



Erasmus+

# UN-FRAMIED

YOUTH WORK TO RAISE AWARENESS  
ON LGBTQ+  
AMONG EUROPEAN YOUTH

TOOLKIT OF THE TRAINING COURSE

24TH-29TH MARCH 2018

CASA-LABORATORIO "IL CERQUOSINO",  
MORRANO, ORVIETO, ITALY





Erasmus+

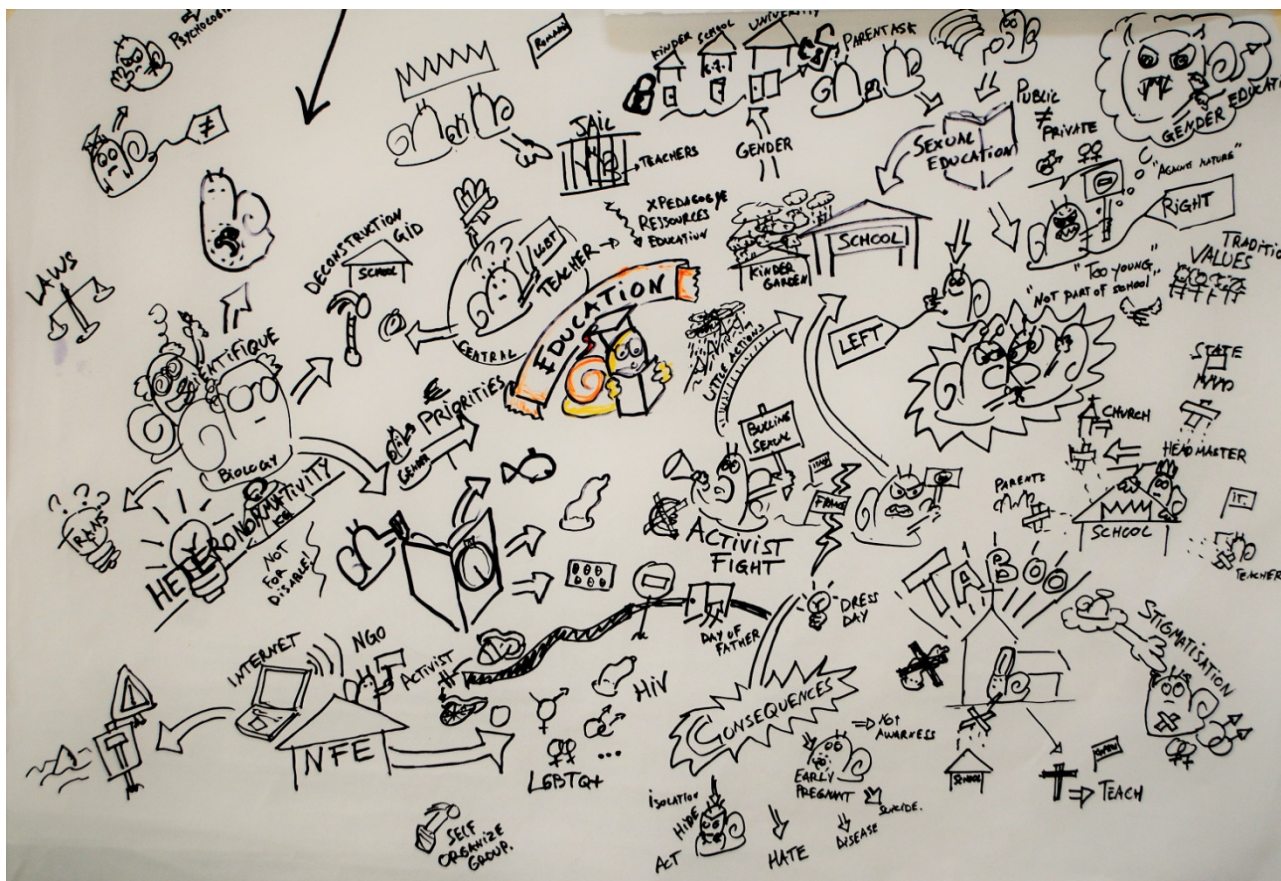
**Key Action 1**  
**Mobility project for young people and youth workers**  
**Mobility of youth workers**

# UN-FRAMED

# Youth Work to Raise Awareness on LGBTQ+ Among European Youth

**24th – 29rd March 2018 - 6 days**

**Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY**



# INDEX

■ GENERAL BACKGROUND	4
■ PROJECT DESCRIPTION	5
■ HOW TO USE THE TOOLKIT	7
■ METHODOLOGIES USED	8
■ LEARNING	9
■ AGENDA OF THE TRAINING COURSE	11
■ TOOLKIT of the TRAINING COURSE	14
■ INDEX OF THE ACTIVITIES	85



# GENERAL BACKGROUND

**LUNARIA** launched in 2012 a **medium term strategy** to promote gender equality, through mobility and voluntary service activities and projects.

The **PRIORITIES** are:

- ✚ To **raise awareness on gender-sensitive topics** and to **promote equity**.
- ✚ To raise **youth** awareness on the daily growth of discrimination and to equip them with tools to make sensitisation among other peers.
- ✚ To provide **youth workers** and **peer educators** with new tools to fight the discrimination wide-spread and to promote fair, intercultural approaches.
- ✚ To provide **local, international organizations** and **NGOs**, with new tools to conceive and implement actions and projects.
- ✚ To share **good practices** and **working methods** to make more effective the local and global action in Europe and world-wide.
- ✚ To create a **network** of different actors and organizations from the civil society, to promote equality and human rights.

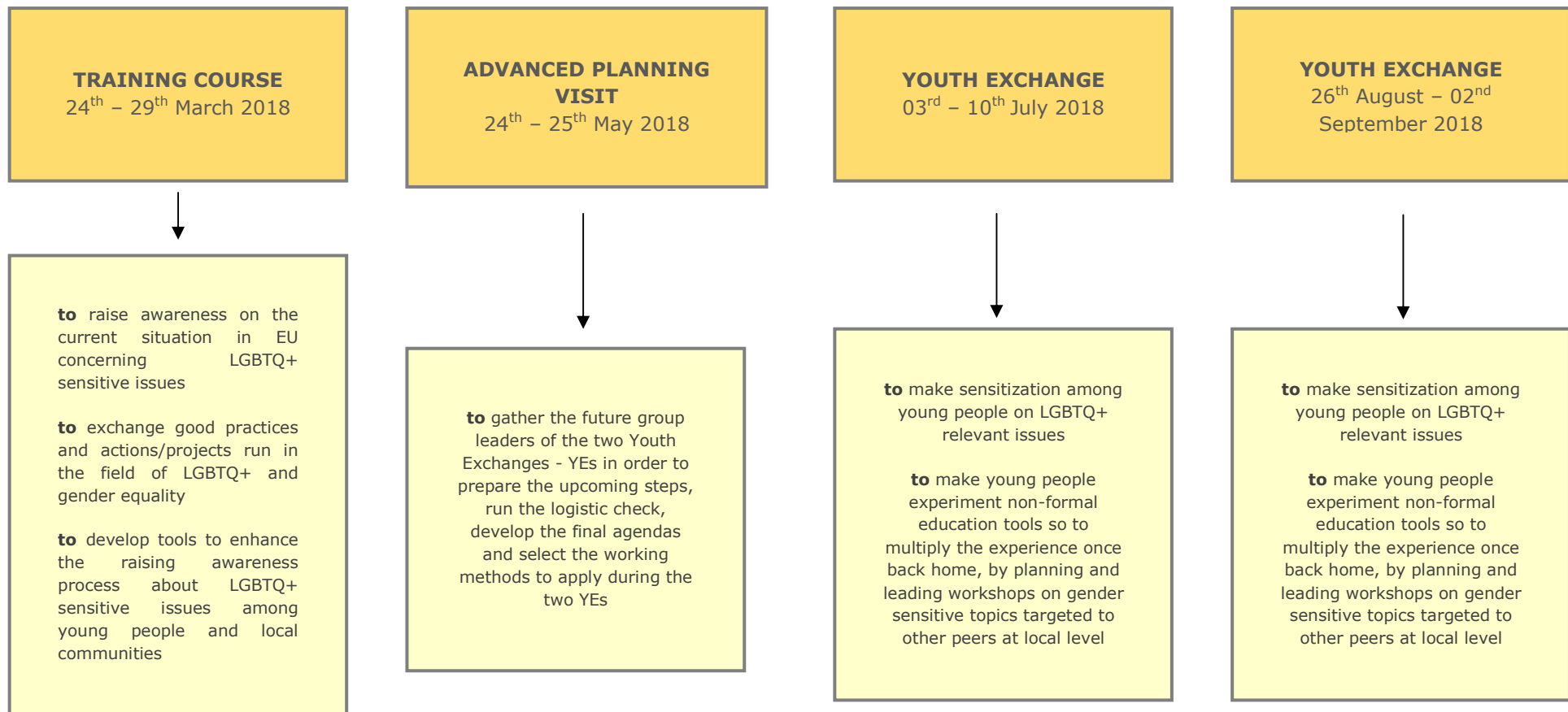
The **ACTORS**, target groups and beneficiaries of the actions implemented are young people, youth-social workers, local organizations and NGOs.

Within the gender equality strategy, the following projects have been already implemented:

- ✚ **TAG CLOUD Respecting and Valuing Gender and Generational Differences:** training course to develop new gender-sensitive tools for youth workers at local and national level;
- ✚ **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries:** capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour the women participation in short term local and international voluntary service projects;
- ✚ **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation:** capacity building project to follow up the work already started in Jambo, developing this time the action in the field of gender equality in EU and Latin American countries;
- ✚ **THE POT OF GOLD Education and exchange to fight hate speech and discrimination:** training course and youth exchange to fight discrimination based on gender and sexual orientation and the hate speech widespread toward LGBT+ individual and communities;
- ✚ **GEM Gender Equality & Migration:** training course and youth exchange to develop tools and methods to fight against the racism widespread and the different forms of hate speech toward migrant women;
- ✚ **STAGED! Struggling Against Gender-Based Discrimination through Youth Work, in EU and Asia:** capacity building project to follow up the work already started in Jambo and Pandora's Box, developing this time the action in the field of gender equality in EU and South Eastern Asian countries.

# PROJECT DESCRIPTION

**UN-FRAMED Youth Work to Raise Awareness on LGBTQ+ Among European Youth AIMS** to provide youth workers and activists with tools and methods to raise awareness among young people and local communities, on LGBTQ+ sensitive issues, and develop methodologies to afterwards create new raising awareness actions at local and international level.



# **The project is connected to the world-wide actions proposed by **Alliance of European Voluntary Service Organizations Network in 2016 and 2017****

## **Gender Equality Working Group**

aims to promote gender-sensitive approaches and behaves in IVS projects in EU and worldwide.

For info about the campaign promoted by GEWG check the Alliance webpage: [www.alliance-network.eu/committees-and-working-groups/gender-equality-working-group/](http://www.alliance-network.eu/committees-and-working-groups/gender-equality-working-group/)

GEWG Tumblr page: [notinmycamp.tumblr.com](http://notinmycamp.tumblr.com)

# HOW TO USE THE TOOLKIT

**AIM:** to offer a detailed description of each tool used during the International Training Course held in March 2018.

**ACTORS:** the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop actions to fight against the discrimination wide-spread, using participative methodologies.

Furthermore, it has been conceived as an extra tool for the organizations and participants involved in the Youth Exchanges forecasted in July and August 2018.

**OPEN FORMAT:** this project and the toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and not only. The format is structured to enhance the fight against discrimination based on gender and sexual orientation.

**FLEXIBILITY:** the Toolkit is conceived as a flexible tool. The idea is that the activities/tools presented can be used, readapted accordingly to the needs of the specific target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshop or to propose a single activity during a raising awareness action.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend to have a clear picture of the target group needs and profiles to be able, indeed, to bring adaptations.

# METHODOLOGIES USED

The activities implemented during the training course are realized within the **non-formal education setting**.

**NON-FORMAL EDUCATION – NFE** was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university).

Accordingly, to the *Council of Europe*, non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, [...] where young people meet [...] to undertake projects together [...] Non-formal education should also be:

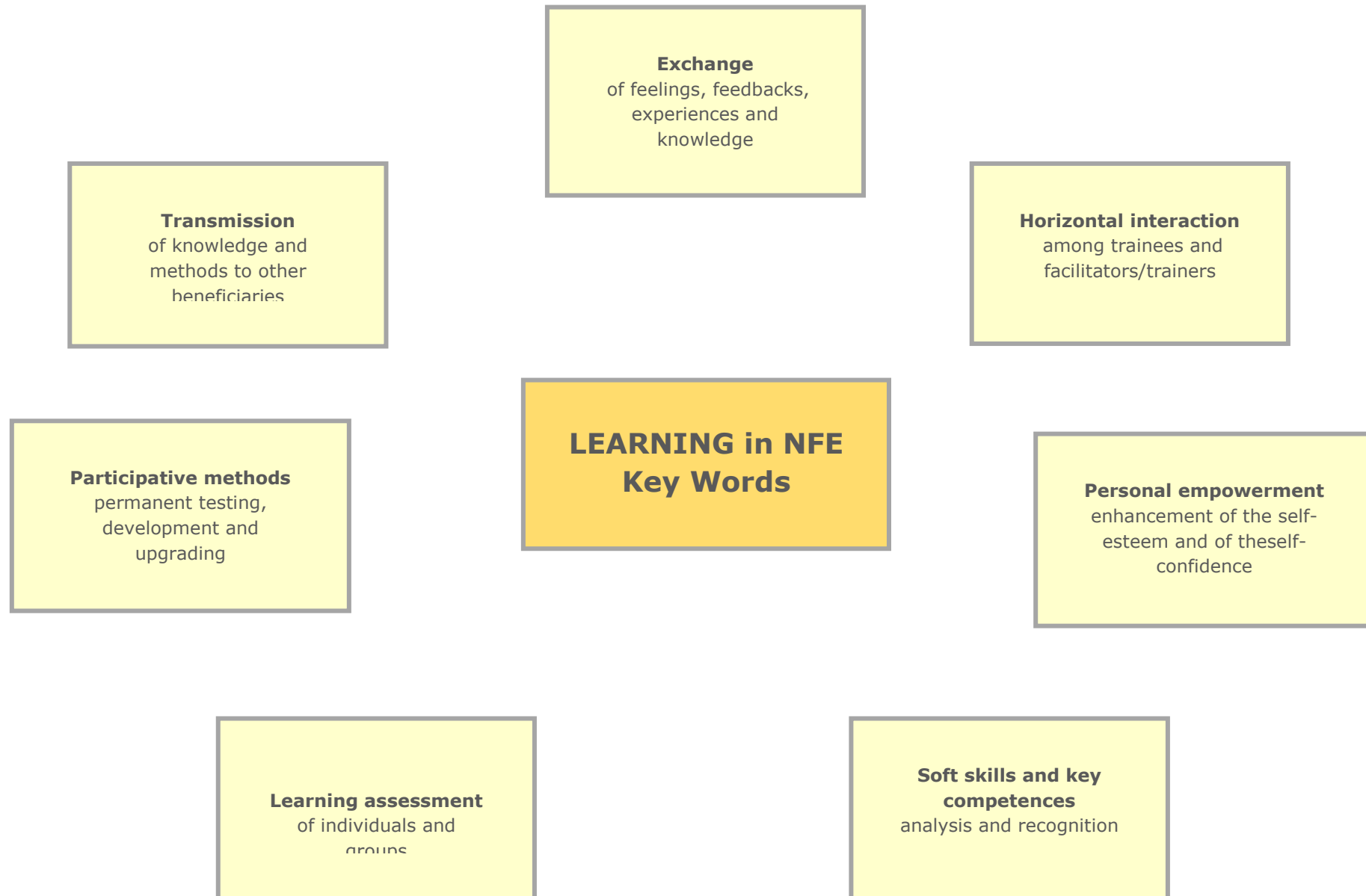
- ✚ Voluntary.
- ✚ Accessible to everyone (ideally).
- ✚ An organised process with educational objectives.
- ✚ Participatory.
- ✚ Learner-centred.
- ✚ About learning life skills and preparing for active citizenship.
- ✚ Based on involving both individual and group learning with a collective approach.
- ✚ Holistic and process-oriented.
- ✚ Based on experience and action.
- ✚ Organised accordingly to the needs of participants.

