

E-WISEE GLOSSARY WORKSHOP FRAMEWORK



EUROPE WORKING FOR INCLUSIVE SEX AND EMOTIONAL EDUCATION



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Introduction

This framework provides guidelines for partners to carry out the workshops in order to build together a glossary. This glossary will have terms and phrases that have to do with sexual and emotional awareness and education. This document provides thoroughly all the information needed to plan and conduct the workshops. The structure of the workshop is built according to the World Café methodology.

It also includes guidelines and forms to evaluate each workshop and its effectiveness. To shape an effective activity, you can follow the tips contained in these guidelines. The key factor is to remember the suggestions and follow both the YWs' and age-group's characteristics.

Target Groups

There are three (3) target groups that have the “power” to affect the ages we are interested in.

Direct	Semi-direct	Indirect
Educators Youth Workers Social Workers	Children ages 12-18 years old	Socialization entities Educational entities Volunteer groups Sport associations Schools General public

We create the guidelines taking into consideration the groups explained below. This group works specifically with YWs which is a subcategory of Social workers. The first one has some specific characteristics we are looking for. These are:

1. In terms of experience, they should have worked with youths, especially youths from challenged environments.
2. In terms of age, there are no age restrictions, as long as they are over 20. It is a vast age range and as a result there is no homogeneity in their behavioral characteristics.
3. People who have developed communication and argumentative skills.
4. People who have the capability to de-escalate any tensions occurring.

Despite all those that have to be a given premise, they are people with personal beliefs, issues and references which is something that can affect their work because most of them are working as YWs got their occupation whether from luck (volunteer groups, sports teams) or from their studies (educational factor). Especially in the first case, there is no regulatory framework or awareness for the subjects we are interested in.

During the recruitment phase, we take under consideration the working method of the YWs with the age group and modify the workshop questions accordingly if necessary. There are examples of adaptations below, in the following units.

Apart from the aforementioned typical characteristics, in our case in point, they also should be open and informed in the subject we explore.

There might be a differentiation based on local specifics and in that case YWs might not be what we typically think of.

In terms of the age group 12-18, despite that they won't be direct participants to the first phase of the project, they will affect intensely the way we analyze, construct and publicize the workshops and their results.

That's why we mention characteristics of the age group 12-18 that we should take into consideration while constructing the workshops, so as the results can be applied to the target groups concerned.

The ages between 12 and 18 are typically characterized by significant changes in behavior as individuals transition from childhood to young adulthood. While it is important to note that each person is unique and may exhibit different behaviors, there are some common behavioral patterns that are often seen during this period of life:

- Peer relationships become increasingly important: Adolescents tend to spend more time with their peers, and friendships become a main aspect of their lives. They may also become more interested in romantic relationships.
- Increased risk-taking: Adolescents are more likely to engage in risky behaviors, such as experimenting with drugs and alcohol, driving recklessly, and engaging in sexual activity.
- Development of a personal identity: Adolescents begin to develop a sense of who they are and what they believe in. This can lead to changes in their appearance, interests, and values
- Gender dysphoria: Adolescents who experience gender dysphoria related to gender expression may feel uncomfortable or unhappy with the way that their body looks, and may feel a strong desire to express themselves in a way that is more consistent with their gender identity. This may involve wearing clothing or hairstyles that are traditionally associated with a different gender, or engaging in other behaviors that are seen as gender-nonconforming.
- Struggles with authority: Adolescents may challenge authority figures such as parents, teachers, and other adults in their lives as they seek greater independence.
- Mood swings: Adolescents often experience intense emotions and may have frequent mood swings as they navigate the challenges of this developmental stage.

It's important to note that while these behavioral patterns are common, they may not apply to every individual, and some adolescents may experience these changes more or less intensely than others.

Recruiting and informing participants

During the recruitment and information phase it is important to carry out participant detection within the local context. Communicating the planned actions within the existing network of the organization is an important stage before proceeding with dissemination and information to external sources of participants.

At a first level, if feasible, it is important to seek out youth worker candidates through contacts from past actions in order to ensure their relevance to the scope of the actions and the philosophy behind their organization.

At a second level, it is recommended to reach out to educational environments, such as faculties of social work and education, in order to identify university students who might be interested in participating as youth workers in the upcoming workshops. The aforementioned target faculties are proposed as they are directly related to the objectives and themes of the programme. In that way it will be easier to detect candidates that will show genuine scientific interest and commitment, not only for a single meeting/workshop but also for the follow-up of the project.

