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YOUTH EDUCATOR GUIDE

STOP HATE SPEECH THROUGH CONNECT & WORK (WP3)

EMNHS LGBTQI+ – Online Tools to Combat Hate Speech Towards LGBTQI+ Youth

Project type: Erasmus+ KA220 Cooperation Partnerships

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For youth workers, educators and youth organisations working with young people (18–26), including LGBTQI+ and non-LGBTQI+ youth.



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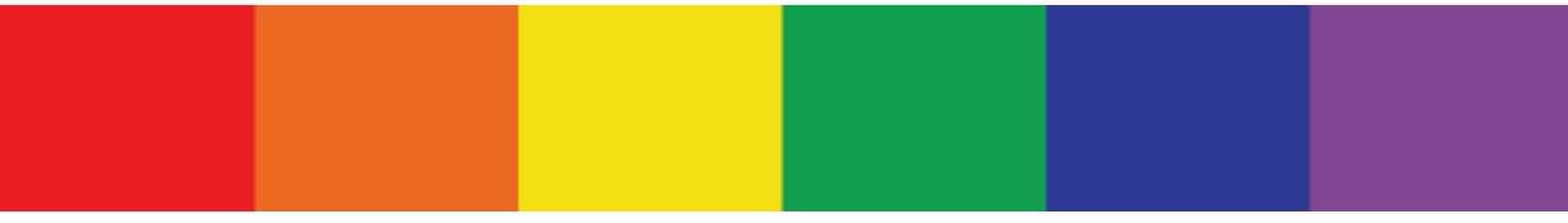
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01 | ABOUT THIS GUIDE

This Youth Educator Guide is an operational manual developed under Work Package 3 (WP3) of the EMNHS LGBTQI+ project. It supports youth workers, educators and youth organisations to recognise, prevent and respond to online hate speech targeting LGBTQI+ people, while promoting safe, respectful and rights-based online participation for young people.

The guide is structured into four training modules co-developed by partners in Spain, France/Luxembourg, Ukraine and Bulgaria. Each module contains learning outcomes, session plans, step-by-step activities, materials, facilitation notes, and suggested adaptations for online or blended delivery.



WP3 OBJECTIVES SUPPORTED BY THIS GUIDE:

- Build competences of youth workers and educators to identify hate speech and discrimination online and to respond safely and effectively.
- Promote respectful online interactions and digital citizenship through practical netiquette and conflict de-escalation approaches.
- Increase awareness of support pathways and resources for LGBTIQ youth, including rights-based and psychosocial support.
- Equip participants to create positive narratives and counter-narratives that reinforce human rights and democratic values.

This deliverable complements the project Toolkit produced under WP2 by focusing on training delivery and educator practice. It is designed for transferability and reuse beyond the partnership.



02 | HOW TO USE THE GUIDE

The guide can be delivered as a 3–4 day face-to-face course, a 6–8 session weekly programme, or a blended format. Modules may be implemented sequentially or as stand-alone units depending on local needs.

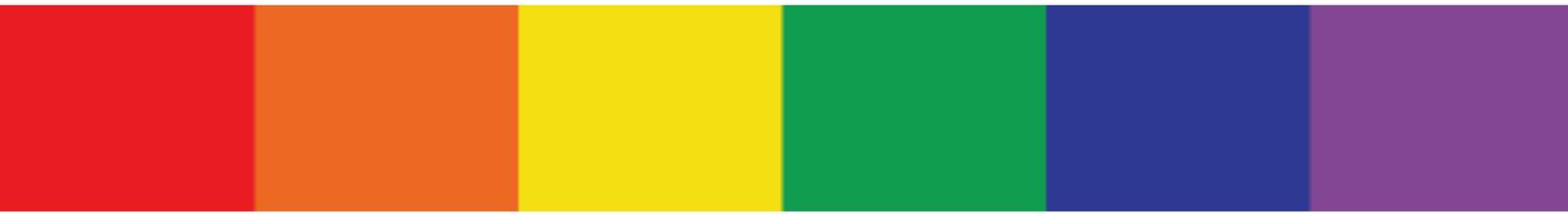
RECOMMENDED DELIVERY FORMATS:

Format	Duration	Best for	Notes
Intensive training	3–4 days	Youth workers; project multipliers	Use full modules + practice labs
Weekly programme	6–8 sessions	Mixed groups incl. youth	More reflection time between sessions
Blended course	4–6 weeks	Cross-country exchange	Online activities + local practice tasks



PREPARATION CHECKLIST:

- Identify participants' profiles and needs (youth workers, young people, mixed).
- Confirm safeguarding and referral pathways (especially for LGBTIQ+ youth support).
- Prepare digital tools (for online delivery) and privacy settings.
- Localise examples and legal references (Module 1) where needed.
- Prepare evaluation tools (pre/post questionnaire and session feedback).



