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PROUD AMBASSADORS



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TRAINER'S MANUAL

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Introduction

The following document titles Proud Ambassadors Trainers' Manual, is complementary to the *Proud Ambassadors Handbook* developed by the consortium within the Erasmus+ project *"Support of the Inclusion and Reporting of LGBTQIA+ Youth and their Mental Well-being in Europe – Proud Ambassadors."* The manual has been designed as a practical guide to support trainers, youth workers, educators, and facilitators who will deliver the training curriculum developed within the project.

The partners of the Erasmus+ *Proud Ambassadors* project have joined forces to produce this Trainers' Manual, which serves as a structured guide for implementing the Proud Ambassadors training programme. It provides facilitators with pedagogical guidance, methodological tools, and practical activities that help translate the theoretical content of the curriculum into interactive learning experiences. The manual aims to support trainers in delivering training sessions effectively while fostering inclusive, respectful, and supportive environments for participants.

As part of the development of the Proud Ambassadors curriculum, the Trainers' Manual functions as a complementary resource to the Handbook and the digital learning materials developed within the project. It provides detailed lesson plans, guidance for trainers, and practical exercises that support the learning objectives of the programme. The manual is designed to assist trainers in facilitating discussions, guiding reflection, and applying participatory learning methods that encourage active engagement and critical thinking among participants.

The training curriculum focuses on strengthening the capacity of youth workers and professionals who interact with young people, particularly those supporting LGBTQIA+ youth. Through a series of structured modules, the programme addresses key topics such as LGBTQIA+ identities and terminology, experiences of non-acceptance and discrimination, mental health and resilience, inclusive communication, workplace inclusion, legal frameworks and rights, safe and inclusive spaces, and practical tools for providing empathetic and trauma-informed support.

This Manual contains a description of:

- detailed lesson plans for trainers, including theoretical background and pedagogical guidance
- suggested methodologies and facilitation tips for implementing participatory training sessions
- practical exercises and activities designed to support learning and encourage reflection
- resources and exercise with their answers that assist trainers in evaluating learning outcomes.

Lesson Plan 1

Objectives and aims

Module name 1: Understanding LGBTQIA+ Identities and Terminology

Summary of the Module aims and objectives

The objective of the module is to equip youth workers, educators, and trainers with foundational knowledge and practical tools for understanding, respecting, and applying inclusive LGBTQIA+ terminology in their daily work.

It aims to enhance participants' skill in creating safe, inclusive spaces for all young people through accurate, respectful communication and awareness of intersectionality.

This module empowers learners to challenge stereotypes, replace outdated language, and model inclusive practices that promote belonging and mental well-being.

The module will present practical tools and knowledge to define main LGBTQIA+ terms, apply inclusive language, analyze intersectional experiences, and engage in reflective exercises that promote empathy, respect, and equity in youth work.

Topics of the module:

1. The Spectrum of LGBTQIA+ Identities
2. Inclusive Language and Respectful Communication
3. Intersectionality and Lived Experiences

General Preparation

Trainers should prepare PowerPoint slides summarizing main terms and definitions, distribute handouts for matching and quiz activities, and ensure access to digital tools (e.g., polls, shared documents) for online delivery.

Participants should be informed of ground rules emphasizing respect, confidentiality, and open-minded participation. Encourage active engagement, question-asking, and reflective discussion.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module should have basic knowledge about diversity, equality, and inclusion principles in youth work. No prior specialization in LGBTQIA+ issues is required, but openness to reflective practice and respectful communication is essential.

Duration of the lesson/module: 3 hours

Theory Notes	Guidelines for Trainers: Theory, Explanation, and Application
The theoretical session should focus on building participants' understanding, awareness, and confidence in using inclusive language and concepts related to LGBTQIA+ identities. Begin by presenting a brief overview of main terms (LGBTQIA+, Lesbian, Gay, Bisexual, Transgender, Non-binary, Intersex, Asexual, Queer, Pansexual), using clear definitions from official sources such as GLAAD (2023) and ILGA World (2023). Encourage participants to ask questions and share prior knowledge, clarifying common misconceptions respectfully. Next, explain the importance of inclusive and supporting communication in youth work. Use real-life examples and short case scenarios to show how language affects belonging, mental health, and self-esteem. Emphasize replacing outdated or stigmatizing expressions (e.g., "sexual preference") with inclusive alternatives ("sexual orientation"), and model gender-neutral greetings in practice. Introduce the concept of intersectionality (Crenshaw, 1989) by discussing how multiple identities, such as gender, ethnicity, disability, or migration background, shape experiences of inclusion or discrimination. Use simple examples (e.g., a refugee transgender youth) to show how overlapping factors influence support needs. Throughout the session, apply a facilitative approach: ask open-ended questions ("How might this look in your daily work?"), invite reflection, and connect theory to participants' professional contexts. Close the theory	

section with a short recap of the main terminology, inclusive language, and intersectionality, linking each directly to the upcoming exercises.

No*	Learning Outcomes
1	Participants can define and accurately explain main LGBTQIA+ terminology.
2	Participants apply inclusive and affirming language in youth work contexts.
3	Participants identify intersectional factors influencing LGBTQIA+ youth experiences.
4	Participants recognize “inclusive” from “outdated” language and challenge stereotypes.
5	Participants demonstrate understanding through reflective and applied exercises.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 2 hours
1	The Spectrum of LGBTQIA+ Identities	Define and describe main terms, understand diversity of identities.	40
2	Inclusive Language and Respectful	Apply inclusive terminology, identify supporting practices.	40

	Communication		
3	Intersectionality and Lived Experiences	Recognize overlapping identities and adapt inclusive strategies.	40

Exercises Planning

No*	**Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)**	**Objectives of the Exercise**	**Total Duration: 50 minutes**
1	Identity Match-Up (Matching)	Strengthen of the understanding of terminology	10 min
2	Language Check (Outdated/Inclusive)	Detection and recognition between outdated and inclusive terms	10 min
3	Pronoun Practice (Multiple Choice)	Practice inclusive introductions and pronoun use	10 min
4	True or False (Intersectionality)	Evaluate intersectional awareness	10 min

5	Myth or Fact Quiz	Clarify misconceptions with factual knowledge	10 min

Assessment of the impact

Assessment of the impact in this module will be carried out through evaluation forms across the learning process. Participants' understanding will be measured through short quizzes, true or false activities, and multiple-choice exercises that test comprehension of LGBTQIA+ terminology, inclusive language, and intersectionality. Evaluation forms will encourage learners to evaluate their own attitudes, identify areas for growth, and connect theory to practice. Trainers will provide feedback after each activity, supporting accurate use of terminology, and highlighting inclusive communication strategies. Engagement in discussions and application of concepts in scenario-based exercises will help assess both knowledge acquisition and practical readiness. The session will conclude with a summary discussion, emphasizing main outcomes such as the importance of inclusive language, awareness of intersectionality, and the youth worker's role in supporting inclusive, supportive environments.

Lesson Plan 2

Objectives and aims

Module 2 name: "Identifying and providing support in experiences of non-acceptance in LGBTQIA+ Youth"

Summary of the Module aims and objectives (up to 1.000 characters)

The objective of the module is to recognize the subtle and overt forms of exclusion and non-acceptance that affect LGBTIQ+ youth and get acquainted with research and basic data about the experiences of exclusion of the LGBTQIA+ youth in the EU.

It aims to explore the difference between dismissive and supportive responses and learn to respond appropriately and ethically, supporting young people without making assumptions about their identity or experience.

This module empowers people working with youth to promote institutional change by exploring the changes they can make on various levels to increase inclusivity in their professional environment, to foster inclusive and affirming environments for all youth.

The module will present practical tools and knowledge to learn how to respond supportively to LGBTQI+ youth's reports of non-acceptance, but avoid assumptions about their experience, as well as to implement changes that raise the level of acceptance within their organization.

Topics of the module:

1. Non-acceptance, tolerance and discrimination
2. Intersectionality and protective factors
3. Empirical indicators and evidence of non-acceptance and its effects

General Preparation

It's recommended to perform these exercises in a larger space, ideally with access to a large screen or a projector, and ideally a space where participants who are divided into groups can find some privacy and perform some exercises away

from the other participant groups. It's also recommended to have some sort of projecting device/screen available for projection.

For Exercises 1 and 3, the facilitator must prepare a list of common youth work scenarios as handouts for groups to work from in advance, or work on the real-life scenarios the participants share from their real-life experience.

For Exercises 4 and 5, the participants must have access to pen and paper for their notes.

Whenever working with professionals who have real-life experiences or dilemmas, it's always more recommended to form the specific scenarios they bring with them for reflective exercises, so planning the session in a way where they can first share their real-life experiences and dilemmas is recommended.

However, always have some scenarios prepared in advance in case the participants don't have any experience yet or if they don't feel comfortable sharing or working on the experiences they shared with the group.

Some of the participants may be sensitive to the topics - make sure they have an option to take a break and talk to someone if they experience discomfort during the exercise.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module should have basic knowledge about human rights, diversity, and inclusion concepts, as well as a general understanding of LGBTQIA+ terminology and challenges faced by LGBTQIA+ individuals in social, educational, and professional contexts.

Duration of the lesson/module: 2 hours

Theory Notes	Main points
Context: Define non-acceptance, show the difference between non-acceptance and tolerance. Key milestones: Show different types of non-acceptance (overt, covert and structural non-acceptance). Explain that professionals should instead approach each young	

person with openness, curiosity, and respect, asking questions sensitively when necessary and allowing individuals to self-identify and share their experiences on their own terms. Examples: Use Greece, Sweden, Slovenia, and Belgium to show real-life impact. Engage participants: Ask simple questions to encourage reflection. Bridge to exercises: Explain that activities will help remember and apply key points. Tips: Keep language simple, use visuals, clarify terms, and maintain a respectful atmosphere.

No*	Learning Outcomes
1	Define and distinguish between overt, covert, and structural forms of non-acceptance
2	Identify intersectional risk factors contributing to exclusion and victimization.
3	Learn how to respond supportively and avoid assumptions about anyone's experience.
4	Know the basic research and data about the experiences of exclusion of the LGBTQIA+ youth in the EU.
5	Implement changes that raise the level of acceptance within their organization.
6	Design and promote practical interventions and policies that strengthen acceptance and safety for LGBTIQ+ youth.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 40 min

1	**Topic 1: Non-acceptance, tolerance and discrimination**	Seeing non-acceptance as attitudes, actions, or structures that reject, exclude, or invalidate an individual's identity. Pointing out that acceptance can be mistaken for tolerance. Showing types of non-acceptance. Explaining the Self-Identification principle.	10 min
2	**Topic 2: Intersectional Vulnerabilities and Protective Factors**	Explaining Intersectionality and layered discrimination. Explaining how Protective factors can improve youths' well-being.	10 min
3	**Topic 3: Empirical indicators and evidence of non-acceptance and its effects**	Showing the results of FRA LGBTIQ Survey (2023) and data as well as the impact that non-acceptance has on LGBTQIA+ individuals	20 min

Exercises Planning

No*	**Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)**	**Objectives of the Exercise**	**Total Duration: 70 minutes**
1	**Reflective Exercise: Spot the Non-Acceptance**	The participants learn to recognize subtle and overt forms of exclusion.	15 min
2	**EU Snapshot Quiz**	The participants get acquainted with research and data about the	10 min

		experiences of LGBTQIA+ youth in the EU.	
3	**Reflective Role-play Exercise:** **Responding to Disclosure**	The participants practice the difference between dismissive and supportive responses.	20 min
4	**Reflective Exercise:** **Institutional Reflection Tool**	The participants analyze the acceptance level of their organization/school/institution.	15 min
5	**Reflective Exercise:** **Action Planning**	The participants reflect on changes they can make on various levels to increase inclusivity in their professional environment.	10 min

Assessment of the impact

The learner's progress is assessed after every exercise by assessments of short reflections. Whenever they work in pairs or groups, they debrief first to each other and then to the rest of the participants on their reflection.

Feedback is provided by the facilitator after every such reflection and debrief.

At the end of the lesson, the participants are encouraged to share a few key moments and takeaways they learned, as well as feedback on how well the lessons were performed.

Lesson Plan 3

Objectives and aims

Module 3 name: Mental Health: Assessment and Resilience-Building Techniques

Summary of the Module aims and objectives

LGBTQIA+ youth often face unique mental health challenges linked to discrimination, minority stress, social stigma, lack of acceptance, and fear of rejection from family or peers. These experiences increase the risk of anxiety, depression, self-harm, and suicidal thoughts. Supporting the mental health of LGBTQIA+ youth requires practical tools such as affirming and inclusive language, active listening, validating their identities, and creating safe, supportive environments where young people feel seen and respected. Suicide prevention involves recognizing warning signs early, having open and non-judgmental conversations about mental health, ensuring access to appropriate support services, and knowing how to respond when concerns arise. As a supportive adult, reflecting on one's role is essential. Showing acceptance, challenging discrimination, building trust, and being consistently present can make a significant protective difference in the lives of LGBTQIA+ youth.