The information strategy will include carrying out open calls through the communication channels of the organization. The open calls will be accompanied by general information about the project and the upcoming workshops. It is suggested that this information is gathered into a press release that will be sent to the local media for further dissemination. Prior to the selection of the participating youth workers they will have to fill out an interest form in which additional information about their personality and their thoughts on the themes will be included.

Preparation of the workshop

The preparation of the workshop is a key point both for proper implementation and to ensure the expected results. The whole preparation process is divided into two parts: actions about the facilitators and about the participants.

As far as the **facilitators** are concerned, they should bring together a number of characteristics that will enable them to engage and carry out their work during the project. First of all, they need to have established knowledge and a good theoretical overview of the topics included in the workshops. It is important to be able to easily coordinate rounds of discussions and also to anticipate and direct the course of discussions in a non-intrusive way. A well-prepared facilitator is expected to encourage participants to act on their own initiative during the discussions but they always ensure the existence of a certain pace that serves the context and needs of the group. Facilitators should be prepared to allow time for the exchange of views and ideas in an open discussion with the aim of identifying social motives, developing collective knowledge and emerging opportunities for action. Below is an outline of what the facilitator needs to take into account in order to be properly prepared:

1. Setting the framework for discussion
2. Creating a welcoming environment
3. Investigating important questions
4. Encouraging everyone's contribution
5. Connecting different points of view
6. Listening to the pulse of the conversation
7. Sharing of collective discoveries

Facilitators are also in charge of selecting the youth workers who will participate in the workshops. As mentioned above, (*See: Recruiting and informing participants*) the strategy includes carrying out open calls through the communication channels of the organization. The facilitators need to keep in mind the possibility of increased demand for participation in the project. In this case it is better to organize a meeting that will serve the purpose of a more substantial selection of participants through short interviews. This will make it easier to identify the participants and their alternates (if necessary).

It is suggested for better communication and organization of the workshops to create group chats on platforms such as Messenger or WhatsApp (exposed personal data) or create a free forum with each person's contact details hidden. This will promote interaction and create the necessary climate of teamwork and cooperation that the workshop procedures require. Through regular communication, the field of cooperation will shift outside the workshop and will be generalized to everyday life.

Preparing the **participants** is also highly important for the proper implementation of the workshops. The participants will be selected through a certain process according to their interest on the topics and objectives of the project. However, certain skills are necessary and will make a big difference during the process. Two of the most important characteristics that participants must meet are being informed and open/available. Being informed means that they have a clear understanding and overview of the project and its objectives, they are able to participate in the formulation of the programme and, by extension, to take self-directed initiatives in relation to the workshops. Information, however, is not limited to knowledge of the subjects. It also extends to the perception of the surrounding atmosphere and the ability to participate in a constructive dialogue. Being open means having the willingness to learn and deepen their knowledge of terms that may already be fully or partially familiar in their personal vocabulary. Moreover, they need to be compatible with the content of the discussions, not to diverge ideologically at a structural level, so as to avoid expressing views that are diametrically opposed to the overall expected results. This ensures the maintenance of a safe space and promotes productive communication. Availability is translated into presence and active contribution to group's tasks during the workshops. In the context of teamwork, availability is important as it helps ensure that team members are able to collaborate effectively and achieve their objectives.

Furthermore, participating youth workers ought to have a set of characteristics that will make their participation even more effective and meaningful.

Those are:

GOOD COMMUNICATION SKILLS

The most important characteristic that youth worker candidates need is the ability to communicate clearly. This includes not only the ability to clearly verbalize the help and advice you give to those you work with, but also the ability to listen to others and correctly understand what they are saying.

SELF-BELIEF

Your ability to believe that what you are doing is important, and that you are capable of developing into a highly skilled professional, is necessary to empower you to help others. Trust in yourself will help you when you are faced with challenging situations.

RESILIENCE

Youth workers have to deal with a wide range of tricky situations. Being able to cope with those in a professional manner, without losing sight of why you wanted to become a youth worker in the first place, will eventually transform them into opportunities. Your resilience in those situations can make a real difference to those you are working with, and can lead to happier days ahead!

