CAPACITY BUILDING FRAMEWORK FOR SCHOOL PROFESSIONALS

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CONTENTS

The present Capacity Building Framework was developed in the context of the project "CHOICE: promoting school environments inclusive of diversity based on SOGI". CHOICE is a European initiative, sequel to Hombat.eu, which aims at promoting more inclusive school environments and combating intolerance on the grounds of gender identity, gender expression, sexual orientation and/or sex characteristics in Greece, Bulgaria, Lithuania and Romania.

One of the specific objectives of CHOICE is to enhance the capacities of secondary school professionals to support diversity and creation of inclusive school environments. This objective will be realized through the implementation of face-to-face seminars with school professionals and the provision of online modules that will be accessible for any interested teachers, student advisors, school psychologists and other educational professionals.

The capacity building framework draws upon trainers' manual, curriculum and other materials developed within the Hombat.eu project, adjusting them to the specific needs for training that were identified within the field research of the CHOICE project.

APPROACH

Our capacity building approach includes teacher training in face-to-face mode and provision of online modules for self-preparation that will be freely accessible via the CHOICE website.

TRAINING WORKSHOPS

Teacher training will take place outside the formal education system, i.e. it will be organized as an informal education experience. The project partners in each country will organize the training in the form of workshops rather than seminars because the workshop format encourages more action by participants. The organizers will follow the human-rights centered education approach which promotes positive social transformation, cohesion and integration, respect for diversity and non-aggressive conflict resolution. Participation in the training workshops will be voluntary and accessible to everyone. Groups of trainees will be formed on the basis of open invitation extended to schools in the project countries in two of the largest cities. The training workshops will be participatory, learner-centered and based on experience and action. They will contribute to learning life skills and preparing for active citizenship. The specific training activities will involve both individual and group learning with a collective approach; they will be holistic and process-oriented; tailored to respond to the needs of participants.

Teacher training workshops will be conducted with the help of experienced facilitators. The method of **facilitation** rather than lecturing will be used because it is more appropriate for adult learners and encourages interaction and active involvement.

Duration: Each training seminar will be 14 hours long, organized within 2 or 3 successive days (depending on participant availability).

ONLINE LEARNING MODULES

The online learning modules will be based on the same curriculum as the face-to-face seminars. The main difference will be the absence of a facilitator. A short guide on using the online learning tools will be prepared to help users follow a structured process of self-preparation.

The partners in the CHOICE project will be available to provide online support to users of the online learning modules upon request.

OBJECTIVES

The aim of the capacity building process that will be implemented within the CHOICE project is to:

- Enhance the capacity of teachers/school professionals to introduce and implement effective diversity policies for the promotion of an LGBTQI-safe and friendly schools.

The specific objectives of the capacity building framework are:

- Enhance knowledge of the LGBTQI identities and the specific experiences of LGBTQI students at school;

- Build competences (i.e., knowledge, skills and attitudes) on effective ways to respond to anti-LGBTQI bullying and provide support to LGBTQI students that improves their wellbeing at school;
- Motivate for self-reflection and addressing own stereotypes of LGBTQI which may subconsciously limit the action in support of LGBTQI-safe and friendly schools;
- Trigger action towards developing and applying diversity policies (at schools that did not previously have one); improving existing policies (where they are available); applying international best practices in supporting an LGBTQI-friendly school climate;
- Encourage regular evaluation of the school anti-bullying and diversity policies and refining them with regards to the changing circumstances.

DESIRED OUTCOMES

The CHOICE project will involve 250-340 teachers from Greece, Bulgaria, Lithuania and Romania in face-to-face or synchronous training workshops and at least 80 more teachers in online learning.

Trained teachers are expected to build:

Social and civic competences: in-depth understanding of the needs of LGBTQI students and how to facilitate the creation an LGBTQI-friendly and safe school environment;

Sense of initiative: for introducing and/or upgrading and improving a school diversity and anti-bullying policy;

Self-awareness: of the way in which one's own subconscious stereotypes of LGBTQI can play a negative role in forming attitudes towards LGBTQI people and a limiting role in developing school-specific action to address homophobia, biphobia and transphobia.

Motivation to evaluate the outcomes and refine the existing diversity policies. The trainees will receive specific guidelines and instruments for regular evaluation and will be motivated to conduct it at least once a year.

Another expected outcome of the training process is the actual introduction and implementation of school diversity and anti-bullying policies in four pilot schools in Greece, Bulgaria, Lithuania and Romania (16 schools in total). CHOICE partners will provide support to the pilot schools in introducing and implementing the diversity policies, as well as in evaluating their short-term effects. Pilot schools are expected to implement specific actions on addressing anti-LGBTQI bullying, providing support to LGBTQI students, and shaping an LGBTQI-friendly school environment.

CONTENT OF THE CAPACITY BUILDING TO BE DELIVERED

The content of the capacity building workshops is developed on the basis of the training needs assessment conducted during the field research (focus groups and online survey) under the CHOICE project. The needs that were identified in Greece, Bulgaria, Lithuania and Romania were quite similar. They can be summarized as follows:

- Need to get more information on LGBTQI identities, basic concepts and terminology;
- Need to know well the national legal framework for prevention of bullying at school and specific ideas how to use it for preventing/addressing anti-LGBTQI bullying;
- Need to learn about international best practices on creation of inclusive schools;
- Need to reflect on one's own unconscious biases which shape attitudes towards LGBTQI people;
- Need to build motivation for action and personal commitment on working for a safe and inclusive school environment;
- Need to improve collaboration between teachers and parents in the above process, and specific ideas how to support parents of LGBTQI students and LGBTQI school professionals.

The training includes the following modules which will be presented in detail in the section **CURRICULUM**:

Session 1: Creating a safe learning space: getting to know each other, setting ground rules, LGBTQI terminology

Session 2: Self-reflection on sexual orientation and gender

Session 3: Overcoming stereotypes and handling LGBTQI-phobia at school

Session 4: Promoting diversity and inclusive school environment

Session 5: National legal framework on preventing bullying and encouraging diversity at school; evaluation of the current school policy (to what extent it makes the school safe for LGBTQI students) by applying the Guidelines for Schools developed by the CHOICE partners;

Session 6: Creating a safe space and inclusive environment in the classroom;

Session 7: Wrap-up – next steps; evaluation of the satisfaction from the training; evaluation of the new knowledge, skills, attitudes (post-training evaluation).

METHODOLOGY

The training workshops will aim to increase participants' knowledge and capacity. Through different types of training methods, facilitators will build new skills and new attitudes in each person.

Some of the key applied methods will be focused on work and change of current attitudes and fears, sharing emotions and experiences, as well as self-reflection. A combination of learning about facts and emotional learning will be used to help trainees make the connection between what happens in the training and in real life.

Experienced facilitators will apply different styles of facilitating techniques for achieving different purposes. These will include working with LGBTQI terminology and providing new information about LGBTQI identities, experiences as well as tips and tricks for creating a safe and inclusive space at school. Participants will learn how to introduce and implement school diversity policies and will be encouraged to share their own ideas and concepts. Through different non-formal methods of education such as emotional learning, trainees will have the opportunity to put themselves in other people's shoes so they can get a little bit closer to the real-life experiences of LGBTQI people and other minorities in order to truly understand what these people are going through on a daily basis. Participants will be assigned different tasks and roles; they will work in groups after getting to know each other. Each participant will be encouraged to voice their opinion openly but with respect towards the topic and the other people in the group. The main goal of the sessions will be to encourage trainees to directly implement in school and in class what they've learned.

FACILITATION METHODS

Facilitators will combine individual learning (self-reflection and responding to questions in writing) with small-group work and large-group discussions to create a diverse and engaging learning environment. Icebreakers and team building exercises will be used to establish a climate of openness and trust.

We are not going to present in detail every work method that could be applied because experienced facilitators will prepare their own sequences of exercises to stimulate the group.

The most common work methods that encourage free flow of ideas are listed below:

Brainstorming: brainstorming is a very useful technique in cases where a new topic is introduced into the discussion, when we need to generate ideas quickly or when a group needs to explore a core concept. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas.

Wall writing: another form of brainstorming with the variation that participants do not shout out their ideas but instead write them on a piece of paper (e.g., sticky notes) and stick them on the wall or flipchart. This provides the opportunity for participants to think individually without being influenced or swayed by the ideas of others in the group. The sticky notes can then be categorized in clusters if participants identify commonalities between various ideas.

Group work: Group work creates conditions for involvement of participants during the whole period of learning; mastering the mechanisms of cooperation; developing high level of communication skills in participants; stressing on cooperation and not on the competitive character of human relations; mutual assistance and also mutual stimulation for advance in the process of learning; teaching participants to express and stand for their rights as individual learners and also to share responsibilities in a group of learners; building a model of social awareness and involvement.

Case studies: Case studies are very effective in providing new or unexpected insights into a subject, challenging existing assumptions and theories, proposing practical courses of action to resolve a problem, opening up new directions for learning. Case studies need to be designed in such a way so as to challenge established sociocultural beliefs that may lead to discrimination and inequality. Because they present an issue in a generalized, hypothetical manner, case studies are quite effective in discussing sensitive topics such as discrimination, inequalities, bullying, abuse and other relevant

issues because they create a distance between participants and the real situation, thus making the discussion less threatening.

Role playing: Role plays are short dramas enacted by group members, in preferably smaller groups. Stories in drama are used to recreate a real situation and provide the opportunity for participants to see how they would react and how they would feel in such situations. Role playing is a very powerful and effective tool in instigating a more in-depth understanding of a situation and in creating empathy. Attention also needs to be paid to any stereotypes that may emerge during the role play (as stereotypes often act as reference points for drawing information on how to play the roles). The facilitator needs to take an active role in challenging these stereotypes by questioning the degree to which they really correspond to reality.

Facilitators will also encourage active listening and learning through emotion.

Active listening is a helpful skill for anyone to develop. It helps you truly understand what people are saying in conversations and meetings (and not just what you want to hear or think you hear). It's also a particularly valuable tool to use during trainings since it can help you build a positive environment and truly connect with other people.

Learning through emotion: Learning through emotions is one of the most powerful learning tools because emotions from experiences leave the strongest imprint in us and move us. Many people have difficulty grasping the essence of a problem and really putting themselves in someone's shoes unless they are emotionally challenged. Of course, before each exercise involving this technique, it is important to warn participants that the activity may be more emotional for some of them and may evoke various feelings and emotions that might come out. Last but not least, facilitators will actively respond to negative attitudes or comments and not let them pass unnoticed.

Responding to negative attitudes and comments

It is extremely important to be aware that topics such as sexual orientation, gender identity, sexual diversity and discrimination may provoke the expression of negative and hurtful opinions and comments among participants. Such comments can often provoke emotions and trigger emotional trauma in other people in the group. The facilitator will monitor each participant and their mood from the very beginning to build an idea of who may react or be provoked and how.

Breathing exercise

After each activity which could trigger some emotions and trauma, there will be a short relaxation technique or activity in order to reduce anxiety and avoid further triggers.

Breath focus technique

This deep breathing technique uses imagery or focus words and phrases.

You can choose a focus word that makes you smile, feel relaxed or that is simply neutral to think about. Examples include peace, let go or relax, but it can be any word that suits you to focus on and repeat through your practice.

As you build up your breath focus practice, you can start with a 10-minute session.

To do it:

1. Sit or lie down in a comfortable place.

2. Bring your awareness to your breaths without trying to change how you're breathing.
3. Alternate between normal and deep breaths a few times. Notice any differences between normal breathing and deep breathing. Notice how your abdomen expands with deep inhalations.
4. Note how shallow breathing feels compared to deep breathing.
5. Practice your deep breathing for a few minutes.
6. Place one hand below your belly button, keeping your belly relaxed, and notice how it rises with each inhale and falls with each exhale.
7. Let out a loud sigh with each exhale.
8. Begin the practice of breath focus by combining this deep breathing with imagery and a focus word or phrase that will support relaxation.
9. You can imagine that the air you inhale brings waves of peace and calm throughout your body. Mentally say, "Inhaling peace and calm."
10. Imagine that the air you exhale washes away tension and anxiety. You can say to yourself, "Exhaling tension and anxiety."

Training evaluation

Every training workshop will start with filling in a pre-training evaluation questionnaire by participants to check their knowledge and attitudes towards LGBTQI people and making schools more open and inclusive for them. At the end of the training, the change in knowledge/attitudes will be checked by filling in a post-training questionnaire. Templates for both questionnaires are provided in the final section "Annexes".