Topics of the module:

- **Common mental health challenges among LGBTQIA+ youth**
- **Practical tools to support the mental health of LGBTQIA+ youth**
- **Suicide prevention strategies**
- **The role of adults in providing support**

General Preparation

Materials needed. PPT presentation from Learnify, paper and pencil.

Trigger warning: This module presents hard topics = it´s okay to take breaks, call or talk to someone.

- When I learn I'll try to not make this an experience of "the other" since I have no idea of what experiences you have
- **If you need help. Please contact your national support line.**
- **If you or anyone you know are in a emergency situation call the ambulance, national emergency number**

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners do not need to have basic knowledge in mental health and resilience techniques.

Duration of the lesson/module:

3,5 hours

Theory Notes	Guidelines for Trainers: Theory, Explanation, and Application
Module 3 is grounded in research and practice related to **mental health among LGBTQIA+ youth**, with a strong focus on **vulnerability, minority stress, microaggressions, resilience, and the role of supportive adults**. **1. Minority Stress Theory** A central theoretical framework in the module is **Minority Stress Theory**. It explains how LGBTQIA+ youth experience **chronic stress** due to stigma, discrimination, exclusion, and repeated negative experiences in everyday life. This theory highlights that higher rates of anxiety, depression, and suicidal ideation among LGBTQIA+ youth are **not caused by their identities**, but by how society treats them. **2. Microaggressions and the Violence Triangle** The module introduces the **Violence Triangle** to explain how subtle harm can escalate over time:	

- **Microaggressions** (e.g. assumptions, misgendering, invalidating comments) form the base.
- If left unaddressed, these can escalate into verbal aggression.
- At the top of the triangle is abuse or physical violence.

The **"mosquito bite" analogy** illustrates how small, repeated harms accumulate and lead to minority stress and mental health strain. Early adult intervention is presented as crucial for prevention.

3. Resilience as a Social and Relational Process

Resilience is framed not as an individual trait, but as something **built through relationships and environments**. Key protective factors include:

- Access to supportive and understanding adults
- Feeling seen, believed, and respected
- Representation and positive role models
- Safe spaces where identity is affirmed

Small, everyday acts of care are emphasized as powerful contributors to mental well-being.

4. Norm Awareness and Inclusive Practice

The module is informed by **norm-aware and reflective approaches**, encouraging adults to question dominant norms around gender and sexuality.
Practices such as **voluntary pronoun rounds** are presented as tools to promote inclusion while respecting personal boundaries and safety.

5. Suicide Prevention and Early Intervention

Theoretical insights from **suicide prevention research** stress that:

- Asking directly about suicidal thoughts does not increase risk
- Talking openly can reduce isolation and distress
- Early recognition of warning signs is essential

Adults are encouraged to listen without trying to fix, take concerns seriously, and connect youth to appropriate support services.

6. The Role of the Supportive Adult
A core message of the module is that **presence matters more than perfect responses**. Supportive adults are seen as bridges to safety and care, not as sole problem-solvers. The theory also highlights the importance of **self-care and shared responsibility** to ensure sustainable support for both youth and adults.

No*	Learning Outcomes
1	Understand key mental health challenges faced by LGBTQIA+ youth in Europe.
2	Explain Minority Stress Theory and how discrimination and stigma affect mental well-being.
3	Identify microaggressions and describe how they can escalate using the Violenc e Triangle model.
4	Recognize early warning signs of mental distress and suicidal ideation in LGBTQIA+ youth.
5	Apply resilience-building strategies that promote safety, inclusion, and emotional well-being
6	Use norm-aware and inclusive practices (e.g. voluntary pronoun rounds) to create safer env ironments.
7	Respond calmly and supportively to young people experiencing distress, without minimizing or judging their experiences.
8	Know when and how to involve additional support services and follow safeguarding routines.
9	Reflect on their own role, boundaries, and self-care as a supportive adult or Proud Ambassador.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 3, 5 hours
1	Mental Health: Assessment and R esilience-Building Techniques	By the end of the session, participants will be able to: • Understand key mental health risks faced by LGBTQIA+ youth • Explain minority stress and the impact of microaggressions • Use the Violence Triangle to understand escalation of harm • Identify protective factors and resilience-building strategies • Respond safely and supportively to youth in distress • Reflect on their own role, boundaries, and self-care	40 min

2	Opening & Safety Framing	Create emotional safety and set expectations	(15 minutes)
3	Theoretical Input: Mental Health & Minority Stress	Build shared understanding • Short presentation: ○ Mental health challenges for LGBTQIA+ youth ○ Minority Stress Theory ○ High-risk groups within the LGBTQIA+ community • Reflection question (pair or small group): ○ *How can societal norms create stress for LGBTQIA+ youth?*	(30 minutes)
4	Microaggressions & the Violence Triangle	• Introduce: • Microaggressions • Mosquito bite analogy • Violence Triangle (base–middle–top) • Group exercise: • Match examples of everyday comments	(30 minutes)

		to levels of the triangle • Plenary discussion: • *Why is early intervention so important?*	
5	Resilience and Protective Factors	Shift from risk to strength an d prevention	15 min
6	Noticing Distress & Suicide Preven tion	**Purpose:** Build confidence i n responding • Input: ○ Warning signs of distress and suicidal ideation ○ Myths vs facts about suicide ○ What to do / what not to do	(30 minutes)
7	Case Study: Hope & Recovery	Purpose: Apply theory to practice	(20 minutes)
8	Closing Reflection & Takeaways	Reflection and consolidate learning	(10 minutes)

Exercises Planning

No*	Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)	Objectives of the Exercise	Total Duration: 50 minutes
1	**Exercise 1: Norm Awareness & Self-Reflection**	To increase awareness of societal norms and how they affect LGBTQIA+ youth and mental health.	10-15 min
2	**Exercise 2: Multiple Choice – Protective Factors** **Slide reference: Exercise – Multiple choice**	To reinforce understanding of protective factors for LGBTQIA+ youth mental health.	5 min
3	Exercise 3: Violence Triangle & Microaggressions Reflection	To understand how microaggressions escalate and impact mental health over time.	15 min
4	**Exercise 4: Matching Exercise – Key Concepts**	To consolidate understanding of key theoretical concepts.	5-10 min
5	**Exercise 5:** **Case Study – Alex's Story**	To apply theory to real-life situations and highlight the importance of noticing change.	20 min
6	**Exercise 6: Reflection –** **Noticing Others**	Reflection exercise (after Alex's story) **Purpose:** To strengthen participants' ability to observe and respond in everyday contexts.	10 min

7	**Exercise 7: True or False – Suicide Prevention Myths**	To challenge common myths about suicide and increase confidence in asking direct questions.	5 min
8	**Exercise 8: Self-Care & Boundaries Reflection**	To promote sustainable engagement and prevent emotional overload.	5 min
9	**Exercise 9: Final Reflection – Key Takeaways**	Summarize learning and reflect on the module.	5 min

Assessment of the impact

Include formative assessments during the session (e.g., quizzes, polls, or short reflections). Provide constructive feedback to learners based on their participation and performance. Summarize key points and emphasize takeaways.

Lesson Plan 4

Objectives and aims

Module 4 name: Inclusive Communication and Anti-Bias Language Skills

Summary of the Module aims and objectives

The objective of the module is strengthening participants' understanding and application of inclusive communication practices that promote equality, empathy, and respect in youth work and professional environments.

It aims to enhance the ability of youth workers and educators to identify, address, and reformulate biased or exclusionary language, thereby fostering environments that support belonging and psychological safety for all young people.

This module empowers learners to apply anti-bias language principles in both verbal and written communication, engage in reflective listening, and model respectful dialogue when working with LGBTQIA+ and diverse youth communities.

The module will present practical tools, theoretical foundations, and interactive exercises to help learners recognize unconscious bias, replace exclusionary terms with affirming alternatives, and practice inclusive, empathy-driven communication in realistic scenarios.

Topics of the module:

1. The Power of Language in Inclusion and Belonging
2. Identifying and Reformulating Biased Language in Practice
3. Inclusive Dialogue and Reflective Listening in Youth Work Contexts

General Preparation

Before the session, trainers should review the provided materials, including handouts, definitions, and PowerPoint slides on inclusive language. The learning environment should encourage open discussion and mutual respect, ensuring participants feel safe to share perspectives and ask questions. Trainers should prepare examples of both inclusive and biased communication drawn from

everyday interactions in youth work or professional settings. Digital tools such as Moodle, Mentimeter, or Google Forms can be used for the interactive exercises. Participants are encouraged to bring prior experiences or challenges they have faced related to communication and inclusion.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

Learners entering this module should have a basic understanding of diversity, equality, and inclusion principles. Prior experience in youth work, education, or community engagement is recommended but not mandatory. The module is suitable for participants at an intermediate level, who possess general communication skills but tend to deepen their awareness of bias and inclusive language use in multicultural and diverse contexts.

Duration of the lesson/module:

3 hours

Theory Notes	Guidelines for Trainers: Theory, Explanation, and Application
Trainers should guide participants through the three theory topics, using concrete examples and encouraging reflection. Begin with short presentations explaining how language influences perception, belonging, and mental health, supported by FRA (2024) and UNESCO (2023) data. In Topic 2, emphasize practical rephrasing of biased language, drawing from GLAAD (2023) and WHO (2022) examples. Topic 3 should include demonstrations of reflective listening techniques and empathetic communication practices. Trainers should encourage participants to apply each concept immediately during discussions or short role-play exercises.	

No*	Learning Outcomes
1	Recognize biased and inclusive language in everyday communication.
2	Apply inclusive communication techniques in written and verbal exchanges.
3	Reformulate exclusionary or stigmatizing expressions into supporting alternatives.
4	Demonstrate awareness of unconscious bias and its effects on interaction.
5	Engage in empathy-driven dialogue that supports diverse youth identities.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 2 hours
1	The Power of Language in Inclusion and Belonging		40
2	Identifying and Reformulating Biased Language in Practice		40
3	Inclusive Dialogue and Reflective		40

	Listening in Youth Work Contexts		

Exercises Planning

No*	Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)	Objectives of the Exercise	Total Duration: 50 minutes
1	**"Words Matter" (Matching Activity – drag & drop)**	This activity reinforces understanding of inclusive versus outdated terminology. Participants match non-inclusive phrases (e.g., "sexual preference," "ladies and gentlemen") with their inclusive counterparts ("sexual orientation," "everyone"). The objective is to strengthen awareness of language precision and inclusivity.	10 min
2	**"Spot the Bias" (True or False Quiz)**	Participants identify whether given workplace or communication statements demonstrate bias. This helps them recognize both explicit and subtle forms of bias and reflect on their impact in youth work environments.	10 min
3			10 min

	"Say It Inclusively!" (Scenario Speaking Simulation)	In this interactive activity, participants respond to short real-life situations (e.g., a colleague using incorrect pronouns or making a stereotype). Conducted online or in groups, they practice saying inclusive, respectful responses aloud, improving confidence in real-time communication.	
4	**Say It Better!" (Inclusive Rephrasing Challenge)**	Learners are presented with non-inclusive workplace phrases and must rewrite or verbally reformulate them into neutral, affirming alternatives. This encourages practical application of reformulation strategies and reflective awareness of tone and word choice.	10 min
5	**"Building Bridges" (Interactive Reflection Quiz)**	Participants complete an interactive self-assessment or reflection poll to consolidate learning. They choose or write how they would apply inclusive communication principles in future practice. The objective is to internalize empathy-driven communication habits that promote belonging and respect.	10 min

Assessment of the impact

Learners' progress will be assessed through formative evaluations integrated into each exercise. Trainers should use quick reflection polls, multiple-choice quizzes, or live discussions to gauge comprehension and engagement. Constructive feedback will be provided during debriefing sessions, emphasizing both strengths and areas for growth. At the end of the module, participants will summarize their key takeaways, noting how their awareness of inclusive communication and bias has evolved. This reflective assessment ensures that participants can apply learned skills confidently in future youth work or community settings.

Lesson Plan 5

Objectives and aims

Module 5 name: Creating Inclusive and LGBTQIA+ Friendly Workplaces

Summary of the Module aims and objectives

The objective of the module is to provide a comprehensive understanding of workplace inclusion and diversity, with a focus on LGBTQIA+ identities and experiences.

