

FACTSHEET - MODULE 1

LANGUAGE AND IDENTITY. SPEAKING, NAMING, MEANING

EDUCATIONAL OBJECTIVES

- Become familiar with the main terms related to basic vocabulary and LGBTIQ+ issues
- Recognize the differences between pathologizing, social, and self-determined use of vocabulary
- Train linguistic sensitivity as the basis for inclusive educational relationships
- Understand how language promotes or hinders visibility and personal well-being

DURATION AND TARGET AUDIENCE

90 minutes

Educator, counselor, tutor, psychologist, social worker, educator for adults (small or large groups)

MATERIALS

- “Words Matter” manual – sections **introduction** (pp. 6–21), **a glossary to start finding your way** (pp. 23–49), **p. 69**
- Sheets of paper, markers, large paper for collective map
- (optional) **Pitch Perfect** cards as visual cues

ACTIVITY

Briefing (15')

Guided introduction:

- The LGBTIQ+ lexicon is not a list of definitions, but a cultural space in flux
- Some words are created to medicalize, others to affirm one's self

Key questions:

- Who has the power to name?
- What does it mean to speak "for" others?
- What is the risk of simplification in educational contexts?

Reference: Manual p. 69 → *the cultural and identity function of language*

Activation (30')

In small groups or subgroups of 3-4 people: each group receives 3 words (e.g., "transition," "non-binary," "transsexual," "queer")

Task:

- develop your own definition
- add a real-life example (seen, heard, experienced)
- compare with the definitions provided in the manual (pp. 23-49)
- point out areas of ambiguity, resistance, or gaps

Each group creates a micro poster with:

- words that "enlighten"
- words that 'exclude'
- words that "we don't know how to use yet"

Debriefing (30')

Guided plenary discussion:

- What words were missing? Which ones were “uncomfortable”?
- What happens when someone imposes a label?
- What are the risks of not naming something?

Reflection on silence as prudence vs. erasure

*Connection to the role of language in educational contexts
(manual pp. 12–20)*

Conclusion (15')

Collective creation of a “mobile glossary”

- Built by the group
- Open, dynamic, to be updated
- To be taken into educational contexts as a basis for language that accompanies, does not define

Methodological notes and variations

- Avoid the “right/wrong” format → promote conscious ambiguity
- Encourage storytelling and self-reflection:
- “Do you use that word? Where did you hear it? Why does it make you uncomfortable?”
- Clarify: it's not about “teaching terms,” but about familiarizing yourself with a pluralistic language.

**enhancing psychologists and counselors’ communicative skills towards LGBTQ people with
illustrated playing cards - Pitch Perfect**

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FACTSHEET - MODULE 2

IDENTITY, HISTORY, AND MEMORY: THE WORDS OF THE GAY, LESBIAN, AND TRANS LIBERATION MOVEMENT

EDUCATIONAL OBJECTIVES

- Provide a basic historical and cultural framework on the LGBTIQ+ movement, its past and present challenges
- Understand how identity-related terms have changed over time and in meaning
- Raise awareness of how “scientific,” “neutral,” or “inclusive” words came about and why
- Value collective memory as a tool for inclusion, self-analysis, and positioning oneself

DURATION AND TARGET AUDIENCE

90 minutes

Educators, counselors, tutors, psychologists, social workers, adult educators (small or large groups)

MATERIALS

- Manual “Words Matter” – section ***a glossary to start finding your way*** (pp. 23–49), box on IGLYO and the LGBTIQ+ movement (p. 14 and p. 70)
- Further information on “lesbian,” “gay,” “queer,” and “pansexual” (pp. 38–42)
- Post-it notes, markers, printed images with keywords

ACTIVITY

Briefing (15')

Facilitated introduction:

- What do we know about the history of the terms we use every day?
- Who “created” words such as homosexual, trans, queer, LGBT?
- Why is it important to have historical and civic memory in educational work?

