LGBTIQ+ YOUTH NET

YOUTH EDUCATOR'S
GUIDEBOOK

LGBTIQ+
YOUTH NET

www.**lgbtiqyouthnet**.eu

CONTENTS

Co-funded by the European Union

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LGBTIQ+ YOUTH NET

OUR MISSION
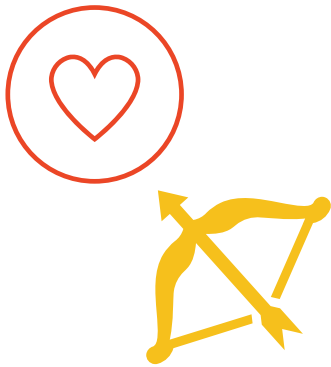
We are developing a new set of resources that will help combat anti-LGBTIQ online hate speech, which is on the rise. These resources will help the work of youth workers, including those working to support LGBTIQ youth.

- We want to improve the quality of youth education work by breaking barriers, and discrimination.

- Empowering youth to stand up for themselves.

- Fostering inclusion, diversity, and promoting active citizenship.

- Creating an innovative learning environment that builds participation skills and advocacy by youth not just part of the LGBTQI+ community.

"Burst down those closet doors once and for all, and stand up, and start to fight."

Harvey Milk
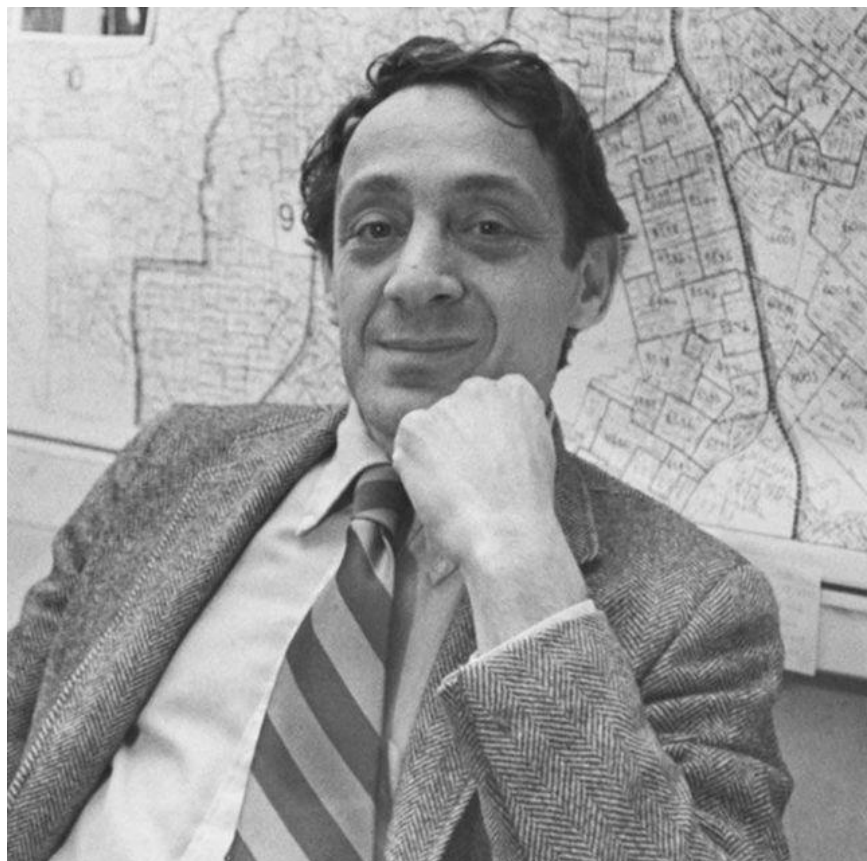
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BACKGROUND

LGBTQI+ YOUTH NET

Project Need

LGBTQI+ Youth Net project realizes the need for marginalized youths to have their voices heard. Our project will provide powerful tools that can be used to advocate for their rights. This is a way to foster inclusion of vulnerable groups in our communities.

