

HOW TO IMPLEMENT THE SEXUALITY4ALL.DER PROGRAMME

Co-funded by the Rights,
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Programme of the European Union



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www.best4older-lgbti.org

Introduction

This training material was designed to be used to implement **training for trainers sessions**, dedicated to those willing to replicate the Sexuality4All.der programme after the end of the Best4OlderLGBTI project.

It provides an insight on the rationale of the programme, it describes in detail the actions and the evaluation methodology that can be followed, it underlines the skills that facilitators should have and gives practical suggestions for implementation.

The training should be accompanied by a careful study of the Sexuality4All.der handbook and implementation guide.

Agenda

1

Introduction

2

Sexuality4All.der framework

3

Overview of the Sexuality4All.der structure

4

Step-by-step on how to implement

Icebreaker Activity

What characteristic does society attribute to older people's sexuality?

- Please say **your name** and then state a **characteristic regarding sexuality** you consider that **society attributes to older people** in general.

Introduction

Introduction

- The workshop aims to **generate a common and shared vision** on the Sexuality4All.der programme, and to **develop the requested skills for its implementation**. At the end of this workshop, the participants will:
 - Have a general contextualization of the programme;
 - Be familiarized with the Sexuality4All.der programme;
 - Develop the skills to put in practice the activities of the programme;
 - Be able to organise and deliver the Sexuality4All.der programme;

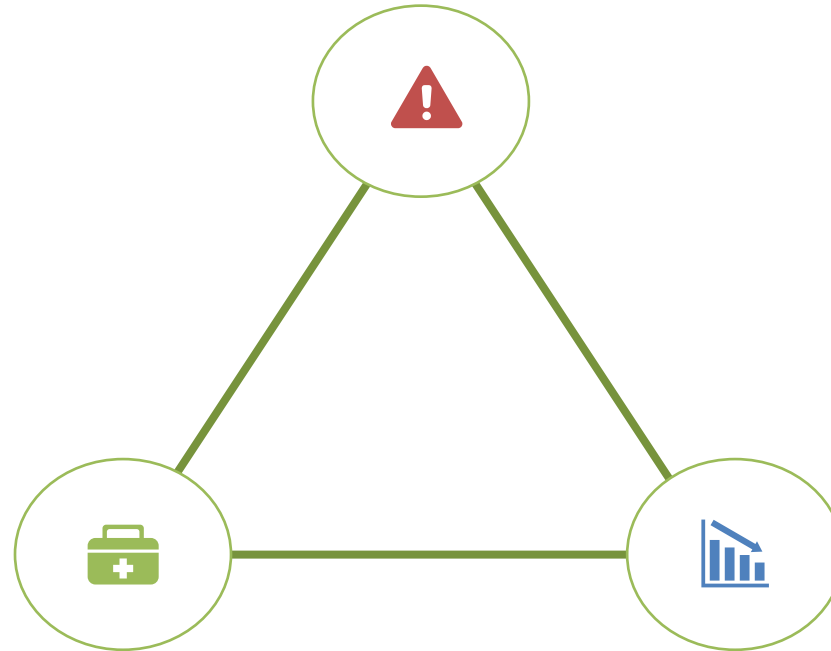
Sexuality4All.der Objectives

Mitigate Stereotypes

mitigate stereotypes and negative attitudes regarding sexuality in old age, especially LGBTI issues, in health and social professionals.

Promote inclusive care

contribute to more inclusive care to older people



Reduce discrimination

reduce discriminant behaviour and promote pro-age behaviours

Sexuality4All.der framework

Sexuality4All.der framework

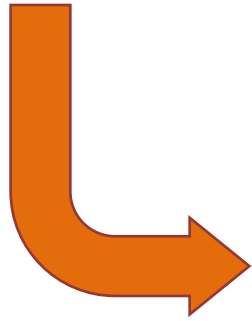
**Where did it
come from?**

imAGES programme

Developed by Sibila Marques within the framework of the SforAGE

The imAGES programme was designed with the objective of **changing stereotypes and myths of young students regarding older people.**

imAGES Evaluation



The evaluation of the impact of the programme showed that students involved had a **significant change** in the representation of ageing after the intervention, expressing a **more positive view of older people** perceived as both competent and warm.

