



Training module for professionals working with children

(Education; Health; Media; Public Space and Families)



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Introduction

This training proposal is a contribution to combating violence against LGBTI+ children and adolescents. It provides inclusive and competent tools for professionals working with children and youth in five key areas: education, health care, media, public space and families and families associations.

The training curriculum presented in this document is part of the project Diversity and Childhood, the objectives of which include the increase of professional, personal, peer groups and proximity environment abilities to favour and promote the well-being of LGBTI+ children through training to the key actors.

The proposal covers the training of 1,5 days and includes different typologies of activities: group work, theoretical approaches and several dynamic activities. Parts of the modules may be omitted, changed, or applied differently in accordance with local needs (e.g. the needs, preferences and previous experiences/training of professionals). In the event that such training can only be held online, the recommendation is to split its content application into two half days.

The materials needed for the training are indicated in each activity and they can be downloaded when needed. Moreover, at the end of the training curriculum, we provide a template of assessment questionnaire for participants, as well as a template of an attendance list.



1. Education professionals

<p>15 min.</p>	<p>Introductory block:</p> <ul style="list-style-type: none"> - information about the partner organizations and the project, - short self-introduction of participants and trainers
<p>15 min.</p>	<p>Expectations and concerns</p> <p><i>Draw a balloon on flipchart paper and distribute colorful post-it sheets among participants. Ask them to write one expectation on a post-it and one fear or concern on another. Invite participants to place expectations inside the balloon (as they will raise us up) and fears into ballast bags (as they are holding us down). The trainer should in the end summarise the contents of both, and draw connections between the group's expectations and the planned content.</i></p> <p><i>In case the training event is held online, the chat function of the streaming / video conference application may be used for a similar activity.</i></p> <p><i>Suggestion for online exercise: The group can make a word cloud together with https://www.polleverywhere.com/</i></p>
<p>10 min.</p>	<p>Ground rules of the training</p> <p>Ground rules can be introduced following the previous exercise with the question: "What do you need from the group and/or the trainers to safely get what you expect from this training?"</p> <p>The trainers write the things the participants list on a flipchart paper. Make sure that the following rules are on the paper even if the participants do not mention them:</p> <ul style="list-style-type: none"> • Privacy: personal information is confidential and remains within the group, everyone can share whatever they want about their own experiences but not about the experiences and stories of others.



	<ul style="list-style-type: none"> • “I feel”: everyone speaks from their own perspective when they talk about experiences and views. • Agency: it is up to every individual to choose what they want to share, participants have a right to not answer. • Listen: participants shall listen to one another, and hear what others say. • Respect: insults or disrespect are to be avoided.
<p>25 min.</p>	<p>Scaling attitudes and opinions</p> <p>There are two points set up in the room as the endpoints of a scale. One represents yes (or strongly agree), the other represents no (or strongly disagree). (In case the training event is held online, a polling app or the polling function of the online video meeting program may be used, e.g. using a 5 scale grading system.) The trainers tell different statements to the participants, and they choose a point on the scale according to their opinions. After each statement the trainers ask participants standing at the two ends and also somewhere between to share their thoughts and reason for picking that particular stance. 5-6 statements are given to the participants, all connected to LGBTI+ children, LGBTI+ children in schools, attitudes towards LGBTI+ topics.</p> <p>Suggested statements:</p> <p>In our school, there is no LGBTI-phobic bullying. We should not talk about student’s and teacher’s private lives at school. I think children who fall out of the gender, sexuality and bodily norms do not have unique needs in an educational settings.</p>



	<p>All students know where / to whom they can report LGBTI-phobic (and other) harassment and abuse.</p> <p>It is okay to tell jokes about LGBTI+ people.</p> <p>I have experience working with children or youth on topics of gender, sexuality and/or bodily diversity.</p> <p>It is / it would be easy for me to work with issues of gender, sexuality and bodily diversity with children and teenagers.</p> <p>I wouldn't know what organizations to contact if I wanted to support LGBTI+ children and youth in my country.</p>
10 min.	Coffee break
45 min.	<p>Teaching segment</p> <p>Terminology: L G B T I + S O G I E S C</p> <p>Trainers prepare a presentation on basic terminology and explain the concept of SOGIESC</p> <p>Possible tool:, if the trainers find it useful to understand basics:</p> <p>Genderbread person: https://www.genderbread.org</p> <p>Genderbread person v4: https://www.genderbread.org/resource/genderbread-person-v4-0</p> <p>Worksheet: https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks</p> <p>Handout 1: Genderbread person with texts in local language</p> <p>Possible activity: Vocabulary game</p> <p>Participants work in small groups (pairs or 3-4 people). They match terms with definitions. (They get a sheet of paper with words and previously cut definitions they can place next to the terms.) The</p>



	<p>whole group discusses the results, trainers can answer questions or provide more explanation on definitions. Leave enough time for questions! (Online alternative: groups can work in breakout rooms using shared documents.)</p> <p>Possible sources to create the glossary in local languages:</p> <p>https://www.hrc.org/resources/glossary-of-terms</p> <p>https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms</p> <p>The DaC Handbook</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Violence experienced by LGBTI+ children in education</p> <p>Trainers prepare a presentation on anti-LGBTI+ harassment and bullying in schools. Quote experiences and data (for example from the DaC National Reports).</p> <p>Example from Hungary:</p> <p>https://en.hatter.hu/sites/default/files/dokumentum/kiadvany/school-environment-report-en.pdf</p> <p>After the presentation watch a short film on anti-LGBTI+ (and other) school bullying or present another awareness raising video. Example: a short film made by Háttér, in Hungarian, but with English subtitles (find these and switch on on the right side button).</p>



	<p>https://www.youtube.com/watch?v=0S_oCOEfpJQ</p> <p>Open discussion for the whole group on defining problem areas for LGBTI+ children in education. Trainers write these on a flipchart paper, and can reflect back on them during the next teaching segment. (Online alternative: using the chat box of the application for sending problem areas, copying them to a shared document, or using Blackboard app.)</p>
60 min.	Lunch break
5 min.	<p>Energizer: Looking around</p> <p>The trainer asks all participants to stand up and give them instructions on which direction to look (up, down, left, right) . They have to turn their head (only their head, not the body) and look in the appropriate direction.</p> <p>The trainer says the words up, down, left, and right in a random order and encourage the participants to follow your instructions at a fairly rapid pace.</p> <p>After about a minute, the trainer says the participants that they are going to make a change. From now on, up will mean down and vice versa. The meaning of the words left and right remain the same.</p>
90 min.	<p>Activity: Privilege walk</p> <p>Each participant gets a role card with a short description of a person and they have to imagine the life and opportunities of this person. (Print the descriptions and hand them out to the participants or send them to the participants in chat boxes individually.)</p>



The trainers read different statements and if the participants think they apply to their character they take a step forward. (Online: the participants start at zero and can count points based on the statements.)

After all the statements are read everyone shares their role card. Participants reflect on their feelings regarding the activity and share their thoughts on privileges.

Sample characters (change the names to national ones, if you wish; trainers are of course free to change / add characters):

1. Flora, 12 years old heterosexual girl. She likes playing football and she isn't interested in fashion.
2. Peter, 17 years old gay boy. He came out last year to his closest friends when he met Ben.
3. Andrea, trans girl, goes to third grade of high school. Until last year she used her male birth name, although she was wearing female clothes. She changed her name this year and asked everyone to use that.
4. Aaron is doing his last year at school, has a long term girlfriend for 5 years.
5. Gabi is a heterosexual girl, aged 9, she is raised by two mothers.
6. Julie, 18 years old, lesbian girl, openly out at school and at home. She has very good grades and always stands up for those who need help.
7. Robert, 12 years old, heterosexual boy, from a wealthy family.
8. Emma 14 years old, heterosexual, just started high school, very introverted.
9. George, 17 years old bisexual boy, very sporty.
10. Carly, 14, trans boy. He hasn't told anyone about his trans identity yet, and tries to fit in with the girls to avoid being left out.
11. Melinda, 16 years old bisexual girl, with religious parents. She only came out to her friends and not to her family.
12. Richard, heterosexual boy, 17, very skinny and tall, not very talkative and very bad at sports.
13. Susanna, 13 years old girl, she recently started fancying one of her girl classmates and right now she is very confused.