THE CONTEXT

The rights of minority groups are protected by the Charter of Fundamental Rights. Diversity is celebrated as an added value for open and democratic societies.

Our LGBTQI+ community is entitled by international law and human rights principles to receive protection.

Self-reliance is key in offering them protection and in being accepted by societies.

TARGET GROUPS

- Youth educators who have reach to youth. Also, those capable of adapting training for youth aimed at combating hate speech against LGBTIQI+ community. We will also include organizations working with refugees, especially those supporting Ukrainian refugees due to the current war there. We will give them the tools to address the challenges that this project addresses, for which they would likely not be equipped otherwise.

- Youth workers at local and national level working within youth NGOs, clubs and groups declared to target LGBTQI+ communities. They can be working with youth in general and providing non-formal education.

- Youth learners who are aged 18-26. LGBTQI+ and Non-LGBTQI+ young people are included in this group. It will consist of young people close to partner organizations, but not limited to this. We will thus include marginalized groups such as migrants, refugees, rural youth, and young people with disabilities.
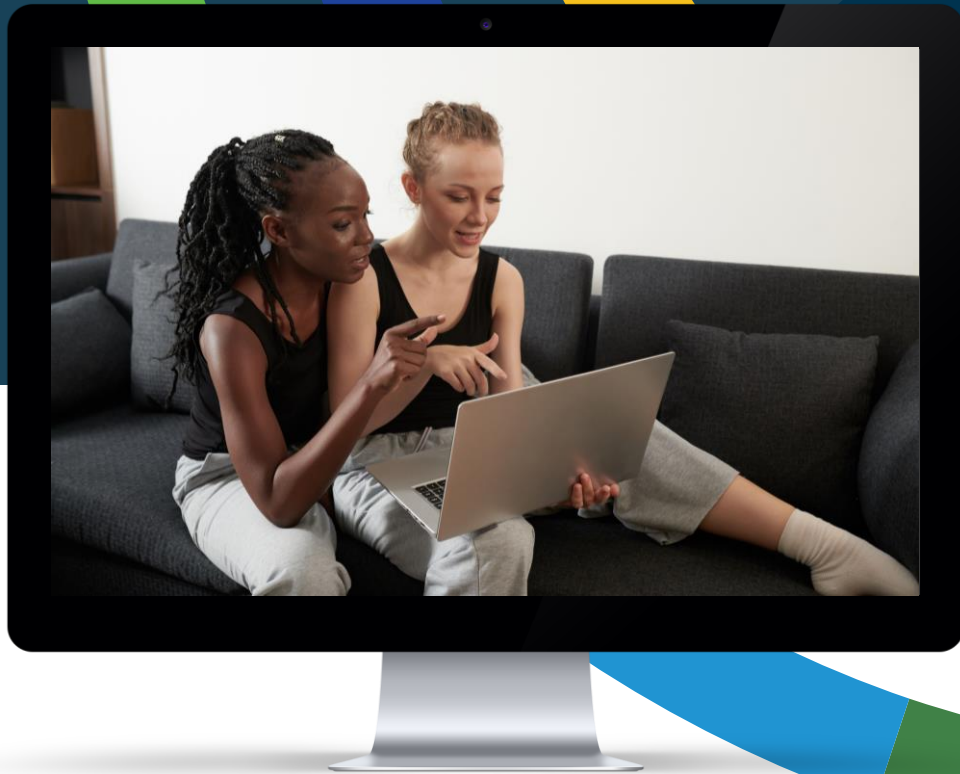
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Stopping the Hate
Speech Through
Training & Connect

Stopping the Hate Speech

Through Training & Connect

The specific objective of the training is to upskill and empower all youth to actively participate in combating online hate speech. We are focused on the LGBTQI+ communities in partner countries with Ukraine being of utmost importance due to the current instability there.

