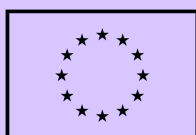


QUEER QUEST

**PRACTICAL GUIDE TO USING THE ILLUSTRATED
CARD KIT**



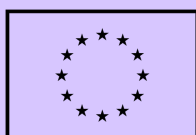
Co-funded by
the European Union

enhancing psychologists and counselors' communicative skills
towards LGBTQ people with illustrated playing cards

Pitch Perfect

project code: 2023-1-IT02-KA210-ADU-000152439

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**

Playing cards what they are

The kit of **25 illustrated playing cards** is the final product of **Activity 2** of the project **Pitch Perfect**, short for “Improving the communication skills of psychologists and counselors towards LGBTQ people with illustrated playing cards,” co-funded by the Erasmus+ program of the European Commission, in the field of **adult education**. **The project was designed to promote inclusive communication skills in the specific field of LGBTIQ+ identities, languages, and experiences.**

These **25 cards** are intended to be a narrative and visual tool for use in adult education, counseling, tutoring, and psychoeducational facilitation, with an informal, experiential, playful, and participatory approach.

They therefore represent a synthesis and, in a sense, an extension of the content covered in the manual “*Words Matter*” and, above all, of the **local workshops** organized by the partner organizations: **Close in the Distance** (Italy) and **Stichting Art. 1** (Netherlands). The aim of the cards is to offer **an accessible and creative way to address, explore, and share words, experiences, and challenges related to inclusion.**



Co-funded by
the European Union

Playing cards

how and why to use them

Pitch Perfect's playing cards kit is designed to facilitate reflection, dialogue, and the emergence of experiences related to the identity, language, and experiences of LGBTIQ+ people. It is a flexible tool designed for educational, listening, and counseling environments aimed at an adult audience.

How are they used?

The cards do not have a specific order. They can be used individually, as a narrative or reflective prompt, or in small groups as a basis for participatory activities. Finally, they can be used to introduce or explore **LGBTIQ+ issues** more explicitly in an informal, accessible, and inclusive way.

Why use a playful and visual tool?

The cards blend words, images, and thought-provoking prompts. Their primary function is to help reduce the distance between the counselor (or any other category we have addressed) and the person, helping to normalize dialogue on complex issues and increasing the level of empathy. From the user's point of view, the cards will also allow them to familiarize themselves with key issues such as **cultural competence** in LGBTIQ+ matters, **active listening**, and self-reflection, in order to gain a deeper understanding of contexts, differences, and needs.



Co-funded by
the European Union

Queer Quest

structure and contents

The **Queer Quest kit** consists of 25 illustrated playing cards, printed on both sides, which can be used entirely digitally or analogically by printing them, preferably on recycled materials and paper to limit environmental impact.

Front of the cards

Each card features an original color illustration developed by the partnership and inspired by the project beneficiaries. The five primary illustrations were created in a simple, evocative, and gender-neutral style. At the same time, the illustrations were designed to implicitly allude to:

- Relational situations and moments
- Gestures of alliance, listening, acceptance
- Symbols and objects related to LGBTIQ+ culture and communities, for example from a color perspective

The style was specifically chosen to communicate empathy, welcome, and openness, seeking to speak a universal language that is not anchored to dogmas or stereotypes.



Co-funded by
the European Union

Queer Quest

structure and contents

Back of the cards

The back of each card features an **open question**, a **keyword** related to LGBTIQ+ and SOGIESC issues, or a **short narrative prompt**, written in an accessible, non-judgmental, and inclusive tone.

These prompts are designed to:

- Encourage exploration of identity and experiences without being didactic
- Encourage voluntary sharing and, above all, self-reflection and self-narration
- Activate processes of independent rethinking and growth of cross-cutting, civic, and inclusive skills

No definitions or correct answers are provided: the cards are not intended to evaluate, but 'simply' to activate and build relationships.

Can you remember a space where your identity was simply understood, without needing to explain it? And what memory comes to your mind with the word "alliance"?

What does "diversity" mean to you? And what about "normality"?



**Co-funded by
the European Union**

Queer Quest

subject areas

As mentioned above, the 25 cards in the **Queer Quest kit** offer food for thought and discussion, divided, albeit without strict distinctions, into four main thematic areas:

1. Identity and personal experiences

Questions that help explore one's feelings, emotions, and identity processes, including:

A moment when your identity was a source of pride...

Can you remember the moment you realized that one word could either embrace you or hurt you?

Have you ever "come out"? And if so, how many times? What does this word mean to you?