Intervention Programme Model

- The original imAGES programme identified and was based on **five factors** referred in the literature as having a possible **influence in changing negative stereotypes** (Marques 2014).
- Therefore, we present the brief definition of each factor considered in the theoretical model that served as a basis for the original intervention and is on the basis of Sexuality4All.der programme.

1

Positive intergroup contact

Contact between groups has been shown to decrease prejudice and has effects that last beyond the intervention. It has the potential to increase the affective ties between groups and enhances perspective-taking, leading to a more positive view of the other groups interests and expectations. However, the success of contact as a way of reducing prejudice depends on the existence of some key factors: equal status between groups (awareness that groups have an equal status during activities), authority support (institutional credibility of the intervention), sharing common goals (orientation towards goal-sharing), and intergroup cooperation (development of common work to attain a meaningful result for all).

2

Learning about the out-group and creating emotional bonds

Learning about other groups and creating emotional bonds can positively influence the reduction of prejudice. **Acquiring new and positive information about the discriminated group**, and participating in conversations and tasks that build emotional closeness, **help changing the widespread and negative ideas** we may have about members of other groups.

3

Perspective taking

Undertake the perspective and role of others is a powerful way to break stereotypic images (Galinsky & Moskowitz, 2000). Seeing things from the other's eyes allows for a perspective on how it is like to be discriminated, and what kind of specific experiences these people bear in their daily lives.

4

Exposure to counter stereotypical images and more variable representation of stereotypes

One of the most effective methods to fight stereotypes is to present contradictory information, that is, examples that contradict what is usually expected. The **presentation of a set of contradictory examples has been shown to give individuals the idea that not everyone is alike**, leading to a more individualized view of members of these groups (Garcia-Marques & Mackie, 1999).

For instance showing young people a set of competent older people may help deconstruct the “doddering, but dear stereotype”.

5

Implementation intentions

The literature has demonstrated the effectiveness of a practical method to change our behaviours towards people from different groups: the implementation intentions model (Mendoza, Gollwitzer & Amodio, 2010). This strategy allows you to **think of behavioural alternatives when faced with situations involving the discriminated group.**

For instance, when presented with a situation of a possible interaction with an older person, the subject is asked to think about a positive and non-discriminatory mode of interaction. Practicing this exercise acts directly on the individuals' attitude, instigating different types of behaviours and communication with older people.

Sexuality4All.der framework

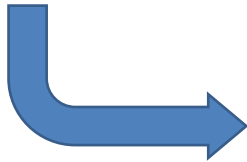
The importance of the adapted imAGES programme:



By developing this programme, the project will contribute to **mitigate stereotypes and negative attitudes** in health and social professionals, **regarding sexuality** in old age, in particular regarding LGBTI people.

Overview of the Sexuality4All.der structure

Target Group



The target group of the Sexuality4All.der programme is **health and social professionals** potentially dealing with older people.