The training will cover the following aspects:

An informative training focused on building resilience, and methods to combat the negative behaviour of hate speech. How to recognize hate speech in their communities. The best ways to understand legislation and its negative impact on hate speech. Online netiquette is used in interactions related to hate speech. In addition, where to get support, how to stay safe, recover as a victim, and build positive narratives.

The training is freely available, high-quality learning material that can be downloaded, edited and shared to better serve learners. It will be available as an online course on our website.

The promotion of the training is based on this fundamental value: the world's knowledge is a public good.

Innovative assignments using our training can turn learners from consumers of information to producers of knowledge, enhancing their mastery of the training content. Additionally, the use of training can inspire learners to access knowledge in the way that suits their learning styles the best.

GENERAL INSTRUCTIONS FOR YOUTH EDUCATORS

I am no longer accepting the things I cannot change. I am changing the things I cannot accept."

Angela Davis

The course is designed to be delivered by Youth Education providers, teachers, community educators, NGOs, and voluntary sector organizations using an innovative teaching approach so that they can easily adapt the training, materials, and resources to deliver high-quality, high-participation content that has been developed, tested, and reviewed in Denmark, France, Germany, Ireland, and Ukraine.

The other intended users of the course are public authorities and wider stakeholders. An innovative approach is also the process of making lives better while Innovative Teaching is the process of making teaching and learning experiences better. There are many reasons why Innovative teaching is required today – some of these are:

- Our communities are constantly changing and developing, becoming more diverse and culturally rich. Community members need access to knowledge that provides resilience and capacity building, so they can strive for the best possible future outcomes for themselves and other members of society,
- Our society today needs people who are flexible, creative, and proactive people who can solve problems, make decisions, think critically, communicate ideas effectively, and work efficiently within teams and groups.
- Technological and pedagogical advances are changing the way we learn and consume knowledge.

PROGRAMME <u>OBJECTIVES</u> AND SPECIFIC CONTEXT OF YOUTH EDUCATION

Create a transformative, sustainable approach to delivering LGBTQI+ education.

Provide educators with new knowledge, skills, and new training that they can deliver to youth groups they work with.

Provide a comprehensive and relevant course and supporting learning activities that will motivate and equip trainers to deliver elements of the Training to small groups of target group members.

Educate participants to identify and tackle LGBTQI+ community barriers to access participation in education.

Youth education is mediated by personal relationships. It is the practice through which youth engage in systematic and sustained self-educating activities to gain new forms of knowledge, skills, attitudes, or values. It encompasses any form of learning they engage in beyond traditional schooling, encompassing lifelong learning.

Youth education reflects a specific philosophy about learning and teaching based on the assumption that they can and want to learn, that they are able and willing to take responsibility for the learning, and that the learning itself should respond to their needs.

PROGRAMME OBJECTIVES AND SPECIFIC CONTEXT OF YOUTH EDUCATION

Driven by the available opportunities, and how one learns, youth learning is affected by demographics, globalization, and technology.

Learning happens in many ways and many contexts just as all lives differ.

Learning can be in any of the three contexts:

1. Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;

2. Non-formal – Learning that is organized by educational institutions but non-credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;

3. Informal education – Learning that goes on all the time, resulting from daily life activities related to work, family, community, or leisure

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LEARNER

WHO ARE THE LEARNERS BENEFITING FROM THIS PROGRAMME?

Learning Paths

The LGBTQI+ Youth net training is developed most specifically for youth educators who reach out to members of the LGBTQI+ community and other youths. Educators should strive to help learners create their learning paths by utilizing the following questions:

Proficiency-Based Progress: (How might learners self-reflect on their learning outcome?) What I'm going to learn...

Personalized Learning Goal: (How could learners set a goal for the learning outcome?) How I'm going to learn it...

Customized Learning Path: (What learning opportunities or choices could the learners choose from?) How I'm going to show what I've learned...