14. Alex, 17, intersex, nonbinary (does not identify either as a boy or a girl). Their classmates laughed at them and said they have to decide to be a boy or a girl.
15. Catherine, 18, openly lesbian, with a very supportive family.
16. Leona, 11, a girl from a very poor family. She is often sad because her clothes are not as cool as other's and she is not invited to parties by her classmates.
17. Sandra, a 14 years old intersex girl. Recently she went to a gynecologist and found out she has XY chromosomes. She hides from her friends that she will never have menstrual periods and will not be able to get pregnant. She thinks nobody would like to date her.
18. Ronny, 17, a Roma boy who was adopted as a baby and is raised by loving middle-class parents.
19. John, 17, a shy teenager who likes coloring his hair and painting his nails.
20. Ben, 17, a trans boy whose family is transphobic. He tried to talk to his parents but his mother said he should never bring this up again otherwise he'd have to move out.
21. Erika, 16, a girl whose best friend is gay and others harass her because of being his friend.

Statements:

If you have ever been made fun of or bullied for something you could not change or was beyond your control, take one step back / take one point.

If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward / add one.

If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back / take one point.



	<p>If you feel good about how your identities are portrayed by the media, take one step forward / add one.</p> <p>If you have ever been uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back / take one point.</p> <p>If your parents tell you that you can be anything you want to be, take one step forward / add one.</p> <p>If you are able to move through the world without fear of sexual assault, take one step forward / add one.</p> <p>If you have never been told that you are not masculine / feminine enough, take a step forward / add one.</p> <p>If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.</p> <p>If there is any place in your school where you don't feel comfortable or safe, take a step back / take one.</p> <p>If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.</p> <p>If sex education in school generally answers your questions, take a step forward / add one.</p>
<p>10 min.</p>	<p>Coffee break (optional)</p>
<p>30 min.</p>	<p>Teaching segment</p>



	<p>Presentation on anti-“gender ideology” discourses (opinions voiced by press or politicians stating that feminism, LGBTI+ organizations, gender studies departments and all other movements or institutions that use the concept of gender to attack “natural” and “family values”)</p> <p>Show examples when LGBTI+ people are used (instrumentalized) in anti-“gender ideology” debates by politicians and media. Statements like: the so-called “gender ideology” is a weapon of liberals who do not think like “the nation” does, they want to rule the world, LGBTI+ rights depicted as foreign interests, etc.</p> <p>Discussion:</p> <p>Why it is important to not buy into this polarization, to know that LGBTI+ people are part of the nation, kids, family members, etc., Why is it important that LGBTI+ and gender is not an “ideology”. How can this narrative endanger children and youth in general? What is your role to prevent this? Is there anything the state/government could be doing to prevent this?</p> <p>Collect possible practical steps to intervene and tackle such statements in your profession.</p>
<p>10 min.</p>	<p>Coffee break</p>
<p>50 min.</p>	<p>Group work: Creating an inclusive school environment</p> <p>Participants work in groups. Each group gets one or two suggestions / good practices (e.g. good practices from the Good Practice Guide we prepared in WP2) and answer 3 questions related to each one of these:</p>



1. Why is this practice or step useful?
2. What are possible difficulties or impediments when realizing it?
3. What are the first steps to take when realizing it?

Possible suggestions / good practices:

1. Accept and implement policies (or integrate these into the existing policies) against discrimination and bullying in schools, including bullying and violence based on sexual orientation, gender identity and gender expression on school policy.

2. Prepare detailed reports of incidents of bullying: forms used should contain the time of the incident, whether it happened once or repeatedly, its venue, its type, the protected characteristic in case of bias-motivated bullying, the source of knowledge about the incident, and the steps taken to resolve the problem. These reports should be used for the systematic and regular monitoring of school bullying.

3. Inform students that LGBTI+ youth can turn to the school psychologist, social worker or other supporting staff if they have any problem.

4. Ensure that trans students can express their gender and participate in school life according to their gender identity, including the use of their preferred name and the flexible application of rules pertaining to clothing in school.

5. Ensure that trans students and school staff can use locker rooms and bathrooms in accordance with their gender identity.

6. Support the creation of groups organized by LGBTI+ students and their allies.



	<p>7. Support the participation of teachers, school psychologists, social workers and health professionals in awareness raising programs or accredited in-service training programs that cover the social situation of LGBTI+ people and the special problems and needs of LGBTI+ youth.</p> <p>8. Conduct regular anonymous research among students on the prevalence of bullying and violence in the school, including students' needs related to these.</p> <p>9. If they witness or are informed about mockery, verbal abuse or physical assault, or if students talk about LGBTI+ people in a negative context, initiate discussions about the subject in cooperation with other professionals working with youth at school.</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p>
<p>20 min.</p>	<p>Good practices: introducing inclusive schools and programs</p> <p>Trainers (or an invited guest) present good practices and programs that work in schools and can be adapted or joined by the participants.</p> <p>Also include a short introduction to the DaC app for children and youth.</p> <p>Handout 2: list of local organizations that provide services for LGBTI+ youth, list of informative websites / publications for LGBTI+ youth in national languages, highlight the DaC app.</p>
<p>30 min.</p>	<p>Closing session</p>



Each participant shares what they take home from the training: what they learned, what they are missing, things they would like to add.

They fill evaluation sheets upon leaving. (Online alternative: the trainer shares the link of the online evaluation form in group chat.)





2. Health professionals

<p>15 min.</p>	<p>Introductory block:</p> <ul style="list-style-type: none"> - information about the partner organization and the project, - short self-introduction of participants and trainers
<p>15 min.</p>	<p>Expectations and concerns</p> <p><i>Draw a balloon on flipchart paper and distribute colorful post-it sheets among participants. Ask them to write one expectation on a post-it and one fear or concern on another. Invite participants to place expectations inside the balloon (as they will raise us up) and fears into ballast bags (as they are holding us down). The trainer should in the end summarise the contents of both, and draw connections between the group’s expectations and the planned content.</i></p> <p><i>In case the training event is held online, the chat function of the streaming / video conference application may be used for a similar activity.</i></p> <p><i>Suggestion for online exercise: The group can make a word cloud together with https://www.polleverywhere.com/</i></p>
<p>10 min.</p>	<p>Ground rules of the training</p> <p>Ground rules can be introduced following the previous exercise with the question: “What do you need from the group and/or the trainers to safely get what you expect from this training?”</p>



	<p>The trainers write the things the participants list on a flipchart paper. Make sure that the following rules are on the paper even if the participants do not mention them:</p> <ul style="list-style-type: none"> • Privacy: personal information is confidential and remains within the group, everyone can share whatever they want about their own experiences but not about the experiences and stories of others. • “I feel”: everyone speaks from their own perspective when they talk about experiences and views. • Agency: it is up to every individual to choose what they want to share, participants have a right to not answer. • Listen: participants shall listen to one another, and hear what others say. • Respect: insults or disrespect are to be avoided.
<p>25 min.</p>	<p>Scaling attitudes and opinions</p> <p>There are two points set up in the room as the endpoints of a scale. One represents yes (or strongly agree), the other represents no (or strongly disagree). (In case the training event is held online, a polling app or the polling function of the online video meeting program may be used, e.g. using a 5 scale grading system.) The trainers tell different statements to the participants, and they choose a point on the scale according to their opinions. After each statement the trainers ask participants standing at the two ends and also somewhere between to share their thoughts and reason for picking that particular stance. 5-6 statements are given to the participants,</p>

