTQI+.** In this module we will use the common abbreviation LGBTQI+ to describe the communities with whom activists work. The letters stand for lesbian, gay, bisexual, transgender, queer or questioning, and intersex; and the + indicates all other sexualities and gender identities that are not included in these few letters.
- This workshop design is intended as a general guide for achieving the learning objectives. Facilitators are encouraged to adapt the learning segments, as appropriate, for their populations and with attention to cultural differences. For example, you may want to create space that allows for culturally relevant openers and closures; perhaps there are important rituals that need to be followed. What is most critical is providing an experience to meet the stated learning objectives, this, in turn, will lead to the intended outcome—enhancing the well-being of activists who support LGBTQI+ people and work against oppression in its various forms.
- The learning objectives and workshop segments have been developed based on current research regarding stress, stress-related stigma, trauma-informed practices, growth mindset, active coping, and resilience factors. A reference list is provided.
- This workshop takes into account that activists who take part in this learning process may include both LGBTQI+ people and heterosexual cisgender allies.
- As requested from participants in the pilot training sessions, a number of mindfulness activities have been infused throughout the workshop and a list of additional mindfulness activity ideas is included as a handout (#4). Facilitators are encouraged to use mindfulness strategies that work best in their setting and cultural context.
- There is no limit on the size of the group, just keep in mind that smaller groups (10–15 people) may allow more interaction time for each group member. Using small group discussion and partner sharing works well for any size group.
- Note that some of the content and resulting discussions may be triggering for some participants. It is important that facilitators be aware of and prepared for this and, when necessary, support participants as appropriate.



## ETR SCIENCE-BASED LEARNING TOUCHPOINTS<sup>9</sup>

### Priming

The first touchpoint, and critical element, in our **Design for Learning** process is priming. Priming helps participants ease into the purpose and content of a learning event by providing the opportunity to anticipate and conclude that the content is relevant and valuable to their work. It is preferable to use a priming strategy before the event (for example, sending the objectives, agenda and a brief reading assignment or set of guiding questions prior to the event). This allows participants to gain needed content knowledge through an individualized, self-paced process, prior to the workshop. In some cases, reaching out to participants before the event may not be feasible so then it is important to use priming at the start of the workshop. For this workshop, the first workshop segment is structured to provide the priming phase.

### The Learning Event

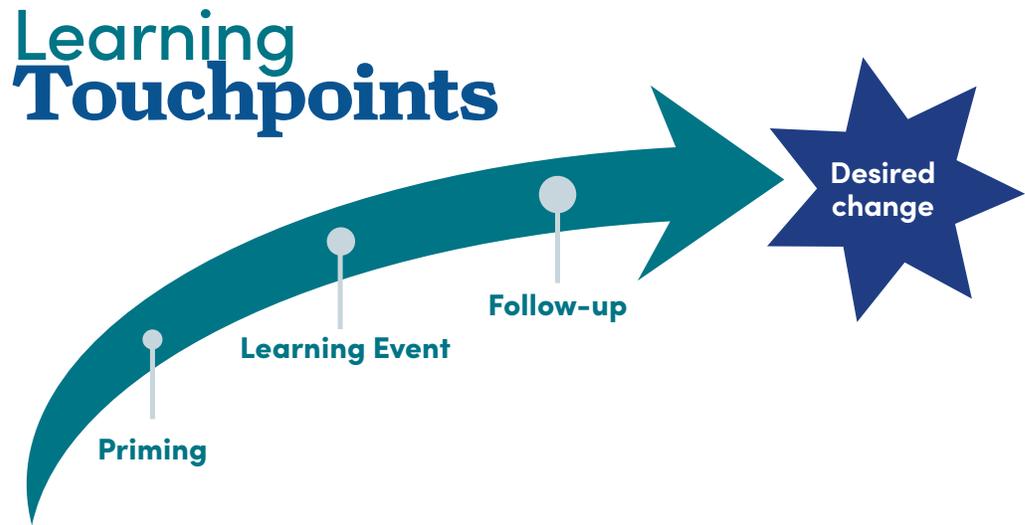
The next touchpoint is the learning event itself. In order for learning to occur it is important for facilitators to use a research- and best practice-based approach when delivering the event, whether in-person or virtual. This includes providing the following elements (all are found as components in this workshop design):

- **Opening elements.** Well-planned openers communicate that the facilitator is knowledgeable, prepared, and respectful of the learners. Openers help participants feel comfortable, safe, welcome, and included. Opening elements contribute to priming by intentionally moving the learners into the proper mindset for the content and skill set(s) being addressed.
- **Body elements.** The body of the workshop is the phase where knowledge/key content is introduced and reinforced. It is important to use learning strategies that allow participants time to think about the content and what it means to them. It is also important to allow time for participants to interact with one another to elevate the learning by gathering many points of view.
- **Closing elements.** Well-planned closures are important for reinforcing a respectful and supportive environment and one that supports learning transfer. Closing elements allow learners to retrieve, synthesize, and elaborate on key learnings and strategies gained. Closure provides the space for participants to think (forward) about how this learning experience can impact their personal/work environment, identify barriers and supports, and create intended action steps/commitments.

### Follow-Up Support

The final touchpoint is follow-up support (FUS). This is a critical research-based design element that enhances learning. The intent of conducting FUS is to boost the successful transfer of learned strategies and/or skills to everyday life.

FUS processes may take place over time and may be altered as the needs of the participants change. It is important to note that FUS should not include the introduction of new information; the intent is to reinforce the content and strategies provided during the event.



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## **GUIDANCE FOR LEADING MINDFULNESS ACTIVITIES**

Because the purpose of the workshop is to enhance the well-being of activists, it is important for participants to have the opportunity and space to gain awareness of their thoughts, feelings, and body sensations. It has been shown that mindfulness can help us navigate complexity and uncertainty and can lead us to effective, resilient responses to boost our well-being. Each segment of the workshop includes a mindfulness exercise to allow each person time to breathe and become fully present. The following is guidance for leading a mindfulness exercise.

**Important Note:** When inviting participants to take part let them know that this is a consent-based practice, meaning individuals decide whether or not they wish to participate. Stress that there is no pressure. For those who choose to not participate, ask that they consider holding this time as “sacred space” by just stopping what they are doing and being present. For those who do join, invite them to participate as they are able. If there is an instruction that they are unable to take part in, or a body part they cannot feel, that is OK. Invite them to do whatever is comfortable for their bodies.



## Tips for guiding a mindfulness exercise:

- Speak clearly and calmly.
- Introduce the exercise by sharing with participants:
  - “The goal of this exercise is to be present in your current state, whatever you are feeling and whatever state you are in is fine.”
  - “Remember that it is OK if you choose not to participate.”
  - “Remember if you do take part, do so as you are able, adapt as necessary for your own comfort.”
- As you facilitate the process, take a deep inhale, and speak on your exhale. This will help to keep a good pace and make sure that you are breathing as well.
- Always give participants a choice to do what feels most comfortable (e.g., keep eyes open or closed, sit on the floor or in a chair, rest hands on their body or down by their sides). Use words like, “choose a position that feels most comfortable for you.”
- At the facilitator, you may close your eyes. However, if the group is unfamiliar or new, you may want to open your eyes briefly on occasion to look around the room and gauge the experiences of your participants.
- Give a warning for subtle transitions (e.g., “in a moment we will begin our meditation... after two more deep breaths, we will open our eyes to come back to the group”).
- Allow time for several deep breaths (e.g., 5–10) before starting a guided activity for participants to settle into their bodies.
- Speaking consists of cues and pauses. Cues guide participants to notice a present experience or follow a guided visualization. Pauses allow participants to experience those cues on their own. Vary pause lengths from 2–8 breaths. When in doubt, talk less.
- If you are newer to leading a mindfulness activity, practice reading the script out loud several times and leading the exercise with another person. Ask for their feedback on tone of voice, cues, and pauses.





## FACILITATOR PREPARATION

### Preparing for the workshop

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- Study the workshop design thoroughly and prepare facilitation strategies for each activity. Make decisions about activity options. Adapt for your setting and participant group.
- Read the research articles found in reference section and/or give attention to the “What We Know” sections for each training segment in the workshop design.
  - Recommended References: Frost (2011), Russell (2004), Russell & Richards (2003) Batts (2019).
- Think about and prepare 2 or 3 examples of stigma that you have experienced or know others have experienced.
- Prepare/gather facilitator and participant materials.

### Just prior to the event

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- Arrive early to set up the learning space.
- Check AV equipment.
- Check visibility of screen from where each participant will sit.
- Set up PPT and project the first slide – workshop title and welcome.
- Organize materials.

### During the event

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- Greet participants as they arrive, help them feel comfortable.
- Provide facilitation as outlined in the workshop design (beginning on page 12).

### After the event

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- Provide follow-up support for participants (this will depend on access and resources). A few ideas:
  - Send a follow-up email or text to participants to check in and to remind them to try some of the coping strategies they identified as useful.
  - Set up a “buddy system” during the event so participants develop a plan to check in with each other at intervals to provide one another with support and motivation. Send a reminder to participants to “check in” with their buddy.
  - Follow up with specific support that was requested by individuals, or the full group, at the time of event.
  - Your ideas? \_\_\_\_\_



## Facilitator Materials

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- Facilitator Guide
- PowerPoint (PPT) Slides
- LCD Projector
- Chart Paper
- (Optional) Chimes (or another strategy for calling participants back to large group discussions)
- (Optional) Drum – for final mindfulness activity
- Masking Tape
- Markers
- Timer

## Participant Materials

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- Handout 1: Note-Catcher
- Handout 2: Well-Being and Resilience Model
- Handout 3: Coping Strategies - A Checklist for Activists
- Handout 4: Mindfulness Activities
- Handout 5: Feeling Wheel (optional)

## Facilitator Self-Care

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Take care, facilitators! This content and these practices are not always easy to facilitate. Here are a few suggestions for facilitator self-care:

Before each training segment, give yourself a couple of minutes to get centered.

- How are you feeling? (mind and body)
- Where do you feel tension?
- What do you need to do to feel fully present and focused on your learners?
- Focus on purpose and the positive intentions related to what you are teaching; this is important work.

Some facilitator self-care tips that decrease anxiety and increase focus, creativity, and energy:

- Over prepare.
- Hydrate!
- Get adequate sleep.
- Remember to breathe.
- Eat something with protein prior to the session.
- Remember to pause.
- Move and stretch.
- Consider engaging in a one-minute mindfulness exercise prior to the session (see mindfulness ideas – Handout #4, page H12).



## Increasing Active Support for LGBTQI+ People: Building Personal and Community Resilience

A WORKSHOP FOR ACTIVISTS

# Agenda-At-A-Glance

APPROXIMATE TIME	DESIGN CONTENT
Prior to Convening	<b>Meet and Greet</b>
20–30 Minutes	<b>—Convene—</b> <b>Segment A</b> Gathering and Grounding
45–60 Minutes	<b>Segment B</b> Stress, Stressors, and Stigma
10–15 minutes	Break (Move & Stretch)
45–60 Minutes	<b>Segment C</b> Active Coping and Well-Being <ul style="list-style-type: none"><li>• Reaffirm</li><li>• Replenish</li><li>• Reconnect &amp; Revitalize</li><li>• Resist &amp; Renew</li></ul>
20–30 Minutes	<b>Segment D</b> Closure, Connections and Taking Action!



# WORKSHOP DESIGN

# Gathering and Grounding



## PURPOSE

To establish a safe and inclusive learning environment and to support learners to: (1) assess the relevance of the workshop content to their work as activists, and (2) to consider their purpose for engaging in activist work.

**Learning Objective:** As a result of this workshop segment, participants will:

1. Describe their personal purpose for engaging in activist work to support LGBTQI+ people.



## TIMEFRAME

20–30 minutes

## Facilitator Self-Care

Consider the facilitator self-care guidance on page 10 to prepare and ground yourself emotionally and physically for working with your group.



## FACILITATOR BACKGROUND: WHAT WE KNOW

- Instructional Design: A comfortable, inclusive and learner-focused environment will positively influence participant engagement and motivation.<sup>9</sup>
- Having clarity of purpose is critical. If our sense of purpose is not clear, or if we live out of alignment with what we value, we become vulnerable to burnout and compassion fatigue.<sup>16</sup>
- Having a purpose has been cited consistently as an indicator of healthy aging for several reasons, including its potential for reducing mortality risk.<sup>8</sup>



## PROCEDURE

### Welcome and Introductions

- Welcome participants to the session.
- If facilitator(s) aren't known to all, introduce the facilitator(s).
  - Name, pronouns, what drew you to facilitating this session (your story – in brief)
- Participant introductions.

