



TOOL BOOK

**Promoting gender equality
and nonviolent relationships among young teens**

About The EquiTeens Toolbox

Editors: Anamarija Sočo and Jules Schaper

Authors: Anamarija Sočo, Christina Bodingbauer, Elizabeta Matković,

Feđa Mehmedović, Hannah Mars, Jakob Ertl, Jens van Tricht,

Larissa Kreuzer, Patrick Engels, Rick Reuther, Stipe Nogalo,

Tamara Tokić, Teresa Schweiger and Tin Frančić.

Design: Future Nomads - www.futurenomads.nl -

Contact information

Status M - www.status-m.hr

Emancipator - www.emancipator.nl

Asocijacija XY - www.asocijacijaxy.org

Poika - www.poika.at

Sources / Websites

www.equiteens.eu

www.menengage.org/regions/europe

www.status-m.hr/equiteens

www.emancipator.nl/equiteens

www.asocijacijaxy.org/projekti

www.poika.at/projekte

License

Creative Commons

EU disclaimer

The support of the European Commission for the production of this publication does not constitute an endorsement of the content, which contains the perspective of the authors. The European Commission cannot be held responsible for any use that may be made of the information contained herein.



Co-funded by the
Erasmus+ Programme
of the European Union

Content

Chapter 1 - Introduction	6
Chapter 2 - Learning outcomes	10
Chapter 3 - Topics:	18
Body	20
Gender	22
Health	24
Sexuality	26
Relationships	28
Care	30
Consent	31
Violence	32
Chapter 4 - Tips for facilitators	34
Chapter 5 - Participatory learning	38
Chapter 6 - Campaigning and mobilizing	40
Chapter 7 - Workshops and activities	42
<i>Starters</i>	42
Thermometer	43
The blossoming tree	44
Hot topic speeddate	46
Weather report	47
The visit	48
<i>Energizers</i>	50
Animal roundup	51
Molecules	52
Team	53
Everyone who	54
Protect the balloon	56
Sticky hands	58
Two truths, one lie	60
Privilege paper toss	62

<i>Me</i>	64
I am feeling...	65
Love and self-care	68
Body journey	70
Characters in media	72
What I like about myself	74
Body expression	76
<i>Me and Others</i>	78
A love story	79
Is it love?	82
Body shaping	84
A supportive message	86
I am just like you	88
Common peculiarities	90
Empathy exchange	92
Identities	94
Take a seat	98
My relationships	100
Communication and sexuality	102
Fair share	106
Silent mail	108
People and things	110
Consent walk	112
Can you send me a pic?	114
Chats and secrets	117
What is violence?	120
Four corners	122
<i>Me and Society</i>	124
Where does my fantasy animal belong?	125
How do I look?	128
Sculptor and statue	130
Word race	132
Who do you follow?	135
Animal parliament	136
Power, privileges and equality	139
A cat, a mouse and a fence	142
Spectrum of violence	144
Virtual society	146
Appendix	148

INTRODUCTION

This Toolbox contains educational resources with numerous workshops and activities that provide tools on how to work with young people on the topics related to the prevention of violence in relationships. We know that young people need spaces to develop their gender and sexual identities and that they encounter various societal barriers and prejudices in that process.

The kind of safe and healthy relationships young people want to create and the role models they have sometimes stand in sharp contrast. Sexuality and relationship education is still lacking in many contexts and remains a taboo subject in many families. However, not talking about these topics leaves young people alone with their desires, questions, fears and hopes and creates shame and anxiety.

When talking about relationships, specifically intimate relationships, we also need to address the topics of gender roles and gender-based violence.

Research demonstrates that gender-based violence disproportionately affects girls and women and is a serious barrier to gender equality (see [What is gender-based violence? | European Commission](#)).

We consider a gender-transformative approach as key in working with young people in the field of violence prevention in relationships. Adolescence is the time when identities are formed and young people experience their first intimate relationships. Raising awareness among young people about the harmful gender norms will support them in developing self-confidence and the power to make informed decisions about the kind of relationships they want to be involved in and contribute to.

We encourage them to ask critical questions about harmful pressures they experience in the process of building their identity and self-image but also about relationship standards that are not driven by equality and respect. Our workshops and activities open and encourage conversations on the topics of Body, Gender, Health, Sexuality, Relationships, Care, Consent and Violence, which allow young people to question and transform stereotypical societal notions and ideas.

”We encourage young people to be critical about any pressures they experience in building their identity and self-image, but also about relational norms that are not supported by equity and respect.”

We believe in the power of education, and we attempted to create workshops and activities that can be used in different settings but are also close to the realities of young people, however diverse they might be, and reflect current issues and trends. We took into consideration the contexts of four countries and developed workshops and activities which can be used transnationally and in a multitude of settings.

The Toolbox consists of opening activities and energizers as well as in-depth workshops, in order to cover a broad spectrum of needs. Furthermore, they are aimed at different age groups and different group sizes. The workshops are the core of the Toolbox. To use them effectively we created this introductory part and defined learning outcomes as a guide for all potential users.

Who can use the Toolbox?

Our workshops and activities can be used by a variety of educators in formal and non-formal educational and youth work settings. The Toolbox is intended for every educator who wants to engage in the gender aspect of young people's intimate relationships and create a space for and with young people to change harmful gender norms and stereotypes.

Who delivers the workshops is crucial. That is why we focused on the educators' competences for the prevention of gender-based violence through youth work. It is necessary to know how to facilitate group dynamics, create safe spaces and discuss sensitive issues to be able to carry out any of the workshops. Since the workshops and activities vary in length and complexity, it is possible to start with short and simple activities when one is less experienced and build one's own experience and competences.

“The Toolbox is intended for any educator who wants to address the gender aspect of young people's intimate relationships and wants to create a space for and with young people to change harmful gender norms and stereotypes.”

However, any facilitator (teacher, youth worker, social worker, trainer...) should know how to open a conversation with young people on sensitive topics, and be comfortable and knowledgeable in gender theories, sexual education and violence prevention.

We believe that our Toolbox can serve as a source for further education not only for young people but for educators as well. We encourage users to further educate themselves on any given topic and be open about a participatory and self-reflective approach to this work. The workshops and activities were developed in close collaboration with young people and experienced educators and reflect this joint approach.

Working across borders allowed us to combine good practices from four countries and different European regions and this is reflected in the breadth of the workshops and activities. We believe users can choose between a broad range of activities to create stimulating and transforming learning experiences for diverse groups of young people.

How to use the Toolbox?

The workshops and activities are grouped into three main pillars (Me, Me and Others, Me and Society) and you can further refine your search by using different criteria: topic, duration, age or group size. The overall topic of the Toolbox is the prevention of gender-based violence in intimate teenage relationships. Due to the vastness of this topic and a need for a more nuanced approach, we created workshops and activities for the following sub-topics.

- 1. Body**
- 2. Gender**
- 3. Health**
- 4. Sexuality**
- 5. Relationships**
- 6. Care**
- 7. Consent**
- 8. Violence**

We highly recommend all users, before attempting to facilitate workshops, to read through all parts of the Toolbox and familiarize themselves with the topics and learning outcomes. This will allow for a better understanding of our approach to gender-transformative education and violence prevention and ease your way through the workshops. The part of the Toolbox that explores each topic in more depth refers you to related workshops and activities and gives you a plethora of additional resources and reading material.

Chapter 2

LEARNING OUTCOMES

This section outlines the learning outcomes for the three main pillars of the Toolbox (Me, Me and Others and Me and Society). For each category, we list three dimensions of learning outcomes.

Cognitive outcomes refer to the knowledge, ie what participants will learn after having participated in EquiTeens activities.

Affective outcomes refer to the attitudes that participants should adopt after having participated in the workshops, while the skills outcomes predict what skills in the context of each category participants are expected to adopt after having participated in the educational activities of the Toolkit.

Outcomes are defined with the assumption that participants will take part in all workshops in one of the three areas and that the workshops will be facilitated by competent educators who possess competences relevant to the areas covered by the workshops.



Cognitive outcomes

- Participants know the difference between the terms sex and gender.
- Participants can give examples that demonstrate the impact of gender norms and societal expectations on their body image and body acceptance.
- Participants can list different aspects and dimensions that make up a person's identity.
- Participants can give examples of the negative and positive effects of social networks on a person's self-esteem and self-confidence .
- Participants can give examples of self-destructive behaviour.
- Participants can give examples of the negative influence of gender norms on expressing emotions and are able to describe how they can express their emotions appropriately in certain circumstances.
- Participants can list the qualities that are part of their identityt.
- Participants describe support as a key component of interpersonal relationships.
- Participants can share examples of how men and women and relationships are portrayed in the media.
- Participants can describe the impact of media on personal values, attitudes and behaviour relating to sexuality and gender.



Affective (emotional) outcomes

- Participants support the expression of individuality related to physical look.
- Participants revise their views on the societal ideals of physical appearance.
- Participants support identity differences.
- Participants are aware that social networks can have a significant negative impact on their health, attitudes and behaviour.
- Participants accept individuality in the expression of their emotions and demonstrate a willingness to use non-violent behaviour towards themselves.
- Participants accept individuality in the expression of their emotions and the emotions of others.
- Participants accept themselves and their personalities.
- Participants value and accept healthy relationships as an important aspect of individual development.
- Participants recognize the power of media to influence values, attitudes and behaviour relating to sexuality and gender.



Skills outcomes

- Participants can give examples of the harmful effects of gender stereotypes on the attitudes and behaviour of young people when it comes to their physical appearance.
- Participants can give examples of how misunderstanding and non-acceptance of individuality can be the basis for stigma and discrimination.
- Participants practice interpersonal communication and public speaking techniques while taking part in specific activities.
- Participants can advocate strengthening the psycho-social competences of peers to be able to cope more easily with the risks and harmful effects of social networks.
- Participants can recognize how certain self-destructive behaviours point to specific mental problems and can lead to behavioural problems.
- Participants can recognize different emotions (e.g., anger, fear, euphoria, etc.) of their peers and adapt their communication to be able to prevent conflict.
- Participants are able to express friendship and love in a way that makes someone feel good about themselves.
- Participants question how men and women are portrayed in the media.

Me and Others



Cognitive outcomes

- Participants can define the terms gender stereotypes and gender inequality .
- Participants can give examples of different identities of their peers.
- Participants can give examples of how differences among young people can be important for them and their peers.
- Participants can identify different relationships in their lives.
- Participants can list values they cherish in themselves and seek in close relationships.
- Participants can distinguish between love and similar emotions.
- Participants can reflect on what love, insanity and jealousy are and the differences between them.
- Participants can list the characteristics of healthy and unhealthy romantic relationships.
- Participants can list the characteristics of healthy and unhealthy friendships.
- Participants can state the reasons for using communication skills in order to improve relationships with other people.
- Participants can explain the importance of communication in building healthy relationships.
- Participants can give examples of the connection between the lack of communication and unhealthy relationships.
- Participants understand the importance of communication for establishing quality interpersonal relationships.
- Participants know how to describe violence and know that all violence has consequences.
- Participants can cite various examples of violence.
- Participants are able to define sexual violence and give examples of stereotypical attitudes and prejudices that encourage it.
- Participants are able to debate about the position of the victim, perpetrator, and witness of violence.
- Participants can list different forms of peer pressure.