# LEARNING

**Learning** is articulated within non-formal education accordingly to a set of specific pillars:

- ✚ **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a targeted and coherent learning process.
- ✚ **Learner centred:** pedagogical approach centred on the learner and based on the promotion of participatory approaches.
- ✚ **Life-long-learning - LLL approach:** human beings never stop learning and developing, all human beings learn different things in different moments and in different spheres of their life. LLL approach encourages the development of competences, knowledge and skills all along the life.
- ✚ **Shared learning path:** among the learners and within the group, encouraging a horizontal exchange of knowledge within the learners and experts.
- ✚ **Flexibility:** methods have to be readapted all along the process, taking into account the learning needs of participants and of the involved actors.





# AGENDA OF THE TRAINING COURSE

DAY	MORNING	AFTERNOON
<b>DAY 1</b> <b>24<sup>th</sup> March 2018</b>	<b>NAME GAMES</b> Name Round Alphabetic Order Portrait <b>GETTING TO KNOW EACH OTHERS</b> The Clock <b>TEAM BUILDING – step 1</b> The Tower	<b>FEARS, EXPECTATION, CONTRIBUTION</b> The Garden <b>LGBTQ+ - step 1</b> The Gallery <b>TEAM BUILDING – step 2</b> Flower Field
<b>DAY 2</b> <b>25<sup>th</sup> March 2018</b>	<b>LGBTQ+ - step 2</b> Timeline of LGBTQ+ <b>LGBTQ+ - step 3</b> Cafeteria	<b>LGBTQ+ - step 4</b> One Step Forward <b>ACTIONS – PROJECTS</b> Walking through Actions
<b>DAY 3</b> <b>26<sup>th</sup> March 2018</b>	<b>MORAL-ETHIC-VALUES</b> Abigail <b>WORDS AND LABELS</b> Canadian Box Fish Bowl	<b>COMMUNICATION</b> Active Listening <b>TOOLS</b> Tool Fair
<b>DAY 4</b> <b>27<sup>th</sup> March 2018</b>	<b>TRAINING in ACTION PREPARATION – step 1</b> Blind Snake Toolkit	<b>TRAINING in ACTION – PREPARATION – step 2</b> Work in Groups
<b>DAY 5</b> <b>28<sup>th</sup> March 2018</b>	<b>TRAINING in ACTION IMPLEMENTATION</b> TiA Implementation Feedbacks Workshop 1	<b>TRAINING in ACTION IMPLEMENTATION</b> Workshop 2 <b>TRAINING in ACTION IMPLEMENTATION</b> Workshop 3
<b>DAY 6</b> <b>29<sup>th</sup> March 2018</b>	<b>TRAINING in ACTION IMPLEMENTATION</b> Workshop 4 <b>TRAINING in ACTION EVALUATION</b> Tools evaluation The perfect facilitator	<b>LEARNING</b> Evaluation in different station The circle of words



DAY 1  
24TH MARCH

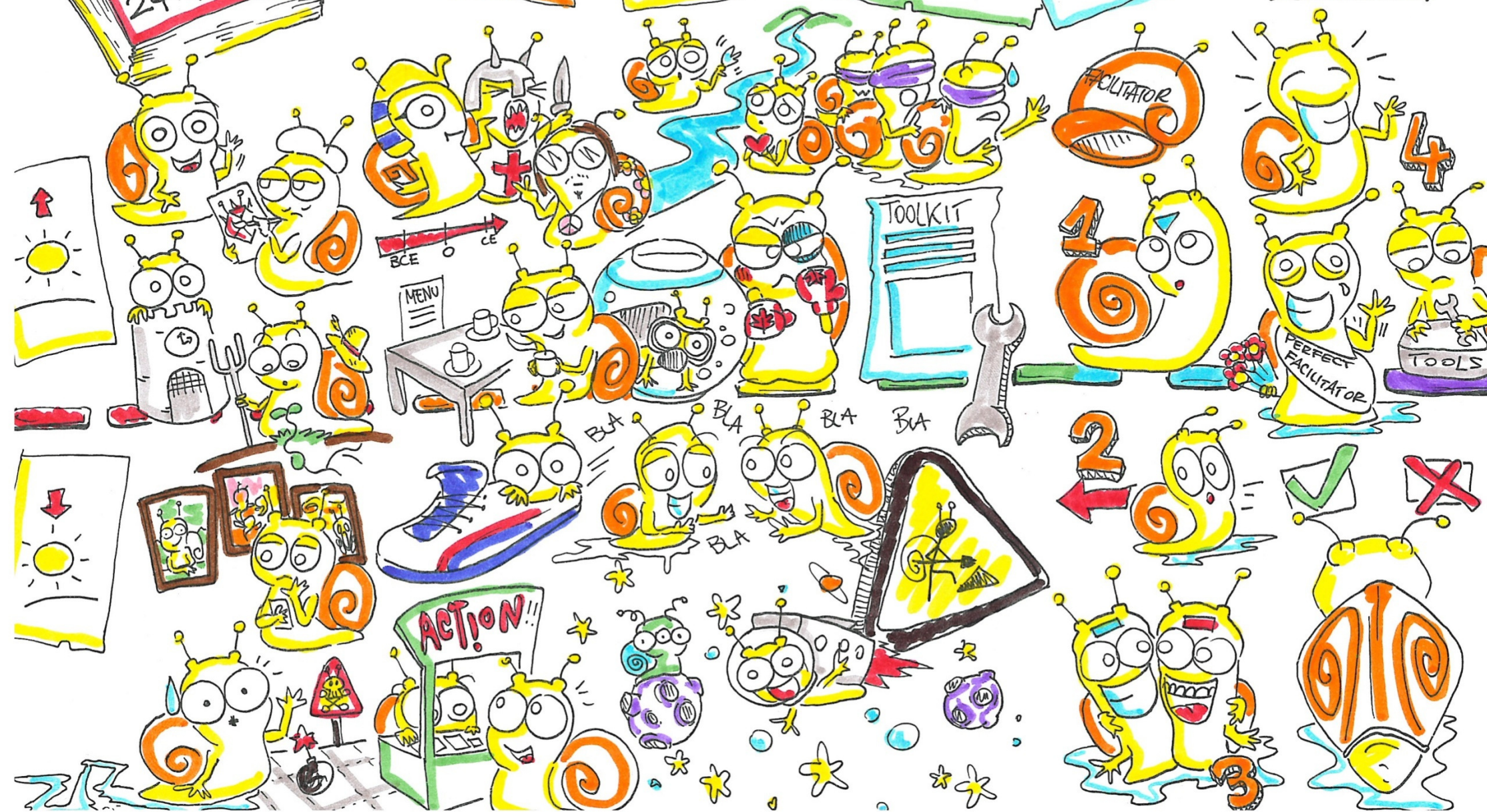
DAY 2  
25TH MARCH

DAY 3  
26TH MARCH

DAY 4  
27TH MARCH

DAY 5  
28TH MARCH

DAY 6  
29TH MARCH







# TOOLKIT of the TRAINING COURSE



## NAME GAMES

<b>TITLE</b>	<b>Name Round</b>
<b>TOPIC/S</b>	Getting to know each other's
<b>AIM</b>	To remember the names and to make participants interact
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>MATERIAL</b>	/
<b>DURATION</b>	20 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are invited to stand in a circle, one by one saying their names and their preferred pronoun, following the circle order.</p> <p><b>Step 2.</b> participants are still standing in a circle, one is starting saying their name and adding one sound or a gesture. Then all the group repeats the name and the sound. The second is saying their name and a different sound and then all the group repeats the name and the sound.</p>

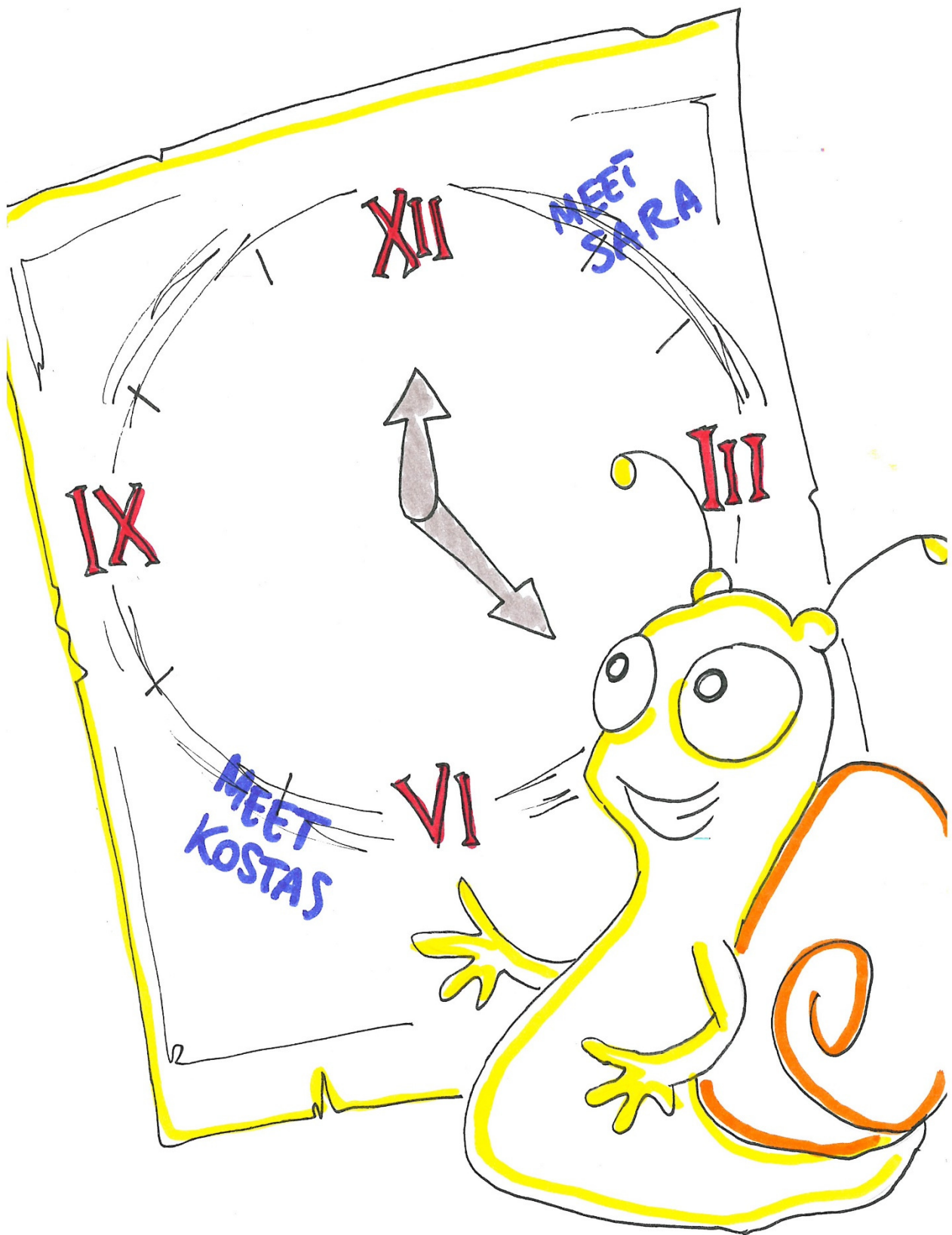
<b>TITLE</b>	<b>Alphabetic Order</b>
<b>TOPIC/S</b>	Getting to know each other's
<b>AIM</b>	To make the group refresh the names; to reflect on the fact there are several, different types of communication and that there are also many ways to communicate non verbally
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>MATERIAL</b>	Adhesive tape/rope
<b>DURATION</b>	20 minutes



<b>DESCRIPTION</b>	It's explained that a competition is starting and participants are divided in 2 groups, each one representing a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silence, participants have to find "alternative ways" to communicate. When they move from their position their feet have to keep touching the adhesive tape line. The first task is to create the alphabetic order of the team from A to Z. The group that believes to have fulfilled the task as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that believes to have fulfilled the task as a first have to raise the arms.
--------------------	---

<b>TITLE</b>	<b>Portrait</b>
<b>TOPIC/S</b>	Getting to know each other/Group cohesion
<b>AIM</b>	To remember the names and to make participants interact
<b>TOOL TYPE</b>	Ice breaker/Getting to know each other's
<b>MATERIAL</b>	A4 papers and markers
<b>DURATION</b>	20 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants stand in a circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p><b>Step 2.</b> when the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 3.</b> when the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 4.</b> when the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 5.</b> when the trainer says "go!" they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are put on the wall.</p>

<b>TITLE</b>	<b>The Clock</b>
<b>TOPIC/S</b>	Getting to know each other's
<b>AIM</b>	To make participants interact and get in touch in an interactive way
<b>TOOL TYPE</b>	Getting to know each other's
<b>MATERIAL</b>	Printed copies with the Handout, pens, clock
<b>DURATION</b>	45 minutes – the duration depends on the n. of appointments fixed
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants have to draw on a piece of paper a clock. The clock in this case has 12 hours corresponding to the 12 questions of the Handout below but it's possible to include how many questions as we prefer. Participants are asked to take, in each hour, one appointment with another person (no more people in the same meeting are allowed).</p> <p><b>NOTE:</b> also in this case the facilitator can include many hours as the number of appointment they would like to have, accordingly to the time at disposal.</p> <p><b>Step 2.</b> when the facilitator says, for example: "it's 1" all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the other person they can take key word or small notes on the clock, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p> <p><a href="#">See Handouts below.</a></p>



## HANDOUT\_THE CLOCK QUESTIONS

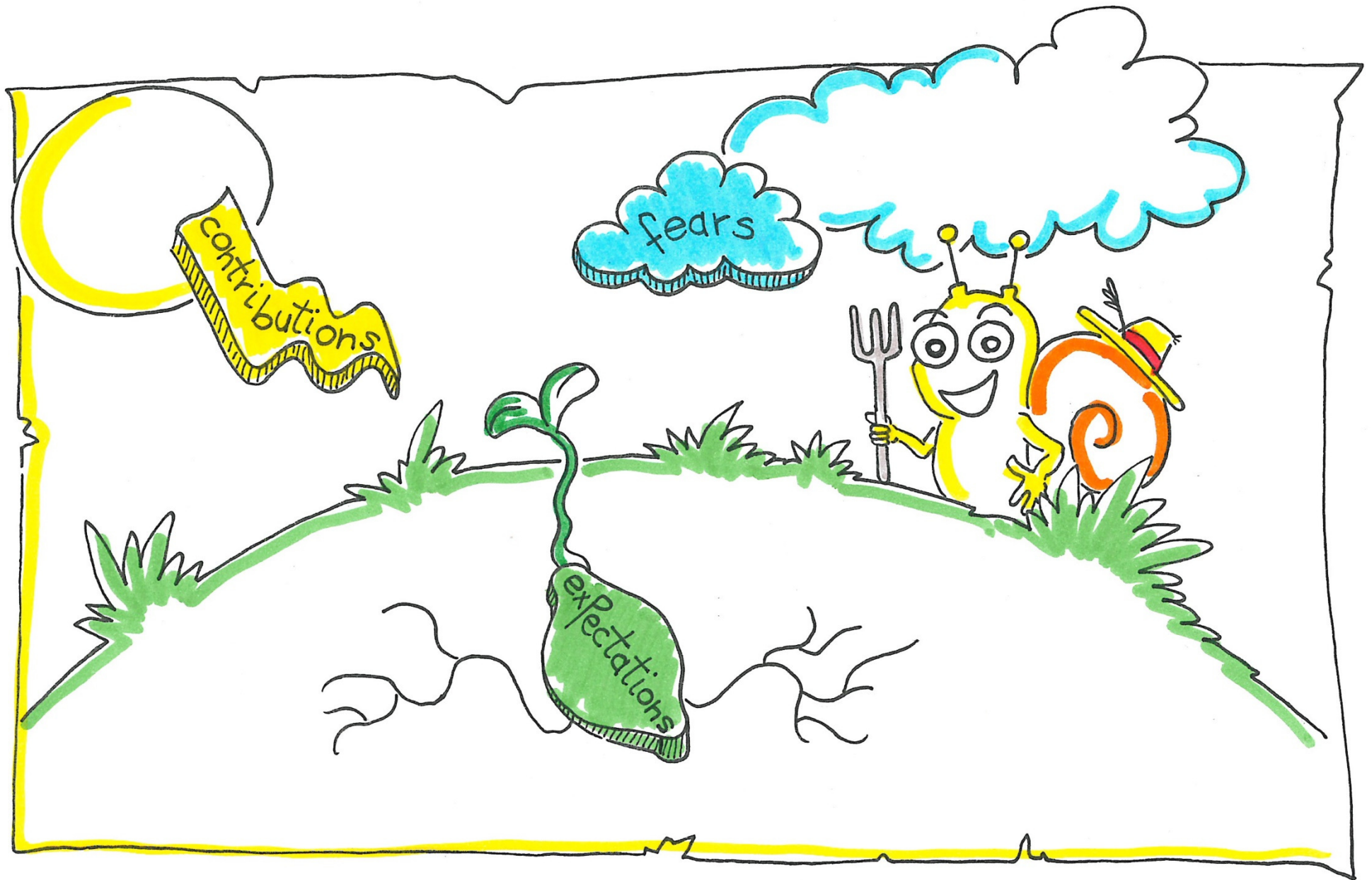
WHO ARE YOU?
A SECRET TALENT THAT YOU HAVE
WHAT MAKES YOU SPECIAL?
WHAT ACTIONS RELATED TO GENDER HAVE YOU DONE?
A QUOTE THAT MOVES YOU
SOMETHING YOU STAND FOR
PLEASE SING ME YOUR FAVOURITE SONG
WHAT IS GENDER FOR YOU?
HOW DO YOU SEE YOUR-SELF IN 10 YEARS
IF YOU WOULD BE FREE, WHAT WOULD YOU DO?
YOUR FAVOURIRE BOOK/MOVIE ... WHY?
SOMETHING YOU ARE PROUD OF