03 | SAFEGUARDING AND INCLUSIVE FACILITATION

Facilitation must be trauma-informed, inclusive and rights-based. Hate speech discussions can trigger distress or disclosure. Ensure confidentiality boundaries are clear, and establish group agreements for respectful participation.

MINIMUM SAFEGUARDING MEASURES:

- Use inclusive language and pronouns; allow participants to self-identify.
- Set a clear code of conduct; intervene early in harmful dynamics.
- Avoid asking participants to share personal experiences as proof; never out anyone.
- Provide support/referral information and a quiet break option.



- When using online examples, de-identify individuals and avoid amplifying hateful content.

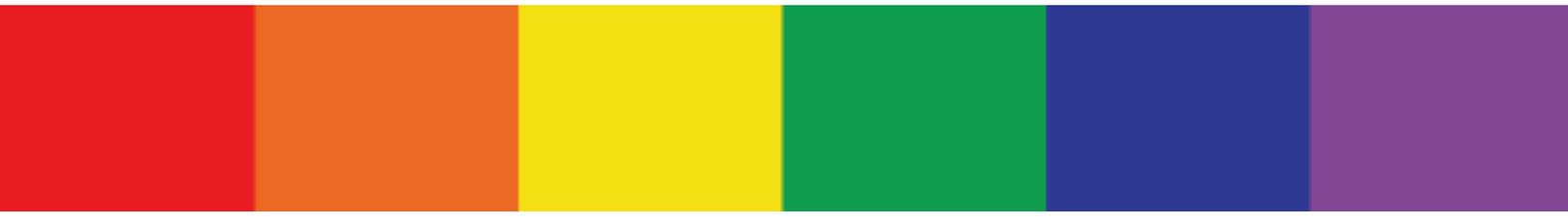
04 | MONITORING

LEARNING AND QUALITY

Monitoring in WP3 confirms participants' learning (knowledge and skills) and ensures materials are user-friendly, accessible and relevant.

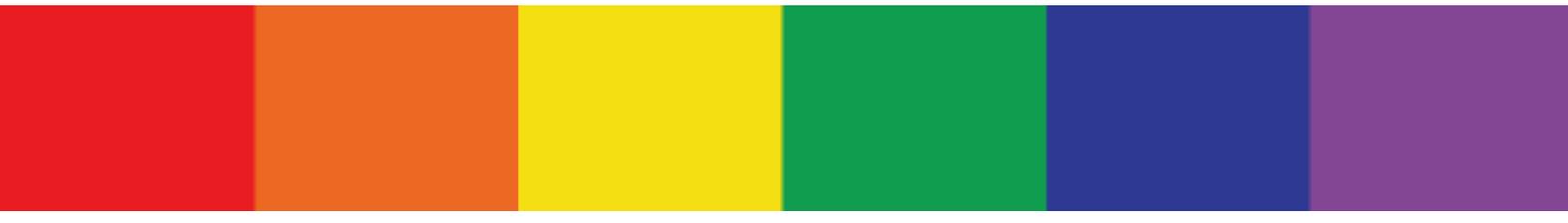
RECOMMENDED INSTRUMENTS:

- Pre/post self-assessment aligned to learning outcomes.
- 7-item feedback questionnaire (user-friendliness, accessibility, knowledge/skills acquisition).
- Session feedback after each module.
- Facilitator observation notes and improvement log.



REPORTING TIP:

Report the percentage selecting 4–5 (Agree/Strongly agree) for key items and keep agendas/attendance lists.