Reflection will be used after the completion of some of the activities (for example, after role-plays, simulations) to check participants' feelings and thoughts. Sharing of these thoughts and feelings will help the facilitator understand the intermediate effect of the training and modify the following parts, if necessary.

Individual online learning

For the online learning modules, users will be encouraged to read the Short Guide that will help them engage in a structured individual learning process that meets their needs. They will be invited to take a self-assessment test which determines their existing knowledge and attitudes towards LGBTQI. They will also be invited to answer questions that assess their schools in terms of LGBTQI-friendly diversity policy.

Based on the results from the self- assessment, online learners will be able to choose from the training materials/modules which are uploaded in the project website and build their individualized learning program.

CURRICULUM

Target group: Teachers, principals, school advisors, psychologists, social pedagogues, and other school professionals.

Size of the group: 15-20 persons.

Total duration: 14 hours (delivered in 2 or 3 days); 7 sessions of 2 hours.

Session 1:	Creating a safe learning space: getting to know each other, setting ground rules, LGBTQI terminology
Session 2:	Self-reflection on sexual orientation and gender
Session 3:	Overcoming stereotypes and handling LGBTQI-phobia at school
Session 4:	Promoting diversity and inclusive school environment
Session 5:	National legal framework on prevention of bullying and encouraging diversity at school; evaluation of the current school policy (to what extent it makes the school safe for LGBTQI students) by applying the Guidelines for Schools developed by CHOICE partners;
Session 6:	Creating a safe space and inclusive environment in the classroom;
Session 7:	Wrap-up – next steps; evaluation of the satisfaction from the training; evaluation of the new knowledge, skills, attitudes (post-training evaluation).

SESSION 1: Creating a safe learning space: Getting to know each other, setting ground rules, LGBTQI terminology

Objectives of the session

- Getting to know each other.
- Creating a team spirit, safe space and learning environment.
- Collecting participants' expectations from the training.
- Checking individual knowledge of LGBTQI identities.
- Providing participants with basic knowledge about the key concepts and terminology that will be used during the training.
- Familiarizing participants with the training program and schedule.

Expected learning outcomes

Upon completion of this module, trainees should be able to:

- Learn each other's names.
- Understand their own training needs/expectations.
- Learn about the CHOICE project.
- Learn about the training program and what will be accomplished in the 14 hours of training.
- Learn key concepts that will be used during the training.
- Accept ground rules.

Session outline

Activity	Duration (minutes)
Activity 1: Name tags and getting to know each other (icebreaker)	10
Activity 2: Welcoming participants, presentation of the CHOICE project, the training program and schedule	10
Activity 3: Filling in the pre-training evaluation questionnaire	15
Activity 4: Ground rules	15
Activity5 : Checking expectations	20
Activity 6 : The Genderbread Person: basic concepts and terminology	50
Total	120

ACTIVITY 1: NAME TAGS AND GETTING TO KNOW EACH OTHER (10 MINUTES)

Materials: Name tags including pronouns (if not done before the start of the training, ask each participant to fill in and put on a name tag)

Preparation: make sure the participants sit in a circle so you see every participant and allow them to get involved in the discussion.

Ask the participants to share their name, their job and something they think is important about themselves. The "important" thing can be personal, an aspect of their own diversity or about work.

ACTIVITY 2: WELCOMING PARTICIPANTS (10 MINUTES)

Method: presentation

Materials: multimedia presentation

The facilitator welcomes the participants and makes a brief presentation of the CHOICE project, the partnership, ensuring visibility of the EU funding – multimedia presentation. Present the project objectives, key activities, as well as a summary of the results of the field research and the training needs identified.

Then the facilitator presents an overview of the training program, what the participants are expected to learn in the 14-hour training, and the schedule.

ACTIVITY 3: FILLING IN THE PRE-TRAINING EVALUATION QUESTIONNAIRE (INDIVIDUAL WORK – 15 MINUTES)

Method: explorative, assisting self-evaluation.

Materials: printed handouts (electronic forms may also be used)

Preparation: make sure everyone sits comfortably and is able to write. Distribute the pre-training evaluation questionnaires on paper, or alternatively, if all participants have smartphones – provide the internet address where the electronic form is available.

Explain to the group that we will do this activity to gather specific information which will help evaluate the effect of the training; the same questions will be answered by each participant in the beginning and after the end of the training to check the changes in the level of knowledge/attitudes/motivation for action. Each participant gets the printed pre-training evaluation form or the electronic address. Allow 15 minutes for filling in the questionnaires and collect them (if they are on paper). Finally, allow the participants to share their thoughts/feelings from this activity with the rest of the group (if there is time).

ACTIVITY 4: GROUND RULES (15 MINUTES)

Method: reflection, participatory activity.

Materials: flip chart, markers, multimedia presentation

Ask the whole group the following question: In your opinion, what are the most important parameters for making the most out of this group and training?

If necessary, explain that by parameters, you mean the way participants should behave, talk and express themselves and their opinions during the training sessions. Ask them to come up with their own ground rules. The participants share their ground rules verbally and the facilitator writes them on the board/flip chart. After everyone has taken part, the group reviews the ground rules and adds rules if they are missing. At the end, the facilitator could present (if they choose to) a list of recommended ground rules on the projector screen or flip chart and a discussion on the ones that have been missed could take place.

NB: A special rule for responding to derogatory comments needs to be formulated. Explain to the participants that this rule, if accepted by the whole group, will make everyone feel safe and comfortable. It is also important that the comprehensive list that will be formed should be placed in a visible place in the room and an announcement should be made that these are going to be our group guidelines for interaction during the training. Keep the list of ground rules posted in a prominent place throughout all activity sessions dealing with safe space. Refer to the ground rules if someone is not adhering to them and remind everyone of their agreement to follow the rules.

Recommended ground rules

Show respect to get respect: show respect to others by giving your undivided attention to the person who has the floor (permission to speak).

Be in the now: try to be as present as you can. Avoid looking at your phone or answering calls during the sessions.

Keep it confidential: what we share in this group will remain in this group.

Try to be open: we will be as open and honest as possible without disclosing others' (family, neighbors or friends) personal or private issues. It is okay to discuss situations but we won't use names or other ID. For example, we will not say "My older brother …". Instead, we will say "I know someone who…"

You have the right to pass: it is always okay to pass (meaning "I'd rather not" or "I don't want to answer").

Don't interrupt: try not to interrupt other people while talking.

Respect other peoples' opinions: we can disagree with another person's point of view without putting that person down.

Taking care to claim our opinions: we will speak our opinions using the first person and avoid using 'you'. For example, "I think that kindness is important." Not "You are just mean."

Try to be sensitive to diversity: we will remember that people in the group may differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.

Anonymity: it is okay to ask any question by using the suggestion box.

Try to accept yourself and others: it is okay to feel uncomfortable; adults feel uncomfortable, too, when they talk about sensitive and personal topics such as sexuality.

Have a good time: it is okay to have a good time. Creating a safe space is about coming together as a community, being mutually supportive, and enjoying each other's qualities.

[Adapted from: GLSEN, n.d.]

ACTIVITY 5: CHECKING EXPECTATIONS (20 MINUTES)

Name of the method: Reflection, participatory activity.

Ask the participants to share with the group the first thing that comes to their mind but which is linked to the workshop. It may be a word or a statement, a feeling, an expectation, etc. Mention that there is no need to think too hard – it is better share the first thing that popped up to their mind.

Ask participants to write on one sticky note their expectations and on another – their doubts/challenges in relation to the training: one expectation per piece of paper. The same goes for the challenges. Allow 3-5 minutes for this. Then ask the participants to stand up and put the sticky notes on a flip chart. Ask them to arrange the expectations and the challenges into different groups/topics as they read out loud what they have written. Go through every sticky note and read everything out loud. Wrap-up by addressing first the challenges and then the expectations of the group by providing information how the training will help meet them.

ACTIVITY 6: THE GENDERBREAD PERSON: BASIC CONCEPTS AND TERMINOLOGY (50 MINUTES)

The facilitator can choose between this exercise and the Gender Unicorn which has been recommended as less dependent on binary gender concepts: the **Gender Unicorn**[1].

Depending on the knowledge of the group, the facilitator can use this tool instead to make the activity more inclusive and less binary. We suggest using the Genderbread[2] Person in case the group we are working with has no previous knowledge, since it might seem more clear and easy to follow to the participants. The Gender Unicorn graph could also be shown, as a message that there is more than the Genderbread Person permits to discuss.

Method: presentation, sharing in groups

Materials: projector or flip chart, printed copies of the Genderbread Person for each participant

Aims: Understanding diverse terms related to gender and sexuality and how to explain them in an interconnected way.
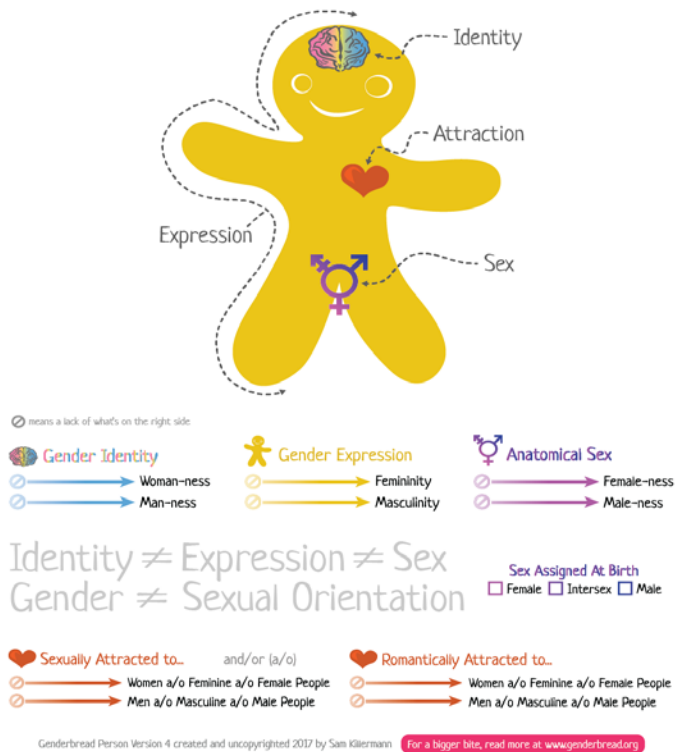
Main activity: 35 minutes

The Genderbread Person is a visual tool that combines different terms that are important for gender and sexuality.

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[1] https://transstudent.org/gender
[2] https://www.genderbread.org/

The Genderbread Person v4 *by its pronounced METROsexual.com*

Identity

Attraction

Expression

Sex

⊘ *means a lack of what's on the right side*

🧠 Gender Identity
⊘ ——————→ Woman-ness
⊘ ——————→ Man-ness

🧍 Gender Expression
⊘ ——————→ Femininity
⊘ ——————→ Masculinity

⚧ Anatomical Sex
⊘ ——————→ Female-ness
⊘ ——————→ Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
☐ Female ☐ Intersex ☐ Male

❤️ Sexually Attracted to...   and/or (a/o)
⊘ ——————→ Women a/o Feminine a/o Female People
⊘ ——————→ Men a/o Masculine a/o Male People

❤️ Romantically Attracted to...
⊘ ——————→ Women a/o Feminine a/o Female People
⊘ ——————→ Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann   For a bigger bite, read more at www.genderbread.org

In order to do this activity, you need to visit the source page of the Genderbread Person and read the explanations to understand what it's about.

Begin by distributing printed blank copies of the Genderbread Person (worksheet). You can show it on a projector or you can draw in on a flip chart.

After that, present the categories under which the terms are being grouped: "Gender Identity", "Gender Expression", "Biological/Anatomical Sex", "Romantic Attraction"/"Sexual Attraction".

Invite participants to take their time to fill in the blank spaces in their worksheets by putting all 4 terms where they think they belong. Then start going through every blank space on the Genderbread Person together with the whole group and ask the participants to explain each term.

Together with the participants, complete what was not explained and/or make improvements on what was poorly explained.

Then with the Genderbread Person image in front of everyone, start going through some of the basic terms connected to these four terms from the image. For example: the word "lesbian" is connected to the sexual/romantic attraction and is a sexual orientation. The word "trans" is connected to one's gender identity.

Optional: Ask whether participants would like to go into couples or groups of 3. They can share with each other and discuss their personal experiences, identity and expression related to Gender Identity. If the participants are not willing to share personal information, they can share a story from the media that they have come across as an illustration for gender/gender identity diversity.

