



TRAINING GUIDELINES

1

LANGUAGE

- Avoid gendered language in your written and oral communication. For example, do not address participants as 'Dear boys and girls....', but with 'Dear participants....' or 'Dear + name'. This way, you create space for people who do not feel addressed by these words and make them feel welcome.

Tip: For verbal communication, ask the group how they want to be addressed as a group (e.g. "people", "guys").

- Introduce yourself with your pronouns: 'I am... (name) and my pronouns are.... By doing so, you normalise the use of pronouns and signal to participants that they may share their pronouns.

- Provide name cards on which participants can write down their names and pronouns at the beginning of your workshop.
- If you do use a wrong pronoun, apologise. Dare to point this out (in a friendly way) to others who make a mistake.
- Do not talk about, or refer to, someone's gender identity if it is not relevant.
- Avoid gendered language in your written and oral communication



Think twice before asking: Some questions can hurt a transgender person or be inappropriately intimate, even if you ask them out of genuine interest, or with good intentions. This is because they confirm certain stereotypes, or (unintentionally) insinuate that being transgender is not entirely normal. Reflect whether you yourself would find it appropriate to be asked a similar question (e.g. "What does your gender look like?") and try to inform yourself in other ways (e.g. via transgenderinfo.be). It can be exhausting to have to answer the same questions over and over again out of curiosity.

2

Infrastructure

- Check in advance that the room where your session will take place does not contain things that could cause overstimulation, such as bright or flashing lights, distracting noises...
- Provide gender-neutral toilets: these are toilets where everyone is welcome, regardless of their gender identity. Ideally, they consist of an enclosed area where you will find both a toilet and a urinal, a receptacle for sanitary towels and tampons, a sink and a mirror. If this is not possible, at least provide neutral signage and make it clear to users of the toilets that they can be used by everyone so that no discussions arise.



Also provide an **enclosed changing** room with **neutral signage** where participants who do not feel at home in the other changing rooms can change in peace and privacy.

3

Safe context

- At the start of your workshop series, talk to the young people about what they need to feel safe during your sessions and agree on this.
- Agree with the young people that what happens, is said or shared within the workshops will not come out.
- Make it clear to the young people that no form of discrimination will be tolerated. React when you notice boundaries being crossed, because by not doing so, you reinforce stereotypes, taboos and thus the negative impact on young people.
- Provide structure and predictability by building your sessions in the same way every time. Tell at the beginning of your workshop what you are going to do and stick to that schedule.



- Announce when you are going to touch someone (e.g. as part of an exercise) and always ask permission for this.
- Young people may indicate when an exercise is uncomfortable for them, or does not feel safe, and then do not have to participate.



4

Being able to be yourself

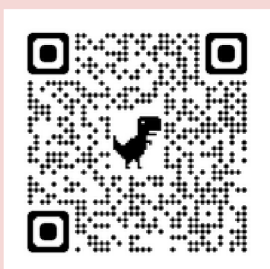
- Allow young people as much freedom as possible in terms of clothing and gender expression.
- Allow a young person to bring things to the workshop that help him/her/they unwind (stim toys, headphones, hug...).
- Keep in mind that some young people use aids such as binders or tucking underwear. These can cause physical discomfort (e.g. sweating more, breathing more difficult). Adjust exercises if possible to avoid these discomforts as much as possible.



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