

**SAFE**

**ZONE**

**TRAINING**

**PARTICIPANT**

**PACKET**

[THESAFEZONEPROJECT.COM](http://THESAFEZONEPROJECT.COM)



FIU Version

# Training Overview

**Introductions & Group Norms**

**First Impressions**

**Core Vocabulary**

**Flying Gender Unicorn**

**Privilege for Sale**

**Advocate Guides**

**Scenarios**

**Wrap Up & Feedback**



# Group Norms

## 1. Be Smarter than Your Phone

No matter how good you are at multitasking, we ask you to put away your phone, resist from texting and all that jazz. We will take a break and you can send a quick text, snap, tweet, insta, etc. at that point. If you are expecting a phone call you cannot miss we will not judge!

## 2. Questions, Questions, Questions

Please feel free to ask questions at any time throughout this training. Unless someone is mid-sentence, it is always an appropriate time to ask questions. Even if it isn't relevant to the topic, throw it out there – get it off your mind and on to ours.

## 3. Vegas Rule

*Slightly modified!* So during the training someone may share something really personal, may ask a question, may say something that they wouldn't want attached to their name outside this space. So remember that **what is said here stays here and what is learned here leaves here**. You're welcome to share anything that we say in this space with others and attach it to our name but we respectfully request that you take away the message from others' shares and not their names.

## 4. Share the Airtime

If you are someone who participates often and is really comfortable talking – awesome! Do it. Also we ask that you try to remain aware of your participation and after you've shared a few times to leave space for other people to also put their ideas out there. If you usually wait to share... jump in!

## 5. Reserve the Right to Change Your Mind

If you say something and then later disagree with yourself, that is a-okay! This is a brave space to say something and then later feel differently and change your mind. We even encourage it.

## 6. Not Set in Stone

Everything that we've just mentioned is not set in stone! So, if along the way, you feel like you'd like to talk about adding or revisiting a norm, let's talk about it!

## 7. The Right to be Human

Making mistakes is acceptable here. We would much rather you ask questions and use the language you know currently than hold back out of fear of messing up. Speak bravely and be open to the opportunity to learn. We are all learners here and mistakes are a necessary part of how we all grow.



# First Impressions of LGBTQ People

Answer the following questions to the best of your ability:

1. Describe the first time you can remember learning that some people are lesbian, gay, bisexual, or queer.
2. Where did most of the influence of your initial impressions/understanding of lesbian, gay, bisexual, and queer/questioning (LGBTQ) people come from? (e.g., family, friends, television, books, news, church)
3. Describe the first time you can remember learning that some people are transgender. How about for people who are nonbinary?
4. Where did most of the influence of your initial impressions/understanding of transgender people come from? Nonbinary people? (e.g., family, friends, television, books, news, church)
5. How have your impressions/understanding of LGBTQ people changed or evolved throughout your life?

## CORE TERMS

**advocate** – *noun* : A person who supports any marginalized person or group of people by actively working to end intolerance, educate others, and promote social equity. Ideally this person would seek ongoing education and be open to learning and teaching others to affirm and support LGBTQA\* people.

**asexual** – *adj.* : A person who experiences no sexual attraction, who does not have any desire for sex, who experiences low levels of sexual attraction, or who has sexual attraction only under specific conditions. Some asexual people also experience varying levels of emotional or romantic attraction, although they can experience pleasure in many other ways. Asexuality is a continuum, and some placed on that continuum have other identity labels (e.g., demisexual). Sometimes abbreviates to “ace.”

**biphobia** – *noun* : a range of negative attitudes (e.g., fear, anger, intolerance, invisibility, resentment, erasure, or discomfort) that one may have or express toward bisexual individuals. Biphobia can come from and be seen within the LGBTQA\* community as well as straight society.

**bisexual** – *adj.* : a person who experiences attraction to some people of their gender and another gender. Bisexual attraction does not have to be equally split or indicate a level of interest that is the same across the genders an individual may be attracted to. Historically, bisexuality has referred to attraction to two genders, but recently the term has evolved to acknowledge the potential for attraction to more than two genders.

