

UNESCO Youth Club of Thessaloniki
Intellectual Output 2 – Greece



“Perform to Reform - Act to React” Handbook

European Erasmus+ project “Perform to Reform”
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1. The project Perform to Reform: Objective and partners

The **Perform to Reform** project (previously known as Alexander project) is a collaboration between five organisations dealing with human rights, LGBT+ issues, youth and the arts. Our aim is to develop new strategies in opening up discussion on sexual diversity. These new strategies are based on the so-called ‘soft skill’ principle: using mainly theatre, visual arts and storytelling. Theatre and creative methods will be used as a means for conveying our messages. The outcomes of the project will be available through our communication channels, websites and newsletters.

This project aims to overcome the assumptions and prejudices that exist in diverse communities against LGBT+ people. It focuses on sexual diversity in specific, but it is embedded in a broader conception of diversity, including cultural and gender diversity as well. The developed methods should be of significant use and value for countries that face homophobic tendencies. However, also countries with a broader and more deep-rooted acceptance towards LGBT+ will also benefit from this project, since it will use creative tools like storytelling, visual arts and theatre for conveying the core of the project.

The added value of this project is that we explore the possibilities of sustainable processes instead of isolated incidents: often discussions on LGBT+ and diversity related issues in educational environments stand alone i.e. 1 or 2 hours are re-served to address these topics, leaving no time for a more thorough approach. With this project we want to develop more sustainable trajectories towards opening up the minds of young people. We consider the embedding of soft skills in general as a focal point in the project. Conveying a message on sexual diversity only by mentioning it is not enough, you need to develop other skills such as empathy, relational communication and skills. A significant part of this will be based on the report ‘Do the Right Thing’ from Movisie about the plausibility of theatrical interventions (see below for a summary of this research).

The project partners are:

[The Netherlands] Stichting art.1 (Foundation art.1) is inspired by the first article of the Dutch Constitution, which states that no one shall be discriminated on grounds of religion, race, political or sexual preference. The organization’s name refers to ‘article’ as well as to the arts: it designs and implements human rights advocacy projects using art as a form of expression and communication.

[Cyprus] ACCEPT – LGBT Cyprus is a group of people comprising and relating to people regardless of age, gender, sexual orientation, ethnic, cultural background, religious background, language, health condition, physical condition or other features and we demand constantly, and dynamically, the acceptance, the mutual acceptance, the empowerment and the support for each other, bringing on an equal footing with the Cypriot society, issues that concern the LGBT community.

[Slovenia] LEGEBITRA - Društvo Kulturno, informacijsko in svetovalno središče is a non-governmental humanitarian organization. Its aim is to improve psychosocial welfare and health of LGBT persons, especially LGBT youth.

[North Macedonia] LGBTI Support Centre (Helsinki Committee for Human Rights of the Republic of Macedonia) envisions a society free from discrimination where all people enjoy universal human rights and freedoms, regardless of their sexual orientation, gender identity or any other trait. The strengthening of the LGBTI community, the enabling for self-advocacy, and the change of the social and legal status of LGBTI people in the Republic of Macedonia are an imperative to the work of the Center.

[Greece] UNESCO Youth Club of Thessaloniki is a non-profit, non-governmental organization, based in Thessaloniki. Founded in 2004, UNESCO YCT works under the auspices of the Hellenic National UNESCO Committee. Based on the fundamental goals of UNESCO the UNESCO YCT is guided by the following axis: education, science, culture, information and communication. Our goal is to bring each axis into proportion to match the young peoples’ needs, prioritizing their voice in formulating our agenda.

2. Intellectual Output 2 - Greece: “Perform to Reform - Act to React”

2.1. Description and main idea

The contribution of UNESCO Youth Club of Thessaloniki to the current project is the multifunctional audiovisual and written educational handbook **“Perform to Reform - Act to React”**. It combines narratives, storytelling, theatrical elements and interactive activities, offering an experiential educational methodology to educators who are in search of alternatives to mainstream educational ways when approaching LGBTQI+ issues or managing situations of gender-based discrimination.

Young people and youth workers are the primary target groups of the IO2. They become engaged in a two-sided procedure where they constitute both the transmitter and the receiver of the information provided. Aiming to achieve a high impact and dissemination result, IO2 has reached various groups of young people, like students, teenagers, youth workers, young educators, young NGO workers, young journalists and the general public. In every occasion, we encouraged participants to think critically and reflect on what is going on inside and outside the provided workshops and activities.