If participants don't know each other, here are some options for introductions:

- If group is small and you have enough time, have each person introduce themselves:  
My name is \_\_\_\_\_, my pronouns are \_\_\_\_\_, I have been an activist for (amount of time)
- If the group is large, the same process can be used but at table groups or in small groups. Ask each small group to designate who will go first and then proceed clockwise until all get a chance to share.

If participants all know each other, give them the opportunity to greet each other, here are some options (if group is large, ask participants to share in small groups/ table groups):

- Say hello and share one word that describes how you are feeling today.
- Say hello to the group and share one expectation you have for this session.

## Workshop Overview

- Briefly share the purpose and objectives for the workshop.
- Materials Check. Make sure participants have a set of participant materials.
  - Point out the Note-Catcher (Handout #1, page H1). This is a place to capture thoughts and insights.



- Share a brief overview of the workshop agenda—let participants know that for each learning segment we will include the following processes:
  - ✓ Activate awareness
  - ✓ Explore what we know
  - ✓ Reflect on learning

## Learning Community

- Establish Group Agreements.
  - Share a set of suggested group agreements that will help to keep the learning environment safe and inclusive.
  - Ask for additions to the list, then ask for agreement by a show of hands or a “thumbs up” from all.
- Establish Learning Partners.
  - Ask each person to identify an “elbow partner” (someone sitting close to them) and a “long distance partner” (someone across the room).
  - Make sure partners acknowledge each other as elbow and distance.
  - Remember your partners!
  - Throughout the workshop, when gathering in pairs, facilitators can indicate which partner to find.

### FACILITATOR NOTE

A few suggested group agreements:

- Respect others’ opinions
- Honor diversity of experience
- Include all voices
- Give people the benefit of the doubt
- When we disagree, get curious
- When we agree, stay curious
- Honor confidentiality

## Inclusion/Grounding

- **Priming.** Share with participants that because the focus of this workshop is on well-being, we will be infusing each segment with some mindfulness processes to allow each of us time to breathe, and become more aware of our thoughts and feelings.
  - We will invite each of you to take part but this is a consent-based practice, meaning you decide whether or not you wish to participate. There is no pressure to do so, it is up to each individual. If you don’t participate, consider holding this time as “sacred space” by just stopping what you are doing and being present.
  - If you do join, participate as you are able. If there is an instruction that you cannot do, or a body part you cannot feel, that is OK. Just do whatever is comfortable to find a way.
- Share the following descriptions of *mindfulness* (next page) to set the stage.

### FACILITATOR NOTE

*Important:* Review the “Brief Introduction to Mindfulness” instructions prior to conducting the “Activate” activities in each workshop segment.

## Brief Introduction To Mindfulness

- Mindfulness is the practice of paying attention, on purpose, to the present moment without judgment.
- The main underlying tool of mindfulness is to stay present with our thoughts and feelings, even if uncomfortable, to be OK with what we are feeling.
- Mindfulness allows us to: 1) develop authentic self-awareness of how we feel moment to moment, and 2) develop insight about the non-conscious motivations that drive us to do what we do.
- Mindfulness also helps us to better monitor our emotional states and stay present in the midst of challenging circumstances so that we can thoughtfully respond rather than impulsively react.



## ACTIVATE: GROUNDING IN PURPOSE

- Share with participants that, in a moment, we will do a mindful breathing exercise. The goal of this exercise is to be present in your current state, whatever you are feeling and whatever state you are in is fine. We are just tapping into our current thoughts and feelings.
- Remind participants:
  - *It is OK if you choose to not participate.*
  - *If you do take part, do so as you are able, adapt as necessary for your own comfort.*
- Facilitate the Mindfulness Activity

### FACILITATOR NOTE

Remember to review the guidance on leading mindfulness activities in the facilitator guidance section.

## Mindful Breathing (2–5 min)



### Script:

- ▶ *Find a relaxed, comfortable position. With feet on the ground, let your arms and hands rest wherever feels comfortable. Choose to keep your eyes open or closed. If your eyes are open, focus your eyes on an object in front of you that is not moving.*
- ▶ *Now bring your attention to your breathing. It is not necessary to change your breathing pattern at all, but it may feel natural to take a few deep breaths in and out.*
- ▶ *Notice where it is easiest to feel your breath in your body. That may be where the air moves in and out of the nose or how your chest or abdomen move with every inhale and exhale. Let your awareness rest wherever it is easiest to focus your attention on your breath.*

- ▶ *You might notice after a few breaths that your mind wanders away. Thoughts may arise. You may hear a sound. Whenever your mind wanders away, just notice and redirect your attention back to the anchor point of your breath.*
- ▶ *In this moment, you may feel calm or you may feel overwhelmed. Keep anchoring your attention to your breath so that you can be with whatever it is that you are experiencing. There is no right or wrong way to do this. There is no right or wrong way to feel. Just notice.*
- ▶ *In a moment, I will invite you to do a visualization exercise.*
- ▶ *Now think about your work as an activist. What about this work enriches you? What about the work brings you joy? What about your activism are you most passionate about? What motivates you to do this work?*  
*Facilitators: read with long pauses between questions to allow time for thoughts to surface.*
- ▶ *Think about your motivations when you first started this work and where you are now. How has your motivation changed over time?*
- ▶ *When you are ready, open your eyes if they are closed, and bring your awareness back to the room.*

## Reflection

- **Writing Reflection:** Write 1–2 sentences or notes on your *Note-Catcher* about your “why,” your purpose. Why do you choose to do your activism work?
- **Pair-Share.** Ask participants to take a few minutes with a partner (elbow partner) and share their purpose with one another. Consider similarities and differences.
- Invite participants to return to full group and move to the next instruction.
- Transition to “Explore”

## Explore

Share with participants why grounding in purpose is important.

What we know:

- Having clarity of purpose is critical. If our sense of purpose is not clear, or if we live out of alignment with what we value, we become vulnerable to burnout and compassion fatigue.
- Having a purpose in life has been cited consistently as an indicator of healthy aging for several reasons, including its potential for reducing mortality risk.

## Reflect

- Ask participants to reflect on the activity:
  - *How did it feel to share your “why” (your purpose) with another person?*
  - *What feelings surfaced for you?*

Ask if there are two or three volunteers who want to share.

- Share that practicing mindfulness and self-inquiry about our purpose can help us to discover what truly matters to us. We may choose to recommit to our purpose. We may also choose to change our direction. It is important to recognize that we have a choice.
- Ask learners to keep their “purpose” in front of mind as we continue through the workshop. Purpose will be foundational as we journey through the process and will resurface when we talk about active coping.

## Transition

Thank participants for engaging in the mindfulness activity. Share that we will now transition to the next segment of the training.

*“When you know your ‘why’ then your ‘what’ has more impact, because you’re working toward your purpose.”*

— Michael J.

*“Don’t ask what the world needs; ask yourself what makes you come alive. And then go and do that. Because what the world needs is people who have come alive.”*

— Howard Thurman

## SECTION B

# Stress, Stressors & Stigma



## PURPOSE

The purpose of this workshop segment is to provide an opportunity for activists to explore anti-LGBTQI+ stigma, where it originates, and its negative impact on the LGBTQI+ communities—including both activists and allies.

**Learning Objectives:** As a result of this workshop segment, participants will:

2. Identify 2–3 significant stressors that they experience as a result of their activist work.
3. Explore the role that stigma plays in LGBTQI+ oppressions and resulting stress.
4. Discover the potentially harmful effects of unaddressed stigma-related stress.
5. Recognize that stigma is socially constructed and is NOT based on an inherently negative characteristic of individuals.



## TIMEFRAME

45–60 minutes



## FACILITATOR BACKGROUND: WHAT WE KNOW

- The human biological stress response can be adaptive, and in some cases can have beneficial effects on brain, body, and health. Short duration stress can result in physiological conditions that enhance immune-protection and mental and physical performance.<sup>4</sup>
- A key factor that determines whether stress enhances or suppresses immune function is the duration and intensity of stress.<sup>4</sup>
- Stigma-related stress can be a negative force in the lives of stigmatized groups and individuals, and can result in a number of negative mental health, physical health, performance and relationship outcomes.<sup>6</sup>
- Proximal sources of stigma-related stress stem from a prevailing culture of social stigma and can result in internalized homophobia, a significant problem for LGB people.<sup>6,15</sup>
- Intersectional stigma, the convergence of multiple stigmatized identities within a person or group, can intensify the experience of stigma.<sup>1,6</sup>
- Stigma is perpetrated though **social** structural inequalities related to homophobia/transphobia. These structural inequities result in stereotypes, discrimination, rejection, and prejudice that can be harmful to marginalized individuals and groups. Stigma is socially constructed; it is **NOT** an inherently negative characteristic of individuals.<sup>6,13</sup>



## PROCEDURE

- **Priming.** Let participants know that the group is now going to more deeply explore the effects of the feelings and emotions that one experiences as an activist.

### Activate: Activist Stress Check

- Share with participants that in a moment, we will do another mindful breathing and visualization exercise to prime us for this session.
- Remind participants:
  - *It is OK if you choose to not participate.*
  - *If you do take part, do so as you are able, adapt as necessary for your own comfort.*
- Facilitate the Mindfulness Activity

### Stop and Breathe (2-3 minutes)

#### Script:

- ▶ *Let's begin.*
- ▶ *Stop for a moment and notice your breathing. Notice the inhale and the exhale. If it feels comfortable, place your hand on your stomach or chest and notice how your hand gently rises and falls with your breath. Focus on your breath. Take a long breath in, now exhale slowly. Take another long breath in, exhale slowly. Repeat once more and pay attention to how it feels to inhale . . . . . and exhale. . . . . Feel gratitude that your body knows how to breathe.*



*Facilitator: for visualization below, read with long pauses between questions to allow time for thoughts to surface – remind participants to practice staying present to their thoughts and feelings.*

- ▶ *Now think about a time when you felt a lot of stress as part of your activism work. For this visualization, choose an experience that was significantly stressful, but one that you will feel comfortable sharing.*
- ▶ *Now think about a time when you felt a lot of stress as part of your activism work. For this visualization, choose an experience that was significantly stressful, but one that you will feel comfortable sharing.*

#### FACILITATOR NOTE

It is important to be in an observant mode as the stressor exercise may be triggering for some individuals. If you notice any individuals who are struggling, check in with them and make sure they are OK. Always give permission to opt out of an activity.