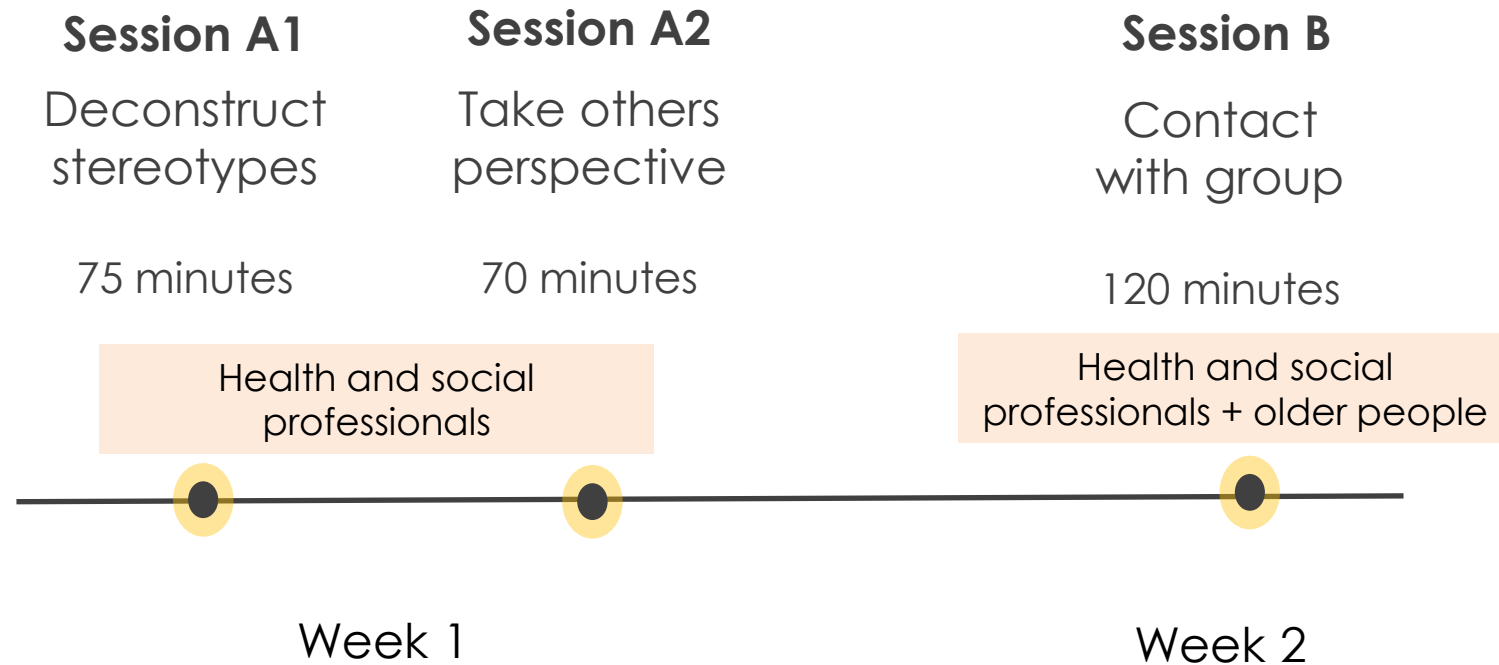
The structure

The activities of each session contemplate contents reflecting discrimination on the basis of the intersection of age and sexuality, including LGBTI issues.

The programme lasts for two weeks, including:

- **2 learning sessions** in the first week
 - with health and social professionals
- and one **contact session** in the following week
 - also with older people

The structure



Session A1

The aim is to promote the discussion of real examples of people with diverse sexuality, as well as to make professionals aware of how society conceptualizes sexuality in old age, confronting with the diversity. It also aims to promote the deconstruction of stereotypes regarding older people and sexuality and consequently intersectionality. In order to encourage further reflection on the subject, this session include a homework task, that also makes the connection to sexuality in old age and professional settings.

Session A2

Is organized around the homework task and has special focus on implementation of intentions and on taking the perspective of older people. For this purpose, activities in this session are implemented around an exercise of role play, where participants assume the role either of an older person, or a professional, in a situation in a health or social service setting. Within this activity participants are invited to experience the perspective of older people with diverse sexuality aspects, and to explore possible behaviours to adopt in various scenarios.