Can you remember a space where your identity was simply understood, without needing to explain it? And what memory comes to your mind with the word "alliance"?

What does "diversity" mean to you? And what about "normality"?



**Co-funded by
the European Union**

Queer Quest

subject areas

2. Key concepts and terms in LGBTIQ+ culture

Narrative ideas that stimulate reflection on words, definitions, and representations specific to LGBTIQ+ culture, including:

What does it mean to be non-binary or genderqueer?

What is the difference between gender identity and sexual orientation?

How would you explain the concept of gender fluidity?

What does "asexual" mean, and how is it different from celibacy?

What does it mean to be intersex, and why is representation important?

What does intersectionality mean in the context of LGBTIQ+ identities?

What are your pronouns? Why is it important to ask and use them?

What is deadnaming, and how can you avoid it?



Co-funded by
the European Union

Queer Quest

subject areas

3. Queer expression, symbols, and civic culture

More explicit questions related to civic and value-based skills, rights, public representations, and LGBTIQ+ community culture:

What is the history and significance of Pride celebrations?

What is the origin and meaning of the rainbow Pride flag? Are there other flags?

How would you describe the concept of a "chosenfamily"? Why is it so important for the LGBTIQ+ community?

Why do you think visibility and representation matter?

What actions can you take to create a safer space for LGBTIQ+ people?



Co-funded by
the European Union

Queer Quest

subject areas

4. Discrimination, errors, and alliances

Questions and narrative ideas more specifically focused on context, difficulties, conflicts, but also on inclusive culture:

Why is using someone's correct name and pronouns an act of respect?

How can you politely correct someone who misgenders another person?

What does it mean when someone experiences "microaggressions"? Can you give an example?

What are common examples of workplace discrimination against LGBTQIA+ individuals?

An episode of homobitransphobic bullying, whether it happened to you or to someone else.

What can you do if you witness someone being bullied or harassed for their gender identity or sexual orientation?

Why might someone feel uncomfortable when asked invasive questions about their identity?



**Co-funded by
the European Union**

Queer Quest cards as visual signs

The cards can also be used as a “simple” visual aid, as relational input, in any educational, facilitation, tutoring, or listening context.

In practice, this means that even without being used in an active or structured way, **Queer Quest cards** can play an important role in educational and social contexts. They can simply be placed on a table, visible in a listening room, in a training room, on a shared desk. Why not even in a doctor's office? In this way, they become a visual sign of openness, a small clue that signals to those present that the setting is welcoming, safe, and non-judgmental.

In this sense, the kit also acts as an implicit relational tool: a trace, an invitation, an opening to dialogue, for LGBTIQ+ people and non-LGBTIQ+ people alike. Its mere presence can help lower defenses and foster trust, even without directly resorting to words or explanations (see: *Words Matter*, pp. 156-165).



Co-funded by
the European Union

Queer Quest

practical examples

The manual **Words Matter**, in the **Appendix section** (pp. 165–175), already contains several narrative and practical examples of how to use the illustrated cards from **Pitch Perfect**, designed for counseling, tutoring, and educational facilitation with adults and young adults.

These are real or realistic ideas, born from local workshop experiences and designed to suggest simple, accessible, and sustainable methods of application, **mostly using non-formal, experiential, and small- to large-group methodologies.**

In this last section, we take up and expand on that proposal with further examples of the practical use of **Queer Quest**: activities, again for individuals or small and large groups, designed to activate dialogue, listening, awareness, and self-narration, even in informal settings or in situations of first listening.



Co-funded by
the European Union

Queer Quest

practical examples

1. Group stories

Type and duration: creative-experiential activity in small groups (6–8 people), 45 minutes

Cards: all on the table, free use

Objectives: to encourage creativity, narrative imagination, and the construction of inclusive stories; to stimulate systemic thinking and connections between personal experiences.

Description: all cards are laid out in full view (both the illustrations and the backs).

The facilitator decides the order in which participants will take part.

Each participant chooses a card and then tells part of a story, either personal or completely imaginary. The next participant continues the story with a new card, as in a narrative “relay” game. At the end, the group will reflect collectively on what it meant to co-construct a story, what themes emerged spontaneously, and how the use of images facilitated the activation of emotions or new inclusive awareness.



Co-funded by
the European Union

Queer Quest

practical examples

2. A card to start talking

Type and duration: individual session (counseling, guidance, interview), 30–45 minutes

Cards: 1 of your choice, even randomly selected

Objectives: to facilitate openness in the listening relationship, or for specific educational purposes; to offer a visual-narrative starting point to break the ice; gently introduce issues of identity, orientation, and LGBTIQ+; reinforce confidence and a sense of welcome in the setting.