- ✓ *What were the circumstances?*
- ✓ *What forces or feelings (internal or external) caused the stress?*
- ✓ *How did you feel – physically, emotionally, mentally?*
- ✓ *How did you respond?*
- ✓ *What coping strategies or supports did you draw upon?*
- ▶ *Notice how your body feels right now as you think about this time. Maybe thinking about this time brings back feelings of stress. Maybe you feel relief that this stress is in the past. Practice being with whatever comes up for you.*
- ▶ *Now bring your attention back to your breath*

*Facilitator: Allow 1 minute to settle back into mindfulness breathing exercise.*

- ▶ *When you are ready, open your eyes if they are closed, and bring your awareness back to the room.*

## Reflection

- *Process check: How did it feel to do this exercise? How did your feelings change from the beginning to the end? What did you notice?*
- *Write—Pair Share*
  - *Considering what surfaced for you during the visualization, identify 2 or 3 significant stressors for you. What are the sources of anxiety and stress for you that come about from your activist work? There is a place to write these on your Note-Catcher.*
  - *Ask participants to share what their thoughts are with a partner. Or, stay in the large group and ask for a few volunteers to share. Either process will help group members know they are not alone when it comes to feelings of stress and coping.*
- *Transition to “Explore.”*

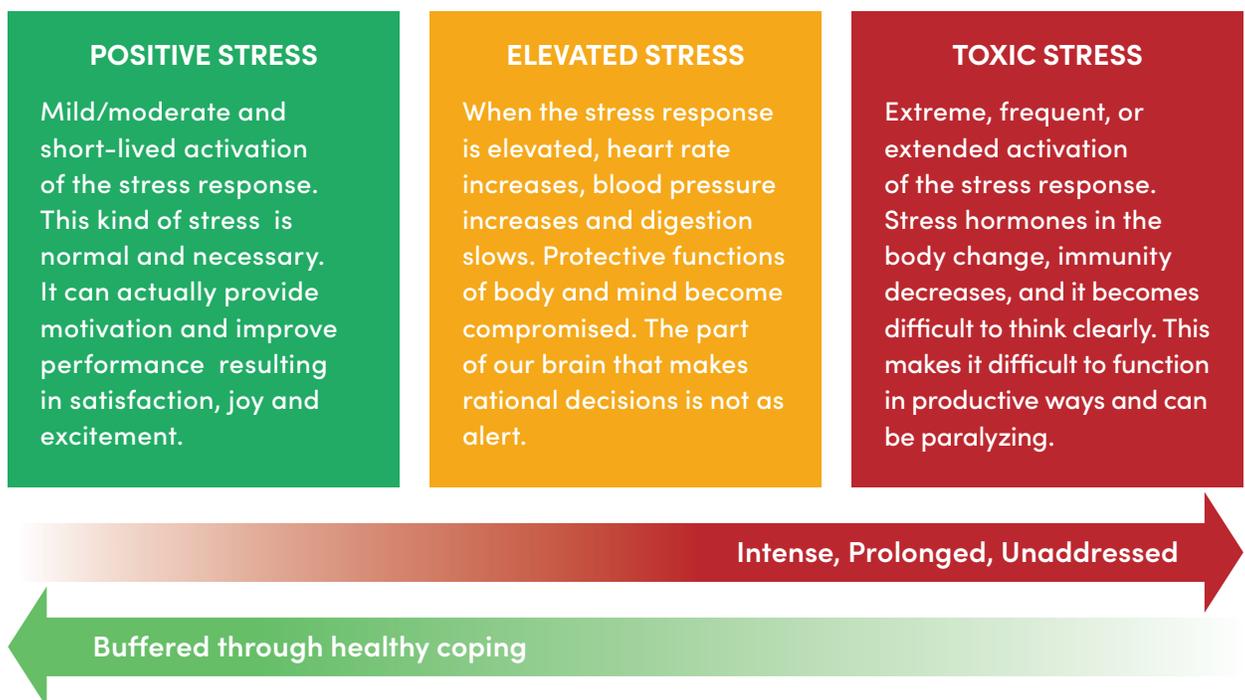
## Explore

- **Set the Stage.** Share with participants that we are going to explore levels of stress associated with activist work. *Define stress as the body’s reaction (physical and emotional) to challenging or difficult circumstances.*
- Share with participants that our reactions to stressful situations are normal and activate our human stress response. It is helpful to refresh our understanding about the human stress response to understand how our bodies react to stressful situations and the impact it might have to our health and well-being – the biology of stress.

## Human Stress Response

- Our brains are beautifully built to accommodate challenges, difficulties and crises by shifting the body's energy and focus. Stress causes us to pay attention, to focus, and can motivate us to take action.
- While experiencing and responding to stress is normal, problems can occur when the stress level is extreme and/or extends over a long period of time and goes unaddressed. In this case it can become paralyzing, and can compromise a person's immune system. The stress response diagram on the slide (and on their *Note-Catcher*) shows the continuum of stress response from normal, positive stress to toxic stress.<sup>4,11</sup>

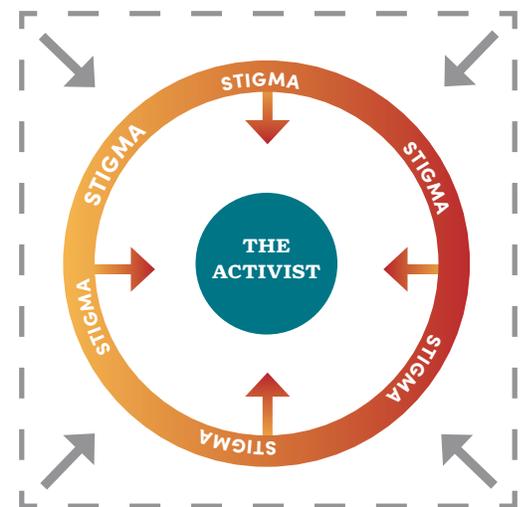
### HUMAN STRESS RESPONSE



- Ask participants to review the continuum. It is helpful here if the facilitator shares an example of a stressor that can move a person into the elevated stress category. Or ask participants for an example – just to illustrate what happens.
- Experiencing positive and even elevated stress is a normal and healthy response when a threat exists. It gives us strength to monitor and manage the stress. This is true as long as the stress is short-lived. If the stress level is intense or is extended over time, it can negatively impact a person's mental and physical health. Ask if there are any questions or insights participants would like to share.
- Ask participants to consider the stressors they identified in the previous activity, the *Stress Check*, and place them (write them down) along the continuum on the *Note-Catcher*, based on their intensity.

## Stigma-Related Stress

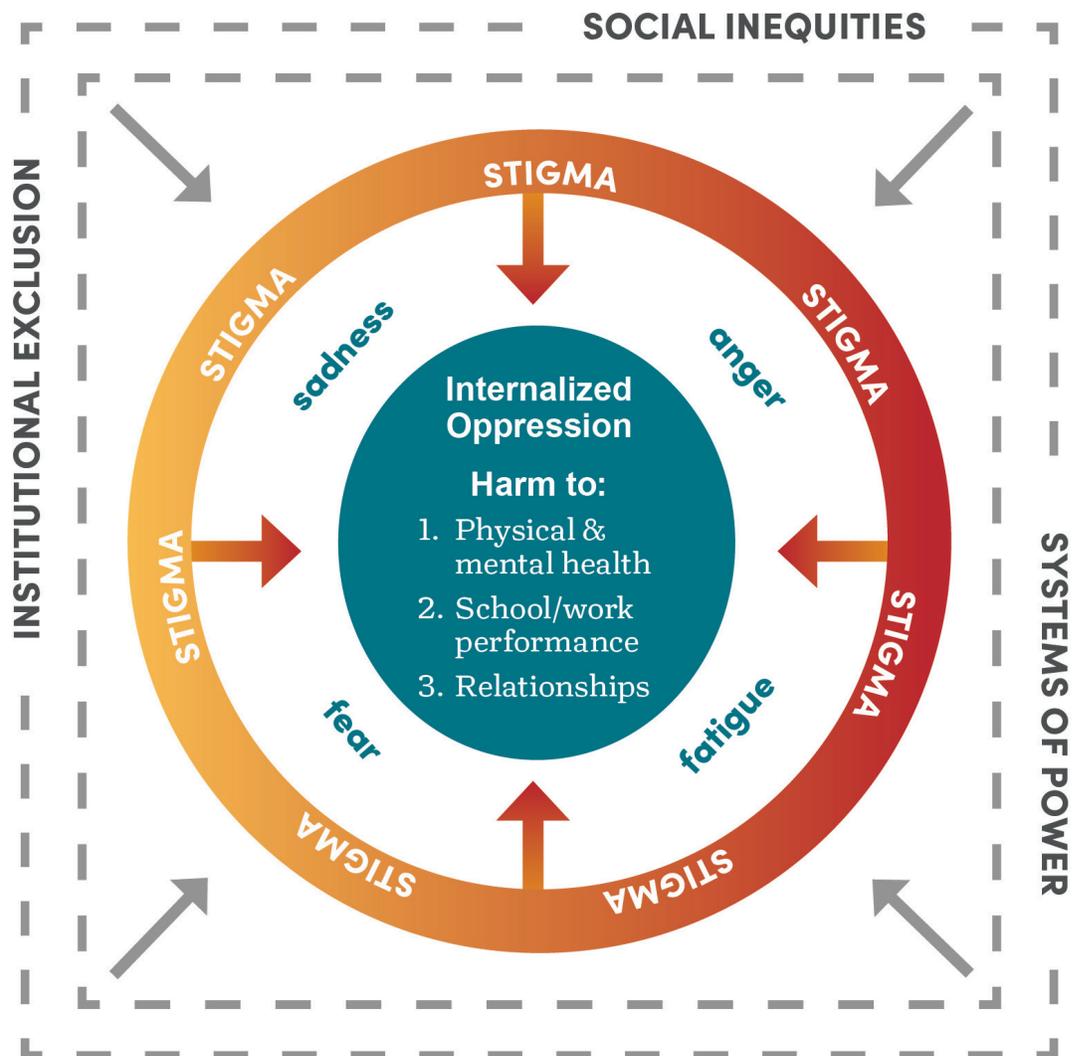
- Show the slide with the word “stigma.” Share with participants that the path to personal well-being requires us to acknowledge stigma as a stress-producing and destructive force targeting marginalized communities, including activists who support LGBTQI+ people.
- Ask participants to share what they know about stigma. Allow time for participants to respond. Record (chart) the responses. Share your thoughts about the responses.
- Share a definition of stigma:
  - Negative attitudes and beliefs that **society** places on a particular group of people.
  - Stigma is **socially** constructed and perpetuated by those with power over those with less power.<sup>6</sup>
- Share an example with participants of a time you have experienced stigma, or a story you have that illustrates stigma.
- Ask the participants, in small groups (3 or 4 people), to come up with one or two examples where they have seen stigma at work. Ask them to also consider the origin of the stigma—where did the stigma come from? Give them about 10–15 minutes to discuss.
- Large group processing. Ask groups to share some of the examples they identified. If the group is small, have each small group share one example. If the group is large, ask volunteers to briefly share—highlight 2–3 examples. Ask the group for any general comments, questions or insights they have about exploring these examples.
- Share with the group that, given our work as activists, we know it is highly likely that the stressors identified in the *Stress Check* activity are a result of encounters with stigma, and those stress responses are understandable and sensible. Ask participants to take a minute to look back again at the stressors they identified and assess the connection to stigma and place an “X” next to those stressors that are associated with stigma. Ask participants to share thoughts with a partner.
- Share the visual (on PPT slide) of stigma-related stress; let participants know that if left unaddressed (that is, without using personal strategies and healing support to manage them) these stressors pose a threat to those experiencing them.
- In small groups/table groups, ask participants to consider these questions:



- ✓ What feelings arise from stigmatized individuals and groups when experiencing stigma?
- ✓ What might be the consequences to a person's health and well-being as a result of unaddressed stigma-based stress?
- ✓ Where does stigma come from?
- Allow 10–15 minutes for discussion and then ask for a few responses from the groups.
- Share the completed version of the visual and highlight anything that wasn't shared in the small group responses.

### FACILITATOR NOTE

Groups may come up with additional answers; the answers may be based on their own experience. Welcome and honor those contributions.



Common Reactions	Consequences	Cause
<ul style="list-style-type: none"> <li>• Anger</li> <li>• Fear</li> <li>• Sadness</li> <li>• Fatigue (Compassion Fatigue)</li> </ul>	<ul style="list-style-type: none"> <li>• Internalized oppression</li> <li>• Damage to:               <ul style="list-style-type: none"> <li>– Health and well-being                   <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Mental health</li> </ul> </li> <li>– School/work performance</li> <li>– Relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Social Structural Inequalities</li> <li>• Systems of Power</li> <li>• Institutional Exclusion</li> <li>• Bias that results from all of the above</li> <li>• Direct experiences of discrimination</li> </ul>

- Note that the causes, reactions, and consequences are well-documented.
- Highlight any key points you want to make, given the questions and discussions the group has engaged in.
- Ask participants for any questions or additional insights about the effects of stigma-related stress.
- **Two KEY POINTS.** Emphasize two important truths (there is space on *Note-Catcher* to capture these):
  - Stigma is perpetrated through **social** structural inequities related to homophobia/transphobia. These structural inequalities result in stereotypes, discrimination, rejection, and prejudice that can be harmful to marginalized individuals and groups.
  - Stigma is socially constructed; **NOT** an inherently negative characteristic of individuals.<sup>6</sup>
- **Intersectionality of oppression.** It is important to remind participants that the perpetration of systems of power and structural inequities resulting in social stigma is not limited to LGBTQI+ people. Oppression affects a multiplicity of targeted, marginalized groups by assigning the perception of negative qualities and meanings to those groups and individuals. These include race, ethnicity, immigrant status, class, age, mental and physical ability. Many individuals belong to multiple marginalized groups and therefore face stigma at the intersections of their multiple identities. As we focus on stigma, it is critical to consider this intersectionality of oppression.
- **Retrieval.** Ask participants, in pairs, to recall what they have learned about stress, stressors, and stigma. Ask if there are any final questions.