<b>TITLE</b>	<b>The Tower</b>
<b>TOPIC/S</b>	Team Building
<b>AIM</b>	To make participants interact in a funny and stimulating way, to encourage the group dynamics analysis, to reflect about the different roles in the group
<b>TOOL TYPE</b>	Team building, construction, communication exercise,
<b>MATERIAL</b>	Different objects, recycled material (e.g. paper, balloons, carton ...), scotch, scissors, rope
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are divided in 4 groups (approximately 7 people each group). Participants are asked to close their eyes and within each group, some members receive an impairment (e.g. they are mute, they cannot see, they cannot use their hands). Each group receives different objects in equal number and the task: they have to build the highest and strongest tower in the world.</p> <p><b>Step 2.</b> the competition starts and each group has at disposal 15 minutes to create the tower.</p> <p><b>Step 3.</b> once the time it's over, each group should visit the other group's stations, to see the tower.</p> <p><b>Step 4.</b> it follows the debriefing in plenary.</p> <p><b>Key questions for the debriefing:</b></p> <ul style="list-style-type: none"> <li>🚧 What happened within your group?</li> <li>🚧 Did everybody equally participate?</li> <li>🚧 Did you feel included?</li> <li>🚧 What dynamics did you notice?</li> <li>🚧 Did you turn into practice any strategy?</li> </ul>

<b>TITLE</b>	<b>The Garden</b>
<b>TOPIC/S</b>	Expectations, fears and contributions
<b>AIM</b>	To share within the group the expectations toward the training, the fears and the contributions that participants are thinking to bring
<b>TOOL TYPE</b>	Getting to know each other's
<b>MATERIAL</b>	Flipchart, post-it, pens, markers
<b>DURATION</b>	<p>20 minutes: presentation of the activity and first step in filling up the garden</p> <p><b>NOTE:</b> this activity is conceived to be then run at the end of each training day so to evaluate the development of the expectations, fears and contributions of participants. For this reason, we recommend to allocate a slot of 5 – 10 minutes at the end of each day, where participants are asked to be back on the garden drawing and filling it.</p> <p>Moreover at the end of the project, the Garden Model can be used as evaluation tool to analyse the individual learning process of participants.</p>
<b>DESCRIPTION</b>	<p>Trainers have prepared a flipchart where is drawn a garden, with grass, the sky and the sun.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> the first day Participants receive 3 post-it with different shapes:</p> <ul style="list-style-type: none"> <li>✚ one (with the shape of a seed) representing the expectations: they have to put it under/on the level of the grass.</li> <li>☁ one (with the shape of a cloud) representing the fears: they have to put it on the sky.</li> <li>☀ one (with the shape of a sun ray) representing the contributions toward the training: they have to put it on the sun.</li> </ul> <p>They are given time to fill them and then to stick them on the flipchart.</p> <p><b>NOTE:</b> 1 expectation, 1 fear and 1 contribution for each participant.</p> <p><b>Step 2.</b> at the end of every day participants should go back on the Garden Model: starting from the seeds, they have to develop the drawing (e.g. roots, flower, plant ...) accordingly to the personal development of their expectations. In the meantime, they can also move their fears or contributions accordingly their evaluation of the day.</p> <p><a href="#">See Handout below.</a></p>



# HANDOUT\_THE GARDEN



<b>TITLE</b>	<b>The Gallery</b>
<b>TOPIC/S</b>	LGBTQ+ issues - first steps
<b>AIM</b>	To make participants reflect on key definitions within the LGBTQ+ sphere and to encourage the critical thinking
<b>TOOL TYPE</b>	Plenary activity, exhibition
<b>MATERIAL</b>	Photos, tables and the room set as a museum with an exhibition, post-it and pens, printed copy with the Handout
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> the room is set as a museum hosting an exhibition (with photos and definitions). Soft music on the background. Participants are entering the room and can move freely in the space, having a look to the different pictures and definitions.</p> <p><b>NOTE:</b> leave close to each photo and definition a set of post-it and give participants the possibility to add comments on the post-it. They can say if they agree or not with the definitions, and what do they think about the photos.</p> <p>It follows a debriefing to reflect on feelings and impressions of participants. The debriefing should be also focused to reflect on the way we do use "definitions", with the emphasis on the importance of developing a critical approach toward them.</p> <p><b>NOTE:</b> we recommend you to search on Internet for simple and basic definitions for the Gallery, so that participants can agree or disagree on them and add extra elements. It will further enhance the active involvement and participation.</p>

<b>TITLE</b>	<b>Flower Field</b>
<b>TOPIC/S</b>	Getting to know each other and group creation
<b>AIM</b>	To create the group and start the reflection on the internal group dynamics
<b>TOOL TYPE</b>	Groups creation/First steps in group dynamics/Non-verbal communication
<b>MATERIAL</b>	Scotch tape
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> before to start the activity the workshop rooms has to properly arranged in the following way: the scotch tape has to be put on the floor so to create a rectangular pattern. Inside the rectangle, other strips in horizontal and vertical are added (as a chessboard). The distance between the strips has to be the same.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are divided in 2 groups and they receive simultaneously the same task: they have to pass through the flower field and arrive to the opposite part of the rectangle. One group is starting from the right side and the other from the left side.</p> <p><b>NOTE:</b> only the facilitator has the map and knows the path to follow.</p> <p><b>Step 2.</b> before to start the group is left 5 minutes in silence to study how to fulfil the task. Then the activity of the two groups starts simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.</p> <p><b>Step 3.</b> both the groups are called back and have 3 minutes to study how to fulfil the task. This time they can talk. Then the activity of the two groups starts again simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.</p> <p><b>Step 4.</b> it follows a debriefing focused on: relation within the group members, communication, competition with the other group, cooperation.</p> <p><b>RULES FOR THE FLOWER FIELD:</b></p> <ul style="list-style-type: none"> <li>✚ it's not possible to talk.</li> <li>✚ no more than one participant can be on the frame delimited by the scotch tape.</li> <li>✚ participants have to pass in chain hand in hand – the chain cannot be broken.</li> </ul>

## LGBTQ+ - step 2

<b>TITLE</b>	<b>Timeline of LGBTQ+</b>
<b>TOPIC/S</b>	LGBTQ+ timeline of relevant historical moments
<b>AIM</b>	To make participants discover and deepen some relevant moments in gender and LGBTQ+ history
<b>TOOL TYPE</b>	Work in groups, artistic methodology
<b>MATERIAL</b>	Printed copies with the Timeline Handout, any material needed for the performances
<b>DURATION</b>	75 minutes
<b>DESCRIPTION</b>	<p>The activity is organized according to the following steps:</p> <p><b>Step1:</b> participants are divided in five different groups and receive an historical period in the timeline to read: ANCIENT TIMES, MIDDLE AGES, MODERN AGE, XX CENTURY and XXI CENTURY. 20 minutes are allocated for them to cluster and select the three most relevant events within the period of time received.</p> <p><b>Step2:</b> still in their groups, participants are asked to select one out of those three event, to represent with a short theatre sketch. The sketch should be maximum 2 minutes long.</p> <p><b>Step3:</b> back in plenary, starting from the oldest time period, each group represent the historical moment chosen. 5 minutes are allocated in the end of each sketch for the audience to comment the event and for the acting group to explain why it was relevant for them.</p> <p>It follows a recap of each historical era, using a Timeline realized with the Graphic Facilitation, eventually arriving to nowadays.</p> <p><a href="#">See Handout below.</a></p>

## ANCIENT TIMES

**Cultures such as the Indian, Chinese, Egyptian, Greek and Roman accommodate homosexuality and cross-dressing among a minority of its citizens since the earliest recorded times. The castration of homosexual slaves and house servants becomes a custom of the Middle East, and Jewish tribes criminalize homosexual behaviour.**

8000 B.C. The world's earliest depictions of homosexuality are found in the ancient San rock paintings of Zimbabwe, Africa.

3100. The Mahabharata of India describes how Arjuna was well-received in the palace of Maharaja Virata while spending one year as a cross-dressing transgender.

2697. Legendary Chinese Emperor, Huang Di, is described having male lovers and is by no means alone in the history of China's ancient ruling monarchs.

2460. One of the earliest Egyptian pharaohs associated with homosexuality is King Neferkare, who is described having an affair with his top military commander, Saset, during the Sixth Dynasty.

2450. An Egyptian tomb of two royal manicurists, Niankhkhnum and Khnumhotep, depicts the couple embracing and nose kissing with the inscription "joined in life and joined in death."

2100. The custom of castrating homosexual slaves and house servants is established in Ancient Assyria.

2040. The Contendings of Horus and Seth, a text of Egypt's early Middle Kingdom, narrates a homosexual union between the two gods.

1200. The Jewish prophet Moses condemns cross-dressing and homosexuality in the Torah (Book of Leviticus), punishing the latter by death for both men and women.

1075. The Code of Assura from Middle Assyria prescribes castration for soldiers caught engaging in passive homosexual behaviour.

800. The Shatapatha Brahmana, a text from India's Vedic Period, mentions homosexual union between the brother-gods, Mitra and Varuna. Eighth-century Greek epics like the Iliad and Odyssey portray homosexual unions between gods and young men such as Zeus and Ganymede, Poseidon and Pelops, Apollo and Hyacinth, etc.

700. The custom of castrating homosexual slaves and house servants is introduced into Persia from conquered Assyria and Media.

600. On the island of Lesbos in Greece, Sappho becomes highly regarded as a female poet and writes many poems speaking of love and infatuation between women.

445. Plato and Xenophon, two prominent disciples of Socrates, describe their teacher as "helpless" among beautiful, adolescent boys. Plato further writes: "Same-sex love is regarded as shameful by barbarians and by those who live under despotic governments, just as philosophy is regarded as shameful by them."

400. India's renowned medical text, the Sushruta Samhita, describes homosexual, transgender and intersex conditions as inborn and incurable. Historian Herodotus describes Middle Eastern slave traders selling castrated boys in Sardis to satisfy the lust of wealthy Greeks. The practice of

castration, he writes, is considered "undignified, with only a few exceptions."

338. The Sacred Band of Thebes, a homosexual army comprised of more than three hundred soldiers, is defeated by Phillip II of Macedon and his son, Alexander the Great.

334. In Troy, Alexander the Great and Hephaestion profess their love by garlanding the statues of Achilles and Patroclus.

330. Bagoas, the favourite male concubine of Persia's emperor Darius III, is presented to Alexander the Great as a gift after the emperor's death.

300. India's Manusmriti (Manu Samhita) lists homosexual behaviour as a minor offense for ordinary, twice-born males and for underage, unmarried girls but does not condemn it otherwise.

200. The Cybele cult of Greece holds initiation rites wherein men voluntarily castrate themselves, wear women's clothing, and assume female names and identities.

100. India's Narada-smriti includes homosexuals in its list of men who are impotent with women and declares them incurable and unfit for marriage to the opposite sex. Roman historian Diodorus Siculus documents one of the earliest known references to homosexuality among the Celtic tribes of Britannia and northern Gaul.



## MIDDLE AGES

**With the advent of Christianity, homosexuality and cross-dressing are criminalized in the Roman Empire but remain widely accepted throughout the rest of the world. Western Europe resists the Middle Eastern practice of male castration. With the growth of Christianity and the advent of Islam, the criminalization of homosexuality and cross-dressing spreads across Eurasia and into Africa. Although driven underground, the practice itself remains widespread and in most cases silently tolerated within the shadows of society. The Middle Eastern custom of castrating homosexual slaves and house servants becomes commonplace in the East Roman Empire (Byzantium) and is introduced into northern China and India. Oblivious to the outside world, American and South Sea natives maintain their traditional acceptance of homosexual behaviour and cross-dressing.**

0 A.D. In the first century, castration is banned throughout the Roman Empire.

100. Greek moralist Plutarch describes the many male lovers of Heracles (Hercules) that include Apollo, Aberus, several of the Argonauts, Nestor, Iolaos and others said to be beyond counting.

300. The Kama Sutra is put into writing during India's prosperous Gupta Period. The renowned text describes homosexual practices and people in much detail and refers to them as a third nature or sex (tritiya-prakriti).

303. Two Roman officers, Sergius and Bacchus, are executed in Syria for preaching Christianity. They are later recognized as saints and become a model for the same-sex union or "wedded brotherhood" ceremonies performed in the Christian world from the eighth to the eighteenth century.

313. Rome enacts the Edict of Milan, which ends all religious persecution and returns confiscated property to the Church.

324. The Roman Empire effectively becomes a Christian state with the ascension of Emperor Constantine I.

389. Rome enacts its first law against homosexual citizens under Christian leadership, taking away their right to make or benefit from wills.

370. The Roman Empire criminalizes sex between men with a prescribed penalty of death by burning.

632 A.D. Shari'a Law is formulated during the seventh century and gradually established throughout the Islamic world. It punishes homosexuality by flagellation or death by stoning, burning, collapsing a rock wall upon, or throwing off from a high point.

642. The Visigothic Code is crafted in Spain and gradually established throughout Christian Europe. It orders castration or death by burning for anyone convicted of "sodomy."

700. The custom of castrating homosexual slaves and house servants is introduced into northern China by Muslim merchants during the eighth century.

780. Korean Emperor Hyegong is executed fifteen years after his ascent to the throne when royal subordinates can no longer tolerate his effeminate behaviour.

800. Traditional legends and practices of the Norse are put into writing, some of which include homosexual practices and cross-dressing.

1000. The custom of castrating homosexual slaves and house servants is introduced into northern India by Muslims during the eleventh century. Temple construction flourishes on the Indian subcontinent and some are adorned with openly erotic images depicting homosexuality.

1100. Archbishop Theophylaktos argues in favour of eunuchs as an important and contributing social class of Byzantine society in his work, *Defense of Eunuchs*. Eunuchs are placed in charge of guarding the Prophet Mohammed's tomb in Medina during the twelfth century or earlier.

1184. Roman Catholic Inquisitions begin in France using torture to extract confessions and punishing homosexuality by death. The Inquisitions spread across the globe and remain in effect for more than seven centuries.

1327. England's King Edward II is grotesquely executed after refusing to end his "unnatural" relationship with Hugh Despenser, a son of the earl of Winchester.

1351. Slavery and male castration reach their peak in India under the Islamic rule of Firuz Shah Tughlaq of the Sultanate of Delhi.

1453. Ottoman Turks conquer the Byzantine Empire and attitudes toward homosexuality improve under the new Islamic emperor, Mehmet II.