**cisgender** – *adj.* : A person who identifies with the gender assigned to them at birth (e.g., a cisgender man is someone who was assigned male at birth and identifies as a man). The word cisgender is sometimes shortened to “cis” (e.g., cis woman).

**cisgenderism** – *noun* : A discriminatory ideology that favors and normalizes the external designation of people’s genders and/or bodies over people’s own designation of their genders and/or bodies.

**coming out** – **1** *noun* : the process by which someone accepts and/or comes to identify their own sexuality or gender identity (to “come out” to oneself). **2** *verb* : when someone shares their sexuality or gender identity with others.

**emotional attraction** – *noun* : the desire to experience romantic feelings toward other people to varying degrees.

**gay** – **1** *adj.* : A broad term used by some people to refer to all people who are attracted to the same gender but historically has referred to a man who experiences attraction solely or primarily to men. **2** *adj.* : An umbrella term used to refer to the LGBTQA\* community as a whole.

**gender assigned at birth** – *noun* : The categorization of people as female, male, or intersex when they are born. Typically, this is decided using biological gender markers (e.g., chromosomes, genitalia, hormones, etc.).

**gender binary** – *noun* : a culture’s traditional definition or classification of gender as female or male.

**gender expression** – *noun* : the external display of one’s gender, through a combination of clothing, grooming, demeanor, social behavior, and other factors, generally made sense of on scales of masculinity and femininity as defined by a cultural or historical context. Also referred to as “gender presentation.”

**gender identity** – *noun* : the internal perception of a person’s own gender.

**heteronormativity** – *noun* : the assumption, in individuals and/or in institutions, that everyone is heterosexual and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities: (e.g. when learning a woman is married, asking her what her husband’s name is rather than her wife or partner). Heteronormativity also leads us to assume that only masculine men and feminine women are straight.

**heterosexism** – *noun* : A discriminatory ideology that favors and normalizes opposite-gender attraction and relationships over same-gender attraction and relationships.

**homophobia** – *noun* : an umbrella term for a range of negative attitudes (e.g., fear, anger, disgust, intolerance, resentment, erasure, or discomfort) that one may have toward LGBTQA\* people or people perceived as LGBTQA\*.

**homosexual** – *adj. & noun* : An outdated medical term now considered stigmatizing that was once used to refer to a person who is attracted to the same gender (use gay or lesbian instead).

**intersex** – *adj.* : A person who has a natural variation in genitalia, chromosomes, hormones or other biological markers of gender that vary from a society’s ascribed gender binary of female / male.

**lesbian** – *noun & adj.* : A woman who experiences attraction solely or primarily to women.

**LGBTQA\***; – *acronym.* : An acronym for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, and Asexual and/or Ally. The asterisk is sometimes used to acknowledge that language is inherently limiting when it comes to the emergent spectrum of our lived experiences related to gender and sexuality.

**monosexism** – *noun* : A discriminatory ideology that favors and normalizes attraction to one gender over attraction to more than one gender.

**nonbinary** – **1** *adj.* : a person who identifies with neither, both, or a combination of different aspects of being a woman and/or a man. **2** *adj.* : sometimes used as an umbrella term for many nonbinary gender identities (e.g., agender, bigender, genderfluid, genderqueer).

**pansexual** – *adj.* : A person who experiences attraction to members of all gender identities and expressions, not just people who fit into the gender binary.

**passing** – *adj. & verb* : A privilege that exists when others make a judgment about a person’s gender that accords acceptance of that person’s self-designated gender.

**queer** – **1** *adj.* : A term sometimes used to be inclusive of many gender identities and sexual identities. Some use this term to identify their sexuality and/or gender as fluid and not fixed to one identity. While some have reclaimed this term, some still consider this term derogatory.

**questioning** – *verb, adj.* : A process of exploring ones own sexuality and gender before claiming or settling on an identity.