It aims to raise awareness of concepts such as equality, equity, SOGIESC, and intersectionality, while highlighting legal frameworks and organizational practices that support inclusive environments.

This module empowers professionals, leaders, and employees to recognize discrimination, challenge bias, and actively contribute to respectful, innovative, and equitable workplaces.

The module will present practical tools and knowledge to implement inclusive policies, foster allyship, promote psychological safety, and evaluate progress through measurable indicators and continuous learning.

Topics of the module:

General Preparation

As regards the preparation for the Module presentation, a computer and a projector are needed, since PowerPoint slides will be presented.

Expectations regarding participation, behavior, and active engagement:

- Active Participation: Learners are expected to engage fully in discussions, activities, and reflections. Sharing experiences and perspectives respectfully enriches the learning environment for everyone.
- Respectful Behavior: All participants must treat each other with dignity and respect. Discriminatory language, harassment, or exclusionary behavior will not be tolerated.

- Open-Mindedness: Approach the module with curiosity and a willingness to learn. Be open to challenging assumptions and exploring diverse viewpoints.
- Inclusive Communication: Use inclusive language, honor chosen names and pronouns, and avoid assumptions about identity, background, or experience.
- Supportive Environment: Encourage and uplift others. Listen actively, intervene constructively when needed, and contribute to a psychologically safe space.

Briefly mention any ground rules or guidelines for the session.

- Respect and Inclusion: Treat all participants with respect. Discrimination, harassment, or exclusionary behavior will not be tolerated.
- Confidentiality: What is shared in the session stays in the session. Respect others' privacy and lived experiences.
- Active Engagement: Participate fully in discussions, activities, and reflections. Your voice matters.
- Open Dialogue: Ask questions, share perspectives, and listen actively. Diverse viewpoints are welcome.
- Use Inclusive Language: Be mindful of pronouns, identities, and terminology. Avoid assumptions.
- Safe Space: This is a learning environment where everyone should feel psychologically safe to express themselves.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module should have basic knowledge about workplace dynamics, human rights principles, and general concepts of equality and non-discrimination, particularly in professional or organizational contexts.

Duration of the lesson/module:

2.5 hours

Theory Notes	Title
• Start with clarity: Introduce module objectives, expectations, and ground rules. • Use inclusive language: Model respectful communication and honor chosen names/pronouns. • Encourage engagement: Facilitate open dialogue, group activities, and reflections. • Handle sensitive topics with care: Create a safe space, validate experiences, and manage resistance respectfully. • Support learning: Use real-life examples, legal references, and interactive tools. • Close with reflection: Summarize key points and invite learners to share takeaways or action steps.	

No*	Learning Outcomes
1	Define concepts related to diversity, inclusion, equality, equity, and SOGIESC.
2	Identify barriers and challenges faced by LGBTQIA+ individuals in the workplace.
3	Understand relevant international legal frameworks supporting non-discrimination.
4	Apply strategies to foster inclusive environments at organizational, interpersonal, and individual levels.
5	Recognize the impact of inclusion on employee well-being, innovation, and organizational success.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 2 hours
1	Understanding Inclusion and Diversity at Work	This topic introduces key concepts of equality, equity, and inclusion, explaining how LGBTQIA+ diversity strengthens workplaces and connects to human rights principles.	40 mins
2	Barriers and Challenges in Workplaces	This topic examines the systemic, cultural, and interpersonal barriers that LGBTQIA+ individuals face in professional settings, highlighting how discrimination and exclusion negatively affect both employee well-being and organizational performance.	40mins
3	Strategies for Creating Inclusive and LGBTQIA+ Friendly Workplaces	This topic focuses on practical, multi-level strategies—organizational, interpersonal, and individual—for fostering inclusive, equitable, and affirming workplaces where LGBTQIA+ employees can thrive and contribute authentically.	70mins

Exercises Planning

No*	Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)	Objectives of the Exercise	Total Duration: 50 minutes
1	**Matchmaking Scenarios**	Trainers will match the scenarios written based on whether they are inclusive or exclusive (topic 1)	10mins
2	**Multiple Choice Quiz**	Trainers will deeply understand what kind of rights are guaranteed under the UDHR, the ILO, EU Charter (topic 1)	10mins
3	**Multiple Choice Questions**	Trainers will understand the nature and the categories of the barriers (topic 2)	10mins
4	**Matching**	Trainers will match concepts with their matching examples/descriptions	10mins
5	**True or False**	Trainers will more deeply understand the strategies for LGBTQIA+ Inclusion	10mins
6	**Role-Play Scenarios**	Trainers will practically be members of an inclusive or exclusive workplace	30mins

Assessment of the impact

Include formative assessments during the session (e.g., quizzes, polls, or short reflections). Provide constructive feedback to learners based on their participation and performance. Summarize key points and emphasize takeaways.

Lesson Plan 6

Objectives and aims

Module name: Legal Frameworks and Rights of LGBTQIA+ Youth

Summary of the Module aims and objectives (up to 1.000 characters)

The objective of the module is to provide trainers with a clear understanding of legal frameworks, policies, and good practices related to LGBTQIA+ rights in Europe, focusing on Greece, Sweden, Slovenia, Italy, and Belgium.

It aims to increase awareness of key legislative milestones, anti-discrimination measures, and social inclusion strategies, highlighting the evolution of LGBTQIA+ rights and protections.

This module empowers trainers to confidently present essential information about equality, inclusion, and human rights, and to facilitate discussions on practical applications in educational and professional settings.

The module will present practical tools and knowledge about legal protections, civil rights, equality strategies, and national programs, offering concrete examples of successful policies and interventions to support LGBTQIA+ individuals.

Topics of the module:

General Preparation

Explain any materials or resources needed for the lesson (e.g., handouts, slides, props). Set expectations regarding participation, behavior, and active engagement.

Briefly mention any ground rules or guidelines for the session.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module should have basic knowledge about human rights, diversity, and inclusion concepts, as well as a general understanding of LGBTQIA+ terminology and challenges faced by LGBTQIA+ individuals in social, educational, and professional contexts.

Duration of the lesson/module:

2 hours

Theory Notes	Title
Context: Explain why LGBTQIA+ inclusion matters in society, workplaces, schools, and public services. **Key milestones:** Focus on major laws and policies (e.g., same-sex marriage, anti-discrimination, gender recognition). **Examples:** Use Greece, Sweden, Slovenia, and Belgium to show real-life impact. **Engage participants:** Ask simple questions to encourage reflection. **Bridge to exercises:** Explain that activities will help remember and apply key points. **Tips:** Keep language simple, use visuals, clarify terms, and maintain a respectful atmosphere.	

No*	Learning Outcomes
1	Identify key laws and policies supporting LGBTQIA+ rights in Europe (Greece, Sweden, Slovenia, Belgium).
2	Explain the significance of anti-discrimination measures, gender recognition, and family rights for LGBTQIA+ individuals.
3	Recognize challenges and gaps in implementation of LGBTQIA+ protections.

4	Apply knowledge through simple exercises (true/false, quizzes, drag-and-drop) to reinforce understanding.
5	Promote awareness and inclusive practices in their own professional or community settings.

Lessons Planning

No*	**Name of the topic (e.g. case study, theory) Maximum: 3 topics**	**Objectives of the topic**	**Total Duration: 70 minutes**
1	**Theory: Greek Legal Frameworks**	Presenting the Greek legislation as regards gender recognition, healthcare rights, and the empowerment through knowledge.	10mins
2	**Theory: Swedish Legal Frameworks**	Presenting the Swedish legislation as regards gender recognition, healthcare rights, and the empowerment through knowledge.	10mins
3	**Theory: Belgian Legal Frameworks**	Presenting the Belgian legislation as regards gender recognition, healthcare rights, and the empowerment through knowledge.	10mins
4	**Theory: Italian Legal Frameworks**	Presenting the Italian legislation as regards gender recognition, healthcare rights, and the empowerment through knowledge.	10mins

5	**Theory: Slovenian Legal Frameworks**	Presenting the Slovenian legislation as regards gender recognition, healthcare rights, and the empowerment through knowledge.	10mins

Exercises Planning

No*	**Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)**	**Objectives of the Exercise**	**Total Duration: 50 minutes**
1	True or False	Trainers will better understand and differentiate each country's legislation.	10mins
2	Multiple Choice	Trainers will match laws with countries, with years of establishment, and with the laws' content.	10mins
3	Multiple Choice	Trainers will match laws with countries, with years of establishment, and with the laws' content.	10mins
4	Drag & Drop	Trainers will match the law to the country and the policies to their focus areas.	10mins
5	Reflective Exercise	Trainers will be divided into groups depending on their country and will discuss and then present a strength	30mins

		of the national legislation and a challenge that LGBTQIA+ youth still face.	

Assessment of the impact

Include formative assessments during the session (e.g., quizzes, polls, or short reflections). Provide constructive feedback to learners based on their participation and performance. Summarize key points and emphasize takeaways.

Lesson Plan 7

Objectives and aims

Module 7 name: Creating Safe and Inclusive Spaces for LGBTQIA+ Youth

Summary of the Module aims and objectives

The aim of this module is to strengthen participants' ability to listen to one another, take shared responsibility, and actively contribute to inclusive environments where more people feel respected and that they belong. The module introduces the concept of **Safer Space** as a practical and participatory method, where leaders and group members jointly establish guidelines for how they want to interact. These shared agreements help create conditions in which everyone feels safe enough to participate, express themselves, and engage openly.

The module also aims to provide **concrete, practical tools** for creating safer and more inclusive encounters with LGBTQIA+ individuals in everyday settings. By combining reflection, shared responsibility, and actionable methods, the module supports participants in fostering respectful dialogue, preventing exclusion, and building environments based on care, inclusion, and mutual understanding.

Topics of the module:

Introduction and explanation of Safe space method

Norm and norm criticism

Different kind of norms

Norm pedagogic

Traffik light module

General Preparation

You only need to have access to the learnify module, paper and pencil.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module do not need to have any previous knowledge.

Duration of the lesson/module:

2 hours

Theory Notes	Guidelines for Trainers: Theory, Explanation, and Application
Module 7 is grounded in **norm theory, norm-critical pedagogy, and participatory safe space practices**, with the aim of creating safer and more inclusive environments for LGBTQIA+ youth. A central theoretical concept in the module is that **safety is not universal or fixed**, but relational and context-dependent. What feels safe for one person may feel unsafe for another, which is why safety must be **co-created through dialogue, reflection, and shared responsibility**, rather than assumed. The module introduces the **Safer Space approach**, a participatory method where facilitators and participants jointly define guidelines based on two core questions: *What do I need to feel safe enough to participate?* and *What do we all need to feel safe enough to participate?* These shared agreements are understood as living practices that require ongoing care from everyone involved. Another key theoretical foundation is **norm theory**, which explains norms as often invisible, unwritten rules that shape behaviour, expectations, and access to participation. Norms can both create structure and reinforce inequality by privileging certain identities while excluding others. The module highlights how norms related to gender, sexuality, ability, ethnicity, and relationships affect LGBTQIA+ youth's everyday safety, participation, and well-being. Building on this, the module applies **norm-critical pedagogy**, which shifts focus away from "tolerating difference" and instead examines the norms themselves. Rather than asking how marginalized individuals can adapt, norm-critical pedagogy asks why certain identities are treated as the default and how norms can be widened to include more ways of being.	

The **Traffic Light Method** is introduced as a practical analytical tool to identify, reflect on, and change norms. By categorizing practices as green (inclusive), yellow (uncertain), or red (excluding), participants are supported in turning reflection into concrete action. Overall, the module emphasizes that inclusion is an **ongoing process**, not a final state. Creating safe spaces requires continuous self-reflection, awareness of power and norms, willingness to make mistakes, and active responsibility for change.

