

# 1. Introduction

 5 Minutes

 **Slide 1**

 **Welcome**

Welcome the group and allow time for everyone to introduce themselves.

 **Housekeeping**

Make any housekeeping announcements, such as location of toilets, health and safety, refreshments etc.

 **Session overview**

Give a brief introduction to the session.

Tell the participants that they will receive the Participant's Handbook at the end.

Explain that this session will include small group activity and discussion.

 **Creating a supportive discussion space**

Highlight the importance of creating a safe space for learning together. This means treating anything personal that is shared in the room as confidential, listening respectfully to one another, and recognising that it's OK to disagree at times. No one is required to share anything personal, and if at any point the conversation feels overwhelming, participants are welcome to take a break outside.

 **Play intro video**

 **Slide 2**

Read slide 2 to inform the participants of the intended learning outcomes.

**Notes:**

## 2. Youth Workers vs. Young People: Exploring Views on LGBTQ+ Topics

 **10 Minutes** **Slide 3**

We wanted to compare the views of youth workers and young people on the topic of LGBTQ+.

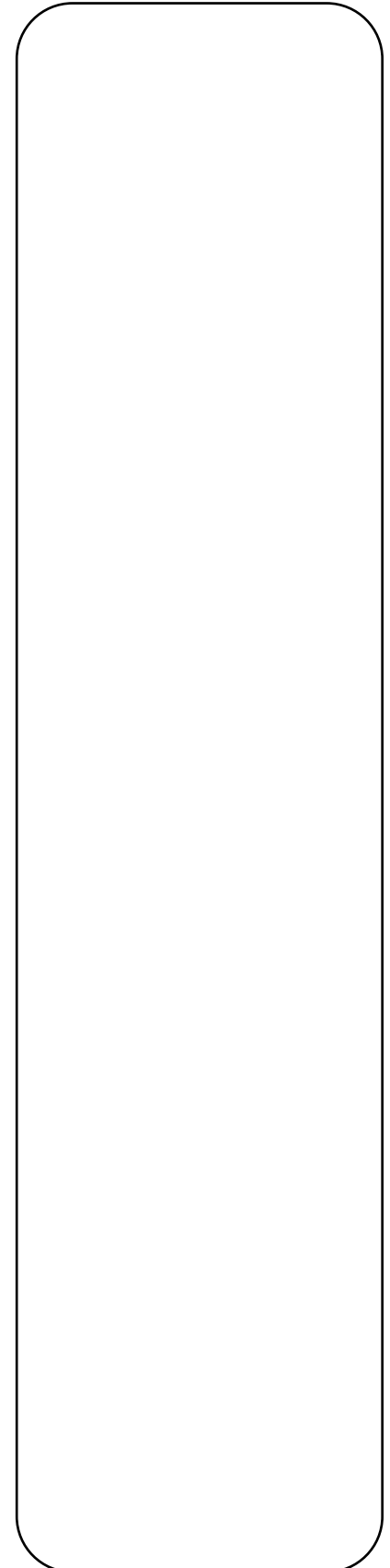
If you have surveyed your own participants before your training you can replace the statistics already in the slides 4 to 7 in PowerPoint presentation with your own data.

(See Section 4 of the Leader's Guide.)

If you were not able to complete one or both of these surveys, you can use the results that are already in the PowerPoint presentation, but please bear in mind this data is from 2018. The youth worker results are from 40 youth and children's workers who attended the pilot training in the Hertfordshire and Essex region of The Salvation Army. The young people results were gained from 20 young people who attended The Salvation Army in the areas of Yorkshire and South London. See Appendix A for a more detailed analysis of the results from these surveys.

 **Slides 4 to 7** **Four questions**

Present the statistics on slides 4 to 7 and/or your own data.



### 3. Diversity Dice

 20 Minutes

#### Activity 1: Gender and Sexuality Terminology

 **Slide 8**

Divide participants into groups of 4 to 6 people.

Give each group the **gender dice** (turquoise) and the **sexuality dice** (blue).

Take turns having each person roll the dice.

After each roll, the group discusses what the term on the dice means.

Continue until all six sides of each die have been explored.

Encourage each group to write down their thoughts and answers as they go.

This activity often shows how much there is to learn about gender and sexuality terminology. Make sure to give participants plenty of time and space to share ideas and learn from each other during the discussion.