**sexual attraction** – *noun* : the desire to engage in sexually intimate behavior to varying degrees.

**sexual identity-** *noun* ; the internal perception of a person’s attractions to others.

**sexuality** - *noun* ; 1) the capacity for sexual feelings. 2) a person’s sexual orientation or preference. 3) sexual activities.

**straight/heterosexual** – *adj.* : A person who experiences attraction solely or primarily to people of another gender.

**transgender** – *adj* ; describes people who self-designate their gender rather than the gender assigned to them at birth.

**transphobia** – *noun* : an umbrella term for a range of negative attitudes (e.g., fear, anger, disgust, intolerance, resentment, erasure, or discomfort) that one may have specifically toward transgender people or people perceived as transgender.

# LGBTQ-INCLUSIVE LANGUAGE

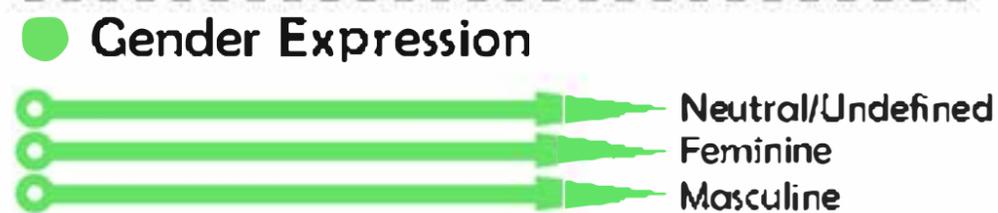
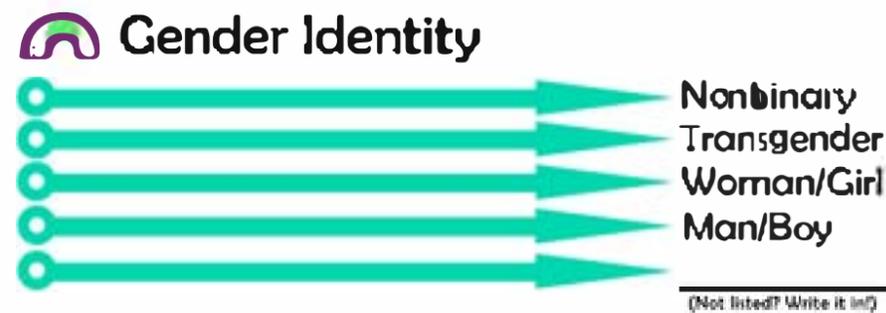
AVOID SAYING...	SAY INSTEAD...	WHY?	EXAMPLE
"Hermaphrodite"	"Intersex"	Hermaphrodite is a stigmatizing, inaccurate word with a negative medical history.	"What are the best practices for the medical care of intersex infants?"
"Homosexual"	"Gay"	"Homosexual" often connotes a medical diagnosis, or a discomfort with gay/lesbian people.	"We want to do a better job of being inclusive of our gay employees."
Born female" or "Born male"	"Assigned female/ male at birth"	"Assigned" language accurately depicts the situation of what happens at birth  "-bodied" language is often interpreted as as pressure to medically transition, or invalidation of one's gender identity	"Max was assigned female at birth, then he transitioned in high school."
"Female-bodied" or "Male-bodied"			
"A gay" or "a transgender"	"A gay/transgender person"	Gay and transgender are adjectives that describe a person/group	"We had a transgender athlete in our league this year."
"Transgender people and normal people"	"Transgender people and cisgender people"	Saying "normal" implies "abnormal," which is a stigmatizing way to refer to a person	"This group is open to both transgender and cisgender people."
"Both genders" or "Opposite Sexes"	"All genders"	"Both" implies there are only two; "Opposite" reinforces antagonism amongst genders	"Video games aren't just a boy thing -- kids of all genders play them."
"Ladies and Gentleman" or "Guys"	"Everyone," "Folks," "Honored guests," "Panthers," "Y'all"	Moving away from binary language is more inclusive of people of all genders	"Good morning everyone, next stop Picadilly Station."
"Mailman," "fireman," "policeman," etc.	"Postal worker," "firefighter," "police officer," etc.	People of all genders do these jobs	"I actually saw a firefighter rescue a cat from a tree."
"It" when referring to someone whose pronouns are unknown	"They"	"It" refers to objects/things, not people.	"You know, I am not sure how they identify."
"Transgendered"	"Transition" or "Transitioned" or "Transitioning"	Transgender people are not transgendered but they may or may not go through a gender transition.	"Amy began her transition last summer," or "Amy transitioned last summer."