No*	Learning Outcomes
1	**Understand and explain the Safer Space approach and why safety must be co-created within groups.**
2	**Identify how norms influence participation, behaviour, and inclusion in different environments.**
3	Apply **norm-critical thinking** to challenge excluding norms and broaden inclusive practices.
4	**Use the Traffic Light Method to analyse and reflect on inclusive and excluding behaviours.**
5	**Facilitate conversations that support psychological safety, respect, and participation.**
6	**Take active responsibility for creating and maintaining safe and inclusive spaces for LGBTQIA+ youth.**

Lessons Planning

No*	Name of the topic (e.g. case study,	Objectives of the topic	Total Duration: 2 hours

	theory) Maximum: 3 topics		
1	Safe space	Basic knowledge in safe space	10 min
2	Norm and norm critisism	Understand un written rules and how norms create inequality, everyday examples	10 min
3	Sexuality and norms	How norms control how we express sexuality and how norms only is visible for those outside the norm, theory and reflection question	15 min
4	Fit or not fit the dominant norm.	Theory and reflection about the existing norms in your context.	10 min
5	Understanding the norm and what it do to us	Mosquito bite, norms and microaggressions, understanding how it can appear and what to do about it	15 min
6	Two different approaches: Tolerance pedagogy and Norm-critical pedagogy	Expalation of the differences and how to work with it in groups and meeting with LGBTQI+ youth	10 min
7	Traffick light method theory and practice	How to see and change norms: Traffic Light Method. The Traffic Light Method helps us reflect on what feels safe (green), uncertain (yellow), or uncomfortable	30 min

		(red) in a group or situation. It's a simple way to discuss behaviors, boundaries, and inclusion without judgment. 🟢 Green: Feels good and respectful 🟡 Yellow: Unsure or mixed feelings 🔴 Red: Feels wrong or uncomfortable	

Exercises Planning

No*	**Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)**	**Objectives of the Exercise**	**Total Duration: 50 minutes**
1	**Safe space**	Try the method safe space to see how you can apply it in your own context.	5 min
2	**Sexuality and norms**	Reflection quesitons about sexuality and how norms affect our sexuality	5 min
3	Drag and drop	Reflect and practice the safe space and norm criticism	5 min
4	**Reflection exersice**	To reflect on *Who feels safe, comfortable, and "at home" in this context?* *Who benefits from these norms without having to think about them?*	10 min

		Who might feel invisible, excluded, or pressured to adapt?	
5	**Reflection exersice, my routines connected to norms**	To reflect if you have any kind of comment, routines etc. that you do without question it because the persons you work with is part of the dominant norm?	5 min
6	**How to see and change norms: Traffic Light Method.**	Complete the traffick light module: Reflect on what feels **safe (green)**, **uncertain (yellow)**, or **uncomfortable (red)** in a group or situation. It's a simple way to discuss behaviors, boundaries, and inclusion without judgment	30 min

Assessment of the impact

Include formative assessments during the session (e.g., quizzes, polls, or short reflections). Provide constructive feedback to learners based on their participation and performance. Summarize key points and emphasize takeaways.

Lesson Plan 8

Objectives and aims

Module 8 name: "Practical Tools and Innovative Training Techniques for Supporting LGBTQIA+ Youth**"**

Summary of the Module aims and objectives

The objective of the module is to build emotional intelligence and cultural sensitivity, ensuring that professionals can provide nonjudgmental and inclusive support to LGBTQIA+ youth.

It aims to ensure that professionals apply sensitivity, awareness, and empowerment-based approaches when engaging with LGBTQIA+ youth, prioritizing safety, autonomy, and respect.

This module is designed to equip professionals, youth workers, mentors, and support staff with practical tools and innovative training techniques to effectively support LGBTQIA+ youth.

The module will present practical tools and innovative training techniques to effectively support LGBTQIA+ youth. It focuses on fostering understanding, validation, and empathy through the development of key interpersonal and trauma-informed skills.

Topics of the module:

1. Understanding, Validating, and Responding with Empathy
2. Trauma-informed method of work
3. Exercises and Interaction

General Preparation

It's recommended to perform these exercises in a larger space, ideally with access to a large screen or a projector, and ideally a space where participants who

are divided into groups can find some privacy and perform some of the exercises away from the other participant groups.

Exercise 2 requires the participants to use pens and paper, ideally a larger format.

For Exercise 3, the facilitator must prepare a list of common youth work scenarios as handouts for groups to work in advance, or work on the real-life scenarios the participants bring to the

For Exercise 4, the facilitator must prepare a list of common youth work phrases that are directives.

Whenever working with professionals who have real-life experiences or dilemmas, it's always more recommended to form the specific scenarios they bring with them for reflective exercises, so planning the session in a way where they can first share their real-life experiences and dilemmas is recommended.

However, always have some scenarios prepared in advance in case the participants don't have any experience yet or if they don't feel comfortable sharing or working on the experiences they shared with the group.

Some of the participants may be sensitive to the topics - make sure they have an option to take a break and talk to someone if they experience discomfort during the exercise.

Proficiency level of the learners applying for this module (indicating skills and knowledge at the beginning of the course):

The learners applying to this module should have basic knowledge about human rights, diversity, and inclusion concepts, as well as a general understanding of LGBTQIA+ terminology and challenges faced by LGBTQIA+ individuals in social, educational, and professional contexts.

Duration of the lesson/module: 2,5 hours

Theory Notes	**Title**
Context: Understanding, Validating, and Responding with Empathy; Four Fs of Active Reviewing for Active Listening; Holding space vs emotional invalidation; Trauma-informed method of work. Key milestones: Participants will explore active listening strategies and trauma-informed methods of engagement to create safer, more inclusive, and supportive environments for young people of diverse sexual orientations and gender identities. By the end of the module, participants will be able to integrate active	

listening and trauma-informed methods to provide empathetic, safe, and empowering support to LGBTQIA+ youth — by holding space for open dialogue, recognizing emotional triggers, and offering informed choices that validate each young person's experience and promote trust, autonomy, and well-being. Examples: Use Greece, Sweden, Slovenia, and Belgium to show real-life impact. Engage participants: Ask simple questions to encourage reflection. Bridge to exercises: Explain that activities will help remember and apply key points. Tips: Keep language simple, use visuals, clarify terms, and maintain a respectful atmosphere.

No*	Learning Outcomes
1	Recognize and address biases, fostering empathy and inclusion in their professional practice.
2	Apply active listening techniques to improve communication and trust with young people.
3	Use a trauma-informed approach to ensure emotional safety and validation in youth support settings.

Lessons Planning

No*	Name of the topic (e.g. case study, theory) Maximum: 3 topics	Objectives of the topic	Total Duration: 60 min
1	**Topic 1: Understanding, Validating, and Responding with Empathy**	Showing the importance of understanding and validating the experiences, professionals can help mitigate these stressors,	30 min

		fostering resilience and emotional well-being. Understanding the "Four Fs of Active Reviewing for Active Listening" method as a tool, as well as "Holding space vs emotional invalidation".	
2	**Topic 2: Trauma-informed method of work**	Recognizing signs of trauma and understanding how identity-related stress may appear as withdrawal, anger, or mistrust. Avoiding retraumatization by responding gently, respecting pronouns and boundaries, and allowing the youth to lead their own pace of sharing. Offering choices and control, helping young people reclaim agency in spaces where they may have felt powerless. Building trust and emotional safety, which are essential for healing, resilience, and self-acceptance.	30 min

Exercises Planning

No*	Name and kind of the Exercise (e.g. drag & drop, true or false, quiz, multiple choice, visual test)	Objectives of the Exercise	Total Duration: 80 minutes
1	**Micro-Practice Exercise:** **Active Listening for Youth Workers**	Practice truly listening and holding space for LGBTQIA+ youth.	5–7 minutes
2	**Visual test:** **The Secret Drawing**	Practice truly listening and holding space for LGBTQIA+ youth.	10 min per drawing
3	**Reflective Exercise:** **Holding Space in Real Situations**	Practice responding with empathy and presence, without jumping to give unsolicited advice.	15-20 min
4	**Reflective Exercise:** **Using Autonomy supporting language**	Train youth workers, professionals, to rephrase instructions or directives into choice-based, autonomy-supporting language.	10 min

Assessment of the impact

The learner's progress is assessed after every exercise by assessments of short reflections. Whenever they work in pairs or groups, they debrief first to each other and then to the rest of the participants on their reflection.

Feedback is provided by the facilitator after every such reflection and debrief.

At the end of the lesson, the participants are encouraged to share a few key moments and takeaways they learned, as well as feedback on how well the lessons were performed.

Resources

No*	
1	American Psychological Association. (2014). *Trauma-informed care in behavioral health services* (HHS Publication No. SMA 14-4884). https://psycnet.apa.org/record/2014-27453-009
2	Belgian Federal Government. (2003). *Same-sex marriage legalization: Overview and Q&A*. https://www.belgium.be/en/family/marriage/same_sex_marriage
3	Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum, 1989*(1), 139–167. https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8
4	Euronews Health. (2024, November). *Gay, lesbian and queer students are three times more likely to suffer from depression*.
5	European Commission. (n.d.). *Actions for LGBTIQ equality.* https://commission.europa.eu/topics/justice-and-fundamental-rights/equality-and-inclusion-key-actions/actions-lgbtiq-equality_en
6	European Union Agency for Fundamental Rights. (2024). *LGBTIQ equality at a crossroads: Progress and challenges.* Publications Office of the European Union. https://fra.europa.eu/en/publication/2024/lgbtiq-equality-crossroads-progress-and-challenges
7	European Youth Forum. (2023). *Intersectional inclusion in youth work: Policy recommendations.* European Youth Forum.
8	Fehrenbach, T., Ford, J., Olafson, E., Kisiel, C., Chang, R., Kerig, P., Khumalo, M., Walsh, C., Ocampo, A., Pickens, I., Miller, A., Rains, M., McCullough, A. D., Spady, L., & Pauter, S. (2022). *A trauma-informed guide for working with youth involved in multiple systems.* National Child Traumatic Stress Network. https://www.nctsn.org

9	Flores, A. R. (2019). *Social acceptance of LGBT people in 174 countries: 1981 to 2017.* UCLA School of Law Williams Institute. https://escholarship.org/content/qt5qs218xd/qt5qs218xd.pdf
10	Folkhälsomyndigheten. (2014). *Hälsan och hälsans bestämningsfaktorer för homo- och bisexuella personer.* https://www.folkhalsomyndigheten.se/contentassets/a0255680a6684603a08af46bc8f323a9/utv-halsan-bestamningsfaktorer-homo-bi-fina-2014.pdf.
11	Folkhälsomyndigheten. (n.d.). *Hälsan och hälsans bestämningsfaktorer för transpersoner.* https://www.folkhalsomyndigheten.se/contentassets/c5ebbb0ce9aa4068aec8a5eb5e02bafc/halsan-halsans-bestamningsfaktorer-transpersoner.pdf
12	Frost, D. M., & Meyer, I. H. (2023). Minority stress theory: Application, critique, and continued relevance. *Current Opinion in Psychology, 51*, 101579. https://doi.org/10.1016/j.copsyc.2023.101579
13	GLAAD. (2023). *Media reference guide* (11th ed.). GLAAD.
14	Greek Government Gazette. (2006). *Law 3500/2006 – Prevention and addressing of domestic violence* (Government Gazette A 232/2006). https://www.et.gr/api/DownloadFeksApi/?fek_pdf=2006A0232
15	ILGA-Europe. (2024). *Annual review of the human rights situation of lesbian, gay, bisexual, trans and intersex people in Europe and Central Asia.* ILGA-Europe
16	ILGA World. (2023). *Intersex legal mapping report: Recognition before the law.* ILGA.
17	International Labour Organization. (n.d.). *NORMLEX – International labour standards information system.* https://normlex.ilo.org
18	MakingCents. (2022). *Applying a trauma-informed approach checklist.* https://makingcents.com/wp-content/uploads/2022/11/Applying-a-Trauma-Informed-Approach-Checklist_layout_final-ENG-1.pdf
19	Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence.

	Psychological Bulletin, 129(5), 674–697. https://doi.org/10.1037/0033-2909.129.5.674
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23	Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking*. Good Books.
24	Reflection Toolkit. (n.d.). *The four F's of active reviewing*. University of Edinburgh. https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/four-f
25	Rogers, C. R., & Farson, R. E. (1957). *Active listening*. Wholebeing Institute. https://wholebeinginstitute.com/wp-content/uploads/Rogers_Farson_Active-Listening.pdf
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28	UNESCO. (2023). *Global education monitoring report 2023: Inclusion and education for all*. UNESCO.

29	UNESCO & UN Women. (2022). *Global guidance on school-related gender-based violence prevention*. UNESCO. https://unesdoc.unesco.org
30	United Nations. (n.d.). *Universal declaration of human rights*. https://www.un.org/en/about-us/universal-declaration-of-human-rights
31	University of Waterloo, Centre for Teaching Excellence. (n.d.). *Reflection framework and prompts*. https://uwaterloo.ca/centre-for-teaching-excellence
32	Verkuyten, M., Yogeeswaran, K., & Adelman, L. (2020). The negative implications of being tolerated: Tolerance from the target's perspective. *Perspectives on Psychological Science, 15*(3), 544–561. https://doi.org/10.1177/1745691619897974
33	Verkuyten, M., Yogeeswaran, K., & Adelman, L. (2020). Toleration and prejudice-reduction: Two ways of improving intergroup relations. *European Journal of Social Psychology, 50*(2), 239–255. https://doi.org/10.1002/ejsp.2624
34	Wilson, C. R. (2021, November 29). *What are protective factors in psychology? 36 examples*. PositivePsychology.com. https://positivepsychology.com/what-are-protective-factors/
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Exercises and Answers

Module 1 – Understanding LGBTQIA+ Identities and Terminology

1.1 Exercise 1: Identity Match-Up (matching main terms with definitions).

Purpose: To promote understanding of LGBTQIA+ terminology and ensure participants can define and apply terms accurately.