	<p>all connected to LGBTI+ children, LGBTI children in schools, attitudes towards LGBTI+ topics.</p> <p>Suggested statements:</p> <ul style="list-style-type: none"> - In our institution, no one is discriminated against because of being LGBTI+. - I think LGBTI+ youth / children who fall out of the gender, sexuality and bodily norms do not have specific needs in health care settings. - LGBTI+ youth all know where and to whom they can report LGBTI-phobic (and other) discrimination or harassment. - Dealing with LGBTI+ people was thematized during my education. - I have experience at working with children or youth on gender and sexuality issues. - I wouldn't know what organizations to contact if I wanted to support LGBTI+ children and youth in my country. - It is / it would be easy for me to work with gender and sexuality issues with children and teenagers.
<p>10 min.</p>	<p>Coffee break</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Terminology: L G B T I + S O G I E S C</p> <p>Trainers prepare a presentation on basic terminology and explain the concept of SOGIESC</p> <p>A tool possibly applied, if the trainers find it useful to understand basics:</p>



	<p>Genderbread person v4: https://www.genderbread.org/resource/genderbread-person-v4-0</p> <p>Worksheet: https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks</p> <p>Handout 1: Genderbread person with texts in local language</p> <p>Possible activity: Vocabulary game</p> <p>Participants work in small groups (pairs or 3-4 people). They match terms with definitions. (They get a sheet of paper with words and previously cut definitions they can place next to the terms.) The whole group discusses the results, trainers can answer questions or provide more explanation on definitions. Leave enough time for questions!</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p> <p>Possible sources to create the glossary in local languages:</p> <p>https://www.hrc.org/resources/glossary-of-terms</p> <p>https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms</p> <p>The DaC Handbook</p>
<p>45 min.</p>	<p>Teaching segment</p>



	<p>Discrimination experienced by LGBTI+ youth in the health sector</p> <p>Trainers prepare a presentation on this. Quote experiences and data from research. Specific topics:</p> <ul style="list-style-type: none"> ● trans and intersex children ● violence and discrimination ● victims of gender based violence ● LGBTQI psychology and mental health issues of LGBTQI children and youth (anxiety disorders, self harm, substance use, depression) ● attitudes and education of professionals working with children <p>If there are no youth-specific data available, use general LGBTI+ focused research. E.g. in the EC-funded Open Doors project (“Open Doors: Promoting Inclusive and Competent Health Care for LGBTI People”), there are data in country reports from Bulgaria, Hungary, Italy, Poland and Spain.</p> <p>Educational videos and other training material may also be used (prepared as part of the Open Doors project, if possible regarding local language).</p> <p>Open discussion for the whole group on defining problem areas for LGBTI+ children in the health sector. Trainers write these on a flipchart paper, and can reflect back on them during the next teaching segment. (Online alternative: using the chat box of the application for sending problem areas, copying them to a shared document, or using Blackboard app.) Specifically talk about inclusive communication in healthcare settings.</p>
<p>60 min.</p>	<p>Lunch</p>



<p>5 min.</p>	<p>Energizer: Looking around</p> <p>The trainer asks all participants to stand up and give them instructions on which direction to look (up, down, left, right) . They have to turn their head (only their head, not the body) and look in the appropriate direction.</p> <p>The trainer says the words up, down, left, and right in a random order and encourage the participants to follow your instructions at a fairly rapid pace.</p> <p>After about a minute, the trainer says the participants that they are going to make a change. From now on, up will mean down and vice versa. The meaning of the words left and right remain the same.</p>
<p>90 min.</p>	<p>Activity: Privilege walk</p> <p>Each participant gets a role card with a short description of a person and they have to imagine the life and opportunities of this person. (Print the descriptions and hand them out to the participants or send them to the participants in chat boxes individually.)</p> <p>The trainers read different statements and if the participants think they apply to their character they take a step forward. (Online: the participants start at zero and can count points based on the statements.)</p> <p>After all the statements are read everyone shares their role card. Participants reflect on their feelings regarding the activity and share their thoughts on privileges.</p>



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4. Aaron is doing his last year at school, has a long term girlfriend for 5 years.
5. Gabi is a heterosexual girl, aged 15, she is raised by two mothers.
6. Julie, 18 years old, lesbian girl, openly out at school and at home. She has very good grades and always stands up for those who need help.
7. Robert, 17 years old, heterosexual boy, from a wealthy family.
8. Emma, 14 years old, heterosexual, just started high school, very introverted.
9. George, 17 years old bisexual boy, very sporty.
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18. Ronny, 17, a Roma boy who was adopted as a baby and is raised by loving middle-class parents.
19. John, 17, a shy teenager who likes coloring his hair and painting his nails.
20. Ben, 17, a trans boy whose family is transphobic. He tried to talk to his parents but his mother said he should never bring this up again otherwise he'd have to move out.
21. Erika, 16, a girl whose best friend is gay and others harass her because of being his friend.

Statements:

If you have ever been made fun of or bullied for something you could not change or was beyond your control, take one step back / take one point.



If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward / add one point.

If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back / take one point.

If you feel good about how your identities are portrayed by the media, take one step forward / add one point.

If you have ever been uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back / take one point.

If your parents tell you that you can be anything you want to be, take one step forward / add one point.

If you are able to move through the world without fear of sexual assault, take one step forward / add one point.

If you have never been told that you are not masculine / feminine enough, take a step forward / add one point.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one point.

If sex education in school generally answers your questions, take a step forward / add one point.

If there is any place in your school where you don't feel comfortable or safe, take a step back / take one point.



	<p>If you have ever been afraid of seeing a health professional because of your sexual orientation or gender identity, take a step back / take one point.</p> <p>If you ever had a bad experience with a health professional, take a step back / take one point</p> <p>If a health professional ever refused to give you a proper treatment or denied to treat you, take a step back.</p>
<p>10 min.</p>	<p>Coffee break (optional)</p>
<p>30 min.</p>	<p>Teaching segment</p> <p>Presentation on anti-“gender ideology” discourses (opinions voiced by press or politicians stating that feminism, LGBTI+ organizations, gender studies departments and all other movements or institutions that use the concept of gender attack “natural” and “family values”)</p> <p>Show examples when LGBTI+ people are used (instrumentalized) in anti-“gender ideology” debates by politicians and media. Statements like: the so-called “gender ideology” is a weapon of liberals who do not think like “the nation” does, they want to rule the world, LGBTI+ rights depicted as foreign interests, etc.</p> <p>Why it is important to not buy into this polarization, to know that LGBTI+ people are part of the nation, kids, family members, etc., Why is it important that LGBTI+ and gender is not an “ideology”. How can this narrative endanger children and youth in general? What is your role to prevent this? Is there anything the state/government could be doing to prevent this?</p>



	Collect possible practical steps to intervene and tackle such statements in your profession.
10 min.	Coffee break
50 min.	<p>Group work</p> <p>Creating an inclusive environment in health care settings</p> <p>Participants work in 4 groups. They get one or two suggestions / good practices and answer 3 questions related to each one of these:</p> <p>Why is this practice or step useful? What are possible difficulties or impediments when realizing it? What are the first steps to take when realizing it?</p> <p>Possible suggestions / good practices:</p> <ol style="list-style-type: none"> 1. Doctors, nurses and other health professionals should participate in in-service training programs aimed at improving their knowledge and communications skills regarding LGBTI+ patients and specifically youth. 2. Conduct patient satisfaction surveys including questions on sexual orientation, gender identity and sex characteristics. 3. Cooperate with LGBTI civil society organizations in the development of services and prevention activities tailored to the needs of LGBTI+ children and youth.