Opening:

- To begin, participants will write down a word related to LGBTIQ+ issues and communities that they have heard often but do not fully understand.
- The words will be written on sticky notes and then posted on a board with the title: “Words I would like to know how to use.”

Reference: Manual p. 17 → *history and function of IGLYO and LGBTQ+ youth in Europe*

Activation (30')

Activity: “The history of words”

Each subgroup or participant will receive a word from the glossary in the manual (e.g., homosexuality, queer, transsexual, non-binary, cisgender).

Objective:

- Read the definition in the manual, look for information in the text about the origin, historical use, and changes over time
- Write on a sheet of paper: What does it mean today / How, where, and why is it used / What problems or ambiguities can it cause

Debriefing (30')

Facilitated group discussion:

- What did we discover that we didn't know before?
- Which words were originally used as tools of exclusion and have been reappropriated?
- How does our educational activity change if we know where the words we use and hear come from and what they really mean?
- "If you had to explain queer identity to a 60-year-old cis heterosexual person, how would you do it without simplifying?"

Conclusion (15')

Each participant chooses a word from the glossary and completes the following sentences:

- "I always thought that [word] meant..., today I realized that it can also mean..."
- Free sharing and rereading of the initial post-it notes and addition of new words, if possible.

Methodological notes and variations

- Avoid presenting the glossary as "correct": it is a proposal and a cultural snapshot, not a "dogma."
- Variations: short (45') with only 3 keywords + group discussion; long (120') with co-construction of a historical or visual "timeline" (optional, if the group is particularly receptive).

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FACTSHEET - MODULE 3

LANGUAGE AND IDENTITY IN TRANSITION. SPEAKING, NAMING, SIGNIFYING

EDUCATIONAL OBJECTIVES

- Recognize the role of language in affirming (or erasing) trans, intersex, and non-binary subjectivities
- Deconstruct binary thinking and the medicalization of language in educational and listening contexts
- Develop communication skills that respect people's self-determination

DURATION AND TARGET AUDIENCE

90 minutes

Educators, counselors, tutors, psychologists, social workers, adult educators (small or large groups)

MATERIALS

- Manual "Words Matter" – sections ***call me by my name*** (pp. 51-67), ***words in transition*** (pp. 69-76)
- **Pitch Perfect** cards: visually ambiguous or non-conforming characters
- Post-it notes, sheets of paper, whiteboard or shared space

ACTIVITY

Briefing (15')

Guided introduction:

- “Neutral” language is not enough: affirmative language is needed
- Trans, non-binary, and intersex identities are not exceptions or pathologies
- The way we address others builds or fractures the educational relationship

Opening questions:

- What happens if I correct a person's name or pronouns?
- What effect does asking “Have you had the operation yet?” have?
- Which words seem kind but reinforce stereotypes?

Reference: Manual pp. 72-76 → *transgenderism, medicalization, and binary language*

Activation (30')

Activity supplemented by examples from the manual, “Phrases that leave a mark”

Participants receive a set of phrases taken from the manual, including:

- “Have you undergone therapy?”
- “It must be a challenge, how did your family take it?”
- “Transsexualism is a disorder that needs to be treated.”
- “How would you like me to address you?”

In groups of 3-4, for each phrase:

- Classify it: affirmative / medicalizing / invalidating
- Rewrite it in an inclusive way
- Discuss the underlying imagery (binarism, trauma, hyperfeminization, etc.)

Debriefing (30')

Guided plenary discussion:

- Why do some phrases seem kind, but cause harm?
- How can we avoid the “curiosity effect”?
- In what cases have we ourselves used pathologizing language without realizing it?

Collective reading of the example from the manual, p. 81

Conclusion (15')

Collective development of inclusive threshold phrases

- Each participant writes a phrase they would like to use to open an inclusive dialogue with a trans, intersex, or queer person.
- The phrases can be collected on a poster or shared orally.
- They constitute a “linguistic starter kit” to be used in educational or listening settings.