- Participants are able to describe the risks associated with online sexual behaviour and to define strategies for reducing or eliminating individual risks.
- Participants can give examples of how gaming can be harmful.
- Participants can give examples of unhealthy relationships in the world of online video games.
- Participants can describe how values within the community affect gender role expectations and equality.
- Participants can discuss what it means to listen for, acknowledge and act, or not act, on consent.
- Participants can describe and recognize examples of sexual harassment and bullying.
- Participants can examine the consequences of stigma and discrimination (based on sex, gender, sexuality, skin colour, religion, etc) on people's health.
- Participants can define consent and explain its implications for sexual decision-making.
- Participants can identify characteristics of healthy family functioning.



Affective (emotional) outcomes

- Participants accept that there are different kinds of connections between people and that there are healthy and unhealthy relationships.
- Participants accept that differences between young people are normal and an enriching aspect of life, not a factor for discrimination and stigmatization.
- Participants accept that there are healthy and unhealthy romantic relationships.
- Participants accept that jealousy is an unhealthy aspect of romantic relationships.
- Participants demonstrate the view that communication is an important factor in maintaining and building healthy relationships.
- Participants accept that communication is an important precondition for building equitable relationships.
- Participants correct their attitudes about the importance of communication in building relationships.
- Participants correct their attitudes towards unhealthy relationships and accept that such relationships can be destructive.
- Participants value nonviolent communication as an important approach in building healthy relationships.

- Participants demonstrate attitudes that reflect zero tolerance towards violence in relationships.
- Participants accept that all forms of violence are wrong.
- Participants acknowledge that all forms of violence are a violation of human rights.
- Participants demonstrate beliefs about individual and social responsibility in violence prevention through non-violent and gender-equitable attitudes and opinions.
- Participants accept that peers and negative peer pressure can be harmful to them and their peers.
- Participants demonstrate gender-equitable attitudes in interpersonal relationships.
- Participants accept that playing video games excessively can be harmful.
- Participants accept that there are healthy and unhealthy relationships in the online world of video games.

- Participants recognize that individuals, peers, families and communities may have different values, beliefs and attitudes.
- Participants acknowledge the importance of giving and perceiving (sexual) consent.
- Participants acknowledge the importance of seeking support if experiencing sexual harassment, bullying or other forms of violence.
- Participants demonstrate effective ways to respond to or seek help when experiencing or witnessing violence.
- Participants acknowledge that everyone has a responsibility to defend people who are being stigmatized or discriminated against.
- Participants justify why healthy family relationships are important to healthy family functioning.



Skills outcomes

- Participants advocate for a greater gender equality.
- Participants conclude what the potential consequences of toxic relationships are.
- Participants evaluate the positive outcomes of communication in expressing their feelings and understanding the feelings of the interlocutor.
- Participants use active listening during conversations and discussions with peers.
- Participants give examples of how healthy and unhealthy relationships can be identified and how unhealthy relationships can affect their lives.
- Participants demonstrate communication skills and cooperate with peers in the implementation of workshops.
- Participants demonstrate empathy towards the victims of violence and willingness to use non-violent communication in conflict resolution.
- Participants use active listening and apply critical thinking skills during discussions on violence and conflict resolution before making conclusions and decisions.
- Participants demonstrate ways to seek help in cases of exposure to violence.
- Participants demonstrate ways to counteract negative peer pressure.
- Participants demonstrate ways to control video game playing.
- Participants question social and cultural norms, values and beliefs within the community that impact behaviour and decision-making.
- Participants express consent or withhold consent in relation to their personal boundaries regarding sexual behaviour.
- Participants practise speaking out for inclusion, non-discrimination and respect for diversity.
- Participants assess their contributions toward healthy family functioning.

Me and Society



Cognitive outcomes

- Participants can define the term gender and explain the difference between the terms gender and sex.
- Participants can identify examples of how social and cultural norms and religious beliefs can influence gender roles.
- Participants can identify how gender norms shape identity, practices and behaviour.
- Participants can give examples of the negative influence of gender norms on decision-making and their limiting impact on personal choices.
- Participants can identify ways that gender inequality and differences in power affect sexual behaviour and risk of sexual coercion, abuse and other forms of gender-based violence.
- Participants can give examples of the privileges and powers that certain groups in society have compared to marginalized groups.
- Participants can give examples of different ways of using social networks in interaction with others.
- Participants know how to describe the influences of inequality and rigid social norms on people's lives and opportunities.
- Participants are able to give examples of the harmful influence of the media on their self-image.
- Participants can define gender-based violence and recognize that our ideas and notions about gender can affect how we treat other people, including discrimination and violence.



Affective (emotional) outcomes

- Participants revise judgmental attitudes about gender roles and change behaviour in line with new information and evidence.
- Participants acknowledge that many factors impact gender roles.
- Participants recognize the consequences of literally adhering to rigid gender norms.
- Participants demonstrate empathy for marginalized groups.
- Participants accept that there is information that should not be shared with others through social networks.
- Participants demonstrate a commitment to achieving greater social equality and social justice.
- Participants accept that the media can have a negative and positive impact on attitudes, behaviour and self-image.
- Participants acknowledge that all forms of gender-based violence are wrong.
- Participants appreciate the importance of inclusion, non-discrimination and diversity.
- Participants acknowledge that gender roles and expectations can be changed.



Skills outcomes

- Participants can assess and describe the influences of masculinity and femininity ideals on the development of identity, behaviour and attitudes.
- Participants assess how individual rigid gender norms lead to specific behavioural problems.
- Participants advocate for greater gender equality and gender justice.
- Participants reflect on social, cultural and religious beliefs that impact how they view gender roles.
- Participants give examples of the consequences of sharing different information and contextualize this issue in their own lives.
- Participants employ critical thinking during decision-making processes and show empathy towards different groups in society.
- Participants advocate greater responsibility of the media in placing content that can adversely affect young people and their acceptance of themselves and their bodies.
- Participants identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing gender-based violence.
- Participants practise everyday behaviour that results in more positive gender roles in their homes, schools and communities.

TOPICS

The main topic is to promote gender equality and the prevention of gender-based violence within relationships among young teens. This Toolbox contains several sub-topics because of its complexity, interfaces and overlap with the following topics.

Body

Development of the human body

The first twenty years of life are dominated by the growth and development of the human body: physical, motoric, cognitive, sexual, social and emotional. Although development plays a role throughout our whole lives, the nature of the developmental processes, as well as the expressiveness and speed, during childhood and adolescence have no match later in life.

At the age between 10 to 18, the secondary sexual characteristics start becoming (more) visible, the adolescent grows to adult height and can reproduce. Puberty (9-13 years) begins with a large number of physical changes. Physical development at this age is influenced by the beginning of the production of the hormones estrogen, progesterone and testosterone. Under the influence of testosterone, pubic hair gradually develops (in both boys and girls) and some acceleration in height growth occurs.

There are also many changes in the brain that affect psychological functioning. For example, the area in the brain that is important for control, direction and rational considerations is still under development.

Sexual feelings and feelings of attraction towards others increase during this phase and adolescents become more aware of the opinions of others and also compare themselves with others or with the ideal image of themselves. As a result, teenagers often feel insecure about their bodies and physical appearance.

They wonder (partly through comparison with idealized images propagated by media and advertising) whether their bodies are normal and attractive. Changes in hormone levels cause varying feelings and fluctuating moods: they can be angry or sad one moment and happy and elated the next.

In the development of gender identity, two opposing processes take place in this phase of life. On the one hand, young people are becoming more flexible in their thinking. For example, they are cognitively perfectly capable of understanding that a boy can behave quite 'girlishly' and still be a boy. On the other hand, the social pressure on gender-conforming behaviour is increasing. In this phase, gender norms are also increasingly applied to sexual relationships: there are clear expectations about how girls and boys should behave, also sexually. These unwritten rules hinder both boys and girls from making free choices and can limit their development to the fullest human potential.

Sex

Sex is about a combination of chromosomes, hormones and biological characteristics. They are the physical characteristics based on which a person's birth sex at birth is classified. Not everyone is born with a body that can be unambiguously classified as male or female: this is called intersex.

Intersex

Intersex refers to a person who is born with both male and female physical characteristics. For example, a person has an immature penis and a vaginal entrance or uterus, or someone is born with a vulva and a large clitoris that resembles a penis. But there is much more diversity and variation. Other people with an intersex condition have a variation or a mix of female and male hormones, chromosomes or genes. For example, not uniformly XX or XY chromosomes, but XXY or another variation.

Beauty ideals

In Western societies, the feminine ideal of beauty is embodied by young women with a slender figure, curves, long legs, big eyes, full lips and even skin. The ideal of beauty for men, on the other hand, is characterized by a face with a pronounced jawline, a body that is lean, muscular (six-pack) and broadly built, with a V-shape torso. These beauty ideals are unrealistic, virtually unattainable for most people, and are spread and maintained by (social) media, advertising and popular culture and are subject to globalization. Within a culture, there can be different, sometimes contradictory, beauty ideals.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Men and Women: No Big Difference](#)

[Testosteron Rex](#)

[Myth: boys' brains lag behind](#)

[When Strangers Get Real About Body Image](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'body':

Gender

Gender: a social construct

Did you know that pink used to be a boy's colour and blue a girl's colour? That football is a girls' sport in many countries? And that theatre and ballet used to be only for boys? Also, in the past, all teachers were men, while now many women work as teachers. What is typically "masculine" or "feminine" changes over time. It is not set in stone and it can be different in other countries, regions, cultures, contexts and times.

Gender is how cultural and social meaning is given to sex. It is a set of norms, values, views, behaviours and practices which we define as masculine or feminine. Society has different gender expectations of how boys and girls should be, what they should want, do or demonstrate, based on their sex assigned at birth.

These gender expectations are deeply rooted in our society and are to a large extent internalized. From an early age, people are taught gender norms, which make them perceived as natural, universal and immutable.

Stereotypes are transmitted through the process of socialization. As a result, children internalize what is expected of them by society. In this process, parents, teachers, friends, neighbours, media personalities and characters in books play a crucial part as role models or messengers, by presenting a certain behaviour as normal on the one hand, and rejecting certain ideas (implicitly or explicitly) on the other.

Gender stereotypes

Ideas about how men and women should behave are often based on stereotypes. They include notions that men work and women care, or that men are natural leaders, ambitious, assertive, athletic and dominant, and that women are affectionate, naive, cheerful, sociable, compassionate, sensitive, friendly and loyal. However, some ideas or messages that are conveyed are more nuanced than others.

Stereotypes are different from norms because they present the world in a clichéd and very black-and-white way, with little room for all shades of grey. So, in the stereotypical imagery, there is only one kind of 'good woman' and one kind of 'real man'.

Gender norms

Everyone has a gender and is shaped by societal norms. In short, children born as girls are expected to have long hair, wear skirts, be caring, kind and empathic, take care of the household and fall in love with boys. Society expects children born as boys to have short hair, not wear skirts and dresses, but pants, be tough, strong, the breadwinner, not cry or show vulnerability and fall in love with girls. There are also expectations around study, sports, hobbies and work that are labeled as masculine and feminine. Those beliefs, ideas and expectations are the social rules people must comply with in order to receive social recognition and not be excluded.

Gender identities

Gender identity is how you identify yourself. Not every child feels like a boy or a girl, and not every adult feels like a man or a woman. Gender identity describes the feeling someone has about their own body related to their identity. But, one's gender identity is also dependent on time, space and context. Therefore gender is fluid because feelings and perceptions of identity are not continuously the same. For example, you can feel more masculine one day and more feminine the other.

People often assume that children with a penis are boys and children with a vagina are girls. That is often true. In that case, the biological sex matches their gender identity. Those people are cisgender. Sometimes people find out later that their biological sex does not match their gender identity. There is a diversity of more than fifty gender identities.