Proficiency-Based Progress: (How can learners have choices in how and when they show proficiency?)

> **Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts**

Barbara Gittings

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ABOUT THIS GUIDE

Stopping the Hate Speech Through Training & Connect

Each module comprises the main presentation on the topic and case studies. What follows is an overview of each module.
The training spans 4 Modules designed to ensure that youth educators will empower LGBTQI+ communities to stand against hate speech in their communities.

1. Recognizing Hate Speech- What it means. Getting to know the legislation and its negative impact. The national context in each partner country of the project.

2. Online Netiquette- The meaning of netiquette and methods of combating hate speech online.

3. Getting Support- Where to get support for the LGBTQI+ community. How to stay safe in the community and how to recover as a victim of hate speech.

4. Building Positive Narratives- Strategies to use. In addition, organizations battling hate speech through narratives.

INTERACTIVE AND INNOVATIVE

- Training materials are developed in PowerPoint. They can be adjusted to the training needs, as they are editable.

- Videos are used to explain certain sections of the training content and to present case studies for discussion

- Exercises encourage both group and individual learning and give a practical tone to all the context

- Activities invite learners to investigate certain content such as articles, podcasts, books, and more.

- Case studies help bring thematics to life

All of these can be replaced with suitable, localized examples, by the educators, that best suit the needs of a particular target group, making these resources highly transferable.