1486. In Bengal, India, transgender dancers bless the newborn child Nimai (Sri Caitanya Mahaprabhu), an important incarnation of Radha and Krsna.

1492. On his quest to find a shorter route to India, Christopher Columbus discovers the New World.

## MODERN AGE

**Christian Europe wages its greatest assault upon homosexuality to date while the practice remains silently tolerated in the Muslim world. Expeditions into sub-Saharan Africa, the New World and the South Seas reveal an astonishing acceptance of homosexuality and cross-dressing among the indigenous people there. France becomes the first Christian nation to repeal its sodomy laws. In the Nineteenth century, France, Holland, Spain and Portugal repeal their sodomy laws along with those of their colonies while Great Britain, the United States, Canada and Australia manage only to reduce their penalties from death by hanging to long prison sentences. Britain's harsh sodomy laws are implanted into all of its many important colonies around the world. The Islamic world maintains a mostly silent tolerance of homosexuality and the practice of male castration dissipates in unison with the global slave market. Germans usher in the world's very first homosexual rights movement.**

1519 A.D. In a report to King Carlos V of Spain, conquistador Hernando Cortez reports widespread homosexuality among the Veracruz natives of Mexico.

1528. Spanish conquistador Francisco Pizarro gives detailed reports of Incan priests and chieftains engaged in cross-dressing rituals and sodomy.

1533. King Henry VIII of England establishes the Buggery Act, which replaces the penalty for homosexuality from castration or burning at the stake to public hanging.

1536-1821. Thirty homosexuals are burned at the stake in Portugal during the Portuguese Inquisition.

1570-1630. More than one hundred homosexuals are burned at the stake in the city of Zaragoza, Spain, during the Spanish Inquisition (1478-1834).

1591-1593. In one of the earliest accounts of homosexuality in Africa, a series of court records from Portugal's Brazil colony describes sodomitic practices among the natives of Angola and Congo.

1599. Rome sanctions the castration of young boy singers known as castrati.

1625. Jesuit priest Joao dos Santos writes of a class of native Africans in Portuguese Angola, known as chibados, who dress like women, marry other men and "esteem that unnatural damnation an honour."

1629. A baffled colonial American court orders intersex woman, Thomasine Hall, to dress partly as a man and partly as a woman.

1633. Christina Alexandra, widely believed to be intersex or lesbian, is crowned Queen of Sweden.

1636. Dutch officers Caron and Schouten write of the unabashed acceptance of sodomy they find among Japanese Buddhist priests and gentry.

1646. Jan Creoli becomes one of the first-known persons executed for sodomy in colonial America (Dutch-ruled New Amsterdam, now New York City). He is garrotted (strangled to death with a cord) and his body "burned to ashes."

1656-1663. Several hundred homosexuals are publicly garrotted in San Lazaro, Mexico, during a well-publicized effort by Spain to purge that country of sodomy.

1660. Jan Quisthout van der Linde is convicted of sodomy with a servant in New Amsterdam, tied into a sack, thrown in a river and drowned. London's scandalous periodical, *The Wandering Whore*, describes English "hermaphrodites" who are "given to

much luxury...and to that abominable sin of sodomy."

1669. Spanish writer and traveller Francisco Coreal reports of a class of "hermaphrodite" boys in Florida who dress up like women and engage in sodomy with the native men.

1682. Robert de La Salle claims the Louisiana Territory for France. Early French explorers in Quebec, Louisiana and the Great Lakes observe cross-dressing homosexual natives and coin the term "berdache" to describe them.

1691. Dutchman Engelbert Kaempfer observes the popularity of cross-dressing Kabuki dancers that also work as boy prostitutes throughout Japan.

1702. One of the last public burnings of homosexuals occurs in France during a well-publicized male prostitution scandal in Paris.

1730-1732. Seventy-five homosexuals are sentenced to death and garrotted in the City Hall cellars of Holland during a harsh campaign to exterminate that country of sodomy "from top to bottom."

1740. Frederick II the Great, one of the earliest known German homosexuals, is crowned King of Prussia. The Qing Dynasty enacts China's first law against homosexuality but it is rarely enforced and the penalties are mild.

1770. Captain James Cook observes an acceptance of homosexuality among the Maori tribes of New Zealand. Similar observations are made by European explorers throughout the South Seas.

1771. Gustav III, widely believed to be homosexual, is crowned King of Sweden.

1778. Thomas Jefferson writes a law proposing castration instead of hanging for sodomy but the idea is rejected by the Virginia Legislature.

1791. A Cuban newspaper article criticizes the "effeminate sodomites" that apparently thrive in eighteenth-century Havana.

1791. France becomes the first Christian nation to decriminalize sodomy through a revision of its penal code during the French Revolution.

1796. New York state replaces hanging for sodomy with a maximum prison sentence of fourteen years.

1801 A.D. New York state increases its prison sentence for sodomy to a mandatory life sentence.

1803. Austria decreases the punishment for sodomy to one year in prison.

1806. English traveller John Barrow describes the sodomy he finds among Hong Kong officials in his book, *Travels in China*.

1810. France's Napoleonic Code is legally established, thus ratifying the country's landmark repeal of all private sodomy laws. Several German states, including Bavaria and Hanover, adopt the code as well.

1811. The Kingdom of Holland repeals its sodomy laws while incorporated into France from 1810-1813. Spain and Portugal also repeal their sodomy laws during the early 1800s.

1820. Queen Mujaji I, a female monarch of Lesotho's Lovedu tribe, keeps a large harem of wives and legitimizes the practice for other neighbouring South African tribes.

1828. Australia records its first hanging for sodomy and the executions reach their peak in the 1830s. New York state reduces its sodomy penalty from a life sentence to a maximum of ten years in prison.

1830. Brazil repeals its sodomy laws, eight years after gaining independence from Portugal.

1834. The British Slavery Abolition Act ends slavery throughout most of the British

Empire. The practice of male castration gradually disappears in tandem with the decline of world slavery during the nineteenth century.

1835. Russia establishes its first sodomy laws.

1836. In a well-publicized trial, Reverend William Yate, second in line to the bishop of Sydney, is prosecuted for engaging in sodomy with six Maori men in New Zealand.

1857. James Buchanan, widely believed to be homosexual, becomes the fifteenth president of the United States. Scottish explorer David Livingstone reports cross-dressing shamans among the Ambo tribes of South-West Africa (Namibia).

1860. Great Britain revises its penal code, changing the penalty for sodomy from death by hanging to life imprisonment. The new code is established in British colonies all over world including India, Malaysia, Hong Kong, Canada, Australia, the Caribbean, etc. and has a long-lasting effect in those countries.

1861. German psychiatrists study homosexuality and begin to consider it innate. Karl Heinrich Ulrichs popularizes "Uranism" and the concept of a "third sex."

1862. Mexico repeals its sodomy laws while under French rule from 1862-1867.

1864. Ludwig II, widely believed to be homosexual, becomes a popular albeit eccentric king of Bavaria. Australia replaces hangings for sodomy with long prison sentences and floggings. Sweden establishes sodomy laws prescribing up to two years in prison. British explorer Richard F. Burton locates the mysterious Amazon women of Dahomey (Benin, Africa) who identify as men, engage in warfare and "share passions between each other."

1865. British-ruled Hong Kong enacts sodomy laws prescribing life sentences.

1869. The modern term "homosexuality" (homosexualitat) is first coined in a German pamphlet written by Karoly Maria Kertbeny.

1870. Anna Leonowens expresses shock at the cross-dressing and "unnatural vice" among Siamese natives in her bestselling book, *The English Governess at the Siamese Court*. Italy outlaws the castration of young boy singers.

1871. King Wilhelm of Prussia creates a new German Empire and re-establishes sodomy as a crime (Paragraph 175).

1873. Japan briefly establishes sodomy laws from 1873 to 1881.

1883. The Kama Sutra is translated into English and published by Sri Richard Francis Burton. A German translation is published by Richard Schmidt in 1897.

1886. Native American two-spirit, We'wha, creates a sensation in Washington D.C. when introduced to President Grover Cleveland and dined at the White House. Two-spirit traditions are documented and occasionally photographed in nearly 150 North American tribes.

1889. Italy repeals its sodomy laws.

1890. South African Zulu chief, Nongoloza Mathebula, orders his bandit-warriors to abstain from women and take on boy-wives instead, a time-honoured practice in the region.

1892. New York state eliminates its minimum requirement of five years in prison for sodomy.

1892-1921. Over two-hundred and fifty sodomy cases are tried in the British colony of Southern Rhodesia, with the most common defence being that sodomy has been a longstanding custom among the African natives.

1893. Famous Russian composer and known homosexual Pyotr Tchaikovsky dies unexpectedly at age 53.

1894. Canada replaces flogging as a penalty for homosexuality with prison terms of up to fifteen years.

1895. London's most popular playwright, Oscar Wilde, is convicted of "gross indecency" (homosexual acts not amounting to buggery) and sentenced to two years of hard labour in a highly-publicized trial.

1897. Magnus Hirschfeld founds the very first modern homosexual movement, the Wissenschaftlich-Humanitäre Komitee, in Germany.

1899. Hirschfeld publishes the first annual journal for homosexuals, *Jahrbuch Für Sexuelle Zwischenstufen*, in Germany.

## XX CENTURY

**The English-speaking world begins repealing its sodomy laws en masse and the modern gay rights movement is born in the United States. Islamic countries begin to modernize but fall back into anti-gay religious fundamentalism. Asian countries maintain a mostly silent tolerance of homosexuality while Western Europe begins offering equitable marriage rights for gay couples.**

1901 A.D. Reputed German psychiatrist Richard von Krafft-Ebing concedes that homosexuality is inborn and not pathological, as he had earlier claimed.

1903. Celebrated British soldier, Sir Hector Archibald Macdonald, commits suicide when his homosexuality is uncovered while stationed in British Ceylon.

1908. The Inquisitions are officially ended by the Roman Catholic Church.

1912. The last vestige of China's eunuch system ends with the collapse of the Qing Dynasty.

1917. Russia repeals its sodomy laws after the Bolshevik Revolution, citing their origin in Biblical teachings.

1918. The world's first demonstration for homosexual rights takes place one day before Germany surrenders in the Great War. Hirschfeld speaks before a Berlin crowd of five thousand, calling for the repeal of Paragraph 175.

1921. California lowers its sodomy penalties from a maximum life sentence to a maximum of fifteen years in prison.

1926. Portugal reinstates its sodomy laws under the Salazar dictatorship.

1930. The world's first modern sex change operation is performed on Danish painter Andreas Wegener, who travels to Germany for the procedure.

1932. Poland repeals its sodomy laws but homosexuals are soon persecuted under Nazi and later Soviet rule.

1933. Denmark repeals its sodomy laws. Joseph Stalin reinstates sodomy laws within the Soviet Union. In Germany and throughout much of Europe, homosexuals are viciously persecuted, imprisoned and killed by the Nazis up until the end of World War II.

1935. J. Edgar Hoover, founder of modern police investigation and widely believed to be homosexual, is appointed as the FBI's first director.

1944. Sweden repeals its sodomy laws.

1945. Nazi concentration camps are liberated at the close of World War II. Approximately 15,000 homosexuals, marked with inverted pink triangles, are believed to have died in the camps.

1948. Kinsey's Sexual Behaviour in the Human Male (The Kinsey Report) is published, bringing the taboo subject of homosexuality up for debate in the United States.

1949. Strict sodomy laws are enacted in China after the communist takeover.

1950. New York becomes the first U.S. state to reduce sodomy from a felony to a misdemeanor. America's first homosexual organization, The Mattachine Society, is founded in New York City. Homosexual marriages among the Zulu of South Africa peak during the 1950s, with weddings held monthly.

1951. Greece repeals its sodomy laws. California's Supreme Court rules against the practice of suspending liquor licenses at bars serving homosexual clientele.

1952. Christine Jorgensen becomes America's first modern transsexual after returning home from a sex-change operation in Denmark.

1955. America's first lesbian organization, Daughters of Bilitis, is founded in San Francisco.

1956. Allen Ginsberg crosses censorship lines by publishing *Howl*, a book celebrating his homosexuality, and emerges victorious when challenged in court one year later. Thailand abolishes its British-inherited sodomy laws during an effort to purge Thai legal codes of obsolete edicts.

1962. Illinois becomes the first U.S. state to repeal its sodomy laws.

1963. Israel repeals its sodomy laws.

1964. Life magazine dubs San Francisco the "Gay Capital of the U.S."

1966. The commencement of China's notorious Cultural Revolution includes a vicious and organized attack against homosexual people and art (1966-1976).

1967. England and Wales repeal their sodomy laws.

1969. In June, homosexual riots break out on Christopher Street at the Stonewall Inn in New York City as a response to routine police harassment, marking the beginning of the modern gay rights movement. Canada and West Germany repeal their sodomy laws.

1970. The world's first Gay Pride parades occur in Chicago, New York and San Francisco to mark the first anniversary of the Stonewall Riots.

1971. British anthropologist Edward Evans-Pritchard documents the widespread tradition of homosexual marriage among the Zande tribes of Sudan. Austria repeals its sodomy laws. Minnesota invalidates the first known same-sex marriage in the U.S. between Jack Baker and Michael McConnell. The U.S. Supreme Court upholds the ruling a year later.

1972. Sweden enacts the world's first law legalizing transsexual operations. A

comprehensive study of female-female seagull pairing on Santa Barbara Island (California) creates a sensation as the first publicized observation of homosexuality in the animal kingdom. Norway repeals its sodomy laws.

1973. The American Psychiatric Association removes homosexuality from its list of mental and emotional disorders, followed two years later by the American Psychological Association.

1974. Chris Vogel and Rich North, a gay couple from Winnipeg, Canada, shock the world by becoming the first homosexual couples to publicly marry in a church and file a legal challenge to the country's ban on same-sex marriage. A Manitoba judge declares their union invalid later that year.

1975. South Australia becomes the first Australian state to repeal its sodomy laws. California repeals its sodomy laws by a single vote.

1977. Harvey Milk becomes the United States' first openly gay elected official. Florida bans homosexuals from adopting children.

1979. Cuba repeals its sodomy laws. Pakistan adds Shari'a law to existing penal codes and consequently the death penalty for sodomy. Iran similarly reverts to Shari'a law and the death penalty for sodomy after its 1979 revolution. Spain removes anti-homosexual laws imposed under the dictatorship of General Franco. Homosexuals riot in San Francisco after Dan White receives the lightest possible sentence for his murder of Harvey Milk and mayor George Moscone.

1980. New York sodomy laws are ruled unconstitutional by the state Supreme Court but not formally repealed until 2000. Colombia and Scotland repeal their sodomy laws.

1981. HIV/AIDS is diagnosed for the first time among American homosexual males.



1982. Wisconsin becomes the first U.S. state to outlaw discrimination against homosexuals. Portugal repeals the sodomy laws imposed under the Salazar dictatorship.

1984. The Unitarian Universalist Association becomes the first major Protestant church to approve religious blessings for gay unions. The U.S. Virgin Islands repeals its sodomy laws.

1985. France becomes the first country in the world to enact an anti-discrimination law protecting homosexuals.

1986. Equal rights and freedom from discrimination are guaranteed to homosexuals and transgender under Canada's new Charter of Rights and Freedoms. New Zealand repeals its sodomy laws.

1987. Rep. Barney Frank (D) becomes the first member of the U.S. Congress to come out publicly as homosexual.

1989. Denmark becomes the first country in the world to establish civil unions for gay couples.

1990. The World Health Organization removes homosexuality from its list of mental disorders.

1991. Hong Kong abolishes its sodomy laws.

1993. Minnesota becomes the first U.S. state to ban discrimination against transgender. The Intersex Society of North America becomes the world's first organization in support of rights for intersex people. Hawaii's Supreme Court rules in favour of same-sex marriage and ignites America's gay marriage debate. Russia and Ireland repeal their sodomy laws. Norway establishes civil unions for gay couples.

1994. Alain Danielou publishes *The Complete Kama Sutra*. Bermuda repeals its sodomy laws.

1995. Sweden establishes civil unions for gay couples.

1996. The South African Constitution specifically guarantees equal rights and protections on the basis of sexual orientation. Iceland establishes civil unions for gay couples. The U.S. Congress enacts a law forbidding the federal recognition of same-sex marriage or any similar union (The Defence of Marriage Act).