Matching Activity: participants receive the below terms with the correct definitions

Terms: a)Lesbian, b)Pansexual, c)Transgender (Trans), d) Bisexual, e) Gay, f)Intersex, z) Asexual, h)Queer.

Definitions:

1. An umbrella term for people whose gender identity differs from the sex they were assigned at birth. Transgender is an identity, not a medical condition; not all trans people choose or have access to medical transition. The term should be used as an adjective ("transgender people," not "transgenders").
2. A person who experiences emotional, romantic, and/or sexual attraction to more than one gender. This can include attraction to people of the same gender and of different genders, not necessarily at the same time or to the same degree.
3. A person who experiences emotional, romantic, and/or sexual attraction to people regardless of gender identity or sex. Pansexual individuals are attracted to people of all genders or gender expressions. The term emphasizes inclusivity beyond gender binaries.
4. A woman who experiences emotional, romantic, and/or sexual attraction primarily to other women. The term "lesbian" can be used by women and non-binary people who identify with same-gender attraction. Using self-identification is key, as individuals define their own orientation.
5. An umbrella term for people born with physical sex characteristics (such as chromosomes, hormones, or anatomy) that do not fit typical definitions of male or female bodies. Intersex variations are natural forms of human diversity. Intersex is distinct from gender identity or sexual orientation

6. A person who experiences emotional, romantic, and/or sexual attraction primarily to people of the same gender. The term is often used to describe men attracted to men but may also serve as a broader umbrella for same-gender attraction.
7. An umbrella term that can encompass people whose sexual orientation, gender identity, or expression differs from societal norms. Historically used as a slur, "queer" has been reclaimed by many in the LGBTQIA+ community as a positive, inclusive term. However, it should only be used for self-identification or when individuals express comfort with it.
8. A person who experiences little or no sexual attraction to others. Asexuality exists on a spectrum, and asexual individuals may still experience romantic attraction (e.g., heteroromantic, biromantic). Being asexual is a valid sexual orientation, not a disorder or choice.

Correct answers: a)4, b) 3, c) 1, d) 2, e)6 f) 5, z) 8, h)7.

1.2 Exercise 2: Language Check (identifying inclusive vs. outdated terms)

Purpose: To raise awareness of inclusive versus outdated language.
Outdated or Inclusive Activity: participants will identify a list of phrases if they are outdated or inclusive:

"Sexual preference" (outdated)

"Sexual orientation" (inclusive)

"Hermaphrodite" (outdated)

"Intersex person" (inclusive)

"Transgenders" (outdated)

"Transgender people" (inclusive)

"Born in the wrong body" (outdated)

"Affirming their gender identity" (inclusive)

"Partner" (inclusive)

"Normal couple" (outdated)

"Both genders" (outdated)

"People of all sexual orientations and gender identities" (inclusive)

1.3 Exercise 3: Pronoun Practice (Multiple Choice Version)

Purpose: To develop comfort and fluency in using correct pronouns.
"Choose the correct answer" Activity: Read each question and select the correct option (A or B)

1. You overhear a colleague misgender a young person who is not present. What is the most inclusive and professional response?

A) "I think they use he/him pronouns—let's make sure we refer to him correctly." *Correct answer*
B) Say nothing because the person is not there.

2. A young participant shares privately that they use different pronouns depending on the context (they /them with friends, she/her at home). How should you respond?

A) "Thank you for letting me know. Which pronouns would you like me to use in this group?" *Correct answer*
B) "That sounds complicated; I'll just stick with she/her."

3. A facilitator introduces a speaker using outdated pronouns, even though the speaker updated them recently. What is the most respectful intervention?

A) Wait for a natural pause and say, "Just to clarify, Sam uses they/them pronouns." *Correct answer*
B) Interrupt loudly to correct the person immediately.

4. A young person tells you privately that they are experimenting with their pronouns and prefer only you to know for now. How should you respond?

A) "Thank you for telling me. I'll use the pronouns you choose in private, and I won't disclose them to others without your permission." *Correct answer*
B) "I think you should tell the group to avoid confusion."

5. A participant's peer keeps misgendering them out of habit, by accident. It's clear they are trying but struggling to adjust. What is the best long-term approach?

A) Gently correct the peer when it happens, model correct pronoun use consistently, and offer support if they need help adjusting. *Correct answer*
B) Punish or embarrass the peer publicly to stop the behavior.

6. During a multilingual activity, someone struggles to use the correct pronouns in English because those pronouns do not exist in their language. How do you respond?

A) "It's okay to make mistakes. Let's practice together using the correct pronouns is important, and you're doing your best." *Correct answer*
B) "Since it's difficult for you, just avoid using pronouns altogether."

7. You're writing a report and don't know a participant's pronouns. What is the most inclusive next step?

A) Check your registration form or ask the participant directly: "What pronouns would you like me to use in this report?" *Correct answer*
B) Assume based on appearance.

8. During a team meeting, a colleague refers to a youth participant, Jordan, as "she," but Jordan uses he/they pronouns. Jordan is not present.
What is the most inclusive and professional way to respond?

A) "I think Jordan uses he/they pronouns—let's make sure we refer to him/them correctly." *Correct answer*
B) "Say nothing because Jordan is not in the room."

1.4 Exercise 4: True or False

True or False Activity: participant will identify if the below sentences are right (true) or wrong (false).

1. **"Intersectionality only applies to women of color."** → **False.** Intersectionality is a framework that applies to all individuals whose experiences are shaped by multiple identities and systems of oppression. While the term originated in Black feminist scholarship (Crenshaw, 1989), it is relevant for LGBTQIA+ youth across diverse backgrounds. *(Source: Crenshaw, 1989; ILGA-Europe, 2024)*

2. **“An LGBTQIA+ refugee youth may face both xenophobia and homophobia.” → True.**

Many LGBTQIA+ refugees experience multiple layers of discrimination, which can limit access to education, housing, and support services.
(Source: FRA, 2024; European Youth Forum, 2023)

3. **“All LGBTQIA+ young people share the same challenges and needs.” → False.**
   Experiences vary widely based on other identity factors such as ethnicity, religion, class, or disability. Inclusive practice must be tailored to each person’s unique situation.

(Source: UNESCO, 2023; WHO, 2022)

4. **“Intersectionality focuses only on disadvantages, not strengths.” → False.**
   Intersectionality also highlights resilience, community support, and strengths arising from diverse lived experiences.

(Source: European Youth Forum, 2023; ILGA-Europe, 2024)

5. **“A Roma transgender teenager may face discrimination both from outside and within their community.” → True.**

Double discrimination can occur when someone experiences bias in multiple spheres—based on ethnicity in mainstream society and on gender identity within their own community.

(Source: FRA, 2024; ILGA-Europe, 2024)

6. **“Cultural competence is not necessary if we treat everyone the same.” → False.**

Equality is not sameness. Inclusive youth work requires understanding and addressing each individual’s specific cultural, social, and identity-based needs.
(Source: UNESCO, 2023; WHO, 2022)

7. **“Intersectionality helps youth workers design more inclusive and effective support strategies.” → True.**

By recognizing how identities overlap, professionals can create tailored interventions that promote access, trust, and belonging.
(Source: European Youth Forum, 2023)

1.5 Exercise 5: Myth or Fact Quiz

Purpose: To remove misconceptions and promote actual understanding.

Quiz Activity: Participants have to read the caption and decide if it's a Myth or a Fact.

- "Asking for pronouns in a workplace introduction pressures people to disclose personal information." → Myth. Asking for pronouns creates optional space for self-identification and models respect without requiring disclosure. (UNESCO, 2023; GLAAD, 2023)
- "Two young people with the same gender identity may need different support depending on their cultural, migration, or socioeconomic background." → Fact. Intersectionality shows that identities overlap, shaping unique experiences and support needs. (Crenshaw, 1989; FRA, 2024; ILGA-Europe, 2024)
- "If an organization is supportive of LGBTQIA+ rights, using outdated terms will not negatively affect participants." → Myth. Harm can occur even with good intentions—language accuracy directly affects trust and safety. (WHO, 2022; GLAAD, 2023)
- "Inclusive practice focuses on the impact of misgendering, not the intention behind it." → Fact. Misgendering increases stress and harms well-being regardless of whether it was accidental. (Meyer Minority Stress Model, 2023; FRA, 2024.)
- "When pronouns are unknown, neutral language is the most respectful option until clarification is possible." → Fact. Neutral terms prevent assumptions and ensure accuracy until information is confirmed. UNESCO, 2023; ILGA-Europe, 2024.

- “Inclusive language benefits only LGBTQIA+ individuals and is unnecessary when the group seems mostly heterosexual or cisgender.”

→ Myth. Inclusive communication improves safety, belonging, and participation for all people. UNESCO, 2023; European Youth Forum, 2023.

- “Dividing youth into ‘boys’ and ‘girls’ groups is outdated and can exclude non-binary participants.” → Fact. Binary grouping reinforces assumptions and creates barriers for non-binary and gender-diverse youth. FRA, 2024; ILGA-Europe, 2024.

Module 2: "Identifying and providing support in experiences of non-acceptance in LGBTQIA+ Youth"

2.1. Spot the Non-Acceptance

Group activity for online or in-person practice.

Objective: Recognize subtle and overt forms of exclusion.

Instructions: Divide the participants in a few groups of 2-3 individuals. Each group gets a task of reading through one short scenario and discussing the particularities of non-acceptance that took place.

Examples of scenarios:

- A teacher refers to "boys and girls" when addressing the class, leaving a nonbinary student feeling unseen.
- A youth center organizes a Valentine's Day dating event for "young men and women.
- A trans teen is repeatedly asked about "their real name" during a conversation they have with a social worker.
- A student hides their same-gender relationship after hearing homophobic jokes from peers.

Examples of questions for participants to stimulate discussion:

- What forms of non-acceptance appeared?
- What might the LGBTIQ+ youth in question feel?
- What would a supportive adult do or what should they do differently?

Debrief: After each group discusses the scenarios amongst themselves, they shortly share their examples and discussion with the other participants.

2.2. EU Snapshot Quiz

Group or individual exercise applicable in-person and online.

Objective: The participants get acquainted with research and data about the experiences of LGBTQIA+ youth in the EU.

Instructions: The participants each get a notebook or a piece of paper. They are reminded that the purpose of the quiz is not to win or to get all the answers right, but to get familiarized or refamiliarized with basic research and data. The facilitator presents them with short questions and they write down their answers (or guesses). After each participant answers a question individually, the facilitator presents the correct answer, and the participants can compare how correct or off their answers (or guesses) were.

Examples of questions:

Question: What percent of 15–17-year-old LGBTIQ+ youth in the EU report harassment?

Answer: Approximately 70 %.

Question: What percent of LGBTIQ+ youth feel fully accepted at school?

Answer: Around 40 % or less.

Question: Which group amongst LGBTIQ+ youth faces the highest risk of hate crime?

Answer: Trans and intersex youth.

Question: What percent of youth avoid certain places for safety reasons?

Answer: Approximately 73 %.

Question: Which protective factor is most strongly correlated with their well-being?

Answer: Supportive adults and inclusive school climate.

Debrief: Reflect on the discrepancies between participants' answers and the correct ones.

You can find the full quiz here: European Union Agency for Fundamental Rights. LGBTIQ Equality at a Crossroads: Progress and Challenges. Publications Office of the European Union, 2024 (https://fra.europa.eu/en/publication/2024/lgbtiq-equality-crossroads-progress-and-challenges)

2.3. Role-Play: Responding to Disclosure

Group or individual exercise applicable in-person.

Objective: The participants practice the difference between dismissive and supportive responses.

Instructions: The facilitator divides the participants into pairs. Each pair picks or draws a scenario. Participants act out each of the scenarios twice. For each staging, they change the roles of the young person and the professional and try a different response in each staging - once, the professional gives a dismissive response (e.g., assuming a phase, denying someone's fear or experience etc.) and the second time, the professional does their best to give a supportive response (affirming, non-judgmental, confidentiality maintained).