Gender expression

How someone expresses one's gender identity is called gender expression. This has to do, for example, with how someone dresses or how someone behaves. That can be 'typical girl' or 'typical boy', but all kinds of variations are possible. Someone decides for themselves what fits their identity.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Introduction: Gender Stereotypes & Bias](#)

[Gender Equality Explained by Children](#)

[Gender Compensation at School](#)

[Boys and Girls on Stereotypes](#)

[Gendered Marketing](#)

[Girl Toys versus Boy Toys: The Experiment](#)

[A Class Turned Around Kids' Assumptions](#)

[No More Boys and Girls](#)

[Gender Stereotypes and Education](#)

[The Man Box](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'gender':

Health

Consequences of limiting gender norms

Gender stereotypes and strict gender norms have a major influence on how we view ourselves, others and the world, and therefore also influence our behaviour. Not only do they exclude people, but they also hinder diversity and equality in society, and can have harmful consequences for the health of (young) people.

Gender and health

A person's health is influenced by hereditary characteristics, but also by lifestyle, behaviour and the environment in which a person lives. Gender, therefore, plays an important role in all facets of a person's health and well-being, as it is often a determining factor for lifestyle, behaviour and how society sees and treats someone. For example, a person whose gender identity or expression is different from the prevailing social norm (heteronormativity) is more likely to experience discrimination, exclusion and forms of violence. These affect a person's physical and mental health.

Impact of masculinity norms

Various studies on gender and health show that gender norms are restrictive and harmful, both for the individual, the environment and society as a whole. In 2018, the American Psychological Association (APA) stated that boys and men who are socialized to conform to traditional masculinity norms - characterized by emotion suppression, competitiveness, dominance, and aggression - are limited in their psychological development. It curbs their behaviour, leads to an overload and conflict about their gender role, and negatively impacts mental and physical health.

There are health risks specific to men: they die earlier than women and are more likely to suffer from cardiovascular disease, partly as a result of their lifestyle and riskier behaviours such as smoking, reckless driving, sexual risk behaviour and dangerous sports. Men also more often do not seek help because they think it makes them appear weak, they are lonelier as they grow older, and more often look for a distraction in substance abuse.

Interesting sources

The following sources can be found online and may be interesting for further study:

[APA: Working with boys and young men](#)

[Closing the Gender Health Gap](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'health':

Sexuality

Sexual development

Sexual development starts long before the child enters puberty. The first kiss and love-making are preceded by a whole journey of discovery, which starts at birth.

- **Babies (0-18 months)** develop a close emotional bond with their parents and other caregivers. This bond of trust, known as attachment, is the basis for healthy emotional, physical and sexual development. From this safe environment, they slowly explore their bodies and the world around them.
- **Toddlers (18 months to 3 years)** are curious about their bodies and that of others. They discover the difference between boys and girls and like to try out 'dirty' words.
- **Infants (3 to 6 years)** become aware of their sex and social rules (gender). They are interested in the story about reproduction and are introduced to the first close friendships.
- From primary school age, **school children (6 to 11 years)** show less open interest in sexuality. They mainly focus their attention on friends and the media.

- The body of **young teenagers (11 to 14 years)** grows and changes rapidly. Important developments are also taking place in the brain of an adolescent that influences behaviour.

- **Older teenagers (15 to 19 years)** become more self-aware. They know close and personal friendships. They enter into their first "firm" relationships and have their first intimate sexual experiences.

Intimacy and sexuality

Intimacy and sexuality are often mentioned together, yet intimacy is different from sexuality. Sexuality is about your sexual feelings, wishes and desires. Intimacy is often described as a feeling of belonging, security, having the space to share all your deepest thoughts and feelings with someone else. In a love relationship, sexuality and intimacy are important ingredients and are often connected. But in a friendship, intimacy is also an important issue. Having a good conversation where you make yourself vulnerable is a form of intimacy that you can also experience in a friendship.

Sexual orientation

Sexual orientation is the nature of the romantic or sexual attraction experienced by a person. The most well-known sexual orientations are heterosexuality, homosexuality, bisexuality and asexuality. There are several dimensions of sexual orientation. It relates to:

- **Attraction:** What people is someone attracted to romantically or sexually? Is someone attracted to men, women, or multiple genders?
- **Sexual behaviour:** What people is someone intimate with? Does someone have sex with men, women, or people of multiple genders?
- **Self-designation:** How does someone identify and name themselves? As heterosexual, gay, lesbian, bisexual or something else?

Attraction, sexual behaviour and self-designation do not have to match for one person. For example, someone can describe themselves as heterosexual, but can also feel romantically or sexually attracted to the same sex. When it comes to sexual orientation and its dimensions, there is a lot of diversity as well.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Sexual Orientation: A Spectrum of Attraction](#)

[Sexual Health Care](#)

[Is it OK for guys...?](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'sexuality':

Relationships

Love, sex and trust

Relationships do not just exist in love. As human beings, we enter into different kinds of relationships in our lives, not only with a partner, but also with parents, friends, teachers, coaches, employers, doctors, children, and so on.

Every relationship is different when it comes to love, sex and trust. Just because you prefer a committed relationship today does not mean it has to be forever.

As a relationship develops over time, your life around the relationship changes and you also change as you get older. All of these changes can influence your outlook on a relationship. Lots of people believe that there is only one way to maintain a relationship. For many of these people, it works fine, but for many, it doesn't. Different relationship types work better for different people because we all have different wants and needs. All these relationships are not about right or wrong; it is about whether it works for you or not.

Forms of relationships

When talking about relationships, two features are important: who is involved in the relationship and what characterizes the relationship.

- **Parent-child relationship:** In an ideal case, the parent-child relationship is unique because it is lifelong and unbreakable with unconditional loyalty.
- **Friendship:** Friendship is a close (generally non-sexual) relationship between two or more people in which gender is not an issue. Friends help, accept and are there for each other.
- **Monogamous relationship:** A monogamous relationship is the norm and the starting point in many cultures; you are in a relationship with one person and sex with others is out of the question. The basis of this relationship is a bond between two people with the aim of sharing life together forever. Often it is a combination of a love and sex relationship.
- **Open love relationship:** In an open relationship, one or both partners may enter into a relationship with someone else. This can be a romantic relationship or a sex relationship, or both. In most cases, however, it concerns a sexual relationship that falls within the boundaries, where there is no serious relationship with anyone other than the partner.
- **Polyamorous relationship:** Polyamory is the Greek translation of "many loves". In this relationship form, the partners are allowed to have emotional and romantic relationships with others. However, there are differences in how this relationship actually works. For example, both partners can have emotional relationships with others but not sexual relationships. Polyamory is often not so much about sex with others, but more about the emotional connection.

- **Sex relationship:** This type of relationship is all about sex and nothing else. It is comparable to the "no strings attached relationship" where there is no dating or meeting on a friendly basis besides sex. There is also no emotional relationship although that can always change later on.

- **Long-distance relationship:** The term LAT is short for Living Apart Together. Loosely translated, this means a relationship where you are in a relationship but still live separately from one another. In practice, this is often a choice that both agree with and is more common among people who want to keep their own life.

Healthy versus unhealthy relationships

A relationship may take many forms and change over time, just like you and your partner(s). A healthy relationship is characterized by people who are equal to each other, trust each other, show empathy, recognition and appreciation, communicate openly and honestly, show interest and affection, genuinely listen to one another's deepest fears and desires, have respect for each other, do not want to change one another, make equal decisions together, are intimate and/or have sex with one another by mutual consent, discuss disagreements calmly and patiently, give space to the other, are patient with one another, support one another and grow together.

Signs of an unhealthy relationship are: little or no respect for the other, lack of trust, preference for control and authority over the life and choices of the other, hostile communication, blaming, jealousy, isolating the other from friends and family, keeping secrets and hiding things from loved ones, making up excuses for the other person's behaviour, negative effects on one's mental and physical health. For example stress, fear, and insecurity.

Interesting sources

The following sources can be found online and may be interesting for further study:

Healthy vs. Unhealthy Relationships

Related workshops and activities

The following workshops and activities tie in with the topic 'relationships':

A love story

Care

Care is important

Being cared for is good for us, but so is taking care of someone. When you take care of something or someone, your body produces oxytocin, a hormone that makes you feel good. Caring for someone often gives you the feeling that you can be of significance. And finally, care is one of the pillars of attachment and, therefore, of feelings of connection. Caring means paying attention to something or someone and taking responsibility for them, whether it is that you take care of yourself, someone else or take care of, for example, (your share in) the household. Caring for ourselves and other people is the most important good in society but is still undervalued.

Caring is a competence

In our societies, care is still often associated with femininity – it is something that women naturally do and are good at. These are stereotypical notions that do not match reality. Caring is a competence that you can develop and which is a universal part of human potential.

Gender roles and care

Prevailing gender norms and stereotypes of caring women and working men lead to an unequal distribution of work and care. For example, women participate less in the labour market, they are more financially dependent, the share of women at top positions is still disproportionately small, and the pay gap is massive. Parenting and other care duties are the leading cause of income inequality between men and women. A relatively large proportion of women work part-time or do not work at all because of family, household or informal care responsibilities.

Working fathers lag behind when it comes to caring responsibilities, such as household tasks and parenting. Although studies show that fathers want to spend more time with their children, taking days off for paternity leave is often seen as undesirable. This has to do with the lack of social support and encouragement, especially at the workplace. It appears that men often fear that taking parental leave will harm their career prospects, that it is not financially feasible, or that it simply cannot be combined with their position. The way boys and young men are brought up influences their perception of gender and what roles seem possible for them in the future.

Interesting sources

The following sources can be found online and may be interesting for further study:

[The mystery of the basket](#)

[Raising boys who care](#)

[Being a Father](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'care':

Consent

Boundaries and consent

The word consent means giving a green light. Consent, as a basis for equal decision-making, means that none of the persons involved has substantial and overwhelming objections to the decision being made. Asking or giving consent in a romantic or sexual relationship is not just about intercourse. It also refers to kissing, touching and giving sexual comments. To avoid sexual behaviour that goes beyond the boundaries of another person, it is important to ask for consent. If you are not sure, check, both with yourself and with the other person.

Tune in and check

When asking for or giving consent, there must be no coercion, deception or blackmail. Someone does something because they want to, not just to make the other person happy or because that person is afraid of the consequences.

Having an equal position in a relationship is important. If one person has more power, the other person has a harder time saying no. It is not always clear whether someone wants something and whether that person likes it. Fortunately, when in doubt, you can always tune in and check with the other person whether it is still okay for them.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Consent: as simple as tea](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'consent':

Violence

A violation of personal integrity

Violence is the violation of personal integrity in the form of physical, sexual and/or psychological violence. The violence can range from a single blow, push, slap or kick, whether it results in injury or not, to systematic frequent and prolonged violence resulting in permanent physical and/or emotional injury. Often violence is associated with aggression and the inability to express feelings in words. Violence can also be a manifestation of a position of power, an expression of inequality and/or the suppression of communities within a society.

Different forms of violence

Violence occurs among people from all walks of life and includes causing injury or damage to people, animals or objects. Violence is often physical, but injuries or damage can also be psychological or emotional. In many cases, the perpetrator of violence is known to the victim. There are different forms of violence:

- **Physical violence** is manifested through various forms, such as hitting, slapping, kicking, biting, squeezing, pushing, scratching, pulling hair, inflicting burns, and so on.
- **Sexual violence**, also known as sexual assault or sex under duress, is a term used for all sexual acts that someone is forced to perform, undergo or see. It may involve assault, rape or sexual abuse. Making someone watch unwanted sex or pornographic images also constitutes sexual violence.
- **Emotional violence** is the psychological abuse of a person. It is characterized by a chronic, severe and escalating pattern of negative interaction towards a person, for

example, in the form of rejection and hostile attitudes and behaviour. Emotional violence can manifest itself in repeated name-calling, intimidation, rejection, belittling or degrading statements. Finally, being locked up and tied up also constitutes psychological abuse.

