

INTRODUCTION MAP



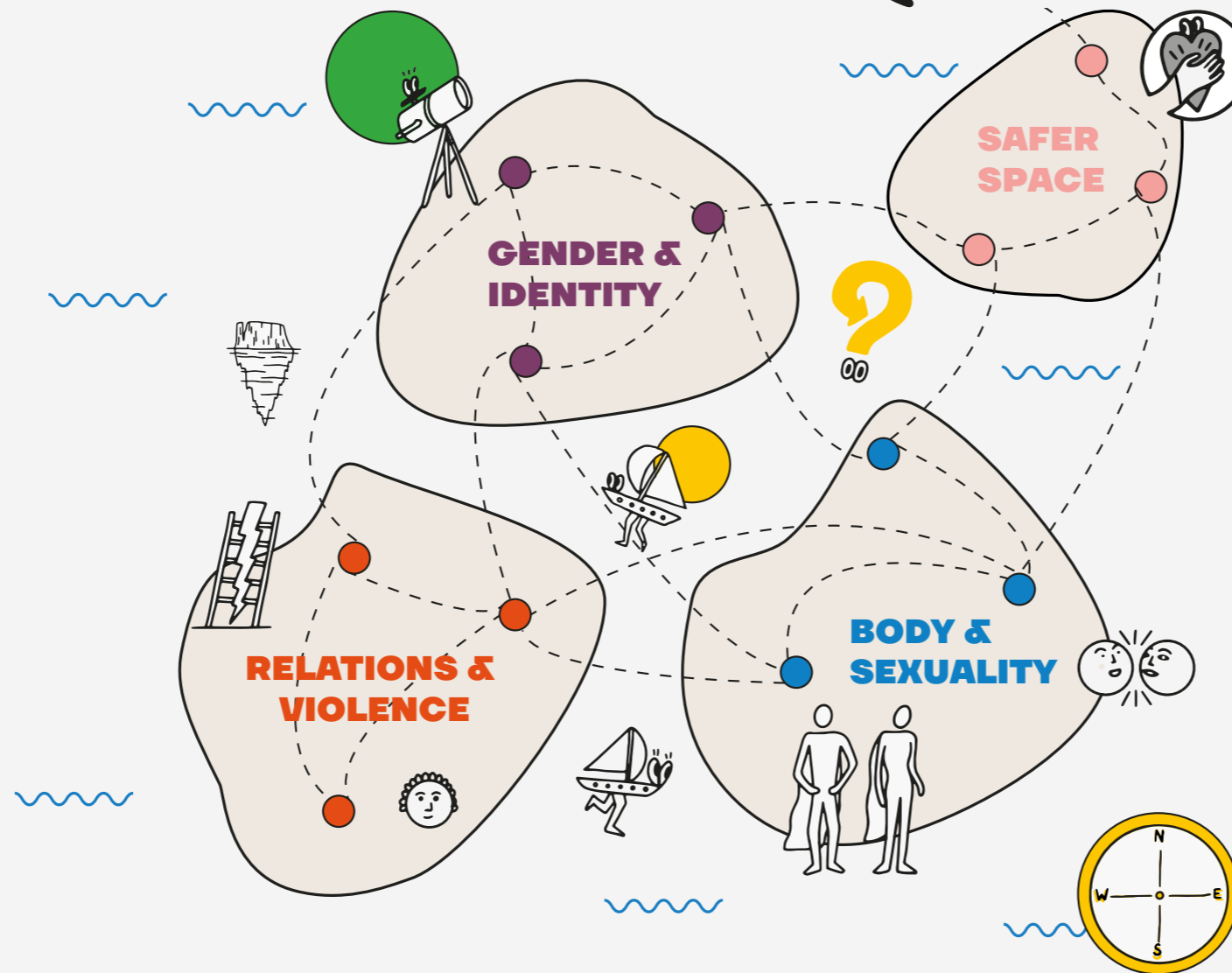
WELCOME ON BOARD!

We invite you to a journey into gender and sexuality awareness and transformation. Together, we will navigate through the seas of gender and sexuality topics, stopping at 4 different islands, which represent important aspects of life to have a look, understand them better, learn tools to promote LGBTQIA+ rights and be agents of this important transformation.

LET'S GO!

There are 4 different islands:

- On each island, you can do different activities around this topic. Each activity is on a card.
- The color of the card indicates the island you're at.
- On each card you will find icons that will give you more information on the card type.
- Have you become curious? The QR code will take you to our information posters and extra activity material. Everytime the QR code appears on the card there's more to explore...
- No competition in this game! Explore topics together and benefit from each other's knowledge.



ICONS OVERVIEW



Awareness card:
This activity helps to recognize a gender issue and how it's related to you and our society.



Transformation card:
It's time to change the narrative! In this card, you can think of tools or ways to promote more equality.



No deeper level of trust within the group necessary for this card.