	<p>4. Accept and implement policies (or integrate these into the existing policies) against discrimination and harassment in health care settings.</p> <p>5. Public communication on being inclusive institutions. Such as campaigns that include LGBTI+ people in regular treatments for example vaccination campaigns.</p> <p>6. Making sure that patients know where to turn to if they face discrimination and / or harassment in health care settings.</p> <p>4. Ensure that trans people feel welcome: use names they identify with and make sure they can use changing rooms and bathrooms in accordance with their gender identity.</p> <p>7. Support the participation of health professionals (doctors, nurses, public nurses, psychologists etc.) in awareness raising programs or accredited in-service training programs that cover the situation of LGBTI+ people and the special problems and needs of LGBTI+ youth.</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p>
<p>45 min.</p>	<p>Good practices: introducing inclusive health care practices</p> <p>Trainers (or an invited guest) present relevant good practices and programs that work in health care settings and can be adapted or joined by the participants.</p> <p>Also include a short introduction to the DaC app (and other public materials) for children and youth.</p>



	<p>Handout 2: list of local organizations that provide services for LGBTI+ youth, list of informative websites / publications for LGBTI+ youth in national languages, highlight the DaC app.</p>
<p>30 min.</p>	<p>Closing session</p> <p>Each participant shares what they take home from the training: what they learned, what they are missing, things they would like to add.</p> <p>They fill evaluation sheets upon leaving. (Online alternative: the trainer shares the link of the online evaluation form in group chat.)</p>



3. Media: journalists, bloggers, youtubers and other influencers

<p>15 min.</p>	<p>Introductory block:</p> <ul style="list-style-type: none"> - information about the partner organization and the project, - short self-introduction of participants and trainers
<p>15 min.</p>	<p>Expectations and concerns</p> <p><i>Draw a balloon on flipchart paper and distribute colorful post-it sheets among participants. Ask them to write one expectation on a post-it and one fear or concern on another. Invite participants to place expectations inside the balloon (as they will raise us up) and fears into ballast bags (as they are holding us down). The trainer should in the end summarise the contents of both, and draw connections between the group’s expectations and the planned content.</i></p> <p><i>In case the training event is held online, the chat function of the streaming / video conference application may be used for a similar activity.</i></p> <p><i>Suggestion for online exercise: The group can make a word cloud together with https://www.polleverywhere.com/</i></p>
<p>10 min.</p>	<p>Ground rules of the training</p>



	<p>Ground rules can be introduced following the previous exercise with the question: “What do you need from the group and/or the trainers to safely get what you expect from this training?”</p> <p>The trainers write the things the participants list on a flipchart paper. Make sure that the following rules are on the paper even if the participants do not mention them:</p> <ul style="list-style-type: none"> • Privacy: personal information is confidential and remains within the group, everyone can share whatever they want about their own experiences but not about the experiences and stories of others. • “I feel”: everyone speaks from their own perspective when they talk about experiences and views. • Agency: it is up to every individual to choose what they want to share, participants have a right to not answer. • Listen: participants shall listen to one another, and hear what others say. • Respect: insults or disrespect are to be avoided.
<p>25 min.</p>	<p>Scaling attitudes and opinions</p> <p>There are two points set up in the room as the endpoints of a scale. One represents yes, the other represents no. (In case the training event is held online, a polling app or the polling function of the online video meeting program may be used, e.g. using a 5 scale</p>



	<p>grading system.) The trainers tell different statements to the participants, and they choose a point on the scale according to their opinions. After each statement the trainers ask participants standing at the two ends and also somewhere between to share their thoughts and reason for picking that particular stance. 5-6 statements are given to the participants, all connected to LGBTI+ children, LGBTI+ children in schools, attitudes towards LGBTI+ topics.</p> <p>Suggested statements:</p> <ul style="list-style-type: none"> - There is enough or even too much information for and on LGBTI+ youth in the media. - Children who fall out of gender, sexuality and bodily norms are properly represented in the media. - I think that LGBTI+ children do not have unique needs regarding their media representation. - LGBTI+ youth know where / to whom they can turn to if they find homophobic and / or transphobic pieces in the media or social media surfaces. - I have experience at communication with and for LGBTI+ children or youth. - It is / it would be easy for me to work with and for LGBTI+ children. - I believe the media doesn't have a role in ending violence based on SOGIESC.
<p>10 min.</p>	<p>Coffee break</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Terminology: L G B T I + S O G I E S C</p>



Trainers prepare a presentation on basic terminology and explain the concept of SOGIE

A tool possibly applied, if the trainers find it useful to understand basics:

Genderbread person v4:
<https://www.genderbread.org/resource/genderbread-person-v4-0>

Worksheet:

<https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks>

Handout 1: Genderbread person with texts in local language

Possible activity: Vocabulary game

Participants work in small groups (pairs or 3-4 people). They match terms with definitions. (They get a sheet of paper with words and previously cut definitions they can place next to the terms.) The whole group discusses the results, trainers can answer questions or provide more explanation on definitions. Leave enough time for questions!

(Online alternative: groups can work in breakout rooms using shared documents.)

Possible sources to create the glossary in local languages:

<https://www.hrc.org/resources/glossary-of-terms>



	<p>https://www.stonewall.org.uk/help-advice/fags-and-glossary/glossary-terms</p> <p>The DaC Handbook</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>On the media representation of LGBTI+ people, with a special focus on youth. Possible topics:</p> <ul style="list-style-type: none"> - use of words, SOGIESC - use of words, harassment, discrimination, abuse - stereotypes - being open to criticism coming from LGBTI+ individuals and organizations - balance (especially if there are LGBTI+phobic statements) - generalization from the experience of one people - groups within the LGBTI+ community - use the word sex or gender in media outlets. <p>Trainers prepare a presentation.</p> <p>After the presentation watch a short film / a YouTube video made by someone who deals with any of the above topics (e.g. an LGBTI+ vlogger) / a discussion on this above.</p>



	<p>Open discussion for the whole group on defining problem areas for LGBTI+ children, and what could be addressed by media professionals. Trainers write ideas on a flipchart paper, and can reflect back on them during the next teaching segment.</p>
60 min.	Lunch break
5 min.	<p>Energizer: Looking around</p> <p>The trainer asks all participants to stand up and give them instructions on which direction to look (up, down, left, right) . They have to turn their head (only their head, not the body) and look in the appropriate direction.</p> <p>The trainer says the words up, down, left, and right in a random order and encourage the participants to follow your instructions at a fairly rapid pace.</p> <p>After about a minute, the trainer says the participants that they are going to make a change. From now on, up will mean down and vice versa. The meaning of the words left and right remain the same.</p>
90 min.	<p>Activity: Privilege walk</p> <p>Each participant gets a role card with a short description of a person and they have to imagine the life and opportunities of this person. (Print the descriptions and hand them out to the participants or send them to the participants in chat boxes individually.)</p>



The trainers read different statements and if the participants think they apply to their character they take a step forward. (Online: the participants start at zero and can count points based on the statements.)

After all the statements are read everyone shares their role card. Participants reflect on their feelings regarding the activity and share their thoughts on privileges.