- **Economic violence** takes many forms. In most cases, it is invisible but no less serious. Your partner may check and control your bank account or forbid you from opening one, and only give you money to buy groceries. Another example may be taking care of your elderly mother's financial transactions and abusing her trust in the process, or buying something unsolicited with your grandpa's credit card.

Harassment, homophobia and transphobia

Strict gender norms are closely related to gender-based violence. Social norms about how men and women should look and behave, and societal notions about the roles they should perform, are strongly present in most people.

Traditional masculinity norms are rigid because manliness has to be proven and is about dominance and occupying space in public spaces. When a man does not live up to the prevailing notions of masculinity, he gets all kinds of things - from "gay" to "sissy" and "pussy" - thrown at him, especially by other men.

Verbal abuse is used to disapprove of certain behaviours, traits or roles, and often it does not stop with verbal abuse. In order not to be 'punished', it is not only necessary for boys and men to conform to the masculinity box, but they also have to perform acts to prove their manhood. This leads to anti-femininity, misogyny, unhealthy ambition, avoiding appearing weak, reckless and risky behaviour, bullying, homophobia, violence and sexual harassment.

For example, the urge to prove that they are sexually active straight men can lead to ignoring or not even noticing the (sexual) boundaries of women and girls. The fear of being seen as 'gay' among men, especially among young boys, is huge. 'Gay' is still the most commonly used swear word. Research shows that one of the main causes of anti-gay violence lies in the ideas that perpetrators have about masculinity and femininity.

Most of the perpetrators are also male. They have strong emotions about men who are not straight and are annoyed, for example, by 'feminine' behaviour in men, the visibility of homosexuality or are afraid of a gay person that finds them attractive. When it comes to violence against gay women, male perpetrators feel excluded or rejected in their male (hetero)sexuality. Trans people who visibly deviate from the traditional categorization of 'man' or 'woman' have to deal with extreme and excessive violence.

Normalization of violence

Not all forms of violence are seen or experienced as "violence". Because violence occurs structurally and many people are not aware of it, violence is often experienced as normal. Certain forms of violence in society are normalized and being downplayed. In many cases, the blame is then placed on the person who endures the violence. It does not always happen in literal terms, but rather implicitly. Well-known examples of this sort of victim-blaming are:

"What kind of clothes were you wearing?"
"Why were you walking alone in the street?"
"What did you say or do that made that person react like that?"

Interesting sources

The following sources can be found online and may be interesting for further study:

[MenEngage - Stereotypes](#)

[Gillette - The Best Men Can Be](#)

[Dear Daddy](#)

[Let's Change The Story](#)

[Tips for tackling discrimination and bullying](#)

Related workshops and activities

The following workshops and activities tie in with the topic 'violence':

Chapter 4

TIPS FOR FACILITATORS

This part points to core competences that educators and youth workers should have to be able to successfully implement an educational programme and facilitate workshops. For quality non-formal education or youth work programmes, educators and facilitators need to constantly hone their skills.

Here you can find some practical tips for personal and social development that might help you improve your competences, but also your self-confidence as a facilitator.

The Toolbox provides resources for educators to challenge the harmful gender stereotypes and norms which are dominant in our societies and, in turn, often internalized and lived by young people. The goal of the facilitator is to encourage young people to question and deconstruct these notions by supporting them in identifying their needs, wishes and goals and making choices that best suit their life aspirations.

To achieve this you should continuously strive to create a safe, motivating and inclusive learning environment for your group. Your task is to foster critical thinking, creativity and motivation for learning, questioning and seeing things from a different perspective. The Toolbox offers a range of workshops and other activities which can support you in that.

”As a facilitator his active listening, openness, patience, sensitivity, reliability, honesty, transparency, confidentiality and empathy are the most important tools.”

Needs and aspirations of young people

One of your key roles as an educator is addressing the needs and aspirations of the young people you work with. This means that you are able to build a positive, curious and non-judgemental relationship with your group which is based on empathy. This will help you understand better their realities and the issues they are facing.

Skills of the facilitator

The facilitation process in the scope of non-formal education requires you to relate to young people as equals. This implies that you are ready to show solidarity with young people and a genuine interest in their views, as well as preparedness to be challenged by them. As a facilitator, your main tools in the process of discussing with young people their views, fears and concerns are active listening, openness, patience, sensitivity, trustworthiness, honesty, transparency, confidentiality and empathy.

The group process is paramount

The workshop is a group process and the facilitator has an important role in creating the process, tweaking it, keeping it on track and, most importantly, engaging people to participate in it. The facilitator steers the process and does not influence the content or product of the group. The facilitator pays attention to the way the group works and reacts and serves as a resource in case a problem occurs.

Participatie van iedereen aanmoedigen

The facilitator must be comfortable with team-building techniques, group processes and group dynamics, to assist the group in performing tasks, sharing views and ideas and building conversations. The facilitator acts as an adviser who brings out the full potential of the group by encouraging meaningful participation from everyone, providing structure, asking the right questions and helping to resolve conflicts. The facilitator does not try to fix the group, judge or manipulate people, dominate conversations, take sides, refuse groups suggestions or try to know all the answers.

Know the group you will be working with

Before the start of a workshop, it is valuable to know your group. Knowing the group you will be working with will help you choose the workshops and activities from the Toolbox and also make your sessions more interesting for the participants since you will have the information on what they need, what they already know or like doing. It is recommended that you carry out a needs-assessment activity with your group, either through a questionnaire, short survey, interviews or just by talking to your participants. You can also get useful information from other professionals (teachers, youth workers, educators) working with the group.

Another thing you have to prepare beforehand is your workspace (room, chairs, working material, etc.) and, most importantly, an agenda with a detailed process and methods. The Toolbox provides a wealth of workshops and other activities with proposed detailed agendas which you can implement as they are or they can serve as a basis and inspiration for your interventions. Have a couple of extra ice-breakers and energizers up your sleeve to relax the atmosphere and provoke participation.

Paying attention to signals

During your session, create a safe, inclusive and encouraging space for participation. Listen attentively, pay attention to cues from the group, check for understanding, ask relevant questions. Be ready to adjust your agenda to the needs of the group. Some participants (shy or introverted) will need more time or encouragement to speak up. For some who are dominant or disruptive, it can be useful to give responsibilities to (small tasks during the workshop, e.g. handing out markers or writing on the board) to create a new sense of purpose and value.

Relevant sources describe the professional development of educators and youth workers as including five critical components: safe learning environment, co-creation of learning, reflective practice, leadership development and peer and self-evaluation. All five components are of great importance for facilitators.

Create a safe space

We also recognize that safe space in a learning environment is important so that participants can actively share their opinions, needs and experiences. Safe space means an opportunity to speak, but also a sense of peace in not speaking. A safe learning environment provides space for expression for the participants who are usually afraid to share their thoughts because they think they are wrong or in the minority. Creating group rules helps to create a safe learning environment, especially if the rules are coming from the participants, which is strongly recommended. Also, asking questions like “Does anyone think differently?” or “What do others think?” can help participants to express themselves since you are creating a space for different opinions.

Attitude of the facilitator

Presentation skills are among the key skills of a good facilitator. Speak clearly and confidently but do not monopolize time with lengthy inputs. Try to smile and be cheerful and uplifting. Look at everybody (focus on their foreheads if you do not want to look into their eyes). Involve the group by sharing bits of personal experience but never make the session about you. Crack a joke.

Summary and conclusion

At the end of the session finish with a strong conclusion. Make a summary of what the group did, shared, talked about and concluded, having in mind the goal of the workshop. The section Points of attention in the workshop description might come in handy for the preparation of the conclusion. Make an effort in wrapping up the session using the words and thoughts expressed by the participants - active listening can help you in that, especially skills such as paraphrasing and summarizing. Also, do not be shy in pinpointing the important aim of the session even if the participants did not reach it themselves.

Evaluate after each session

Evaluation is essential to improving your skills, methods and methodology. After every session take a moment to reflect on your own or with your partner (if you are working in a pair) on what happened, what could have been done differently and what did you like about the session. Reflecting on a session will help you avoid mistakes in the future, improve your practice, have a clear picture about future steps, become more effective, gain new ideas and, ultimately, become a better facilitator.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Manual for non-formal education](#)

[Youth Work Portfolio](#)

[Improving Community-Based Youth Work](#)

“It can be helpful to give those who are dominant or disruptive, responsibilities to give them a new sense of purpose and value.”

PARTICIPATORY LEARNING

Participatory learning is an approach of teaching and learning which is focused on the learner. It combines different teaching and learning strategies where participants are in the centre of the learning process. Educators have a facilitation role and their main objective is to guide participants through educational experience, while participants learn through interaction with their peers and educators.

As participatory education is student-centered, all activities are designed to involve participants and the outcome of specific sessions depend on the student's involvement and contribution.

Truly participatory student-centered education demands educators and participants to work collaboratively, but it also demands collaboration between participants as a part of the learning process. This allows participants to build collaborative and communication skills. They learn how to work independently but also to interact with others as a part of the learning process.

The term student-centered learning refers to a wide variety of educational programmes and instruments, learning experiences, instructional approaches and strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual participants and groups of participants. To accomplish this goal, educators may employ a wide variety of educational methods, from modifying the existing assignments and instructional strategies to entirely redesigning how participants are grouped and taught.

Participatory education requires certain conditions to be implemented. As the basis for learning is student's engagement, the standard duration of a school session (45-60 minutes) is usually short for participatory sessions. Sometimes it is important to plan two blocks (90 minutes) to establish conditions for implementing a planned workshop. Learning space needs to meet specific requirements for implementing specific activities such as educational games, educational exercises, working in smaller groups, and so on.

Participatory, student-centered learning focuses on the needs, capabilities, interests and learning styles of participants and provides various opportunities for them to improve their skills, not only related to communication and collaboration but also leadership, facilitation, negotiation, critical thinking and other skills relevant for gender-transformative work and violence prevention programmes. This approach to learning improves the level of understanding of various topics that are part of the learning process as participants are not only recipients of information but demonstrators, presenters, facilitators, leaders in the groups, and so on.

Participatory and student-centered education should consult participants about the topics and themes which will be included in the educational process. By doing so, the needs and interests of participants can be addressed. Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge. Because participatory education is an educational concept that focuses on student participation in the learning process, it tends to be an inclusive approach involving a variety of teaching and learning models.

Participants are encouraged to work in teams, to collaborate, to involve their peers and teammates in different activities. Therefore, this type of learning meets the needs of different youth profiles and has the potential to offer equal opportunities to learn and acquire knowledge and skills to diverse groups of participants.

Interesting sources

The following sources can be found online and may be interesting for further study:

[The glossary of education reform](#)

[Student-centered learning](#)

CAMPAIGNING AND MOBILIZATION

Mobilization and campaigning ensure the continuation of the work you and the participants did by making it visible to others and raising awareness about the topics(s) you find important. Evidence indicates that group educational sessions alone can promote attitude and behaviour changes, but when they are complemented by youth-led campaigns, activism and other community actions, the effects can be greater.