1997. China repeals its sodomy laws. Tasmania becomes the last Australian state to repeal its sodomy laws.

1998. South Africa repeals its sodomy laws. Chile becomes the last major Latin American country to repeal its sodomy laws. Alaska and Hawaii become the first U.S. states to effectively ban same-sex marriage by constitutional referendum. The Netherlands establishes civil unions for gay couples.

1999. France establishes civil unions for gay couples. California becomes the first U.S. state to extend limited domestic partnership benefits to gay couples. India's very first Gay Pride march is held in Kolkata.

## XXI CENTURY

**LGBTI people continue their fight for full equality under the law, culminating in the quest for equal marriage rights. Modern gay movements begin to effect change in Latin America and parts of Asia while most African, Middle Eastern and East European countries are held back by anti-gay religious fundamentalism.**

2000 A.D. Germany establishes civil unions for gay couples and Vermont, after great resistance, becomes the first U.S. state to do the same.

2001. The Netherlands becomes the first country in the world to legalize same-sex marriage. Bertrand Delanoë becomes the first openly gay mayor of a major world city (Paris). Nova Scotia becomes the first Canadian province to extend limited domestic partnership benefits to gay couples. The Cayman and British Virgin Islands repeal their sodomy laws.

2002. Quebec becomes the first Canadian province to establish civil unions for gay couples.

2003. The United States repeals all remaining state sodomy laws by virtue of the Supreme Court. Belgium becomes the second country in the world to legalize same-sex marriage. Puerto Rico repeals its sodomy laws. Tasmania becomes the first Australian state to extend limited domestic partnership benefits to gay couples.

2004. Massachusetts becomes the first U.S. state to legalize same-sex marriage. New Zealand establishes civil unions for gay couples. San Francisco begins issuing marriage licenses to same-sex couples in California but is stopped one month later by court order.

2005. Spain becomes the third country in the world to legalize same-sex marriage. Canada becomes the fourth country in the

world and the first in North America (and the New World) to legalize same-sex marriage. The United Kingdom establishes civil unions for gay couples. California extends full marriage benefits to registered domestic partners. Fiji's sodomy laws are invalidated by its High Court.

2006. South Africa becomes the fifth country in the world and the first in Africa to legalize same-sex marriage.

2007. Nepal repeals its sodomy laws.

2008. Uruguay becomes the first Latin American country to establish civil unions for gay couples. In California, same-sex marriages resume in June by court order but are stopped after a constitutional referendum is passed five months later. A Florida court strikes down that state's ban on gay adoptions. India holds its first official Gay Pride marches in six major cities.

2009. The High Court of Delhi strikes down much of Section 377, effectively decriminalizing sodomy in India. Norway and Sweden become the sixth and seventh countries in the world to legalize same-sex marriage. Jóhanna Sigurðardóttir becomes the first openly gay head of government (Iceland). Hungary establishes registered partnerships for gay couples.

2010. Argentina becomes the first Latin American country to legalize same-sex marriage. Portugal, Iceland, Washington D.C. and New Hampshire legalize same-sex marriage. Austria establishes registered partnership laws for gay couples.

2011. New York becomes the sixth U.S. state to legalize same-sex marriage. The United States lifts its ban on homosexuals serving in the military. Colombia bans discrimination on the basis of sexual orientation.

2012. Denmark and the U.S. states of Washington and Maine legalize same-sex marriage. Hawaii establishes civil unions for

same-sex couples. The American Psychiatric Association removes transgender identity from its list of mental and emotional disorders.





2013. Brazil, Uruguay, New Zealand, France and the U.S. states of Maryland and Hawaii legalize same-sex marriage. The U.S. Supreme Court strikes down the Defence of Marriage Act (DOMA) and legalizes same-sex marriage in California. Russia enacts "gay propaganda" laws criminalizing public support for gay rights or identity. India's Supreme Court upholds its colonial-era sodomy laws.

2014. The United Kingdom, Scotland and Finland legalize same-sex marriage. More than 25 additional US states legalize same-sex marriage after DOMA is repealed. Eleven African nations tighten their sodomy laws.

2015. Same-sex marriage is legalized in the United States after its Supreme Court strikes down all same-sex marriage bans. Conservative U.S. states begin enacting "religious liberty" laws, allowing LGBTI discrimination based on religious views. Ireland legalizes same-sex marriage. Mexico's Supreme Court of Justice allows state courts or legislatures to legalize same-sex marriage state-by-state.

2016. Nauru, Seychelles and Belize repeal their sodomy laws. Colombia and Greenland legalize same-sex marriage. The United States allows transgender to serve in the military. Conservative U.S. states begin enacting "bathroom bills" to prevent transgender from using public restrooms matching their gender identity.

2017. Germany, Bermuda and Malta legalize same-sex marriage.

<b>TITLE</b>	<b>Cafeteria</b>
<b>TOPIC/S</b>	LGBTQ+ issues in different spheres
<b>AIM</b>	To share what is happening in the different countries concerning LGBTQ+, with a specific focus on 1. education, 2. media, 3. politic, 4. society/community
<b>TOOL TYPE</b>	Work in small groups
<b>MATERIAL</b>	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
<b>DURATION</b>	80 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
<b>DESCRIPTION</b>	<p><b>Setting:</b> the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p><b>NOTE:</b> all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table.</p> <p>While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p><b>NOTE:</b> after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the <b>different spheres/topics</b> to discuss:</p> <ul style="list-style-type: none"> <li> Education.</li> <li> Media.</li> <li> Politic.</li> <li> Society/community.</li> </ul> <p>An the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>

<b>TITLE</b>	<b>One Step Forward</b>
<b>TOPIC/S</b>	Prejudices and Stereotypes
<b>AIM</b>	To analyse the stereotypes and the prejudices we might use in an unconscious way in our daily life; to “wear the shoes” of the other people we might tend to judge or to “put into boxes”
<b>TOOL TYPE</b>	Role play game
<b>MATERIAL</b>	A big space, soft music and printed copies with the Handout characters
<b>DURATION</b>	80 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are standing on a long line. Trainers hand out a role card to each participant, each person has to carefully read the role card, take their own time and try to think and act as the person described.</p> <p><b>NOTE:</b> the activity is centred on the role play game method. For this reason, it’s important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else. To facilitate the process a set of key questions should be asked, these questions should not be answered since are just “food for thoughts” to facilitate the process and the “entering the shoes” of the character. The questions should be about the daily life of the character, what they can do or not, they use to do, the social relations and the environment where they live.</p> <p><b>Step 2.</b> participants are explained that they have to take one step forward for each situation they feel their character could manage easily. They have to stay frozen in the same position if it is not possible for the character to do the action. A set of different statements is read and participants should move forward or stay still.</p> <p><b>Step 3.</b> back in plenary, the trainer runs the analysis of the activity and the debriefing.</p> <p><b>Key questions for the debriefing:</b></p> <ul style="list-style-type: none"> <li>🚩 How did you feel?</li> <li>🚩 Which was your character?</li> <li>🚩 Was it easy to picture your character?</li> <li>🚩 Why did you act in this way?</li> <li>🚩 What was the gender of your character?</li> <li>🚩 Why did you choose this gender? (if gender was not specified in the card)</li> <li>🚩 Do you think to be excluded from society, in some way?</li> </ul>

	<p>🚩 Do you think you applied stereotypes while representing your character?</p> <p>It follows a debriefing about <b>STEREOTYPES</b> and <b>PREJUDICES</b> in general and specifically about the gender-related prejudices.</p> <p><a href="#">See Handouts below.</a></p>
--	--

## HANDOUT\_ONE STEP FORWARD\_CHARACTERS

31 YEARS OLD THAI SEX WORKER	25 YEAR OLD DUTCH SEX WORKER
35 YEARS OLD TUNISIAN MAN OWNER OF A BIG FARM	20 YEARS OLD HOMOSEXUAL STUDYING IN A PRIVATE SCHOOL
25 YEARS OLD DIVORCED MAN FROM USA	25 YEARS OLD DIVORCED WOMAN FROM IRAN
41 YEARS OLD FRENCH MAN, ARTIST WITH HIV	CONGOLESE WOMAN, TEACHER WITH HIV
BISEXUAL MAN WITH TWO KIDS	40 YEARS OLD SERBIAN, LESBIAN WOMAN POLITICIAN
35 YEARS OLD MAN WITH A HUGE INHERITANCE	16 YEARS OLD SINGLE MOTHER FROM SUMATRA
42 YEARS OLD ROMANIAN WOMAN FROM RURAL AREA, VICTIM OF DOMESTIC VIOLENCE	35 YEARS OLD VIETNAMESE MAN FROM THE CITY, VICTIM OF DOMESTIC VIOLENCE
18 YEARS OLD TRANSGENDER MAN	40 YEARS OLD LGBTQ+ ACTIVIST FROM UGANDA
40 YEARS OLD LGBTQ+ ACTIVIST FROM SWEDEN	GAY FILM DIRECTOR FROM GREECE
16 YEARS OLD INTERSEX	16 YEARS OLD INTERSEX
LESBIAN IN COUPLE WHO WANTS TO ADOPT	LESBIAN MOTHER
STREET CHILDREN FROM A FAVELA IN BRASIL	39 YEARS OLD TRANSGENDER FAMOUS SINGER FROM RUSSIA
50 YEARS OLD TRANSGENDER WOMAN	50 YEARS OLD TRANSGENDER WOMAN
QUEER PERSON WHO WANTS TO BECOME A MODEL	CLOSETED GAY POLITICIAN

## HANDOUT\_ONE STEP FORWARD\_QUESTIONS

YOU ARE FREE TO GO OUT WHENEVER YOU WANT

YOU FEEL SAFE WHEN YOU GO OUT FROM YOUR HOUSE

YOUR FAMILY SUPPORT YOUR LIFE STYLE

YOU DON'T HAVE ECONOMICAL PROBLEMS

YOU ARE OPTIMISTIC ABOUT YOUR FUTURE

YOU HAVE A JOB THAT YOU LIKE

YOU FEEL ACCEPTED BY THE SOCIETY WHERE YOU LIVE

YOU HAVE AN INTERESTING LIFE AND YOU ARE OPTIMISTIC ABOUT YOUR FUTURE

YOU FEEL FREE TO DECIDE FOR YOURSELF

YOU CAN EASILY GO ON HOLIDAY

YOU ARE PART OF THE POLITICAL ACTIVITIES OF YOUR CITY

YOU HAVE THE SAME WORKING OPPORTUNITY OF THE OTHERS

YOU RECEIVE A FAIR TREATMENT BY THE POLICE

YOU CAN MARRY WHOEVER YOU WANT

YOU CAN ADOPT CHILDREN

YOU LIKE THE PLACE WHERE YOU LIVE

YOU DRESS UP IN THE WAY YOU WANT

YOU HAVE BEEN VICTIM OF VIOLENCE



<b>TITLE</b>	<b>Walking through Actions</b>
<b>TOPIC/S</b>	Actions and project realized within the LGBTQ+ framework
<b>AIM</b>	To make participants share actions and projects realized within the LGBTQ+ framework
<b>TOOL TYPE</b>	Work in groups and plenary
<b>MATERIAL</b>	Flipcharts, pencils, markers, and everything the participants would need to prepare a poster
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are divided in national groups and are asked to prepare an itinerant and graphic presentation of the local actions and good practices taking place in their-own country. 40 minutes are allocated for the preparation of the posters/presentations.</p> <p><b>Step 2.</b> when each national group is done, it follows in plenary the itinerant presentation of the national groups, 40 minutes long, structured as follow:</p> <ul style="list-style-type: none"> <li>✚ each group has to choose a spot where the living presentation will take place.</li> <li>✚ when the presentation starts, in each national team two persons have to remain on the spot to present the good practices, the main actions taking place in their country, using if they want the graphic facilitation to introduce the other participants to the spot.</li> <li>✚ the other national groups' members can move to other spots to discover what happened in the other countries.</li> <li>✚ after some minutes there is a rotation in the person presenting: it will allow everybody to have the chance to visit the other spots and to discover what happened in the other countries.</li> </ul>

## MORAL-ETHIC-VALUES

<b>TITLE</b>	<b>Abigail</b>
<b>TOPIC/S</b>	Gender role models
<b>AIM</b>	To deepen the prejudices and stereotypes and to explore the gender role models
<b>TOOL TYPE</b>	Work in group and open discussion in plenary
<b>MATERIAL</b>	Handout with the Abigail story
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst.</p> <p><b>Step 2.</b> four smaller groups are created, within each group the lists have to be shared and discussed.</p> <p><b>Step 3.</b> the group, using the consensus, should arrive to a common list of characters, from the best to the worst.</p> <p><b>Step 4.</b> back in plenary, each group should read the character list and a facilitator keep note on a flipchart.</p> <p><b>Step 5.</b> it follows in plenary the debriefing, analysing the different lists' orders and the reasons that moved each group to create the order.</p> <p>The final conclusion is run in plenary presenting the <b>ICEBERG MODEL</b>.</p> <p><a href="#">See Handouts below.</a></p>

ABIGALE LOVES TOM WHO LIVES ON THE OTHER SIDE OF THE RIVER.

ONE NIGHT A FLOOD DESTROYED ALL BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT.

ABIGALE ASKS SINBAD, THE OWNER OF THE BOAT, TO BE BROUGHT TO THE OTHER SIDE. SINBAD AGREES, BUT INSISTS THAT THEY HAVE TO SLEEP TOGETHER IN RETURN.

ABIGALE DOES NOT KNOW WHAT TO DO AND GOES TO THE MOTHER AND ASKS WHAT TO DO.

THE MOTHER TELLS ABIGALE THAT DOES NOT WANT TO ENTER IN ABIGALE'S OWN BUSINESS.

AFTERWARDS ABIGALE SLEEPS WITH SINBAD WHO, THEN, MAKE ABIGALE CROSS THE RIVER.

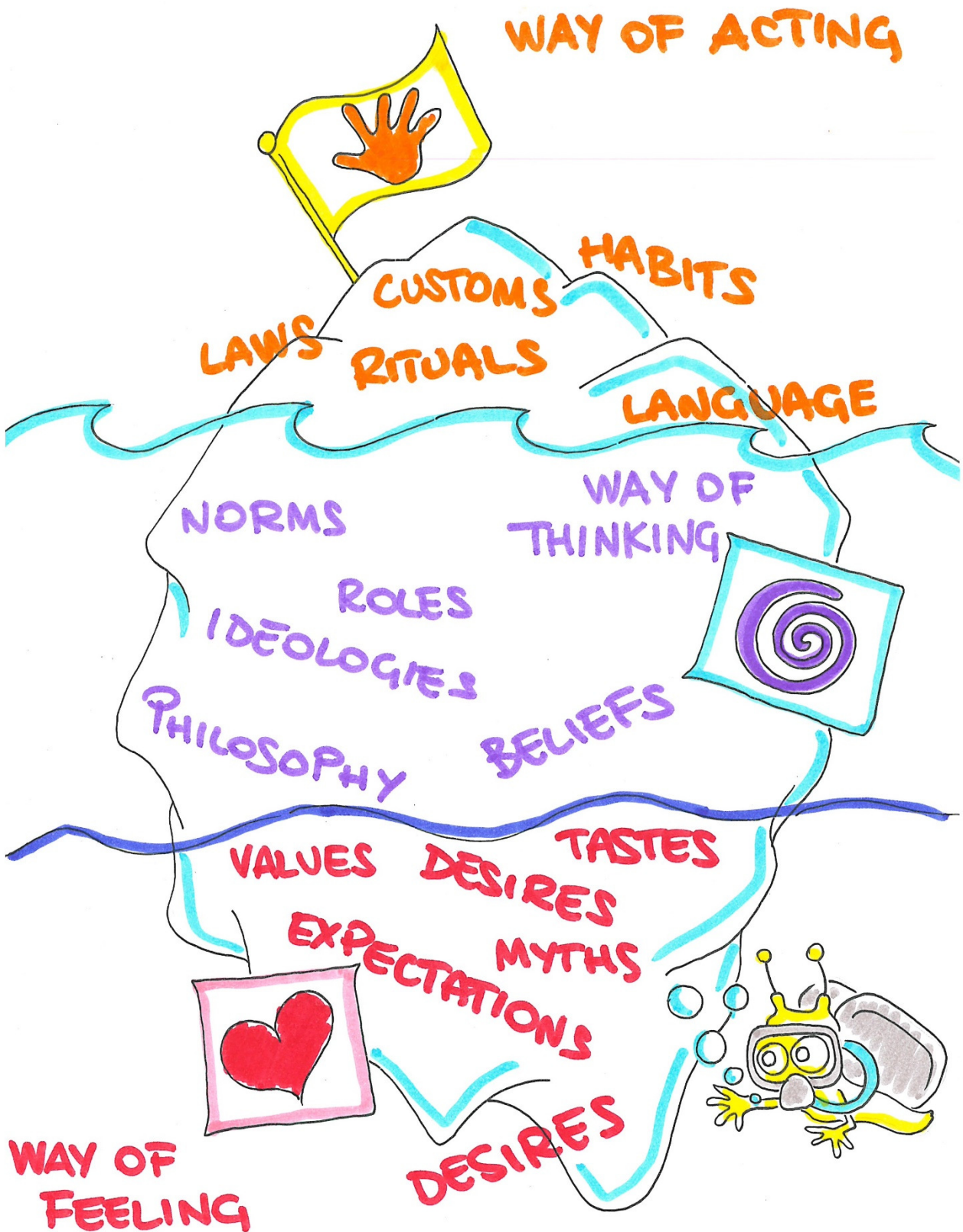
ABIGALE RUNS TO TOM AND TELLS EVERYTHING THAT HAS HAPPENED.