If the facilitators feel that the group of participants is not at all familiar with the terminology, they may decide to have a presentation with the basic terms and then leave time for questions and open discussion instead of splitting participants into groups.

Gender Expression, Biological Sex, Sexual and Romantic Attractions (this part of the activity is voluntary).

Debriefing: 10 minutes

When coming back to the whole group, facilitate a discussion asking the following questions:

- How did you feel doing this activity?
- Was it easy/ hard? Why?
- What did you learn?
- What surprised you?

Make sure that the participants are aware of the fact that it's not needed to share their personal experiences and information in the big group if they don't feel like doing so.

Conclusion: 5 minutes

Point out how important it is not to mix the terms, especially when it comes to stereotyping and stigmas. Ask them for examples.

Finally, if you still have time and want to, you can have a discussion with the participants about the binarity of gender and sex in our society. This depends on the whole group.

A list of the basic concepts and terminology is available in the **Annexes** (see Glossary).

Source: Genderbread Person Activity

[Adapted from: SCI International, 2019]

SESSION 2: Self-reflection on sexual orientation and gender

Objectives

- Encouraging reflection on attitudes related to sexual diversity;
- Challenging heteronormative attitudes and learning how to avoid heteronormativity;
- Raising awareness on experiences regarding sexual orientation and gender;
- Creating a better understanding of gender roles by reflecting on how each participant deals with them;
- Providing information and learning about terms related to sexual diversity.

Expected learning outcomes

After this module, trainees should be able to:
- Reflect on attitudes towards sexual and gender diversity, gender roles;
- Better understand the impact of heteronormative attitudes and know how to tackle heteronormativity in daily life;

- Answer questions relating to sexual and gender diversity and normativity from other colleagues, teachers and students; help them better understand these topics and help them spread the knowledge.
- Build the necessary skills to react to LGBTQI myths with more confidence and overcome the LGBTQI-related stereotypes.

[Based on: Lesta et al., 2018]

Activity	Duration (minutes)
Activity 1: What is normal?	30
Activity 2: Where do our attitudes come from?	30
Activity 3: Gender and sexual orientation self-reflection	60
Total	120

ACTIVITY 1: WHAT IS NORMAL? (30 MINUTES)

Topic: pointing out that "normal" and "normativity" is something subjective and something that does not exist

Method: discussion

The idea of this activity is to provoke a discussion on what is "normal" on the basis of trivial questions from daily life.

Materials: Paper, pens, seating

Introduction: 5 minutes

Hand out papers and pens. After that, explain that you will ask questions and each participant will silently write down the answers.

Main activity: 5 minutes

The questions should not be facts-related but it should rather be possible for each participant to answer based on opinion.

Don't give too much time for this activity, everyone should be able to just write what comes to their mind first.

Examples for questions:

- How many square meters is a small apartment?
- What is the income of a person who earns a lot?
- Which are the highest earning professions?
- From what age is a person no longer considered young?
- How many liters of water is the normal amount per day?

- How many cups of coffee per day should a person drink?
- How many pairs of shoes should a person own?
- What should never be missing in a handbag? The 3 main things
- Add your own questions related to sexual orientation, gender and gender expression.

Debriefing: 5 – 15 minutes

Compare the answers and start a small discussion:

- Why are the answers different? How?
- Who defines what is considered normal?
- Does the background of each person reflect on the way we think about these topics and about what is "normal"?
- Do the perceptions of "normal" in society have influence on us?

Conclusion: 5 minutes

Thank the participants for their participation and remind them that what we perceive as "normal" might not be the truth to another person and this is completely okay. "Normal" is something very subjective and is okay for everyone to be different. Just because something is considered "normal" does not mean it is right for us, just like every person's "normal" can be different from another's.

[Adapted from: SCI International, 2019]

ACTIVITY 2: WHERE DO OUR ATTITUDES COME FROM? (30 MINUTES)

Methods: presentation followed by discussion

Materials: multimedia presentation

Prepare a PowerPoint presentation (see an example in the Annexes) with statistics and infographics representing the consequences of gender stereotypes (statistics on parental leave, pay gap, professional segregation, gender-based violence, high male mortality rates and so on). After the presentation, start a short discussion on the presented topics, give the floor to people who might want to ask their questions or have difficulties understanding some of the statistics and infographics. Then discuss the channels through which we receive the information about gender, sexual orientation, gender identity, and sex characteristics: fairy tales, representation of men and women in books, magazines, media, etc. Ask the participants to think of such examples and discuss them. Use recent examples coming from the national media/textbooks, etc.

ACTIVITY 3: GENDER AND SEXUAL ORIENTATION SELF-REFLECTION (60 MINUTES)

Method: self-reflection, exchange

Materials: printed self-reflection questionnaires, enough space for everyone to find privacy

What to be aware of: The group should have developed a feeling of trust to each other and everybody should have at least one person they feel comfortable with to share personal stories. The method might provoke people to come out to the person they talk to. The method can bring up sensitive memories so there should be space and time for people to relax soon after. Of course, people can share as much or as little as they want to. The facilitator should choose which questions to include in

this activity and which not to use. If some questions are expected to trigger strong emotions, they could be left aside.

Introduction: 5 minutes

The facilitator introduces the self-reflection activity and explains that the participants will get together in pairs with someone they feel comfortable with. It's important to point out that the participants should keep what their partner tells them to themselves. Then the facilitator distributes the questionnaires for this activity.

Main activity: 40 minutes

The participants can go anywhere they want to in order to think clearly how to answer the questions and discuss them with their partner. After a certain time, they should come back. (You can use all or only some questions from the questionnaire mentioned below.)

Debriefing: 10 minutes

The group gets together in the room again. The facilitator asks the participants what the self-reflection was like for them and how they felt afterwards. Make sure that the participants don't overshare things from the conversations. It's okay if no one wants to share.

Conclusion: 5 minutes

Let participants know that you will be around in case someone wants to share something with you / needs support.

Get together with another person that you feel comfortable with, if possible.

Gender/sexual orientation and me

Take a few minutes to answer the following questions about yourself. Then in pairs, try to talk about your answers. You decide how much you would like to share with your partner in this activity.

- What does it mean to you to be male, female, non-binary, lesbian, gay, trans, etc.?
- How do you imagine the image of a woman and a man?
- Do you feel like you have any advantages or disadvantages because of your assigned gender? What?
- Do you feel that you must act a certain way because of your gender?
- What happens if or when you don't act that way?
- Does something bother you about others' behavior regarding gender and sexual orientation? What is that?

Gender and sexual orientation in daily life

Pick 2 to 4 questions that you would like to answer and then talk about. Take a few minutes to think about each question on your own and then share in the small group/pair.

- How do you usually talk about men* / women*? Do you judge them by their looks, their success, their strength, sexual partners, their intelligence or other features? To what extent?
- How do you talk about people with diverse sexual orientation or gender identity?
- Have you ever told a person of another gender that you should or could do a task on their behalf? What was the task? How did the other person react? Which tasks do you find

important in the household? Which ones are unimportant in your opinion? Which tasks do you usually take over?

- What do you think about sleeping with different partners or many partners? Do you feel like people are judgmental when it comes to this topic? What was the "problem"?
- Have you ever felt judged in some way because of the way you express yourself and dress (For example? How do people react? How does that make you feel? What was the situation?).

Other questions to answer and discuss and reflect on afterwards

(The facilitator should make it clear that the questions below are based on personal opinions and are linked to "myths" about LGBTQI. The idea is to break these "myths" and combat them. The answers are scientific facts and are not opinion-based.)

- **Do you think sexual orientation and gender identity are a choice? Why?**

Answer: No, it is not the result of a decision or ongoing daily effort. Professional mental health organizations, including the American Psychological Association, have issued statements explaining that sexual orientation is not a choice and cannot be changed.

- **Are LGBTQI identities pathological? Can they be "cured" / changed?**

Answer: Since having a non-heterosexual orientation is not a disease or disorder, it cannot be "cured". Professional, scientific and medical organizations condemn "reparative" or "conversion" therapy as ineffective and psychologically harmful. Trans identities are also not considered pathological and cannot be "cured"/ changed. Intersex variations are still categorized as pathological variations of sex development from the WHO despite the fact that "normalizing" medical interventions have been condemned by many international bodies.

- **Why are LGBTQI Prides organized?**

Answer: LGBTQI pride is the positive stance against discrimination and violence toward lesbian, gay, bisexual, transgender and intersex people to promote their self- affirmation, dignity, equality rights, increase their visibility as a social group, build community, and celebrate sexual diversity and gender variance. In some countries, Pride comes as a celebration, in some – as a political act – pointing out that not all citizens are treated right, that there are groups of people whose rights are not secured. Gay Pride commemorates the Stonewall riots, which began in the early hours of June 28, 1969, after police raided the Stonewall Inn bar in New York City's Greenwich Village neighborhood. Pride typically involves a series of events and is often capped by a parade involving marchers and colorful floats from the LGBTQ community and its supporters. Before the Stonewall riots, LGBTQ individuals had generally not broadcast their sexual orientation or identity, but the event galvanized the gay community and sparked greater political activism. Early Pride events (often called Freedom Day or Gay Liberation Day) were often sparsely attended and encountered protests, particularly because of the outlandish costumes that some marchers wore. In 1978 what is perhaps the most-recognized symbol of Gay Pride made its debut at the San Francisco event: the rainbow flag. The flag, with its eight colors (sexuality symbolized by hot pink, life by red, healing by orange, the Sun by yellow, nature by green, art by blue, harmony by indigo, and spirit by violet), was designed by San Francisco artist Gilbert Baker and has been adopted worldwide.

- **What rights are not secured for LGBTQI people? Do LGBTQI people suffer from discrimination?**

Answer: LGBTQI persons still suffer from discrimination and people's attitude towards LGBTQI persons can be quite negative. The extent and kind of discrimination depends on the sociopolitical context of each country and period. Discrimination can be expressed in laws, guidelines, through distorted media images and information, through withholding information (like in school textbooks) and through negative attitudes and behavior (name calling, jokes).

LGBTQI people may face different kinds of discrimination, depending on how open they are about their identities. People who chose to not be out may face less direct discrimination that those who are out. However, not coming out doesn't guarantee that LGBTQI people will be safe from discrimination. They can still face indirect discrimination (e.g., by hearing negative comments about LGBTQI people in general or by seeing other people being discriminated against). Furthermore, even if still "in the closet", they could be targets of discrimination in case others suspect them to be LGBTQI. Choosing to stay in the closet is also not an option for many people, especially trans people. Everyone should have the right to be safe, without having to conceal their true self.

- **How do same sex couples have children?**

Answer: LGBTQI people can become parents through various means, including current or former relationships, co-parenting, adoption, donor insemination, reciprocal IVF, and surrogacy.

In societies where there is a high level of homophobia, the majority of kids in same-sex couples come from previous (mostly heterosexual) relationships. Lesbians mostly use donor sperm to get pregnant (some do it at home, some use clinics for artificial insemination), some choose reciprocal IVF, some co-parent with a man or a gay couple. Co-parenting is quite common for male same-sex couples, as adoption is not easily accessible due to risks of losing the child because of homophobic attitudes and laws. Surrogacy is the least popular choice as it is strictly regulated by laws. Trans people who have not undergone gender reassignment surgeries may have biological children with their partners who could be either cis or trans. Same-sex couples can also have their own biological children when one of the partners is cis and the other trans (e.g., in the case of a trans woman whose partner is a cis woman).

[Adapted from: SCI International, 2019]

We could also use the Heterosexuality questionnaire[3] in this session. It includes main questions and myths around homosexuality but reverted (e.g. What do you think caused your heterosexuality?), which can bring into perspective how odd many of the perceptions and attitudes towards non-heterosexual people are. It is interesting to read the questions to participants and then have them reflect their reactions: Did they laugh? Did the questions make them feel uncomfortable? What thoughts did they have?

(this could be a very short addition to the exercise, done in 5 minutes)

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[3] http://higherlogicdownload.s3.amazonaws.com/NASN/e277e492-64b1-4f55-ac15-00857a7a5662/UploadedImages/Oregon%20Microsite/Documents/HeterosexualQuestionnaire.pdf

SESSION 3: Overcoming stereotypes and handling LGBTQI-phobia at school

Objectives

- Raise awareness on privileges we have because of sex, gender, sexuality, social background, nationality etc. Become aware of stereotypes and roles attached to a person because of such labels;
- Raise awareness on anti-LGBTQI bullying at school;
- Put yourself in the shoes of LGBTQI people during a role play in which they experience intense homophobia;
- Become more sensitized and empathic towards LGBTQI people.