Methodological notes and variations

- Do not correct those who use problematic terms: guide with examples and explanations
- Short variation: use only 5 sentences from the manual, working collectively on each one
- If the group is homogeneous (e.g., all counselors), invite them to reread their past language without blame

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FACTSHEET - MODULE 4

ACTIVE LISTENING AND AFFIRMATIVE PRACTICES. RELATIONSHIP AND INCLUSION EXERCISE

EDUCATIONAL OBJECTIVES

- Develop awareness of your communication style in educational and support settings
- Introduce the principles of affirmative practices when working with LGBTQIA+ people
- Experiment with active listening techniques to support LGBTQIA+ inclusion
- Recognize the educational relationship as a space for validation, agency, and safety

DURATION AND TARGET AUDIENCE

110 minutes

Educators, counselors, tutors, psychologists, social workers, adult educators

MATERIALS

- Manual “Words Matter” – section ***methodologies, active listening and affirmative practices and exercises and examples*** (pp. 96-123; 125-139)
- **Pitch Perfect’s** cards as narrative inspiration
- Paper and pens, chairs in a circle, whiteboard or post-it notes for collecting phrases

ACTIVITY

Briefing (20')

Introductory facilitation:

- What is active listening?
- What does affirmative education mean?
- How do our identities influence the way we listen, speak, and accompany others?

Opening questions:

- Have you ever thought of your orientation or gender identity as a “privilege”?
- In what contexts have you found yourself taking a “neutral” point of view for granted?

Reference: Manual → pp. 103–119

Activation (45')

Exercise 1 – “Don't ask, don't tell, don't say”

Duration: one day, but work on reflections and simulations is done in the classroom

Objectives: to become familiar with implicit heteronormativity and the dimension of silence

In the classroom:

- Brief explanation of the exercise
- Guided discussion: what would happen if we could never refer to our relational or emotional identity?
- Collective reflection on how heteronormativity permeates everyday contexts

Debriefing (30')

Plenary discussion based on some guiding questions:

- What did I discover about myself by doing this exercise?
- What role does forced silence play in LGBTIQ+ experiences?
- How can I “not take for granted” my starting position?

Experiential exploration of key concepts:

- heteronormativity
- heterosexual privilege
- internalized homotransphobia
- coming out vs outing

Conclusion (15')

Each participant writes and shares:

- “I realized that the way I listen changes when...”
- “Starting tomorrow, in my educational or listening activities, I will try to...”
- Participants can write down personal commitments on post-it notes to keep as reminders.

Methodological notes and variations

- Do not force participants to share their experiences: let them emerge freely.
- Extended variation: add the narrative cases from the manual (pp. 130–138) to work on real affirmative practices (e.g., coming out, trans identity, relational orientations).

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FACTSHEET - MODULE 5

CULTURAL COMPETENCE, FOR CONCRETE AND EVERYDAY INCLUSION

EDUCATIONAL OBJECTIVES

- Understanding what cultural competence is
- Becoming familiar with the concept of a “toolbox” for dealing with identity and cultural differences
- Recognizing the risk of stereotypes and simplifications in educational or listening relationships
- Reflecting on how to make one's own spaces and language more inclusive, starting from one's own experiences

DURATION AND TARGET AUDIENCE

110 minutes

Educators, counselors, tutors, psychologists, social workers, adult educators (small or large groups)

MATERIALS

- “Words Matter” manual – ***cultural competence*** section (pp. 140–151)
- Worksheets and guiding questions
- Markers, post-it notes, visual aids (wall, poster, slides)

ACTIVITY

Briefing (20')

Introductory facilitation:

- What is cultural competence?
- Is it a method, a tool, or an attitude?
- How does it differ from (or complement) affirmative counseling?

Guiding questions:

- When have I felt that I did not have enough tools to deal with “diversity”?
- What is the difference between being welcoming and “knowing everything”?