ADAPTABILITY

While a lot of the fundamentals stay the same, changes in society, technology and youth culture can mean you have to adapt your methods to suit those you work with. You should keep up to date with these changes to ensure that your help and advice is still useful and relevant.

EMPATHY

This aspect connects everything together. If you connect with someone, you will naturally want to listen to them and understand them more. You will want to be resilient for them in case things get difficult and be willing to adapt to the situation to provide them with the best possible support. And ultimately, seeing them overcome their problems, perhaps in part thanks to your support, will give you the confidence that what you are doing really matters.

Process of the workshop

World Café is an easy-to-use, well-established method for creating a live network collaborative dialogue around a topic or issue of interest or concern to a group of people. Through key questions, participants are invited to engage in an attempt to creative thinking and processing of new ideas that will emerge from the discussion.

The Cafés, which have been hosted in various venues, have been variously named accordingly, e.g. Creative Cafés, Strategy Cafés, Leadership Cafés, Community Cafés.

The discussions are based on the principles and process developed by the World Café, a global movement to support important discussions taking place everywhere around the world at the corporate or social level.

The World Café is based primarily on the premise that we, as human beings:

have innate wisdom
and the creativity to
tackle the most to
meet the most
difficult challenges

can find the answers
we seek

together we are
wiser than any of us

And those are the reasons we chose to follow this methodology to build our workshops. We made some changes in the methodology in order to help us build our workshops better. Although, below, in the annex, you'll find the method written and guidelines to follow.

After you carefully select the YWs to construct the workshops- try to find people that are under the direct-target-group category, try to follow this little guide so as to have common practices and results.

Organise your first WORLD CAFÉ

- 5 Youth Workers
- At the beginning plenary discussion and we set- communicate the objectives and start the discussion (1st round)
- We divide into groups, and start the individual discussions at separate tables (2nd round)
- We change the table and group composition and a new discussion begins (3rd round)
- Evaluation of the process with a Google form and if you want with a discussion after each workshop (in the last evaluation of all the workshops there will be a different form)

Since the purpose is to create the glossary, we need each round to help facilitate each discussion. Indicatively, we suggest the following questions or variations of them.

We suggest three rounds of workshops, each going through one or two thematics. Depending on the theme, each workshop can last up to two hours. If, for any reason, you don't have the time or the YWs available for that long, you can customize your own workshops by choosing which thematics you want to discuss. Mind here, the structure of each workshop doesn't change.

1st Workshop: Sex & Gender

Round 1	Round 2	Round 3
Discuss which terms would be important to be a part of the glossary	sex related terms	gender related terms

2nd Workshop: LGBTQIA+ & age

Round 1	Round 2	Round 3
A definition of how the participants understand the phrase "emotional and inclusive education"	LGBTQIA+ terms	Age factor

3rd Workshop: Abusive & Inclusive

Round 1	Round 2	Round 3
What kind of skills are needed for this type of education in general?	Abusive Behaviors	Emotional and inclusive education

After the end of each workshop, make some time for a face to face evaluation or just a simple discussion about what was heard/told

Workshop 1

Round 1 (30 minutes)

- Begin with an ice breaker activity. This can be a communication or trust game. E.g. *hopes and fears*, this game focuses on reflecting and expressing participants' expectations and fears about the workshops.
- Present the main question of the workshop. For the first workshop the theme is: "Discuss which terms would be an important part of the glossary". Hold an open discussion and write down the results of this.
- Have something to show, listen etc. as a trigger for an introduction to the topic (Sex and Gender themed). (The chosen material that will serve as a trigger from the start of the workshop and the introduction to the topic is recommended to come from the local culture/context in order to be more relatable with the participants)
- Please divide the groups accordingly. Try to put people with "knowledge" with those without.