Expected outcomes

Upon completion of this module, trainees should:
- Know what bullying and what identity-based bullying is;
- Become aware and alert for various ways in which anti-LGBTQI bullying could be manifested in schools;
- Be able to identify stereotypes and prejudices articulated for the LGBTQI community;
- Foster their empathy for the impact of anti-LGBTQI bullying on the LGBTQI community.

Activity	Duration (minutes)
Activity 1: Walk in someone else's shoes	80
Activity 2: Dealing with negative comments and bullying at school	40
Total	120

ACTIVITY 1: WALK IN SOMEONE ELSE'S SHOES (80 MINUTES)

Method: role play

Materials needed: character papers

The space has to be big enough for a line of people taking many steps in one direction

Note: Roles and statements can be adapted to the specific needs of the group you're working with and to the topic you wish to address.

Introduction: 10 minutes

Let participants know that in this exercise, they have to put themselves in the shoes of imaginary people and they will have to imagine what it would be for them to live the life of these people. Stimulate the participants to open up to the idea to play someone else and to really imagine what it is like to be in this role. Ask everyone to stay silent during the activity and not to talk with other people.

Main activity: 15 - 20 minutes

Randomly distribute the role cards. Ask the participants to read the cards. If they do not understand something, let them know they can ask for clarifications you or your colleagues only.

Other participants must not know their roles.

Roles:

- Single mother, 22, immigrant
- Single father, 35, Germany
- Transgender woman, 50, Kenya
- Transgender woman, 24, Italy
- Transgender man, 32, unemployed
- Housewife, 40, USA
- Banker, married, UK
- Gay man, university student, Berlin
- Lesbian woman, university student, Russia
- Non-binary teenager, 14, former baseball talent
- Teenage girl, 16, in orphanage
- Career woman, 45, mother
- Single man, 45, owns a business
- Single woman and single mother, 38, employed
- Bisexual person, refugee, in a relationship
- Unemployed, man, 45
- Retired, no children, risk of homelessness
- Ex-porn star, 40, in a relationship
- Trans woman, make-up artist, immigrant, 27

These roles are suggestions. Feel free to adapt them to your workshop.

When each participant has a card, ask them to read silently the role they should play and to imagine themselves stepping in the shoes of these people. You can support them and make the process easier for them by letting them walk around and focus on the following questions related to their role: How

did you grow up? What was your childhood like? Was it easy or hard? Where did you get your education? What was your family like? What do you look like now? What is your everyday life like now? Where do you socialize? Who do you spend most time with? What do you do in the morning, afternoon, in the evening? What is your lifestyle? How much money do you earn? What do you do in your free time? What does your home look like? Do you live with someone and if so – with who? How healthy are you?

Let them line up next to each other, facing one direction. In this direction, every person can take many steps. Everybody has to start from the same point (starting line).

The moderator will start reading situations or moments (statements), and every time the participant feels that their character could deal with the specific situation without suffering from any kind of discrimination, they will have to move one step forward.

Read out the statements one after another, but give a little time for people to imagine themselves in this situation and to decide whether or not they should move forward.

Statements:

- You never encountered any serious financial difficulties.
- You have never felt guilty for being who you are.
- You live your life to the fullest and you feel like everything is possible for you.
- You feel your language and culture are respected where you live.
- You feel your opinion is always important and valid to others.
- You are not afraid of being stopped by the police.
- You have a community of people that knows you well and supports you if you need help.
- You have never felt discriminated against because of your origin.
- You have never felt discriminated against because of your gender.
- You have never felt discriminated against because of your sexuality.
- You have an interesting life and you are positive about your future.
- You are not afraid that you can be harassed by strangers.
- You are not afraid that you can be harassed by someone at work.
- You can study and follow the career of your choice.
- You are successful in your career.
- You are well accepted in your family and among your friends.
- You are not afraid to hold your partner's hand in public.
- You feel free to fall in love with anyone, no matter their gender or origin.
- You are not afraid for the future of your children.
- Your parents have never doubted you or your choices in life.
- You are not afraid of violence in your relationship.
- Add your own statement.

These statements are suggestions. You can adapt them to the needed outcomes of your workshop.

At the end of the game, all the participants will be situated in different parts of the room, creating a kind of a "human scale" from the most privileged to the least privileged (based in their subjective decisions).

Debriefing: 40 minutes

This is the part of the activity where every participant will have to describe their character and role to the others, explaining their feelings during the activity, their difficulties and conclusions.

Open a discussion with everyone. Stimulate the participants to ask each other questions and to share thoughts.

Facilitate a discussion with the following leading questions:

- How did you feel? Moving forward? Standing still?
- When were you able to move? When not?
- What kind of discriminations did you face?
- Did you have privileges? What kind of privileges did you have?
- Were you surprised by something?
- Do you think you have these privileges in your own life? Which ones? Which not?
- What does it mean to have a privilege?
- How aware are you of these privileges?

Conclusion: 10 minutes

Thank your participants for the participation and leave them with a short reflection on how important it is to be aware of one's own privileges and how important it is to be aware of the fact that not everyone has these privileges and that some people face discrimination every day.

[Adapted from: SCI International, 2019]

ACTIVITY 2: DEALING WITH NEGATIVE COMMENTS AND BULLYING AT SCHOOL

Method: small group discussion, followed by whole group discussion

Materials: hand-out with scenarios

Assign participants to small groups and give each group a different scenario to discuss. They should be instructed to come up with at least two responses the teacher/school psychologist/principal could have to each comment or behavior. Have them present their scenario and their proposed responses to the larger group.

Scenarios:

- You are a high school teacher. How would you respond to the following comment made by another person from the school staff, Jane: "Oh, it was so gross, I went to the bathroom and saw one of my students who is a girl kissing another girl… it was so disgusting. I can't believe these children nowadays. If I had to choose, I would never teach a class where there's a lesbian or gay. I just cannot accept this."
- You are a high school teacher. During the lunch break you remember you forgot your phone in one of the classrooms. You go there and you see one student pushing a girl against the wall, yelling at her and calling her "dyke". She is crying and trying to defend herself.
- A student came to you and told you that they want to introduce themselves with a new name to the rest of the class and use different pronouns.

How would you respond?

- You are the school psychologist. One day one student comes to you for support: "Some of my classmates keep bullying me because they saw some chats of me with other boy and now they know I'm gay. They called me a "faggot" and they said I deserve to die because I like boys. I don't know what to do. I'm scared and I don't feel safe here." How would you respond?

SESSION 4: Promoting diversity and inclusive school environment

Objectives

- Bring on the surface the concept of inclusion and inclusive education.
- Understand the risks which LGBTQI students face at school.
- Provide the space for acquiring knowledge, skills, attitudes and resources for working towards an LGBTQI inclusive school.
- Reflection on and understanding of different types of personal experiences of LGBTQI people in relation to their gender and sexuality.

Learning outcomes

Upon completion of this Module, trainees should be:
- Able to recognize and think of ways towards achieving an LGBTQI inclusive school;
- Able to identity anti-LGBTQI bullying and school policies to address it;
- Inspired to work in this direction.

Activity	Duration (minutes)
Activity 1: The GEEC model (GALE)	60
Activity 2: LGBTQI living library	60
Total	120

ACTIVITY 1: THE GEEC MODEL (60 MINUTES)

Methods: presentation, individual work, large group discussion

Materials: multimedia presentation, handouts

Begin with a multimedia presentation of the GEEC matrix (GALE, 2018) (15 minutes):

Goals, Environment, Education, Care

In order to promote inclusivity and safety for LGBTQI students in schools, "GEEC" stands for Goals, Environment, Education and Care. These are the four points that should be taken into consideration if we want to create a good school safety policy. The GEEC matrix is a valuable tool to be used by teachers in order to have more insight on how an adequate school policy regarding sexual diversity works and how they can promote and implement it.

In order to do that, school staff and the school in general need to be aware what the situation for all students at school is. The school should take into account the challenges LGBTQI students face and how sometimes the school environment is not safe enough for these students. Based on this, the school then should come up with specific goals to improve the situation.

The second vital point is the environment. Every school needs to have rules and an anti-bullying policy that is mostly about preventing bullying at school. This policy can include ways of creating a safe learning environment in class and a warm and accepting school in general. This can be achieved by discussing the topic and the rules with the students and making them understand what it's all about. It's very important that everyone from the school staff has a common understanding about bullying and how to deal with such.

Students and teachers should be well informed and educated about what good social behavior means. Teachers can be trained by experts or other trained colleagues. The goal here is to make teachers understand their own personal bias and the stereotypes they sometimes work with. It is important for them to manage to understand what heteronormativity is and how to avoid it by changing the hidden curriculum. The school can also integrate lessons in other subjects to achieve a different, horizontal approach.

The fourth vital point is student care. Each school should create a system to support students that face challenges. These challenges can be of different nature – learning difficulties, problems at home, problems with other students, behavioral problems and communication difficulties. LGBTQI students in particular may face a variety of challenges such as difficulty fitting in with their environment due to non-acceptance of their identity by other students or teachers, ridicule, and bullying. This can seriously affect their mental health and their performance in school, sometimes leading to dropping out of school or suicide attempts. Which is why the school needs to be aware of this and take appropriate measures to support LGBTQI students. A good practice in some countries and schools is, for example, the Gender and Sexuality Alliance club formed by students and aimed at creating a safe space for LGBTQI students and improving the school climate and curriculum.

Of course, every single student needs to feel supported at school. Sometimes homophobic students might need it even more because of their behavioral problems which often go back to a lack of empathy, extreme needs to conform to peer pressure and inadequate coping skills. These problems not only create conflict and unsafety in school but will also limit the social performance and career of homophobic students after they graduate. After all, these students were not born homophobic, they became such. The reasons for these students to behave in this way can various. Therefore, active work with them is extremely important for their further development and behavior.

Individual work: (15 minutes)

Distribute the checklist to each participant. Give everyone about 15 minutes for individual work. The participants should read everything in the checklist and decide whether the actions are related to "Goals", "Environment", "Education", or "Care". Ask the participants to think a little bit ahead and start the preparation for the activities that will be implemented on the second day of the training. Mark which of the actions have already been implemented (or are currently being implemented) at the school where the participant works.

	Recommendation	Pillar of the GEEC model (leave it empty in the handout)
1	LGBTQI teachers and school staff are safe to come out to other colleagues. The school is an advocate in promoting equal treatment of all employees and provides protection to LGBTQI teachers in cases of LGBTQI-based discrimination.	Environment
2	Stimulating visibility of the LGBTQI ally ("diversity counsellor") so LGBTQI students can come and talk to you, to seek support. Be an ally not only in words but also in actions.	Care
3	One should be aware and keep in mind the language they use. Try to use gender-neutral, non-heteronormative language and language affirming diversity.	Environment
4	Stimulate and promote inclusivity in the classroom by developing rules and inclusive routines. This way, students can learn clear codes and ways for respectful behavior and tolerance.	Environment
5	Try to keep data on incidents of LGBTQI bullying. The school needs to have information about them in order to monitor these records and track the progress of the school when it comes to inclusivity and safety of the environment.	Goals
6	Stimulate and encourage the forming of different types of diversity student clubs and coalitions like gender-sexuality alliances in school.	Environment
7	Always promote the diversity and visibility of LGBTQI people in school. This is a good way for them to feel safe, welcomed and supported.	Environment
8	LGBTQI students can complain and report cases of discrimination at any time and this is their right. Complaint procedures are clear enough and provide a transparent way of making decisions.	Care
9	Inform the students about the anti-bullying policies and guidelines in school. Provide clear information on what students who experienced bullying can do.	Education
10	Share resources on sexual diversity with students (books, films, lessons, lectures, posters, games, TED talks)	Education
11	Take under consideration the needs of rainbow families, discuss with them how they'd like to be introduced to other parents, for example. Encourage the visibility of such families in the school.	Environment

12	Engage your students in talks and discussions where heteronormative stereotypes or stereotypical opinions and expectations are being challenged.	Education
13	Engage in discussions with other colleagues from the school staff and the school principal in order to find out how they think of sexual orientation and gender identity and how they would address LGBTQI-related incidents. Share knowledge and individual experience.	Goals
14	The school has strict and clear guidelines and policies for respectful social behavior and tolerance. Think about how to deal with intolerant attitudes from a pedagogical perspective.	Environment
15	There are clear objectives when it comes to making LGBTQI people more accepted and supported by others.	Goals
16	The school provides the teachers with specific trainings on how to welcome and promote sexual diversity and how to properly address anti-LGBTQI discrimination and bullying.	Education
17	Create an inclusive curriculum by using inclusive examples in class and provide positive representations of LGBTQI people in the world. Try to think of new activities on the topic you can incorporate in the curriculum so everyone can feel supported and welcomed.	Education
18	We offer and give emotional support to students who feel left out and insecure about where and how to fit in in the school or in society. We talk to them with an open heart and mind, with sensitivity, and we tell them their feelings are valid.	Care
19	We have some useful information and resources for LGBTQI students on topics such as coming out, dealing with discrimination and unacceptance, and safe sex.	Education
20	Homophobic and sexist name-calling are not welcomed in the school and we try to stop them. Students should not be allowed to use any derogatory terms and words addressing LGBTQI people.	Environment

Allow 10 minutes for a group discussion of the correct answers.