TOM PUSHES ABIGALE AWAY AND ABIGALE GOES AWAY.

NOT FAR FROM TOM'S HOUSE, ABIGALE MEETS JOHN, TOM'S BEST FRIEND.

ABIGALE TELLS EVERYTHING THAT HAS HAPPENED TO JOHN AS WELL.

JOHN HITS TOM FOR WHAT HAS DONE AND WALKS AWAY WITH ABIGALE.



<b>TITLE</b>	<b>Canadian Box</b>
<b>TOPIC/S</b>	Words and Labels
<b>AIM</b>	To reflect on the impact of the words and language we use
<b>TOOL TYPE</b>	Work in group/debate
<b>MATERIAL</b>	Handout with questions
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative.</p> <p><b>Step 2.</b> to each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p><b>Step 3.</b> the first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and different elements that can be expressed.</p> <p><b>Step 4.</b> back on line, other 180 seconds are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on(one per group).</p> <p><b>NOTE:</b> the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor. In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express.</p> <p><b>Step 5.</b> the activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing.</p> <p><a href="#">See Handout below.</a></p>

EQUALITY IS UNFAIR
IN ORDER TO LIVE TOGHETER, WE HAVE TO TOLLERATE EVERY ONE
YOU CANNOT STAND FOR LGBTQ+ RIGHTS IF YOU DO NOT BELONG TO THE COMMUNITY
THERE IS NO NEED FOR COMING OUT IN THE WORKING PLACE
RELIGION PRESERVES THE COHESION OF SOCIETY
BECAUSE THEY ARE MORE VULNERABLE, LGBTQ+ PEOPLE SHOULD BE MORE PROTECTED FROM HATE SPEECH

<b>TITLE</b>	<b>Fish Bowl</b>
<b>TOPIC/S</b>	LGBTQ+ related topics
<b>AIM</b>	To go in depth on the reflection and discussion about gender issues, exploring different inter-related issues
<b>TOOL TYPE</b>	Activity run in two or three smaller groups, based on interactive discussion
<b>MATERIAL</b>	Handout with statements, table, 5 chairs, glasses, fresh water, fish bowl (or a simple bowl, an hat ...), statements
<b>DURATION</b>	45 – 60 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> in the middle of the room has to be put a table with four chairs, water and glasses. It's possible to add extra decoration, like coloured cloth on the table, flowers, and whatever is inspiring you. In the middle of the table there is a fish bowl (or a bowl, or a hat ...).</p> <p>The facilitator has already prepared a set of statements (see the Handout) and put them in the fish bowl.</p> <p>Participants not sitting on the four chairs are standing in an outside circle around the inner one with chairs. The first round starts and four people sit on the table. The first statement is taken from the fish bowl and read.</p> <p>The discussion starts. Each time one of the persons from the outside circle wants to take the floor, has to touch the shoulder of one of the persons sitting inside and they leave the chair to the new person.</p> <p>The activity is proceeding the same way, till all the statements are discussed.</p> <p><b>NOTE:</b> the facilitator should keep attention to the level of the voice: it's important that the people from the external circle hear well what is said in the inner circle of discussion, otherwise the level of concentration will lower down and won't be possible for them to enter the discussion.</p> <p><a href="#">See Handout below.</a></p>

WHY FEMMINISM ... IF HUMAN RIGHTS ARE APPLIED?
SOMETIMES WE NEED CENSORSHIP TO RESPECT HUMAN RIGHTS
SHOULD THE LGBTQ+ COMMUNITY ACCEPT COMPROMISES TO REACH THEIR GOALS?
LGBTQ+ COMMUNITY IS ALSO DISCRIMINATING
WE SHOULD NOT SPEAK POLITICALLY CORRECT ALL THE TIME
LGBTQ+ COMMUNITY CREATES GENDER ROLE MODELS
INTERSECTIONALITY AND GLOBALIZATION
PINK WASHING AND GEOPOLITICS



<b>TITLE</b>	<b>Active Listening</b>
<b>TOPIC/S</b>	Active Listening
<b>AIM</b>	To reflect (and practically experiment) active listening
<b>TOOL TYPE</b>	Individual work and work in couples
<b>MATERIAL</b>	/
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are entering one by one in the workshop room: they are explained that when they are ready and feel comfortable, can sit and relax (better if they are lying on the ground than sitting).</p> <p><b>Step 2.</b> participants create couples they are comfortable with.</p> <p><b>Step 3.</b> 6 questions are asked. 3 minutes are allocated for answer each question.  <b>NOTE:</b> the 6 questions have to be asked not simultaneously but one by one, to each couple composed by 2 people (A and B).</p> <ul style="list-style-type: none"> <li>✚ <b>1<sup>st</sup> round:</b> 'A' and 'B' can speak freely without following basic rules.</li> <li>✚ <b>2<sup>nd</sup> round:</b> 'A' has to speak, and 'B' listen.</li> <li>✚ <b>3<sup>rd</sup> round:</b> 'B' has to speak, and 'A' listen.</li> <li>✚ <b>4<sup>th</sup> round:</b> 'A' speaks, and in the very end 'B' reformulates.</li> <li>✚ <b>5<sup>th</sup> round:</b> 'B' speaks, and in the very end 'A' reformulates.</li> <li>✚ <b>6<sup>th</sup> round:</b> 'A' speaks, and at the end of each concept 'B' reformulates. If 'A' is not satisfied by the reformulation, can explain the content again and then 'B' reformulates.</li> <li>✚ <b>7<sup>th</sup> round:</b> 'B' speaks, and at the end of each concept 'A' reformulates. If 'B' is not satisfied by the reformulation, can explain the content again and then 'A' reformulates.</li> </ul> <p><b>GENERAL RULES FOR THE ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>✚ this is not a debate!</li> <li>✚ this is not a discussion!</li> </ul> <p><b>Step 4.</b> it follows the debriefing about the activities with a "step by step approach" asking questions from the 1<sup>st</sup> round to the last round.</p> <p><a href="#">See Handout below.</a></p>

WHAT IS LOVE?
HOW DO YOU PERCEIVE HETERONORMATIVITY WITHIN THE SOCIETY?
HOW DO YOU THINK CHILDREN SHOULD BE RAISED?
HOW CAN THE LGBTQ+ COMMUNITY COOPERATE WITH OTHER GROUPS?
WHAT IS THE LIMIT BETWEEN FREEDOM OF SPEECH AND HATE SPEECH?
RELATIONSHIP WITH YOUR BODY?
DO YOU FEEL THE GENDER PRESSURE OF SOCIETY UPON YOU?

TITLE	Tool Fair												
TOPIC/S	Methods and non-formal education tools												
AIM	To learn/refresh/share different non-formal education working methods, topics and tools that can be inspiring for the Training in Action												
TOOL TYPE	Work in group												
MATERIAL	Flipcharts, paper, markers, post-it												
DURATION	90 minutes												
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> in plenary participants are asked to share if they want share some topics and tools they know and they have been using. The facilitator takes notes of the different proposals and three different slots of 30 minutes each are created.</p> <p>During the same slot different workshops are run simultaneously. Participants have the chance to choose, positioning themselves in the workshop they are interested to join.</p> <p><b>NOTE:</b> the person that proposed the tool has to remain all the time in the workshop to present it to the participants visiting.</p> <table><tr><td>SLOT 1</td><td></td><td></td><td></td></tr><tr><td>SLOT 2</td><td></td><td></td><td></td></tr><tr><td>SLOT 3</td><td></td><td></td><td></td></tr></table> <p><b>GENERAL REMARK ON THE TECHNIQUE:</b> this session is based on the technique of the Open Space, which allows participants to discuss about sensitive topics, to share ideas and proposals and to test and share tools and methods used in their everyday work/actions. During the Open Space different thematic tables (as you can see above) are organized. Participants, following the principles of this technique, are free to move from one to another table accordingly to their interest to work on one or more thematic areas.</p> <p>In the case of this activity the facilitator assigned to each slot/workshop is the person who proposed the tool.</p> <p>In the Open Space Technique, the main <b>PILLARS</b> are:</p> <ul style="list-style-type: none"><li>🚧 tools have to be proposed by participants: bottom up approach.</li><li>🚧 tables are "self-organized": the participants themselves are the facilitators of the tables.</li><li>🚧 there is the possibility to move from a table to another table: when the participant feels that the discussion is expired or when is interested to discover other tools, they can move forward.</li></ul>	SLOT 1				SLOT 2				SLOT 3			
SLOT 1													
SLOT 2													
SLOT 3													

	<p>In the Open Space Technique, the main <b>RULES</b> are:</p> <ul style="list-style-type: none"> <li>✚ TWO STEPS move to another discussion when you feel.</li> <li>✚ YOU ARE THE RIGHT PERSON!!! even if you remain alone in your table.</li> <li>✚ TIME IT'S TIME: keep attention to the time you have at disposal and respect it.</li> <li>✚ BUTTERFLIES AND BEES: in a group you can be in silent and listen, as also you can speak and share your opinion.</li> </ul>
--	---

## TRAINING in ACTION PREPARATION – step 1

<b>TITLE</b>	<b>Blind Snake</b>
<b>TOPIC/S</b>	Group Dynamics
<b>AIM</b>	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group; to get better prepared for the Training in Action and to cooperate within the group
<b>TOOL TYPE</b>	Group dynamics, cooperation activity
<b>MATERIAL</b>	Blindfolds (one for each participant), 4 flags
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> for this activity is needed big spaces outside, e.g. gardens or fields. In four different spaces are put the totems and on the top of each totem a flag.</p> <p>Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag.</p> <p>When they walk they are all blindfolded, have to be on line, as a snake, and each person should touch the shoulder of the person in front. Only the last person on the line is not blindfolded and guides the group.</p> <p>At the end of the activity it follows a debriefing on what happened during the activities. In this case, being the activity run within the same group of the Training in Action and being conceived to reflect on group dynamics and cooperation, also the debriefing will keep the same focus.</p> <p><b>NOTE:</b> the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.</p>

<b>TITLE</b>	<b>Toolkit</b>
<b>TOPIC/S</b>	Methods and non-formal education tools
<b>AIM</b>	To learn different non-formal education working tools, as e.g. a blanked version of a toolkit to prepare a workshop, that can be used to prepare the Training in Action
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	Flipcharts with the Handout, paper, markers, post-it, pen
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>In plenary it's presented a blanked version of a Toolkit.</p> <p>The Toolkit is conceived and then proposed to participants for a double scope:</p> <ul style="list-style-type: none"> <li>✚ to ease their work in group, offering a structure to be followed while conceiving and organizing a workshop.</li> <li>✚ to keep track of the workshops proposed so that can be afterwards re-proposed during the youth exchanges or in the different local backgrounds.</li> </ul> <p>Each group has to fill in the toolkit while preparing the workshop and using as a reference point to take into accounts all the different steps.</p> <p>After the presentation it's left space for questions and answers.</p> <p><b>See Handout below.</b></p>




<b>TARGET GROUP</b>	Young people, aged between 18 and 25 years old, that will participate in the youth exchange
<b>AIM</b>	To raise awareness on LGBTQ+ issues
<b>MACROTOPIC</b>	LGBTQ+ issues
<b>SUBTOPIC</b> <i>include here the sub-topic you decided to be focused on during your workshop</i>	
<b>OBJECTIVES</b> <i>include here the specific learning objectives (what do you want to achieve through your workshop)</i>	
<b>TITLE</b> <i>include here the workshop title</i>	
<b>TOOLS</b> <i>include here the list of all the tools you are using during your workshop</i>	
<b>DURATION</b> <i>include here the timing of your workshop (for each tool you have to explain in detail the duration)</i>	<p>TOTAL DURATION: 90' minutes</p> <p>TIMING BREAKDOWN:</p>

<div><b>MATERIALS</b></div> <div><i>list here all the materials you need, including the spaces (indoor, outdoor ...)</i></div>	
<div><b>DESCRIPTION</b></div> <div><i>include here the detailed description of all the activities you are performing during your workshop, explaining also, for each tool, what are the steps to follow to implement it</i></div>	



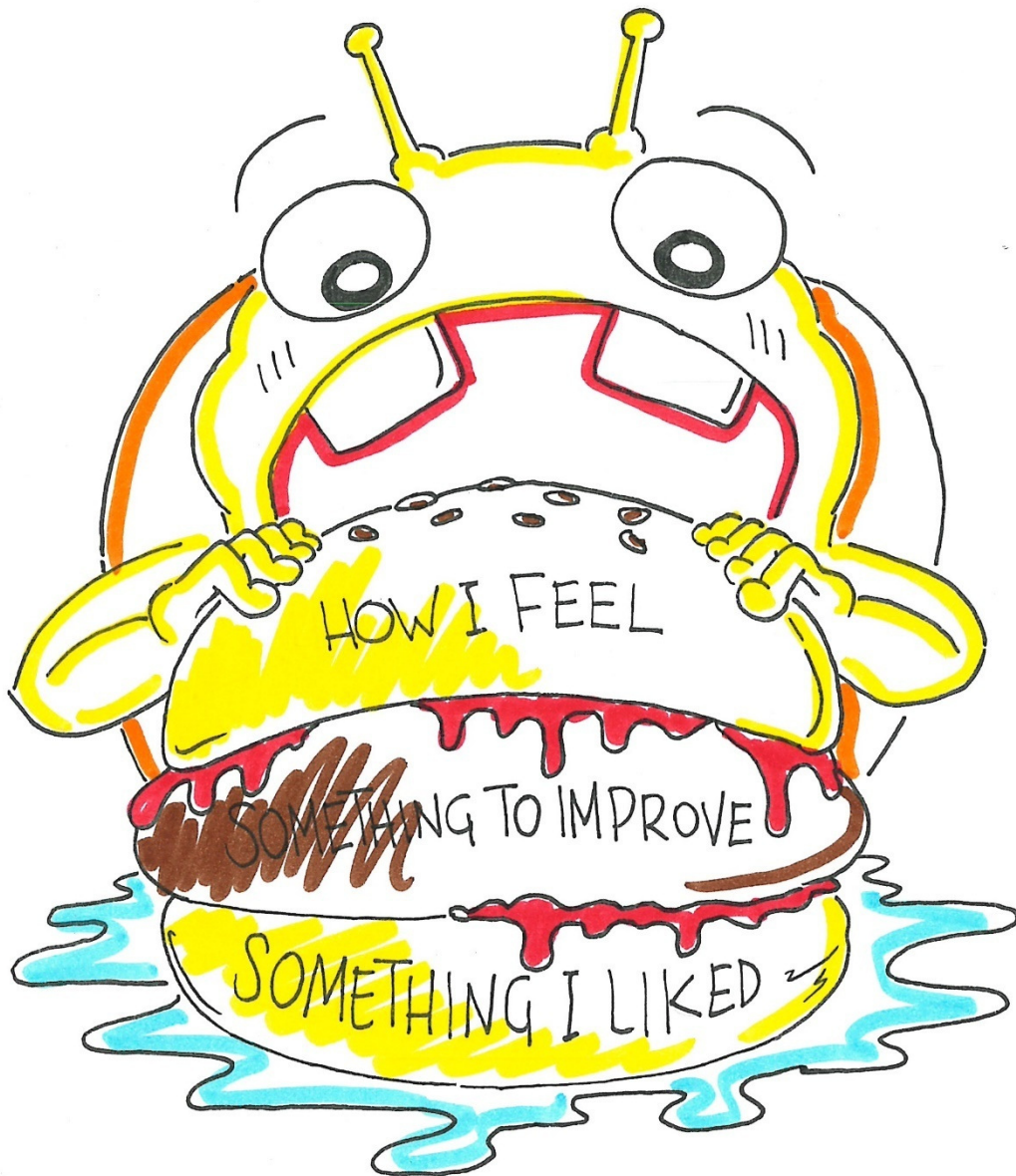
<b>TITLE</b>	<b>Work in Groups</b>
<b>TOPIC/S</b>	Non-formal education activities to create workshops to raise awareness on LGBTQ+ sensitive issues
<b>AIM</b>	To make participants practically experiment how to structure a short workshop to raise awareness on LGBTQ+ sensitive issues
<b>TOOL TYPE</b>	Work in groups
<b>MATERIAL</b>	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, cloths .... The material list may vary according to the activity that each group intends to perform
<b>DURATION</b>	240 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are divided in 4 groups.</p> <p><b>Step 2.</b> the task of each group is to create a workshop, 90 minutes long, to raise awareness on LGBTQ+ sensitive issues.</p> <p><b>Step 3.</b> each group has to conceive and structure the workshop that will be afterwards delivered.</p> <p><b>Step 4.</b> in each group tasks have to be divided, responsibility defined, the logistic check and the general rehearsal done.</p> <p><b>METHODOLOGICAL REMARK:</b> it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops for different reasons:</p> <ul style="list-style-type: none"> <li>✚ to give participants the chance to create workshops that they can test, evaluate and assess during the training itself.</li> <li>✚ to deepen the assessment on the cross-setting competences developed and on the learning to learn, (understanding of the own learning process and consecutive transmission of the knowledge acquired to other people).</li> <li>✚ to create a set of workshops that can be re-used and re-adapted in the youth exchange forecast for July and August 2018 and in other activities or trainings to promote gender equality (follow up).</li> </ul>

