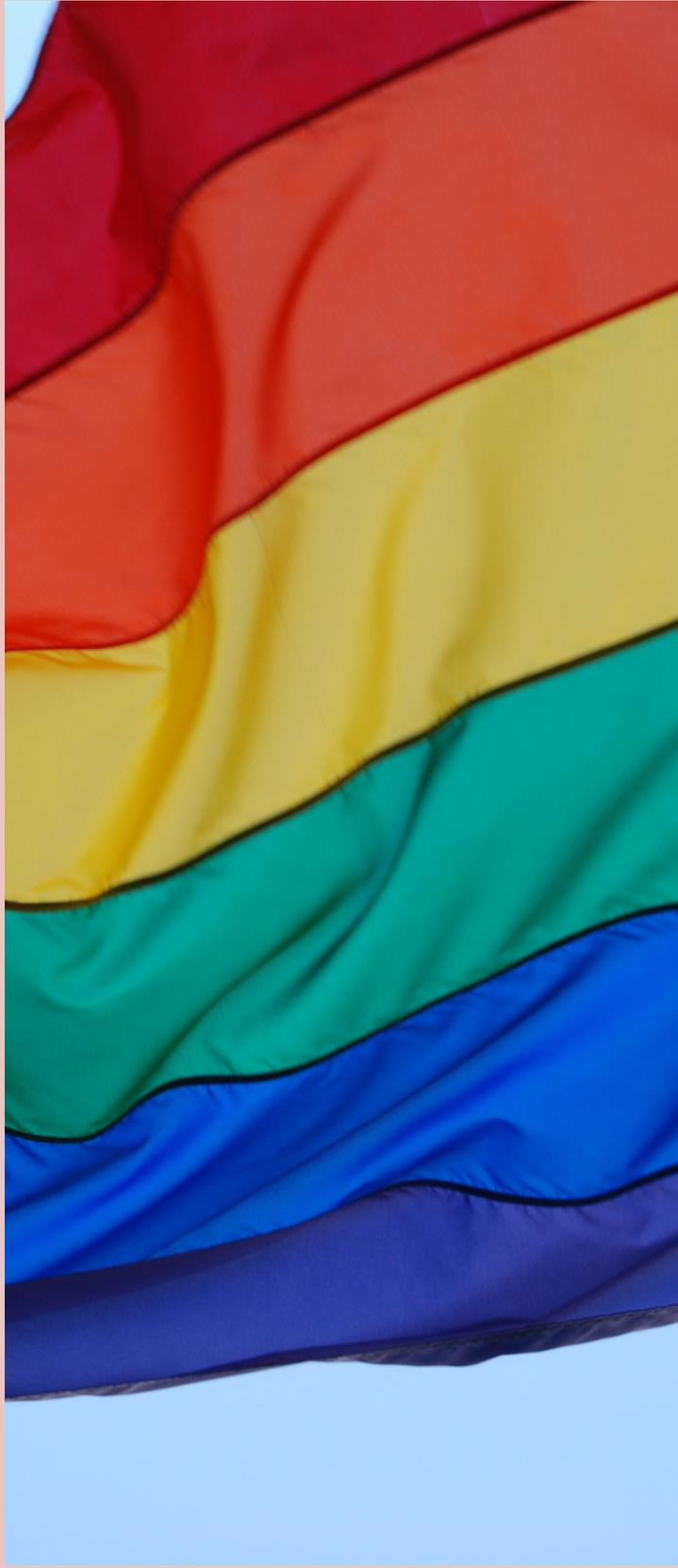


WORKSHOPS: LGBTQIA+



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WORKSHOP 1: HISTORY AND TERMS (2H)



Introduction (15min):

- Short Introduction of participants, this can be done sitting down in a circle throwing a ball, and the one that receives the ball says his name, age and (pronouns), afterwards passing the ball to the next person until everyone presented themselves
- Ask what participants remember from the Introduction-Workshop:
 - Privilege-Check
 - Questions/Feedback
 - Situations that came up the last time
 - Ask some participants to summaries for the participant who have not been in the first workshop
- Outlook: Topics and Goals of the day =
 - Short introduction of LGTBQIA+ + definition of these terms
 - Sensibilisation LGTBQIA+ identities and experiences

EXERCISE 1: ICE BREAKER GAME

Time: 20 min

Procedure:

- Getting to know each other in order to speak comfortably can be 1. two truths, one lie for small groups. You ask every participant to tell two truths and one lie about themselves and make the other participants guess which was the lie. Example: I speak 5 languages, I can do 20 push-ups and I lived for a year in Cuba.
- or 2. (shorter dynamic) Name game: Sit in a circle. One person starts using an adjective starting with the same letter as their first name, followed by their first name (example: Kind Ken, Clever Carmen). The next person following has to repeat the first person's adjective and name and then add their own.