Description: in a first or second individual session, the facilitator can introduce the **Queer Quest** deck by simply placing it on the table or as an active proposal: “If you want, we can draw a card to start talking.” The person thus gains access to an evocative image and a non-intrusive narrative question or stimulus, which allows them to talk indirectly, symbolically, or experientially about even complex issues such as coming out, belonging, identity, or discrimination.

The facilitator does not need to ask any further questions: the card itself acts as a bridge and an emotional trigger.



Co-funded by
the European Union

Depending on the response, the dialogue can become more in-depth or remain light and reflective.

The person receiving support must, in fact, have full control over how much they share, feeling listened to without any kind of pressure.

This activity can also be used as an opening ritual for multiple meetings, with a different card each time, especially if the person we are talking to explicitly wants to address issues and topics specifically related to LGBTIQ+ culture.

The facilitator may suggest drawing the following cards:

Can you remember a space where your identity was simply understood, without needing to explain it? And what memory comes to your mind with the word "alliance"?

What does "diversity" mean to you? And what about "normality"?

Methodological note:

Simply placing the **Queer Quest** deck on your table can act as a visual cue for inclusion: the kit will subtly but clearly communicate that this is an affirmative, attentive, and open space, without the need for explicit explanations. In some cases, the mere presence of the kit can reduce the stress that typically precedes coming out.



**Co-funded by
the European Union**

Queer Quest

practical examples

3. Role-play examples

Type and duration: group or individual, 45–60 minutes

Cards: 1 per situation, assigned by the facilitator

Objectives: to develop critical thinking, empathy, and affirmative and inclusive communication; to reflect on the role, in this sense, of figures such as counselors, tutors, psychologists, educators, HR, and social and healthcare workers.

Description: Each participant receives a 'role' (e.g., tutor, teacher, parent, psychologist) from the leader, along with a theme card. Participants must then respond to or comment on the card 'from the perspective' of the role they have just been assigned. After each round, there is a group discussion: what would they have done differently? What makes that role difficult? How can listening be improved in that context? For this exercise model, we recommend the following cards:

Why is using someone's correct name and pronouns an act of respect?

What can you do if you witness someone being bullied or harassed for their gender identity or sexual orientation?

What does it mean when someone experiences "microaggressions"?



**Co-funded by
the European Union**

Queer Quest

practical examples

4. Transgenerational dialogues

Type and duration: intergenerational (e.g., parents and children, educators and young adults), 60–75 minutes

Cards: 2 per pair, chosen based on age or experience

Objectives: to facilitate dialogue between generations; to share perspectives, doubts, and experiences on identity issues, specifically LGBTIQ+ issues; to strengthen bonds and mutual understanding; to strengthen the inclusive skills of older generations, parents, etc.

Description: pairs (children/parents, adults/teenagers) choose two cards each and discuss them together. Each person reflects and shares their thoughts on the question or situation proposed. In the second part, the group comes together and shares their impressions of the experience: what they discovered, what surprised them or made them uncomfortable, what they would like to explore further. Is there a generation gap? If so, why? We recommend using the following cards:

What is the history and significance of Pride celebrations?

Why do you think visibility and representation matter?



**Co-funded by
the European Union**

Queer Quest

practical examples

5. Create a new card

Type and duration: individual or in small groups, 30–40 minutes

Cards: free inspiration, free choice

Objectives: to develop expressive and creative skills; to explore personal experiences and identities; to familiarize participants with LGBTIQ+ visual and narrative culture and SOGIESC issues in a free and experiential way.

Description: after a brief exploration of the deck, participants will be asked to create their own card: this can be a drawing, a phrase, a question, or a narrative scenario. The result can be developed from a reworking of an existing card or from a personal experience. At the end, participants will be able to share their new cards in a feedback session, preferably in small groups, creating a new “collective deck.” Sample cards to start with:

What does "diversity" mean to you? And what about "normality"?

How would you describe the concept of a "chosenfamily"? Why is it so important for the LGBTIQ+ community?



**Co-funded by
the European Union**



Co-funded by
the European Union

Close in the Distance

Palermo, Milan, Online

in partnership with

Stichting Art. 1

Amsterdam, Netherlands

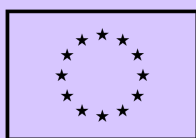
This manual is distributed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)
creativecommons.org/licenses/by-nc-sa/4.0

©2025 – Close in the Distance, Stichting art.1



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



**Co-funded by
the European Union**