PRIDE
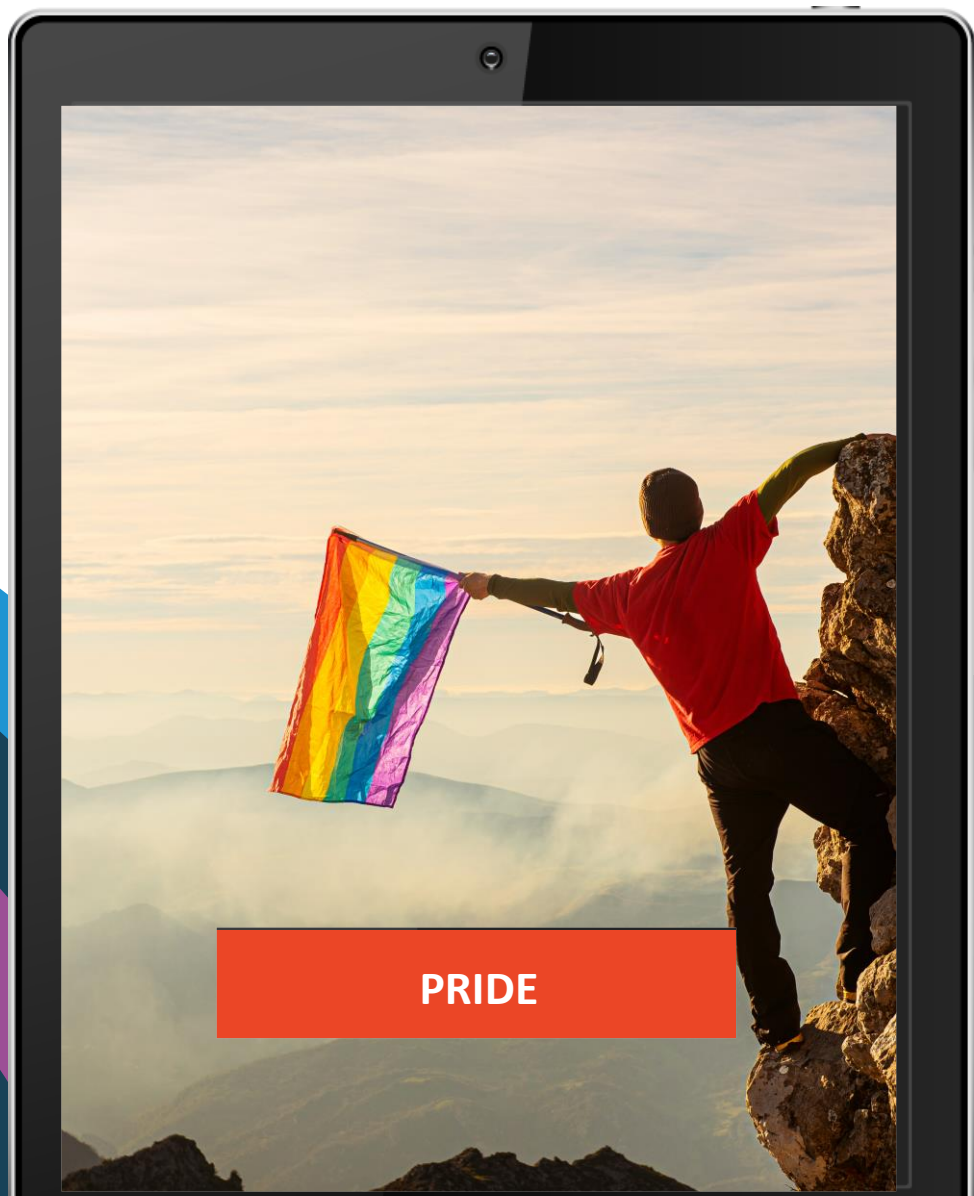
MODULE 1

RECOGNIZING THE HATE SPEECH

We take a deep look at what hate speech means in this module. We give the knowledge on the legislation and the negative effects it can have. At the same time, we investigate how it affects communities. Through each partner, we get the national context in Denmark, France, Germany, Ireland and Ukraine.

The interactive content that is available with this module is designed to facilitate active, engagement and helps to assess the grasp of the course content, fostering a well-rounded learning experience.

MODULE 2

ONLINE NETIQUETTE

Do you know what netiquette means? Through this module, we show you this and more importantly the asset it can be in clear communication. In addition, the learner will acquire methods of combating hate speech online too.

The interactive content in this module and a short quiz are designed to facilitate active engagement.

MODULE 3

GETTING SUPPORT

Support is essential when you're a part of a minority group. This module gives information on organizations of support for the LGBTQI+ community. How to stay safe is another topic we cover here. In the case of those who suffer an attack, we provide in this module tools to use to recover as a victim of hate speech.

The interactive tone of this module helps to reinforce knowledge and assess comprehension making the learning experience more empowering.

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MODULE 4

BUILDING POSITIVE NARRATIVES

Useful strategies for combating hate speech are provided in this module. In addition, we give examples of brilliant organizations battling hate speech through narratives.

The interactive content available in this module is designed to facilitate active engagement and assess the grasp of the course content, fostering a well-rounded learning experience

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Pedagogy

INSTRUCTION FOR EDUCATORS

Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind

Harvey Milk

GENERAL INSTRUCTIONS

- Allow adequate time for sessions and important class download, review, and revise course resources for the training as necessary for your circumstances

- Localise education content with case studies and information on local support for LGBTQI+ initiatives

- Ensure that each participant utilizes the resources and completes exercises embedded in modules. These provide valuable learning.

- Allocate regular time for review during the LGBTQI+ Youth Net training.

Participation and inclusion
Participation and the inclusion of all is a value of the LGBTQI+ community.

It can be supported in several ways:
- Considering any potential participation issues in advance, for example about gender, language, or participants from a minority group

- Discussing and agreeing on the principle of the first day, and how everyone will support each other to fully participate. Also, think about the barriers together and how you will overcome them.

- Thinking about how the environment, room layout, online tools, materials, activities and the language you use may or may not support participation

- Observing everyone's levels of participation and modeling inclusive behaviour

OPEN EDUCATION RESOURCE DELIVERY

In-Person

Classroom training remains one of the most popular techniques for building skills capacity. Typically, it is instructor-centered face-to-face training that takes place at a fixed time and place. LGBTQI+ Youth Net training suggests using the additional resources provided in the following ways.