Session B

Is a contact session where the participants and a group of older people gather to develop an activity with a content not directly focused on stereotyping and discrimination, but ultimately strongly related with it. In this session, group with mixed participants are organized and are invited to reflect on the needs of human beings, making a connection to human rights. In the last part of the session, participants work on how to meet these needs and rights in the health and social settings, focusing on the topic of sexuality (as human needs) and LGBTI issues. The overall aims of this sessions are to promote knowledge of the groups while creating affective ties between them, which are factors identified to help mitigate stereotypes.

Participants

How many?



Step-by-step on how to implement

Facilitators – what they have to know?

- It is important for the facilitator to know and understand the programme and to be prepared. In this sense we recommend every facilitator to:

Have some knowledge about the Best4OlderLGBTI project;

Read carefully the Sexuality4All.der manual;

Get to know the LGBTI glossary;

Explore and study the material needed for each activity.

Activity – LGBTI Glossary

Sexual Orientation

It is the external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behaviour, voice or body characteristics.

Gender Expression

Persons who identify with this term are born with sex characteristics that do not belong strictly to male or female categories, or that belong to both at the same time.

Transgender / Trans

It is an umbrella term, which includes those people who have a gender identity, which is different to the gender assigned at birth.

Asexual

Refers to each person's capacity for profound affection, emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender

Intersex

A person who defines themselves using this term is someone who experiences no or very little sexual attraction.

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Facilitators are expected to:

- ➔ Make the discussion easier, safe and adequate
 - ✓ Help to maintain a safe (physically and emotionally), friendly, and warm environment that encourages and creates opportunity for participation
 - ✓ Help to facilitate balanced discussion
 - ✓ Implement the ground rules and, if needed, mediate any conflicts that arise
 - ✓ Maintain confidentiality
 - ✓ Avoid confronting participants on their views and opinions

- ➔ Give practical support to group management
 - ✓ Remember to participants upcoming meetings
 - ✓ Begin and conclude meetings on time
 - ✓ Maintain group attendance records

Recruitment of participants

What steps do we need to take to recruit participants?

Recruitment of participants

Steps to follow:

1. Disseminate the Sexuality4All.der programme and the recruitment of participants;
2. Confirm the interest of the participants – by phone or email;

[with this contact see if they check the inclusion criteria]

3. Send the Sexuality4All.der programme agenda and schedule;
4. Create a final list of participants;
5. Send a reminder nearer the date of the Sexuality4All.der programme.

Recruitment of participants

Potential recruitment channels may include:

- professional networks,
- e-mail invitations,
- local institutions/health or social care associations,
- social media (e.g. facebook groups),
- websites,
- ...

By recruiting participants on a volunteer basis you may get people that are already aware about the importance of the topic, which may result in a less intensive impact of the programme.

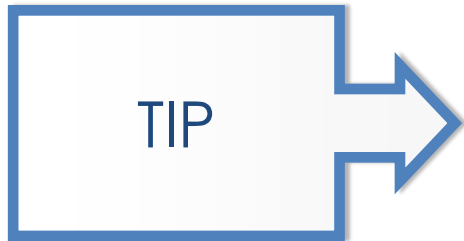


TIP

If you work on a social or health institution, you may implement the Sexuality4All.der Programme among your coworkers.

Selection of venue

- The Sexuality4All.der programme should be held in a venue that is appropriate, quiet, comfortable and accessible for participants.
- It is recommended to prepare the room with the seats in a circle or U shape. This will encourage participation.
- The facilitator should ensure the room is the appropriate size and set up any electronic devices.



Due to the current situation, the Sexuality4All.der programme may need to be adapted to an online format, in this sense it is important to opt for **a free and accessible platform.**

Zoom platform is a good choice since it has a set of different features - such as breakout rooms that allow participants to be split into small groups – and is easy for participants to use.

However, any other platform that allows participants to interact online is valid.

Preparation of the materials:

Beforehand, facilitators must prepare the following materials for **each participant**:

- Consent form;
- Worksheets;
- Materials for activities (e.g. color pens, white board, computer, etc.).