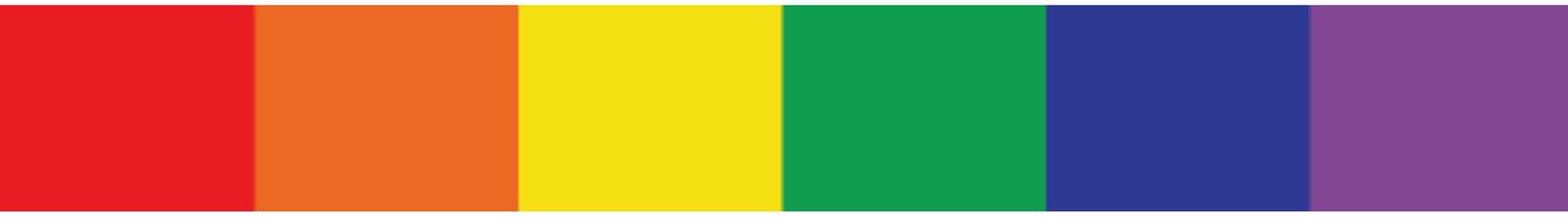
05 | MODULE 1:

UNDERSTANDING AND

COMBATTING HATE

SPEECH – SPAIN

Hate speech can have severe impacts on individuals and communities. This module equips participants with the knowledge to identify, understand and counteract hate speech in different contexts, with special attention to LGBTIQ+ realities and European human rights standards. It includes definitions, legal frameworks, impact analysis, and national contexts.



LEARNING OUTCOMES

- Define hate speech and distinguish it from offensive speech, misinformation and legitimate criticism.
- Explain key legal and human rights frameworks relevant to hate speech and non-discrimination.
- Analyse the individual, community and societal impacts of online hate speech, including intersectional impacts.
- Apply a practical decision pathway to recognise hate speech and select an appropriate response.

RECOMMENDED SCHEDULE

Session	Duration	Core activities	Outputs
1.1	90 min	Concept mapping; definitions; boundary cases; group agreement	Shared definitions; group agreement
1.2	90 min	European principles; country snapshots; peer teaching	Country posters; resource list
1.3	120 min	Impact mapping; response ladder; role play	Action plan



SESSION PLANS AND ACTIVITIES

1.1 WHAT IS HATE SPEECH?

Duration: 90 min

PURPOSE:

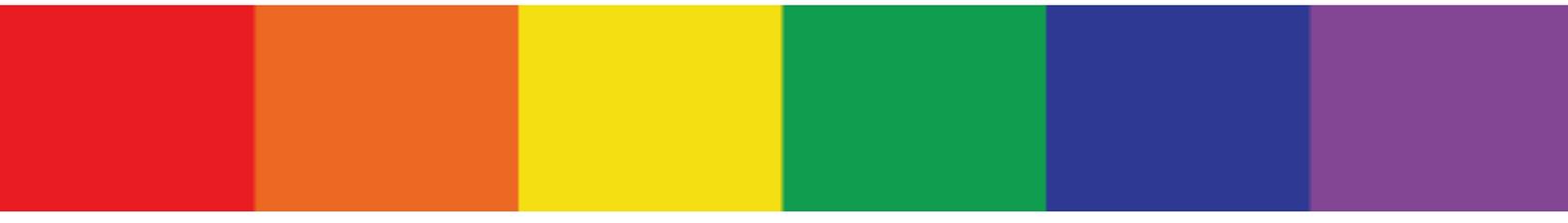
Establish a shared understanding and set a safe learning space.

MATERIALS:

- Flipchart/whiteboard
- Sticky notes
- Slide deck (definitions)
- Handout: key terms

STEP-BY-STEP:

1. Set group agreement and confidentiality boundaries.
2. Concept mapping of harmful online speech examples; cluster themes.
3. Introduce working definitions and discuss boundary cases.



4. Classify anonymised examples using a decision pathway; debrief

FACILITATION NOTES:

- Paraphrase explicit slurs; avoid amplifying hateful content.
- Return to impacts and protected characteristics when disagreements arise.

QUICK EVALUATION QUESTIONS:

- I can explain what hate speech is and what it is not. (1–5)
- The examples helped me understand boundaries and response options. (1–5)

1.2 LEGAL FRAMEWORKS AND NATIONAL CONTEXTS

Duration: 90 min

PURPOSE:

Understand European principles and compare national contexts.



MATERIALS:

- Slides: European frameworks
- Template: country snapshot
- Markers

STEP-BY-STEP:

5. Introduce European-level principles and variability in national law.
6. Create country snapshots (laws, reporting routes, actors).
7. Peer teaching carousel and shared similarities/differences.
8. Myth-busting on reporting and platform responses.

FACILITATION NOTES:

- Avoid legal advice; focus on signposting and pathways.