### FACILITATOR NOTE

**Intersectionality** is an important consideration and facilitators may want to expand on this topic and create opportunities for participants to explore and discuss.

## Reflect

- Use a reflection process to bring closure to this training segment.
- Ask participants to consider the following reflection question and share responses on their *Note-Catcher*.

*Given our discussions about stigma and stigma-related stress, record your thoughts on the following:*

**3** *insights I had related to stigma*

**2** *ways I will use the information to reduce stress levels*

**1** *action I will take to protect myself against stigma*

## Transition

- Thank participants for their engagement. Share that we will now transition to thinking about Coping Strategies.

### FACILITATOR NOTE

These three questions can be adapted by facilitators, depending on context and what insights emerge from the group.

*“The most potent weapon in the hands of the oppressor is the mind of the oppressed.”*

— Steve Biko

*“I can be changed by what happens to me, but I refuse to be reduced by it.”*

— Maya Angelou

# Active Coping and Well-Being



## PURPOSE

The purpose of this workshop segment is to support activists in reframing stigma as a challenge rather than a threat, and in exploring a set of proven active coping strategies that support activist well-being.

**Learning Objective:** As a result of this workshop segment, participants will:

6. Identify a set of active coping strategies that impact an activist's well-being by engaging in the following steps:
  - **Reaffirm** their purpose;
  - **Replenish** mind and body through personal practices of self-care;
  - **Reconnect** and **Revitalize** connectedness with supportive communities, including LGBTQI+ communities, allies, friends, colleagues, and family; and
  - **Resist** socially constructed oppression and **Renew** by generating strength in taking individual and collective action.



## TIMEFRAME

45–60 minutes



## FACILITATOR BACKGROUND: WHAT WE KNOW

- Attributing the source of stigma-related stress to a failure in society instead of oneself or one's group membership can buffer stigma's negative effects.<sup>6,13,15</sup>
- Individual-level coping strategies and support often focus on dealing with emotional aspects of the stress experience or focus on changing the circumstances of the sources of the stress.<sup>3,6</sup>
- It is critical to understand heterosexism as a form of social oppression rather than as a phenomenon that targets one individual.<sup>13</sup>
- Having and perceiving support from similar others have been shown to reduce the negative effects of stigma on health and well-being across a variety of stigmatized groups and individuals.<sup>3,6</sup>
- Connection to LGBTQI+ communities and the presence of active allies can counter the sense of isolation and powerlessness that LGBTQI+ people sometimes experience when they are under political threat.<sup>13</sup>
- If stigmatized individuals are able to engage in meaning-making processes that reduce the threat of stigma to their lives, they may be able to diminish and/or overcome its delimiting effects.<sup>6</sup>

- Marginalized populations can thrive and achieve well-being in life through active resistance to stigma-related stress.<sup>6,15</sup>
- Making connections between internal reactions and external oppression is foundational in preventing self-blame.<sup>6,10</sup>
- As human beings, we have an ability to adapt, survive and integrate, to grow stronger when faced with adversity... and then turn around and use that experience to help others.<sup>16</sup>
- Stigmatized individuals and groups have the capacity to transform the anti-LGBTQI+ policies, social structures, and campaigns by galvanizing LGBTQI+ communities (and allies) to support social change.<sup>6,13</sup>



## PROCEDURE

- **Priming.** Share with participants that while it is necessary to understand the effects of stigma-related stress, it is even more important to:
  1. Use proven coping strategies that help activists to overcome the consequences of stigma.
  2. Transform the anti-LGBTQI+ policies, social structures, and campaigns by galvanizing the LGBTQI+ communities (and allies) to support social change.
- Let participants know that we are going to explore and identify powerful strategies for coping. Thankfully, as is evident in research, we can do a lot to help manage and flip the ill effects of stigma-related stress.

### Activate: Active Coping

- Share with participants that we are going to engage in another brief mindfulness and visualization exercise to prepare us for reframing and discovery.
- Remind participants:
  - *It is OK if you choose to not participate.*
  - *If you do take part, do so as you are able, adapt as necessary for your own comfort.*
- Facilitate the Mindfulness Activity

### Progressive Muscle Relaxation Exercise (3–4 minutes)

#### Script:

- ▶ *Let's begin.*
- ▶ *In a moment, we will do a progressive muscle relaxation exercise. When people feel stressed, the muscles in the body tend to hold more tension. Practicing muscle tension and relaxation helps relieve tension and stress in the body.*

#### FACILITATOR NOTE

Facilitators may want to use the **Feeling Wheel**; (Handout #5 - Page H15), as an alternate activity.

- ▶ *Find a relaxed, comfortable position. Place both feet on the ground. Let your arms and hands rest wherever feels comfortable. Choose to keep your eyes open or closed. If your eyes are open, focus your eyes on an object in front of you that is not moving.*
- ▶ *Start with deep breathing, inhaling and exhaling through the nose for a count of 4. With every inhale, feel the belly expand like a balloon. With every exhale, feel the belly move back towards the spine, releasing all of the breath completely. Keep the breath slow and steady.*
- ▶ *Start with the feet and calves:*
  - *Take a deep inhale, flex the feet (pull the toes towards the shins)*
  - *Squeeze all of the muscles in the calf and lower leg, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*
- ▶ *Move to the knees and upper thighs:*
  - *Take another deep inhale, straighten the knees and contract your thigh muscles, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*
- ▶ *Move to the hips, torso and upper back:*
  - *Take another deep inhale, squeeze the hips and buttocks, engage the belly muscles and squeeze the shoulders together in your upper back, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*
- ▶ *Move to the shoulders, arms and hands:*
  - *Take another deep inhale, lift the shoulders up to the ears, flex your upper arms, forearms, and make a fist with the hands, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*
- ▶ *Move to the head and jaw:*
  - *Take another deep inhale, squeeze the muscles in your face like you are turning your face into a raisin, wrinkle your forehead, and clench your teeth and jaw, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*
- ▶ *Now the entire body:*
  - *Take another deep inhale, tighten up all of your muscles at once, starting with the feet and calves, then the thighs, hips and torso, the arms and hands, the neck, shoulders and face, keep tightening the muscles for a count of 3; as you exhale, let all of the tension go*
  - *Notice how your muscles relax*



- ▶ *Notice how your body feels. Do you notice any changes? Perhaps you feel calmer or more relaxed.*
- ▶ *In a moment we will walk through a visualization exercise to consider challenges you have faced as an activist.*

## Reflection

- ▶ *Think about a time in your activism work when you overcame a significant challenge or obstacle.*

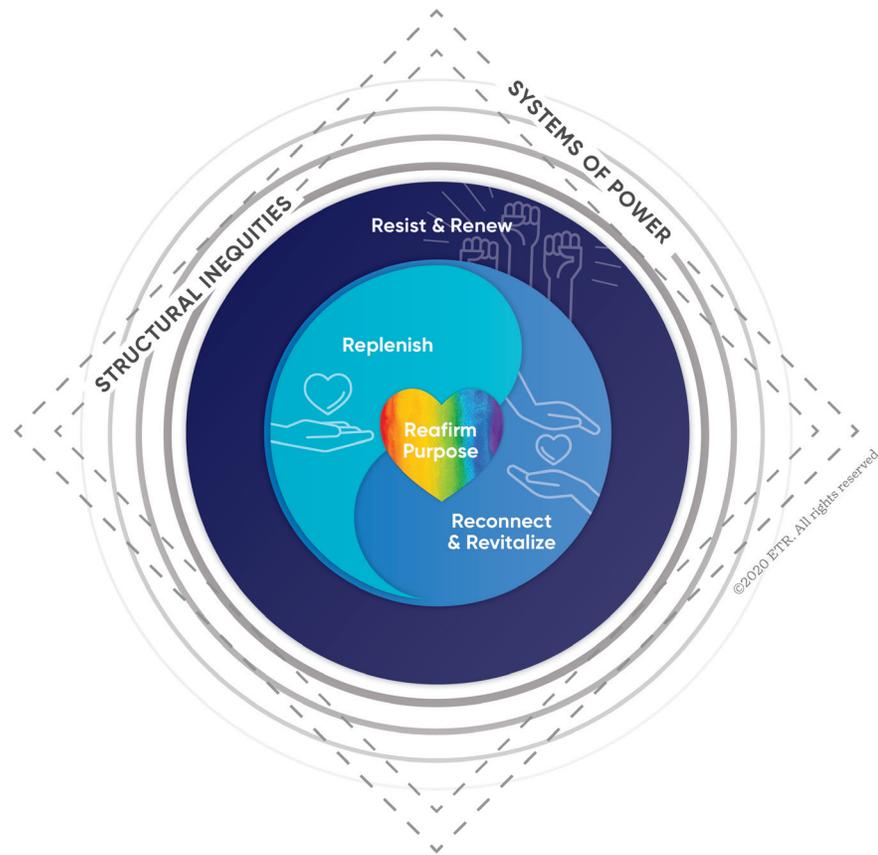
*Facilitator: Pause between questions*

- *What challenge were you faced with?*
- *How was it resolved? What personal resources, skills, or strengths did you use? How did your strengths help make life better for others?*
- *How did other people help you?*
- *How did it feel to overcome this challenge?*
- ▶ *Ask for a couple of volunteers who are comfortable disclosing, to share what they recalled about a particular challenge and overcoming that challenge. OR have participants get in pairs and share their examples with one another.*
- ▶ *Share: Let's continue to think now about all the ways we can overcome challenges by exploring proven active coping strategies.*
- ▶ *Transition to "Explore"*

## Explore

- Share the statement (on the PPT slide)  
"Stigmatized individuals can thrive and achieve well-being in life through active resistance to stigma-related stress"
- Ask participants to respond to the statement by sharing ideas about what "active resistance" might look like. They may want to draw on their strategies from the visualization. If possible, chart (record) the responses.
- Share with participants that we are going to explore a well-being and resilience model.
- Draw attention to the visual of the model (on the Note-Catcher) and share that it includes a set of proven active coping behaviors for achieving well-being and resisting stigma—Reaffirm, Replenish, Reconnect & Revitalize, Resist & Renew. Each of these will help reduce stigma-related stress.

- Ask participants what they notice about the model. Allow time for participants to study the model and to respond. Share your insights as they respond.



### ETR WELL-BEING & RESILIENCE MODEL

\*Adapted from ETR. June 2020 [www.etr.org](http://www.etr.org). © ETR. All Rights Reserved.

- Once you have several responses, highlight the following:
  - ✓ Note that this set of interconnected components represents each one of us.
  - ✓ Note that each component represents one of the important and proven active coping behaviors—Reaffirm, Replenish, Reconnect & Revitalize, and Resist & Renew.
  - ✓ Notice that these are interconnected components. All aspects of our active coping behaviors are interrelated.
  - ✓ Notice that purpose (the heart) is at the core and penetrates every component.
  - ✓ Notice that the stigma arrows have been turned away. The coping behaviors allow us to stay grounded, healthy, and connected to our communities.
  - ✓ Notice that the waves of resistance and renewal penetrate the structural inequities and systems of power. The resistance is powerful.
  - ✓ Notice we can go beyond resisting to reconstructing both the sense of ourselves and our social and political environment.

- Share Handout #2 (page H5) and explain that the group is going to take some time to think together about each component and brainstorm strategies for active coping that align with each. By the end of the activity we will have new insights and a set of strategies that activists may consider.

## Well-Being and Resilience Model—Worksheet (Handout #2)

**Handout #2**

**Well-Being & Resilience Model**

**Reaffirm**

**My Purpose:** the intent of my work as an activist. Purpose represents what I value and what I hope to achieve. Having clarity of purpose is critical for maintaining well-being. If our sense of purpose is not clear, or if we live out of alignment with what we value, we become vulnerable to burnout and compassion fatigue.

**MY PURPOSE:**

**Handout #3**

**Practices of Self-Care:** acts of compassion (self-care) directed toward my body, mind, and spirit in my well-being. Self-care is important to protect a person's physical and psychological health in LGBTQ+ stigmas and discrimination. Personal practices of self-care can help limit the negative stress-related stress and can enhance and sustain overall well-being. It is a first take care of our whole self in order to care and fight for others.