Preparation of the materials:

Session A1

- Identity cards,
- Worksheet
"Sexuality4All"
- Home worksheet
- Monitoring report
- Attendance List

Session A2

- Slides with myths
- Monitoring report
- Attendance List

Session B

- Ice breaker
- Slides with triangle of needs (if you want to consult or use as support)
- Monitoring report
- Attendance List



TIP

In case you implement the Sexuality4All.der programme online, there are some adjustments that need to be taken into account:

- **Informed consent:** some people may not have the opportunity to print, sign and digitalize the informed consent. In this case, send the consent by email and ask the participants to reply with “I read and give my consent...”
- **Attendance list:** you can use the chat room as an attendance list. In this sense, at the beginning of each session, ask the participants to write their name in the chat. Save the chat

Session A1

 **75 minutes**

Task	Description
Icebreaker	The icebreaker consists of two distinct tasks: first the health/social professionals, once at a time, say their names and then state a characteristic regarding sexuality they consider that society attributes to older people in general. The trainer takes note of this information on the whiteboard
Profiles' game	The trainer asks participants to form groups with 3 people each, and gives each group an identity card with an example of an older person with diverse sexuality along with the worksheet to support the implementation of the task. The trainer asks the group to study the profile and choose a spokesperson to embody the real character and present it to the large group. The trainer asks the participants to pay attention to the presentation of the character, and at the end of the performance the trainer asks participants what characteristics they have noticed, and writes them on the white board, in contrast with characteristics of older people revealed earlier.

Identity Card

 Ineke
 68 anos
 Holanda

Ineke é casada com Marjet desde 2013.

Durante 10 anos, foi casada com um homem. Durante esse período ela fez terapia e teve a oportunidade de expôr as dúvidas que tinha quanto à sua orientação sexual.

Aos 45 anos, Ineke **apaixonou-se totalmente por uma mulher**. Colabora com a Roze50+ e é também terapeuta ocupacional.



Enquanto terapeuta Ineke visita vários lares mas **nunca conheceu um gay ou lésbica na sua prática profissional**.

Ela gostaria de consciencializar as pessoas, uma vez que na sua opinião a **ignorância gera intolerância**.

Ineke também acredita que os heterossexuais devem levar este assunto com seriedade e deixar de se considerarem a si próprios a norma.

Worksheet “Sexuality4All”



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Worksheet “SEXUALITY4ALL”

1. Read carefully the identification card of the aged person assigned to you and fill in the following blank spaces:

• Name: _____

• Age: _____

• How do you understand this person’s experience of sexuality?

• Name a feature that you found interesting about this person:

2. Now that you know well the aged person assigned to you, please chose the spokesperson for your group. This spokesperson will personify this aged person and will introduce themselves to the group as if they actually were that person!

Name of the spokesperson: _____

Session A1

Task	Description
Discussion of the task	The discussion of the task focuses on the differences between the initial characteristics attributed to older people sexuality (by society), and the characteristics revealed through the seniors' profiles; emphasizes the understanding of the existence of sexuality in old age and the sexual diversity among everyone, regardless of their age; and that sexuality does not stop due to age (e.g. a gay person doesn't stop being gay because is older).
Homework and conclusion	The homework aims at implementing more positive intentions in health and social professionals towards older people. The trainer hands each participant a copy of all the identity cards from the previous task and a homework sheet. The purpose of this activity is to choose a profile and imagine how this person would feel in the interaction with a health/social professional. The second part of the exercise is to complete possible behaviours to adopt regarding older people with diverse sexuality in the professional set. After explaining the homework, the trainer announces the date of the next session



|

Home worksheet "SEXUALITY4ALL"

Working place: _____ Occupation: _____

Home Worksheet "Sexuality4All"

1. In the activity "Sexuality4All" you get to know the life stories of real seniors. To help you remember and so that you do not forget any important detail, we give you the Identification Cards of those people.