EXERCISE 2: DEFINITION BRAINSTORM

Time: 20 min

Material:

Big letters in the right color, pens

LGTBQIA+ = is an abbreviation for lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, and more. These terms are used to describe a person's sexual orientation or gender identity.

- **Lesbian:** Refers to a woman who has a romantic and/or sexual orientation towards women(women attracted to women). (Some non-binary people may also identify with this term.)
- **Gay:** Refers to a man who has a romantic and/or sexual orientation towards men(men attracted to men). (Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.)
- **Trans:** An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

- **Bi(sexual):** is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.
- **Queer or/and Questioning:** Queer: is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism, ableism etc). Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it. Questioning: The process of exploring your own sexual orientation and/or gender identity.
- **Intersex:** A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female or non-binary.
- **Asexual:** A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not. Asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction.
- **+**: is to acknowledge other identities not yet included.

Procedure:

To measure existing knowledge, making small groups of 2-3 persons. Every group gets a paper with LGTBQIA+ on and pen and can write down, what they heard and know of the word, brainstorming together. Afterwards we get together in a big group reflecting on what each small group wrote and the educator can add where not complete and go over the term explaining again, hereby identifying each letter.

EXERCISE 3: VIDEO "QUÉ ES LA DIVERSIDAD SEXUAL?"

Time: 10 min

Material: <https://www.youtube.com/watch?v=gaSr2jUOFKc>

Procedure: Watching the video together in order to have a little theoretical background of sexual diversity. Afterwards reflecting together upon it asking questions like: what did you thought of this video? Do you have any questions?

EXERCISE 4: GENDERCOOKIE

Time: 15 min

Material: Poster printed out with out the words, words written on extra paper

Procedure: Finally we complete the gendercookie exercise in order to see if the group understood the video. This means connecting the definitions to the printed out poster below. linking the words to the picture, putting the terms: identity, sex, gender expression, gender orientation.

BREAK 15 MIN

EXERCISE 5: HISTORY AND DEBATE

Time: 30 min

Material: <https://www.youtube.com/watch?v=hRBnELOeUuo&t=4s->

Procedure:

Open round discussion asking people how the situation is in their country and culture?
If nobody answers immediately, we have more specific questions:

1. Are LGBTQIA+ people accepted?
2. What are the rules in your country?
3. What do you think about it?
4. Do you know anybody who identifies as LGBTQIA+?
5. Are there any representations in the media?
6. Have you ever seen or heard of LGBTQIA+ demonstrations?

EXERCISE 6: HAT EXERCISE

Time: 30 min

Material: Paper, Pencils, Hat

Procedure: Putting questions in a hat anonymously and treating them together, deconstructing certain words participants wrote down, etc "Right honestly your doubts, fears and questions and things you don't understand, what would you like to know more about, don't hesitate to be honest because we will treat them anonymously?"

FINAL DISCUSSION (15MIN):

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

WORKSHOP 2: IDENTIFYING VIOLENCE (2H)



Introduction (15min):

- Short Introduction of participants (name, age, an element they think represents them)
- Ask what participants remember from last workshop 'history and terms'
 - Questions/Feedback
 - Situations that came up the last time
 - Ask some participants to summaries for the participant who have not been in the first workshop
- Outlook: Topics and Goals of the day:
 - Identifying violences, and looking at our communication
 - Sensibilisation LGTBQIA+ identities and experiences
 - Has there been any kind of violent communication that has been noticed?

EXERCISE 1: "BAROMETER"

Time: 45 min

Material: Questions written on a paper for the facilitator

- Do you think it is okay to make jokes about gay people?
- Would it be okay for you to see two guys / girls kissing in front of you?
- Would you show your children a movie with a homosexual couple?
- Would it be okay for you if your son paints his nails? Wears a skirt?
- Have you ever watched a movie with a homosexual couple?
- Have you ever seen a commercial showing a homosexual couple?
- Have you ever seen commercial, movies where the man is cleaning the house?
- Have you ever used a LGBTQIA+ insult?
- Should a man keep his emotions in check all the time?
- Is friendship between a boy and a girl not possible?

Procedure: to introduce the topic and start the reflection on violence from an intersectional perspective:

Ask participants questions and ask them to physically position themselves between two extremes ("yes" and "no" on a continuum according to their opinion) → for each question feed a debate and allow them to change their mind move again in the space, having a possibility to change your position.