**Domains of self-care:** Physical, Psychological, Emotional, Spiritual.

**STRATEGIES?**

**Handout #4**

**Social Connectedness and Revitalize**

**Social Connectedness:** my community of support – LGBTQ+ communities, family, friends, colleagues, allies providing ongoing emotional and practical support (in-person or in digital spaces). Social connectedness mental health. In turn, providing emotional support to others contributes to well-being. It is actively look for and connect (spend time) with heterosexual, cisgender allies.

**Threat/Action:** my ability to push back on stigma by analyzing rather than internalizing. From a strength, I can analyze (make meaning of) stigma by recognizing and affirming that it originates from social systems of power and structural inequities that have nothing to do with me personally, or the society with, or my allyship. Gaining this clarity gives me strength to resist oppression and move renewing a strong sense of self and my commitment to working with LGBTQ+ communities to take action against anti-LGBTQ+ systems of power.

**STRATEGIES?**

- Remind participants that they have each already addressed the first “component” depicted as a heart. This is the “Reaffirm Purpose” component and is at the core of all other components. Ask participants to recall their purpose from the first segment of the workshop.
- Share that we are going to explore the remaining well-being components by engaging in an activity.

## Exploring the Model

*Note: Facilitators can choose from the following activity options, based on their group, the context, and any cultural considerations. The activity will allow participants to interact with others and explore more deeply the components of the well-being model.*

## ACTIVITY OPTION #1: CAROUSEL BRAINSTORM

### Prior to the session:

- Label three pieces of chart paper at the top; on one write “Replenish,” on the second write “Reconnect & Revitalize,” and on the third write “Resist & Renew.”
- Hang each piece of labeled chart paper in a different area of the meeting room. Leave plenty of space between.
- Make sure there is a marker beside each chart.

### During the session:

1. Make sure each person has the worksheet.
2. Divide the full group into three groups and assign one small group to each piece of chart paper. Make sure each group has a marker.
3. Ask each group to select a recorder (someone to write the ideas on the chart paper).
4. Once the activity begins, each small group will read the paragraph that describes their assigned component on Handout #2 (page H5). Then the small group brainstorms strategies that activists can engage in to address that component. Give groups 3–5 minutes depending on size of group.
5. When the facilitator gives the signal, each group stops and moves clockwise.
6. Each group repeats for the newly assigned component. Give groups 3–4 minutes.
7. When facilitator gives the signal, each group moves again and repeats the process. Give the groups 3 minutes.
8. After the last signal the full group is asked to do a “gallery walk” – participants walk around to all three charts and notice what other groups contributed.

### Large group processing:

- Ask everyone to return to their seats.
- Ask for any insights that anyone in the group would like to share.
- Ask if there are any questions.

## ACTIVITY OPTION #2: JIGSAW ACTIVITY

1. Gather participants in groups of three. If there are one or two people “left over” assign each to an already existing trio. When the coping behaviors are assigned (see #2 below) it is OK to have two people assigned to the same behavior.
2. Make sure each person is comfortable and has a copy of the worksheet.
3. Assign each group member one of the three coping behaviors (you can have group members count off 1, 2, 3 or just let them choose).
  - 1—Replenish
  - 2—Reconnect and Revitalize
  - 3—Resist & Renew
4. Each person then, individually and silently, reads their assigned paragraph. Suggest that they underline or highlight key concepts because they will be teaching their group members what they learn.
5. When everyone in the trio is finished reading, the person who read “Replenish” begins by teaching the others what they learned about their assigned segment. Allow time for the group to discuss and share insights about what is shared. Do they agree? Disagree? Have additional thoughts?
6. Then the trio can spend time brainstorming strategies (what are some actions an activist could take to address the component?) that align with that component. For example, under Replenish, getting plenty of sleep might be a strategy for self-care.
7. Then the next person (who read “Reconnect & Revitalize”) repeats the process of teaching the group; the group discusses, and then brainstorms.
8. Repeat for the third component (“Resist & Renew”).

### Large group processing:

- When the groups are finished, ask each group to share one or two strategies for each component.
- Ask if there are any questions.

## FACILITATOR NOTE

It is helpful to time the session and alert the groups when it is time to move to the next component. This will ensure that everyone gets a chance to teach and that each component gets a list of strategies that are generated for each component.

You may want groups to write their brainstormed answers on chart paper and post on the wall.

## ACTIVITY OPTION #3: TABLE GROUP BRAINSTORM

This strategy can be used if you have less time.

1. Divide the full group into three small groups.
2. Assign each group a component. Have each group work together to learn about and discuss and share insights about their assigned component.
3. Ask each group to brainstorm and chart a set of strategies that align with that component.

### Large group processing:

- Have each group report out 3-4 ideas they came up with.
- Ask if there are any questions from the group.

## Final Thoughts

- After completing the activity, pull the large group back together. Ask for any remaining questions or insights about the Active Coping and Well-Being Model.
- Share the *Coping Strategies—A Checklist for Activists Handout* with participants.

## FACILITATOR NOTE

No matter which activity was used, consider finding a way to capture all of the ideas that are generated and giving copies to the group members.

## Coping Strategies—A Checklist for Activists (Handout #3)

**Handout #3**

### Coping Strategies A Checklist for Activists

Anti-gay stigma can have a negative effect on an activist's health and well-being. Research tells us that it is important for us to engage in coping strategies related to self-care, social connections and pushing back against stigma in order to achieve and maintain well-being. The following checklist includes suggestions that you might consider. Each item may or may not be relevant to your situation - it is up to you. You are encouraged to identify those items that are meaningful and double for you and add additional items that feel relevant.

**Replenish:**  
**PERSONAL PRACTICES FOR SELF-CARE\***

**Physical Self-Care**

- Eat regularly (breakfast, lunch, and dinner) and healthily
- Exercise
- Get regular/preventive medical care when needed
- Take time off when you are ill
- Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
- Get enough sleep
- Take time to be physically intimate (with self or partner)
- Other: \_\_\_\_\_

**Psychological Self-Care**

- Take day trips, mini vacations, and/or vacations
- Take time away from technology: cell phones, email, social media, computer
- Make time for self-reflection: notice inner experience (thoughts, beliefs, attitudes, feelings)
- Meditate/Use mindfulness strategies to relax and stay centered
- Do something out of the ordinary that shifts your thinking and focus
- Engage in a new experience—something you don't routinely do
- Journal
- Nurture your creativity
- Stay on to extra responsibilities when you know it will overextend you
- Other: \_\_\_\_\_

Building Personal and Community Resilience 10

**Handout #3**

appreciate yourself  
to others whose company you enjoy—make a plan  
ish important people in your life  
ing activities, objects, people, places and work them out  
to experience a full range of emotions—happy, sad, angry, frustrated, hopeful, etc.  
Wheel to help identify what you are feeling!  
in everyday life—laugh and smile often

through social action, letters, donations, marches, protests  
ents of gratitude everyday—what are the things you are grateful for?

reflection about values, meaning, and purpose in your life; practice gratitude  
where  
supportive spiritual community and engage in spiritual practice/ritual  
ration; develop and cherish optimism and hope  
moving  
ing

ness that align with your belief system

\*  
sity from commitments/activities (e.g., lunch)  
to complete tasks  
or tasks that are exciting and renewing  
outbursts; negotiate your needs  
ed  
pace on it is comfortable and comforting  
sims area of professional learning  
sport group

ed from: Bassett, G. M. (2004). *Surviving and Thriving in the midst of anti-gay politics*. Angles, 702.

**Handout #3**

### Connect and Revitalize

**CTIONS\*\***

ive  
for quality time with your partner/spouse,  
pe, friends, etc.  
t with faraway friends and family  
reply to personal emails and letters  
do things for you  
help when needed  
social circle  
single—a fear, hope, a hurt with someone you trust

ive Care  
to care about your purpose  
and time with your community  
spaces friendly to LGBTQI+ people  
y spaces for LGBTQI+ people  
LGBTQI+ culture—attend events, create events  
to reach out when you begin to feel isolated—ask for support

ed from: Bassett, G. M. (2004). *Surviving and Thriving in the midst of anti-gay politics*. Angles, 702.

**Handout #3**

### Great and Taking Action\*\*

if fully embrace the fact that stigma is socially  
ed not about you personally  
ated stress into energy to move forward to create  
as been accomplished in the LGBTQI+ Movement  
work you have done to support LGBTQI+ people

ed from: Bassett, G. M. (2004). *Surviving and Thriving in the midst of anti-gay politics*. Angles, 702.

**Handout #3**

**REPEAT AND TAKING ACTION\*\* (continued)**

er own privilege (education, age, ability, status, etc.) and use it constructively—  
own level of privilege  
less from others  
LGBT+ people about anti-gay campaign messages; dissect the message, learn how  
to out to heterosexual cisgender people who care about the LGBTQI+ issues; engage  
with people in other groups who are dealing with other forms of oppression; form  
to feel safer; but make it productive not destructive; use it for positive change and  
from others (consider the suggestions in the "Social Connections" segment of this  
manual) (consider the suggestions in the "Personal Practices" section  
hand)  
instruments for social justice  
movements for political change

ed from: Bassett, G. M. (2004). *Surviving and Thriving in the midst of anti-gay politics*. Angles, 702.

Building Personal and Community Resilience 10  
Building Personal and Community Resilience 10  
Building Personal and Community Resilience 10  
Building Personal and Community Resilience 10

## Reflect

- Ask participants to reflect on active coping strategies and to circle back to the stressors they identified in the Segment B. Are there strategies that were identified that they did use or could have used to help reduce those stressors? Give participants time to think about this.
- If there is time, ask participants to share with a partner what strategies they would use. Invite both partners to share and both to ask their partners for input/feedback as well.

## Transition

- Thank participants for their engagement. Share that we will now transition to closure.

*“Self-compassion is simply giving the same kindness to ourselves that we would give to others.”*

— C. Germer

*“One step, one foot in front of the other: That’s how we’re going to do it.”*

— Community activist

# Closure, Connections and Taking Action!



## PURPOSE

The purpose of this workshop segment is to bring closure to the workshop by allowing participants to summarize key learnings and insights and identify key actions steps they plan to take to strengthen their well-being.

**Learning Objective:** As a result of this workshop segment, participants will:

7. Implement a personal plan of action to strengthen their active coping skills in order to boost their well-being.



## TIMEFRAME

15–20 minutes



## PROCEDURE

Set the Stage.

- Ask participants to move chairs to form a circle. The only items they will need are the Note-Catcher and something to write with.
- Share with participants that we are going to spend a few minutes putting closure on the workshop session
- Let participants know that we are going to flip the flow in this segment. We will start with a **reflection**, then **explore** our actions and end with **activating** awareness.

## Reflect

- Ask participants to close their eyes for a moment and take three deep breaths.
- Ask them to think back on each learning segment we have covered. Don't worry about accuracy, just let your mind land on what resonated for you—what resonates, what feelings arise. Let's take a minute to do a mindful review. Allow 1–2 minutes of silence.
- Ask a few volunteers to share what they remembered, what resonates.

## Explore

- Share a reminder of the learning segments we covered.
  - Gathering and Grounding (Identifying Purpose)
  - Stress, Stressors, and Stigma
  - Active Coping and Well-Being
    - ✓ Reaffirm
    - ✓ Replenish
    - ✓ Reconnect and Revitalize
    - ✓ Resist & Renew
- Ask participants to take a few minutes to review their *Note-Catcher* and other notes and respond to the following—there is space to write on the *Note-Catcher*:
  - ✓ Three specific actions I plan to take as a result of this workshop.
  - ✓ An area where I could use additional support.
  - ✓ One idea I have to support my community (community defined by each individual).
  - ✓ People from this session who I want to connect with to continue this discussion.
- Ask participants if there are any final questions. Respond to questions.
- Share any additional handouts with participants.
- Share the follow-up plan (strategy for following up with participants to offer support, answer questions, boost their work on action plans).
- Share facilitator contact information (this is optional depending on context).

## Activate

- Share that we are going to end the session with one last mindfulness activity.
- Still in the circle, ask participants to find a comfortable sitting position and close their eyes.
- Remind group members that it is OK if you do not feel like participating. If you do take part do so as you are able, adapt as necessary.
- Facilitate the final Mindfulness Exercise.