IO2 contains a short film (35 mins) with testimonies of LGBT+ people who have voluntarily shared their personal stories and incidents on video, with the purpose to motivate the audience. It also includes a series of non-formal educational activities with a focus on LGBT+ issues. These educational activities may be applicable to either a school class or other learning space, as well as to various non-formal educational sessions, workshops or working environments provided in various social and civil contexts.

Each educational activity is designed, described and presented in such a way, offering all necessary input (clarifying “when, how long, why and how” to implement) to educators and trainers who may use IO2 as a multifunctional learning tool. The

handbook’s methodological approach is based in the theory of the Theatre of the Oppressed, while a critical reflection perspective was adopted, providing for a "reflection-perception" human rights dimension.

2.2. Methodology

The methodological approach behind the audiovisual and written educational handbook is based in the theory of the Theatre of the Oppressed, where Augusto Boal uses theatre as means of promoting social changes (Boal, 1993). By applying the Theatre of the Oppressed techniques in the provided activities, the audience becomes active, gets involved and as like in the “image theatre”, participants after viewing the video created, may alter it to reflect their own ideas.

Research has shown that interactive educational activities, such as workshops on LGBT+ issues (Guth et al., 2001; Liddle & Stowe, 2002) or a LGBT+ peer panel (Nelson & Krieger, 1997), can effect positive change in participants’ attitudes regarding the LGBT+ population and possibly reduce homophobia (Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Evans & Herriott, 2004). This methodological and research approach has been taken into consideration when designing our handbook, setting as a priority a "reflection-perception" human rights dimension.

In addition, the suggested activities are based on critical reflection, where the validity and appropriateness of a person’s assumptions and beliefs are challenged (Mezirow, 1990). Critical reflection permits depth of understanding to complex or challenging situations and invites for a more ‘holistic’ view (Mezirow, 1998). It involves achieving an awareness of the situation, evaluating the situation and making changes to action if necessary. Critical reflection can be presented in various ways, such as orally, in a written form or in an artistic way. All of our activities have been influenced by these ideas, which manifest the importance of communication and of sharing ideas and reflecting on them. Of crucial importance, was the idea that knowledge is empirical and constructed, so we need to ask questions to ourselves and others, why things are the way they are, what kind of involvement can we have, is there

a dominant narrative, is there an alternative to the mainstream story (e.g in some countries LGBT+ people are not permitted to get married, that is one narrative).

“Because power is interactive and multidimensional, no one individual or group is either completely powerful or powerless “(Dominelli, 2002:18).

2.3. Implementation

For the development of our handbook we followed the next steps:

1. *Brainstorming and Exchange of ideas:* between the members and volunteers of our organization, as well as in collaboration with the volunteers of Thessaloniki Pride. Establishment of the project working group for the creation of the IO-2.
2. *Discussion, Interviewing and Recording:* IO2 contains a short film (35 mins) with testimonies of LGBT persons who have voluntarily shared their personal stories and incidents on video, with the purpose to motivate the audience. We have interviewed and then recorded the persons who shared their testimonies.
3. *Editing:* IO2 also includes a series of non-formal educational activities with a focus on LGBT issues. Each educational activity was designed, described and presented in such a way, offering all necessary input (clarifying “when, how long, why and how” to implement). The working group conducted research for the legal context, the educational methods and activities, as well as the theatrical approaches and tools in order to define the structure of the activities that would be finally included.
4. *Practicing:* Young people and youth workers are the primary target groups of the IO2. Aiming to achieve a high impact and dissemination result, IO2 has reached various focus groups of young people, like students, teenagers, youth workers, young educators, young NGO workers, young journalists and the general public. In every occasion, we encouraged participants to think critically and reflect on what is going on inside and outside the provided workshops and activities.
5. *Interaction and Dissemination:* through the networks of civil society organisations in which UNESCO Youth Club of Thessaloniki participates; through our social media; through facebook events for the ME and C2; in the local TV channel.

In addition, the project working group organized regular meetings throughout the realization of IO-2, in order for further elaboration on the initial work plan, for exchange of ideas and for progress updates.