After you read these cards again, answer:

1. Imagine you are old and you are like one of these persons. You are seeking help from a health professional (e.g. you want to get more satisfaction in your sexual life) or social professional (e.g. you want to express yourself according to your gender identity). Choose the person that you relate less, and reflect on how do you think you would be treated by that professional.

Home Worksheet “Sexuality4All”

2. In our professional day-to-day life, we usually meet many people, and we do not behave in the same way with everyone. In the next exercise, you are going to imagine how you behave in your workplace with senior people, considering diversity in sexuality. Indicate as many behaviours as you deem adequate and are willing to adopt.

See this example:

EXAMPLE: If I meet a SENIOR TRANSGENDER PERSON in the WAITING ROOM then I will GREET THE PERSON IN A SYMPATHETIC AND UNEQUIVOCAL WAY.

Now you do it:

2.1. If an older person comes to me and asks for Viagra, then I will...

Session A2

 **70 minutes**

Task	Description
Analysis of the homework	The trainer should start the session by asking if the professionals had questions and/or concerns when doing the homework. Participants discuss the first part of the homework. Afterwards, the actual analysis of the second exercise (implementation intentions) will be done
Feeling it in my skin	Resorting on the second part of the homework, participants will simulate the situations participants suggested, taking part as an older person, or as a professional (role play) and demonstrating possible behaviours with the older person. As the exercise develops, feelings and alternative behaviours are discussed.

Session A2

Task	Description
Summary of the training; overall conclusion	Resorting to the slides, the trainer will present professionals with stereotypical phrases about sexuality in older people, deconstructing them and demonstrating that they are not true. For such, the trainer will compare these stereotypical phrases with the profile pictures of older people with diverse sexuality analyzed in the previous session
Evaluation Questionnaire	Application of the post-test 1 to the professionals

Session B

 120 minutes

Task	Description
Constitution of the teams	The constitution of the teams is made through the random distribution of seniors and professionals through the tables in the room. It is necessary to take into account the number of participants in the classroom
Welcome, presentation of the trainer and purpose of the activity	The trainer thanks the participants for attending and introduces if it is the first contact. The trainer also mentions the purpose of the activity
Icebreaker	For the icebreaking activity, it is necessary that, within each group, mixed pairs be created so questions can be made to the partner according to a predefined script. The trainer asks each pair to share with the group the answer to the last question

Icebreaker



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ICE BREAKER - LET'S GET TO KNOW EACH OTHER?

1) Ask your partner the following questions and record the answers in this worksheet:

1. What is your name?

2. Where do you live?

3. What do you most enjoy doing in your city?

4. Name one characteristic that describes you?

2) After answering the questions above, along with your partner, answer the following question together:

- If you had to choose one thing that is important for all people, what would it be?

Session B

Task	Description
Introduction to the topic	The trainer reflects with the group about the theme of the needs of human beings (basic or tangible needs, but also intangible needs)
Development of the triangle of needs	<p>Each group is asked to discuss about the theme and to identify and list the basic human needs. The facilitator then asks each group to think about other needs that must be addressed to live a good life. One person from each group provides feedback on their groups' discussion to the facilitator. The facilitator records on the triangle in the whiteboard the different needs identified, discussing as participants feedback, whether the need is basic (tangible) or emotional (intangible). The facilitator then links needs to rights by asking.</p> <p>In the second part of the exercise, groups should discuss how these needs can be better met in the health/social services.</p>
Activity summary, posters' display and snack	The trainer concludes the activity by summarizing the main ideas discussed. Participants share a snack
Evaluation	Post-test 2 to be applied to health and social professionals; Post-test to be applied to the older people

General Tips

Considering the different background of the participants, some overall information regarding LGBTI terminology may be presented

It is important to use identity cards of people with different profiles, stories and experiences. The dimension concerning their sexuality should be presented (eg. if they have a relationship). Also, the identity cards should present a balance of positive and less positive experiences, in order to prevent a negative perspective regarding the life of older LGBTI people.