Ask the participants to share examples from their work (if possible) in order to illustrate how some of the above actions are being implemented (20 minutes).

ACTIVITY 2: LGBTQI LIVING LIBRARY (60 MINUTES)

Limited group size: Not more than 5 listeners at the same time per "book" (group size depends on the number of "books")

Time: Depends on the number of "books" and the amount of questions (see below). The activity is to be performed in a relaxed, chatty atmosphere (ideally).

Materials: Tables and seating (one table per "book"), bell (optional), labels for the "books", possibly name tags for the "librarians" or visitors.

The "books" could be volunteers from the LGBTQI community who have no problem sharing their stories with the participants. They should have various backgrounds and share different stories such as coming out, being LGBTQI at school, stories of bullying etc. If the volunteers are not able to participate in the live session, they can send their written and anonymous stories and the moderator can hand them out as cases. The participants can then ask their question to the facilitators and discuss the experience together.

Introduction: 10 minutes

Before the arrival of participants, make the time and create an atmosphere where the people who will be the "books" can meet each other and get to know each other a bit if they haven't already met.

- Welcome participants.
- Explain the idea and structure of this activity:
- What the idea of the "books" is.
- Where the books are, what their titles are.
- Point out that it's important for the "librarians" to respect the pronouns of each "book".
- How the change of groups will be made, how often and how much time each group has with each "book".
- How many people can join a book at the same time.

Main activity: 40 ~

Each "book" sits at a different table within the room. Each group chooses which "book" to go to, and when the bell rings, the groups get up and go to a "book" they have not yet "read". The "books" are free to tell their stories as they wish. Some may start from afar with some background story, others may share basic information about themselves and then go into detail.

It is important to respect the way everyone wants to share their story and let the "books" speak.

After all, each story is unique and deserves respect and appreciation.

Try to listen carefully and with open hearts. If you want to ask questions, do so politely and respectfully to each "book".

Keep in mind that "books" may choose not to answer a question if they decide.

Duration of one round can be adjusted to the number of participants/ "books".

Depending on the length of this activity, it's important to consider giving some breaks to the "books" and time to relax (telling your story several times in a row may be exhausting).

Conclusion: 10 minutes

Thank everyone for participating.

In the end, take some time to debrief with the "books" to see how the session went for them, and discuss whether there were some issues or just the way each "book" feels.

Suggestions:

- How to find "books": we had some success asking organizations if there is somebody who would like to do it, this may be people from the LGBTQI community who already know the organization or friends.
- Venue: could be anywhere but in order to create a safe and friendly environment, this could be a cafe or bar (if it is quiet enough there) or just a quiet room. It's nice to offer the "books" free drinks.
- Labels for the "books" can contain the name, a short teaser (some interesting information about the "book", a longer title, and languages spoken).
- Place the labels on the table of the respective "book".

[Adapted from: **SCI International, 2019]**

SESSION 5: National legal framework on prevention of bullying and encouraging diversity at school; evaluation of the current school policy (to what extent it makes the school safe for LGBTQI students) by applying the Guidelines for Schools developed by CHOICE partners

Objectives

- Enhance participants' knowledge on the national legal framework for prevention of bullying at school and the existing policies;
- Raise awareness on identity-based bullying and learn about its common forms;
- Link policy with practice by building skills for evaluation of the existing school anti-bullying policies and developing suggestions for improving them in a way that will make them inclusive of LGBTQI students.

Learning outcomes

- Participants will be able to analyze their existing school policies, check if they reinforce the national anti-discrimination and anti-bullying standards, and to what extent they meet the needs of LGBTQI students;
- They will be able to identify identity-based bullying and propose ways of addressing it;
- Participants will be familiarized with the CHOICE project Guidelines for Schools and learn practical steps in making their school anti-bullying policy more effective for the prevention of anti-LGBTQI bullying.

Activity	Duration (minutes)
Activity 1: National legal framework and policies for prevention of anti-LGBTQI bullying;	30
Activity 2: Guidelines for schools in introducing anti-bullying/diversity policy that is inclusive of LGBTQI issues.	90
Total	120

ACTIVITY 1: NATIONAL LEGAL FRAMEWORK AND POLICIES FOR PREVENTION OF ANTI-**LGBTQI** BULLYING (40 MINUTES)

Methods: whole group discussion, presentation

Materials: multimedia presentation, handouts

Start with a discussion on the national legal framework for prevention of bullying, and identity-based bullying in particular.

Facilitation questions:

- Which laws are related to the prevention of bullying at school and identity-based bullying? (Present a definition of identity-based bullying if the participants are not aware of the concept).
- Is there a national-level mechanism for prevention and dealing with bullying at school? Which are the stakeholders? What is the role of school authorities?
- What are the steps in introducing a school diversity and anti-bullying policy? Who is involved? Who authorizes the policy? Who monitors the implementation?

The discussion will draw the full picture of national laws and policies that relate to school diversity and anti-bullying policies. The role of school authorities and the level of independence in authorizing a diversity policy that goes beyond the standards required by law will also be clarified.

The facilitator should prepare in advance a short presentation of the key elements in the national legal framework and the national mechanism for prevention and addressing bullying at school (where such a mechanism is available). This presentation will be delivered in more detail if the participants show lack of knowledge on the laws and policies that are discussed. If the level of knowledge is sufficient, the presentation can be shown briefly to wrap up the discussion.

ACTIVITY 2: GUIDELINES FOR SCHOOLS IN INTRODUCING ANTI-BULLYING/DIVERSITY POLICY THAT IS INCLUSIVE OF LGBTQI ISSUES

Methods: presentation, small group work

Materials: handouts, multimedia presentation

Prepare a multimedia presentation on the Guidelines for Schools developed by the CHOICE project. The presentation should be 20-30 minutes and cover the main elements of the guidelines.

Discuss the definition of bullying that is widely accepted across schools in the country. Does this definition cover identity-based bullying? Identity-based bullying resides in the intersection of bullying and bias. It is defined as any form of bullying related to characteristics considered a part of a person's identity or perceived identity group such as race, religion, disability, immigration status, sexual orientation, gender identity, physical appearance, sex characteristics, etc. Because identity-based bullying targets who the student is—a core part of their identity—it can be especially harmful. It impacts not only the individual student but everyone else around them who identifies in the same way and who worries that they may be the next target. It also affects the rest of the school community by sending a message that anyone's identity is fair game.

In discussing this with young people, it is important to make the point that bullying happens because of the aggressor's bias, not because of the target's identity. Students who are victims of identity-based bullying should be empowered to understand that it is not their fault. A person is not bullied because they are Roma or gay or with a physical disability. That person is bullied because of an aggressor's bias against that identity group.

Identity-based bullying can take many forms. It can be verbal, cyber-bullying or associated with excluding the bullied student from team activities. It can even take the form of physical aggression such as kicking, pushing, etc. Here are some common examples:

- Stigmatizing a student with a disability;
- Teasing an overweight teen about their body;
- Using homophobic language toward students who identify as gay, lesbian or bisexual;
- Excluding a young person because they don't conform to gender norms;
- Sending a text message using a racial slur;
- Slut-shaming a young Roma woman.

The main approaches for addressing identity-based bullying are:

- Increasing the school staff's sensitivity towards it so that every case of identity-based bullying is noticed and addressed;
- Using many different opportunities during classes and extracurricular activities to teach students about identity and bias and build their skills to challenge their own biases;
- Empowering students to act as allies rather than passive bystanders.

After the presentation, allow 5-10 minutes for Q&A.

Small group work: Developing a school anti-bullying/diversity policy that is inclusive of LGBTQI.

Provide the participants with handouts which include the Template for School Anti-Bullying Policy that is recommended by the CHOICE project. Divide the participants into small groups of 4-5 people and allow 40 minutes for small group work. The participants should fill in the template to create a model anti-bullying policy for a real school (it should belong to one of the schools whose staff takes part in the workshop). While developing the template, each group should also think about the following questions:

- Who should be involved in the process of developing such a policy at my school?
- Who should take the initiative to start the process (the principal, the teachers, the students or the parents) and why?
- Who should approve the policy before it is introduced?
- How will monitoring of the implementation be accomplished?
- Who should do the monitoring?
- Who is responsible for upgrading the policy and communicating the changes to students and parents?

Each small group appoints 1-2 reporters who will present the results of their work to the whole group (20 minutes).

Wrap up the discussion by commenting on the policies that the participants have produced. Congratulate them for their hard work. Point out some hints which will help for the smooth integration of the diversity/anti-bullying policy in school life. (10 minutes)

HANDOUT: TEMPLATE FOR SCHOOL ANTI-BULLYING POLICY

In accordance with the requirements of the national anti-discrimination legislation (Cite here the specific name and year of the active anti-discrimination law in your country), the board of …..(name)…… school has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. This policy fully complies with the requirements of the national anti-bullying policies (Cite here specific act or regulation, adopted in your country, if such exists).

The board of ………… school recognizes the very serious nature of bullying and the negative impact that it can have on the lives of students, and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behavior:

A positive school culture and climate, which is welcoming of difference and diversity and is based on inclusivity; encourages students to disclose and discuss incidents of bullying behavior in a non-threatening environment; and promotes respectful relationships across the school community;

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;

Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

- Effective supervision and monitoring of students;
- Supports for staff;

Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies); and

On-going evaluation of the effectiveness of the anti-bullying policy.

Definition of bullying adopted by the school (Here, accepted national-level definitions may be applied, however, review and make-sure that they include the identity-based bullying, which is often overlooked in our countries)

Bullying is unwanted negative behavior, verbal, psychological or physical, conducted, by an individual or group against another person (or persons) and which is repeated over time. The following types of bullying behavior are included in the definition of bullying:

deliberate exclusion, malicious gossip and other forms of relational bullying, cyber-bullying,

identity-based bullying such as homophobic bullying, racist bullying, Roma/Muslim bullying, or bullying of those with disabilities, or special educational needs (Olweus, D.,1993).

Isolated or once-off incidents of intentional negative behavior, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behavior.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behavior.

Negative behavior that does not meet this definition of bullying will be dealt with in accordance with the school's code of behavior.

Additional information on different types of bullying could be included here if appropriate.

The relevant school organ (committee) for investigating and dealing with bullying is as follows: (describe here what the specific structure for dealing with bullying is; how is it constituted; who are the members)

The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows: (list and shortly describe specific school strategies for prevention and addressing the mentioned types of bullying, including strategies for raising awareness, providing support to victims, and working with perpetrators)

The school's procedures for investigation, follow-up and recording of bullying behavior and the established intervention strategies used by the school for dealing with cases of bullying behavior are as follows (describe here the specific school anti-bullying procedure):

The school's program of support for working with students affected by bullying is as follows (shortly describe the existing support program / structure at your school):

Supervision and Monitoring of Students

The board of …….. school confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behavior and to facilitate early intervention where possible.

Prevention of Harassment

The board of ……….. school confirms that the school will, in accordance with its obligations under national equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff, or the harassment of students or staff on any of the ten grounds specified i.e. gender identity, civil status, family status, sexual orientation, sex characteristics, political or religious beliefs, age, disability, race, and national or ethnic origin.

This policy was adopted by the board of …………. school on ……………… [date].

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and students on request) and provided to the parents' association (where one exists).

This policy and its implementation will be reviewed by the school management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the parents' association (where one exists).