For this card, the **level of trust** within the group should be **high**. Ask yourself: Do I want to share some personal information and go deeper/explore the topic more?



You will need **extra material** for this card.

CREDITS

Design & Layout
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Illustrations
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Partner organisations:



Funders:



Scan me!

MATERIAL

Prepare markers, pens, sheet of papers, scissors, glue, post-its, if possible: access to the internet and a printer. If you need specific material, we'll let you know on the card.



Gender Awareness and Transformation for Equality

LGBTQIA+

00

FACILITATION TIPS FOR THE NAVIGATION CREW



Gender
Awareness and
Transformation for
Equality

GATE+ LGBTQIA
process

The **Navigation Crew** is in charge of facilitating the *GATE process* with the team of participants. We recommend that the people in this crew have experience, knowledge, tools and **abilities in group facilitation**. Gender and sexuality are sensitive topics, and the *Navigation Crew* should be prepared to understand group processes and manage them in the best way possible.

Although some level of knowledge, understanding of and personal reflection on topics related to gender and sexuality is needed, along with willingness to dive deep into the topic, there is no expectation that the *Navigation Crew* must consist of experts in gender and sexuality. It's a good idea though to have someone who is more experienced on these topics in the *Navigation Crew*, who is willing to share and support this process! This person could be a member of your organisation or an invited expert.

It is not expected that the *Navigation Crew* answers all the questions that may arise about gender and sexuality issues; *GATE* is a process where all people involved, including the facilitators, can learn, ask questions and find the answers together.

The *Navigation Crew* is in charge of:

- **Planning** all the processes, and defining the activities, making the necessary preparations and adjustments,
- **Taking care of time**,
- Making sure that **everybody has space to participate**, and balancing the speaking time among all participants,
- Making sure that **participants are safe**,
- **Adapting the process** to the arising issues,
- **Following up the process** after closing the workshop.

CONTINUES ON THE REVERSE SIDE →

Tips and recommendations for facilitating the GATE process:

- Take time beforehand to explore and go deep into personal reflection on gender and sexuality topics. This **self-reflection** on how these topics affect you on a personal level will help you better understand and be supportive of the group process, without feeling “triggered” by personal experiences.
- Read all the **supporting materials** on the [GATE process website](#) such as the **Introduction to Gender and Sexuality Topics** or the **infographics** before starting the process with your team. Continue researching in case of some doubts or topics that are not clear. You can also check the list of **recommended lectures and sources**.
- Create a **safer space**, distinct from the usual working settings, where individuals can feel more comfortable to share their personal feelings and experiences. Please check the **infographic on Safer Spaces**. Make sure to include, at the beginning of the process, a group activity to talk about how to build and maintain a safer place during this journey; there are many activities proposed for this! For example: participants should know that they can skip or pass an activity (or part of an activity) if they want; no one is obliged to share their personal experiences; the group respects the Principle of Confidentiality, etc.
- To create a safer space, it is also important for participants to **disconnect from daily tasks** and be fully present during the sessions. Finding a calm environment, asking participants not to bring their computers, and silencing their phones are recommendations that could help.
- Consider that in any group you work with **there could be LGBTQIA+ individuals who are not out** or whose identities you don't know about. Take this into account, and plan the activities and processes making sure they will not be exposed, outed or experience any uncomfortable situation.
- Ensure that the proposed **activities are tailored to the specific context and group culture**, including vocabulary and facilitation techniques. When preparing the workshop, please take into account the **level of awareness on the topic of the group**. Review the questions, make any necessary changes, and adapt them accordingly, such as adding additional questions or information. **This adaptation is very important!** If significant and crucial topics emerge and there is no time to address them, place them in a “Fridge of Topic” and include them in the follow-up process to ensure they are given the attention they need.
- **Pay attention to microaggressions:** stereotyping comments, jokes, etc. If any of these appear in the group, make sure to react and frame them, explaining why they are violent and discriminatory, but at the same time don't punish or shame the person who said them.



FACILITATION TIPS FOR THE NAVIGATION CREW





◦ SAFER SPACE

THE INCLUSIVITY OF OUR WORDS

IN SMALL GROUPS:

DESCRIPTION

- Analyse and change the following sentences to be more inclusive:
 - Good morning, Ladies and Gentlemen!*
 - What pronouns do you prefer?*
 - Man-machine interface provides the interface that enables a user to operate a machine tool.*
 - We need a new colleague and he will be responsible for the software development process.*
 - It was participants' sex (whether they were women, men, or nonbinary), not their sexual orientation, that was asked.*
 - Two Commission experts will be elected, one of whom shall act as chairman of the Committee.*
 - The client must be asked about his or her dietary needs.*
 - [In a form] Please select: Mr / Mrs / Ms*
 - Maternity leave is usually of 4 months also in case of adopted children.*
 - The sex assigned to her at birth was female, but she identifies as a man.*
 - [Start of a letter] Dear Sir or Madam*
 - It is normal to have friends with the opposite gender.*
 - [In a shop selling gadgets for Valentine's day] "The perfect gift for your girlfriend!"*
 - Someone left her earring on the table. Whose can it be?*
- Debate around the following questions:
 - ? Why were the original sentences exclusionary?
 - ? What should we pay attention to if we want to be inclusive? Refer to our GATE infographic on inclusive language and the Introduction to Gender and Sexuality Topics.
- Now, collect real-life examples of non-inclusive language (e.g. in magazines, social media, posters, forms, etc.), and correct them.