Historically we have seen youth and community workers intervene to manage, mediate and control social unrest and outbreaks of violence, from fights between young people to local tensions with the police or even managing tensions over racial violence. We can conclude that youth is organizing and participating in society.

In this part, you can find steps for developing a campaign and suggestions on how to encourage and support the transitioning of your participants to active agents of change.

A youth-led campaign involves young people in all of the steps of its development. This fosters the feeling of ownership and belonging and allows young people to advocate for the changes they themselves have reflected upon.

1. Identify the needs

Help the participants define the change they want to see in the world. Gather information about the attitudes of men and boys, depending on the campaign goals, and their knowledge, behaviours and practices related to the issues to be addressed.

2. Define profiles of your campaign target

The target is the person/are people who you want to influence. Defining a target involves developing a profile of a 'typical' target from the target group and thinking about various characteristics, including socio-demographics, attitudes (about gender roles), interests, hobbies (how are they spending their time). Defining the target can help you in delivering the message in the most effective way, which would be attractive and appropriate for the target group.

3. Define the message of the campaign

Take time and be creative in creating the basic message. The message you create will be a core idea you want people to know and remember about your campaign. The message should be tailored for the target you are speaking to. Even if the campaign is opposing something, the message should be directed towards a positive solution. If the message is creative and well adjusted for the target group, it will be remembered by more people. It can be helpful if you make pop-culture references in your message since it will catch the attention and be shared.

4. Defining key players

The key players in your campaign are the people who can help you get what you want. This involves identifying and understanding the different sources of influence and information that shape attitudes and behaviours you would like to address. These groups of people can be directly affected by the problem or allies and supporters, e.g., peers, families, institutions (schools, social services, health institutions), media.

5. Media and social channels

Make your campaign visible on social media. Social media is a tool you can use for sharing your message, story, recruiting supporters and getting the attention of your target audience. Through social media, you can reach a large pool of people relatively easy. In the current day and age, it is to be expected that any youth-based work would include social media as part of its communication strategy. If you have the capacity, you can use many social media platforms, such as Instagram, TickTock, Facebook, Youtube. If not, you can choose two options which your target uses the most. It is better to be consistent on one or two social media platforms rather than not posting regularly on many.

Interesting sources

The following sources can be found online and may be interesting for further study:

[Young people shaping their worlds](#)

[Youth activist's toolkit](#)

[Engaging Youth to Achieve Gender Equity](#)

[Using social media and the arts](#)

WORKSHOPS AND ACTIVITIES

STARTERS

Thermometer

An activity to “gauge the temperature of the group.” It can be used to explore how participants are feel at the start of the workshop, about a certain topic, or to evaluate.

Tags

Starter

10 min.

10+ years

6-25 persons

Learning goals

-

Materials

- A whiteboard (or flipcharts)
- Markers
- Sticky notes
- Tape

Preparation

Prepare a questions or statements. For example, around a topic.

Instructions

1. Draw a thermometer on the board or make one with tape on the floor. The taped thermometer should extend throughout the room.
2. Ask participants to stand in a certain place on the thermometer related to a specific question or statement. If using a board, invite them to put their sticky notes on the thermometer or, if using a “taped thermometer used throughout the room, to physically position themselves at the spot that matches their feeling related to the given question or statement.
3. Ask participants to explain their sticky notes on the thermometer or the position the participants are taking. Gather as many perspectives as possible.

Points of attention

-

Conclusion

-

Matching workshops

-

The blossoming tree

This activity is a good starter and helps create a safe and workable space by identifying participants' hopes and fears.

Tags

Starter

15 min.

10+ years

6-25 persons

Learning goals

-

Materials

- Sticky notes (four different colours)
- A pen for each participant
- Flipchart

Preparation

Put the flipchart on the wall and draw a tree on it with roots, a trunk, branches with leaves and hanging fruit.

Instructions

1. Everyone gets plenty of sticky notes in four different colours.
2. The task is to make a flowering tree together on the flipchart make. This tree will consist of four parts. Use a sticky note with a different colour for each part:
 - o **Leaves:** What do you hope to learn from this workshop;
 - o **Fruit:** What experiences do you want to take home;
 - o **Trunk** (code of conduct): What rules do we make together to make the workshop a success;
 - o **Roots** (everyone's input): What do you personally take away with you to this workshop.
3. Have the participants write down their answers (one thing per sticky note) what they want to contribute and stick the sticky notes on the different parts of the tree. Give them 5 minutes to do this.
4. Then discuss with the group what they wrote down and stuck on the tree. Before continuing with the workshop, discuss the code of conduct (trunk).
5. Write down which manners are important to the group to make the workshop a success.

Points of attention

Anyone can contribute anonymously and during the discussion, it is important who contributed what, and participants may also say something or ask about a sticky note themselves.

Conclusion

Use the tree to discuss participants' hopes and fears for the workshop. From there, look with the group at the code of conduct (trunk) and discuss what is needed. The tree also offers insight into the group's starting point and can be used to introduce the workshop topic. The roots are the foundation on which we build. To find solutions to societal problems and challenges, we need to tackle them at the core and start at the root: our own experiences and perspectives. Otherwise, it will remain symptom control.

Variation

As a warm-up, you can do a drawing task before this exercise. This reads as follows: "Draw your ideal tree in 1 minute on a sticky note". Then ask the participants who drew the roots of the tree? And explain that although the roots are invisible, they are in fact the most important part of a tree.

Matching workshops

-

Hot topic speeddate

A simple speed date where participants are introduced to a topic and discover each other's perspective.

Tags

Starter

20 min.

10+ years

10-25 persons

Learning goals

-

Materials

- Chairs
- Sheets of paper

Preparation

Put the chairs in two rows facing each other and write on the paper different topics you want to discuss with the participants.

Instructions

1. The facilitator sets up two rows of chairs facing each other and has prepared enough discussion topics (written on folded notes written) so that each pair can have one topic.
2. Each pair is given a folded up note with a topic on it.
3. Once each pair has a note, time starts running and they start a conversation about the topic: what they know about it, think about it and/or what their associations are.
4. The facilitator keeps track of time: 2 minutes per topic. After 2 minutes, one row moves one chair, the other row remains standing.
5. Each time the row moves up a chair, make sure everyone gets a new paper with a new topic on it.
6. Do this until all participants in the moving row have spoken to everyone in the stationary row.

Conclusion

Ask participants what stuck out to them from the conversations and what perspective they found special and different from theirs.

Matching workshops

-

Weather report

A short and creative starter to get insight in the mood of the group.

Tags

Starter

15 min.

8+ years

6-25 persons

Learning goals

-

Materials

- Pen, markers and/or pencils
- Drawing paper

Preparation

Prepare the drawing paper with the pens, markers and/or pencils.

Instructions

1. Make sure each participant has the drawing paper and pens, markers and/or pencils.
2. Ask participants "how are you feeling today?" and have them draw a weather report about their feelings. Before you start, give some examples of possible answers: a pleasant 25 degrees, sunny. Or a brief thunderstorm, but it passes quickly. Or a huge rainfall. They are given 10 minutes to draw their weather reports.
3. When time is up, the participants get to present their weather reports to each other. Participants can do this in the style of the weather report on television.

Points of attention

If someone is not feeling well, it may be possible to discuss why the person is not feeling well (with respect and compassion, of course) and what could be done in the workshop to make the person feel better.

Conclusion

The activity can end with a small talk about that all emotions are allowed to be there.

Variation

Online, you can do this starter via Zoom or Teams by using Padlet (drawing software) or asking participants to draw and present their weather report from behind their computers.

Matching workshops

-

The visit

An activity that can be used as a starter to start a discussion on gaming, violence and empathy through a simple online game.

Tags

Starter

20 min.

10+ years

6-25 persons

Learning goals

-

Materials

- Laptop
- Internet access

Preparation

Check beforehand the game The Visit and open the link in the web browser. Firefox and Chrome work best for this online game.

Instructions

1. Explain to the participants that they are going to play an online video game. Then make the choice to:
 - o Have the participants play a few rounds in small groups, and then discuss what they experienced in the game.
 - o Share your screen and play a few rounds yourself first while the participants watch and react.
2. After the game is played, you can (among other things) questions for the participants to reflect on:
 - o What was different in this game from other games? How is violence, destruction and murder handled in other games?
 - o How do you feel about using violence in video games? How do you feel about the consequences after killing the crabs in "The Visit"?
 - o Why is violence in games (and other media) so often presented as a solution? Why do players rarely feel bad when they kill opponents and uninvolved third parties?

Points of attention

The browser-based game "The Visit" works differently from most games. While in many games killing and destroying are rewarded, in this game the player is punished for this.

Conclusion

Explain that violence is often glorified and made 'normal'. Although a video game may seem harmless, it affects culture.

Matching workshops

-

ENERGISERS

Animal roundup

A simple and fun method to energise participants and divide them into smaller groups.

Tags

Energiser

15 min.

8+ years

10-25 persons

Learning goals

-

Materials

- Strips of paper
- Pen or marker
- A box to keep them in (a hat, a box, a bowl...)

Preparation

Print out the strips of paper with the names of different animals on them several times (see Appendix A). Each participant gets a strip of paper.

Instructions

1. Decide how many groups you want and how big the groups should be (e.g. 5 participants per group). Make sure you have as many strips with the same animals as the size of the groups you want to make.
2. Fold the strips of paper closed and mix the strips of paper in the box.
3. Go around the group and ask participants to draw a strip of paper draw and read what is written on it without showing it to the others show it to the others.
4. Participants must then organise themselves into groups by making gestures or sounds that their animal would make.

Points of attention

-

Conclusion

-

Variation

Have participants find each other with their eyes closed by making animal making sounds and finding the group with their ears.

Matching workshops

Molecules

Een eenvoudige en snelle methode om een groep energie te geven en de leerlingen in kleinere groepen te verdelen.

Tags

Energiser 10 min. 8+ years 10-25 persons

Learning goals

-

Materials

-

Preparation

-

Instructions

1. Start in a large open space. Ask participants to move freely around the room. Then call out a number, e.g. "4". Participants should then form groups of four (atoms) and form together a Molecule.
2. Those who have completed their Molecule may hug each other.
3. Those who could not form a molecule dropped out and waited for the next round.
4. Make it more difficult by calling out two numbers. The first number represents the number of participants in the Molecule, the second represents the number of legs on the floor e.g. "4 and 4". In each Molecule, there may then be only 4 legs on the floor.
5. Make it as difficult as you want.

Points of attention

-

Conclusion

-

Matching workshops

-

Team

In these short energisers, participants work together and empathise by using their imagination. This energiser makes the connection between sports and emotions.

Tags

Energiser 15 min. 8+ years 6-25 persons

Learning goals

-

Materials

-

Preparation

-

Instructions

1. Participants stand in a circle and, depending on the number of participants, are assigned a number from 1 to... assigned.
2. The facilitator explains: Imagine you are a sports team and you have just won an important match. The numbers I am now calling will come to the centre of the room and cheer together!
3. After this, the workshop facilitator keeps calling out different numbers who can cheer together about their victory (lasts about 30 seconds). It is important that all numbers are allowed to cheer at least once.
4. After that, you can switch to an interview. Possible questions:
 - o How did this exercise feel?
 - o How did you cheer? Did everyone cheer in the same way?
 - o In what ways do we express our emotions? Is there a difference between emotions you show in public or in private?

Points of attention

This activity can be used as a warm-up or as an energiser. The activity can also be used as an introduction to a workshop on gender in sport. As it involves a lot of spontaneous movement, there should be enough space.