Signed: _____   Signed: _____
(Chairperson of School Board)   (Principal of the School)

Date: _____   Date: _____

Date of next review: _____

SESSION 6: Creating a safe space and inclusive environment in the classroom

Objective

- Create personal commitment for each participant to engage with specific actions after the training in their school in order to improve the existing anti-bullying policy and make their school safe for LGBTQI students

Learning outcomes

- Participants will be motivated to act after the training, to keep the momentum, to have a personal plan for participation in enhancing the safety of their school environment for LGBTQI students.

Activity	Duration (minutes)
Activity 1: My role as an educator in making the environment safe for LGBTQI students	40
Activity 2: Teacher's to-do list for creating a safe and inclusive space in the classroom	35
Activity 3: Creating an action plan and sharing	35
Total	120

ACTIVITY 1: MY ROLE AS AN EDUCATOR IN MAKING THE ENVIRONMENT SAFE FOR LGBTQI STUDENTS? (40 MINUTES)

Start by showing a list with suggested statements and invite a discussion in the large group (30 minutes).

- Educators have the responsibility to react when they come across homophobic or transphobic incidents of bullying.
- Educators should mainly focus on the quality of their lessons and avoid dealing with "controversial" issues (e.g. sexual diversity) when they arise.
- Dealing with anti-LGBTQI bullying is the same as for any other type of bullying.
- It is only possible to deal with anti-LGBTQI bullying when there is an anti-bullying policy in the school.
- It is more beneficial for victims of anti-LGBTQI bullying to take themselves the responsibility to react to anti-LGBTQI bullying so that they gradually get empowered.
- Bullies should be punished so that they do not repeat their actions again.

- Schools are responsible to integrate trans and intersex youth by creating gender-neutral spaces.
- Schools do not have the capacity to integrate trans youth by creating gender-neutral spaces; it is the responsibility of trans youth to adjust to the existing environment.
- Teachers should call a trans student by the name that they self-identify with.
- Teachers should address all students with the names in their legal documents.

(You can modify or add other statements)

Allow for in-depth discussion in which every participant is encouraged to present their opinion.

Wrap-up of the activity: (10 minutes)

Being an educator is much more than teaching and filling up empty vessels with knowledge. It is equally important to introduce values and this could happen by giving an example to students. Every day, there are many pedagogical moments that happen inside "formal education" (called "hidden curriculum") and even if they go unnoticed, they do educate children towards something. No action is also an action. Besides, educators have the responsibility to take care of children's safety and by that, we mean safety from any kind of harm, including psychological harm. Not dealing with "controversial" issues such as sexual and gender diversity gives the message that it is a taboo issue and this perpetuates homophobia, biphobia and transphobia. Very often, there is a grey cloud surrounding this issue. That is why dealing with anti-LGBTQI bullying could become harder than dealing with other types of bullying. In addition, expecting from victims of anti-LGBTQI bullying to defend and protect themselves is ironic because of the same unspoken norms which disempower the victims. Victims of anti-LGBTQI bullying need to be provided with support structures and a mechanism for anonymous reporting instead. Moreover, bullies need to receive the system's care as well, and should be treated with respect. They need to be monitored for their own psychological needs and, of course, be educated about the consequences of their actions. While keeping a no-blame tactic, we also need to make sure that we eliminate the possibility of recurrence of anti-LGBTQI bullying.

Provide examples from the national context which demonstrate how the above statements are put into action. Provide a few examples of good practices in supporting LGBTQI students (and other victims of anti-LGBTQI bullying who are perceived to be LGBTQI).

ACTIVITY 2: TEACHER'S TO-DO LIST FOR CREATING A SAFE AND INCLUSIVE SPACE IN THE CLASSROOM (35 MINUTES)

Method: discussion, presentation

Materials: flip charts, presentation, to-do list handout, inclusive learning environment strategies handout

Creating a safe space in the classroom is essential for students' wellbeing and vital to their learning. Some students may not feel safe at school. If they are struggling and feel unsafe, it's unlikely that they'll have the mental capacity to focus on their studies. Supportive learning environments are the ones that help develop students into responsible, safe and resilient adults.

The activity: Ask the participants to think about what they already do for creating a safe environment for their students and then make an open discussion. Write down on one flip chart the things

participants already do. Start a discussion on what could be done better or differently. Write down the suggestions on another flip chart.

Show the participants the to-do list presentation:

Teacher's to-do list for creating a safe space in the classroom (handout)

- **How to establish connections?**

The first step to transforming your classroom into a safe space is to know your students, their communities and backgrounds, their needs. Studies show that forming these bonds and positive impressions with students can engage them to perform well at school. That is why it's very important to make your students feel heard, seen and understood. Creating those relationships can bring positivity and transform a student's day and create a safe space in the classroom.

An inclusive culture allows students to feel respected and valued in the classroom. We need to show that we care about how a student's day is going. That way, they feel more inclined to engage with the material, voice their opinions and have a positive outlook on their education.

We can have a check-in chart that can help students assess their own feelings. It also gives you a better idea of how ready they are to learn and to participate in class. Opening up to an adult about struggles, bullying or problems at home can be extremely difficult. So once you've established that you have a vested interest in your student's wellbeing, they will be more likely to trust you and turn to you in case of need.

- **How to turn your classroom into a safe space?**

Writing stories, drawing, painting and having fun not only provides a creative outlet for students but also fosters a sense of connection. When kids/students feel they can share their art in a classroom setting, they're more confident and comfortable. This creates safe spaces in the classrooms, plus it's a good way for students to bond with each other based on their interests.

Stimulating creativity is vital to good mental health and reducing anxiety. It's a good way to connect and to express yourself.

- **An inviting environment**

Sitting at a desk all day can seem sterile and stiff to some students. Consider using alternative seating areas like bean bags, stools, cushions or even the floor. Creating a physically comfortable environment can create motivated and attentive students. Use different resources like Pinterest and Instagram to search for new ways to make your classroom more visually dynamic and exciting. Search for non-formal methods and tools you can use in class to educate your students. You can also go outside if the weather is nice and learn about nature. Connection to nature is essential for releasing stress, anxiety and anger.

Sometimes creating a safe space in class can be a big challenge. Every step and effort is important to create a better and safer environment for our students to feel connected and accepted.

What are your ways for creating a safe space in the classroom?

[Based on: PikMyKid School Safety Company, 2018]

Credit: bsd © 2020

INCLUSIVE LEARNING ENVIRONMENT STRATEGIES (HANDOUT)

(Iowa State University Center for Excellence in Learning and Teaching, n.d.)

Examine your assumptions.

It is very common for instructors to assume that a student shares their own background, but this is not necessarily so. Do you find yourself addressing students as if they all share your religion, sexual orientation or economic class? Try to avoid such assumptions.

Learn and use students' names.

Even in large classes, you can start with a few names and build up from there. At the very least, let students know you are making an effort to do so.

Model inclusive language.

For instance, avoid using masculine pronouns for both males and females. When you use idioms, explain them for the benefit of non-native speakers.

Use multiple and diverse examples.

Multiple examples increase the likelihood of students relating to at least one of them. Take care to include examples that speak to both sexes and that work across cultures.

Establish ground rules for interaction.

This will assure that other students are also being inclusive and respectful. In order to generate maximal buy-in into the ground rules, you can involve the students in the process of establishing them. You will still need to enforce the ground rules and correct students for the occasional non-inclusive or disrespectful comment.

Examine your curriculum.

Are certain perspectives systematically not represented in your course materials (e.g., a course on family focusing only on traditional families or a course on public policy ignoring race issues)? Neglecting some issues implies a value judgment, which can alienate certain groups of students.

Fairness is key

Especially in courses with multiple sections, it is crucial to be perceived as fair both in grading and in implementing course policies. Perceptions of unfairness can induce feelings of learned helplessness which are highly demotivating for students.

Be mindful of low ability cues.

In their efforts to help students, some instructors send mixed messages (e.g., "Sure, I'll be happy to help you with this, I know girls have trouble with math"). These cues encourage attributions focused on permanent, uncontrollable causes which diminish students' self-efficacy. Instead, it is more productive to focus on controllable causes such as effort.

Provide accommodations for students with disabilities.

Instructors are required by law to provide reasonable accommodations to students with documented disabilities.

Don't ask people to speak for an entire group.

Students of underrepresented identities often report either feeling invisible in class or sticking out like a sore thumb as the token member. This experience is heightened when they are addressed as spokespeople for their whole group, and can have implications on performance.

Practice inclusive classroom behaviors.

We as educators are not out to intentionally exclude anybody from the educational experience. However, many researchers report small unconscious behaviors – "microaggressions" – that certain student groups experience repeatedly. For instance, women report that instructors tend to interrupt them more often than men, ignore them more often, call on them less often, ask them more recall questions and less analytical questions, acknowledge their contributions less, and build on their answers less (Hall, 1982). These microaggressions add up and have a highly discouraging effect on those students.

End the session with an open discussion, talk about the challenges in creating a safe space in the classroom and discuss ideas for an inclusive school environment.

ACTIVITY 3: CREATING AN ACTION PLAN AND SHARING (45 MINUTES)

Method: individual work, self-reflection exercise

Materials: blank paper for writing, handouts with guiding questions, background music

This activity will help the participants to concentrate on their personal commitments for action after the training, following a structured manner – a list of guiding questions.

Explain the task: each participant will receive an imaginary writing desk – with a computer on it and drawers. Each part of the drawing has questions relating to one's personal commitments in preventing and combating anti-LGBTQI bullying in schools and transferring knowledge on it to other

teachers/school staff. The participants will have 30 minutes to think and write about what they will do in the following six months and also think about what other information and skills they need to acquire to implement their plans. Ask people to write things down according to the questions below.

Guiding questions

On the table: What do I plan to do in my everyday life in relation to prevention and tackling of anti-LGBTQI bullying? Who are my allies? What will be the obstacles/barriers to overcome? What are the first steps to take in the next 6 months?

Computer: What information do I still need to look for or what skills I need in order to transfer knowledge to other teachers and school staff on the prevention and tackling of anti-LGBTQI bullying? What help do I need (materials, resources)?

Board above the computer: My plans relating to prevention and tackling of anti-LGBTQI bullying in the education system? What and when do I plan to do with it? Which authorities should be addressed? What opportunities exist for tackling the problem at a higher level?

Drawer 1 and 2: My plans relating to prevention and tackling of anti-LGBTQI bullying in my school? Which specific actions I need to undertake in the next 6 months? Who are my allies? How will I involve them? Who are the people that might object? How should I address them? What specific opportunities exist in the next 6 months to engage all stakeholders in the school community in addressing anti-LGBTQI bullying in a systematic way?

Sharing (20 minutes)

First round of feedback: Invite the group to come back to the circle. Explain to the participants: We come back to the circle. Imagine this is our support circle. Now we ask you to give your plan of commitments to the person sitting to the left from you. The task for the person receiving the plan is to write down comments, suggestions, what else they could do or how they could do it. You can also write down words of support and wishes. The role of providing feedback is to support the person. You have 5 minutes for it.

Second round of feedback: Give the desk of commitments to another person to the left. Your role is the same as of the person writing feedback during the first round of support. Participants will have 5 minutes for the second round of feedback.

Sharing in the large group: Before the sharing starts, allow the participants to read and reflect on the comments of their colleagues for 5 minutes. Then ask the participants to share how they feel at the end of this activity (energized, committed, or frightened, insecure whether they will manage to make a change with their personal actions). Ask the others to provide feedback to the statements of each participant. If someone feels insecure, the other should practice providing verbal support and encouragement, and making suggestions how to overcome the fear.

Tips for facilitators: This is the last part of the seminar, though a very important one. This is the time when people can reflect a little on what they have learned and what they can use in their everyday life and work. Therefore, it is very important not to skip this part and give people enough time to think about what they could do when they go back to their work.

SESSION 7: Wrap-up – next steps; evaluation of the satisfaction from the training; evaluation of the new knowledge, skills, attitudes (post-training evaluation)

Objectives

Collect participants' opinions on the quality of the training (both formative and summative assessment);

Check the level of knowledge at the end of the training and compare with the results from the pre-training evaluation by using the same questionnaire;

Wrap up the training seminar and explain next steps and the support which CHOICE partners will provide to 4 pilot schools for introducing/upgrading their diversity and anti-bullying policies.

Learning outcomes

Participants are given opportunities to evaluate the training workshop and also to conduct self-evaluation of the knowledge they have gained in LGBTQI identities and issues;

Participants are familiarized with the next steps in the implementation of the CHOICE project and the support which the national partner of CHOICE will be able to provide to their school in the long term in relation to prevention and addressing of anti-LGBTQI bullying.