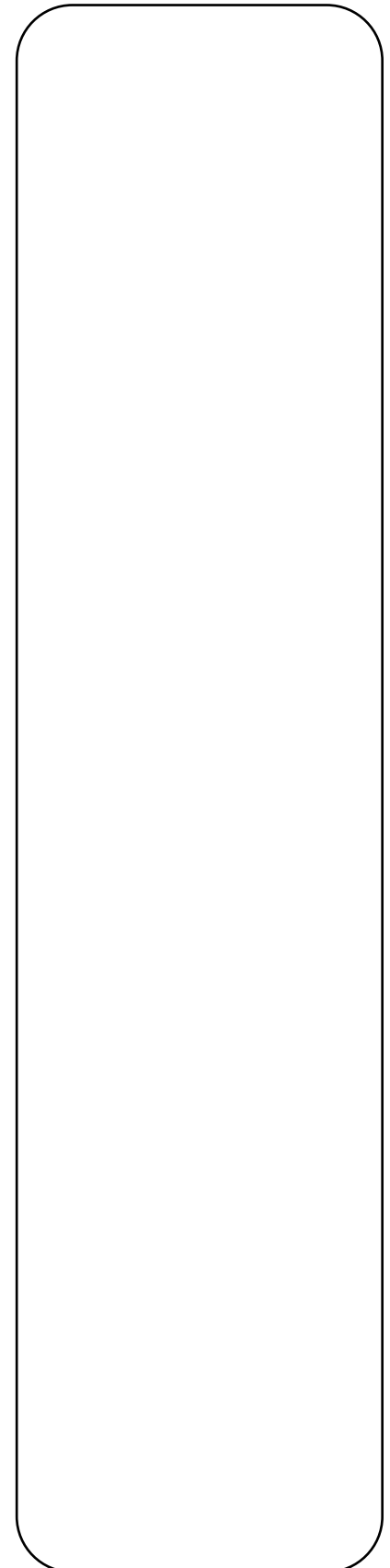
(For information on the Diversity Dice see Section 6 of the Leader’s Guide.)

 **Slides 9 to 14**

 **Definitions**

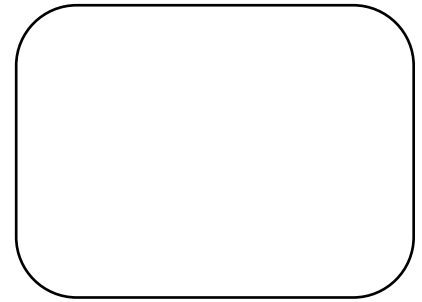
Go through the definitions on slides 9 to 14 to make sure everyone is clear on the terms.

Key point on slide 14: Terminology related to LGBTQ+ identities evolves as understanding of sexuality and human complexity grows. The terms used to describe sexual orientation and gender identity have changed over time and are expected to continue developing. Language is applied differently across individuals, generations and regions.



It is important to maintain cultural awareness in order to interpret the terminology young people use appropriately and to refer to LGBTQ+ young people respectfully.

For further clarification on all of these terms and a description of all of the dice, please refer to the Diversity Dice instruction booklet.



## 4. Video Testimonies

 **30 Minutes**

### **Slide 15**

Personal stories and testimonies teach us a lot. To better understand the lives of young people who identify as LGBTQ+, it's important to hear about their journeys firsthand.

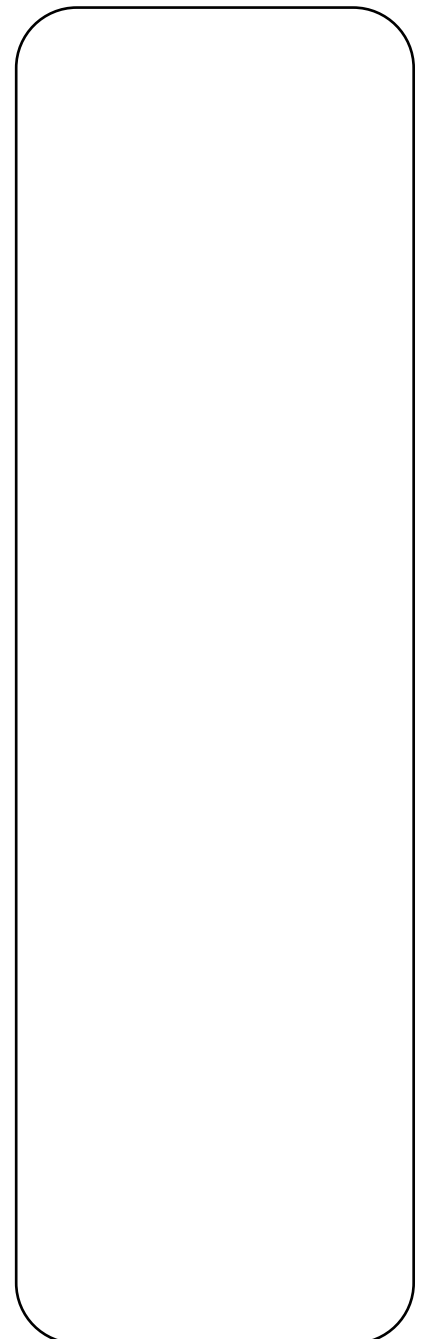
Explain to participants that they will watch a series of videos where individuals share their experiences, giving insight into the real, lived experiences of the LGBTQ+ community.