Conclusion

-

Matching workshops

-

Everyone who

A 'chair dance' game in which participants share something about themselves and then claim a chair. Who takes over the chair?

Tags

Energiser 10 min. 8+ years 6-25 persons

Learning goals

- Participants gain insight into similarities, differences and diversity between people.

Materials

- A chair for each participant

Preparation

Put the chairs in a circle.

Instructions

1. Make sure everyone takes a seat on a chair in the circle and that there are no obstacles (coats, bags and other items).
2. Explain that you are going to play an active game called "Everyone Who ..." and that it is a kind of musical chairs 2.0.
3. Now remove someone's chair from the circle, leaving one chair missing, and have that person step inside the circle (you can also start yourself).
4. The person in the middle starts with the sentence "Everyone Who ..." and completes it with something personal about themselves that they think could also apply to several other people there. Some examples are the clothes you wear, the hobbies you have, something about your family, your favourite food or colour, or an experience.
5. The moment the person standing in the circle shares something (for example: anyone who likes pizza...), the people to whom it applies should look for a new chair.
6. The person in the middle must make sure he/ she/ they get a chair so that there is a new person in the middle.
7. Do this several times. Keep an eye on everyone's turn and, as the facilitator himself stand in the middle at the start of the game, so that you set a good example. If possible, you can go a little deeper in each round and steer the content of the workshop that way.

Points of attention

Game rules: it must be about yourself; you are not allowed to move a chair and or sit on the chair next to you; no pushing or pulling is allowed. If anyone does any of these things, that person's turn is now within the circle.

Make sure everyone plays the game fairly; only name something that is about yourself, and do not move up to the chair next to you.

Keep up the momentum.

You will find that the game remains mostly superficial in the beginning. In most groups, participants emphasise external features. Bring more depth to the game by adding something personal when you are in the circle. Do this step by step!

Conclusion

At the end of the game, ask the group: What did you notice while playing this game? Have several people answer the question. In many cases, they will self-identify that the game remained superficial for most people. You can continue to ask questions such as: Can you give an example give? Why do you think this happened?

Make a summary of what you saw. Add that you have noticed differences, but also (and maybe more) similarities between the participants. Based on all the data, you can create 'categories': people who wear trainers or jeans wear, people who play sports, people who like spaghetti, people who have been bullied, and so on.

Matching workshops

-

Protect the balloon

In this energiser, participants take part in an experiment: do they protect the balloon(s) by working together and taking care of each other or do they go for their own gain?

Tags

Energiser 10 min. 8+ years 10-25 persons

Learning goals

-

Materials

- Balloons

Preparation

Everyone gets a balloon filled with air.

Instructions

1. The facilitator hands out the balloons (filled with air).
2. Once everyone has a balloon, the task continues as follows:
"The balloon is your precious one. Protect the other person's asset and make sure your balloon stays in one piece and therefore does not pop."
3. Give them 10 minutes to decide what to do with their balloon.
4. Observe what happens: are they talking about what the task is and what they are going to do as a group? Or: are they taking immediate action and trying to destroy each other's balloons?
5. Then discuss with the group:
 - o What do you think happened?
 - o What were your tactics?
 - o Was there cooperation?
6. If the group concentrated on smashing the others' balloons, discuss with them:
 - o Why did they not respect the "safe space" the participants created for their balloons?
 - o Why did they choose to use violence?

Points of attention

In most groups, everyone starts chasing others' balloons to pop them while simultaneously trying to save or protect their own.

Conclusion

The conclusion is that there is a misconception in society: Protecting what you care about does not mean you have to use violence against others. Breaking each other's balloons was not the assignment. The assignment was to keep your balloon whole and protected. No one said violence had to be used to save or protect their own balloon.

Variation

Make two or three (smaller) groups. The groups form and represent a community in society. Give each community a balloon and the task of protecting it. Will the communities destroy each other's balloons?

Matching workshops

Sticky hands

How do you achieve a better balance: by force or tactics? Use this activity to get a quiet group to get them moving or to get a busy group to use their energy.

Tags

Energiser 15 min. 8+ years 6-25 persons

Learning goals

-

Materials

-

Preparation

Sufficient space to allow participants to form pairs.

Instructions

1. Participants should form pairs, preferably with someone about the same height and weight.
2. Participants A and B face each other and try to push the other off balance by putting the palms of their hands together and pushing hard. As soon as someone moves their foot, that person is considered off-balance.
3. Encourage participants with comments such as: "Ready to start? Get started!" and "Let's hear from you!" They will probably try their best to push as hard as possible.
4. Pause after a minute and ask someone who was enthusiastically pushing to come forward.
5. Compliment the person for their effort and challenge them: "Now you have to compete against me. Bet you don't throw me off balance. Start!"
6. As the contestant exerts as much force as possible, quickly pull your hands away, causing them to lose their balance (be careful that the person does not fall). "I won 1-0. Again." If necessary, repeat it a few times until the other person understands the trick.
7. Stop after a few minutes and start the closing discussion. You can keep the conversation short. For example, ask the following questions: How did you experience this exercise? Which tactics worked? What did you learn?

Points of attention

This is an energetic exercise. Try to create and maintain an atmosphere maintain that is both positive and competitive.

Conclusion

Discuss the tactic that participants think was best. Explain that you don't always have to react or start pushing. It is actually very powerful to stay close to yourself and tackle things tackle things without getting off balance (something that does happen when you use exclusively physical strength). Link this to everyday life if necessary: staying close to yourself ensures that you don't become unbalanced. The moment you are busy with others and react or act on everything, you spend a lot of energy on that, which you could have spent on yourself.

Variation

-

Matching workshops

-

Two truths, one lie

During this energiser, participants will try to figure out what is true or false about someone, while being challenged not to assume their own prejudices.

Tags

Energiser 10 min. 10+ years 6-25 persons

Learning goals

-

Materials

- A sticky note or paper sheet for everyone
- Pens

Preparation

All participants should have a pen and a sticky note. There should be enough space to walk around.

Instruction

1. Have the group write numbers 1 to 3 on their sticky notes write and then write down 3 personal things about themselves. One of the three things should be a lie for the others to discover (without saying what the truths and lies are).
2. When everyone has finished their note, they should walk around the room, read each other's notes and try to figure out which statement is a lie. On the back of their own sheet, they write the name of the person followed by the number of the statement that is a lie (example: [name] + [number]).
3. The aim is to discover all the lies of each person within the given time. When the agreed time is up, participants share their lies and the facilitator asks who had the most answers (lies) correctly.
4. Afterwards, discuss with the group how they experienced this activity experienced: Was it easy to guess the truths and/or lies of others' guesses? What made it difficult/easy? Did you make your choices based on what you already knew about that person or on based on your first impression of that person?

Points of attention

This energiser can be used to create a safe space and before or after activities that address gender, prejudice and stereotypes address.

Everyone decides for themselves what truths and lies they share. Anything shared stays within the classroom.

Conclusion

The conclusion is that we probably often have prejudices based on someone's appearance. Based on those prejudices, we form an opinion about that person and act accordingly (unconsciously) accordingly.

'Prejudice' refers to a biased judgment, opinion or attitude towards certain people based on the fact that they belong to a particular group. It is a set of attitudes that support, cause or justify discrimination. Prejudice has to do with the tendency to categorise.

Variation

To save time, choose a few volunteers from the group to come up with truths and a lie about themselves, then the others have to guess what their lie is.

For use online: You can also do this online by creating a quiz. In that case, you need to collect input from the participants beforehand.

Another possible variation: everyone presents a truth and/or lie to the facilitator, the facilitator takes turns reading them aloud and the group guesses who each truth and lie belongs to.

Matching workshops

-

Privilege paper toss

Participants experience what having privilege means when they are instructed to from their own privileged (or disadvantaged) position to throw paper into a bin.

Tags

Energiser

10 min.

8+ years

6-25 persons

Learning goals

- Participants experience what it is like to have “the same” opportunity from a privileged or disadvantaged position.

Materials

- Chairs
- A recycle bin
- Paper sheets (3 per participant)

Preparation

Form a circle with the chairs and put the bin somewhere in the space.

Instruction

1. Ask participants to sit on a chair in the circle and give each participant a sheet of paper. Explain that this is a game. Put the bin at the front of the classroom. To win, the participants must throw their paper from their chair into the bin.
2. Participants in the back may complain that the game is not fair, while those in front will focus solely on achieving their goal.
3. Discuss with the participants: How did this feel for them? Did they think the game was fair to everyone? Where should the bin have been in the first place? Emphasise that it is not always necessarily fair to give everyone “an equal chance”. Technically, all these participants get the same chance - a chance to score the paper wad from their position to score - but not all these chances are equal.

Points of attention

Some participants will be noisy and say the game is not fair. Put the bin in a different place several times.

Conclusion

Explain that this activity is about privilege. Describe privilege as the unearned set of advantages that some people have. For other people, “the bin” is harder to reach than for others. There are also people who cannot throw (well).



I am feeling...

Participants learn to recognise and distinguish pleasant and unpleasant emotions, as well as the difference between emotions and behaviour.

Tags

Me Gender Health 45 min. 10+ years 10-25 persons

Learning goals

- Participants can give examples of the negative impact of gender norms on expressing emotions and can describe how to express emotions appropriately in certain circumstances.
- Participants recognise that their own emotions and those of others may be expressed differently.
- Participants recognise the different emotions (e.g. anger, fear, joy, etc.) of their peers and adapt their communication to avoid conflict.

Materials

- Paper
- Pens
- Cardboard
- Sticky notes
- Tape

Preparation

-

Instructions

1. Ask participants which emotions they know. The aim is to remember the different basic emotions (fear, anger, sadness, happiness, love). Write the emotions mentioned by the participants on the board.
2. Put two sheets of paper on either side of the room, one sheet of paper titled 'Very difficult', and the other 'Very easy'.
3. Have participants stand up and then ask them how easy or difficult it is for them to express certain emotions by taking a position in the room. For example: how difficult is it to express anger? How difficult is it to express joy?
4. Discuss with the participants for each emotion: Why did you act this way? What do you think about it? Did the positions of others surprise you? Why? Why not?

5. Draw a T-table on a board and write “Okay” and “Not Okay” and ask the question “Are there emotions that are not OK to feel? Why? Write the participants’ answers in the right-hand column of the table.

6. Once all the emotions in the table have been written down, ask them what they think the emotions in each column have in common. The aim is for participants to realise that emotions under the “OK” column are pleasant, while emotions under the “Not OK” column are unpleasant. When you come to that conclusion, write “pleasant” and “unpleasant” next to each column. Delete “OK” and “Not OK” from the T-table and write OK in the middle. Emphasise that all the emotions you can feel are OK and that there are no “good” and “bad” emotions.

7. Continue the discussion as follows: What do you do when you experience unpleasant emotion(s) experience? Is there a difference between our emotions and our behaviour? Use participants’ previous answers to ask if they could behave differently. How does the way we express our emotions affect us and other people? Do boys and girls express their emotions differently? How so? Use the previous participants’ answers to show that if necessary. Do you think that we have been taught how to (not) express our feelings? Who taught us? When?

8. Complete the exercise and come to a conclusion.

Conclusion

All emotions are okay to feel. There are no good (positive) and bad (negative) emotions, only pleasant and unpleasant emotions. Emotions are not behaviours, there is a difference between an emotion and the specific expression of an emotion (behaviour).

This means that the emotions we feel do not directly affect other people unless we behave in a certain way. We have the right to feel the way we feel, but we should not behave destructively or dangerously towards ourselves or others.