2.4. Terminology

The string of letters “LGBT” is commonly used in order to include all individuals and communities who are identified as lesbian, gay, bisexual or transgender, or who are questioning their sexual orientation and/or gender identity. In specific:¹

- *Lesbian*: A woman who is emotionally, romantically and sexually attracted to other women.
- *Gay*: A man or woman who is emotionally, romantically and sexually attracted to the same gender; some use the term mainly to identify gay men. The word gay is preferred over the word homosexual, which has clinical overtones that some people find offensive.
- *Bisexual*: A man or woman who is emotionally, romantically and sexually attracted to both genders.
- *Transgender*: An umbrella term used to describe people whose gender identity, one’s inner sense of being male or female, differs from the sex assigned to them at birth. Gender-nonconforming people are people whose gender expression, the out-ward communication of gender through behavior or appearance, differs from expectations associated with the sex assigned to them at birth. Everyone has both a sexual orientation and a gender identity. Gender identity is different from sexual orientation. Transgender people may identify as heterosexual, lesbian, gay, bisexual or questioning.

Sometimes, QQI (which is the ‘+’) is added in the definition and therefore:²

- *Queer*: 1) An umbrella term sometimes used by LGBT+ people to refer to the entire LGBT+ community. 2) An alternative that some people use to “queer” the

¹ Source: <http://www.lambdalegal.org/know-your-rights/basic-facts-about-being-lgbtq>

² Source: <https://internationalspectrum.umich.edu/life/definitions>

idea of the labels and categories such as lesbian, gay, bisexual, etc. Similar to the concept of genderqueer. It is important to note that the word queer is an in-group term, and a word that can be considered offensive to some people, depending on their generation, geographic location, and relationship with the word.

- *Questioning*: For some, the process of exploring and discovering one’s own sexual orientation, gender identity, or gender expression.
- *Intersex*: A person whose sexual anatomy or chromosomes do not fit with the traditional markers of “female” and “male.” For example: people born with both “female” and “male” anatomy (penis, testicles, vagina, ovaries, uterus, etc); people born with XXY.

In this project we will mainly use the abbreviation LGBT, as it is the abbreviation most commonly known, certainly amongst groups that are not involved in LGBT issues on a daily base. In that sense, we consider using this commonly known abbreviation as the clearest way to communicate, also with target groups outside the LGBT community, without having intention to exclude anybody by using the term LGBT.³

3. Activities

The following activities can be applied in groups and experiential workshops of pupils, students, young people and youth workers dealing with education and human rights, in order to raise awareness on LGBT issues.

3.1. Activity 1 - “Time for Action”⁴

Activity Placement	Between the theoretical approach of LGBTQI issues and the video
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³ Foundation Bricks – Intellectual Output 1, Perform to Reform Project, 2018, p. 5.

⁴ By Stefania Bouri

Activity Duration	90 min
Goals	<ul style="list-style-type: none"> • To cultivate the imagination and creativity of the participants. • To work collectively for a common goal. • To be familiar with the art of theatre. • To cultivate their empathy on LGBTQI issues. • To express themselves, to think critically and to have fun.
Activity Description	<ul style="list-style-type: none"> • Depending on the number of participants, we divide them into groups of 4-5 people. • In 3 different boxes/utensils, we place the papers which include the data that they have to use, in order to make the story: The first box will include the roles (e.g. family/friends/couple etc), the second box will include the conditions (walk in the park/during the course/trip etc) and the third box will include the event (racist attack/rejection/acceptance etc). Ideally, we use data from the stories listed in the video so as to make a smooth transition to the video that will be played after the end of the activity. • We ask the participants to get a piece of paper from each box. With the evidence they have in their hands, they have to create a story where everyone has a role and present it to the rest of the class. • During the activity we support and assist the groups if they need it.

3.2. Activity 2 - “Write and Play”⁵

⁵ By Stefania Bouri

Activity Placement	After having viewed the video and discussed the LGBTQI issues.
Activity Duration	60 min
Goals	<ul style="list-style-type: none"> • To cultivate the imagination and creativity of the participants. • To work collectively for a common goal. • To enhance the production of written language. • To develop empathy and critical thinking. • To help the coordinator understand whether the topic has already been covered, and whether the participants have gained knowledge of the subject.
Activity Description	<ul style="list-style-type: none"> • Depending on the number of participants, we divide them into groups of 4-5 people. • We give a paper to each group, in which we have written a sentence related to LGBTQI issues. • Participants have to write two to three sentences so as to continue the meaning of the first sentence. • After the production of the text or the poem (depending on what the group chooses) by the participants, they are encouraged to read it to the other groups combining another form of art. For example, while one member of the group reads the poem, the other members can do a choreography or a mini sketch. • During the activity we reinforce and assist the groups if they need it.