Sample characters (change the names to national ones, if you wish; trainers are of course free to change / add characters):

1. Flora, 12 years old heterosexual girl. She likes playing football and she isn't interested in fashion.
2. Peter, 17 years old gay boy. He came out last year to his closest friends when he met Ben.
3. Andrea, trans girl, goes to third grade of high school. Until last year she used her male birth name, although she was wearing female clothes. She changed her name this year and asked everyone to use that.
4. Aaron is doing his last year at school, has a long term girlfriend for 5 years.
5. Gabi is a heterosexual girl, aged 15, she is raised by two mothers.
6. Julie, 18 years old, lesbian girl, openly out at school and at home. She has very good grades and always stands up for those who need help.
7. Robert, 17 years old, heterosexual boy, from a wealthy family.
8. Emma, 14 years old, heterosexual, just started high school, very introverted.
9. George, 17 years old bisexual boy, very sporty.
10. Carly, 14, trans boy. He hasn't told anyone about his trans identity yet, and tries to fit in with the girls to avoid being left out.
11. Melinda, 16 years old bisexual girl, with religious parents. She only came out to her friends and not to her family.
12. Richard, heterosexual boy, 17, very skinny and tall, not very talkative and very bad at sports.



13. Susanna, 13 years old girl, she recently started fancying one of her girl classmates and right now she is very confused.
14. Alex, 17, intersex, nonbinary (does not identify either as a boy or a girl). Their classmates laughed at them and said they have to decide to be a boy or a girl.
15. Catherine, 18, openly lesbian, with very a supportive family.
16. Leona, 15, a girl from a very poor family. She is often sad because her clothes are not as cool as others' and she is not invited to parties by her classmates.
17. Sandra, a 14 years old intersex girl. Recently she went to a gynecologist and found out she has XY chromosomes. She hides from her friends that she will never have menstrual periods and will not be able to get pregnant. She thinks nobody would like to date her.
18. Ronny, 17, a Roma boy who was adopted as a baby and is raised by loving middle-class parents.
19. John, 17, a shy teenager who likes coloring his hair and painting his nails.
20. Ben, 17, a trans boy whose family is transphobic. He tried to talk to his parents but his mother said he should never bring this up again otherwise he'd have to move out.
21. Erika, 16, a girl whose best friend is gay and others harass her because of being his friend.

Statements:

If you have ever been made fun of or bullied for something you could not change or was beyond your control, take one step back / take one point.

If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward / add one.



If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back / take one point.

If you feel good about how your identities are portrayed by the media, take one step forward / add one.

If you have ever been uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back / take one point.

If your parents tell you that you can be anything you want to be, take one step forward / add one.

If you are able to move through the world without fear of sexual assault, take one step forward / add one.

If you have never been told that you are not masculine / feminine enough, take a step forward / add one.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.

If there is any place in your school where you don't feel comfortable or safe, take a step back / take one.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.

If sex education in school generally answers your questions, take a step forward / add one.



	<p>If you have ever been afraid of reading an article or watching a TV discussion because of how it approached your sexual orientation or gender identity, take a step back / take one point.</p> <p>If you see yourself represented in media (i.e.: tv, radio, social media) take a step forward / add one point.</p> <p>If you've seen negative comments and/or violence on media directed to you/your identity/gender expression take a step back / take one point.</p>
<p>10 min.</p>	<p>Coffee break (optional)</p>
<p>30 min.</p>	<p>Teaching segment</p> <p>Presentation on anti-"gender ideology" discourses (opinions voiced by press or politicians stating that feminism, LGBTI+ organizations, gender studies departments and all other movements or institutions that use the concept of gender attack "natural" and "family values")</p> <p>Show examples when LGBTI+ people are used (instrumentalized) in anti-"gender ideology" debates by politicians and media. Statements like: the so-called "gender ideology" is a weapon of liberals who do not think like "the nation" does, they want to rule the world, LGBTI+ rights depicted as foreign interests, etc.</p> <p>Discussion:</p> <p>Why it is important to not buy into this polarization, to know that LGBTI+ people are part of the nation, kids, family members, etc., Why is it important that LGBTI+ and gender is not an "ideology". How can this narrative endanger children and youth in general?</p>



	<p>What is your role to prevent this? Is there anything the state/government could be doing to prevent this?</p> <p>Collect possible practical steps to intervene and tackle such statements in your profession.</p>
<p>10 min.</p>	<p>Coffee break</p>
<p>50 min.</p>	<p>Group work: Inclusive media representation</p> <p>Participants work in 4 groups. They get a suggestion / good practice and answer 3 questions related to each one of these:</p> <ol style="list-style-type: none"> 1. Why is this practice or step useful? 2. What are possible difficulties or impediments when realizing it? 3. What are the first steps to take when realizing it? <p>Possible suggestions / good practices:</p> <ol style="list-style-type: none"> 1. Assess and analyze your practice, review the last 5 years of publishing on LGBTI+ (and specifically LGBTI+ youth) related topics. Also consult LGBTI+ organizations on your publishing practice related to LGBTI+ themes. 2. Make a one year plan on what you want to communicate on or for LGBTI+ people and communities. Appoint someone who is responsible for follow-up and monitoring. 3. Support the participation of your colleagues in awareness raising programs that cover the social situation of LGBTI+ people and the special problems and needs of LGBTI+ youth.



	<p>4. Mark and register if you find homo- and transphobic statements or arguments in other media outlets, and be ready to step in on your surface(s) with different arguments.</p> <p>5. Systems are in place to punish journalists or media outlets that are homophobic, transphobic, interfobic misleading or use hate speech.</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p>
<p>45 min.</p>	<p>Good practices: creating inclusive media spaces</p> <p>Trainers (or an invited guest) present good practices in the media that work and can be adapted or joined by the participants.</p> <p>Also include a short introduction to the DaC app for youth.</p> <p>Handout 2: list of local organizations that provide services for LGBTI+ youth, list of informative websites / publications for LGBTI+ youth in national languages, highlight the DaC app.</p>
<p>30 min.</p>	<p>Closing session</p> <p>Each participant shares what they take home from the training: what they learned, what they are missing, things they would like to add.</p> <p>They fill evaluation sheets upon leaving. (Online alternative: the trainer shares the link of the online evaluation form in group chat.)</p>





4. Family associations and child protection agencies

<p>15 min.</p>	<p>Introductory block:</p> <ul style="list-style-type: none"> - information about the partner organization and the project, - short self-introduction of participants and trainers
<p>15 min.</p>	<p>Expectations and concerns</p> <p><i>Draw a balloon on flipchart paper and distribute colorful post-it sheets among participants. Ask them to write one expectation on a post-it and one fear or concern on another. Invite participants to place expectations inside the balloon (as they will raise us up) and fears into ballast bags (as they are holding us down). The trainer should in the end summarise the contents of both, and draw connections between the group's expectations and the planned content.</i></p> <p><i>In case the training event is held online, the chat function of the streaming / video conference application may be used for a similar activity.</i></p> <p><i>Suggestion for online exercise: The group can make a word cloud together with https://www.polleverywhere.com/</i></p>
<p>10 min.</p>	<p>Ground rules of the training</p>



	<p>Ground rules can be introduced following the previous exercise with the question: “What do you need from the group and/or the trainers to safely get what you expect from this training?”</p> <p>The trainers write the things the participants list on a flipchart paper. Make sure that the following rules are on the paper even if the participants do not mention them:</p> <ul style="list-style-type: none"> • Privacy: personal information is confidential and remains within the group, everyone can share whatever they want about their own experiences but not about the experiences and stories of others. • “I feel”: everyone speaks from their own perspective when they talk about experiences and views. • Agency: it is up to every individual to choose what they want to share, participants have a right to not answer. • Listen: participants shall listen to one another, and hear what others say. • Respect: insults or disrespect are to be avoided.
<p>25 min.</p>	<p>Scaling attitudes and opinions</p> <p>There are two points set up in the room as the endpoints of a scale. One represents yes (or strongly agree), the other represents no (or strongly disagree). (In case the training event is held online, a polling app or the polling function of the online video meeting program may</p>