Suggested delivery mechanisms:

• Small group discussions. Break the students down into small groups and give them case studies and Social Innovation topics, challenges, or situations to discuss or solve. This allows for knowledge transfer between learners.

• Q & A sessions. Informal question-and-answer sessions are most effective with small groups and for learning something new and updating existing knowledge.

• Multimedia. Multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the student's mind. Educators should ensure that these are used to their full potential.

• Interactive tools. The engagement of students can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.

OPEN EDUCATION
RESOURCE DELIVERY

Online

COVID-19 made it abundantly clear that innovative learning and access to the internet are so important now more than ever to take advantage of and participate in today's digital economy. Before the COVID-19 pandemic, a growing trend towards digital technology was already changing the way we do things as a society – with access to services, information, and support increasingly going 'digital by default'.

Online Learning as a delivery method uses Internet technologies embedded in the LGBTQI+ Youth Net learning platform https://www.lgbtiqyouthnet.eu to deliver a broad array of solutions to enable learning. The training is provided as an online learning programme for direct access by all stakeholders including adult educators and others interested in acquiring new skills to either
1) support those who do not currently have and need resources in combating hate speech.
2) would like to enhance and update an existing educational program in the same field that is already in place.

Online learning exposes learners to a wide range of resources available online, covering their areas of interest, which they can learn at their own pace, personally. Taking charge of their education like this can be very empowering and can give learners a sense of self-confidence that helps them to do even better.

CONSIDER INNOVATIVE ONLINE TEACHING METHODOLOGIES

In flipped classrooms, also known as inverted classrooms, learners review class materials before lessons as homework. In-class time is dedicated to diving deeper and understanding the materials better through discussions, interactive exercises, and independent work that would have previously been completed at home — all under the guidance of the educator, who is present and available to respond to any questions that may arise.

Blended Learning combines online digital media with traditional classroom methods. Blended learning is a method of teaching that integrates technology, and digital media, and the traditional instructor or educator. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It gives students a more flexible customized learning experience.

Collaborative and Peer-to-Peer Learning

Collaborative learning is engaging, social, and fun! Collaborative learning is a situation in which two or more people learn or groups attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources, knowledge, and skills.

Learners actively engage with each other to problem solve, conversations and discussions take place, synthesize information, and see different viewpoints from people with varied backgrounds. This can lead to deep academic learning or transformative learning.

Collaborative learning as a result can also directly support the development of a range of high-level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age.
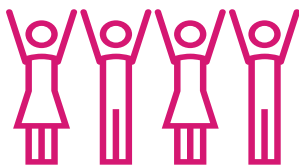
Peers are other people in a similar situation or social group.

Using Peer-to-Peer Learning, we learn from each other. It can be easily facilitated through teaching and learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, group work, and collaborative learning. The peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.

FACILITATION TECHNIQUES

Brainstorming
This allows learners to share lots of ideas quickly without fear. It is a useful tool for creative thinking and dialogue.
Steps:
1. Select a topic for brainstorming and ask
the group to share their ideas. For example: 'What activities could we undertake to raise
awareness of our campaign?' or 'What do we think are the drivers of conflict?'
2. Write the participants' ideas on a large sheet of paper. To encourage participation, tell the group that, at this
stage, we are not making value judgments on whether we agree or disagree with the ideas.
3. Once the group has provided a wide range of ideas you can work with them to cluster,
discuss and focus on key points of interest.

Think, Pair, Share
This approach encourages all the participants to reflect thoughtfully before sharing in a pair or group. It can
give confidence and encourage greater participation.
Steps:
1. Participants reflect on a question on their own, writing their thoughts.
2. Participants then share their thoughts in pairs before finally sharing in larger groups.
You can then take feedback of key points from each group.
3. Another approach to step two is to ask participants to share the key points made by
their partner. This encourages important active listening.