30

Minutes



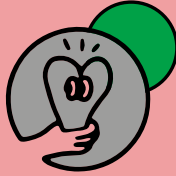
EXTRA CARD
"Proposed solutions"

- Sentences printed
- Pens, magazines, newspapers

GATE⁺ SUPPORTING MATERIALS:

- Inclusive Language
- Introduction to Gender and Sexuality Topics





◦ SAFER SPACE

HOW DO YOU FEEL TALKING ABOUT LGBTQIA+ ISSUES?

DESCRIPTION

- Watch a **short video** focusing on LGBTQIA+ topics.
- After the video, individually reflect on the feelings experienced during the film. Write each feeling on a separate post-it.

IN THE BIG GROUP:

- Draw a big unicorn figure. Place the post-it notes on the part of the unicorn where you felt those feelings (e.g. stomach, heart, head, etc.)
- Some questions to debate:
 - ? What different kinds of feelings have arisen?
 - ? Why do we experience these feelings? Where do these feelings originate from (e.g. things heard at school, media, family, religion, friends)?
 - ? How acceptable do we feel it is to have these feelings?
 - ? What can we do with these feelings? Do we just try to avoid them, or can we cope with them? How can we be mindful and use them for our personal and collective growth?
 - ? Are we ready to talk about LGBTQIA+ issues in this group?

40

Minutes



- Projector
- Flipchart paper
- Markers, pens
- post-its
- Video on LGBTQIA+ topics





• GENDER & IDENTITY

GUESS WHICH IS MY CONCEPT!



DESCRIPTION

PREPARATION:

- The *Navigation Crew* selects terms from the GATE Glossary and writes them on post-its (one term per post-it).

FORM A BIG CIRCLE.

- The *Navigation Crew* will then place one post-it note on each participant's forehead, ensuring that no one sees what is written on their note.

AS IN THE GAME "WHO I AM?", THESE ARE THE RULES:

- Each participant takes turns trying to guess which concept they have on their forehead.
- During their turn, they can ask up to 3 YES/NO questions to the rest of the group.
- The rest of the group can only answer with YES or NO.
- If a participant guesses their concept correctly, they win! If not, the game continues to the next person in the circle.
- Each person can attempt to guess their concept at any time during their turn. If they don't have any more questions to ask or if they're unsure, they can choose to pass, and it moves on to the next person in the circle.

IN THE END

- Review the GATE Glossary or the Unicorn diagram in the GATE Introduction to Gender and Sexuality Topics for any concept or term that was not clear.

20
Minutes



- Post-it notes
- Markers or pens

GATE⁺ SUPPORTING MATERIALS:

- Glossary
- Introduction to Gender and Sexuality Topics.





• GENDER & IDENTITY

TRUE OR FALSE?

DESCRIPTION

IN THE BIG GROUP:

- Read the statements on the supporting card one by one and show if you think they are true or false by positioning yourselves in an imaginary line in the room with the two endpoints marked “true” and “false”. Everybody can choose their place according to how sure they are about the answer.
- Discuss each statement, and refer to the links on the supporting card for more information if needed.
- Some questions to reflect:
 - ? Was there something particularly difficult to answer?
 - ? On what sources of information did you base your first answers?
 - ? Where can one find reliable information on LGBTQIA+ issues?



20

Minutes



EXTRA CARD
“TRUE AND FALSE
on LGBTQIA+
Experiences”





• GENDER & IDENTITY

INTERSECTIONALITY: THE COMPLEXITY OF OUR IDENTITIES

DESCRIPTION

IN SMALL GROUPS:

- Each group will draw the silhouette of a person. Each person defines 2–3 different aspects of the identity of this person. For example: gender identity, age, profession, health, (dis)abilities, origins, economic status, sexual orientation, studies, job, religion or spiritual beliefs, hobbies, etc.
- Imagine your character is in a specific context, such as a job interview, joining a sports team, being in a nightclub, at school, etc.:
 - ? How do you think each characteristic affects the person and their relationships with others?
 - ? Are there some characteristics more valued than others? What impact does it have on the person? Think about privileges, opportunities and discrimination.
 - ? How do these different aspects of our identity connect and relate to each other?
 - ? How does **Intersectionality** relate to LGBTQIA+ identities? What different experiences can different combinations create?
- Read about Intersectionality in the GATE+ supporting materials: Intersectionality infographic and in the GATE Introduction to Gender and Sexuality Topics

30

Minutes



- Flipchart

GATE+ SUPPORTING MATERIALS:

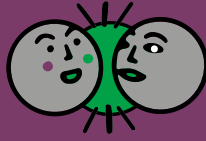
- Intersectionality
 - Introduction to Gender and Sexuality Topics.