Matching workshops

Love and self-care

Participants learn that caring for themselves, both for their physical and mental health, is a prerequisite for a happy and fulfilled life.

Tags

Me Violence Care 45 min. 10+ years 10-25 persons

Learning goals

- Participants can give examples of self-destructive behaviour.
- Participants accept their individuality in expressing their emotions and show a willingness to look at themselves with grace.
- Participants explore how self-destructive behaviour can indicate specific mental health issues and lead to behavioural problems.

Materials

- A board
- Markers
- A large blank paper sheet (poster size)

Preparation

On the large blank sheet, write: "Ways to take care of myself". Make sure each group has glue and 10 smaller sheets of paper in different colours and markers for the participants.

Instructions

1. Ask participants to think about different forms of violence and list them (such as 'punching', 'hitting', 'pinching', 'swearing', 'speaking ill', 'ignoring'). If the group has already participated in other workshops on violence and they start mention general categories, such as physical, verbal, sexual online and other forms of violence, praise their knowledge but ask them for specific examples. Write on the examples on the board.
2. Start the conversation with questions: How many people are involved in an act of violence? With this question, try to remind participants of the possible different roles in a violent act: the perpetrator, the victim and a bystander(s). Can the victim and the perpetrator be the same person? How can someone be violent towards themselves?
3. Look again at the board with the listed violent acts. Ask participants if it could be possible for someone to inflict any of the listed violent acts on themselves, and circle any possible acts that could also be self-harm.

Help participants understand that even behaviour that is usually considered relatively harmless, such as talking negatively about oneself, is also harmful.

4. Divide the participants into small groups using one of the creative exercises. For inspiration, see the section: Energisers.

5. Give each group 10 sheets of paper in different colours and ask them to think of 10 things you can do to take care of yourself and have them write each idea on a separate sheet of paper. Give them 5 minutes to do this.

6. Prepare a large blank sheet with a title like "Ways to take care of myself" and provide glue. Ask each group to present their ideas, and for each idea ask the rest of the participants whether they think it is a good idea or not, and then stick them on the large sheet. If participants present the same ideas, glue them up once.

7. When all the ideas have been presented and the poster is ready, you can suggest leaving the poster up as a reminder for everyone on how to take care of themselves. Close the activity.

Conclusion

Self-care is an important part of our mental health. When we are too busy taking care of others or the things around us, we may sometimes forget to take good care of ourselves or fulfil our own needs. Other times, we may be prone to violent and harmful behaviour. Most forms of violence have (at least) one perpetrator and (at least) one victim, but sometimes the perpetrator and the victim are the same person. Hurting yourself can indicate psychological problems. If you, or someone you know is harming yourself, it is important to ask for help from an adult you trust (your teacher, school psychologist/pedagogue or someone else you trust), call a helpline, or call another specialised service (mental health institutions, centres for social welfare, community social initiatives).

Matching workshops

Body journey

Participants focus on their bodies through a relaxation exercise and reflect on all the positives and possibilities their bodies offer them.

Tags

Me Violence Care 45 min. 10+ years 10-25 persons

Learning goals

- Participants experience what it feels like to focus on the positive aspects of their bodies (instead of emphasising what they would like to change).
- Participants become aware that the body is more than just appearance and learn to (re)appreciate the functions of the human body.

Materials

- Text 'Journey through the body' (see appendix B)
- Blankets and/or pillows
- Pen and paper for everyone

Preparation

A relaxed atmosphere, plenty of space (not required if online).

Instructions

1. Explain to the participants that they are going to do a short relaxation exercise and should therefore lie on the floor (on blankets) and listen to a text you are going to read aloud.
2. Now read out the text 'Journey through the Body'.
3. When you finish reading, give them some time to sit up straight or grab a chair if necessary. Ask them then what they thought of the exercise and how it felt to paying attention to their bodies.
4. Distribute the paper and pens and ask participants to draw their body contours and mark at least 3 body parts/regions that they like about themselves. Tell them that they do not have to show their drawings do not have to show anyone else.
5. Ask them if this was easy or difficult to do. You might ask why it can be difficult to think about what we like about our bodies, and you could also start a discussion about the fact that we often find it easier to think of aspects we don't like about our bodies: Would it be equally difficult to think of three aspects of your body that you don't like? And what does this tell us? Are we perhaps being too hard on our bodies? How might that be?

6. Tell them that instead of thinking about what we would want to change about our bodies, we now want to focus on the body as a tool for doing things (e.g. activities) we enjoy.

7. With this in mind, ask participants to take their drawing and write down from each body part what activities they use it for - anything they like to do and their body helps them do. It may help to keep in mind: What do I like/ do I appreciate about my body or specific body parts? What can my body help me with or do? For what activities - that I like - do I need/value it?

8. Volunteers can share their findings with the group.

Points of attention

Make sure you focus not on the appearance of the body, but on its capabilities. What kind of activities can participants participate in by having specific body parts and using them? Some examples are: hobbies, showing affection, expressing themselves, etc. (e.g. hugging, playing, dancing, jumping, kissing, making music, holding hands, etc.).

Conclusion

Think about how it feels to see our body as a resource and emphasise the positive aspects of it instead of emphasising what we don't like about our bodies or what we would like to change about it.

Our bodies help us do pleasurable activities; we should appreciate all the different shapes and sizes of bodies appreciate! It feels good to focus on our body as a resource - on all its positive aspects.

Matching workshops

-

Characters in media

In this exercise, participants will explore what they value in (well-known) media characters.

Tags

Me Gender Body 30 min. 8+ years 6-25 persons

Learning goals

- Participants can give examples of how men, women and relationships are portrayed in the media.
- Participants can describe the influence of the media on personal values, attitudes and behaviour related to sexuality and gender.
- Participants recognise the power of the media in influencing values, attitudes and behaviour related to sexuality and gender.
- Participants show themselves critical of the way men and women are portrayed in the media.

Materials

- Paper
- Pencils or markers

Preparation

Each participant is given paper and several coloured pencils. Provide enough space to form pairs.

Instructions

1. Ask participants to choose a character they look up to (from TV or film, a musician, pop star, celebrity, athlete or anyone else). They should each choose one person.
2. The task is then to draw their chosen character.
3. When the drawings are ready, they will discuss in pairs why they chose this character and explain what they do and do not admire about this person's actions, attitude and behaviour. Have them write this down next to their drawing.
4. After 10 minutes, each participant presents to the group the character chosen by the other person (of the pair).

5. After the presentations, start a discussion with the group. Questions: Which traits do we value more? And less so? Why do we like certain characters more than others? What expectations does society have of men? And what about women? Which of these expectations would you like to see change?

Points of attention

The stereotypes likely to emerge when participants describe men are: strength, looks, masculinity and male superiority. Young men in particular tend to describe characters who possess such traits. The same applies to women, who are usually attributed the following characteristics: caring, need to look sexy but not too slutty, can cook, remain a virgin until she meets the right person, and that her life is fulfilled when she gets married and has children.

The idea that men should want sex and always be ready to have sex is not true and is often used to dominate others.

Conclusion

Society (including the media: TV, social media, ads and commercials) is made up of everyday messages that we may not see or recognise and feel as 'normal', but which have a great influence and impact on us and our image/ideas of how men and women should be or become and how they should behave.

Variation

If the group struggles to picture a particular character or celebrity, suggest they talk about a friend or family member they admire.

For an online version of this activity, you can create online subgroups in which participants talk in pairs about their favourite character or celebrity.

Matching workshops

-

What I like about myself

Participants write/draw a letter to themselves. The letter should include what they like, special or admire about themselves.

Tags

Me Gender Body 30 min. 10+ years 6-25 persons

Learning goals

- Participants learn to look at themselves more lovingly and express support for themselves.

Materials

- Paper (preferably in different colours)
- Pens
- Possibly envelopes and stamps

Preparation

Enough chairs and tables so that each participant can write/draw with some privacy.

Instructions

1. Make sure all participants have a sheet of paper (in their favourite colour if possible) and a pen.
2. Tell participants that they are going to write a letter to themselves. The letter is personal and no one will read it unless they want to share it.
3. Participants may write down what they like and find special about themselves. They may also draw or describe what they are proud of.
4. When the letter is ready, participants put it in an envelope, close the envelope and write their address on it.
5. At the end of the activity, collect the letters, stamp them and send them in the post within a few weeks. When the children get their letter, they can revisit what they have written about themselves have written/drawn. If the format of the workshop allows it (recurring dates), it is possible to discuss how it felt to receive the letter.

Points of attention

It can be very difficult to write such a letter to yourself, so there should be enough time and space so that participants feel sufficiently comfortable to do it. The people who find it difficult, you can encourage them by reminding them that it doesn't have to be something extraordinary, they can list very simple things. Let everyone keep trying.

Conclusion

It is often hard for us to see how great we actually are. We often have to remind ourselves what we like about ourselves. It helps to become more confident in our own uniqueness and so we can train ourselves to recognise our own greatness and more easily accept who we are.

Variation

Online, you can do this activity by having participants write their letter on one of the following websites: FutureMe.org, WhenSend.com, or EmailFuture.com. On these sites, they can set when they want their letter to be emailed to them. It makes sense to set the date in a few weeks, so that they remember well remember writing the letters. But they can copy the message and receive it again in a few months or a year receive it again, when they no longer expect it.

If there are participants without an e-mail address, you can use TheTimeCapsule.org. Here you can write a text that will be locked in a virtual box, which can be accessed via a link and opened at a given time. Keep in mind that some of these web pages allow you to choose a "private" or a "public" option. It is important to choose "private" so that the letter is not published (anonymously) on the webpage.

Matching workshops

Body expression

Participants try out certain poses to move around the room and reflect on how they feel, based on their posture and movements (body expression).

Tags

Me Gender Body 10 min. 10+ years 6-25 persons

Learning goals

- Participants reflect on how their current body expression affects their appearance or how they feel.

Materials

- Paper (preferably in different colours)
- Pens
- Possibly envelopes and stamps

Preparation

There should be enough space for everyone to walk around the room.

Instructions

1. Have the participants walk around the room and explain that you are now going to announce a few poses and everyone can try them out in their own way.
2. Start with the following three poses and give participants one minute to try them out:
 - o Walk around the room hunched over, tucking your shoulders in and face the floor.
 - o Stand with your legs crossed and keep your arms crossed in front of your chest.
 - o Squat and keep your head down - make yourself as small as possible.
3. Now ask participants to stand up and loosen up a bit so that they are ready for the next three poses:
 - o Stand up straight and then walk forward across the room.
 - o Walk on your toes and stretch upwards as if picking apples.
 - o Stand wide-legged and extend your arms.
4. Ask participants the following questions:
 - o How did you feel during the first three exercises? What about the last three exercises? Did you notice any differences?
 - o Do you think your body posture, whether you cringe and shut down, or whether you reach out and show your body to those around you, can affect how you feel?

Points of attention

Especially when doing the last three exercises, some participants may move more expressively than others and therefore end up taking more space for themselves while “pushing” others aside (without touching them). If this is the case, make them realise that it is important to observe how much space someone is taking up and whether or not everyone gets equal space.

Conclusion

Have them think about whether the way they moved their bodies as they walked through the space made a difference to them depending on the pose they were trying out and whether this could have an effect on how they feel or come across. You could discuss how therefore - besides affecting our mood or how we move - our body language can also affect how we feel.

Matching workshops

A love story

Participants explore their ideals and expectations regarding love relationships and talk about a possible basis for healthy relationships.

Tags

Me and Others

Gender

Relationships

45 min.