3.3. Activity 3 – “Theatrical Production”⁶

Activity Placement	After having viewed the video and discussed the LGBTQI issues.
Activity Duration	15-20 hours
Goals	<ul style="list-style-type: none"> • To cultivate the imagination and creativity of the participants. • To work collectively for a common goal. • To enhance the production of written language. • To develop empathy and critical thinking. • To produce a theatrical play and organize a theatrical performance.
Activity Description	<ul style="list-style-type: none"> • Participants have to decide which story they would like to dramatize. They can choose a story from the video or share a personal story or a story from another person. • The roles of the story are recorded. Everyone chooses a role and begins to develop it in order to feel confident about it. To help the participants we can ask them the following questions: <ol style="list-style-type: none"> 1. What is the name of the character that you are going to play? 2. What job does he do? 3. What are his hobbies? 4. Does he have a special habit, a twitch, something he likes or dislikes? Etc. • Then, we decide where the story is to take place. For example, the story might have happened on the

⁶ By Stefania Bouri

	<p>street, but the team has the opportunity to decide that it is more convenient to represent it in a cafeteria.</p> <ul style="list-style-type: none"> • Then we develop the original dialogues. • We spend several hours to the rehearsals, paying attention to all roles to see if they sound clear and whether there is coherence between them. • We make sure that the theatrical play is cut at a definite moment. • During the performance: First, the actors play their role as they have rehearsed it. The second time, the audience has the opportunity to change the content of the story. Either directing the actors to what they say/ do differently or playing the role themselves differently. The actors improvise their roles based on the changes that have resulted from the public participation.
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3.4. Activity 4 – “LGBTQI+ Rights, personal issues are political”⁷

Activity placement	Opening activity, after ice breakers tasks.
Activity Duration	40 minutes
Goals	<ul style="list-style-type: none"> • To discuss the everyday life of LGBTQI+ persons and the way it is formed in every single culture, among the 5 countries that participants come from. • To approach the field via feminist perspective, in which «personal issues are political». • To cooperate. • To explore the field via photography art. • Critical thinking and social skills to be improved.

⁷ By Christina Azopoulou

Activity Description	<ul style="list-style-type: none">• Participants are requested to capture and send a picture related to the subject: «LGBTQI+ Rights, personal issues are political».• The pictures should have been captured earlier and should be placed in the room, where the participants will be able to walk around and reflect on them.• Participants are asked to form groups of 4-5 persons, according to the number of attendants.• Participants are be asked to discuss the following questions, enlightening the group about the situation of their countries, relative to their personal experience and viewpoint: «Which is the relation between everyday life and government laws?», «Which is the relation between laws regarding E=education, and the everyday life?», «In which way could suicides be prevented?», «Which factors are able to affect positively the elimination of homophobia?» .• Participants are informed that they can use any method they prefer (presentation, playacting, performance, clear text etc.), in order to elaborate on these topics.• As the activity comes to a conclusion, each group presents the personal gains of this activity.• In the end, a reflexive conversation takes place relating to questions, thoughts or anything that surfaced during the activity.• Every group has our encouragement and support.
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3.5. Activity 5 – “Collective poem”⁸

Activity placement	This activity comes next. In general, it is recommended as a closing activity.
Activity Duration	20-30 minutes
Goals	<ul style="list-style-type: none"> • «Meeting» with poem and automatic writing. • Postmodern approach, focusing on «Words form realities». • To work individually and in teams as well. • To pause and connect with the inner self. • To cultivate their imagination and creativity.
Activity Description	<ul style="list-style-type: none"> • Participants are asked to sit down in a circle and write down 2-3 words that come through their thoughts, their emotions about the field and what they handled earlier. • Each time someone writes down any thoughts, ideas, emotions etc., they have to hide what they have written by rumpling the first line of the paper. This process is followed individually by every participant. Specifically, we ask the participants to rotate the paper round the circle. • It’s worth mentioning that every person should not feel pressured, but free and express themselves when they feel ready to so. There is no standard order. • Once participants complete the process, they read individually every line. In the end, a participant has to recite the whole poem. • During the activity, participants should be quiet and they should be encouraged to listen to their inner world.