QUICK EVALUATION QUESTIONS:

- I understand the main legal and rights-based principles relevant to hate speech. (1–5)
- I know where to find national reporting and support pathways. (1–5)

1.3 IMPACT AND RESPONSE STRATEGIES

Duration: 120 min



PURPOSE:

Connect impacts to safe response strategies.

MATERIALS:

- Impact worksheet
- Scenario cards
- Handout: response ladder

STEP-BY-STEP:

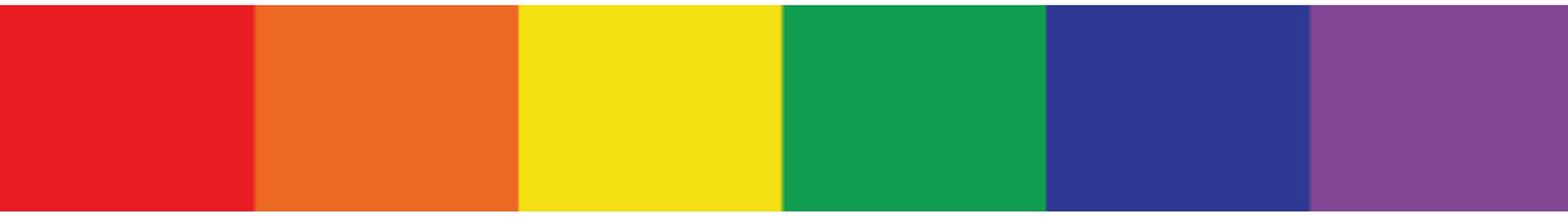
9. Map impacts at individual/community/society levels.
10. Introduce response ladder and safety rules.
11. Role play responses to scenarios; debrief.
12. Write personal action plan with 3 steps for local practice.

FACILITATION NOTES:

- Prioritise safety; include referral options; use grounding if needed.

QUICK EVALUATION QUESTIONS:

- I feel more confident choosing safe response strategies. (1–5)
- I can better support young people experiencing online hate. (1–5)



06 | MODULE 2:

PROMOTING

RESPECTFUL ONLINE

INTERACTIONS (ONLINE

NETIQUETTE) – FRANCE

& LUXEMBOURG



This module provides practical netiquette guidelines and conflict de-escalation techniques to maintain civility, clarity and trust online, with attention to privacy, confidentiality and constructive feedback.

LEARNING OUTCOMES

- Apply core netiquette principles to moderate and participate in online discussions.
- Identify triggers for escalation and use de-escalation techniques.
- Design community guidelines for online youth spaces.
- Protect privacy and confidentiality while supporting LGBTIQ+ youth online.

RECOMMENDED SCHEDULE

Session	Duration	Core activities	Outputs
2.1	90 min	Bad vs good posts; rule drafting; rewrite practice	Netiquette rules
2.2	90 min	Escalation ladder; response scripts; role play	Phrase bank
2.3	90 min	Risk mapping; safety-by-design; checklist	Safety checklist



SESSION PLANS AND ACTIVITIES

2.1 NETIQUETTE FUNDAMENTALS

Duration: 90 min

PURPOSE:

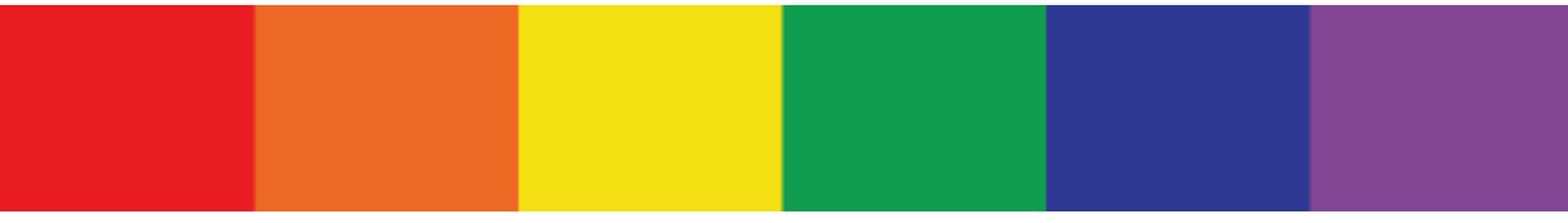
Build shared standards for respectful, clear and safe online communication.

MATERIALS:

- Anonymised excerpts
- Netiquette rule template
- Sticky notes

STEP-BY-STEP:

13. Review anonymised posts/comments and identify escalation triggers.
14. Introduce core netiquette principles.
15. Draft rules and consequences for a youth online space.
16. Rewrite harmful comments into constructive feedback.