Activity	Duration (minutes)
Activity 1: Post-training evaluation of knowledge and formative evaluation of the training	45
Activity 3: Discussion of next steps, wrap-up and emotional assessment	60
Total	105

ACTIVITY 1: POST-TRAINING EVALUATION OF KNOWLEDGE, FORMATIVE AND SUMMATIVE EVALUATION OF THE TRAINING WORKSHOP (45 MINUTES)

Methods: individual work, self-reflection exercise, sharing in the large group

Materials: handouts with questionnaires

Open the session by stressing how important it is for you to collect feedback and be able to improve the trainings in the future. Ask participants to give their honest evaluation of the training. This is divided into two parts: the post-training evaluation of knowledge and the formative part (formative assessment questionnaire) which concerns the practicalities of the training.

Distribute the post-training evaluation questionnaire. Allow 15-20 minutes for filling in, then invite the participants to come back to the circle and share what changes in their level of knowledge and understanding of the LGBTQI identities and issues they have observed. Ask if the participants have also changed their attitudes to the issues that were covered in the training.

Ask them also to comment on the formative aspect of the training. Ask everyone to say a few words; no one should be overlooked in this sharing exercise.

ACTIVITY 2: DISCUSSION OF NEXT STEPS, WRAP-UP AND EMOTIONAL ASSESSMENT (60 MINUTES)

Inform the participants of the forthcoming activities in the CHOICE project and discuss how they can participate. Tell them about the support which the national partner of CHOICE will provide to 4 pilot schools in the country for introducing or improving their anti-bullying/diversity policy that is inclusive of LGBTQI.

Familiarize the participants with a list of LGBTQI organizations and resources which exist in the country and which can be used for further work on LGBTQI issues at school.

Emotional assessment: (30 minutes)

Put an empty glass jar in the center of the room. Invite every participant to write down on a sticky note the answer to this question: "Has something changed for me during the workshop? In what way?" Then ask each participant to put their sticky note in the jar. Together with the participants, go through the answers and then invite them to do the emotional assessment.

Invite the participants to sit in a circle facing each other. Start by commenting on the productive time spent together in the last one-and-a-half days. "We had an opportunity to gain new knowledge, reflect on our own attitudes, analyze the school environments and ourselves, learn from each other. Here we have a toy that symbolizes something that we are taking from today with us. We ask you to say 1-2 sentences each on what feelings, thoughts and insights you are taking from this training". Ask people to share openly with the group. Emotional evaluation helps to express emotions and to reflect upon their experience, that is why it should be done in a safe environment allowing people to reflect openly, without interrupting their reflections or making them feel the need to justify them.

When one participant is talking, the others should be asked to listen without interrupting and not to provide judgements on what they hear. It is important not to miss anyone in this sharing exercise. So do not forget to refer to people personally if they are quiet and ask them to share what they are taking from the training.

Moderators thank participants for their openness, collaboration and contribution and also share their own reflections.

Alternatively, you can use a yarn ball, ask participants to stand up and throw the ball from one person to another across the circle after they speak and share their emotional assessment. In this way, everyone will be connected to the others by holding to the yarn thread. At the end of the exercise, the facilitator can comment that the yarn thread symbolizes the network of like-minded teachers and other school staff that have already become committed to working for addressing and eliminating anti-LGBTQI bullying in the country.

Closing the workshop: Thank everyone for the intensive work during the training, for sharing personal experiences, knowledge and attitudes and his or her contributions as well as motivation to create a safer school environment.

ANNEXES

Annex 1: Pre-Training Evaluation Questionnaire

Please complete the following questions to reflect your opinions as accurately as possible and answer factual questions to the best of your knowledge. There are no "right" or "wrong" answers. Your responses will be anonymous and will never be linked to you personally. Once you have completed this questionnaire, please put it in the envelope provided and return it to the trainer.

Instructions: Please put a '**x**' in the box ☐ next to the answer of your choice or write in the grey space _____ provided, as the case may be.

DEMOGRAPHICS

1. **My age is:**

☐ 18-30 ☐ 31-50 ☐ 51-64 ☐ 65 and over

2. **My gender identity is (optional):**

☐ woman ☐ man

☐ other, please specify:_____+++_____

3. **My sexual orientation is (optional):**

☐ asexual ☐ bisexual

☐ heterosexual ☐ homosexual

☐ other, please specify: _____+++ +____

4. **My position at school is:**

☐ teacher

☐ principal

☐ school psychologist

☐ other school professional (please specify)

_____++++_____

_____++++_____

5. **What were your main reasons for taking part in the training?** *You may choose more than one*

☐ To improve my skills or knowledge.

☐ I was asked to take part by the school principal

☐ It may be of some use in a future.

☐ I was interested in this topic.

☐ It was the right thing to do.

☐ other, please specify:

_____++++_____

_____++++_____

_____++++_____

_____

ATTITUDE - SKILLS - KNOWLEDGE

6 **How likely are you to intervene if you witness a stigmatizing or discriminatory behavior against an LGBTQI student at your work place?**

☐ very likely ☐ most likely

☐ somewhat likely

☐ not very likely ☐ I do not know

7. **How likely are you to ask about the sexual orientation, gender identity and/or sex characteristics of a student who has shared a bullying incident that happened to them with you?**

☐ very likely ☐ most likely

☐ somewhat likely

☐ not very likely ☐ I do not know

8. **Where do you place yourself in terms of attitude towards LGBTQI people?**

inclusive   negative

  1   2   3   4   5   6   7   8   9   10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Do you agree with the statements below (Q10-Q12):

9. **"Generally speaking, LGBTQI students in my school are treated in the same way as any other student."**

☐ strongly agree ☐ agree

☐ neither agree nor disagree

☐ disagree ☐ strongly disagree

10. **"It's difficult to talk about sexual orientation, gender identity and/or sex characteristics at my school."**

☐ strongly agree ☐ agree

☐ neither agree nor disagree

☐ disagree ☐ strongly disagree

11. **"I think that the LGBTQI perspective should be an integral part of teachers' education curriculum."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

12. **How often do you use a neutral language (e.g.: "partner" instead of "boyfriend/girlfriend", and "parent" instead of "mother/father" etc.) when asking your students about their love life or family relations?**

☐ very often

☐ often

☐ somewhat often

☐ not very often

☐ not often at all

Do you agree with the statements below (Q14-Q16):

13. **"I would like all my students and colleagues to know that I care about the specific needs of LGBTQI students."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

14. **"I do not see how knowing that a student is lesbian, gay, bisexual, trans or intersex might affect my role at work."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

15. **"I think it is better if students keep information on their sexual orientation, gender identity and/or sex characteristics for themselves."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

16. **I know I have had significant professional experience**

with	Yes	No	I do not know
lesbian students	☐	☐	☐
gay students	☐	☐	☐
bisexual students	☐	☐	☐
trans students	☐	☐	☐
intersex students	☐	☐	☐

17. **Do you agree with the statement: "If I could decide by myself, I would feel comfortable to change my school environment to be more LGBTQI friendly."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

18. **The terms "sexual orientation", "gender identity" and "sex characteristics" are:**

☐ synonyms, as they all refer to a person's specific set of characteristics

☐ different, and they are not necessarily related nor do necessarily affect/imply certain specific development of the other ones

☐ different, but they are related and each one necessarily implies compliant results in the development of the other ones

19. **"At this point in my professional development, I feel that I have the competences and skills to help LGBTQI students feel accepted at school."**

    ☐ strongly agree   ☐ agree

    ☐ neither agree nor disagree

    ☐ disagree   ☐ strongly disagree

20. **Using a neutral language (e.g.: "partner" instead of "boyfriend/girlfriend", "parent" instead of "mother/father" etc.):**

☐ can be confusing, as it may not be very clear to whom the teacher is referring

☐ is not necessary for the majority of people, so it is the student that should make things clear when the teacher uses the wrong term or assume a standard situation

☐ is one of the things that a teacher can do in order to set an inclusive environment

21. **When speaking with transgender students, the teachers should:**

☐ refer to them with their legal name because this is what the role of the teacher requires

☐ be aware both of the trans student legal name and the name that a trans student has chosen for themselves but ask the student which name should be used in public

☐ refer to them with the name that the trans student has chosen for themselves

22. **The terms "gay" and "MSM (men-who-have-sex-with-men)" are:**

☐ different because "MSM" refers to a sexual behavior that does not necessarily imply that the person identifies as gay or bisexual

☐ synonyms, but "gay" is more well-known outside the LGBTQI community as well, while "MSM" is less known

☐ synonyms, but the term "gay" can also be used for women, whereas MSM specifically refers to a behavior between men

23. **Intersectionality. When speaking about LGBTQI people, this concept highlights social disadvantages and factors other than being LGBTQI that people can face:**

☐true   ☐false   ☐I do not know

24. **The fact that someone has an intersex body:**

☐ will not certainly become apparent, it is possible that some intersex people never find out at all

☐ will certainly become apparent at prenatal stage or at birth at the latest, as soon as it becomes clearly visible to medical staff

☐will certainly become apparent, but this could be at different times in life: at birth, during childhood, in puberty or even in adulthood

25. **"Maria is a trans woman":**

☐ Maria identifies as a man: her gender identity is female

☐ Maria identifies as a woman: her gender identity is female. However, at birth her assigned sex was male

☐Maria has both male and female sex characteristics, but she has chosen to identify as a woman

Thank you very much for completing this questionnaire.

Please now put your questionnaire in the envelope and hand it to the trainer.

Annex 2: Post-training evaluation questionnaire

DEMOGRAPHICS

1. **My age is:**

☐ 18-30   ☐ 31-50   ☐ 51-64   ☐ 65 and over

2. **My gender identity is: (optional)**

☐ woman ☐ man

☐ other, please specify:_____+++_____

3. **My sexual orientation is (optional):**

☐ asexual   ☐ bisexual

☐ heterosexual   ☐ homosexual

☐ other, please specify: _____+++ +____

4. **My profession is:**

☐teacher

☐principal

☐school psychologist

☐other school professional (please specify)

_____+++++_____

_____+++++_____

5. **The training fulfilled my expectations.**

☐ strongly agree   ☐ agree

☐ neither agree nor disagree

☐ disagree   ☐ strongly disagree

☐ other, please specify:

_____+++++_____

_____+++++_____

_____+++++_____

_____

ATTITUDE - SKILLS - KNOWLEDGE

6. **How likely are you to intervene if you witness a stigmatizing or discriminatory behavior against an LGBTQI student at your work place?**

☐ very likely   ☐ most likely

☐ somewhat likely

☐ not very likely   ☐ I do not know

7. **How likely are you to ask about the sexual orientation, gender identity and/or sex characteristics of a student who has shared a bullying incident that happened to him/her with you?**

☐ very likely   ☐ most likely

☐ somewhat likely

☐ not very likely   ☐ I do not know

8. **Where do you place yourself in terms of attitude towards LGBTQI people?**

inclusive   negative

1   2   3   4   5   6   7   8   9   10

☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐   ☐

Do you agree with the statements below (Q10-Q12):

9. **"Generally speaking, LGBTQI students in my school are treated in the same way as any other student."**

☐ strongly agree   ☐ agree

☐ neither agree nor disagree

☐ disagree   ☐ strongly disagree

10. **"It's difficult to talk about sexual orientation, gender identity and/or sex characteristics at my school."**

☐ strongly agree

☐ agree

☐ neither agree nor disagree

☐ disagree

☐ strongly disagree

---

11. **"I think that the LGBTQI perspective should be an integral part of teachers' education curriculum."**

16. **I know I have had significant professional experience**

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

12. How often do you use a neutral language (e.g.: "partner" instead of "boyfriend/girlfriend", and "parent" instead of "mother/father" etc.) when asking your students about their love life or family relations?

□ very often

□ often

□ somewhat often

□ not very often

□ not often at all

Do you agree with the statements below (Q14-Q16):

13. "I would like all my students and colleagues to know that I care about the specific needs of LGBTQI students."

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

14. "I do not see how knowing that a student is lesbian, gay, bisexual, trans or intersex might affect my role at work."

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

15. "I think it is better if students keep information on their sexual orientation, gender identity and/or sex characteristics for themselves."

