



INCLUSIVE
ORGANISATIONS



ABC about LGBT

(A - implementation of
the LGBTIQ+ trainer(s))





MAIN GOAL

Empowering participants to feel more confident in the inclusion of LGBTIQ+ persons in their work.



OBJECTIVES OF THE SESSION:

1. Participants gain knowledge of the basic terminology regarding LGBTIQ+ identities.
2. Participants understand the key differences between the concepts of gender expression, gender identity and sexual orientation.
3. Participants reflect on some of the key obstacles LGBTIQ+ face in society especially related to the field in which their organization works.
4. Participants gain more confidence to address LGBTIQ+ issues in their field of work.





DURATION FORESEEN:

3 hours



NEEDS (FOR THE SPACE):

- Chairs in circle
- Tables for the groups to be able to work around it



FOR WHOM:

Diverse members of the organization (staff, volunteers, people working directly with young people).





STEP BY STEP DESCRIPTION:



INTRODUCTION

10' Presentation of trainers and workshop timeline.



GETTING TO KNOW EACH OTHER

15' Participants share their names and pronouns.

The trainers explain what pronouns are and why we ask for them.

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TERMINOLOGY

10' Trainers divide participants into groups of 4-5 persons and give them the materials and the following instructions.

Each group is given 3 category cards, 3 definitions of categories and 17 identity cards.

Categories:

- gender expression
- gender identity
- sexual orientation

Definitions:

It encompasses how a person publicly presents their gender. This can include behaviour and outward appearances such as dress, hair, make-up, body language, and voice.

It means each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. It may be the same as or different from their birth-assigned sex.

It means the emotional, romantic, and/or sexual attraction that a person feels toward another person.





Identity cards:

- transgender woman
- transgender man
- cisgender woman
- cisgender man
- lesbian
- Gay
- bisexual person
- heterosexual person
- straight
- transgender person
- pansexual person
- non-binary person
- queer
- femininity
- masculinity
- androgyny
- intersex

15' The group is invited to put down the definition under each category and then put the cards with specific terms under which category they think it goes. Groups discuss what they think the terms are and where they would position them.

20' Back in plenary, the groups share their process and results. Questions regarding different terms are expected to occur, so this is the space for all these questions. Participants are encouraged to voice questions they might find awkward to ask. Trainers help with answers but also acknowledge the fact that categories are not closed and definitions vary and are ultimately at the discretion of each individual and how they choose to identify.





KEY PRINCIPLES OF WORKING WITH LGBTIQ+ COMMUNITY

10' Trainers present the key principles of working with the LGBTIQ+ community, together with an explanation of why they are important. They can connect it with their own examples and experiences.

After the presentation, participants are asked: How do we put these principles in our organisational practise?

In case the number of participants is more than 7, trainers put them in small groups to discuss. They have 10 minutes to discuss and 5 minutes to share: each group shares 1 main idea.

OR

In the case of smaller numbers, it can be an open discussion for the 15min with trainers summarising the main ideas at the end.

15' Trainers present the Manual for inclusive organisation and point out that in the self-assessment tools, specifically self-assessment tool 2 they can get inspired and find examples of inclusive practises that can support the inclusion of LGBTIQ+ people in their organisation.



MAPPING PRACTICES AND CHALLENGES

15' Participants are asked to think about: What does your organisation already do on organisational level, what mechanisms it has put in place to support the inclusion of LGBTIQ+ people? If you cannot think of anything, can you think of any other organisation you recognise is a good practise example and how?

Participants think about these two questions in pairs (for which they have 10 minutes) and share key findings and write them down on post-it notes. Each pair share the key findings, trainers collect them and put them on a flipchart "Mapping good practises".





10' We divide the participants into smaller groups, with 3-4 people in each group; in case of smaller amount of participants, we put them in pairs.

They need to map out the key challenges of inclusion of LGBTIQ+ people in their work, which they write on post-it notes (one challenge per post-it): What obstacles does your organisation face in terms of being inclusive towards LGBTIQ+ people in your work?

The trainers select and map out the challenges on a flipchart. The trainers need to map out or generalise the challenges well - so that there are no more than 8 of them in the end. Each group (or pair) receives one challenge and has 10 minutes to propose how to address it within their work.

20' Groups present their strategies, and the trainers provide additional information. We base our discussions on the experiences of the participants.

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CLOSING AND EVALUATION

10' Trainers point out the key highlights of the workshop and give participants digital evaluation where they ask them what they learned at the workshop.

They either hand or later send the handouts that include LGBTIQ+ terminology and key principles of working with LGBTIQ+ community.



MATERIALS NEEDED:

- Definitions of sexual orientation, gender identity, gender expression
- Identity cards
- Printout or projector to project the self-assessment tool 2 from the Inclusive organisation manual
- [Key principles of working with the LGBTIQ+ community](#)
- Flipcharts
- Markers
- Pens
- Post-it papers





TIPS FOR TRAINERS:

Exercise around the terminology usually opens questions participants have, and can already showcase stereotypes and prejudice they have towards the LGBTIQ+ community. The trainers must react to those, even if they don't have the time to address them all during the workshop. Sent recommended readings concerning the questions raised after the workshop can provide space for new knowledge.



FURTHER READINGS:





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