Examples of scenarios:

- A student tells a social worker: "I think I might be gay, but my parents would hate me if they knew."
- A student expresses how they are thinking about trying out gender neutral pronouns to their teacher.
- A youth center user reports to a youth worker that they were misgendered by another user.

Debrief: The participant pairs debrief the whole group on how they experienced the scenarios. They can also be given a few questions to help them analyze how their responses affected the young person in the scenarios:

- How did the youth's comfort change?
- What language helped convey safety?
- How can we avoid making assumptions?

*Please note that when practicing role-playing exercises, some of the scenarios might be triggering or disturbing to people who might have experienced something similar. Keep in mind to give space for dropping out of the activity or refusing to participate due to personal reasons.

2.4. Institutional Reflection Tool

Group or individual activity meant for employees and/or volunteers who work in the same or similar organization/institution/field.

Objective: The participants analyze the acceptance level of their organization/school/institution.

Instructions: Each participant is asked to rate their organization on a 1-5 scale (1 being the worst and 5 being the best) in different categories. Each participant is encouraged to share with the others in what areas they assess their organization is performing well and where they could improve.

Examples of categories:

- Visible inclusivity (posters, policies, role models).
- Inclusive language use.
- Access to gender-neutral facilities (toilets, changing rooms etc.).
- Staff training on LGBTQIA+ inclusion.
- Support protocols for disclosure or harassment.

Debrief: The group of participants discusses and shares with each other what improvement actions they can take to raise the acceptance levels in their organization, and how short-term or long-term the solutions can be.

2.5. Action Planning

Appropriate for both online and in-person usage, on individual or group level.

Objective: The participants reflect on changes they can make on various levels to increase inclusivity in their professional environment.

Instructions: Based either on their personal experience or a previous exercise, each participant writes a short plan outlining:

- One policy-level change (e.g., adding an inclusive pronoun policy).
- One practice-level change (e.g., updating forms to be gender-neutral, adding a gender neutral bathroom option, etc.).
- One personal-level goal (e.g., attending LGBTQIA+ allyship training).

Debrief: The participants are divided into pairs. They compare their suggested changes and discuss what obstacles they might face in their implementation and how they can gain more support in implementation within their own organization or outside of it.

Module 3: Mental Health – Assessment and Resilience-Building Techniques

3.1Exersice Multiple choice

Which of the following is a *protective factor* for the mental health of LGBTQIA+ youth?

a) Avoiding conversations about identity
b) Having access to supportive and understanding adults
c) Always having to explain their identity to others
d) Not seeking professional or peer support

Correct answer: b) Having access to supportive and understanding adults

3.2 Exersice, drag and drop

Match the concept to its description:

Concept Description

1. Minority stress **A.** Subtle forms of invalidation or questioning, such as jokes, comments, or glances that make someone feel excluded or judged

2. Microaggression. **B.** Stress that comes from living in a society where norms and attitudes create discrimination or pressure on minority groups

3. Pronoun round **C.** A group practice to make sure everyone is addressed with the correct pronouns or allowed to pass if they prefer

Correct matching:

1 → B

2 → A

3 → C

3.3 Suicide prevention: True or false

True or false:

1. It is dangerous to ask about suicidal thoughts.
2. Those who talk about suicide will commit it.

1.It's false!

2.It's also false!

3.4 Personal Story (Hope & Recovery) Case study example

When Alex was 16, they experienced constant microaggressions at school — comments, jokes, and being excluded. Over time, Alex stopped participating, withdrew from friends, and felt increasingly hopeless.

- What signs of stress or withdrawal did Alex show, and how could others notice them earlier?
- How can small acts of support, like asking someone how they feel, contribute to resilience?
- What do you think happened?

One adult noticed the change and asked directly how Alex was really feeling. That conversation led to support from a counsellor and connection to an LGBTQIA+ safe space. Alex says today: *'What saved me wasn't one big thing — it was someone noticing and not looking away.'"*

Reflection excercise

Alex's story highlights the power of noticing small changes in someone's behavior.

Reflect:

- Have you experienced people around you whose behavior has changed recently?
- What small signs might indicate they need support, even if they haven't said anything?
- What can you do to see if they need your support? Which questions to ask etc?

Module 4: Inclusive Communication and Anti-Bias Language Skills

4.1 Exercise 1: Terms in Inclusive Communication (Matching Activity)

Purpose: To support understanding of main terms that strengthen inclusive communication.
Matching activity (word ↔ definition).

Terms: Inclusive
Language, Bias, Microaggression, Pronouns, Intersectionality, Empathy, Affirmin g Communication

Definitions: *See Topic 1 in Theory*

4.2 Exercise 2: True or False

Purpose: Build awareness of subtle bias in communication.

Statement		Explanation
1. Complimenting someone for being "well-spoken" can be a microaggression.	True	It can imply surprise based on bias or stereotype.
2. Assuming someone's pronouns based on appearance is acceptable.	False	Always ask or use gender-neutral language until informed.
3. Inclusive language is only necessary when working with LGBTQIA+ youth.	False	It benefits everyone and sets a respectful norm.
4. Saying "That's so gay" as a joke is harmless.	False	It strengthens stigma and negative undertones.
5.Using gender-neutral terms like "partner" supports inclusion.	True	Neutral terms avoid assumptions about gender or sexuality.
6. Avoiding a person's pronouns out of fear of making mistakes is inclusive.	False	Engagement and respectful correction show care and effort.

7. Unconscious bias can appear in tone, body language, and phrasing.	True	Bias influences both verbal and non-verbal communication.

4.3 Exercise 3: Inclusive or Not?

Purpose: To help participants identify inclusive vs. non-inclusive communication in realistic workplace and youth work contexts.
Scenario-based quiz (two options: Inclusive or Non-Inclusive).

1. "Let's divide the group: men on one side, women on the other." Non-Inclusive
2. A youth worker says, "Let's check in with everyone before we start." Inclusive
3. "We should assign this task to someone strong; maybe one of the guys." Non-Inclusive
4. A team leader says, "Alex uses they/them pronouns, please remember to use them." Inclusive
5. "Everyone is welcome to join the meeting, whether online or in person." Inclusive

4.4 Exercise 4: Choose the Correct Option (Multiple Choice)

Question 1:
Which of the following is the most inclusive alternative to "manpower"?
A) Personnel
B) Workforce
C) Staff members only
D) All the above ***correct answer***

Question 2:
Which sentence removes gender bias?
A) "That's just how girls are."
B) "Everyone expresses themselves differently." ***correct answer***
C) "Boys don't cry."
D) "Mothers and fathers should lead all families."

Question 3:
A youth expresses frustration about being misunderstood. The most empathetic response is:
A) “You’re overreacting.”
B) “I can understand why that might be difficult.” ***correct answer***
C) “Don’t worry, it’s not a big deal.”
D) “Others have it worse.”

Question 4:
Which action demonstrates reflective listening?
A) Interrupting to give advice immediately
B) Asking open-ended questions about feelings ***correct answer***
C) Ignoring the speaker
D) Correcting the speaker’s emotions

4.5 Exercise 5: Drag the Correct Word

Question 1:
“Consciously choosing ___, precision, and respect helps transform communication environments.”

Options to drag:

- Neutrality ***correct answer***
- Bias
- Humor
- Stereotype
- Judgment
- Prejudice

Question 2:
“Reflective listening involves acknowledging ___, asking open questions, and affirming self-expression.”

Options to drag:

- Feelings ***correct answer***

- Facts only
- Opinions only
- Silence
- Criticism
- Authority

Question 3:
“Biased language often appears subtly through ___, humor, or stereotypes.”

Options to drag:

- Everyday expressions ***correct answer***
- Scientific facts
- Policies
- Training manuals
- Silence
- Praise

Question 4:
“Empathetic communication in youth work supports ___ by reducing minority stress and isolation.”

Options to drag:

- Mental well-being ***correct answer***
- Productivity
- Competition
- Ignorance
- Exclusion
- Conflict

Question 5:
“Inclusive language replaces exclusionary phrasing with ___ alternatives.”

Options to drag:

- Respectful ***correct answer***
- Casual
- Sarcastic
- Ambiguous
- Aggressive

Module 5: Creating Inclusive and LGBTQIA+ Friendly Workplaces

5.1 Exercise

Multiple Choice Quiz

Instructions: Choose the correct answer for each question.

1. What is the main difference between *diversity* and *inclusion* in the workplace?
   a) Diversity focuses on numbers; inclusion focuses on belonging ✅
   b) Diversity ensures equal pay; inclusion ensures promotions
   c) Diversity means hiring minorities only
   d) Inclusion is only about physical accessibility

2. Which of the following best describes *equity*?
   a) Treating everyone exactly the same
   b) Giving everyone the same tools regardless of need
   c) Providing different levels of support to achieve fair outcomes ✅
   d) Ignoring individual differences

3. The concept of SOGIESC helps organizations:
   a) Identify only visible differences
   b) Understand diversity in sexuality and gender beyond binaries ✅
   c) Limit diversity to legal categories
   d) Exclude sex characteristics from consideration

4. According to research, inclusive workplaces tend to show:
   a) Lower employee engagement
   b) Decreased innovation
   c) Increased creativity and collaboration ✅
   d) Higher turnover rates

5. Article 23 of the Universal Declaration of Human Rights affirms that:
   a) Employment is a privilege for certain groups
   b) Employers can decide who deserves equality
   c) Only citizens are protected in workplaces
   d) Everyone has the right to work without discrimination ✅

6. Which statement best describes the *EU Charter of Fundamental Rights*?
   a) It only applies to private organizations
   b) It has no legal weight since 2009
   c) It is not recognized within the European Union
   d) It prohibits discrimination, including on sexual orientation ✅

7. Article 21 of significant because it: the EU Charter is particularly
   a) Allows discrimination if justified by tradition
   b) Applies only to gender and religion
   c) Explicitly names sexual orientation as a protected ground ✅
   d) Replaces all national equality laws

8. The *ILO Convention No. 111* addresses discrimination in:
   a) Housing and education
   b) Employment and occupation ✅
   c) Political representation
   d) Environmental protection

9. Although ILO Convention No. 111 does not list sexual orientation explicitly, it is still relevant to LGBTQIA+ rights because:
   a) It applies only to countries that mention LGBTQIA+ in their laws
   b) It limits protections to gender only
   c) It excludes emerging discrimination types
   d) Its wording allows broad interpretation to include new grounds ✅

10. Why is creating an LGBTQIA+ inclusive workplace considered a *strategic advantage*?
    a) It helps organizations meet quotas
    b) It improves reputation only
    c) It fosters innovation, engagement, and productivity ✅
    d) It prevents all legal challenges automatically

5.2 Exercise

Multiple Choice Quiz

Instructions: Choose the correct answer for each question.

1. What does Article 23 of the UDHR guarantee?

A) Free healthcare

B) Right to work without discrimination ✅

C) Voting rights

D) Freedom of expression

2. Which of the following is explicitly prohibited under the EU Charter?

A) Age discrimination

B) Sexual orientation discrimination ✅

C) Language discrimination

D) Political opinion discrimination

3. The concept of SOGIESC helps organizations:

a. Identify only visible differences

b. Limit diversity to legal categories

c. Understand diversity in sexuality and gender beyond binaries ✅

d. Exclude sex characteristics from consideration

4. ILO Convention No. 111 focuses on:

A) Health and safety in workplaces

B) Discrimination in employment and occupation ✅

C) Minimum wage standards

D) Working hours

5. Which concept ensures fair outcomes by acknowledging different starting points of employees?

A) Equality

B) Diversity

C) Inclusion

D) Equity ✅

6. Inclusion in the workplace means:

A) Actively ensuring all individuals feel respected and valued ✅

B) Tolerating differences

C) Hiring quotas

D) Only hiring diverse candidates

7. According to research, inclusive workplaces tend to show:

A) Lower employee engagement

B) Decreased innovation ✅

C) Increased creativity and collaboration

D) Higher turnover rates

8. Although ILO Convention No. 111 does not list sexual orientation explicitly, it is still relevant to LGBTQIA+ rights because:

A) It applies only to countries that mention LGBTQIA+ in their laws

B) Its wording allows broad interpretation to include new grounds ✅

C) It excludes emerging discrimination types

D) It limits protections to gender only

9. What makes the *EU Charter of Fundamental Rights* particularly powerful in workplace equality?

A) It is legally binding across EU institutions and member states ✅

B) It applies only to private companies with over 250 employees

C) It is a symbolic document without enforcement

D) It replaces all national equality legislation

10. What is the primary goal of *inclusion* as defined in this module?

A) Ensuring representation through quotas

B) Creating a culture of belonging and respect for all ✅

C) Avoiding discussions on diversity to prevent conflict

D) Offering benefits only to marginalized employees

5.3 Exercise

Multiple Choice Questions (10 Questions)

Instructions: Choose the correct answer(s) for each question.