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

with	Yes	No	I do not know
lesbian students	□	□	□
gay students	□	□	□
bisexual students	□	□	□
trans students	□	□	□
intersex students	□	□	□

17. Do you agree with the statement: "If I could decide by myself, I would feel comfortable to change my school environment to be more LGBTQI friendly."

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

18. The terms "sexual orientation", "gender identity" and "sex characteristics" are:

□synonyms, as they all refer to a person's specific set of characteristics

□different, and they are not necessarily related nor do necessarily affect/imply certain specific development of the other ones

□different, but they are related and each one necessarily implies compliant results in the development of the other ones

19. "At this point in my professional development, I feel that I have the competences and skills to help LGBTQI students feel accepted at school."

□ strongly agree   □ agree

□ neither agree nor disagree

□ disagree   □ strongly disagree

20. **Using a neutral language (e.g.: "partner" instead of "boyfriend/girlfriend", "parent" instead of "mother/father" etc.):**

☐ can be confusing, as it may not be very clear to whom the teacher is referring

☐ is not necessary for the majority of people, so it is the student that should make things clear when the teacher uses the wrong term or assume a standard situation

☐ is one of the things that a teacher can do in order to set an inclusive environment

21. **When speaking with transgender students, the teachers should:**

☐ refer to them with their legal name because this is what the role of the teacher requires

☐ refer to them with the name that the trans student has chosen for themselves

22. **The terms "gay" and "MSM (men-who-have-sex-with-men)" are:**

☐ different because "MSM" refers to a sexual behavior that does not necessarily imply that the person identifies as gay or bisexual

☐ synonyms, but "gay" is more well-known outside the LGBTQI community as well, while "MSM" is less known

☐ synonyms, but the term "gay" can also be used for women, whereas MSM specifically refers to a behavior between men

23. **Intersectionality. When speaking about LGBTQI people, this concept highlights social disadvantages and factors other than being LGBTQI that people can face:**

☐true   ☐false   ☐I do not know

24. **The fact that someone has an intersex body:**

☐ will not certainly become apparent, it is possible that some intersex people never find out at all

☐ will certainly become apparent at prenatal stage or at birth at the latest, as soon as it becomes clearly visible to medical staff

☐will certainly become apparent, but this could be at different times in life: at birth, during childhood, in puberty or even in adulthood

25. **"Maria is a trans woman":**

☐ Maria identifies as a man: her gender identity is female.

☐ Maria identifies as a woman: her gender identity is female. However, at birth her assigned sex was male

26. **Please, rate your knowledge after the training**

	Before	After	
1.	☐	☐	very good
2.	☐	☐	good
3.	☐	☐	acceptable
4.	☐	☐	poor
5.	☐	☐	very poor
6.	☐	☐	no knowledge

27. **Please, rate your skills after the training**

	Before	After	
1.	☐	☐	very good
2.	☐	☐	good
3.	☐	☐	acceptable
4.	☐	☐	poor
5.	☐	☐	very poor
6.	☐	☐	no skills

28. **How confident do you feel about applying your learning in your job role?**

☐ very confident
☐ confident
☐ somewhat confident
☐ not very confident
☐ not confident at all

EVALUATION of THE TRAINING

29. **How did you find the length of the training?**

☐ very good   ☐ good
☐ acceptable
☐ poor   ☐ very poor

30. **How did you find the structure of the training?**

☐ very good   ☐ good
☐ acceptable
☐ poor   ☐ very poor

□Maria has both male and female sex characteristics, but she has chosen to identify as a woman

31. How useful did you find the following methods in helping you learn?
(from **1** = *not useful* to **5** = *very useful*)

	1	2	3	4	5
Group discussion	☐	☐	☐	☐	☐
Brainstorming	☐	☐	☐	☐	☐
Case studies	☐	☐	☐	☐	☐
Role playing	☐	☐	☐	☐	☐
Lecture	☐	☐	☐	☐	☐
Small group work	☐	☐	☐	☐	☐
Individual self-reflection	☐	☐	☐	☐	☐

32. Please rate your trainers in the following areas
(from **1** = *very poor* to **5** = *very good*)

	1	2	3	4	5
knowledge in the subject/activity	☐	☐	☐	☐	☐
creating interest in the subject/activity	☐	☐	☐	☐	☐
relating the training to your job role	☐	☐	☐	☐	☐
understanding your needs	☐	☐	☐	☐	☐
responding to questions	☐	☐	☐	☐	☐

33. Please rate the following aspects of the training facilities and its administration
(from **1** = *very poor* to **5** = *very good*)

	1	2	3	4	5
administration and recruitment	☐	☐	☐	☐	☐
room/venue	☐	☐	☐	☐	☐
convenience of location	☐	☐	☐	☐	☐
technical support during training	☐	☐	☐	☐	☐
catering	☐	☐	☐	☐	☐

34. How often do you expect to be able to apply your learning in your job role?
☐ very often   ☐ often   ☐ somewhat often
☐ not very often   ☐ not often at all

35. How relevant were the following training parts/units in terms of future utility in your professional practice?
(from **1** = *completely not relevant* to **5** = *very relevant*)

	1	2	3	4	5
Session 1. Introduction, ground rules, concepts and terms	☐	☐	☐	☐	☐
Session 2. Exploring one's own attitudes	☐	☐	☐	☐	☐
Session 3. LGBTQI identities	☐	☐	☐	☐	☐
Session 4. The inclusive school	☐	☐	☐	☐	☐
Session 5. National legal framework and school anti-bullying policies	☐	☐	☐	☐	☐
Session 6. Personal commitment	☐	☐	☐	☐	☐

36. Would you recommend this training to your colleagues?
1. ☐ Yes   2. ☐ No   3. ☐ Not sure

36a. Please, explain briefly why:

37. What did you like the most and the least about this training?

38. How do you hope to change your practice as a result of this training?

39. If you have any comments, please add them here:
a) how did the training helped you in developing self-awareness on the discrimination and stigmatization affecting LGBTQI people at school:
b) comments about the relevance of the training:
c) comments about the content of the training:
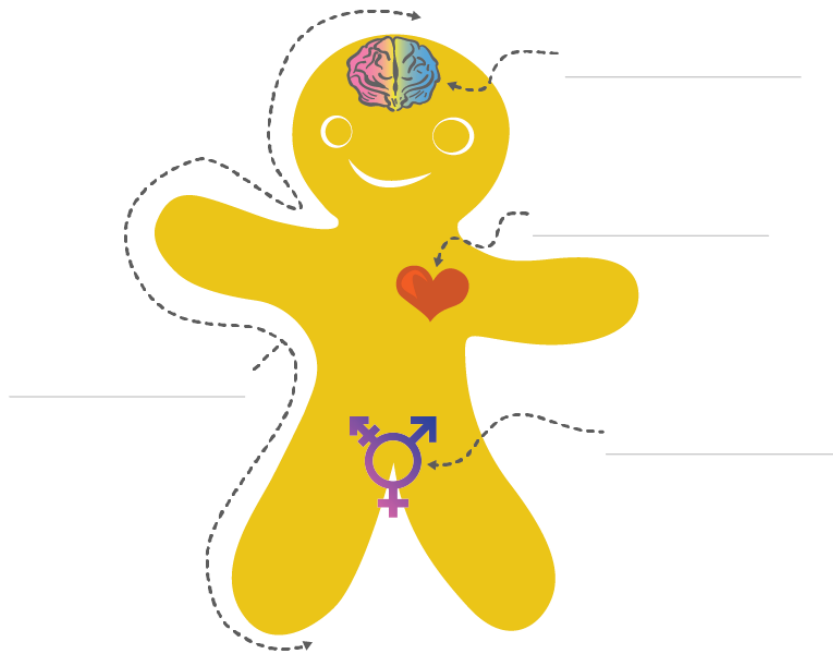d) comments about the training methods:

Thank you for completing the questionnaire!

Annex 3: The Genderbread Person (worksheet)

Materials can be downloaded from the link: https://www.genderbread.org/

The Genderbread Person v4

means a lack of what's on the right side

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann   For a bigger bite, read more at www.genderbread.org

Annex 4: Glossary

BASIC CONCEPTS

Sexual orientation: The emotional and/or sexual attraction towards other people.

Gender identity: The personal and internal way a person experiences their gender or the lack of a gender. The term "gender" in this case refers to the sum of roles, behaviors, norms and characteristics that each society, culture and/or class in a certain historical period ascribes as "typical" of men and women (based on the binary model of gender). It can coincide with the gender assigned at birth or not.

Gender expression: The ways in which a person expresses to others gendered behaviors and characteristics (such as masculinity, femininity or others). Characteristics such as haircuts, clothing, the way a person speaks and moves can be an expression of gender. We live in a society in which gender expression is expected and imposed to coincide with a person's gender identity; a man is expected to have a masculine gender expression and a woman – feminine one. This results in people that do not conform to this simplistic model being treated in a phobic or hateful way by society.

Sex characteristics: Sex characteristics include the primary (such as internal and external reproductive organs, chromosomes and hormones), as well as the secondary (such as muscle mass, body hair, breast development and other) characteristics of sex.

THE LGBTQI+ ACRONYM

Lesbian: A person that identifies as a woman and experiences emotional, romantic and/or sexual attraction to people of the same gender.

Gay: A person that identifies as a man, and experiences emotional, romantic and/or sexual attraction to people of the same gender. The term "gay" in Greece and Bulgaria is used mainly by men, although there are women that use this term to describe their sexual and/or romantic orientation identifying as gay or gay women.

Bisexual: A person that experiences emotional, romantic and/or sexual attraction to people of two or more genders. It is often used as an umbrella term to describe various forms of polysexuality.

Transgender: People whose gender is not the same as the gender they were assigned at birth. Trans people can identify their gender within the gender binary (identifying as trans men or trans women), or not (identifying as trans non-binary).

Queer: Queer is a complex term with multiple interpretations. In the past, it was used as a derogatory term for gay people, but in the 80's, it was reclaimed from activists and academics as a positive and confrontational self-description in an effort to challenge social norms around sexuality, sexual orientation, gender identity and/or other forms of normativity. It is often used by people that do not accept the traditional concepts of gender and sexuality and do not identify with any of the terms of the LGBTI+ acronym, but also as an umbrella-term for all LGBTI+ people. As a term, it also identifies with certain parts of the Queer Theory.

Intersex: Intersex individuals are born with sex characteristics that do not belong strictly to male or female categories, or that belong to both at the same time. "Intersex" is an umbrella-term and stands

for the spectrum of variations of sex characteristics that naturally occur within the human species. Intersex people can have any sexual orientation, gender identity and gender expression.

(+): The + symbol is used to include all the other identities on sexual orientation and/or gender identity that are part of the community, e.g. asexual, non-binary, pansexual, etc.

OTHER TERMS

Gender non-conforming (GNC): People who have a gender identity and/or gender expression that does not align completely with the gender they were assigned at birth.

Cisgender: Someone whose gender identity is the same as the gender that was assigned to them at birth. The term is used as the opposite of the term "trans".

Coming Out: Coming out refers to the process of sharing with others (friends, classmates, teachers, their parents or other family members) one's sexual orientation, gender identity and/or intersex status. Young people may choose to come out in order to be able to express themselves and be open about their identity. In many cases, the "outness" of an individual is "strategic" (Orne, 2011), which means that a person has to analyze and evaluate the attitude and beliefs of their fellow speaker before coming out to them. Coming out is not the same as outing: when a person is "outed" their identity is shared by others without their consent. Coming out is an important issue, especially for young people who may have been recently exploring or accepting their sexual orientation and/or gender identity. Coming out in school may be closely connected with incidents of bullying by peers in the school or other contexts (e.g. cyber-bullying), or negative reactions by educators and other school staff. Coming out is, also, "processual" (Liang, 1997: 291-292· Chirrey, 2003: 28) which means that it is not a single event that happens once but rather something that a person has to do many times in their lifetime.

Questioning: used by people that are exploring their gender identity and/or their sexual orientation

Straight / Heterosexual: A person that experiences romantic and/or sexual attraction to people of the "other" gender. The term is based on the notion that gender is a binary, which is why the component "hetero-" is used.

Use of language: All the terms mentioned above are the ones that are accepted and used by the LGBTQI+ community. Many terms that are commonly used to refer to LGBTQI+ people have negative connotations and are used in an abusive, stigmatizing and/or pathologizing way (e.g. transsexual, homosexual, transvestite, etc.). However, some people may use for themselves terms that are considered stigmatizing, usually in an effort to re-appropriate them. In your practice, use the most commonly accepted terms, but also respect the way each person may self-identify.

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