	<p>be used, e.g. using a 5 scale grading system.) The trainers tell different statements to the participants, and they choose a point on the scale according to their opinions. After each statement the trainers ask participants standing at the two ends and also somewhere between to share their thoughts and reason for picking that particular stance. 5-6 statements are given to the participants, all connected to LGBTI+ children, LGBTI+ children in schools, attitudes towards LGBTI+ topics.</p> <p>Suggested statements:</p> <ul style="list-style-type: none"> - I think that LGBTI+ children / children who fall out of gender, sexuality and bodily norms do not have unique needs in my profession / the family and child protection services. - Children know where / to whom they can report LGBTI-phobic (and other) harassment and abuse. - It is okay to tell jokes about LGBTI+ people. - I have experience at working with LGBTI+ children or youth. - I have experience at working with same-sex parents. - It is / it would be easy for me to work on gender and sexuality issues / with LGBTI+ children. - If I needed more info/tools to work with diverse children/families I would know where to find it
<p>10 min.</p>	<p>Coffee break</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Terminology: L G B T I + S O G I E S C</p> <p>Trainers prepare a presentation on basic terminology and explain the concept of SOGIE</p>



A tool possibly applied, if the trainers find it useful to understand basics:

Genderbread person v4:
<https://www.genderbread.org/resource/genderbread-person-v4-0>

Worksheet:

<https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks>

Handout 1: Genderbread person with texts in local language

Possible activity: Vocabulary game

Participants work in small groups (pairs or 3-4 people). They match terms with definitions. (They get a sheet of paper with words and previously cut definitions they can place next to the terms.) The whole group discusses the results, trainers can answer questions or provide more explanation on definitions. Leave enough time for questions!

(Online alternative: groups can work in breakout rooms using shared documents.)

Possible sources to create the glossary in local languages:

<https://www.hrc.org/resources/glossary-of-terms>

<https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms>

The DaC Handbook



<p>45 min</p>	<p>Teaching segment</p> <p>Violence experienced by LGBTI+ children</p> <p>Trainers prepare a presentation on anti-LGBTI+ harassment, bullying and violence in family and educational settings. Quote experiences and data from research.</p> <p>Open discussion for the whole group on defining problem areas for LGBTI+ children in the family / child protection sector and in schools. Trainers write these on a flipchart paper, and can reflect back on them during the next teaching segment. (Online alternative: using the chat box of the application for sending problem areas, copying them to a shared document, or using Blackboard app.)</p>
<p>60 min.</p>	<p>Lunch break</p>
<p>5 min.</p>	<p>Energizer: Looking around</p> <p>The trainer asks all participants to stand up and give them instructions on which direction to look (up, down, left, right) . They have to turn their head (only their head, not the body) and look in the appropriate direction.</p> <p>The trainer says the words up, down, left, and right in a random order and encourage the participants to follow your instructions at a fairly rapid pace.</p> <p>After about a minute, the trainer says the participants that they are going to make a change. From now on, up will mean down and vice versa. The meaning of the words left and right remain the same.</p>
<p>90 min.</p>	<p>Activity: Privilege walk</p>



Each participant gets a role card with a short description of a person and they have to imagine the life and opportunities of this person. (Print the descriptions and hand them out to the participants or send them to the participants in chat boxes individually.)

The trainers read different statements and if the participants think they apply to their character they take a step forward. (Online: the participants start at zero and can count points based on the statements.)

After all the statements are read everyone shares their role card. Participants reflect on their feelings regarding the activity and share their thoughts on privileges.

Sample characters (change the names to national ones, if you wish; trainers are of course free to change / add characters):

1. Flora, 12 years old heterosexual girl. She likes playing football and she isn't interested in fashion.
2. Peter, 17 years old gay boy. He came out last year to his closest friends when he met Ben.
3. Andrea, trans girl, goes to third grade of high school. Until last year she used her male birth name, although she was wearing female clothes. She changed her name this year and asked everyone to use that.
4. Aaron is doing his last year at school, has a long term girlfriend for 5 years.
5. Gabi is a heterosexual girl, aged 9, she is raised by two mothers.
6. Julie, 18 years old, lesbian girl, openly out at school and at home. She has very good grades and always stands up for those who need help.
7. Robert, 12 years old, heterosexual boy, from a wealthy family.
8. Emma 14 years old, heterosexual, just started high school, very introverted.
9. George, 17 years old bisexual boy, very sporty.



10. Carly, 14, trans boy. He hasn't told anyone about his trans identity yet, and tries to fit in with the girls to avoid being left out.
11. Melinda, 16 years old bisexual girl, with religious parents. She only came out to her friends and not to her family.
12. Richard, heterosexual boy, 17, very skinny and tall, not very talkative and very bad at sports.
13. Susanna, 13 years old girl, she recently started fancying one of her girl classmates and right now she is very confused.
14. Alex, 17, intersex, nonbinary (does not identify either as a boy or a girl). Their classmates laughed at them and said they have to decide to be a boy or a girl.
15. Catherine, 18, openly lesbian, with a very supportive family.
16. Leona, 11, a girl from a very poor family. She is often sad because her clothes are not as cool as other's and she is not invited to parties by her classmates.
17. Sandra, a 14 years old intersex girl. Recently she went to a gynecologist and found out she has XY chromosomes. She hides from her friends that she will never have menstrual periods and will not be able to get pregnant. She thinks nobody would like to date her.
18. Ronny, 17, a Roma boy who was adopted as a baby and is raised by loving middle-class parents.
19. John, 17, a shy teenager who likes coloring his hair and painting his nails.
20. Ben, 17, a trans boy whose family is transphobic. He tried to talk to his parents but his mother said he should never bring this up again otherwise he'd have to move out.
21. Erika, 16, a girl whose best friend is gay and others harass her because of being his friend.

Statements:

If you have ever been made fun of or bullied for something you could not change or was beyond your control, take one step back / take one point.



If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward / add one point.

If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back / take one point.

If you feel good about how your identities are portrayed by the media, take one step forward / add one point.

If you have ever been uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back / take one point.

If your parents tell you that you can be anything you want to be, take one step forward / add one point.

If you are able to move through the world without fear of sexual assault, take one step forward / add one point.

If you have never been told that you are not masculine / feminine enough, take a step forward / add one.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.

If sex education in school generally answers your questions, take a step forward / add one.

If there is any place in your school where you don't feel comfortable or safe, take a step back / take one.