Select two or three of the videos, depending on the time available. If you know a little about the participants – their context and work with young people – you can choose videos that are most relevant.

After each video, allow some time for reflection, making sure not to frame it as judging the stories. Encourage participants to share in pairs or small groups what surprised them or stood out to them from the story.

#### **Some additional general questions you could use:**

- How did hearing this person's story make you feel?
- Did anything surprise you or challenge your thinking?
- What do you think are the key challenges or barriers this person has faced?
- In what areas may this person need support and/or pastoral care?
- What can you take from this story to better support LGBTQ+ young people?

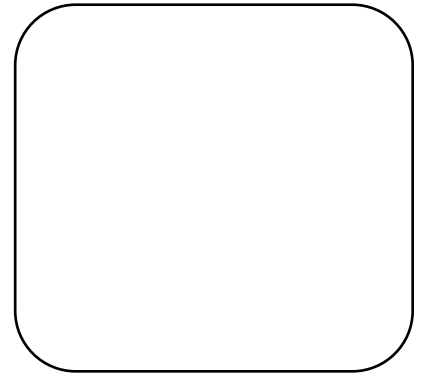




## Testimony in the room

If someone on your team is willing to share their personal journey as an LGBTQ+ individual, you could provide time for this, either instead of a video or between videos.

Be sure to plan carefully to create a safe and respectful space, ensuring that the person sharing feels valued, supported and respected, even if there are differing opinions in the room.



**Break: allow a short comfort break of five minutes if needed**

## 5. Pastoring LGBTQ+ Young People



**20 Minutes**



### Slide 16

Introduce the teaching video and the presenter, Bek Taylor.



### Play teaching video



### Slide 17



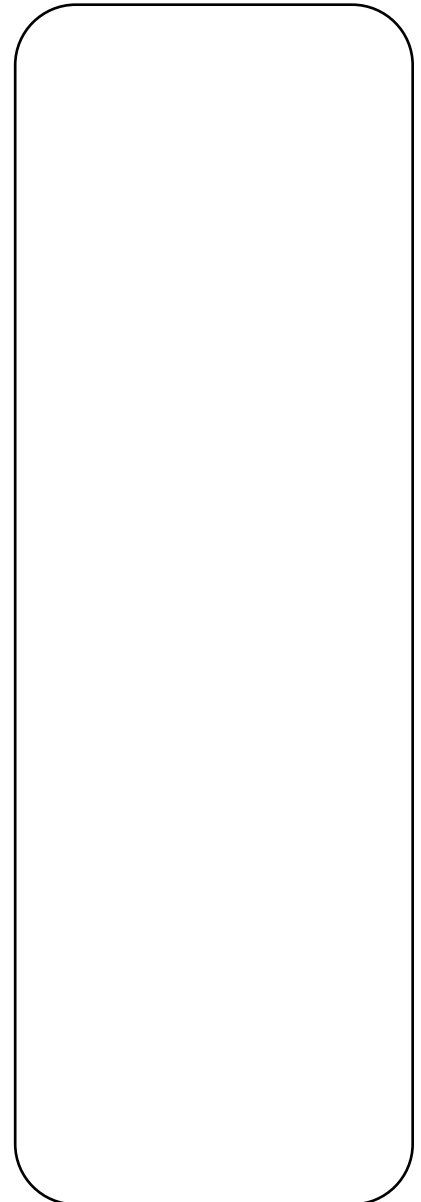
### Summary of the five teaching points

1. Know your starting point and learn
2. Listen and let them lead
3. Affirm and celebrate
4. Help people find community
5. Don't wait till it's on your doorstep



### Personal reflection

Invite each person to take a few minutes to reflect on these five teaching points, considering how they relate to their own youth work practice and setting. Ask them to identify a practical action that they can take to strengthen their practice in each area. If time allows, participants could also share and discuss their ideas in pairs.