BREAK 15 MIN

EXERCISE 2 :IDENTIFYING FACTS AND STEREOTYPES IN MEDIA

Time: 45 min

Material: Paper and pens

Procedure: Being able to separate them in communication, showing examples of media, newspaper, songs and videos and asking to identify? Identifying stereotypes, prejudices and discriminative language. How do they influence your behavior? Giving examples of facts and stereotypes and asking them to separate them on a paper.

FINAL DISCUSSION (15MIN):

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

WORKSHOP 3: PROMOTING CHANGE (2H)



Introduction (15min):

- Short Introduction of participants (name, age, an element they think represents them)
- Ask what participants remember from last workshop 'history and terms'
 - Questions/Feedback
 - Situations that came up the last time
 - Ask some participants to summaries for the participant who have not been in the first workshop

EXERCISE 1: ICEBREAKER

Time: 5-10 min

Procedure:

Start with building a safe and inclusive space by:

- Making sure we clarify that every question is welcome, since they have good intentions (learning more)
- Exercise on releasing tension (5 min): Apple, Orange, Banana! Quick icebreaker:
 - Start by asking your group to stand in a circle with their hands on the shoulders of the person in front.
 - Explain that when you shout either apple, orange or banana they must perform the associated action: moving forward, backward or spinning around
 - When the group is comfortable, mix it up by saying two or even three words in sequence! This great icebreaker game gets everyone moving, generates lots of laughter, and is a wonderful activity to use after breaks too.

EXERCISE 2: PROMOTING SUPPORTIVE ATTITUDES EXERCISE

Time: 25min

Material: These posters printed out (2x)

Procedure:

- Depending on the size of the group the group can be divided in smaller groups
- Going over the poster together in group, assigning each individual to read for group what is written, afterwards asking what does it mean?

BREAK 15 MIN

EXERCISE 3: HOW TO INTERVENE / WHAT WOULD YOU DO AS AN ALLY?

Time: 45 minutes

Material: 4 Examples/Dialogues written on paper (2 versions for every group = 8 papers in total)

Example 1: Same sex couple situation

-A family member asking to his niece (lesbian) 'So when are you introducing us to your boyfriend?'

Example 2: Gendered spaces

-At school they ask to form one row with girls and one row with boys

-someone says i don't identify either as a girl or a boy! Where should I go?

Example 3: Different pronouns than the ones you might have thought of (trans)

-“Hey sir”

-“Excuse me but I identify as a woman”

-“But you dont look like one”

Example 4: A little boy likes to play with dolls

-“I would really like to have a doll as a present”

-“You are a guy so you are not supposed to play with dolls”

Procedure:

- Dividing the group in 4, giving every small group one example/dialogue
- 5 min to read through the example
- Every example will be presented to the whole group
- Afterwards open up the discussion: What are possible ways to change the style of conversation?
- Let the group change the sketch/dialogue
- The person leading the workshop guides the group through this ideas of change

FINALIZING DEBATE

- Mentioning physical space for further information and promoting the idea of sharing information and non violent communication
- Evaluation round, what did they think and feel with the workshop?
- Any questions or doubts?

CINEFORUM



- 120 beats per minute
- Call me by your name
- But I'm a cheerleader
- The Rocky Horror Picture Show

EVALUATION OF THE WORKSHOPS



**Were the objectives reached, how did it go?
Where did it go different than expected?**

Video materials that could be shown :

https://www.youtube.com/watch?v=jD8tjhVO1Tc&ab_channel=TV2PLAY

https://www.youtube.com/watch?v=3Y5egnYOcrk&ab_channel=HumanDimensions

https://www.youtube.com/watch?v=xS5FMErjOSE&ab_channel=AMAZEOrg

https://www.youtube.com/watch?v=ec9Oh3JtIJM&ab_channel=TEDxTalks

Interesting exercises :

<https://thesafezoneproject.com/activities/changing-perspective/>

http://cedoc.inmujeres.gob.mx/insp/taller_igualdad.pdf

https://www.nadiesinfuturo.org/IMG/pdf/Manual_herramientas_antiRumor_para_jovenes.pdf

<https://www.sessionlab.com/blog/icebreaker-games/>

Bibliography/interesting links :

→ (PROVIDING INCLUSIVE SERVICES AND CARE FOR LGBTQIA+ PEOPLE in page 10 of the article: great example regarding reacting to lgbtqia+ identity of people)



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