	<p>If you have ever been afraid of talking to/about your family because of your sexual orientation or gender identity, or because you have same-sex parents take a step back / take one.</p> <p>If you have ever had a bad reaction from your parents due to your sexual orientation, gender identity or gender expression take a step back / take one.</p> <p>If you can tell your family about harassment/violence you are a victim of due to SOGIES please take a step forward / add one.</p>
<p>10 min.</p>	<p>Coffee break (optional)</p>
<p>30 min.</p>	<p>Teaching segment</p> <p>Presentation on anti-“gender ideology” discourses (opinions voiced by press or politicians stating that feminism, LGBTI+ organizations, gender studies departments and all other movements or institutions that use the concept of gender to attack “natural” and “family values”)</p> <p>Show examples when LGBTI+ people are used (instrumentalized) in anti-“gender ideology” debates by politicians and media. Statements like: the so-called “gender ideology” is a weapon of liberals who do not think like “the nation” does, they want to rule the world, LGBTI+ rights depicted as foreign interests, etc.</p> <p>Discussion:</p> <p>Why it is important to not buy into this polarization, to know that LGBTI+ people are part of the nation, kids, family members, etc., Why is it important that LGBTI+ and gender is not an “ideology”. How can this narrative endanger children and youth in general? What is your</p>



	<p>role to prevent this? Is there anything the state/government could be doing to prevent this?</p> <p>Collect possible practical steps to intervene and tackle such statements in your profession.</p>
10 min.	Coffee break
50 min.	<p>Group work: Creating an inclusive environment in family / family services</p> <p>Participants work in 4 groups. They get one suggestion / good practice and answer 3 questions related to each one of these:</p> <ol style="list-style-type: none"> 1. Why is this practice or step useful? 2. What are possible difficulties or impediments when realizing it? 3. What are the first steps to take when realizing it? <p>Possible suggestions / good practices:</p> <ol style="list-style-type: none"> 1. Accept and implement policies (or integrate these into the existing policies) against discrimination and harassment (including based on sexual orientation, gender identity and gender expression) in your institution. 2. Inform all children and parents on who they can turn to if they have any problem related to their SOGIESC. 3. Support the participation of service providers in awareness raising programs or accredited in-service training programs that cover the social situation of LGBTI+ people and the special problems and needs of LGBTI+ youth.



	<p>4. If children you work with are witnesses or are informed about mockery, verbal abuse or physical assault against LGBTI+ youth, initiate discussions about the subject in cooperation with other professionals in your work environment.</p> <p>5. The organization acknowledges and acts/ has a policy in issues of discrimination, situations of harassment or hate speech.</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p>
<p>45 min.</p>	<p>Good practices: introducing inclusive family and child care services</p> <p>Trainers (or an invited guest) present good practices and programs that work in this professional area and can be adapted or joined by the participants.</p> <p>Also include a short introduction to the DaC app for youth.</p> <p>Handout 2: list of local organizations that provide services for LGBTI+ youth, list of informative websites / publications for LGBTI+ youth in national languages, highlight the DaC app.</p>
<p>30 min.</p>	<p>Closing session</p> <p>Each participant shares what they take home from the training: what they learned, what they are missing, things they would like to add.</p> <p>They fill evaluation sheets upon leaving. (Online alternative: the trainer shares the link of the online evaluation form in group chat.)</p>





5. Professionals who work in public spaces

<p>15 min.</p>	<p>Introductory block:</p> <ul style="list-style-type: none"> - information about the partner organization and the project, - short self-introduction of participants and trainers
<p>15 min.</p>	<p>Expectations and concerns</p> <p><i>Draw a balloon on flipchart paper and distribute colorful post-it sheets among participants. Ask them to write one expectation on a post-it and one fear or concern on another. Invite participants to place expectations inside the balloon (as they will raise us up) and fears into ballast bags (as they are holding us down). The trainer should in the end summarise the contents of both, and draw connections between the group’s expectations and the planned content.</i></p> <p><i>In case the training event is held online, the chat function of the streaming / video conference application may be used for a similar activity.</i></p> <p><i>Suggestion for online exercise: The group can make a word cloud together with https://www.polleverywhere.com/</i></p>
<p>10 min.</p>	<p>Ground rules of the training</p> <p>Ground rules can be introduced following the previous exercise with the question: “What do you need from the group and/or the trainers to safely get what you expect from this training?”</p>



	<p>The trainers write the things the participants list on a flipchart paper. Make sure that the following rules are on the paper even if the participants do not mention them:</p> <ul style="list-style-type: none"> • Privacy: personal information is confidential and remains within the group, everyone can share whatever they want about their own experiences but not about the experiences and stories of others. • “I feel”: everyone speaks from their own perspective when they talk about experiences and views. • Agency: it is up to every individual to choose what they want to share, participants have a right to not answer. • Listen: participants shall listen to one another, and hear what others say. • Respect: insults or disrespect are to be avoided.
<p>25 min.</p>	<p>Scaling attitudes and opinions</p> <p>There are two points set up in the room as the endpoints of a scale. One represents yes (or strongly agree), the other represents no (or strongly disagree). (In case the training event is held online, a polling app or the polling function of the online video meeting program may be used, e.g. using a 5 scale grading system.) The trainers tell different statements to the participants, and they choose a point on the scale according to their opinions. After each statement the trainers ask participants standing at the two ends and also somewhere between to share their thoughts and reason for picking that particular stance. 5-6 statements are given to the participants,</p>

	<p>all connected to LGBTI+ children, LGBTI+ children in schools, attitudes towards LGBTI+ topics.</p> <p>Suggested statements:</p> <ul style="list-style-type: none"> - In my professional area, no one is bullied because of being LGBTI+. - I think that LGBTI+ children / children who fall out of gender and sexuality norms do not have unique needs in the fields I work with them. - Children and youth all know where / to whom they can report LGBTI-phobic (and other) harassment and abuse in public. - It is okay to tell jokes about LGBTI+ people. - I have experience at working with LGBTI+ children or youth. - It is / it would be easy for me to work on gender and sexuality related issues.
<p>10 min.</p>	<p>Coffee break</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Terminology: L G B T I + S O G I E S C</p> <p>Trainers prepare a presentation on basic terminology and explain the concept of SOGIE</p> <p>A tool possibly applied, if the trainers find it useful to understand basics:</p> <p>Genderbread person v4: https://www.genderbread.org/resource/genderbread-person-v4-0</p> <p>Worksheet:</p>



	<p>https://www.genderbread.org/resource/genderbread-person-v4-0-worksheet-fill-in-the-blanks</p> <p>Handout 1: Genderbread person with texts in local language</p> <p>Possible activity: Vocabulary game</p> <p>Participants work in small groups (pairs or 3-4 people). They match terms with definitions. (They get a sheet of paper with words and previously cut definitions they can place next to the terms.) The whole group discusses the results, trainers can answer questions or provide more explanation on definitions. Leave enough time for questions!</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p> <p>Possible sources to create the glossary in local languages:</p> <p>https://www.hrc.org/resources/glossary-of-terms</p> <p>https://www.stonewall.org.uk/help-advice/faqs-and-glossary/glossary-terms</p> <p>The DaC Handbook</p>
<p>45 min.</p>	<p>Teaching segment</p> <p>Violence experienced by LGBTI+ children in public spaces / out-of-school communities / sports</p>



	<p>Trainers prepare a presentation on anti-LGBTI+ harassment and bullying. Quote experiences and research data, possibly based on the work fields of participants.</p> <p>If possible, also show a video on the topic: e.g. interviews with LGBTI+ youth in sports, experience related to law enforcement, etc.</p> <p>Open discussion for the whole group on defining problem areas for LGBTI+ children in different public and social spaces. Trainers write these on a flipchart paper, and can reflect back on them during the next teaching segment.</p>
60 min.	Lunch break
5 min.	<p>Energizer: Looking around</p> <p>The trainer asks all participants to stand up and give them instructions on which direction to look (up, down, left, right) . They have to turn their head (only their head, not the body) and look in the appropriate direction.</p> <p>The trainer says the words up, down, left, and right in a random order and encourage the participants to follow your instructions at a fairly rapid pace.</p> <p>After about a minute, the trainer says the participants that they are going to make a change. From now on, up will mean down and vice versa. The meaning of the words left and right remain the same.</p>
90 min.	<p>Activity: Privilege walk</p> <p>Each participant gets a role card with the short description of a person and they have to imagine the life and opportunities of this person. The trainers read different statements and if the participants think that it applies to their character they take a step forward. After</p>



all the statements are read everyone shares their role card. Participants reflect on their feelings regarding the activity and share their thoughts on privileges.