⁸ By Christina Azopoulou

3.6. Activity 6 – “Critical Reflection”⁹

Activity placement	At the end of the seminar, workshop etc
Activity Duration	15-20 minutes
Goals	<ul style="list-style-type: none"> • To recall the activities and the way participants worked on them. • To focus on their greatest strength and on the way they probably got inspired by the activities. • To give a structured feedback about what could be different. • To suggest ideas for upcoming activities. • To develop their critical thinking skills.
Activity Description	<ul style="list-style-type: none"> • Participants are asked what was useful about this day, what could be done in a different way, what experiences they gained through the activities. • Each participant speaks out and expresses emotions, thoughts, ideas etc. • Self – reflection ends once participants have spoken their mind.

3.7. Activity 7 – “Gender identity thermometer”¹⁰

Activity placement	At the beginning of the lesson, as an introductory activity to approach LGBTQI issues
Activity duration	20 minutes
Goals	<ul style="list-style-type: none"> • To familiarize participants with gender fluidity • To help participants develop critical thinking towards gender-based stereotypes

⁹ By Christina Azopoulou

¹⁰ By Athanasia Zaprou and Angelos Kottas

	<ul style="list-style-type: none"> ● To encourage participants to look into their own gender identity ● To introduce the discussion on LGBTQI issues
<p>Activity description</p>	<ul style="list-style-type: none"> ● Participants are asked to draw four thermometers. They should write an "M" (for male) on the left tip of the thermometer and an "F" (for female) on the right one. ● We explain that each one of these thermometers represents a different aspect of our gender identity. The first thermometer refers to the gender a person is assigned at birth, the second one represents their social gender, the third one refers to a person's sexual preferences and the last one refers to their appearance and style (i.e. way of dressing, hairstyle etc) In case participants are not familiar with the categories above, we should explain the meaning of each one. ● On each thermometer participants are asked to mark the point where they find themselves in reference to each category. We should make clear that this is a strictly personal procedure and they will not need to show what they have marked to anyone. ● When everyone is ready, a discussion on gender fluidity starts. Participants are asked what conclusions they draw from the activity, how they perceive each one of the categories, whether they have any questions etc. At this point, we can also introduce them to the LGBTQI terminology. Based on the thermometers, we can explain the meaning of each letter in the LGBTQI acronym.

3.8. Activity 8 – “Overturning stereotypes”¹¹

Activity placement	After we have explained the LGBTQI terminology
Preparation time	30 minutes
Activity duration	60-90 minutes
Goals	<ul style="list-style-type: none"> • To help participants develop critical thinking towards gender-based stereotypes • To help participants boost their imagination and creativity • To get them to express themselves, develop critical thinking and have fun
Activity preparation	<ul style="list-style-type: none"> • We choose four concepts about which there are a lot of stereotypes we would like to discuss with the participants. Such concepts could be: gay, lesbian, family, man etc. • We find real photos (no cartoons allowed) that depict these concepts in a non-stereotypical way. For example, such photos could depict families with same-sex parents, families without children, single parent families, etc. The more the photos for each concept, the better.
Activity description	<ul style="list-style-type: none"> • Participants are asked to draw a picture for each one of the chosen concepts. In case there are a lot of participants, we should split them in groups and ask them to settle on one picture for each concept. • When they have all completed the task, we start with the first concept and ask each participant/group to show their picture and explain the reason behind their choice to depict the concept in that way.

¹¹ By Athanasia Zaprou and Angelos Kottas

	<ul style="list-style-type: none"> When everyone has shown their picture, we move on to show them the photos we have prepared and encourage discussion on the stereotypes about this concept. For example, if there is a photo of a family with same-sex parents, we can ask whether they would expect such a depiction of a family. If the answer is negative, we ask them why they think that would be the case etc.
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3.9. Activity 9 – “Human Rights Watch”¹²

Activity placement	After we have analysed the LGBTQI terminology and the gender-based stereotypes
Activity duration	120 minutes
Goals	<ul style="list-style-type: none"> To inform participants about the various types of discrimination LGBTQI people face To increase their empathy on LGBTQI issues To get them to work together on a common goal To help them develop their critical thinking
Activity preparation	<ul style="list-style-type: none"> We should collect material regarding the discriminations LGBTQI people have to face in different countries, including the country the workshop/lesson is taking place. Such material could be each country's legal framework regarding LGBTQI people, articles and news reporting gender-based violence incidents or incidents when an LGBTQI person was deprived of their rights, audiovisual material that indicates what the circumstances for LGBTQI people are in each country. It is recommended

¹² By Athanasia Zaprou and Angelos Kottas

	<p>that we choose countries with really strong differences regarding these issues. Some of these countries should be pretty progressive, while others should be very conservative.</p>
Activity description	<ul style="list-style-type: none"> • We split the participants into groups and assign a country to each group. • We provide each group with the corresponding country's material and ask them to study it carefully and make a presentation on the rights LGBTQI people have in that country and the respective discriminations they face.