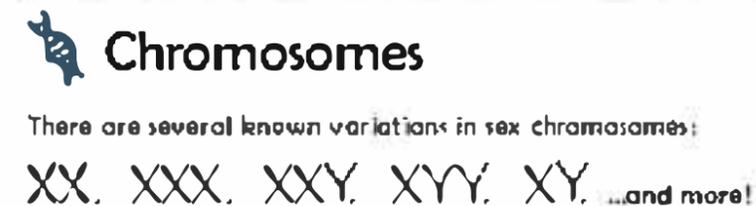
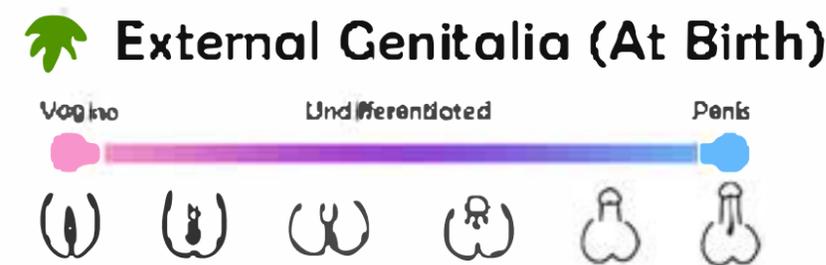
# The Flying Gender Unicorn



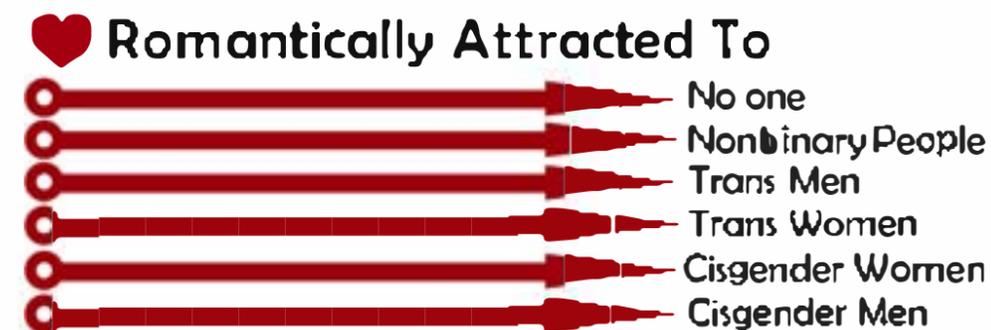
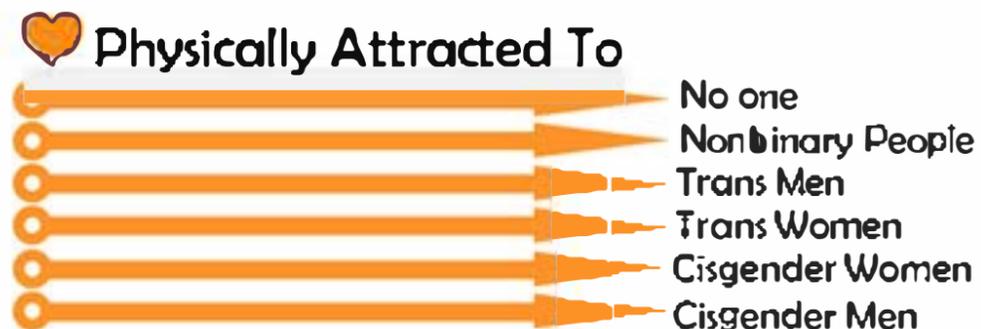
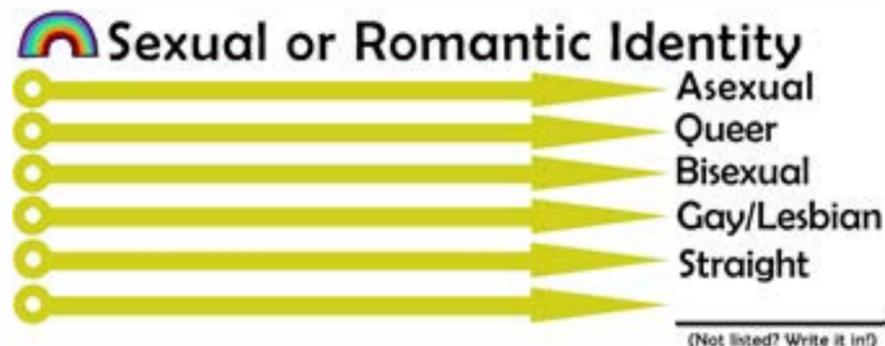
Gender