Sample characters (print the descriptions and hand them out to the participants, change the names to national ones, if you wish; trainers are of course free to change / add characters):

1. Flora, 12 years old heterosexual girl. She likes playing football and she isn't interested in fashion.
2. Peter, 17 years old gay boy. He came out last year to his closest friends when he met Ben.
3. Andrea, trans girl, goes to third grade of high school. Until last year she used her male birth name, although she was wearing female clothes. She changed her name this year and asked everyone to use that.
4. Aaron is doing his last year at school, has a long term girlfriend for 5 years.
5. Gabi is a heterosexual girl, aged 15, she is raised by two mothers.
6. Julie, 18 years old, lesbian girl, openly out at school and at home. She has very good grades and always stands up for those who need help.
7. Robert, 17 years old, heterosexual boy, from a wealthy family.
8. Emma 14 years old, heterosexual, just started high school, very introverted.
9. George, 17 years old bisexual boy, very sporty.
10. Carly, 14, trans boy. He hasn't told anyone about his trans identity yet, and tries to fit in with the girls to avoid being left out.
11. Melinda, 16 years old bisexual girl, with religious parents. She only came out to her friends and not to her family.
12. Richard, heterosexual boy, 17, very skinny and tall, not very talkative and very bad at sports.



13. Susanna, 13 years old girl, she recently started fancying one of her girl classmates and right now she is very confused.
14. Alex, 17, intersex, nonbinary (does not identify either as a boy or a girl). Her classmates laughed at them and said they have to decide to be a boy or a girl.
15. Catherine, 18, openly lesbian, with very a supportive family.
16. Leona, 15, a girl from a very poor family. She is often sad because her clothes are not as cool as others' and she is not invited to parties by her classmates.
17. Sandra, a 14 years old intersex girl. Recently she went to a gynecologist and found out she has XY chromosomes. She hides from her friends that she will never have menstrual periods and will not be able to get pregnant. She thinks nobody would like to date her.
18. Ronny, 17, a Roma boy who was adopted as a baby and is raised by loving middle-class parents.
19. John, 17, a shy teenager who likes coloring his hair and painting his nails.
20. Ben, 17, a trans boy whose family is transphobic. He tried to talk to his parents but his mother said he should never bring this up again otherwise he'd have to move out.
21. Erika, 16, a girl whose best friend is gay and others harass her because of being his friend.

Statements:

If you have ever been made fun of or bullied for something you could not change or was beyond your control, take one step back / take one point.

If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward / add one.



If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back / take one point.

If you feel good about how your identities are portrayed by the media, take one step forward / add one.

If you have ever been uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back / take one point.

If your parents tell you that you can be anything you want to be, take one step forward / add one.

If you are able to move through the world without fear of sexual assault, take one step forward / add one.

If you have never been told that you are not masculine / feminine enough, take a step forward / add one.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.

If there is any place in your school where you don't feel comfortable or safe, take a step back / take one.

If you can attend any program (in and out of school) that your classmates can, take a step forward / add one.

If sex education in school generally answers your questions, take a step forward / add one.



	<p>If you have ever been afraid of coming out in any out-of-school community because of your sexual orientation or gender identity, take a step back / take one point.</p> <p>If have ever been afraid to walk alone in the street with fear of being harrassed take a step back / take one.</p> <p>If you have ever been a victim of harassment/violence in a public space take a step back / take one.</p>
<p>10 min</p>	<p>Coffee break (optional)</p>
<p>30 min.</p>	<p>Teaching segment</p> <p>Presentation on anti-“gender ideology” discourses (opinions voiced by press or politicians stating that feminism, LGBTI+ organizations, gender studies departments and all other movements or institutions that use the concept of gender attack “natural” and “family values”).</p> <p>Show examples when LGBTI+ people are used (instrumentalized) in anti-“gender ideology” debates by politicians and media. Statements like: the so-called “gender ideology” is a weapon of liberals who do not think like “the nation” does, they want to rule the world, LGBTI+ rights depicted as foreign interests, etc.</p> <p>Discussion:</p> <p>Why it is important to not buy into this polarization, to know that LGBTI+ people are part of the nation, kids, family members, etc., Why is it important that LGBTI+ and gender is not an “ideology”. How can this narrative endanger children and youth in general? What is your</p>



	<p>role to prevent this? Is there anything the state/government could be doing to prevent this?</p> <p>Collect possible practical steps to intervene and tackle such statements in your profession.</p>
10 min	Coffee break
50 min.	<p>Group work: Creating an inclusive environment in your services / community activities</p> <p>Participants work in 4 groups. They get one or two suggestions / good practices and answer 3 questions related to each one of these:</p> <ol style="list-style-type: none"> 1. Why is this practice or step useful? 2. What are possible difficulties or impediments when realizing it? 3. What are the first steps to take when realizing it? <p>Possible suggestions / good practices:</p> <ol style="list-style-type: none"> 1. Accept and implement policies (or integrate these into the existing policies) against discrimination and harassment (including anti-LGBTI+ discrimination and harassment) in your institution / organization. 2. Inform LGBTI+ youth and parents where (to whom) they can turn to if they have any problem or need information: list services provided by the state as well as civil society organizations. 3. Support the participation of professionals working in your professional area in awareness raising programs or accredited in-service training programs that cover the social situation of LGBTI+ people and the special problems and needs of LGBTI+ youth.



	<p>4. If professionals working with you witness or are informed about mockery, verbal abuse or physical assault, or if children talk about LGBTI+ people in a negative context, initiate discussions about the subject in cooperation with other professionals working with youth.</p> <p>(Online alternative: groups can work in breakout rooms using shared documents.)</p>
45 min.	<p>Good practices: introducing inclusive family and child protection services</p> <p>Trainers (or an invited guest) present good practices and programs that work in out-of-school social communities for youth, or police cooperation with communities, etc. that can be adapted or joined by the participants.</p> <p>Also include a short introduction to the DaC app for youth.</p> <p>Handout 2: list of local organizations that provide services for LGBTI+ youth, list of informative websites / publications for LGBTI+ youth in national languages, highlight the DaC app.</p>
30 min.	<p>Closing session</p> <p>Each participant shares what they take home from the training: what they learned, what they are missing, things they would like to add.</p> <p>They fill evaluation sheets upon leaving. (Online alternative: the trainer shares the link of the online evaluation form in group chat.)</p>



6. Annex 1: Attendance list

Date and place:

	NAME	ORGANIZATION / INSTITUTION	Signature





7. Annex 2: Evaluation Questionnaire

Title of event, professional group

Date and place:

Please provide feedback to the questions below, using the scoring scale 1-5:

1: Strongly disagree

4: Agree

2: Disagree

5: Strongly agree

3: Neither agree nor disagree (neutral)

1. The issues addressed were interesting and inspiring.

1	2	3	4	5
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Comments and suggestions:

2. The approach and suggestions given were practical and useful.

1	2	3	4	5
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Comments and suggestions:

3. The resources presented are relevant and will contribute to the improvement of my skills.

1	2	3	4	5
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Comments and suggestions:

4. The resources presented will be applicable and helpful for my work.



1	2	3	4	5
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Comments and suggestions:

5. The event met my main expectations.

1	2	3	4	5
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Comments and suggestions:

6. The event was well organized (regarding duration, venue, schedule, etc.).

1	2	3	4	5
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Comments and suggestions:

7. I would recommend to my colleagues to attend a similar training event.

1	2	3	4	5
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Comments and suggestions:

8. Is there anything you intend to do differently in your work after the training event?



9. Please, specify what you consider to be the most positive and negative aspects.

POSITIVE	NEGATIVE

10. Any other comments or suggestions?

Thank you for your participation!





Diversity *and* Childhood

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