CELEBRATE
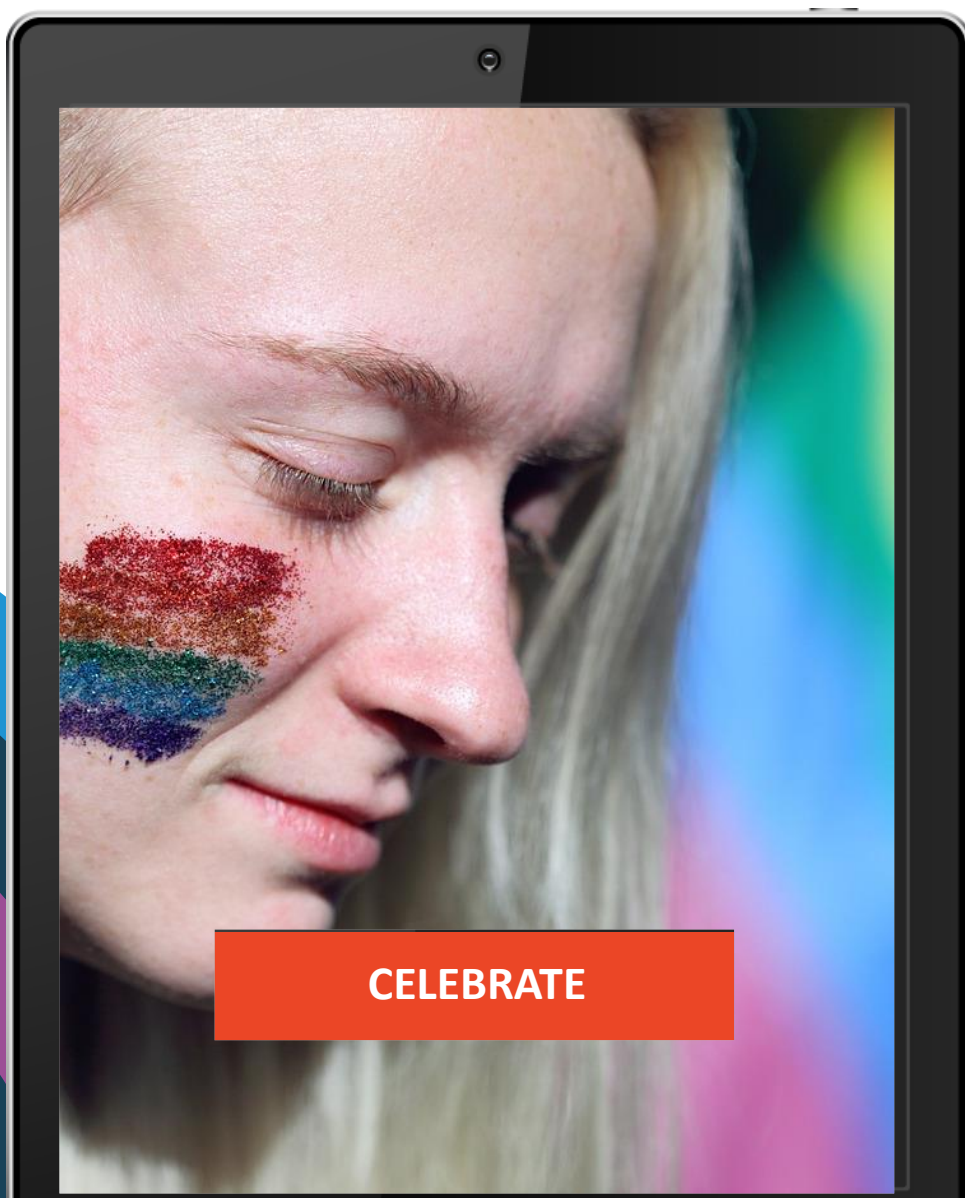
FACILITATION TECHNIQUES

Debriefing

Debriefs are used to reflect on and reinforce the learning that has emerged from an activity.