FACILITATION NOTES:

- Clarify moderation vs censorship; emphasise privacy risks.

QUICK EVALUATION QUESTIONS:

- I can apply netiquette principles in my online practice. (1–5)
- I can draft clear and enforceable community guidelines. (1–5)

2.2 DE-ESCALATION AND CONSTRUCTIVE FEEDBACK

Duration: 90 min

PURPOSE:

Practice response scripts that reduce escalation while protecting targets.

MATERIALS:

- Escalation ladder
- Scenario cards
- Role-play sheet



STEP-BY-STEP:

17. Discuss escalation dynamics and conflict styles.
18. Introduce de-escalation tools and moderation decisions.
19. Role play moderation and document decisions.
20. Create a shared bank of moderation phrases.

FACILITATION NOTES:

- Protect the target first; avoid burdening targeted people.

QUICK EVALUATION QUESTIONS:

- I feel capable of de-escalating tense online discussions. (1–5)
- Role play improved my moderation and feedback skills. (1–5)

2.3 PRIVACY, CONFIDENTIALITY AND SAFE ONLINE SPACES

Duration: 90 min

PURPOSE:

Protect privacy, confidentiality and wellbeing in online youth work.



MATERIALS:

- Risk mapping worksheet
- Safety checklist template

STEP-BY-STEP:

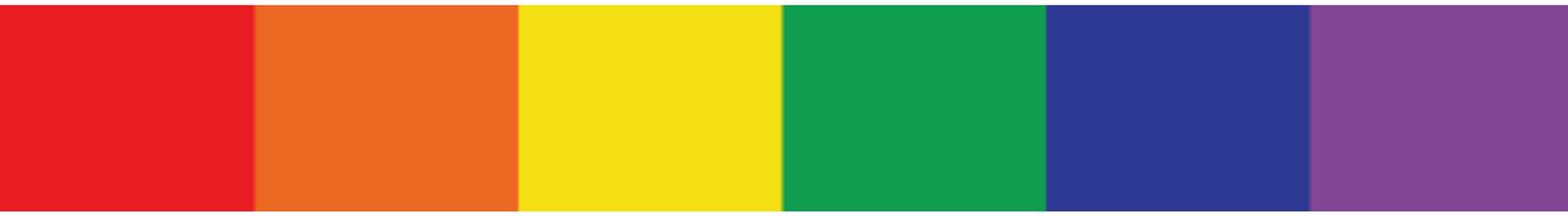
21. Map key risks and mitigation measures.
22. Review privacy-by-design steps (permissions, consent, settings).
23. Create a safety checklist for online sessions.
24. Create a referral map for harassment or wellbeing concerns.

FACILITATION NOTES:

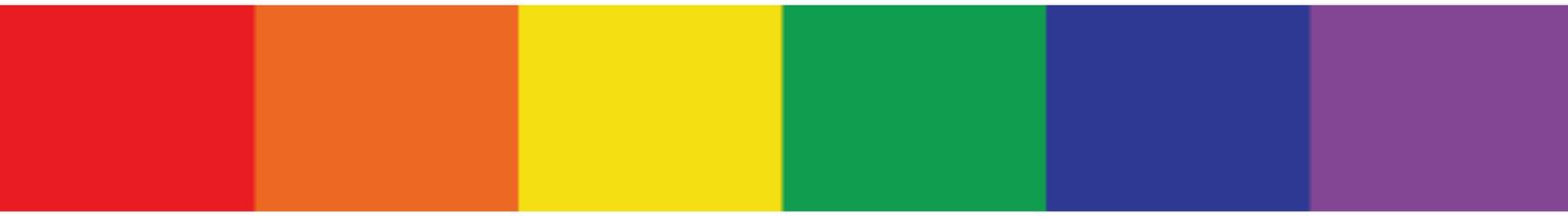
- Tailor to real platforms; emphasise consent for recording/sharing.

QUICK EVALUATION QUESTIONS:

- I understand how to protect privacy and confidentiality online. (1–5)
- I can apply a practical safety checklist. (1–5)



**07 | MODULE 3:
FINDING HELP AND
RESOURCES FOR LGBTIQ
YOUTH (GETTING
SUPPORT) – UKRAINE**



Guidance on reliable support organisations, rights awareness and access to mental health/counselling services, helping educators create referral pathways and respond appropriately to disclosure.