3.10. Activity 10 – “On the line”¹³

Activity placement	After the Human Rights Watch activity and the discussion on LGBTQI people's rights in different countries
Preparation time	30 minutes
Activity duration	30 minutes
Goals	<ul style="list-style-type: none"> • To make the participants realize the inequality between straight and LGBTQI people rights • To increase their empathy on LGBTQI issues • To help them develop their critical thinking
Activity preparation	<ul style="list-style-type: none"> • Occassioned by the material used in the previous activity, we write phrases such as: "I'm not afraid to walk home alone at night", "I can adopt a child", "I can marry with my partner", "I feel safe when I have to go to hospital", etc. Depending on the room space available, we can write 10-15 sentences.

¹³ By Athanasia Zaprou and Angelos Kottas

	<ul style="list-style-type: none"> • On little pieces of paper we write some roles, such as: "30-year-old lesbian in Greece", "15-year-old trans man in the Netherlands", "45-year-old gay doctor in Syria", etc. We should write as many roles as the participants in the workshop/ lesson. Each piece of paper should be folded and put in a bag.
<p>Activity description</p>	<ul style="list-style-type: none"> • Participants are asked to stand next to each other in a line. The room space should be organized in such a way that they can walk freely without any obstacles on their way. • Each participant picks a piece of paper from the bag and reads it without revealing their role to the others. • When everyone is ready, we read aloud one by one the sentences you have written. The participants who think that the sentence we read applies to their role should take a step forward. The other participants should remain at their position. • After having read all the sentences, some of the participants will have taken many steps forward, while others will have stayed behind. Each one of them is asked to reveal their role and share the thoughts they had during the activity. • Depending on the participants' background, we can go one step further and ask them what were the characteristics they had to guess for their roles. For example, if a person made a step forward when hearing the phrase "I'm not afraid to walk home alone at night", this means that the person assumed that their character was able-bodied. Starting such a discussion, we can refer to other groups of people that

	face discriminations and point out that a person may belong to one or more such groups.
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3.11. **Activity 11 – “Role Play”¹⁴**

Activity placement	After the LGBTQI people’s rights have been discussed
Activity duration	60 minutes
Goals	<ul style="list-style-type: none"> • To make participants realize their role in combating discriminations towards LGBTQI people. • To increase participants’ empathy on LGBTQI issues. • To encouragement to take a stand when an LGBTQI person is being discriminated. • To help them develop their critical thinking.
Activity description	<ul style="list-style-type: none"> • Depending on the needs and size of the group, participants are assigned the following roles: LGBT person that has been a victim of physical abuse, classmate, teacher, school principal, mother of the victim, father of the victim, mother of the perpetrator, father of the perpetrator, social worker, psychologist, policeman, nurse, lawyer. • The victim stands in the middle of the circle with his/her eyes closed, holding a ball of yarn. • The coordinator gives instructions to the participants, so that they address different people (e.g. the child should talk to their classmate or their teacher, the teacher must address the principal etc). • Participants choose whether they should act or not. Thus a role can abstain from passing on the information, while a different role can take action to react to the apathy

¹⁴ By Antonis Kitsios

	<p>of another’s role. Whoever takes action, pulls a piece of the ball of yarn and slowly unfolds it from the hands of the victim while the role takes a step back opening the circle.</p> <ul style="list-style-type: none">• When the activity comes to an end, the victim is asked to open their eyes and see the result, which will probably be a tangle between the roles since they pass on information to each other without, eventually, solving the problem or, at least, contribute to the delayed solution. Apart from the tangle, the distance between the child and the roles should have been increased, symbolically, representing the role distancing.• In the end, all the roles attempt to solve the tangle, that has been formed, looking for a more effective way of action while in the end they will have a group hug.
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Activities 12 and 13 are addressed to students 14 years and older, to groups and experiential workshops of young people, as well as to people working on NGOs.

A fundamental condition for the formation of the activities was the fact that fairy tales form a common field for everyone, regardless of nationality, educational level, age and any other kind of feature. These specific fairytales were carefully selected so that most participants are familiar with them. Nonetheless, the weighting of each common goal with the content of the activities depends on the discretion of the person who will put them into practice.