Sex (Gendered Biology)



Orientation



**Disclaimer:**  
While this graphic seems complex already, it is still an oversimplification of the beautiful diversity and complexity of our human gender, biology, and orientation.

Original design by Landyn Pan and Anna Moore

Original graphic by  
**TSER**  
Trans Student Educational Resources

Content and graphic modified by  
**Dr. Eric Jayne Friedman**  
**FIU** FLORIDA INTERNATIONAL UNIVERSITY

# Privileges for Sale

Please look at the following list of privileges. Each privilege costs \$100 to purchase. As a group, please purchase as many privileges as your money allows.

1. Celebrating your marriage(s) with your family, friends, and coworkers.
2. Paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Having multiple positive TV role models.
5. Sharing health insurance with your partner(s).
6. Being able to find role models of the same sexual orientation.
7. Being able to see your partner(s) immediately if in an accident or emergency.
8. Being able to be promoted in your job without your sexuality playing a factor.
9. Adopting your children.
10. Having your gender affirmed through the pronouns and name with which you identify.
11. Able to obtain child custody.
12. Being able to complete forms and paperwork with the information you feel most accurately communicates who you are.
13. Being able to feel safe in your interactions with police officers.
14. Being able to travel, or show ID in restaurants or bars, without fear you'll be rejected.
15. Kissing/hugging/being affectionate in public without threat or punishment.
16. Being able to discuss and have access to multiple family planning options.
17. Not questioning normalcy both sexually and culturally.
18. Reading books or seeing movies about a relationship you wish you could have.
19. Receiving discounted homeowner insurance rates with your recognized partner(s).
20. Raising children without worrying about state intervention.
21. Having others comfort and support you when a relationship ends.
22. Being a foster parent.
23. Using public restrooms without fear of threat or punishment.
24. Being employed as a preschool or elementary school teacher without people assuming you will "corrupt" the children.
25. Dating the person you desired in your teens.
26. Raising children without worrying about people rejecting your children because of your sexuality.
27. Living openly with your partner(s).
28. Receiving validation from your religious community.
29. Being accepted by your neighbors, colleagues, and new friends.
30. Being able to go to a doctor and get treatment that doesn't conflict with your identity.
31. Being able to access social services without fear of discrimination, or being turned away.
32. Being able to use insurance for necessary medical surgeries and hormone therapies.
33. Being open and having your partner(s) accepted by your family.

# Advocate Guide

“COMING OUT” ...of the closet.

is the process by which someone:

- 1) **accepts** and identifies with their gender identity and/or sexual orientation; and
- 2) **shares** their identity willingly with others.

Who is an “Advocate?”

A person who actively works to end intolerance, educate others, and support social equity for a marginalized group.

**It's a PROCESS.** Coming out is not usually a one-time thing—it's a series of decisions as LGBTQ people navigate new settings. **Respect** people's individual process.