LEARNING OUTCOMES

- Identify reliable support networks and organisations (local, national and European).
- Explain basic rights and advocacy pathways relevant to LGBTIQ youth.
- Use a safe referral approach and understand boundaries of the educator role.
- Recognise wellbeing risks and signpost to appropriate support.

RECOMMENDED SCHEDULE

Session	Duration	Core activities	Outputs
3.1	90 min	Resource mapping; credibility check; referral pathway	Referral map
3.2	120 min	Rights scenarios; role play; wellbeing plan	Wellbeing plan template



SESSION PLANS AND ACTIVITIES

3.1. MAPPING SUPPORT PATHWAYS

Duration: 90 min

PURPOSE:

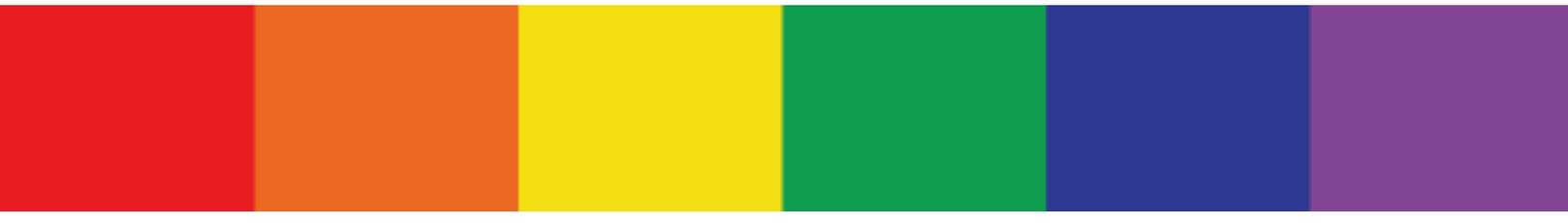
Build a practical support and referral map for immediate use.

MATERIALS:

- Resource mapping template
- Credibility checklist

STEP-BY-STEP:

25. Define support types and when to refer.
26. Map services and apply credibility checklist.
27. Design referral pathway and safe conversation steps.
28. Share maps and agree minimum support info.



FACILITATION NOTES:

- Consider crisis contexts; avoid collecting sensitive data.

QUICK EVALUATION QUESTIONS:

- I can identify reliable support organisations and services. (1–5)
- I can use a clear and safe referral pathway. (1–5)

3.2. RIGHTS, SELF-ADVOCACY AND MENTAL HEALTH

SUPPORT

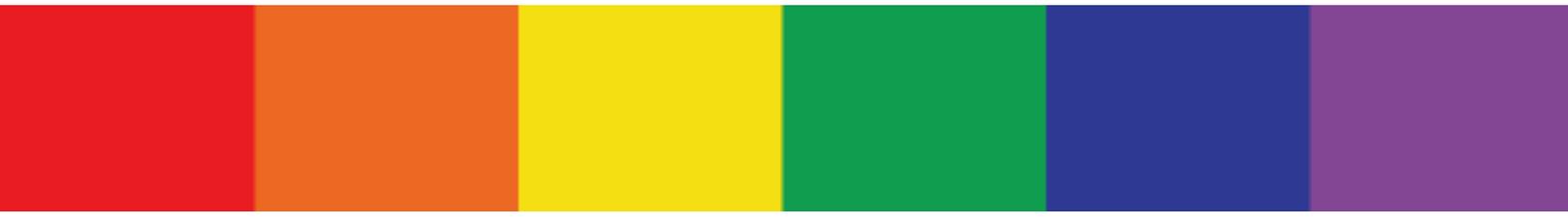
Duration: 120 min

PURPOSE:

Strengthen rights awareness and safe access to support.

MATERIALS:

- Rights scenario cards
- Wellbeing plan template



STEP-BY-STEP:

29. Introduce basic rights and signposting pathways.
30. Work through rights scenarios and safe action choices.
31. Role play help-seeking conversations.
32. Draft a wellbeing plan template for youth groups.

FACILITATION NOTES:

- No medical advice; focus on supportive communication and signposting.

QUICK EVALUATION QUESTIONS:

- I feel more confident supporting LGBTIQ youth to access help. (1–5)
- My understanding of rights-based support pathways improved. (1–5)



**08 | MODULE 4:
CREATING INCLUSIVE
AND RESPECTFUL
STORIES (BUILDING
POSITIVE NARRATIVES) –
BULGARIA**



Skills to create inclusive stories and counter-narratives that challenge oppressive frames and promote human rights and democratic values.