• GENDER & IDENTITY

INTERSECTIONALITY: PODCAST



DESCRIPTION

IN SMALL GROUPS (3-4 people):

- Considering all the information learned on Intersectionality, create a podcast episode related to the topic. It could be:

An **example of a situation** that explains what intersectionality means in practice.

An **interview** with someone discussing their personal experience and how intersectionality affects them.

A **radio news segment** where intersectionality can explain an ongoing situation of discrimination.

An episode with an expert providing **practical advice and resources** on intersectionality, and on how to implement this perspective in our daily lives (in a school class, at work, in a group, etc.)

Any **other** engaging and creative audio product around the topic.

- Write a draft of the idea. When it is ready, record your podcast in an audio message in any app (Whatsapp, Telegram, Instagram, etc.). The podcast should be a maximum of 10 minutes long.

IN THE BIG GROUP:

- Present the different podcasts created.
- Share it with your friends and family, through social networks.

50

Minutes



GATE⁺ SUPPORTING MATERIALS:
• Intersectionality





DESCRIPTION

IN SMALL GROUPS (3-4 people):

- Look at the pictures and guess what sexual orientation and/or gender identity each person might have.

IN THE BIG GROUP, SHARE THE RESULTS:

- What did you take into consideration when making your assumption? Have you found any stereotypical thinking in your arguments?
- What characteristics do you think are stereotypically indicative of specific sexual orientations and gender identities?
- Can we assume the gender and sexual orientation of a person just by their clothes, accessories or their appearance? To understand why **not**, please check the GATE Introduction to Gender and Sexuality Topics



20

Minutes

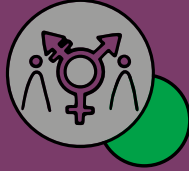


- Prints of pictures of ANDREJA PEJIC, ELLIOT FLETCHER, TATIANA MASLANY, HALSEY-ASHLEY, NICOLETTE FRANGIPANE

GATE⁺ SUPPORTING MATERIALS:

- Introduction to Gender and Sexuality Topics.





• GENDER & IDENTITY

GENDER EXPRESSION THROUGH TIME

DESCRIPTION

IN SMALL GROUPS:

- Choose a period in the past or a culture that is different from the one you live in, and discuss what you think was/is a typical “masculine” and “feminine” gender expression there. You can search on the internet for pictures, paintings or other information, and create a small poster or collage.
- ? What is considered “masculine” and “feminine” in terms of appearances, e.g. clothing, accessories, hairstyles?
- ? Are there behaviours and professions that are considered to be more suitable for people of a specific gender?

IN THE BIG GROUP:

- Each group presents the period/culture they chose and its characteristics.
- What differences did you notice between the chosen periods/cultures and the norm of expressing one’s gender in your culture/today?
- Are there norms or stereotypes that have persisted through time?
- On what basis do we judge things as „normal“ or „not normal“? Does it make sense to make this kind of distinction? Check the GATE Introduction to Gender and Sexuality Topics

40

Minutes



- Flipchart paper
- Papers
- Markers, pens

GATE⁺ SUPPORTING MATERIALS:

- [Introduction to Gender and Sexuality Topics.](#)





◦ RELATIONS (& VIOLENCE)

MICROAGGRESSIONS IN OUR DAILY LIFE

DESCRIPTION

IN SMALL GROUPS (4-6 people):

- The *Navigation Crew* provides each small group with a situation involving microaggressions from the GATE+ Campaign.
- Each small group prepares to act out the situation.

IN THE BIG GROUP:

- Make the **roleplay** of each situation.
- Then **discuss**:
 - ? What was the situation about? What was at the core of the microaggression? Which feelings arose?
 - ? How can we transform this situation to avoid microaggressions? The person who proposes a change can enter in the scene and act out a transformed role.
 - ? How realistic was the scene and the proposed solutions? What were the differences and similarities among the different solutions proposed?
- Once all the scenes have been performed, close the roleplay session by ensuring participants leave their roles. Then, reflect together:
 - ? How can we be better *allies* in similar situations in real life?

60

Minutes



GATE+ SUPPORTING MATERIALS:

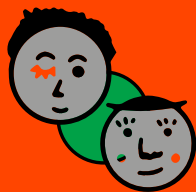
• GATE+
awareness-
raising and
transformation
campaign
[Situations of
microaggressions
related to gender and
sexual orientation]





◦ RELATIONS (& VIOLENCE)

COMING OUT AND ALLIES



DESCRIPTION

- Check in the glossary the following definitions:
Coming out
Heteronormativity
Ally
- Read the first part of the campaign situation
“Assumption of heteronormativity”

IN COUPLES:

- Reflect:
 - ? How do you think Julia (character on the right) feels after this situation?
 - ? How do you think this situation is linked with the heteronormativity assumption?
 - ? How can Carla (character on the left) change her questions to avoid this heteronormativity assumption?
 - ? How could Ricky (character in the middle) or their friends, listening to the conversation, intervene to support Julia or avoid this microaggression?
- Now remake the comic with the new attitudes.