At the end of session A1, facilitators may suggest the participants to watch the testimonial videos developed under the scope of the project Best4OlderLGBTI

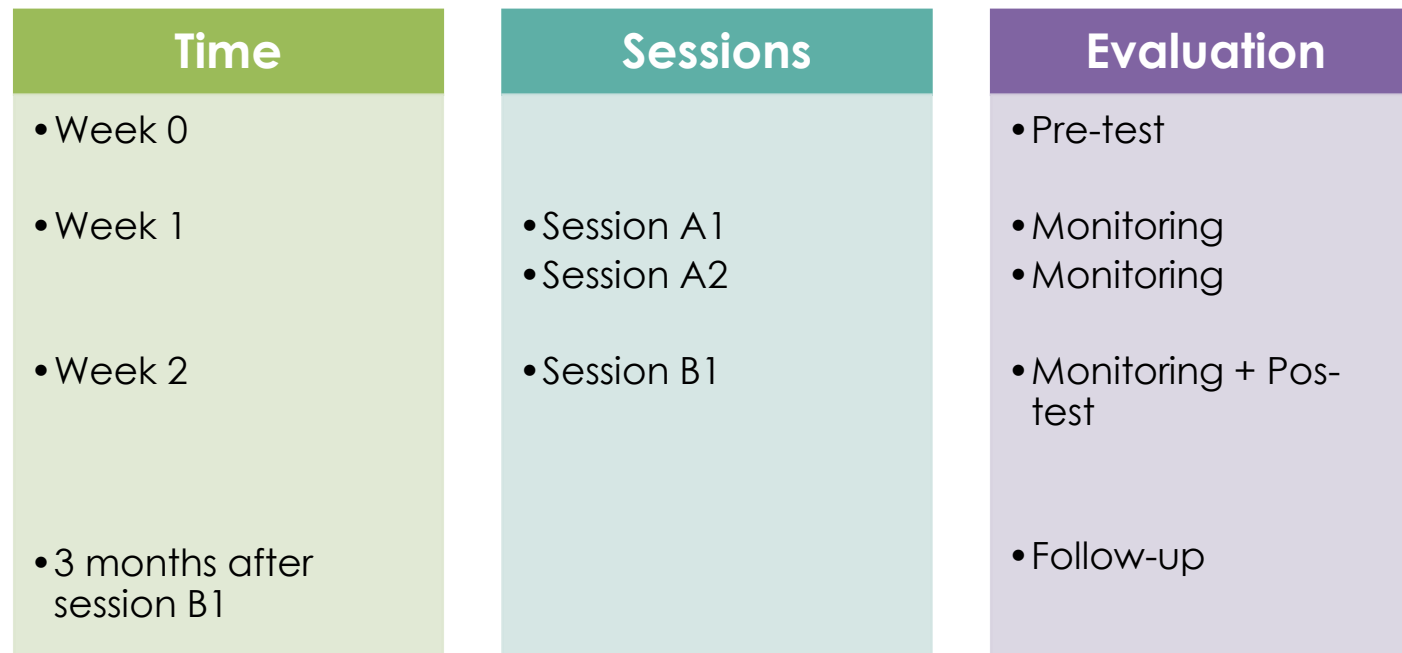
It may be difficult to engage older people to participate in an online environment due to the lack of digital competences; in this sense, it may be useful to articulate with associations or institutions that interact with older people.

Evaluation?