They are also important for identifying how the participants are feeling and what needs to happen next.

It's usually a good idea to prepare a debrief in advance. Choose questions related to the activity that will best allow the group to share their learning and experiences.

Example debrief questions include:
• How did you feel during that activity?
• Why?
• What did you learn during that activity?
• Are there different perspectives?
• How can we learn from this activity to help us during this workshop and as Mediators?

One of the key ingredients for meaningful conversations is the quality of the question. How we frame an issue will affect the way we respond and speak to others about it.

Example: the question 'Why do young people never participate in society?' suggests that young people do not participate. A better approach could be to form questions that are not based on assumptions, for example 'Can you think of examples where young people regularly participate?' or 'Do you think there are areas where young people participate less?' or 'What opportunities and challenges are there for young people to participate?' Also, the phrase 'participate in society' is unclear. Look for alternative words or explore what you mean by the term 'participate'.

Crafting good questions

Steps:
1. Choose a question that invites open sharing and reflection and does not favour a particular perspective.
2. Keep the question simple.
3. Choose questions that are relevant and inspiring.
4. Avoid questions that invite 'yes' or 'no' answers.

FACILITATOR'S DEVELOPMENT PLAN

As a LGBTQI+ Youth Net educator, it is beneficial to approach your role as a facilitator. Comparing your vision of a good facilitator with your own competencies, knowledge, and personality, might show a gap you may like to fill.

Making your personal development plan as a facilitator, using these STEPS, will help you answer these questions.

As a LGBTQI+ Youth Net facilitator, what are your personal development aims?

AIM1

_____

AIM2

_____

AIM3

_____

Rate your skills on a scale of 1 to 5:

Presenting skills
Ability to support a diverse group
Confidence to deliver the learning journey
Knowledge about Migrant Community Mediation

What personal skills could help you deliver these OER's?

For example: openness, honesty and transparency, respect for diversity, readiness to learn, good listening skills

SAMPLE TIMETABLE

To allow for embedded and deep progressive learning, you can choose to spread the LGBTQI+ Youth Net learning across
The week, for example, one day per week

The below table is designed to deliver the complete LGBTQI+ Youth Net Modules. The training is designed in a way that they can be downloaded, modified shortened, mixed up, or become part of an existing or new curriculum. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the programme and modules can be downloaded and printed or accessed via student mobile devices.

Resources: depending on what is available and what your learner's individual needs are. At a minimum, you will need a reliable mobile, laptop, or computer device with internet access and a comfortable environment with a chair and working space for each learner. Other optimal resources; printer and paper, earphones, traditional school supplies, television screen, white screen, whiteboard with markers, and butcher paper.

DAY	TRAINING CONTENT
Day 1	9:00 - 13:00 Module 1, 1st half 14:00 - 15:30 Module 1, 2nd half
Day 2	9:00 - 13:00 Module 2, 1st half 14:00 - 15:30 Module 2, 2nd half
Day 3	9:00 - 13:00 Module 3, 1st half 14:00 - 15:30 Module 3, 2nd half
Day 4	9:00 - 13:00 Module 4, 1st half 14:00 - 15:30 Module 4, 2nd half
Day 5	9:00 - 13:00 Module 5, 1st half 14:00 - 15:30 Module 5, 2nd half

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FURTHER
RESOURCES

FOLLOW LGBTQI+ YOUTH NET

LGBTQI+ Youth Net Resources (Reach & Teach Toolkit, Stopping the Hate Speech through Training & Connect, and A Seat at the Table for LGBTQI+ and non-LGBTQI+ Youth):

https://lgbtiqyouthnet.eu/

Facebok:
https://www.facebook.com/profile.php?id=100091905318032

Instagram:
https://www.instagram.com/lgbtiq_youthnet/

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THANK YOU

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