IN THE BIG GROUP:

- Share your new attitudes, and your learnings and insights while making the comic.
- Reflect about how we can be better allies in “coming out” situations?

Feel free to share this activity with your friends and family on social networks if you enjoy and learn from it!

30

Minutes



GATE⁺ SUPPORTING MATERIALS:

- Glossary
- GATE+ awareness-raising and transformation campaign
[Situations of microaggressions related to gender and sexual orientation]



11



◦ RELATIONS (& VIOLENCE)

WHAT'S WRONG WITH OUTING?

DESCRIPTION

IN THE BIG GROUP:

- Discuss:
 - ? Do you know what **outing** means? Check the GATE Glossary.
 - ? Why do you think outing should be avoided?

IN PAIRS:

- Think about a situation involving outing.
- **Draw a comic** about it. For inspiration, check the example in the GATE+ Campaign “Biphobia”

IN THE BIG GROUP:

- Make an exhibition with all the comics, hanging them on the wall.
- Each pair presents their own comic
- Reflect together:
 - ? How do you think the person who is outed is feeling? What consequences might it have for them?
 - ? How can such a situation be avoided?
 - ? What could you do if you witnessed a situation like this?

You can check more information about Outing in the GATE Introduction to Gender and Sexuality Topics.

45

Minutes



GATE⁺ SUPPORTING MATERIALS:

- Glossary
- Introduction to Gender and Sexuality Topics.
- GATE+ awareness-raising and transformation campaign





◦ RELATIONS (& VIOLENCE)

SPEAK UP AGAINST HATE SPEECH IN SOCIAL MEDIA

DESCRIPTION

IN THE BIG GROUP:

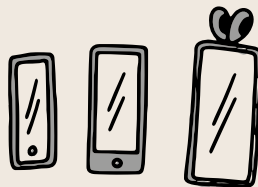
- Discuss:
 - ? What is **hate speech**? You can check the definition in the GATE+ Introduction to Gender and Sexuality Topics.
 - ? How is it expressed in social media?
 - ? What are the consequences of hate speech?

IN SMALL GROUPS:

- Think about **creative actions** that you can take to counteract hate speech on social media. For example: create a post to promote awareness of hate speech against LGBTQIA+, write supportive comments, report and block accounts that spread discrimination, etc.
- Choose one action and **create a message, audio, video or post** for IG, TikTok, X, youtube, etc. to talk against hate speech.

IN THE BIG GROUP:

- Share your creations



Feel free to share them on social networks if you enjoy and learn from it!

45

Minutes



- Papers
- Markers

GATE⁺ SUPPORTING MATERIALS:

- Introduction to Gender and Sexuality Topics.





◦ RELATIONS (& VIOLENCE)

RAINBOW FAMILY

INDIVIDUALLY

- **Draw** a family with one colour of marker.
- Reflect on: What does “family” mean to you? What is the role of the family?
- Write down your thoughts on post-it notes and attach them to your drawing.

IN SMALL GROUPS:

- Share your drawings and your ideas about families.
- Discuss how you can bring more diversity to the family you have drawn, considering the aspects that were mentioned, and trying to think outside the box.
- Complete your own drawing using a different colour.
- Reflect together: How heteronormativity is often assumed when talking about families? Think of examples or situations where this occurs (e.g. inviting your “mom and dad” to the school meeting).
- Now, exchange drawings with another person. Using a different colour from the ones used before, intervene to make the drawing even more diverse.

IN THE BIG GROUP:

- Display all the drawings. What has been touching to you? What observations can you make? What have you learnt during the activity?
- Why do you think it is important to recognize “*Rainbow families*”, and family diversity? Read more about it in the GATE Introduction to Gender and Sexuality Topics

DESCRIPTION

35

Minutes

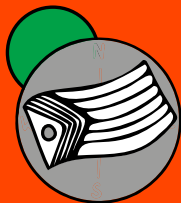


- Different colours of markers
 - Papers
 - Post-it notes

GATE* SUPPORTING MATERIALS:

- [Introduction to Gender and Sexuality Topics](#).





◦ RELATIONS (& VIOLENCE)

MINI PRIDE!

DESCRIPTION

PREPARATION:

How much do you know about Pride? Check videos and images, and read more info in the GATE Introduction to Gender and Sexuality Topics.

We will recreate a PRIDE in our place!