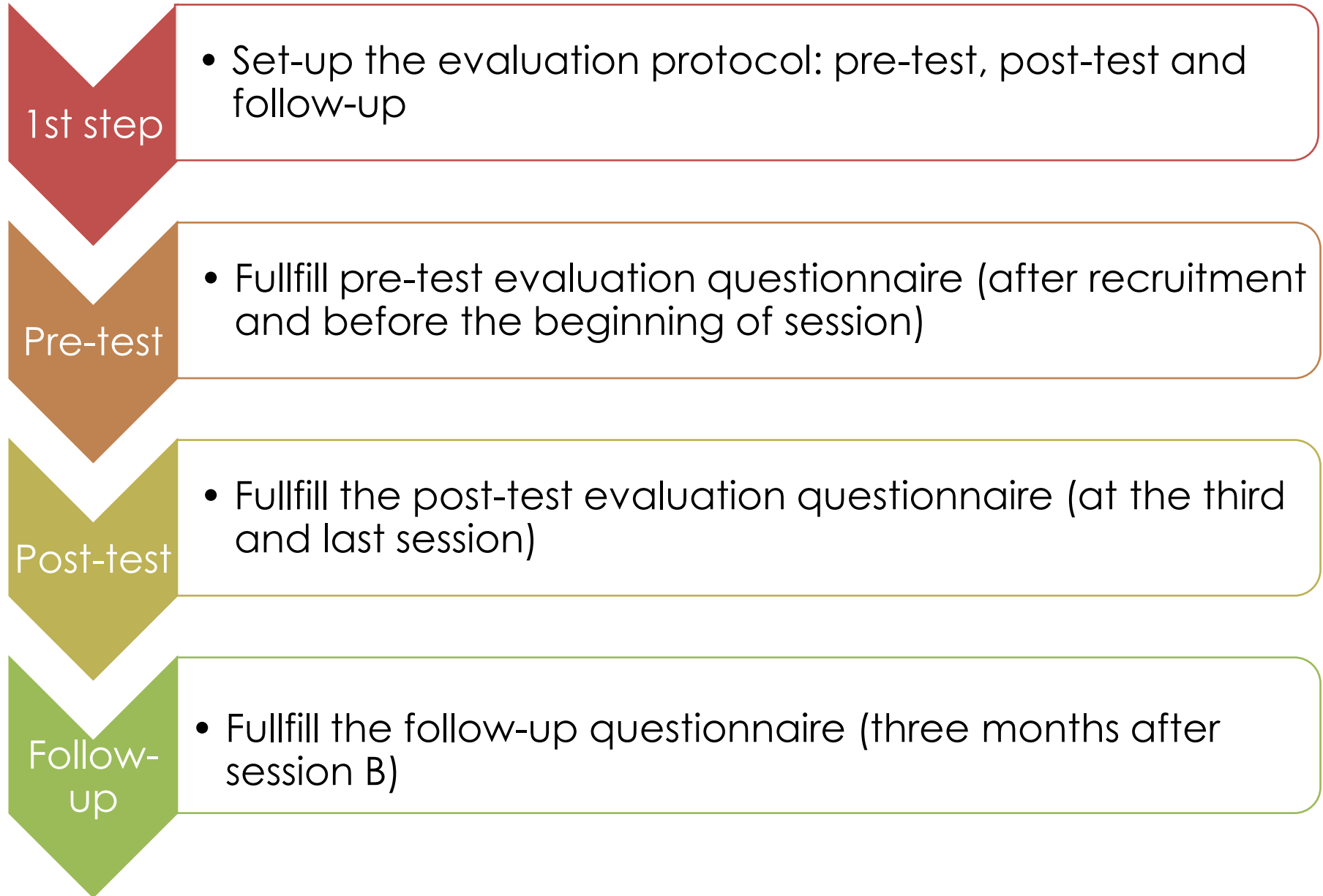
The Sexuality4All.der programme may be **evaluated considering two major aspects:**

1. Process
2. Results

Evaluation must be developed in three moments: one week before the beginning of the programme, at the end of the programme, and three months after the end of it. Also, a monitoring report may be filled every session, in order to assess the feasibility, adequacy and quality of the sessions.



Evaluation steps



Best4 OLDER LGBTI

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PROJECT PARTNERS:



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