Activation (45')

Exercise 1 – Stereotype or appreciation of uniqueness?

Inspired by: risks and critical issues described on pp. 144-145

Activity

- In small groups, or even individually, the facilitator will hand out a “person card” with complex identities (e.g., “queer, Muslim girl with visual (dis)ability”).

Objective: to reflect on possible needs, avoiding making assumptions or drawing conclusions based solely on “differences.”

Each group or participant will list:

- Possible concrete needs
- Risks of stereotyping
- How to improve approach and listening

Group discussion of results.

Debriefing (30')

Plenary discussion:

- How can cultural competence fill the gaps left by other approaches?
- How important are visual communication, language, and small gestures?
- Are our professional habits “neutral” or do they respond to a dominant cultural model?

Closing question:

- “What will I do tomorrow to make my educational or listening activity more culturally competent?”

Conclusion (15')

Each participant will share:

- “One simple thing I can do right away is...”
- “If I am unfamiliar with a topic, I would fill in the gap with...”
- Possible re-reading of the post-it notes or final display on the board.

Methodological notes and variations

- Always work on concrete cases, avoiding excessive technicalities
- Long version (150 minutes): add analysis of real cases from the manual, in the exercises and examples section (pp. 124–139)

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FACTSHEET - MODULE 6

PLAYFUL APPROACHES AND VISUAL SIGNS: GAMES AS AN INCLUSIVE TOOL

EDUCATIONAL OBJECTIVES

- Become familiar with the use of playful and visual tools for inclusion
- Explore the link between cultural competence and playful approaches
- Recognize the communicative and relational value of nonverbal language
- Experiment with the use of Pitch Perfect illustrated cards to activate trust, openness, and dialogue

DURATION AND TARGET AUDIENCE

90-120 minutes

Educators, counselors, tutors, psychologists, social workers, adult educators

MATERIALS

- Set of 25 **Pitch Perfect** playing cards
- Tables, pens, post-it notes
- Visual aids (slides, poster)
- (Optional) Other games, objects, visually inclusive materials related to SOGIESC themes and LGBTIQ+ culture

ACTIVITY

Briefing (20')

Introductory facilitation:

- Exploring the “playful approach”
- What is a visual cue and why does it matter: visual cues and nonverbal communication
- The educational value of games as affirmative and culturally competent tools

Open questions:

- Have you ever used an object, poster, sticker, or game to convey inclusivity?
- How does communication change when it shifts from verbal to nonverbal?

Reference: Manual → pp. 153–165

Activation (25' - 45')

Phase 1 – Random draw

Each participant draws 3 random cards from the deck (examples: “coming out,” “non-binary,” “microaggressions”).

Phase 2 – Independently invent a short scenario that includes the keywords from the cards, then answer the following questions:

- What is the context, what is happening?
- What emotions arise?
- What difficulties, stereotypes, or prejudices are evident?
- How could one intervene in an affirmative or culturally competent way?

Step 3 – Sharing

Free sharing or creative feedback (post-it notes, representation, mini posters, audio, etc.).

Debriefing (30')

Collective or individual reflection:

- What effect did using the cards have?
- How much easier or more difficult was it to talk about certain topics in a “playful” way?
- How can we introduce similar tools into our setting?
- What purpose might it serve to display the cards on our table, in our workroom, etc.?

Conclusion (15')

Each participant writes on a post-it note:

- “A card/object/image that I would take back to my setting is...”
- “A visual gesture that I can do right now is...”
- “I could give the cards to...”
- “It would be useful to use the cards with...”

Methodological notes and variations

- Short version (45 minutes): only narration with cards and debriefing
- Long version (120 minutes): addition of a second round in which a new deck is built with images, words, or concepts chosen by the participants, possibly also with creative exercises
- Can be extended to intergenerational activities, with families, or in more formal educational settings

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