- The *Navigation Crew* ask previously participants to bring some things to prepare the space:
Rainbow-colour decorations, quotes, videos and/ or pictures about the Pride.
Costumes and props
- Prepare yourself for the Pride! Dress up with colourful clothes, hats, fake hair, fake moustache, costumes, etc. Try on different things and have fun having *crazy dresses* which go beyond your usual ways.
- Let the party begin! Put on some music, and have fun, showing your clothes, dancing, manifesting and shouting statements about diversity, etc. Remember it is a reenactment moment for LGBTQIA+ rights!
- After you had a great time celebrating, turn down the music slowly.

IN THE BIG CIRCLE, SHARE:

- ? How did it feel to participate in this mini-Pride?
Was there any embarrassment?
Did you have fun?
- ? Did you feel free to express yourself as you wanted to?
- ? Why do you think it is important for the LGBTQIA+ community, and for all our society to have this kind of event?

60

Minutes



- Colourful materials for decoration
- Loudspeaker and computer or phone for music

GATE⁺ SUPPORTING MATERIALS:

- [Introduction to Gender and Sexuality Topics.](#)





◦ BODY (& SEXUALITY)

WHERE DO WE LEARN ABOUT SEX?!

DESCRIPTION

IN SMALL GROUPS, REFLECT:

? Where do we learn about sexuality and relationships?

Make a list of sources. For example:

- Social media
- Porn
- School

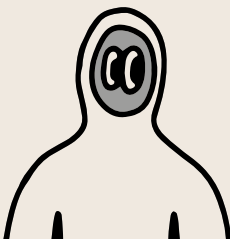
...

? What are the positive and negative aspects of getting information from each source?

IN THE BIG GROUP, SHARE YOUR RESULTS:

? How do these sources promote an understanding of diversity in sexuality?

? Which are the aspects of sexuality that are under-represented in the different sources (especially connected with LGBTQIA+ issues)?



40

Minutes





◦ BODY (& SEXUALITY) **AND IF I DON'T LIKE SEX, OR I DON'T EVEN WANT TO TRY?**

DESCRIPTION

IN COUPLES:

- Think which are the essential aspects that an intimate relationship with your partner(s) needs to have. Write a list of these aspects.
- Rank these aspects by importance.
- Read the testimony on the extra card named "Testimony Card 16"
- Highlight all the gender concepts in the text. Please check in the GATE Glossary if you have any doubts.
- Why do you think this person felt "like a dream" when they shared their identity with their beloved ones?
- When they say, "I was worried sick because I felt strange and out of place" due to not feeling sexual attraction to others, what might cause this feeling?

IN THE BIG GROUP REFLECT:

- ? Why is it generally assumed that an intimate relationship with a partner always involves sexual attraction?
- ? What is the effect of the patriarchal system on relationships?
- ? What consequences could this bring to a person, as in the testimony, if they don't feel sexually or romantically attracted to anybody?

In the patriarchal system we learn that a relationship necessarily involves sexual attraction. But this is not true for all, only for some people.

40

Minutes



EXTRA CARD
"Testimony"

GATE⁺ SUPPORTING MATERIALS:

- Glossary





• BODY (& SEXUALITY)

UNDERSTANDING INTERSEX REALITIES

DESCRIPTION

IN THE BIG GROUP DISCUSS:

- ? Do you know that human bodies can have variations of sex characteristics?
- ? What does intersex mean?
[Check in the GATE+ supporting materials Glossary and Introduction to Gender and Sexuality Topics].
- Watch the following video:



Also available on: <https://campaigns.oieurope.org/myintersexstory/>

- Reflect:
 - ? How do you feel after watching the video?
 - ? What impact do norms about biological sex have on intersex people's lives?
 - ? What changes do you think are needed in society for intersex people not to be discriminated against?
 - ? How can these changes be realised in your own context (school, friends group, club, etc.)?
 - ? What could you do differently to be an ally for people with intersex variations?

40

Minutes



GATE+ SUPPORTING MATERIALS:

- Glossary
- Introduction to Gender and Sexuality Topics.





PROPOSED SOLUTIONS CARD 01 THE INCLUSIVITY OF OUR WORDS

- Proposed solutions to make the sentences more inclusive:
 - 1 *Good morning, **team / everyone!***
 - 2 *What pronouns do you **use**? Gender identity is not a preference.*
 - 3 ***Person**-machine interface provides the interface that enables a user to operate a machine tool.*
 - 4 *We need a new colleague and **they** will be responsible for the software development process.*
 - 5 *It was participants' **gender** (whether they were women, men, or nonbinary), not their sexual orientation, that was asked.*
 - 6 *Two Commission experts will be elected, one of whom shall act as **chairperson** of the Committee.*
 - 7 *The client must be asked about (**their**) dietary needs.*
 - 8 *(In a form) Please select: Mr / Mrs / Ms / **Mx (or M)**.*
 - 9 ***Parental** leave is usually of 6 months also in case of adopted children.*
 - 10 *The sex assigned to **him** at birth was female, but **he** identifies as a man*
 - 11 ***To Whom It May Concern / Dear** (position, e.g. recruiter).*
 - 12 *It is normal to make friends with **people of another gender**.*
 - 13 *In a shop selling gadgets for Valentine's day: „The perfect gift for your **partner!**“*
 - 14 *Someone left **their** earrings on the table. Whose can it be?*

16

**EXTRA
CARD**

TESTIMONY CARD 16

AND IF I DON'T LIKE SEX, OR I DON'T EVEN WANT TO TRY?