1. Which of the following is an overt form of workplace discrimination against LGBTQIA+ employees?

A. Microaggressions

B. Denial of promotion ✅

C. Heteronormative assumptions

D. Exclusion from informal networks

2. Which percentage of LGBTQIA+ respondents in the EU reported feeling discriminated against in employment within the past year?

A. 10% ✅

B. 21%

C. 35%

D. 50%

3. What is a structural barrier in organizations that affects LGBTQIA+ employees?

A. Microaggressions

B. Workplace harassment

C. Lack of explicit anti-discrimination policies ✅

D. Pressure to conceal identity

4. Binary and heteronormative HR systems often:

A. Recognize only male/female categories ✅

B. Offer inclusive restrooms

C. Allow employees to use chosen names

D. Encourage diversity in leadership

5. Which of the following is an interpersonal or cultural barrier?

A. Lack of reporting procedures

B. Implicit bias and stereotyping ✅

C. Weak equality laws

D. Organizational policy gaps

6. Concealing one's sexual orientation or gender identity at work is associated with:

A. Higher job satisfaction

B. Lower mental health outcomes ✅

C. Increased innovation

D. Stronger social support

7. Which of the following is an example of a *structural or institutional barrier*?

A. Jokes about LGBTQIA+ colleagues

B. Fear of coming out at work

C. Lack of explicit anti-discrimination policies ✅

D. Low self-esteem among employees

8. What is the main problem with binary and heteronormative HR systems?

A. They make recordkeeping more efficient

B. They can exclude employees whose identities do not fit the ''male/female'' categories ✅

C. They improve consistency in communication

D. They focus only on performance and not identity

9. Limited LGBTQIA+ representation in the leadership positions can result in:

A. Reduced awareness of inclusion in organizational culture ✅

B. More innovative decision-making

C. Increased employee engagement

D. Better communication with diverse teams

10. A workplace culture that tolerates homophobic or transphobic jokes is an example of:

A. Structural discrimination

B. Hostile workplace culture ✅

C. Policy misinterpretation

D. Neutral organizational behavior

11. What typically happens when employees feel pressured to hide their identities ("stay in the closet")?

A. Job satisfaction and mental health decline ✅

B. Productivity and engagement increase

C. They become more integrated into teams

D. They face fewer challenges in communication

12. Which of the following best describes *implicit bias* in the workplace?

A. Conscious efforts to exclude someone

B. Open acts of discrimination

C. Visible forms of harassment

D. Hidden stereotypes that influence decisions without awareness ✅

5.4 Exercise

Concept	Description/ example
1. Lack of explicit anti-discrimination policies	**A.**LGBTQIA+ employees are overlooked in promotions and leadership roles
2. Binary and heteronormative HR systems	**B.**Systems only recognize male/female categories and lack inclusive facilities
3. Workplace harassment	**C.**Repeated jokes, slurs, or gossip targeting LGBTQIA+ staff
4. Pressure to conceal identity	**D**.Employees hide sexual orientation or gender identity to avoid negative consequences
5. Implicit bias and stereotyping	**E.**Assumptions about "appropriate" appearance or behavior affecting opportunities
6. Intersectionality	**F.**Experiencing multiple forms of discrimination due to overlapping identities
7. Organizational consequences of non-inclusion	**G.**Reduced productivity, talent loss, reputation risk, and legal exposure

Correct Answers: 1-D, 2-F, 3-B, 4-G, 5-A, 6-C, 7-E

5.5 Exercise

True or False: Strategies for LGBTQIA+ Inclusion

Instructions: Read each statement carefully and indicate whether it is **True (T)** or **False (F)**.

1. Collecting voluntary, confidential diversity data helps organizations monitor LGBTQIA+ representation and inclusion outcomes. **TRUE**
2. Using gender-neutral language in job postings is an example of an exclusionary HR practice. **FALSE**
3. Celebrating international awareness days like IDAHOBIT or Pride Month is a visible strategy to support LGBTQIA+ employees. **TRUE**

4. Managers should ignore unconscious bias because it has little impact on workplace inclusion. **FALSE**

5. Creating safe spaces, support networks, or ERGs contributes to an inclusive organizational culture. **TRUE**
6. Encouraging allyship means training non-LGBTQIA+ colleagues to actively support and amplify marginalized voices. **TRUE**
7. Self-reflection and continuous learning about LGBTQIA+ rights are considered individual-level strategies for inclusion. **TRUE**
8. Leadership commitment has minimal effect on inclusion since policies alone are sufficient. **FALSE**
9. Using correct pronouns and chosen names in communication is a form of inclusive team-level practice. **TRUE**
10. Monitoring and evaluating inclusion is unnecessary if policies and trainings are already in place. **FALSE**

5.6 Exercise (Additional Ex.)



Interactive Activity Plan:

Role Plays and Group Exercises on Inclusion & Exclusion

- The Trainers can indicatively divide their team into 3 people, each one of them will have one of the following roles: **1)** CEO, **2)** HR Manager, **3)** A Young person who is facing discrimination
- The team will present a short scene of a workplace showcasing either an inclusive or a non-inclusive workplace.
- They will have 10 minutes for the sketch preparation
- They will have 3-5 minutes to present their ''performance''
- Each scene should show a realistic workplace situation, highlight inclusion or exclusion, offer a possible solution or best practice.

Module 6: Legal Frameworks and Rights of LGBTQIA+ Youth

6.1 Exercise True or False

Instructions: Decide if each statement is True ✅ or False ❌.

1. Greece became the first Orthodox-majority country to legalize same-sex marriage. **TRUE**
2. In Sweden, gender change requires surgery and psychological evaluation. **FALSE**
3. Italy's legal gender recognition process is still handled through the courts. **TRUE**
4. Belgium legalized same-sex marriage before granting adoption rights to same-sex couples. **TRUE**
5. Slovenia's 2024–2032 Youth Program includes specific actions for LGBTQIA+ mental health and inclusion. **FALSE**
6. Greece's Law 4443/2016 prohibits discrimination based on sexual orientation and gender identity. **TRUE**
7. Sweden's Discrimination Act only applies to employment cases. **FALSE**
8. Belgium's Gender Recognition Law (2018) allows legal gender change without surgery. **TRUE**
9. Italy's Cirinnà Law (2016) legalized same-sex marriage. **FALSE**
10. All five countries studied now allow same-sex adoption. **FALSE**
11. Since 2022, Swedish schools are required to teach "Sexuality, Consent and Relationships" as part of the national curriculum. **TRUE**
12. Slovenia legalized same-sex marriage and adoption through a Constitutional Court ruling in 2022. **TRUE**
13. The EU LGBTIQ Equality Strategy 2020–2025 is the first comprehensive EU strategy dedicated specifically to LGBTQIA+ equality. **TRUE**

14. The EU Strategy on the Rights of the Child explicitly promotes inclusive education and protection from discrimination for all children, including LGBTQIA+ youth. **TRUE**

Purpose: **To help trainers differentiate the legislation per country and understand the progressiveness of each country.**

6.2 Exercise: Multiple Choice

Title: *Spot the Right Answer!*

Instructions: Choose the correct answer.

1. Which Greek law legalized same-sex civil partnerships?
   a) Law 3500/2006 **b) Law 4356/2015** c) Law 4443/2016 d) Law 3896/2010
2. Which country introduced same-sex marriage in 2003?
   a) Italy **b) Belgium** c) Sweden d) Greece
3. In which year did Greece legalize same-sex marriage?
   a) 2015 b) 2017 **c) 2024** d) 2010
4. Which of the following allows gender change through *self-identification*?
   a) Italy b) Sweden c) Belgium **d) Both b and c**
5. Italy's Law No. 164/1982 concerns:
   a) Marriage equality b) Employment discrimination **c) Legal gender recognition** d) Healthcare rights
6. Slovenia's Constitutional Court ruling of 2022 achieved:
   a) Same-sex marriage & adoption equality b) Trans healthcare reforms c) Education law reform d) Civil union rights
7. Which Swedish law protects people from discrimination in employment, education, and healthcare?
   a) Equality Act 2009 **b) Discrimination Act 2008** c) Gender Identity Law 2012 d) Civil Code Reform 2010
8. Belgium's Gender Recognition Law (2018) was significant because:
   a) It required medical certification b) It introduced non-binary

recognition **c) It allowed self-declaration for gender change** d) It repealed marriage equality

9. Which country most recently achieved marriage equality?
   a) Greece b) Sweden c) Slovenia d) Belgium

10. Which Italian law established the legal procedure for gender recognition?

a) Law 76/2016 **b) Law 164/1982** c) Decree 216/2003 d) Constitutional Court Ruling 2015

11. What did the 2022 Constitutional Court ruling in Slovenia achieve?

a) Only civil partnership rights b) Civil unions with limited protections

c) Marriage & adoption equality for same-sex couples d) A national LGBTQIA+ curriculum

12. What is the EU LGBTIQ Equality Strategy 2020–2025?

a) A binding EU regulation b) An EU employment directive c) A national action plan for Member States **d) A cross-sectoral EU policy strategy addressing discrimination, safety, and inclusion**

Purpose: **Reinforce the key ideas without requiring deep memorization.**

6.3 Exercise: Multiple Choice

Title: *Spot the Right Answer!*

Instructions: Choose the correct answer.

1. Which Greek law ensures universal access to healthcare for vulnerable groups, including trans people?
   a) Law 4368/2016 b) Law 4443/2016 c) Law 4604/2019 d) Law 5089/2024

2. Sweden's Patient Act (2014) guarantees:
   a) Free healthcare only for minors **b) Equal treatment and informed consent for all** c) Gender-affirming surgeries for all d) Regional health autonomy

3. Which country monitors LGBTQIA+ health data through *Sciensano*?
a) Italy b) Sweden **c) Belgium** d) Slovenia

4. Italy's National Health Service (SSN) provides gender-affirming care:
a) In every region **b) Only where approved regionally** c) Only for minors d) Not at all

5. Slovenia's Sexual Health Clinic in Ljubljana specializes in:
a) LGBTQIA+ education **b) gender affirmation healthcare** c) Legal advocacy
d) Gender studies research

6. What significant reform did Sweden implement in 2013 concerning legal gender recognition?

a) Mandatory surgery was introduced **b) Sterilization requirement was abolished** c) Same-sex adoption was legalized d) Gender-neutral healthcare cards were created

7. Belgium's 2012 Comprehensive Sexual Education policy focuses on:
a) Abstinence and family values **b) Gender identity, consent, and inclusion** c) Employment equality d) Reproductive rights only

8. Greece's recent Ministry of Education initiatives (2020–2024) aim to:
a) Train police on hate crimes **b) Promote inclusive sexuality education** c) Provide legal aid to LGBTQIA+ adults d) Reform asylum policy

9. Sweden's MUCF report addresses:
a) Marriage equality b) Trans healthcare funding c) Employment policy **d) LGBTQIA+ youth safety and mental health**

10. Which country's youth policy (ReNPM-32) explicitly includes LGBTQIA+ empowerment?
a) Greece b) Italy **c) Slovenia** d) Belgium

11. The main challenge for most countries today is:
a) Creating new laws **b) Improving law enforcement and public awareness** c) Abolishing equality bodies
d) Restricting youth education

12. How is gender-affirming healthcare provided in Italy?

a) It is fully centralized under national law b) It is illegal in all regions **c) It is available but varies by region under the public health system** d) It is provided only to minors

Purpose: **Help participants remember Belgium's key equality milestones chronologically.**

6.4 Exercise: Drag and Drop!

Title: *Match the law with the country and the Policy with its focus area*

Instructions: Match the correct country and policy with each statement.