Round 2 (30 – 40 minutes)

Sex related terms	
table one	table two
<p>Hold an open discussion based on the following question:</p> <p>"How you define and understand sex, sexual identity, sexual orientation, sexuality?"</p>	<p><u>sexual health and consent</u></p> <p>Play the game two lies- one truth with statements based on the above topic.</p> <p>E.g. "The age of sexual consent is 13 years old (FALSE), STDs are transmittable from both men and women (TRUE) etc.</p>

Round 3 (30 – 40 minutes)

Gender related terms	
table one	table two
<p>Show a video that describes gender and gender identity and discuss simultaneously while it lists the terms. (You can use parts from the following videos: https://youtu.be/XN-wD8OgtRI , https://youtu.be/FFZtHu_DXi4)</p> <p><u>Useful Questions</u></p> <ul style="list-style-type: none"> • Do you believe that gender is a construct? Why or why not? • What are your pronouns? • What it means to "identify with a gender or not"? 	<p>Hold an open discussion about <u>gender roles and gender expressions</u> based on the following questions:</p> <ul style="list-style-type: none"> • What are gender stereotypes that men and women deal with? • What are gender roles? • Are they socially constructed? • How are you expected to behave based on your gender? • Were gender roles traditional at your childhood home?

Workshop 2

Round 1 (30 minutes)

- Begin with an ice breaker activity. This can be a communication or trust game.
- Present the main question of the workshop. For the second workshop the theme is: "A definition of how the participants understand the phrase emotional and inclusive education". Hold an open discussion and write down the results of this.
- Have something to show, listen etc. as a trigger for an introduction to the topic (LGBTQIA+ themed). (The chosen material that will serve as a trigger from the start of the workshop and the introduction to the topic is recommended to come from the local culture/context in order to be more relatable with the participants)
- Please divide the groups accordingly. Try to put people with "knowledge" with those without.

Round 2 (20 – 30 minutes)

LGBTQIA+ terms	
one table	
Based on the discussion of the previous workshop on <u>sexuality, orientation and gender identity</u> the aim of this activity is to familiarize the participants with the terminology of the LGBTQIA+ community.	<p>Make a <u>card game</u> where the group is asked to match and get to know the spectrum of sexual orientation. The process is described below:</p> <p>There will be printed cards with the flags of the LGBTQIA+ community and cards with the various representations e.g. Gay, Lesbian, Pansexual etc. The group will have to make the correct matches and, in that way, to familiarize with the terminology. (SEE ANNEX)</p>

Round 3 (20 – 30 minutes)

Age factor	
one table	
<p>Hold an open discussion based on the follow topics:</p> <p><u>Questioning of sexuality and the age it begins, adolescence and sexuality, hormones</u></p>	<p><u>Useful Questions</u></p> <ul style="list-style-type: none"> • Did you always feel comfortable with your sexual orientation? • Have you ever questioned about it and what led you to that? • How did you experience sexuality during puberty?

Workshop 3

Round 1 (30 minutes)

- Begin with an ice breaker activity. Here, play a trust game.
- Present the main question of the workshop. For the third workshop the theme is: "What kind of skills are needed for this type of education in general". Hold an open discussion and write down the results of this.
- Play the song "*Canción sin miedo*" as a trigger for an introduction to the topic. This song is an anthem in feminist protests and it is translated in many languages, but if it's not in your language, please play the original one and have the lyrics translated and written for the participants.
- Please divide the groups accordingly. Try to put people with "knowledge" with those without.

Round 2 (30 – 40 minutes)

Abusive behaviors	
table one	table two
<p><u>Gender-based violence and femicides</u></p> <p>The discussion can start by playing a song/video/clip as a reference that has abusive speech or describes these behaviors. The key-words that need to be referred in this stage are the following:</p> <p>Hate speech, domestic violence, femicides, patriarchy, sexism, privilege, sexual abuse/assault/harassment, sexual violence, misogyny, violence, victim blaming, trauma</p>	<p><u>Discriminations due to sexuality and gender identity</u></p> <p>Hold an open discussion based on the following key-words:</p> <p>Categorization, Cisnormative, Gender-based violence, Heteronormative, Hetero-sexism, (Internalized) Homophobia, Misgender, Outing, Transphobia, Transphobic violence,</p>

Round 3 (30 – 40 minutes)

Inclusive and Emotional Education	
one table	
Step 1: Hold an open discussion on abusive ≠ inclusive speech	<u>Useful Questions</u> <ul style="list-style-type: none"> • How can we transform the public speech from abusive and exclusionary to a respectful towards various identities? • What are the effects of inclusive language? • Is inclusivity a requirement for social justice?
Step 2: How can we take actions to cultivate inclusive behaviors?	<u>Cultivating inclusive behaviors</u> <ul style="list-style-type: none"> • What skills do they include? • How do we cultivate them? • What is social and emotional learning? • How shall we oppose these “weapons” against abusers of any form? • Are coalescence and solidarity necessary against abusive speech, victim blaming and other forms of violence and oppression? (Here we can refer again to the song “<i>Canción sin miedo</i>”.)