*“When I came out to my parents, they were just neutral. At the time, I was bisexual and they were completely fine with it. My friends supported me so much, it felt like a dream. However, over time, I lost attraction and I didn't feel any sexual attraction to people. I was worried sick because I felt odd and alien-like, so I searched up what I was feeling and it turns out I'm asexual, but I didn't feel at ease with that, since romance wasn't my thing. After a little bit of digging, I found out I'm aroace. My family and parents supported me just as well when I was bi.”
(M/16/Aroace)*



Source: <https://whenicameout.com/tag/asexual/>

Find over 2500 stories of coming out... as every coming out story is unique!





CARD 04
TRUE AND FALSE
ON LGBTQIA+ EXPERIENCES

SENTENCE	TRUE	FALSE
1. Asexual individuals do not establish romantic relationships.		
2. Having an intersex variation is a disorder that requires medical intervention to „correct“ genitalia.		
3. Being gay was considered a mental illness until 1990.		
4. Bi women are more exposed to violence, compared to all sexual orientation groups.		
5. Bisexual people are more open about their identity than gays and lesbians.		
6. In the EU, most people think school lessons and materials should include information about sexual orientation and the existence of multiple gender identities.		
7. In the EU in 2020, 1 out of 3 LGBTQIA+ people felt discrimination and/or harassment in the last year.		
8. TV shows and series broadcasting LGBTQIA+ realities and characters tend to have more seasons and more continuity of characters.		

CONTINUES ON THE REVERSE SIDE →



SENTENCE	TRUE	FALSE
9. Nowadays, in less than 10 countries in the world homosexuality is criminalised.		
10. All systems of oppression are linked, and to fight against oppression of LGBTQIA+ people, we need to deconstruct all systems of oppression, including racism, imperialism, ableism, sexism, xenophobia, ageism and classism.		
11. Fortunately, violence against LGBTQIA+ people is decreasing thanks to awareness programmes in schools.		
12. A transgender person is gay.		
13. LGBTQIA+ young people are more than four times as likely to attempt suicide than their non-LGBTQIA+ peers. Transgender people face even higher risk.		
14. A bisexual person is indecisive about their sexual preferences.		
15. LGBTQIA+ people aren't exposed to glass-ceiling at work because of their gender and/or sexuality.		
16. In a lesbian couple there is a female and male role in the relationship.		

Notes:

[FIND THE ANSWERS ON EXTRA CARD "TRUE AND FALSE ANSWERS"]



TRUE AND FALSE ANSWERS

1. False: Asexual individuals are fully capable of forming romantic connections and relationships, although they may not experience sexual attraction. Romantic orientation is separate from sexual orientation, and many asexual individuals have fulfilling romantic partnerships. Asexual people may experience romantic attraction towards people of any gender identity and identify as gay, lesbian, bisexual, etc or use terms such as homo-, hetero-, bi-romantic to describe their romantic orientation | Source: <https://www.asexuality.org/?q=relationship.html>.

2. False: Intersex variations are natural variations of human biology and do not inherently require medical intervention. Unfortunately, intersex variations continue to be pathologized and intersex people are subjected to medical interventions. "Intersex people are born with sex characteristics that don't fit typical definitions of male and female. In many countries, intersex children are subjected to repeated surgery and treatment to try to change their sex characteristics and appearance, causing terrible physical, psychological and emotional pain - and violating their rights." | Source: Intersex people OHCHR <https://www.ohchr.org/en/sexual-orientation-and-gender-identity/intersex-people> and UN Free and Equal Campaign <https://www.ohchr.org/en/sexual-orientation-and-gender-identity/un-free-equal-global-campaign-promote-equal-rights-lgbti-people>.

3. True: The depathologisation of homosexuality had begun in 1973, when the American Psychiatric Association (APA) removed homosexuality from the Diagnostic and Statistical Manual of Mental Disorders (DSM). This decision marked a significant step forward in recognizing that this sexual orientation is not inherently pathological (source: APA, "Removing Homosexuality from the DSM," 1973). However until 1990 the World Health Organisation (WHO) included homosexuality as a mental health disorder in the International Classification of Diseases (ICD).