### FACILITATOR NOTE

Facilitators are encouraged to insert culturally relevant closures or rituals in this space, if desired.

## Be Still and Know (2–3 minutes)

*Facilitator: You may use a drum for this activity or anything that makes a drum-like, rhythmic sound.*

### Script:

- ▶ *In this activity we will use our breath, simple words and drumbeats to create a quiet state of mind.*
- ▶ *As you listen to the sets of words as I say them, breathe in on the first two words, then you will hear two drum beats, exhale on the next two words, then you will hear two drum beats again, creating a rhythm. There are several sets of words and we will repeat the sequence 2–3 times.*



- ▶ *Let me model this for you.*

*Facilitator: Model these instructions using the following words:*

*(Inhale) Be Still (drumbeat) (drumbeat)*

*(exhale) Be Strong (drumbeat) (drumbeat)*

- ▶ *Let's take one deep breath before we begin.*

*Let's begin*

*(Inhale) Breathe in (drumbeat) (drumbeat)*

*(exhale) Let go (drumbeat) (drumbeat)*

*(Inhale) Be strong (drumbeat) (drumbeat)*

*(exhale) And flow (drumbeat) (drumbeat)*

*(Inhale) Expand (drumbeat) (drumbeat)*

*(exhale) Release (drumbeat) (drumbeat)*

*(Inhale) Be filled (drumbeat) (drumbeat)*

*(exhale) With peace (drumbeat) (drumbeat)*

*(Inhale) Reach out (drumbeat) (drumbeat)*

*(exhale) And grow (drumbeat) (drumbeat)*

*(Inhale) Be still (drumbeat) (drumbeat)*

*(exhale) And know (drumbeat) (drumbeat)*

- Repeat two or three times, making the “drumbeat” softer with each round.
- Pause and give participants time to transition to sharing reflections.

- Ask participants to take a minute and reflect on how it felt to take part in the exercise.
- Ask each participant, as it is comfortable, to share one or two words that describe how they are feeling.
- Thank participants for sharing in the mindfulness process.

## And Finally:

- Thank participants for their engagement, insights, and continued activism.
- Share the follow-up plan (see trainer preparation). This is the strategy for following up with participants to offer support, answer questions, boost their work on action plans.
- Share facilitator contact information (this is optional depending on context).
- Wish participants Peace and Wellness as they move forward with their important work.

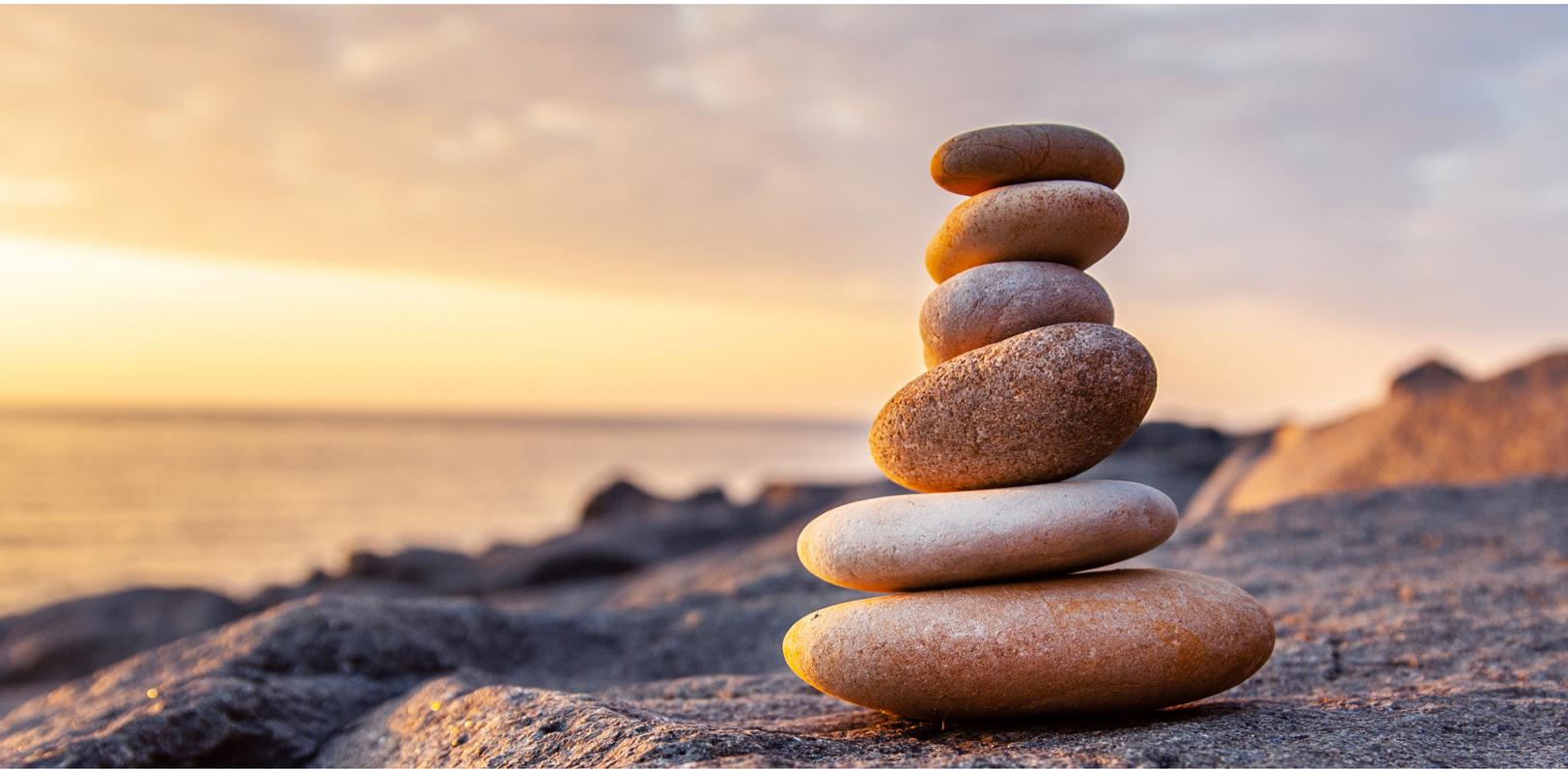
*“I can never be what I ought to be until you are what you ought to be  
and you can never be what you might be until I am what I ought to be.”*  
— Martin Luther King

*“Perseverance is stubbornness, with purpose.”*

—Josh Shipp

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# **PARTICIPANT HANDOUTS**

# Increasing Active Support For LGBTQI+ People: Building Personal & Community Resilience

## Note-Catcher

### Our Agenda

- Gathering and Grounding
- Stress, Stressors, and Stigma
- Active Coping and Well-Being
- Closure, Connections and Taking Action!

### Our Objectives

Participants will be able to:

- Discover purpose
- Explore stress, stressors, and stigma
- Identify strategies for active coping
  - Reaffirm
  - Replenish
  - Reconnect & Revitalize
  - Resist & Renew
- Identify actions they will take and connections they will make

### Gathering and Grounding

#### Mindfulness is:

The practice of paying attention in the present moment. This allows us to stay present with our thoughts and feelings, even if uncomfortable, so we can develop insight about ourselves and our motivations.

My Purpose:

Key Insights/Takeaways:

*“When you know your ‘why’ then your ‘what’ has more impact, because you’re working toward your purpose.”*  
–Michael J.

### Stress, Stressors, and Stigma

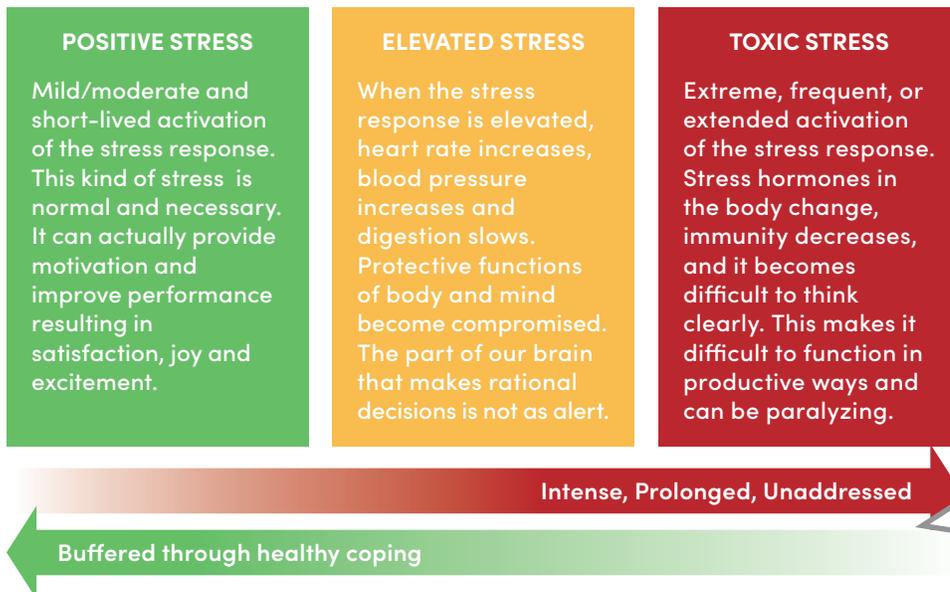
#### Stress is:

The body’s reaction (physical and emotional) to challenging or difficult circumstances.

As a result of my activist work, this is what stresses me:

# Note-Catcher

## Human Stress Response



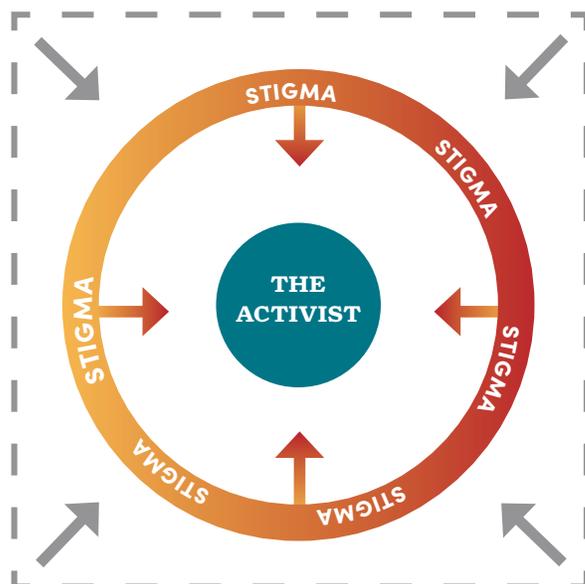
Key Insights/Takeaways:

Where do your stressors land on this continuum?

## Stigma

**Stigma** is:

- Defined as the negative attitudes and beliefs that society places on a particular group of people.
- **Socially constructed** and perpetuated by those with power over those with less power.



# Note-Catcher

## Two important truths:

1. Stigma is perpetrated through \_\_\_\_\_.  
This results in stereotypes, \_\_\_\_\_, rejection, and \_\_\_\_\_ that can be harmful to marginalized individuals and groups.
2. Stigma is socially constructed; it is \_\_\_\_\_ an inherently negative characteristic of any individual.

## Thinking about our discussion about stress and stigma, record:

**3** insights I had related to stigma:

**2** ways I will use the information to reduce stress levels:

**1** action I will take to protect myself against stigma:

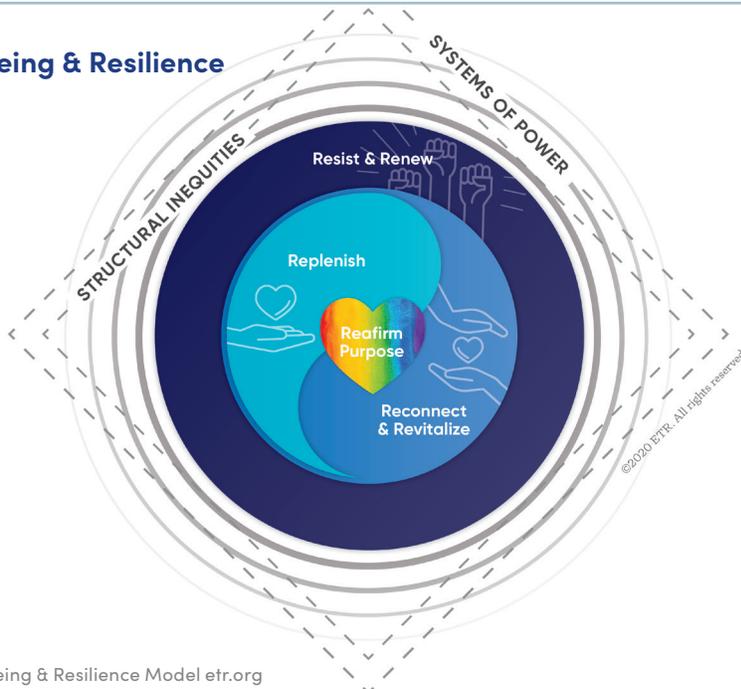
## Key Insights/Takeaways:

*"I can be changed by what happens to me, but I refuse to be reduced by it."*  
- Maya Angelou

## Active Coping and Well-Being

A challenge I have overcome in my activist work:

## Well-Being & Resilience



What do you notice?