LAW	**COUNTRY**
1. Law 5089/2024 – Same-Sex Marriage	A. BELGIUM
2. The Protection Against Discrimination Act (ZVarD 2016)	B. SLOVENIA
3. Law 164/1982 – Legal Gender Recognition	C. SWEDEN
4. Discrimination Act (2008)	D. GREECE
5. Federal Anti-Discrimination Act (2007)	E. ITALY

Correct Answers: 1-D, 2-B, 3-E, 4-C, 5-A

POLICY	**FOCUS AREA**
1. Law 4368/2016 (Greece)	**a. Inclusive school curricula**
2. Comprehensive Sexual Education Policy (Belgium)	**b. Regional equality strategy in healthcare, employment, education**
3. Constitutional Court Ruling on Marriage & Adoption Equality (2022, Slovenia)	**c. Gender Recognition**

4. MUCF Report (Sweden)	**d. Universal healthcare access**
5. National Strategy for LGBTQI+ Equality (Greece)	**e. Cross-sector inclusion policy**
6. Law 164/1982 – Legal Gender Recognition (Italy)	**f. Legal Frameworks and Family Rights**
7. EU LGBTIQ Equality Strategy 2020–2025	**g. Inclusion, Equality & Safety**
8. EU Strategy on the Rights of the Child (2021–2024)	**h. Youth Protection & Well-Being**
9. Wallonia Action Plan (Belgium)	**i. Youth safety and vulnerability**

Correct Answers: 1-d 2-a 3-f 4-i 5-e 6-c 7-g 8-h 9-b

6.5 Exercise: Matching exercise using dropdown menus

Legislation	**Level**		**Theme**
EU LGBTIQ Equality Strategy 2020–2025	**EU Level**	**National Level**	Legal gender recognition
EU Strategy on the Rights of the Child (2021–2024)	**EU Level**	**National Level**	Family & partnership rights
Italy – Law No. 164/1982 (Legal Gender Recognition)	**EU Level**	**National Level**	Equality & non-discrimination
Slovenia – Constitutional Court Ruling (2022) - Act Amending the Family Code	**EU Level**	**National Level**	Safety from hate crime

Victims' Rights Directive (2012/29/EU)	**EU Level**	**National Level**	Youth protection & well-being

Correct Answers:

1. EU LGBTIQ Equality Strategy 2020–2025

Level: EU level

Theme: Equality & non-discrimination

2. EU Strategy on the Rights of the Child (2021–2024)

Level: EU level

Theme: Youth protection & well-being

3. Italy – Law No. 164/1982 (Legal Gender Recognition)

Level: National level

Theme: Legal gender recognition

4. Slovenia – Constitutional Court Ruling on Marriage & Adoption (2022)

Level: National level

Theme: Family & partnership rights

5. Victims' Rights Directive (2012/29/EU)

Level: EU level

Theme: Safety from hate crime

6.6 Exercise (Additional Ex.)

Reflection

- Divide into 5 groups — each represents one of the countries (3 people per group).
- Each group identifies:

1.

2. One key strength in LGBTQIA+ inclusion (e.g., healthcare, education, or legal reform).
3. One remaining challenge that young LGBTQIA+ people might face there.

Participants have 5 minutes to reflect and discuss the above-mentioned areas and then they have 5 more minutes to present their points.

Module 7. Creating Safe and Inclusive Spaces for LGBTQIA+ Youth

7.1 Reflection Exercise – Reflect and write down

What do you need to feel safe in a meeting with a new person/group?

What might all individuals need to feel safe in a group or environment?

Tip: Use these reflection questions when meeting a group oran individual, to set a safe space from the beginning, what do you need to feel safe and what do we need to do in order for us to feel safe?

This can be done in different ways, group discussion, private notes that the group shares etc.

7.2Practical exercise, reflect and write down.

Can you think of other norms that influence or control how we express our sexual ity and/or gender? These norms may appear in families, schools, media, workpla ces, or cultural and religious contexts.

How do they affect what feels“acceptable,” safe, or visible in everyday lifeand wh o is expected to adapt or stay silent?

Answer: couple norm, love norm, ability norm, purity norm, heteronorm, cisnorm, reproduction norm, body norms, whiteness norm.

7.3 Practical Exercise, Reflection question.

- How do different norms apply to different people?
- How can norms set limitations?
- Who decides the norm?
- How can someone be made to stay within the norm?

Concept ,	**Description**
1. Safe Space Agreements,	A. The process of questioning which behaviors and identities are seen as “normal”

2. Norms , B. Shared guidelines created so everyone feels safe enough to participate

3. Norm-Critical Thinking , C. Unwritten rules that shape expectations, belonging, and power

Correct Matching:
1 → B
2 → C
3 → A

7.4 Reflection exercise, norms in your context.
Think of one group you are part of. For example:

- Your friend group
- Your workplace or study group
- Your family

1. What norms exist in this group? Consider unspoken rules about gender, sexuality, relationships, appearance, behavior, language, or emotions.
2. Who feels safe, comfortable, and "at home" in this context?
   Who benefits from these norms without having to think about them?
3. Who might feel invisible, excluded, or pressured to adapt?

"We don't notice a norm until someone breaks it — and if you don't see it, it's because you are part of it."

7.5 Practical Exercise: Reflect by yourself
Do you have any rules, routines, or ways of doing things at your work that might feel inclusive for some but excluding others?

Have you reflected on them yourself, or do you do it without questioning it because the person you work with is part of the dominant norm?

By reflecting on the rules, routines, and norms in your own group, we start to see how unspoken expectations shape who feels included or excluded. This is the foundation of norm pedagogy — an approach that helps us identify invisible norms, question who they benefit, and create more inclusive environments.

7.6 Practical exercise: The Red Light Method – A Self-Study Guide

Step 1: Choose your focus: Pick a group, space, or situation to reflect on. This could be:

- Your friend group
- Family routines
- Your school or workplace
- Online communities or social media

Ask yourself: Do people follow "unwritten rules"? What behaviors are expected or assumed?

Step 2: Observe and write down norms

Look at **how people behave, speak, or interact**.

- What is considered normal or expected?
- Are some people always listening to or taken seriously?
- Are some people staying silent or adjusting themselves to fit in?

Step 3: Traffic Light Assessment – From Your Own Case

Take the group, space, or situation you chose and examine it using the traffic light method:

Green Light – Inclusive Practices

- Which routines, rules, or norms make everyone feel welcome and included?
- Example questions to guide you:
- Who feels safe and comfortable here?
- What behaviors or practices help people participate fully?

Yellow Light – Practices that need attention

- Which routines or norms work for some but may unintentionally exclude others?

- Example questions:
- Who might feel uncomfortable or pressured to adapt?
- Are there hidden rules or assumptions that some people must follow to "fit in"?

Red Light – Excluding or harmful practices

- Which norms or routines clearly create barriers, exclusion, or discomfort?
- Example questions:
- Who feels invisible or left out?
- What assumptions or behaviors actively prevent inclusion?

7.7 Reflect by yourself:

Do I personally benefit from these norms without noticing them?

How would this space feel for someone who does not fit the dominant expectations?

What small changes could make yellow or red practices more inclusive?

7.8 Practical Exercise, Final Quiz.

1. What is a "Safer Space" approach?

a) A set of rules decided only by the facilitator
b) A shared agreement created together to support everyone's sense of safety
c) A silent activity where no one expresses needs
d) A room without strong opinions

2. Which of the following best describes norms?

a) Personal opinions about identity
b) Written rules only found in laws
c) Unwritten expectations that shape how people behave and are perceived
d) Temporary trends

3. What is the goal of norm-critical pedagogy?

a) To accept people “despite” being different
b) To avoid talking about identity
c) To examine and widen norms so that more people can belong
d) To make everyone fit into the same norm

4. In a safe space, whose responsibility is it to keep agreements alive?

a) Only the facilitator
b) Only participants
c) Everyone together
d) Only the most confident people

Module 8: Practical Tools and Innovative Training Techniques for Supporting LGBTQIA+ Youth

8.1. Micro-Practice Exercise: Active Listening for Youth Workers

Objective: Practice truly listening and holding space for LGBTQIA+ youth.

Time: 5–7 minutes

Instructions: Divide people in pairs. One person is the speaker, the other the listener. The speaker shares for 2–3 minutes about a personal experience or scenario (can be LGBTQIA+ related). The listener focuses fully on the speaker, without interrupting, judging, or giving advice. Use short reflective phrases: "I hear you…", "It sounds like you felt…", "That must have been tough." Switch Roles: Repeat for the other partner.

Debrief: Each pair shares their insight: 1) How it felt to be listened to, and 2) What helped them stay present and empathetic.

8.2. The Secret Drawing

Objective: To practice clear, precise, and active communication skills, focusing on giving and receiving instructions without assumptions or guessing.
Time: 10 min per drawing

Instructions: Participants work in pairs. One person (the Describer) receives a card with the name of an everyday object written on it (e.g., "side table"). The other person (the Drawer) has a blank piece of paper and a pen or pencil. The

goal is for the drawer to draw the object that the describer will describe, based solely on verbal communication. The drawer must not see the drawing.

The Describer's Role: Without saying the name of the object or any part of it, describe the object step-by-step so the Drawer can create an accurate drawing. Focus on clear, detailed instructions about shapes, sizes, positions, and relationships between parts of the object. Avoid using labels or naming the object directly; instead, describe its features visually or spatially. Encourage the Drawer to ask clarifying questions if needed.

The Drawer's Role: Draw exactly what is described, asking clarifying questions only to understand instructions better. (e.g., "How long should this line be?" or "Where should I place this shape?").

Debrief: After the drawing is complete, the pair reveals the object and compares the drawing to the real item or a picture.

8.3. Group Circle: Shared Presence

Objective: Collective holding, community safety

Time: 20-30 minutes

Instructions:

1. Sit in a circle. Establish agreements (confidentiality, pass option, respect).
2. Prompt: "Something that helps me feel supported when I'm struggling is..."
3. One person speaks at a time; no responses or cross-talk.

Debrief:

- What did collective listening feel like?
- How could this be adapted for youth groups or classrooms?

8.4. Using Autonomy supporting language:

Objective: Train youth workers, professionals, to rephrase instructions or directives into choice-based, autonomy-supporting language.

Time: 10 min

Instructions: Create a list of common youth work phrases that are directive (e.g., "Sit down," "You need to join the group," "Tell us your pronouns"). In pairs or small groups, challenge workers to rewrite each phrase into a choice-based alternative.

Debrief: Share and discuss which versions feel more respectful or empowering.

8.5. The Repair Practice

Objective: Showcase and teach youth to recognize invalidating responses in interactions. How to call them out and communicate when they occur. How to

correct them when they themselves are interrupting or invalidating to someone else.

Time: 20 minutes

Instructions: Role-play a moment where one person unintentionally interrupts, minimizes, or misunderstands.

Practice repairing:

1. Name the rupture (invalidating or interrupting instances)
2. Communicate it in a respectful manner when it happens
3. Invite correction

Example repair:

“I realize I jumped in too quickly. I’m sorry. Can you help me understand what you were trying to say?”

“Interrupting me in the middle of my sentence makes it hard for me to finish my thoughts and I lose track of what I am saying. Could you please try to wait for me to finish my sentence before you speak?”

Debrief:

- What made repair easier or harder?
- How might repair build safety with youth?

Summary

The Proud Ambassadors Trainers' Manual has been developed as a practical guide to support the delivery of the Proud Ambassadors training curriculum and to strengthen the capacity of youth workers, educators, trainers, and professionals working with young people across Europe. The manual complements the Proud Ambassadors Handbook and provides trainers with structured lesson plans, theoretical background, facilitation guidance, and practical exercises designed to promote inclusive and supportive environments for LGBTQIA+ youth.

Through eight modules, the training programme addresses key areas that are essential for understanding and supporting LGBTQIA+ youth. These include foundational knowledge of LGBTQIA+ identities and terminology, recognition of non-acceptance and discrimination, mental health challenges and resilience-building techniques, inclusive communication and anti-bias language, the development of inclusive workplaces, legal frameworks and rights in Europe, the creation of safe and inclusive spaces, and the application of practical tools and innovative training techniques for youth support.

The curriculum emphasizes participatory learning approaches that encourage reflection, dialogue, and the sharing of professional experiences among participants. By combining theoretical insights with interactive exercises, the programme aims to enhance participants' knowledge, empathy, and practical skills. Trainers are encouraged to facilitate discussions in a respectful and open environment where participants can critically reflect on norms, biases, and professional practices.

A central message throughout the training is that supporting LGBTQIA+ youth requires both awareness and action. Inclusive language, safe spaces, trauma-informed approaches, and supportive relationships can significantly improve the well-being and sense of belonging of young people. Youth workers, educators, and professionals play a crucial role in recognizing challenges, promoting acceptance, and acting as allies who advocate equality and inclusion.

Last, the Proud Ambassadors training programme aims to contribute to stronger, more inclusive communities across Europe, where diversity is respected and young people feel empowered to express their identities safely and authentically.

By applying the knowledge and tools presented in this manual,trainers and participants can support meaningful changes in youth work, education, and community settings, helping to foster environments where LGBTQIA+ youth can thrive.



PROUD AMBASSADORS

Creating Space for LGBTQIA+ Youth to Thrive