## TRAINING in ACTION IMPLEMENTATION

<b>TITLE</b>	<b>TiA Implementation</b>
<b>TOPIC/S</b>	Non-formal education activities to create workshops to raise awareness on LGBTQ+ sensitive issues
<b>AIM</b>	To make participants practically experiment, deliver and evaluate non-formal education workshop to raise awareness on LGBTQ+ sensitive issues
<b>TOOL TYPE</b>	Work in groups
<b>MATERIAL</b>	Paper, pens, flipcharts, markers, colours, glue, scissors, ropes, elastics, clothes ... The material list may vary according to the activity that each group intends to perform
<b>DURATION</b>	220 minutes: <b>Workshop 1:</b> 90 minutes of workshop + 20 minutes of feedbacks <b>Workshop 2:</b> 90 minutes of workshop + 20 minutes of feedbacks <b>Workshop 3:</b> 90 minutes of workshop + 20 minutes of feedbacks <b>Workshop 4:</b> 90 minutes of workshop + 20 minutes of feedbacks
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> the first group should perform the workshop, having as participants the people of the three other groups.</p> <p><b>Step 2.</b> after each group performance 20 minutes are left for the feedbacks structured following the three questions in the Sandwich Model:</p> <ul style="list-style-type: none"> <li> feedbacks from the group of facilitators that realized the activity.</li> <li> feedbacks from those who participated in the activity.</li> <li> feedbacks from the pool of trainers.</li> </ul>

<b>TITLE</b>	<b>Feedbacks</b>
<b>TOPIC/S</b>	Feedbacks in non-formal education – NFE
<b>AIM</b>	To test different ways to give feedbacks after a workshop. <b>NOTE:</b> this session is also preparatory for the workshops that will be run as part of the Training in Action Implementation
<b>TOOL TYPE</b>	Work in group and plenary

<b>MATERIAL</b>	Handout with the Sandwich Model
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p><b>NOTE ABOUT THE SANDWICH MODEL:</b> this session is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 20 minutes will be allocated to give feedbacks to workshop (not personal feedbacks to individual participants).</p> <p>It's presented in plenary the Sandwich Model, tool proposed to give and receive feed backs after each workshop is performed.</p> <p>The main elements that have to be evaluated using the model are:</p> <ul style="list-style-type: none"> <li>✚ <b>your feelings.</b></li> <li>✚ <b>something to improve.</b></li> <li>✚ <b>something good.</b></li> </ul> <p>See Handout below.</p>



<b>TARGET GROUP</b>	Young people, aged between 18 and 25 years old, that will participate in the youth exchange
<b>AIM</b>	To raise awareness on LGBTQ+ issues
<b>MACROTOPIC</b>	LGBTQ+
<b>SUBTOPIC</b>	Stereotypes
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>✚ To learn how we do perceive the different identities;</li> <li>✚ To develop a better understanding of other people experiences and perspectives;</li> <li>✚ To raise awareness on stereotypes outside and within the community;</li> <li>✚ To raise awareness on the need to apply an intersectional approach while exploring the issue.</li> </ul>
<b>TITLE</b>	Un-shape yourself
<b>TOOLS</b>	<ul style="list-style-type: none"> <li>✚ Energizer: Triangle game</li> <li>✚ Shapes game</li> <li>✚ Story of my own</li> </ul>
<b>DURATION</b>	<p>TOTAL DURATION: 90' minutes</p> <p>TIMING BREAKDOWN:</p> <ul style="list-style-type: none"> <li>✚ Energizer 10'</li> <li>✚ Shapes game: 30' (explanation 5', activity 15', reflection 10')</li> <li>✚ Story of my own: 50' (explanation 5', activity 15' reflection 25')</li> </ul>
<b>MATERIALS</b>	Sticky notes, 4 description of character paper, A4 paper, pens
<b>DESCRIPTION</b>  <i>include here the detailed description of all the activities you are performing during your workshop, explaining also, for each tool, what are the steps to follow to implement it</i>	<p>✚ <b>Energizer</b></p> <p>Quick energizer outside, to warm up participant, using geometrical shapes. The participants will be working around the space and they will be asked to represent geometrical shapes. For example: if the facilitator says "triangle", participants using only their arms, have to help each other making the shape of a triangle in small groups. It's expected that at the end of the energizer participants will be in the shape of a big circle facing the outside. The facilitators will share sticky notes among participants, which will have to stick them in their forehead without looking what is it, and should stay silent about it.</p> <p>✚ <b>Shapes game</b></p> <p>Every participant has the sticky note on the forehead, without</p>

knowing which shape drawn in the sticky note. Every shape has different colours. The participants, without speaking, have to create equal groups in which they think the shape and colours are the same.

At the end of the activity it follows a reflection on: the personal feelings, what they observed within the group, the process itself.



### **Story of my own**

Participants are divided in 4 group, preferably based on the groups created during the previous activity (if equal groups were not created, trainers should divide them in groups of equal sizes). Facilitators give each group the paper with the description of the characters. Participants, individually have 5 minutes to picture in their mind the character without sharing it with the group.

Then a facilitator read some questions, so that participants can better create in their mind the story about the character's life. After that, each participant has 2 minutes to tell the story they imagined to the group. Participants should listen carefully to each other's stories, so they can reflect about the differences and similarities of the stories.

At the end of the activity it follows a conclusion about intersectionality.

<b>TARGET GROUP</b>	Young people, aged between 18 and 25 years old, that will participate in the youth exchange
<b>AIM</b>	To raise awareness on LGBTQ+ issues
<b>MACROTOPIC</b>	LGBTQ+
<b>SUBTOPIC</b>	Trans-people, stereotypes and safety
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>✚ To challenge stereotypes, promoting empathy;</li> <li>✚ To raise awareness on freedom of self-expression and identity;</li> <li>✚ To make acknowledge the importance of creating a safe space when we work with people.</li> </ul>
<b>TITLE</b>	Step under the skin
<b>TOOLS</b>	<ul style="list-style-type: none"> <li>✚ Energizer</li> <li>✚ Photo game</li> <li>✚ Step backwards</li> <li>✚ Coming back to reality</li> <li>✚ Debriefing</li> </ul>
<b>DURATION</b>	<p>TOTAL DURATION: 90' minutes</p> <p>TIMING BREAKDOWN:</p> <ul style="list-style-type: none"> <li>✚ Energizer 10'</li> <li>✚ Photo game 30'</li> <li>✚ Step backwards 25'</li> <li>✚ Coming back to reality 5'</li> <li>✚ Debriefing 20'</li> </ul>
<b>MATERIALS</b>	Printed copies with the Handout, photos, sticky notes, music, two separate spaces, blankets
<b>DESCRIPTION</b>	<p>✚ <b>Energizer</b></p> <p><b>Step 1:</b> participants are divided in two equal groups, forming an inner and an outer circle, facing each other. Each person has a blank sticky note. Music starts and the two circles moves in the opposite directions (inner on the right, outer on the left). When the music stops, each person write the first thing it comes in their mind about the person in front of them, and put this label in their forehead.</p> <p><b>Step 2:</b> the music starts again, the circles start to rotate (as before), and when the music stops, each person should do a quick comment about the label on the forehead of the other person in front. This rotation has to be repeated three times.</p> <p><b>Step 3:</b> each person is given a stereotype note.</p>

The music starts, and also the two circles move (as before). When the music stops, each person sticks the note to the forehead of the person in front. This rotation has to be repeated three times.

### **Photo game**

Participants are divided in small groups, approximately of 4 people. Each group receives different pictures of trans people in order to activate a debate on the subject. The debate should start before in couple and then among the two couples confronting the stereotyped vision popped up from the discussion.

### **Self-interrogation:**

**Step 1:** participants are asked to move in the space till the moment they find a comfortable place where to seat. The music is still on for few more minutes.

**Step 2:** the music stops, participants are asked to close their eyes and the facilitator asks the questions they need to answer into their head:

- Who am I?
- How do I act?
- How do I think?
- How do I feel?
- Who defines me?
- How do I feel about my gender?

### **Step backwards**

**Step 1:** the facilitator asks the participants to stand in a line facing the wall.

**Step 2:** each participant reads the labels in their foreheads (the one put during the energizer): they have 2 minutes to create in their head the story of their characters based on these two labels.

**Step 3:** the facilitator asks slowly a list of questions (see Handout below). Each time a participant think their character should answer "yes", they do a step backwards. The ones reaching as a first the final line, are leaded by a facilitator through a decorated corridor to a safe place with biscuits, soft music, blankets, comfortable seats. Three facilitators are there to welcome them and encourage them to hug and talk.

**Step 4:** when there is no answer left, the facilitator asks the remaining people to turn themselves, realizing the position of those who are still there. Afterwards they are also led to the safe space as the others and receive the welcome.

### **Coming back to reality**

Music stops. People are invited to get rid of their labels. They are now invited to wandering around the place and tell people something they like about themselves and something they like of the other. When they feel done, they can sit in a circle.

### **Debriefing:**

Once back in the circle it follows a debriefing, below some key questions:



- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• How do you feel now?</li><li>• How did your feelings change throughout the activities?</li><li>• Which parts were more easy or difficult?</li><li>• What does it mean to have your safe space?</li></ul> |
|--|--|

[See all the Handouts below.](#)

## HANDOUT\_STEP BACKWARDS\_LABELS

RICH PERSON DOING CHARITY
CIS HETERO ALLY FOR LGBTQ+ FIGHTS, 36 YEARS OLD
NORMAL PERSON
WHITE PERSON
VEGAN ACTIVIST
MAN IN THE ARMY
LESBIAN LAWYER
TRANSWOMAN IN MEN'S PRISON, 25 YEARS OLD
CUTE TRANSWOMAN YOUTUBER
SUCCESSFUL TRANS ACTRESS
TRANSWOMAN IN THE CLOSET, 19 YEARS OLD
GAY
AUTISTIC TRANSWOMAN, 17 YEARS OLD
BLACK TRANSWOMAN
TRANSMAN STUDENT IN THE CLOSET
TRANSMAN IN A WHEELCHAIR
NON-BINARY STUDENT WITH RAINBOW HAIR
TRANSWOMAN SOLDIER
TRANS
NON-BINARY

## HANDOUT\_STEP BACKWARDS\_QUESTION

I'M PESSIMISTIC ABOUT THE FUTURE
I FIND IT HARD TO DRESS MY SELF
I CANNOT TRAVEL WHEREVER I WANT
I'M AFRAID TO WALK ALONE IN THE NIGHT
EXPLAINING WHO I AM IS DIFFICULT
THINKING ABOUT MY CHILDHOOD MAKES ME SAD
ADMINISTRATIVE PROCEDURES CAN BE PAINFUL TO ME
BUYING LINGERIE CAN BE A COMPLICATED PROBLEM FOR ME
USING PUBLIC BATHROOM CAN BE A PROBLEM FOR ME
THERE IS CONVERSION THERAPY FOR PEOPLE LIKE ME
I NEED TO THINK ABOUT WHAT PEOPLE SEE WHEN THEY WATCH ME
I HAD BEEN REJECTED BY MY FRIENDS WHEN THEY DISCOVERED MY IDENTITY
I FEEL NOT SAFE IN THE STREET
I FEAR TO BE REJECTED BY MY PARENTS
A LOVER REJECTED ME BECAUSE OF MY GENITALS
DOCTORS TOUCH MY BREASTS WHEN I'M COMING TO THEM FOR A HEADACHE
I'M NOT CONFIDENT I'LL BE EQUAL TO OTHER PEOPLE ON 30 YEARS
I HAD TO EXPLAIN I'M LEGITIMATE TO EXIST
I THOUGHT ABOUT PROSTITUTING MY SELF
I'M PESSIMISTIC ABOUT FOUNDING A FAMILY

<b>TARGET GROUP</b>	Young people, aged between 18 and 25 years old, that will participate in the youth exchange
<b>AIM</b>	To raise awareness on LGBTQ+ issues
<b>MACROTOPIC</b>	LGBTQ+
<b>SUBTOPIC</b>	Conceptions and misconceptions about LGBTQ+ people
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>✚ To create a safe space for discussion;</li> <li>✚ To identify some prejudice and stereotypes;</li> <li>✚ To develop critical thinking about stereotypes.</li> </ul>
<b>TITLE</b>	Let's put our stereotypes on the closet
<b>TOOLS</b>	<ul style="list-style-type: none"> <li>✚ Who am I? Role Play</li> <li>✚ Moving debate</li> <li>✚ Debriefing</li> <li>✚ Conclusion</li> </ul>
<b>DURATION</b>	<p>TOTAL DURATION: 90' minutes</p> <p>TIMING BREAKDOWN:</p> <ul style="list-style-type: none"> <li>✚ Who am I? Role Play 30'</li> <li>✚ Moving debate 30'</li> <li>✚ Debriefing 30'</li> </ul>
<b>MATERIALS</b>	Paper, tape, music
<b>DESCRIPTION</b>	<p>✚ <b>Who am I?</b></p> <p>Facilitators ask the participants to stand in line. Then each participant receives in their forehead a piece of paper with the character (see Handout below). Participants are then asked to walk around the space, observing the characters of the others, without making any comment. The facilitator will then read some questions (see Handout below), and participants are asked to find the perfect partner for making that action between the other characters. Even if they might be rejected by someone, they should make a couple in the end.</p> <ul style="list-style-type: none"> <li>• <b>Moving Debate</b></li> </ul> <p>The facilitator makes a line with the scotch tape in the middle of the room. One side of the room is representing the "AGREE" part, while the other side is the "DISAGREE" part. A set of question is read (see Handout below), and participants should position themselves in one side or the other accordingly to their opinion. The facilitator asks the participants why they choose one side or the other and they can take the floor explaining the reasons that led them to choose such a</p>

position.

### **Debriefing**

During the final debriefing the group is expected to reflect on all the activities proposed. For this reason, we suggest you to run a debriefing "in steps" asking precise questions to analyse the activities one by one. Otherwise the risk, keeping general questions applicable for all the activities, is to generate confusion in the group.