**People** may be “**OUT**” in some spaces, and “**IN**” in others, to friends, family, classmates, coworkers, and community. A decision to come out to a person or group is one of safety, comfort, trust, and readiness.

It's **dangerous**, **unhealthy**, and **unhelpful** to force someone to come out, or to “out” someone.

## IF SOMEONE COMES OUT TO YOU...

**DON'T:**

1. Say “I always knew,” or downplay them sharing with you.
2. Go tell everyone, bragging about your “new trans friend.”
3. Forget that they are still the person you've always known.
4. Ask probing questions or cross boundaries.
5. Assume you know why they came out to you.

**DO:**

1. Know this is a sign of huge trust! (Yay!)
2. Check-in about confidentiality. (Is this a secret?)
3. Remember this is just one dimension of them.
4. Show interest and polite curiosity about this part of them.
5. Ask them how you can best support them.

## How to Create Affirming Spaces for Students?

### What is “Affirmation?”

Any moment or instance in which an aspect of a person's identity is reflected to them in a way that is interpreted as supportive.

The Safe Zone Advocate sticker and other symbolism like rainbow flags can signal support to students and encourage them to be who they are. But creating affirming spaces for students is not just about signaling support. Cisgender and straight experiences are integrated into every aspect of society from the media we consume to the laws in place. So how can we similarly represent LGBTQ+ people with greater intention?

## Best Practices

1. Keep learning and use the most up to date language when speaking about entire groups.

See our guide at:  
[go.fiu.edu/inclusivelanguage](http://go.fiu.edu/inclusivelanguage)

2. Mirror the language someone uses individually to refer to themselves.

For example, if they say, “I identify as queer,” it is affirming to say, “As a queer person, what do you enjoy most about the FIU campus?”

3. For faculty/teachings of all types, include LGBTQ+ people, histories, public figures, stories, and more into the examples you use when discussing or teaching about various subjects. This includes ensuring assigned reading materials do the same.

4. Make room “at the table” for diverse views and include their perspectives in any content produced or decisions made. For example, when in an authority or leadership position, do not just speak from your perspective only at events or in meetings but invite the perspectives of individuals and groups you do not represent to have an actual voice and influence in that space. Listen and include their ideas not just their presence.

# Pronouns Guide

## No Pronouns?

Not everyone uses pronouns. For example, some indigenous peoples do not use pronouns in their native languages. If requested, use the name of the person in place of where you would use a pronoun.

## WHAT

In English, we use pronouns when referring to others in the third person. Some have a gendered meaning, such as “he” or “she” when referring to a man/boy and woman/girl, respectively. Some pronouns, like “I,” “you,” and “they,” are gender neutral and are used to describe an individual or group.

## WHY

Assuming someone’s pronouns can send a harmful message that people need to look a certain way in order to be affirmed in their gender identity or expression. Most of the time, our gender assumptions will be accurate, but making an effort to use a person’s chosen and correct pronouns shows respect for who they are.

See “Pronouns Are A Public Health Issue” by Ross et al. (2022)

## HOW

**Don’t Assume!** Pronouns do not always correlate with identity. Example: Nonbinary people may still go by binary pronouns like “he” and/or “she.”

Use they/them pronouns when you don’t know for sure what pronouns someone uses. The following examples show how to use specific pronouns in sentences.

**She/Her:** “**She** is a writer and wrote that book **herself**. Those ideas are **hers**. I like both **her** and **her** ideas.”

**He/Him:** “**He** is a writer and wrote that book **himself**. Those ideas are **his**. I like both **his** and **his** ideas.”

**They/Them:** “**They** are a writer and wrote that book **themselves**. Those ideas are **theirs**. I like both **them** and **their** ideas.”

Neopronouns, such as:

Replacing pronouns with the person’s name:

**Ze/Zir:** “**Ze** is a writer and wrote that book **zirselves**. Those ideas are **zirs**. I like both **zir** and **zir** ideas.”

[“*Use my name, Alex*”]: “**Alex** is a writer and wrote that book. Those ideas are **Alex’s**. I like both **Alex** and **Alex’s** ideas.”