The following two activities are mutually connected. Consequently, it is not possible for the first one to be implemented, without the second one to follow or to precede.

Groups

These activities can be applied in groups up to 30 persons. Each group can be divided into sub-groups of 3, 4 or 5 persons.

Activity Material

- i. Printed material in the form of text, or image with the following fairy tales: Snow White, Cinderella, Aladdin and the Magic Lamp, Beauty and the Beast, the Little Mermaid, the Frog Prince, Rapunzel, Notre Dame, Rumpelstiltskin.
- ii. White card boards in large dimensions
- iii. Markers

3.12. Activity 12 – “The moment of deconstruction”¹⁵

Activity Placement	After the theoretical approach concerning the LGBT community and before viewing the corresponding video
Activity Duration	60 minutes
Goals	<ul style="list-style-type: none"> ➤ To help participants cultivate their imagination and their creativity. ➤ To make participants work together as a team, with a common goal. ➤ ➤ To help participants realize the existence of stereotypes, regarding gender or/and sexual orientation or/and gender expression, through fairy-tales but also in general, through literature ➤ To make participants express themselves, think critically, reflect but also have fun.
Activity Description	<ul style="list-style-type: none"> i. The activity can be applied in groups up to 30 persons. ii. We separate participants into groups of 3, 4 or 5 people, depending on the total number of individuals participating and our goal-setting. iii. Each group receives a fairy tale in paper format either as a text or as an image.

¹⁵ By Theofilos Amiradis

	<p>iv. We ask each group to read /to look at the fairy tale story carefully and spot the stereotypes cited in it, in regard to one or all the matters mentioned above (sex, sexual orientation, sex expression).</p> <p>v. Based on what the groups have found, a presentation on the results of each group takes place, in order for all participants to be informed.</p> <p>vi. During the activity, we try to be close to the participants to answer any questions. However, this does not mean we should interfere with the group results. We are just coordinators.</p>
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3.13. Activity 13 – “The Moment of Recreation”¹⁶

Activity placement	After viewing of some relevant video, concerning the LGBT community issues.
Activity Duration	60 minutes.
Goals	<ul style="list-style-type: none"> ✓ To help participants cultivate their imagination and their creativity. ✓ To encourage participants to experiment with colors and fairy tales as well. ✓ To make them engage in the process of turning into pictures their -even slightly, after the video projection- changed beliefs regarding the issues aforementioned (sex, sexual orientation, gender expression) ✓ To make them get - even for a bit - in the position of people of the LGBT community by designing the fairy tale main character from the beginning, resulting in the cultivation of their own empathy and sensitivity.

¹⁶ By Theofilos Amiradis

	<p>✓ To help them develop critical thinking, rethink and have fun.</p>
<p>Activity Description</p>	<ol style="list-style-type: none"> i. The activity can be applied in groups up to 30 persons. ii. We separate participants into groups of 3, 4 or 5 people depending on the total number of individuals and our goal-setting. We pay attention to the forming of the groups, as we want them to have the same composition as those ones in Activity 1. iii. Each group receives a fairy tale in paper format either as a text or as an image. It should be the same fairy tale that each group had worked upon during Activity 1. iv. In each group we hand a large white paperboard and a packet of markers. v. We ask the individuals of each group to draw on the paperboard the main character of the fairy tale they are assigned as a member of the LGBT community (sex or/and sexual orientation or/and gender expression), and also to write around the character some points concerning the character’s life and personality, just as they imagine them. vi. Based on what the groups have drawn, a presentation on the work of each group takes place. When all presentations are completed, we start a mini conversation in regard to the stereotypes and the LGBT community. Through this conversation we come to the conclusion that stereotypes are only socially made structures, but we need to learn to spot them, because they surround us (found even in fairy tales), underlining at the same time that anyone, whether a member of the LGBT community or not, is equal and worthy of respect.

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5. Handbook Editorial Team

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The video is also part of the educational toolkit developed by UNESCO Youth Club of Thessaloniki, through an initiative to raise awareness of the issues relating to LGBT people. Within this framework, UNESCO Youth Club of Thessaloniki has produced an online free educational toolkit mainly addressed to young people and students. It aims at developing new approaches to promote the dialogue concerning sexual diversity through the use of creative tools like storytelling, personal narrative and theatre.



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