Below the key questions for the debriefing – 1<sup>st</sup> activity:

- How did you felt in the first activity?
- Did someone felt rejected or very accepted? Did you understand why?
- Why do you think it happened?
- What do you think the activity was about?

Below the key questions for the debriefing – 2<sup>nd</sup> activity:

- What did you observe during the activity?
- What did you feel during the activity?
- Did you find some question more challenging than the other?
- How was to take position?
- Did you change your mind during the discussion? If yes, why?

[See all the Handouts below.](#)

## HANDOUT\_WHO AM I?\_CHARACTERS

45 YEARS OLD LESBIAN
ASEXUAL 20 YEARS OLD
A "VERY FEMININE" MAN
A MAN WITH NO PENIS
A WOMAN SEX WORKER
HETEROSEXUAL 25 YEARS OLD WOMAN
DRAGQUEEN
TAXI DRIVER
A RELIGIOUS TEACHER
A POLICEMAN
ADDICTED TO DRUGS
A GAY TV JOURNALIST
MARRIED WOMAN
MARRIED MAN
A 12 YEARS OLD KID
16 YEARS OLD BISEXUAL
HIV+ 35 YEARS OLD MAN
23 YEARS OLD LESBIAN
23 YEARS OLD TRANS WOMAN
INTERSEX
55 YEARS OLD SINGLE MAN
55 YEARS OLD WOMAN

### FIND SOMEONE...

TO GO IN HOLIDAY WITH
TO TAKE A SHOWER WITH
TO DO HOMEWORK WITH
TO START A BUSINESS TOGETHER
TO PLAY WITH
THAT YOU WOULD LIKE TO BE YOUR DOCTOR
TO GO TO THE DISCO WITH
TO PLAY FOOTBALL WITH
TO HAVE A RELATIONSHIP WITH
TO SHARE A ROOM WITH
TO GO FOR SHOPPING WITH
TO DRINK A CUP OF COFFEE WITH
YOU WOULD ASK FOR HELP TO CHANGE A WHEEL
TO KEEP YOUR SECRETS

## HANDOUT\_MOVING DEBATE\_QUESTIONS

MANY PEOPLE THINK THAT BEING GAY OR TRANSGENDER IS A CHOICE
BISEXUAL PEOPLE HAVE NO NEED TO COME OUT
MANY PEOPLE THINK THAT WOMEN WITH SHORT HAIR ARE LESBIAN
YOU CAN GUESS THE SEXUAL ORIENTATION OF A PERSON JUST BY LOOKING AT THEM
MANY PEOPLE THINK THAT ASEXUAL PEOPLE ARE SICK
MANY PEOPLE THINK THAT TRANSGENDER PEOPLE ARE JUST NOT ACCEPTING THEIR HOMOSEXUALITY
ALL LESBIANS HAVE A MOTORCYCLE, A CAT OR A TRUCK DRIVING LICENCE
MANY PEOPLE THINK DRAG QUEENS ARE SEX WORKERS
INTERSEX PEOPLE ARE TREATED FAIRLY BY THE DOCTORS
MANY PEOPLE THINK THAT PRIDE PARADES SHOULD BE MORE SOBER
MANY PEOPLE THINK THAT LGBTQ+ PEOPLE ARE PROMISCUOUS



## WORKSHOP 4

RUN BY THE PARTICIPANTS

<b>TARGET GROUP</b>	Young people, aged between 18 and 25 years old, that will participate in the youth exchange
<b>AIM</b>	To raise awareness on LGBTQ+ issues
<b>MACROTOPIC</b>	LGBTQ+
<b>SUBTOPIC</b>	Recognize the diversity of bodies
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>✚ To reflect on the perception of own body and other's bodies;</li> <li>✚ To find connection and feel your-own body;</li> <li>✚ To explore feelings to others' bodies.</li> </ul>
<b>TITLE</b>	Body Empowerment- How to be a superhero
<b>TOOLS</b>	<ul style="list-style-type: none"> <li>✚ Energizer</li> <li>✚ Body Scan_ Guided Meditation</li> <li>✚ Puppets</li> <li>✚ Hands' counting</li> <li>✚ Drawing reflection</li> <li>✚ Debriefing</li> </ul>
<b>DURATION</b>	<p>TOTAL DURATION: 90' minutes</p> <p>TIMING BREAKDOWN:</p> <ul style="list-style-type: none"> <li>✚ Energizer 10'</li> <li>✚ Body Scan_ Guided Meditation 15'</li> <li>✚ Puppets 10'</li> <li>✚ Hands' counting 20'</li> <li>✚ Drawing reflection 10'</li> <li>✚ Debriefing 15'</li> </ul>
<b>MATERIALS</b>	music, carpets/tatami, pens, markers, paper
<b>DESCRIPTION</b>	<p>✚ <b>Energizer</b></p> <p>The energizer is introductive to the upcoming activities and is structured to feel different expressions of body and the connection to our feelings/moods.</p> <p>✚ <b>Body Scan_ Guided Meditation</b></p> <p>Guided meditation to calm down and find a connection with our own body and every little pieces of it.</p>

### **Puppets**

Corporal expression in couples where one is a puppet and one is a puppet master. The puppet maker makes the puppet move as if there exist imaginary strings connecting the parts of the two bodies. The puppet follows the movements proposed by the puppet maker. After some minutes the roles shift: the puppet maker becomes the puppet and the puppet becomes the puppet maker.

### **Hand counting**

In small groups of 4/5 people, participants are making a circle. One person should stand in the circle, closing their eyes. The rest of people are putting their hands on the body of the person. They can put one hand, both hands or none. The one in the middle should count how many hands are touching their body.

### **Drawing reflection**

In the same small groups, participants are asked to draw how they feel. They should draw just sketches, not elaborate drawings. Then each group member can propose (if feel it) the sketches/drawing to the other members, explaining the meaning.

### **Debriefing**

After all the activities participants are back in circle in plenary and different questions are asked during the debriefing.

Also in this case we suggest to run the analysis activity by activity, taking into account some basic key questions as the ones below:

- What has happened? → perception/observation.
- What do you think? → reflection/interpretation.
- What did you feel? → emotions.

TITLE	Tools evaluation																										
TOPIC/S	Evaluation of strengths and weaknesses of the non-formal education activities within the proposed workshops																										
AIM	To make participants evaluate in depth and on a peer to peer approach, the strengths and weaknesses of the different tools proposed within the workshops																										
TOOL TYPE	Work in groups																										
MATERIAL	Paper, pens, flipcharts, markers, colours																										
DURATION	100 minutes (5’ presentation, 5’ tools list, 20’ each rotation for a total of 60’, 30’ back in group for the analysis)																										
DESCRIPTION	<p>Setting: the room is divided in four corner, in each one the trainer who follow the group and on the floor a flipchart as the one below, divided in three columns, one where to list the tools used in each workshops, one for the strengths and one for the weaknesses.</p> <p>The activity is organized according to the following steps:</p> <p><b>Step1:</b>the activity is briefly presented in plenary.</p> <p><b>Step 2:</b>each group should join the corner where is the trainer who followed the work and has to list the tools used during the workshop.</p> <table><tr><th colspan="3">Workshop Title:</th></tr><tr><th>TOOL</th><th>STREGHT</th><th>WEAKNESSES</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p><b>Step 3:</b> the rotation is starting, each group should move, clockwise to the next corner, read the list of tools within the workshop and analyse strengths and weaknesses of each tool. When the time it’s over each group moves to the next corner. The time allocated for each round is 20’ minutes, for a total of 60’ minutes (3 rotation).</p> <p><b>Step 4:</b> in the last round each group is back to the starting corner and finds the flipchart referred to the workshop with all the analysis and feedbacks from the other groups members. They have to go through and carefully read the analysis and feedbacks .</p>			Workshop Title:			TOOL	STREGHT	WEAKNESSES																		
Workshop Title:																											
TOOL	STREGHT	WEAKNESSES																									

<b>TITLE</b>	<b>The perfect facilitator</b>
<b>TOPIC/S</b>	Role of the facilitator
<b>AIM</b>	To reflect on the different facilitation skills and the roles of the facilitator
<b>TOOL TYPE</b>	Individual and group reflection
<b>MATERIAL</b>	A4 paper
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> participants stand in the circle and the facilitators present theatrically the cards representing different roles, skills and characteristics regarding facilitation, and spread the sheets where they are written on the ground.</p> <p>The activity is organized according to the following steps:</p> <p><b>Step 1.</b> participants are asked to walk in the space, read the different cards and choose the three "best characteristics" and three "worst characteristics" a facilitator should have.</p> <p><b>Step 2.</b> once the selection it's done, participants are asked to group themselves in couples and try to do a common list of the three best and worst characteristics.</p> <p><b>Step 3.</b> once the common list it's done, three couples gather and together they have to share their previous common lists, creating then a new common one.</p> <p><b>Step 4.</b> back in plenary each group will then present their list to the other groups.</p> <p><b>Step 5.</b> it follows a conclusion regarding the characteristics chosen, the importance of the working team composing the Pool of Trainers and the balance between different styles while facilitating different kind of activities.</p> <p><a href="#">See all the Handout below.</a></p>

## HANDOUT\_FACILITATOR CHARACTERISTICS

TEACHER	GUIDE	COP
GARDENER	HANDYCRAFT	E.T.
SOLDIER	ARTIST	SPY
SPARKLING	IDOL	INVESTIGATOR
SOBSTITUTE OF "FATHER"	SOBSTITUTE OF "MOTHER"	"ARTIFICIAL PARADISE" SELLER
"BIRTH GIVER"	APPRENTICE SORCERER	PSYCHIATRIST
SUPPORTER	COACH	ALLY
MEDIATOR	EXPLORER	PARTNER
INSTIGATOR	HELPER	MISSIONARY
MANIPULATOR	MODELLING PASTE	CHILD
SCULPTOR	CHIEF	OUTSIDER

<b>TITLE</b>	<b>Evaluation in different stations</b>
<b>TOPIC/S</b>	Final, overall evaluation of the project
<b>AIM</b>	To run the final, overall evaluation of the project, including the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
<b>TOOL TYPE</b>	Artistic and interactive session, individual work
<b>MATERIAL</b>	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy ☺)
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere ☺</p> <p>Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p><b>Space 1 – Food and Lodgement→ the pot and the spoon</b>  <i>Task: write comments/feedbacks concerning food and lodgement and put them in the pot</i>  Methodology: drawings representing food and accommodation and post it to leave comments and feedbacks and a big pot.</p> <p><b>Space 2 – Learning→ The Laundry</b>  <i>Task: write in English a letter to describe the training experience and when you have finished, handle it on the rope</i>  Methodology: some ropes tined as in a laundry, cloth pegs and pieces of paper on the ropes and below a small carpet with pens and markers.</p> <p><b>Space 3 – One Word for the Training → Photo Maton</b>  <i>Task: write on a piece of paper a word representing your experience, then enter the magic space of the Photo Maton and take a photo with your key word!</i>  Methodology: Photo Maton behind a curtain, a chair and a photo camera.</p> <p><b>Space 4 – Pool of Trainers→ The Post Box</b>  <i>Task: write feedbacks to the pool of trainers and leave them in the envelope</i>  Methodology: post box (different envelopes, each one for a trainer, where participants can leave messages and feedbacks).</p>

	<p><b>Space 5 – Expectations and Contributions → The Garden</b>  <i>Task: come back to the Garden and make your seeds growing accordingly to the fulfilment of your expectations</i>  Methodology: the Garden realized in the first day of activity, some pens, colours and markers.</p> <p><b>Space 6 – Feelings → How Do You feel?</b>  <i>Task: write on the flipchart how do you fell ☺</i>  Methodology: a big flipchart with the trainers faces, a big space where to leave comments and some pens and markers.</p> <p><b>Space 7 – Collective Story → “Un- Framed ...”</b>  <i>Task: write a sentence to continue the story and when you finish, fold it so that the next person does not know what you wrote</i>  Methodology: a big flipchart on the ground with markers. Close to the flipchart there is another piece of paper with the beginning of the story: “Once upon a time there was a snail called Un-Framed, and ...”.</p>
--	--

<b>TITLE</b>	<b>The circle of words</b>
<b>TOPIC/S</b>	Final Evaluation
<b>AIM</b>	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them express their feelings
<b>TOOL TYPE</b>	Group activity
<b>MATERIAL</b>	Ball of wool, soft music
<b>DURATION</b>	/ minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in the circle. When everybody is in, the music stops and one of the trainers presents the activity: one person starts making their comment (it has to be said something to yourself and something to the group). When they finish, other person who want to talk will take the floor. The activity is following in this way, till everybody speaks.</p> <p><b>NOTE:</b> it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can take the time they think is needed.</p>



# INDEX OF THE ACTIVITIES

The **Table List of Activities** you will find below is conceived to present the tools/activities not in a chronological order, as in the Agenda at page 11, but in alphabetic order, with the reference page number. Furthermore, in the list below, for each tool/activity it's also specified the topic addressed.

## Topic Addressed:

Gender-Related Topics --- indicated with: GRT

Group Dynamic --- indicated with: GD

Methodologies Testing and Upgrading --- indicated with: TiA

ACTIVITY				PAGE
	GRT	GD	TiA	
Abigail	x			45
Active Listening		x		52
Alphabetic Order		x		15
Blind Snake		x		56
Cafeteria	x			39
Canadian Box	x			48
Evaluation in different station	x	x	x	81
Feedbacks	x	x	x	61
Fish Bowl	x			50
Flower Field		x		24
Name Round		x		15
One Step Forward	x			40
Portrait		x		16
The circle of words	x	x	x	83
The Clock		x		17
The Gallery	x			23
The Garden	x	x		21
The perfect facilitator		x	x	79
The Tower		x		20
TiA Implementation	x		x	61
Timeline of LGBTQ+	x			25
Tool Fair	x			54
Toolkit			x	57
Tools evaluation			x	78
Walking through Actions	x			44
Work in Groups		x	x	60
Workshop 1	x	x	x	64
Workshop 2	x	x	x	66
Workshop 3	x	x	x	71
Workshop 4	x	x	x	76



# A SPECIAL THANKS TO ALL THE ACTORS:

**COORDINATION - TRAINING COURSE FOR YOUTH WORKERS:** Lunaria

**HOSTING ORGANIZATION:** Artemide

**POOL OF TRAINERS:** Ettore Ismael Borghetto, Sara Mandozzi, Konstantinos Tycheros, Yohann Vancassel

**COOKING AND LOGISTIC SUPPORT:** Elena Dojmi De Delupis, Camille Fraleux, Carlotta Traversari

## **PARTNER ORGANIZATIONS:**

ASSOCIAÇÃO MAIS CIDADANIA: [www.maiscidadania.pt/](http://www.maiscidadania.pt/)

BREAK THE BORDERS: <https://www.facebook.com/BreakTheBordersNGO/>

CONCORDIA: [www.concordia.fr](http://www.concordia.fr)

EQUA: <https://www.facebook.com/curso.diverze.7>

IJGD: [www.ijgd.de](http://www.ijgd.de)

UNIVERSITUR: [www.universitur.ro](http://www.universitur.ro)

**A SPECIAL THANKS GOES TO ALL PARTICIPANTS, WITHOUT THEM THIS PROJECT WOULD NOT HAVE BEEN POSSIBLE!**

Andrea, Andreo, Anuta, Artemis, Camille, Catarina, Coralie, Cristina, Daniela, Diana, Dimitris, Elena Louisa, Irene, Jacob, Johanna, Mattea, Moïra, Raluca, Sandra, Saul, Simon, Vilma, Wiebke

**TOOL KIT REALIZED BY:** Sara Mandozzi

**GRAPHIC:** Ettore Ismael Borghetto











**Lunaria** is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

[www.lunaria.org](http://www.lunaria.org)

The project was Co-funded by the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.



Co-funded by the  
Erasmus+ Programme  
of the European Union



Erasmus+

# UN-FRAMED

YOUTH WORK TO RAISE AWARENESS  
ON LGBTQ+  
AMONG EUROPEAN YOUTH

TOOLKIT OF THE TRAINING COURSE

24TH-29TH MARCH 2018

CASA-LABORATORIO "IL CERQUOSINO",  
MORRANO, ORVIETO, ITALY