## They/Them

The singular use of “they/them” pronouns has centuries of history of use when referring to one individual. We also naturally use it when we aren’t certain of someone’s gender! For example, “A travel agent just emailed me to say **they** had some great vacation options for us!”

More at [pronouns.org](https://pronouns.org)

Using the **Correct Pronouns** is Magical...

Pronouns are one way to show respect for someone’s gender identity. Correct use of pronouns shows them affirmation of who they are while communicating their identity is valid and that they are in a brave space.

**A**ffirm Neutrally

ID cards, names, and your perceptions are not always reliable. If the person didn’t tell you their gender yet, use “they” or gender neutrally use their name until you can...

**B**e Polite

Share your pronouns to signal inclusivity. Don’t expect people to share their pronouns. Some don’t use them or are not ready. Never ask about bodies, medication, or surgery.

**R**esearch

Research your questions independently. Ask educators, not people who come out to you (not everyone wants to educate). Still have questions? Ask if they are willing first.

**A**pologize

Mistakes happen. Get over it! Apologize or simply correct yourself and move on. Then find people to practice pronouns with. Practice helps lessen future slip-ups.

**KADABRA!** See the next page for resources at FIU...

# FIU Resource Guide



## Pride Center at FIU

pridecenterfiu.edu  
pridecenter@fiu.edu  
MMC: GC 216, Tel: 305-348-2436  
BBC: WUC 255, Tel: 305-919-5817

## Counseling & Psychological Services

For students seeking therapy, mental health workshops, or referrals off-campus  
MMC: SHC 270 | 305-348-2277  
BBC: WUC 320 | 305-919-5305  
Refer to Scott Harvey / Ask Pride Center or CAPS Director for the current recommendation.

## Student Organizations

- Pride Student Union
- oSTEM
- Med GSA
- Stonewall Legal Alliance
- Women Studies Student Association

Updated list at PantherConnect.fiu.edu

## Panthers Care

For students in distress or in need of assistance (food, funds, etc.)  
MMC: GC 219 | 305-348-2797  
BBC: WUC 325 | 305-919-5943

## Fostering Panther Pride

Assistance for students in foster care or experiencing homelessness  
SASC 205 | 305-348-3445

## Victim Empowerment Program

For students victimized by violence/abuse  
Tel: 305-348-2277, advocacy@fiu.edu

## FREE HIV and STI Testing on Campus

Healthy Living Program  
MMC: SHC | BBC: HCC  
305-348-2401 | 305-348-5620



## GENDER INCLUSIVE RESTROOMS @FIU

List of single stall and gender inclusive restrooms: [go.fiu.edu/inclusiverestrooms](https://go.fiu.edu/inclusiverestrooms)

Refer students to the **Refuge app** (GPS locator for gender inclusive restrooms)

Hello  
my name is

## CHOSEN FIRST NAME POLICY @FIU

This policy enables all Panthers to display their **chosen first name** and **pronouns** to the university community where feasible. Students can visit [go.fiu.edu/chosenfirstname](https://go.fiu.edu/chosenfirstname) for instructions. FIU employees can visit [go.fiu.edu/chosenfirstname\\_hr](https://go.fiu.edu/chosenfirstname_hr) for instructions.



## LGBTQ Scholarships

See all at: [go.fiu.edu/lgbtqscholarships](https://go.fiu.edu/lgbtqscholarships)



## LGBTQ Organizations in Miami

GLBT Alliance – [gltqalliance.com](https://gltqalliance.com)  
Pridelines – [pridelines.org](https://pridelines.org)  
Survivors Pathways – [survivorspathway.org](https://survivorspathway.org)  
TransSOCIAL – [transsocial.org](https://transsocial.org)  
Latinos Salud – [latinossalud.org](https://latinossalud.org)  
SAVE LGBTQ – [save.lgbt](https://save.lgbt)  
Yes Institute – [yesinstitute.org](https://yesinstitute.org)



## Discrimination/Harassment

FIU promotes a culturally diverse and inclusive working and learning environment where current and prospective faculty, staff, and students are valued for their individuality. If any student, employee or applicant has a good faith belief that they have been discriminated against or harassed based on age, color, disability, gender, marital status, ethnic or national origin, race, religion, retaliation, sex or any other protected category, they are encouraged to report the incident. Direct students to [report.fiu.edu](https://report.fiu.edu) for more info.