\*ETR Well-Being & Resilience Model etr.org

# Note-Catcher

## Closure, Connections, and Taking Action

Final Reflections (what resonated for me?):

I am **inspired** to take these actions!

- Two actions I will take to build resilience:
- Where I could use additional support:
- One action I will take to support my community:
- People I met in this session who I want to continue to connect with:

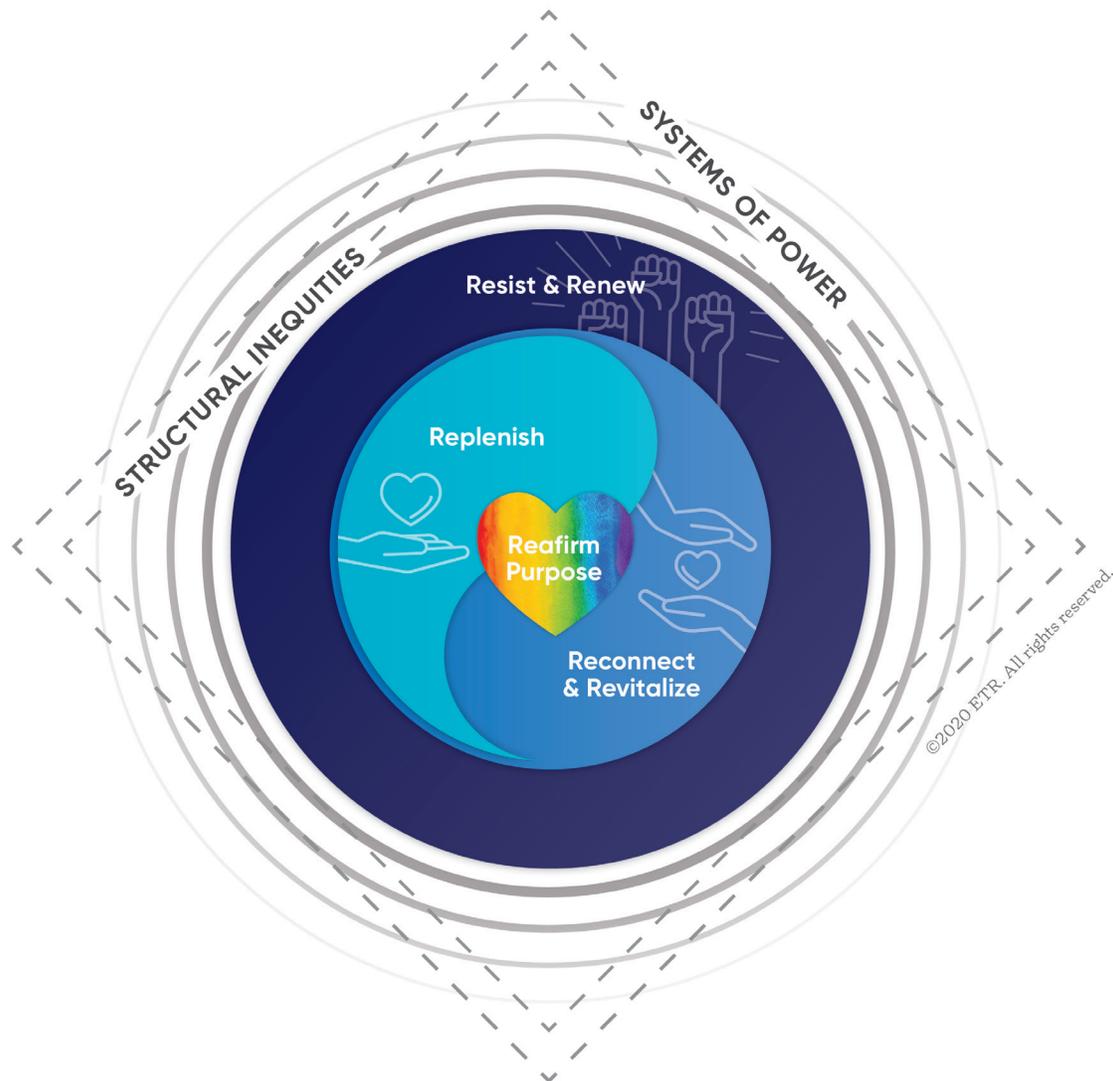
Key Insights/Takeaways:

*“Self-compassion is simply giving the same kindness to ourselves that we would give to others.”*  
- Community Activist

*“Perseverance is stubbornness, with purpose.”*  
- J. Shipp

**Wishing you Peace and Resilience!**

# ETR Well-Being & Resilience Model



## Reaffirm

**My Purpose:** *the intent of my work as an activist. Purpose represents what I value and what I hope to achieve.* Having clarity of purpose is critical for maintaining well-being. If our sense of purpose is not clear, or if we live out of alignment with what we value, we become vulnerable to burnout and compassion fatigue.



## MY PURPOSE:

# Replenish

**Personal Practices of Self-Care:** *acts of compassion (self-care) directed toward my body, mind, and spirit in order to achieve well-being.* Self-care is important to protect a person's physical and psychological health in the face of LGBTQI+ stigma and discrimination. Personal practices of self-care can help limit the negative impact of stigma-related stress and can enhance and sustain overall well-being. It is critical that we first take care of our whole self in order to care and fight for others. Consider five domains of self-care: Physical, Psychological, Emotional, Spiritual, Professional.



## WHAT STRATEGIES?

**Physical:**

**Psychological:**

**Emotional:**

**Spiritual:**

**Professional:**

# Reconnect and Revitalize

**Social Connectedness:** *my community of support – LGBTQI+ communities, family, friends, colleagues, allies – who provide ongoing emotional and practical support (in-person or in digital spaces).* Social connectedness is critical to mental health. In turn, providing emotional support to others contributes to well-being.

It is important to actively look for and connect (spend time) with heterosexual, cisgender allies. Their very presence in activist work can result in a psychological benefit for activists. Let your community members know what support you need from them and, in turn, let them know how you can help them cope and thrive.



## WHAT STRATEGIES?

# Resist and Renew

**Diminished Threat/Action:** *my ability to push back on stigma by **analyzing** rather than internalizing. From a position of strength, I can analyze (make meaning of) stigma by recognizing and affirming that it originates from long-standing social systems of power and structural inequities that have nothing to do with me personally, or the group(s) I associate with, or my allyship.* Gaining this clarity gives me strength to resist oppression and move forward by renewing a strong sense of self and my commitment to working with LGBTQI+ communities and others to take action against anti-LGBTQI+ systems of power.

## WHAT STRATEGIES?



# Coping Strategies

## A Checklist for Activists

---

Anti-gay stigma can have a negative effect on an activist's health and well-being. Research tells us that it is important for us to engage in coping strategies related to self-care, social connections and pushing back against stigma in order to achieve and maintain well-being. The following checklist includes suggestions that you might consider. Each item may or may not be relevant to your situation – it is up to you. You are encouraged to identify those items that are meaningful and doable for you and add additional items that feel relevant.

## Replenish:

### PERSONAL PRACTICES FOR SELF-CARE\*

#### Physical Self-Care

- Eat regularly (breakfast, lunch, and dinner) and healthily
- Exercise
- Get regular/preventive medical care when needed
- Take time off when you are ill
- Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
- Get enough sleep
- Take time to be physically intimate (with self or partner)
- Other: \_\_\_\_\_

#### Psychological Self-Care

- Take day trips, mini-vacations, and/or vacations
- Take time away from technology: cell phones, email, social media, computer
- Make time for self-reflection: notice inner experience (thoughts, beliefs, attitudes, feelings)
- Meditate/Use mindfulness strategies to relax and stay centered
- Do something out of the ordinary that shifts your thinking and focus
- Engage in a new experience—something you don't ordinarily do
- Journal
- Nurture your curiosity
- Say no to extra responsibilities when you know it will overextend you
- Other: \_\_\_\_\_



**Emotional Self-Care**

- Accept, love, and appreciate yourself
- Spend time with others whose company you enjoy—make a plan
- Stay in touch with important people in your life
- Identify comforting activities, objects, people, places and seek them out
- Allow yourself to experience a full range of emotions—happy, sad, angry, frustrated, hopeful, etc. (use the Feeling Wheel to help identify what you are feeling)
- Look for humor in everyday life—laugh and smile often
- Play
- Express outrage through social action, letters, donations, marches, protests
- Engage in moments of gratitude everyday—what are the things you are grateful for?
- Other: \_\_\_\_\_

**Spiritual Self-Care**

- Make time for reflection about values, meaning, and purpose in your life; practice gratitude
- Spend time in nature
- Connect with supportive spiritual community and engage in spiritual practice/ritual
- Be open to inspiration; develop and cherish optimism and hope
- Be open to not knowing
- Meditate/pray/sing
- Contribute to causes that align with your belief system
- Enjoy music
- Other: \_\_\_\_\_

**Professional Self-Care**

- Take a break daily from commitments/activities (e.g., lunch)
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits and boundaries; negotiate your needs
- Balance workload
- Arrange work space so it is comfortable and comforting
- Identify a non-trauma area of professional learning
- Form a peer support group
- Other: \_\_\_\_\_

\* Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). Transforming the pain: A workbook on vicarious traumatization. NY: W.W. Norton.

# Reconnect and Revitalize

## SOCIAL CONNECTIONS\*\*

### Relationship Self-Care

- Schedule regular quality time with your partner/spouse, family members, friends, etc.
- Stay in contact with faraway friends and family
- Make time to reply to personal emails and letters
- Allow others to do things for you
- Ask others for help when needed
- Enlarge your social circle
- Share your feelings—a fear, hope, a hurt with someone you trust
- Other: \_\_\_\_\_



### LGBTQI+ Communities Care

- Find people who care about your purpose
- Identify and spend time with your community
- Spend time in spaces friendly to LGBTQI+ people
- Create friendly spaces for LGBTQI+ people
- Participate in LGBTQI+ culture—attend events, create events
- Push yourself to reach out when you begin to feel isolated—ask for support
- Other: \_\_\_\_\_

\*\*Some items are excerpted from: Russell, G. M. (2004). Surviving and Thriving in the midst of anti-gay politics. *Angles*, 7(2).

# Resist and Renew

## DIMINISHING THREAT AND TAKING ACTION!\*\*

- Remember and fully embrace the fact that stigma is socially constructed, and not about you personally
- Flip stigma-related stress into energy to move forward to create change
- Notice what has been accomplished in the LGBTQI+ Movement
- Appreciate the work you have done to support LGBTQI+ people



**DIMINISHING THREAT AND TAKING ACTION!\*\* (continued)**

- Be aware of your own privilege (education, age, ability, status, etc.) and use it constructively—everyone has some level of privilege
- Accept appreciation from others
- Talk with LGBTQI+ people about anti-gay campaign messages; dissect the message, learn how stigma works
- Notice and reach out to heterosexual cisgender people who care about the LGBTQI+ issues; engage allies
- Find and talk with people in other groups who are dealing with other forms of oppression; form partnerships
- Allow yourself to feel anger, but make it productive not destructive; use it for positive change and growth
  - Seek support from others (consider the suggestions in the “Social Connections” segment of this document)
  - Take care of yourself (consider the suggestions in the “Personal Practices” section of this document)
  - Engage in movements for social justice
  - Engage in movements for political change

\*\*Some items were excerpted from: Russell, G. M. (2004). Surviving and Thriving in the midst of anti-gay politics. *Angles*, 7(2).