4. True: According to the LGBTI survey of the intersections report on bi experiences in Europe from ILGA-Europe, among all sexual orientation groups, bi women respondents report the highest rates of violence, with up to 31% experiencing violence. Bisexual women are also the most likely to experience a sexual attack. | Source: ILGA-Europe, 2023 report on bi experience. Available at <https://www.ilga-europe.org/blog/biweek-four-things-about-bisexual-experience/>

5. False: Lesbian and gay individuals are on average more open about their sexual orientation compared to bisexual individuals. This disparity may be attributed to biphobia and the dual stigma faced by bisexual individuals (bisexual people face stigma not only from heterosexuals but also from lesbian and gay communities). The reluctance to be open may stem from fear of societal rejection, which appears to be more pronounced for bisexual men due to stricter gender norms. Over 50% of bisexual men and about over 30% of bi women are never open, the ILGA-Europe report on bi experiences shows. | Source: ILGA Europe 2023 available at <https://www.ilga-europe.org/blog/biweek-four-things-about-bisexual-experience/>

6. True: Yes, and in a very high percentage: including lessons about sexual orientation is supported by 71%, and regarding multiple gender identities by 68%. | Source: Special Eurobarometer 535 April-May 2023 Discrimination in the European Union, <https://europa.eu/eurobarometer/surveys/detail/2972>

7. False: It's even more, almost every second LGBTQIA+ person! According to the European Union LGBTI survey of the FRA – European Union Agency for Fundamental Rights (2020) "in 2019 more LGBT respondents (43 %) felt discriminated against in the 12 months before the survey in all areas of life that the survey asked about." | Source: European Union LGBTI. FRA – European Union Agency for Fundamental Rights. 2020.

Available at A long way to go for LGBTI equality | European Union Agency for Fundamental Rights: <https://fra.europa.eu/en/publication/2020/eu-lgbti-survey-results>

8. False: According to the GLAAD's annual "Where We Are on TV" report for the 2022–23 television season, in the recent shift in television formats towards shorter seasons and binge-viewing led by streaming and premium cable, more and more series are getting cancelled after only one or two seasons. What is even more concerning is that many of the series getting cut are LGBTQ-inclusive programs, leaving a large demographic of viewers constantly searching for new programs only for them to ultimately be cancelled before a satisfying conclusion. | Source: GLAAD's annual Where We Are on TV report for the 2022–23 television season <https://glaad.org/wherewearesentv22/>

9. False: There are 64 countries around the world which have laws that criminalise homosexuality, many of which can be traced back to European colonisation. In some countries, such as Brunei, Iran, Mauritania, Saudi Arabia, Yemen, Uganda and in the northern states in Nigeria, people can be sentenced to the death penalty if they engage in consensual same-sex sexual acts. | Source: <https://www.amnesty.org/en/what-we-do/discrimination/lgbti-rights/>

10. True: This perspective is called Intersectionality. | Source: [GATE Intersectionality infographic](#)

11. False: in the last years, there has been a rise in violence and discrimination against LGBTQIA+ people, most of it related to the growing prevalence of hate speech from public figures. | Source: ILGA-Europe Annual Review of the Human Rights of LGBTI people in Europe and Central Asia 2023 Available at <https://www.ilga-europe.org/blog/anti-lgbti-violence-europe-central-asia-numbers/>

12. False: Transgender refers to people whose gender identity and expression do not match the sex they were assigned at birth. Gay is a term used for men who are attracted exclusively to other men in a sexual and/or romantic way, and also sometimes for women who are exclusively attracted to women. Transgender people can have any sexual and romantic orientation. | Source: [GATE Glossary](#)

13. True: Suicide is the second leading cause of death among young people aged 10 to 14, and the third leading cause of death among 15–24 year olds (Centers for Disease Control and Prevention, 2022). Lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) young people are at significantly increased risk. LGBTQ+ young people are more than four times as likely to attempt suicide than their peers (Johns et al., 2019; Johns et al., 2020). Transgender and nonbinary youth were 2 to 2.5 times as likely to experience depressive symptoms, seriously consider suicide, and attempt suicide compared to their cisgender LGBQ peers. | Source: The Trevor's Project. Facts About Suicide Among LGBTQ+ Young People. Available at <https://www.thetrevorproject.org/resources/article/facts-about-lgbtq-youth-suicide/>

14. False: Bisexual is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Attraction to more than one gender does not equal indecisiveness, greediness or experimentation. | Source: [GATE Glossary](#)

15. False: Representative survey data reveal that LGBT people experience gaps in employment status and/or labour earnings compared with non-LGBT people. LGBT people are 7% less likely to be employed than non-LGBT people and their labour earnings are 4% lower (Figure 1.12). They also seem to be exposed to a glass ceiling: they are 11% less likely to hold a high managerial position. | Source: Society at a Glance 2019. OECD Social Indicators. Available at <https://www.oecd-ilibrary.org/sites/c64c3d3f-en/index.html?itemId=/content/component/c64c3d3f-en#wrapper>

16. False: This is a myth, most likely related to a binary conception of relationships. Lesbian is a term that refers to a woman who is attracted exclusively to other women in a sexual and or romantic orientation; it is not related to gender expression or gender roles within a relationship. | Source: [GATE Glossary](#)