LEARNING OUTCOMES

- Explain basic narrative elements and how narratives influence attitudes and behaviour.
- Identify harmful narratives and design counter-narratives without amplifying hate.
- Create inclusive stories promoting human rights, dignity and diversity.
- Facilitate youth-led narrative activities safely and ethically.

RECOMMENDED SCHEDULE

Session	Duration	Core activities	Outputs
4.1	90 min	Frame analysis; values mapping	Frame analysis worksheet
4.2	120 min	Counter-narrative lab; peer review; checklist	Draft counter-narratives



SESSION PLANS AND ACTIVITIES

4.1. NARRATIVE BASICS AND HARMFUL FRAMES

Duration: 90 min

PURPOSE:

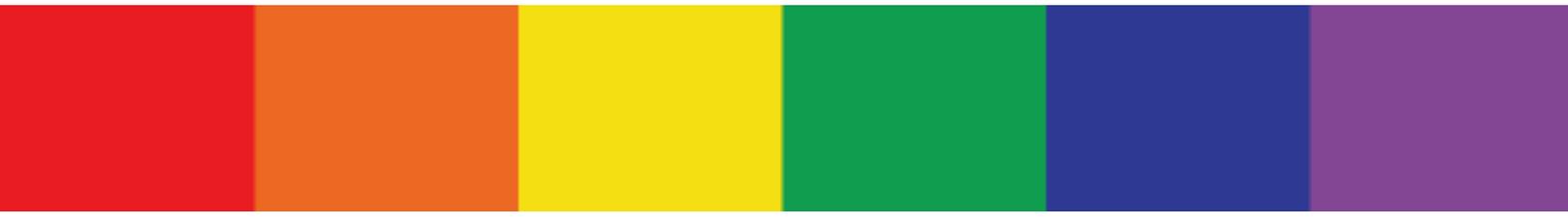
Understand narratives and how harmful frames spread online.

MATERIALS:

- Narrative elements handout
- Frame analysis worksheet
- Anonymised examples

STEP-BY-STEP:

33. Explain narrative elements and values.
34. Analyse anonymised content to identify frames and implied values.
35. Map values to promote (dignity, equality, solidarity).
36. Discuss do-no-harm rules for counter-narratives.



FACILITATION NOTES:

- Focus on frames and impacts; keep examples short and anonymised.

QUICK EVALUATION QUESTIONS:

- I can recognise harmful narratives and explain impacts. (1–5)
- I can avoid amplifying hate when responding. (1–5)

4.2. DESIGNING COUNTER-NARRATIVES AND POSITIVE STORIES

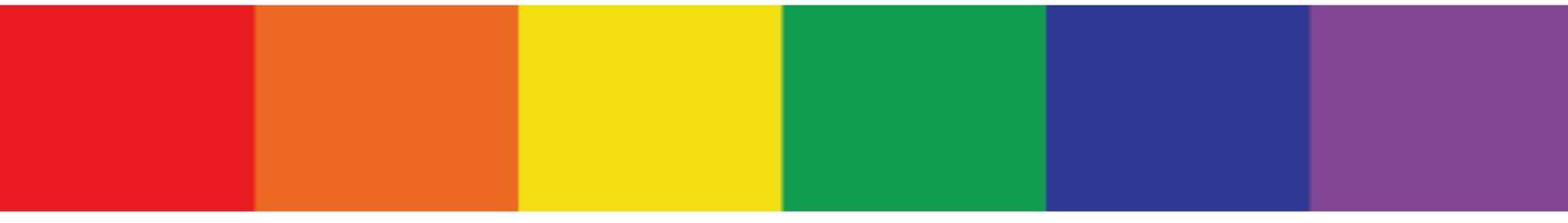
Duration: 120 min

PURPOSE:

Create counter-narratives and inclusive stories for youth practice.

MATERIALS:

- Counter-narrative template
- Peer review checklist



STEP-BY-STEP:

37. Introduce counter-narrative strategies (empathy, facts, values, storytelling).
38. Design a counter-narrative for a selected harmful frame.
39. Peer review with checklist; revise.
40. Create publication checklist (consent, privacy, moderation, evaluation).

FACILITATION NOTES:

- Prioritise consent and safety; encourage offline practice before publishing.