What will we need for the workshops?

- Round tables
- Chairs, armchairs around the tables
- Vases with flowers
- Mug/ glass for the markers
- Colorful markers
- A flipchart for each table
- Measuring/craft paper and adhesive tape to write/stick the collective conclusions
- Colored papers for individual or personal notes during the rounds
- Pencils, colored pens & other stationery
- Relaxing music in the background
- Snacks and refreshments

Reporting the results

The workshops can bring various results depending on the participants and the time available. By collecting the oral reports, the google forms you can extract some conclusions that will help you significantly. But we can safely say that some results are and should be expected.

First of all, it would be extremely helpful that the participants accept to be recorded.

Expected results:

- We would like to see active participation of the people involved.
- We would like a partial -at least- knowledge of the subject or just
- We would like to see a zest for learning and being informed about the subject.
- We would like to see if there is any possible gap to the terms we discuss and how to handle it

GUIDELINE ON REPORTING RESULTS

On the following pages you can find a guideline on reporting the results that will come up after the discussions during the workshops. The guideline is structured based on the form of the workshops. The facilitators are able to write down key-words and additional notes that will help with the construction of the glossary. In the end there are several evaluation questions that provide a clear overview of the process.

QUESTIONS-TOPICS DISCUSSED	KEY-WORDS	ADDITIONAL COMMENTS
Discuss which terms would be an important part of the glossary.		
How you define and understand sex, sexual identity, sexual orientation, sexuality?		
Sexual health and consent		
Gender and gender identity <ul style="list-style-type: none"> • Do you believe that gender is a construct? Why or why not? • What are your pronouns? • What it means to "identify with a gender or not"? 		
Gender roles and gender expressions <ul style="list-style-type: none"> • What are gender stereotypes that men and women deal with? • What are gender roles? • Are they socially constructed? • How are you expected to behave based on your gender? • Were gender roles traditional at your childhood home? 		
A definition of how the participants understand the phrase emotional and inclusive education.		
LGBTQIA+ terminology		
Questioning of sexuality and the age it begins, adolescence and sexuality, hormones <ul style="list-style-type: none"> • Did you always feel comfortable with your sexual orientation? • Have you ever questioned about it and what led you to that? • How did you experience sexuality during puberty? 		
What kind of skills are needed for this type of education in general?		
Gender-based violence and femicides		
Discriminations due to sexuality and gender identity		

<p>Discussion on abusive ≠ inclusive speech</p> <ul style="list-style-type: none"> • How can we transform the public speech from abusive and exclusionary to a respectful towards various identities? • What are the effects of inclusive language? • Is inclusivity a requirement for social justice? 		
<p>How can we take actions to cultivate inclusive behaviors?</p> <ul style="list-style-type: none"> • What skills do they include? • How do we cultivate them? • What is social and emotional learning? • How shall we oppose these “weapons” against abusers of any form? • Are coalescence and solidarity necessary against abusive speech, victim blaming and other forms of violence and oppression? 		

EVALUATION QUESTIONS	NOTES
Did you achieve your objectives?	
Were there any other important conclusions that the group came to?	
Problems you faced and how you solved them	
Were the flipcharts and other visual aids a helpful idea? How?	
Did the group work together as you expected?	
Did they have helpful things to add?	

Tips for facilitators

The workshop implementation can be quite tricky sometimes. Most of the times the lack of experience or anxiety can affect the confidence of the facilitator. Below we gather some useful tips to keep in mind during your workshops.

1. First, set a place and time for the meeting. Mind here that the place should be warm and welcoming, a safe space.
2. Begin by presenting the subject to the participants. At the plenary discussion you can break the ice by presenting the theme of the workshop with a song, a little sketch, a presentation or a short video. Don't stop at words. Be creative.
3. After the presentation of the subject, a discussion can follow with basic questions to check the level of knowledge of the participants. Ask if they know what is the general definition of the terms, if they find something confusing etc.
4. Divide the tables per thematics of the workshop. Set up questions for each table.
5. If you see that the conversation takes a different term, moderate it to the right direction. Try to give everyone space to talk, write, express in any possible way.