## 6. Diversity Dice

 **20 Minutes**

### Activity 2: Gender Identity and Sexuality in Real-Life Contexts

 **Slide 18**

Ask participants to return to their groups, collect the gender dice (turquoise) and the sexuality dice (blue), and then choose two additional dice. The aim of this exercise is to create a randomly generated ‘young person’, combining different personal, social and economic circumstances.

This activity is a reminder that young people are much more than their sexuality or gender identity, and that other aspects of their lives are important to consider when offering support.

 **Slide 19**

Have each person in the group roll the four dice at the same time, read the results aloud, and then discuss what the combination tells them about the ‘young person’ they’ve created.

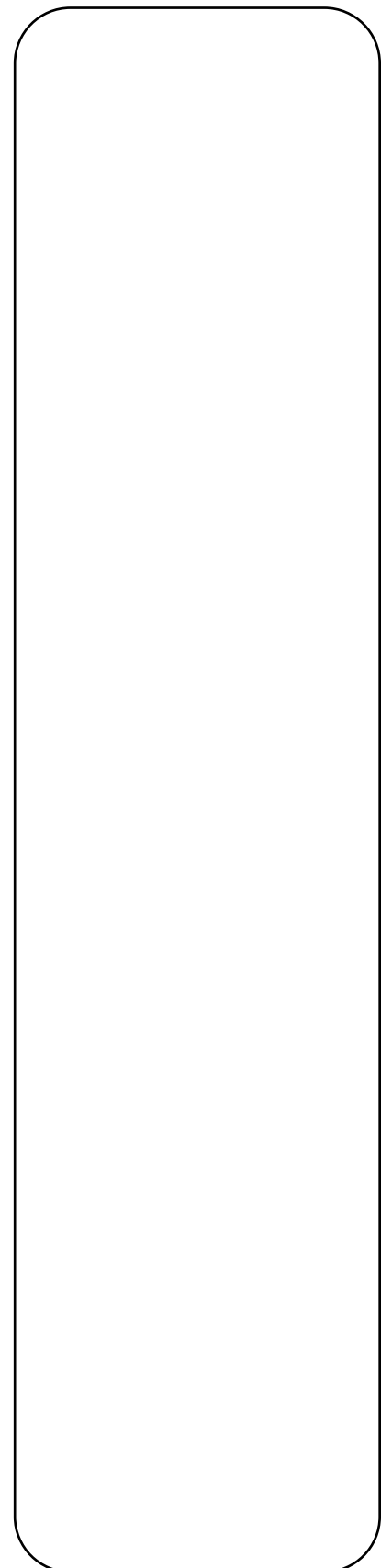
For example, cis woman (turquoise), bisexual (blue), conservative Christian (lilac) and black (purple).

Provide each group with three or four plain pieces of paper to note down their dice combinations and key points from their reflections on these questions:

- Recap: What do the terms mean?
- What might life be like for this young person? (Consider different contexts such as church, school, university or work.)
- How could you, as a youth worker, support them pastorally? What changes might you need to make in your own setting to do so?

Allow time for at least three rolls of the dice so that different combinations can be explored.

If time allows, ask each group to share one of their unique combinations with the larger group, briefly explaining what they discussed, how they found the activity and whether anything challenged or surprised them.



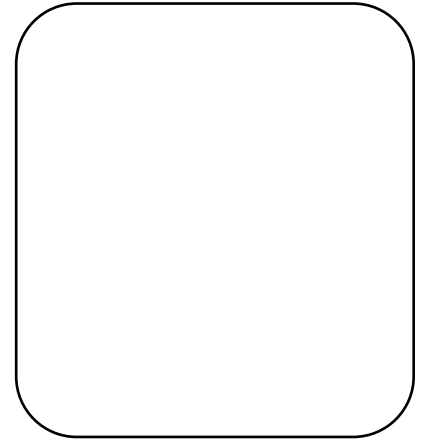
## 7. Questions

 **15 Minutes** **Slides 20 to 23**

This is an opportunity to answer selected questions from your pre-training survey.

You will need to add slides to the PowerPoint presentation of the questions that you have chosen to answer.

If you have not completed the pre-training survey, then you can choose some of the FAQs listed in Section 7 of the Leader's Guide.



## 8. Ending

 **5 Minutes** **Slide 24**

**(Number will change when you have added your own question slides)**

In closing, emphasise the importance of continuing to reflect on what has been discussed. One of the most valuable things we can do for LGBTQ+ young people is to keep the conversation going and show a genuine commitment to supporting them in all aspects of their lives.

 **Watch outro video**

The outro video provides a summary of our learning during this session.

 **Final slide**

Ask participants to complete the feedback form. (See the Leader's Guide Section 5.)