# Practicing Mindfulness

## Brief Introduction to Mindfulness

- ❖ Mindfulness is the practice of paying attention, on purpose, to the present moment without judgment.
- ❖ The main underlying tool of mindfulness is to stay present with our thoughts and feelings, even if uncomfortable, to be OK with what we are feeling.
- ❖ Mindfulness allows us to: 1) develop authentic self-awareness of how we feel moment to moment, and 2) develop insight about the non-conscious motivations that drive us to do what we do.
- ❖ Mindfulness also helps us to better monitor our emotional states and stay present in the midst of challenging circumstances so that we can thoughtfully respond rather than impulsively react.

## Mindfulness Activities

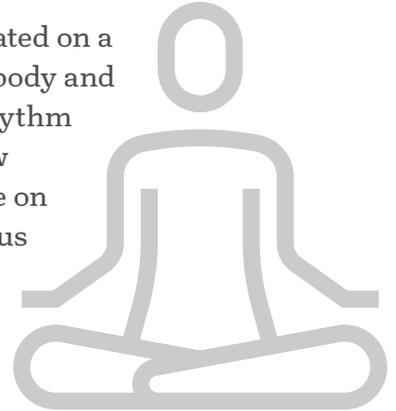
### GROUNDING IN PURPOSE

- Before starting your workday or engaging in activism activities/events, dedicate time to pause and ask yourself, “Why am I doing what I am doing?” After you hear your answer, remind yourself, gently, that you are making a choice to do this work. Take a deep breath. Breathe in both the responsibility and the freedom in this acknowledgement.
- Regularly consult with someone about why you are doing what you are doing. Choose a trustworthy, supportive, wise person. Ask this person to listen attentively and provide you with feedback. It is critical not to be isolated in our work.
- Regularly write down why you are doing what you are doing and what your intention is. Keep it somewhere. When times get challenging, refer to your written words to remind yourself why you do the work you do.
- Brainstorm five ways in which you think what you are doing is working for you. Take three deep breaths and review your list. Assess to what degree those ways are or are not in your best interest or in the best interest of those you serve. Create a list of five ways in which you would ideally see your work benefiting you and those you serve. Compare the two lists.



## BREATHING

- **Five-minute breathing.** Find a comfortable position. You can either be seated on a chair or the floor. Keep your back upright (but don't force it). Notice your body and relax. Take a deep breath and focus on the experience. Feel the natural rhythm of your breath. Notice the air temperature in and out. Let your breath flow naturally. You don't need to do anything. Your body knows how to breathe on its own—don't force it. Notice how your chest expands and contracts. Focus on your body—one breath at a time. You might get distracted at some point. That's okay. Don't judge yourself. You can say “thinking” and let your thoughts flow naturally. Reconnect with your breath. When the five minutes are up, focus on your breath one more time. You are all set.



## CONNECTIONS

- Think of someone from your life who showed you a great deal of compassion. Hold them in your thoughts for a moment while you allow yourself to remember what it felt like to be in their presence.
- Generate a list of people in your life where you think an increase in your compassion could significantly alter the dynamic. Make an intention to approach one of these people with increased compassion each month for six months. Pay attention to the difference in your life.

## HEALING

- In moments of stress, practice T.A.P. This is an informal mindfulness activity to “tap” into what is authentic. (1) Take a breath. (2) Acknowledge—what is your authentic feeling or experience? (3) Proceed by asking, “Who do I want to be right now?” and, “How do I want to meet this moment?”

# One-Minute Mindfulness

## ROLLER COASTER BREATHING

Lower or close your eyes. Spread one hand out like a star. Use the index finger on your other hand to trace the outline of your star hand. Take a deep breath in as you move to the top of your thumb. Breathe out as you move down between your thumb and first finger. Take another breath in as you move to the top of your first finger. Breathe out as you move down between your first and second finger. Repeat until you have taken five slow, deep breaths. Switch hands and repeat.

## LOVING-KINDNESS MEDITATION

For one minute, repeat, “May I be happy, may I be well, may I be filled with kindness and peace.” You can substitute “you” for “I” and think of someone you know and like, or just send love to all people.

## COME BACK

When you catch yourself being caught up in worries about the future, or in guilt and regret about the past, just notice that it is happening, and simply and kindly say to yourself, “come back.” Then take a calming breath and focus on what you are doing right now.



## ARM STRETCH

Stand or sit in a comfortable position. Raise your hands above your head, breathe in. Lower your arms, breathe out. Repeat ten times, slowly. Take final breath out and shake it off.

## NEW PATTERNS

Use a variety of “If this, then that” messages to remind you to shift the energy and become mindful. Examples: If starting a new task, take three deep breaths; if a text message comes in, pause and breathe before answering; if you start to climb a flight of stairs, pause, breathe, do a neck roll. Use each intentional action to shift energy and slow your brain.

## STOP AND BREATHE

Stop and notice your breathing. Notice the inhale and the exhale. Place your hand on your stomach or chest and notice how your hand gently rises and falls with your breath. Focus on your breath. Practice taking longer breaths and pay attention to each. Feel gratitude that your body knows how to breathe.

## MINUTE OF SILENCE

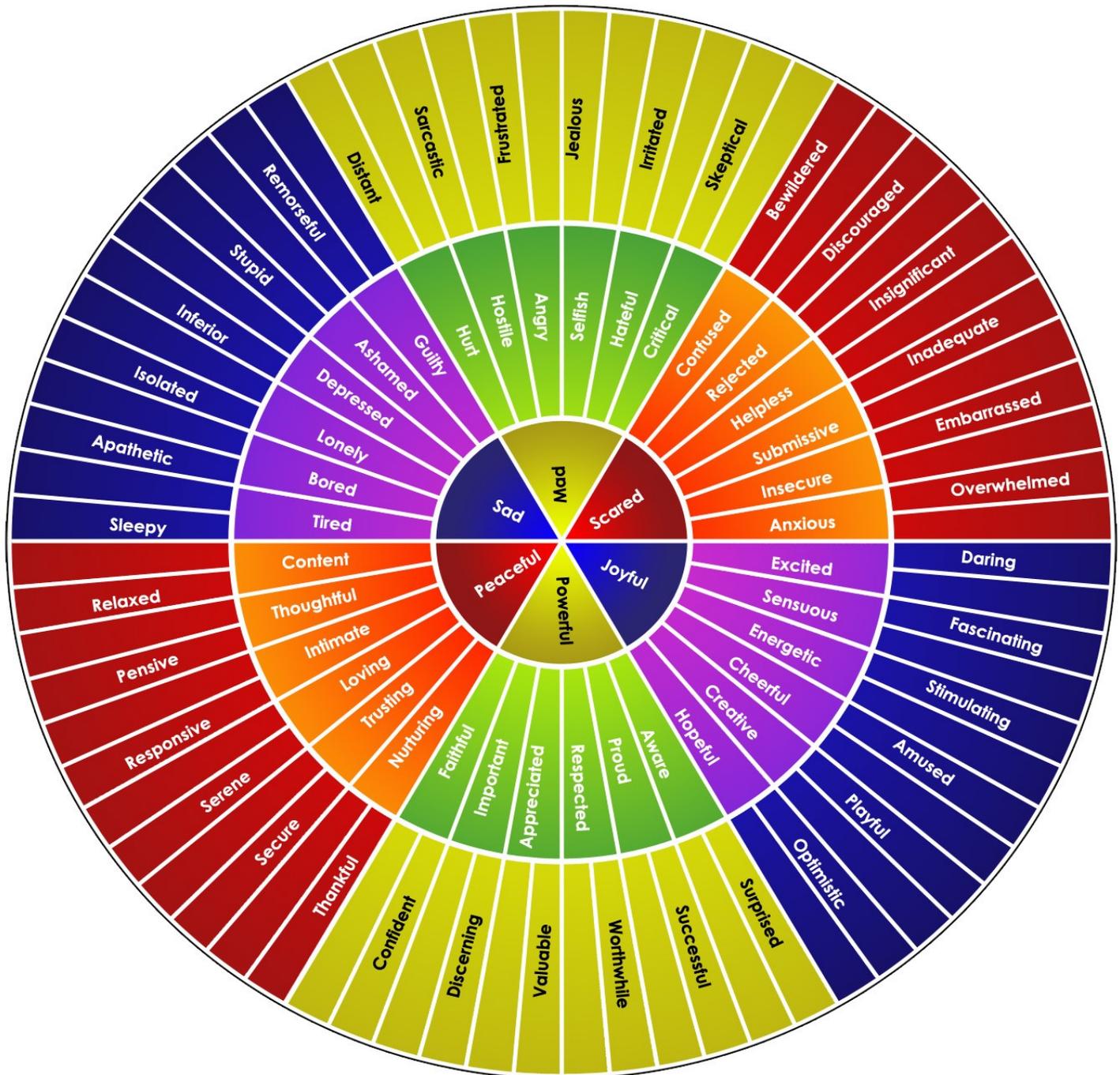
Try taking a minute to slow down and cultivate mindful awareness. This exercise can be done wherever you are. All you need is a minute of silence. Close your eyes if you'd like, though you don't have to. For the next minute, put aside whatever you are doing, and focus on the following:

1. Feel your breath coming in and out of your nose. Feel your breath as it fills up your chest and lungs, and notice it as it releases on your exhale.
2. Use your senses to notice what's happening around you. Hear the sounds around you, and feel the temperature of the air against your skin.
3. Observe whatever emotions and thoughts are within you right now. Just notice them, without judgment, and without any desire to change them.
4. Notice when your mind drifts, but bring it back each time to your breath.
5. When you are ready, open your eyes and come back to the room.

## Great Mindfulness Exercise Weblinks:

<b>Mindful Breathing Meditation</b>	<a href="https://ggia.berkeley.edu/practice/mindful_breathing">https://ggia.berkeley.edu/practice/mindful_breathing</a>
<b>Body Scan Meditation</b>	<a href="https://ggia.berkeley.edu/practice/body_scan_meditation">https://ggia.berkeley.edu/practice/body_scan_meditation</a>
<b>Gratitude Meditation</b>	<a href="https://ggia.berkeley.edu/practice/gratitude_meditation">https://ggia.berkeley.edu/practice/gratitude_meditation</a>
<b>Self-Compassion Meditation</b>	<a href="https://ggia.berkeley.edu/practice/self_compassion_break">https://ggia.berkeley.edu/practice/self_compassion_break</a>
<b>I Wish You Peace: A Simple Loving Kindness Meditation</b>	<a href="https://ggia.berkeley.edu/practice/loving_kindness_meditation">https://ggia.berkeley.edu/practice/loving_kindness_meditation</a>

# Feeling Wheel



Attributed to: Dr. Gloria Wilcox, Emanuel Counseling, St. Petersburg, FL

# Using the Feeling Wheel

The Feeling Wheel (FW) is a beneficial tool in taking a snapshot of a person's current emotional state. The FW is divided into many sections. The top half of the FW identifies more negative emotions and the bottom half, more positive emotions. The FW is then split into six color-coded triangles (three on the top and three on the bottom). The six inner emotions – Sad, Angry, Afraid, Peaceful, Powerful, Joyful – represent the emotions that are most easily identified. These are called secondary emotions. While they are easiest to identify and label, they are secondary to what a person may actually be experiencing (e.g., I know I'm feeling angry, but I'm actually hurt). The outer layers in each trajectory represent the primary emotions associated with each secondary emotion.



## USING THE TOOL:

### Option 1:

The simplest way to use the FW is to share the tool and ask participants to identify how they are feeling. Then ask that each person discuss with a partner or small group.

### Option 2:

Ask the participants to identify one of the six secondary emotions that they are feeling (the six closest to the middle of the circle). These are the easiest for most people to connect with. Then people peruse the primary emotions listed in the “triangle,” or trajectory, for that emotion. They list as many as they feel truly fit what they are experiencing. Then time is spent processing the identified emotions.

### Take it home:

This is also a good tool to use at home. It can be used to do an emotion check every day. Instead of settling for an “I’m fine” or “I’m okay” response, it can be used to identify (and share) a more accurate description of your emotional state. It can be a helpful way to stay connected with your partner, family, communities, and others you care about. It can also be used as a conversation starter.

### Other ideas?

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*“We need, in every community, a group  
of angelic troublemakers.”*  
– Bayard Rustin



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