Building a safe space

WHAT IS A SAFE SPACE?

To ensure that a safe space is promoted, attention must be paid to various contextual factors:

- Physical and psychological safety
- Clear and consistent structure and appropriate supervision
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Opportunities to develop skills
- Ethical practice
- Anonymity
- Behaviour management procedures

In order to ensure a **safe space** during the implementation of the workshops, it is proposed to create a **"group contract"**.

This "contract" is a **commonly agreed cooperation framework** which is constructed based on the personality, emotions and needs of each member and used to understand the commitment in the group. It helps the team to develop codes of effective communication for the purpose of decision making. The contract is a form of dialogue between team members that ensures that diverse representation and different areas and levels of expertise, gender-inclusive language and positive visual representation are valued.

The main goal is to create a visible table on which the mutually agreed rules of the group will be displayed.

**SAFE SPACE
AND GROUP
CONTRACT**

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Annex

WORKSHOP 2

ROUND 2: EXAMPLE OF CARD GAME



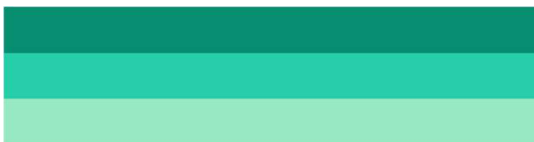
BISEXUAL



ASEXUAL



LESBIAN



GAY



GLOSSARY MODEL

Below you can find a glossary model that contains a limited amount of the terms needed for the workshops. The glossary is divided into 5 categories of terms, each of which serves a different thematic area, is of particular importance in the context of the workshops but is also an integral part of the overall project's scope. The categories are:

- LGBTQIA+
- Gender-related terms
- Sex-related terms
- Abusive behaviours
- Inclusive and Emotional education

An indicative list of terms for each category follows:

LGBTQIA+

LGBTQIA+: Acronym encompassing the diverse groups of lesbians, gay, bisexual, transgender, intersex, and asexual and/or corresponding queer alliances/associations. It is a common misconception that the "A" stands for allies/ally. The full acronym is "Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, with all other queer identities that are not encompassed by the letters themselves being represented by the "+".

Gay: An umbrella term used for people who are romantically, emotionally, and/or sexually attracted to people of the same gender, although most commonly associated with a person who identifies as a man who is romantically, emotionally, and/or sexually attracted to other men

GENDER-RELATED TERMS

Gender: A set of cultural identities, expressions and roles—typically attached to a person's sex assigned at birth and codified as feminine or masculine—that are assigned to people based upon the interpretation of their bodies and, more specifically, their sexual and reproductive anatomy. Gender is socially constructed, and it is, therefore, possible to reject or modify the assignment made and develop something that feels truer to oneself. Examples of gender include but are not limited to: male, female, transgender woman, transgender man, agender, gender expansive, genderqueer and nonbinary."

Gender Expression: The manner in which people outwardly express their gender through, for example, clothing, appearance, or mannerisms.

SEX-RELATED TERMS

Sexual Orientation: A person's romantic, emotional and/or sexual attraction to other people. Sexual orientations include, but are not limited to, asexual, bisexual, gay, heterosexual, lesbian, pansexual, and queer. (See also Asexual, Bisexual, Gay, Heterosexual, Lesbian, Pansexual, and Queer.)

Sexuality: The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime. (See also Biological Sex, Gender Identity, and Sexual Orientation.)

ABUSIVE BEHAVIOURS

Bullying: Physically, mentally, and/or emotionally intimidating and/or harming an individual or members of a group. These actions are done repeatedly in-person, through technology, and/or through social exclusion with the intent of being hurtful or threatening.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many areas, including employment, education, housing, banking, and political rights. Discrimination is an action that can follow prejudiced thinking.

INCLUSIVE AND EMOTIONAL EDUCATION

Inclusive: Activities, curricula, language, and other practices in the educational environment that ensure every student's entitlement to, access to, and participation in learning is anticipated, acknowledged, and taken into account. This includes all students, regardless of race/ethnicity, ability, socio-economic status, gender, gender identity, gender expression, sexual orientation, age, size, or religion.

Empathy: The capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position

THE COMPLETE FORM OF THE GLOSSARY CAN BE FOUND HERE:

[E-WISEE GLOSSARY.docx](#)