QUICK EVALUATION QUESTIONS:

- I can design inclusive counter-narratives promoting human rights. (1–5)
- Peer review improved quality and safety of narratives. (1–5)



09 | IMPLEMENTATION

PLAN AND DELIVERY

OPTIONS

Suggested implementation plan for a 4-day intensive training. Adapt timing to local context.

Day	Focus	Core sessions	Practice / outputs
Day 1	Foundations	Module 1 (1.1, 1.2)	Group agreement; country posters
Day 2	Response & netiquette	Module 1 (1.3) + Module 2 (2.1)	Response ladder; netiquette rules
Day 3	Moderation & support	Module 2 (2.2, 2.3) + Module 3 (3.1)	Safety checklist; referral map
Day 4	Narratives & closure	Module 3 (3.2) + Module 4 (4.1, 4.2)	Counter-narratives; action plans
Follow-up	Transfer to practice	Online check-in (60–90 min)	Share implementation stories; collect feedback



10 | ANNEXES

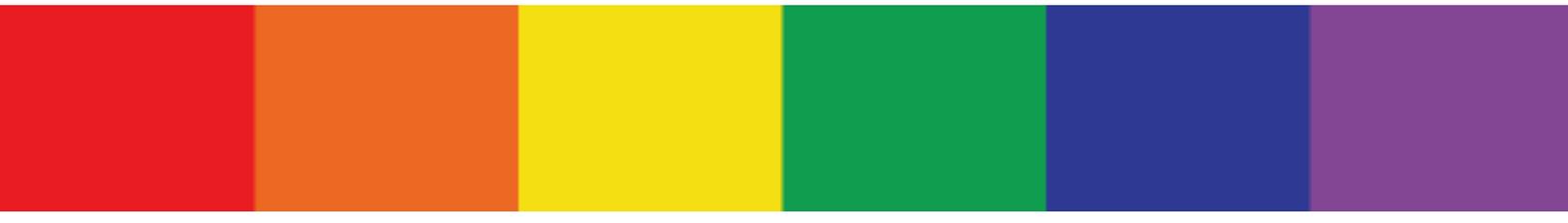
(TEMPLATES AND TOOLS)

ANNEX A – PRE/POST

SELF-ASSESSMENT (EXAMPLE)

Rate your agreement (1–5) before and after the training:

- I can recognise hate speech and differentiate it from other forms of harmful content.
- I know safe response options (support, report, counter-speech, referral).
- I can moderate online discussions using netiquette and de-escalation techniques.
- I know where to signpost LGBTIQ youth to reliable support services



- I can design positive narratives and counter-narratives without amplifying hate.

ANNEX B – 7-ITEM USER FEEDBACK QUESTIONNAIRE (WP3 MATERIALS)

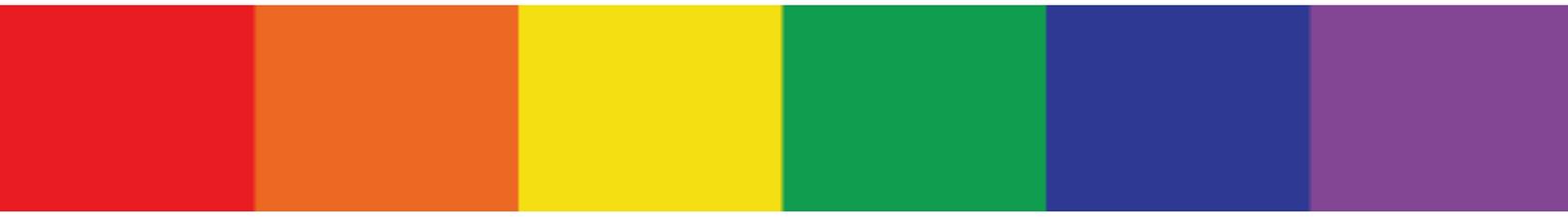
Use a 1–5 scale unless stated otherwise.

- The guide and materials are easy to navigate and use.
- Instructions are clear enough to apply in my practice.
- Materials feel accessible and inclusive.
- Content is relevant to real situations I face.
- My understanding of online hate speech improved.
- I feel more capable of responding safely and effectively.
- I intend to use these materials within the next 3 months. (A/B/C/D)

ANNEX C – SESSION FEEDBACK (3 ITEMS)

- This session was useful for my role. (1–5)
- The facilitation method supported learning. (1–5)
- One improvement suggestion (open text).







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FOLLOW YOUR JOURNEY