# Scenarios

1. You've noticed a fellow staff member making comments that are subtly homophobic and transphobic, which are making you and others uncomfortable. You're unsure if this person realizes what they are saying is problematic or not. What might you do?
2. You're interacting with someone new, and they introduce themselves as Alex and they look very androgynous. You're not really sure what pronouns to use - what should you do?
3. You're giving a tour to someone who are considering hiring and they ask is if the office is LGBTQ friendly. How might you respond?
4. A student/participant you work with on a regular basis shares with you that they are gay and are nervous to tell others and worried about how this will affect their hireability in the future. How do you support this person?
5. A staff member shares at a staff meeting that they are trans\* and would like everyone to use a new name and the pronouns "they/them/theirs," while everyone at the staff meeting is very positive and affirming in the moment, afterward there is a lot of confusion and hesitancy about how to proceed. People aren't sure how to let others know, what to do when they mess up pronouns/names, what other types of support this person may want/need. How might you proceed?
6. You bring up the idea of your office/team doing a diversity/inclusion training. There is a lot of eye rolling and no one says anything affirming about the idea. Someone comments, "we're all really accepting here, I don't think we need to do that sort of training." How might you respond?

# Continue Your Learning Guide

## Resource Database

Access the Pride Center's annotated, comprehensive, and continuously updated and added to list of resources at [go.fiu.edu/prideresources](http://go.fiu.edu/prideresources)

Advocates understand that learning doesn't end when a training ends. Learning about how to support any marginalized community is **life-long**. Continue your learning by remaining **open** to people's perspectives and experiences while also **educating** yourself through additional workshops, events, courses, and by strengthening your network with different LGBTQ people.

The following are some *handpicked* resources to further your learning:



The Trevor Project's mission is to end suicide among LGBTQ young people. Their resources page provides guides and facts of LGBTQ youth mental health, coming out, and specific identities and intersectional experiences within LGBTQ communities.

[thetrevorproject.org/resources](http://thetrevorproject.org/resources)



LGBTQ+ Victory Institute works to achieve and sustain equality through leadership development, trainings, research and convenings. They share a history of LGBTQ politics in the United States on their Pride and Progress site.

[prideandprogress.org](http://prideandprogress.org)



The Williams Institute conducts independent research on sexual orientation and gender identity law and public policy. They provide resources that ensure that facts—not stereotypes—inform laws, policies, and judicial decisions on LGBTQ lives.

[williamsinstitute.law.ucla.edu](http://williamsinstitute.law.ucla.edu)



MAP is an independent, nonprofit think tank. They work to create a thriving, inclusive, and equitable America by providing resources and information including their interactive maps depicting state-by-state laws that impact LGBTQ communities.

[lgbtmap.org/equality-maps](http://lgbtmap.org/equality-maps)



OUTWORDS captures, preserves, and shares the stories of LGBTQ elders, to build community and catalyze social change. Their page is an archive of stories and facts from LGBTQ history.

[theoutwordsarchive.org](http://theoutwordsarchive.org)

Follow the Pride Center and attend our events to learn more and stay connected!  
[pridecenter.fiu.edu](http://pridecenter.fiu.edu) | [@fiupridecenter](https://twitter.com/fiupridecenter) | [go.fiu.edu/pridenewsletter](http://go.fiu.edu/pridenewsletter)

# Participant Feedback Form

Please answer honestly :)

What is one thing that you learned from the training today? What did you enjoy about today's training?

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What could be improved for the next time this training is facilitated? How do you think this training could be improved?

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Who would you recommend this training to? What would you say to get them interested?

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Additional feedback for the facilitators? This could be in regards to material covered or the facilitation process.

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