10+ years

10-25 persons

Learning goals

- Participants know how to explain the difference between healthy and unhealthy friendships and relationships.
- Participants demonstrate beliefs about individual and social responsibility in violence prevention through non-violent and gender-equal attitudes and beliefs.
- Participants use active listening skills in communication with peers.

Materials

- Paper
- Pens or pencils

Preparation

-

Instructions

1. Divide the participants into two to four groups and tell the story of Vanja and Luka: Vanja and Luka have been interested in each other for some time interested but neither of them has made a move so far. One day during break, Vanja decides to make the first move and approaches Luka.
2. Explain that each of the groups should come up with descriptions of Vanja and Luka and a description of how their love story develops - how they start a relationship and what the initial stages look like. Give the groups 15 minutes to discuss and elaborate on their stories. The groups can write out their stories to read to the larger group or prepare skits or, for a more focused workshop with younger participants, they can prepare drawings to present. Optional: Put on music for participants to listen to while they work on their answers work on.
3. Ask each group to present their story. Emphasise that incomplete or short stories are OK and that the groups should do their best to do their best to present what they have.

ME AND OTHERS

4. Use the questions below to facilitate a discussion
facilitate: What were the similarities and what were the differences between the characters? What were the similarities and differences between stories? Were the characters in the stories from different religious, ethnic or social backgrounds? Did these differences affect relationships? If so, in what ways? Do you know of a similar story/situation from your community/school?
5. Name some positive aspects of the relationships in the stories. Now list some negative aspects. Were the relationships in these stories fair for both Luka and Vanja - did both Vanja and Luka have equal power? In what ways did they have equal power and in what ways did they not? If not, what were the consequences? What do girls expect in intimate relationships? Is this different from what boys expect? If yes, why do girls and boys have these different expectations? What happens when girls want one thing from a relationship and boys want another? Is jealousy considered “proof of true love”? Why or why not?
6. Conclude by summarising the discussion and explain how often boys and girls have different expectations in intimate relationships. Give the participants the next task to further emphasise this.
7. Assignment: Participants find an example from TV series, movies, music, or something else, of their ideal intimate relationship or love story. Give them 10 minutes to do this and have them present it to the group.
8. Start the discussion:
- o To what extent do the stories about romance on TV, radio, films, music, magazines and newspapers influence your expectations of romantic relationships?
 - o Do boys and girls have different roles in relationships? If so, what are these roles?
 - o Who should take the first step in a relationship?

- Some people believe that boys and men should “take all the steps should take all the steps” in relationships and that girls and women should just should react. Do you agree with this?
- o Why or why not? Is it acceptable for a girl or a woman to take the first step in a love relationship?
 - o What does it mean for a couple to have an equal relationship have?
 - o How should people in a relationship treat each other? Is there a difference in how one person should treat the other?
 - o What did you learn from this activity?

Points of attention

As part of making up and discussing love stories in this activity, participants can contribute or reflect on elements of their lives and the intimate relationships around them (parents, grandparents, neighbours, etc.). In some cases (as in other activities) this may evoke strong emotions and the facilitator should be prepared to help, or to refer to help, if needed.

Conclusion

There are many social expectations and beliefs about the different roles men and women (or boys and girls) should have in relationships. Some of these expectations, such as “men/boys should hold all the strings in a relationship”, place girls in an unequal position. For example, because of these expectations, boys might assume that they should make all the important decisions in the relationship, even if they do not understand a particular issue as well as their partner, and girls might not feel comfortable opening their mouths. As young people, it is important to have relationships in which we feel good, safe and loved, and in which our important needs are met so that we can develop and grow as individuals. Maintaining such healthy and equitable relationships requires work from both partners. Both partners must communicate their expectations, needs and desires and understand and listen to the other’s expectations, needs and desires.

Matching workshops

Is it love?

This workshop introduces participants to an emotional perspective on intimate relationships and love, as well as to recognise and identify unhealthy expressions of love.

Tags



Learning goals

- Participants can distinguish between love and similar emotions.
- Participants can reflect on love, stupor, and jealousy, and recognise the differences between them.

Materials

- Blackboard or flipchart
- Chalk or pens
- Sheets of paper

Preparation

Tune the lesson to the cultural context, environment and language of the participants. Take 5 sheets of paper and write down the following words: stupor, infatuation, romance, sexual attraction, and jealousy. For inspiration, review the characteristics of a healthy relationship.

Instructions

1. Divide the participants into 5 groups. Ask each of the groups to take one of the pieces of paper you have prepared. Write on the board, "What is the difference between love and ____?"
2. Ask the groups to take a sheet of paper and copy the sentence from the board, filling in the blank with the word written on the sheet of paper. Ask them to discuss their questions and write down their answers.
3. After a few minutes, ask the groups to present their questions and answers. The following questions can be used to lead a short discussion:
 - o Does anyone want to express their disagreement or criticism?
 - o Do cultural norms allow girls and boys to feel this way equally? experienced equally?
 - o Can you give an example where someone replaces this feeling with love? What happens when this feeling is replaced by love?
 - o Can this feeling be part of love?

4. Repeat step 3 for the remaining four groups.

Points of attention

Some participants may feel more comfortable if they can ask their questions privately. The opportunity for this should be provided.

Conclusion

Take 10 minutes to discuss the following:

- o How do young people experience love and romance?
- o Do films and novels realistically portray these feelings? If not, what impact do you think they have on young people's expectations?
- o Why is it important to understand your own views on the differences between love and these other emotions?

Matching workshops

Body shaping

Participants explore how social and cultural norms influence one's self-image, attitudes and behaviour. This activity encourages participants' critical thinking.

Tags

Me and Others

Body

Sexuality

45 min.

10+ years

10-25 persons

Learning goals

- Participants recognise the body ideals for men and women in their cultures.
- Participants explore the practices people undergo to bring their bodies closer to these ideals and their consequences.
- Participants learn critical thinking skills and question the societal pressures that beauty ideals bring.

Materials

- Blackboard or flipchart
- Chalk or pens

Preparation

-

Instructions

1. Introduce the topic with the following questions:
 - o In what ways do girls and boys experience pressure to look a certain way?
 - o Is this ideal image realistic for most of us or does it remain a dream image?
 - o How do young people feel when they don't live up to these ideals?
 - o What do people do (or what do their teenagers do) to meet the standards of perfect bodies and attractiveness? What do they do for example with their hair, skin, physique?Write the answers on the board.
2. You may want to discuss other aesthetic procedures from the list below: fat-making or extreme diets, extreme forms of bodybuilding or extreme sports, tanning or bleaching of the skin, applying make-up, henna or nail polish, piercing, scarification or tattooing, shaving or depilation, hair straightening, curling or colouring, plastic surgery, mutilation or circumcision of genitals*.

3. Ask participants:

- o What do you think of the interventions on this list? Which practices are harmless and which ones can be harmful?
- o What would people in our country say about some of the practices listed? Are there any interventions among them that do not occur in our country?
- o Where do these ideal images come from? When it comes to appearance, are women under more pressure than men to follow the socially expected ideal of how they should look? Who benefits and who is harmed in this process? How can this pressure affect a person's self-esteem?
- o How important is it to stop harmful practices, including body modification, to be stopped? Which specific practice should do you think should be stopped?
- o How did you grow up, has anyone ever told you that such practices are dangerous and should be stopped?
- o Have you shared your knowledge and feelings about this with anyone else? How can you do so?

Points of attention

Within some groups, discussing body ideals, for example, female circumcision can be a sensitive topic. Read more about adolescent self-image and tips for discussing it here.

Conclusion

During puberty, many boys and girls feel dissatisfied and worried about their appearance. They feel that society pressures them to conform to societal expectations. Every human body is beautiful and universal. Young people need to be freed from feeling that there is a societal ideal to which they must conform.

Matching workshops

A supportive message

Participants write or draw a message for someone to tell them what they like, admire, find special about that person.

Tags



Learning goals

- Participants are able to recognise support as an important part of friendships.
- Participants learn to value friendships.
- Participants learn to express friendship and love in a way that is healthy and makes them feel good about themselves.

Materials

- Paper
- Scissors
- Pens
- Biscuits
- Rubber bands or string
- Napkins

Preparation

Sufficient chairs and tables so that participants can write or draw something somewhat privately.

Instructions

1. Make sure all participants have a piece of paper and a pen.
2. Tell the participants that they are going to write a message to someone to whom they want to say something nice. So they have to decide who they want to write to first. This letter is personal and no one will read it unless they want to share it.
3. Participants should write a nice short message on their piece of paper. This could be, for example, what they like about the other person, what they think makes that person special or they can draw a situation in which they were impressed by the person.

4. Have participants attach their message with a rubber band or a string to a biscuit. Then wrap the biscuit in a napkin. Participants can give their biscuit to the person for whom it is intended the next time they see that person.

Questions to ask the group:

- o What was it like to think of something nice about someone else?
- o Did you find it easy or difficult?

If the format of the workshop allows, it is also possible to discuss after a week how it felt to give the biscuit to the person. many messages violent? How would you deal with that?

Points of attention

It is important to remind students that they do not have to show their message to anyone but the recipient.

Conclusion

It is often difficult for us to realise how great we actually are. We can help someone see and appreciate their own specialness by reminding them with a nice message. Unfortunately, it is often not so easy for us humans to tell other people what we think is good about them. But it is something we can practise.

Variation

Instead of using a rubber band to attach the message, participants can make icing (sugar and water) and use it to glue the message to the biscuit.

If a microwave is available, ready-made fortune biscuits can be bought and the messages inside be changed and homemade messages can be put in put in. To do this, wrap a fortune biscuit in a damp cloth and put it in the microwave for 20 seconds. Now the fortune biscuit is relatively soft (beware, the cloth can be very hot). The biscuit can be carefully opened, the message removed and replaced with your own.

Matching workshops

I am just like you

This workshop allows students to get to know their peers in a safe environment and learn about the similarities and diversity between them.

Tags

Me and Others

Relationships

30 min.

12+ years

10-25 persons

Learning goals

- Participants recognise the importance of mutual communication in establishing good relationships with each other.
- Participants become aware that there are more similarities than differences between peers.
- Participants improve their communication skills.

Materials

- A4 paper
- Pencils
- Working materials (see appendix C)

Preparation

-

Instructions

1. Divide the students into pairs and explain the task: Each participant will research the person you are pairing with. We will do this through an interview.

The task is to find out as much as possible about the other person in 15 minutes and write a ready-made story about the person you interviewed.
2. Give students the working material with questions they can use during the interview for the assignment.
3. After the 15 minutes, the participants present their ready-made story about each other in pairs. At the end of the pair's presentations, discuss the stories by asking questions:
 - o Did you discover any particular similarities between the two of you?
 - o What are those similarities?
 - o What are the most pronounced differences between the two of you?
 - o Did you find out anything about your partner that impressed you? What was that?

4. After all pairs have completed their presentation, the facilitator engages with the group using the following questions:
 - o What do you think is the purpose of this exercise?
 - o Did you learn something new about yourself by talking to your peers?
 - o How important is communication for establishing good relationships with peers?
 - o How honest are we during everyday communication?Now ask the students now to thank their conversation partner(s) for the time they have taken to do their research.

Points of attention

With an uneven number of students in the group, one of the students may be given the task of investigating a person who is already paired with another person, or a facilitator may be involved in the investigation involved.

This activity is useful for easing tensions between individual students, but also for introducing students to someone who belongs to a marginalised group, for example.

Conclusion

You may regularly feel alone and feel that you are alone with your worries or just the things you love. Yet we have many similarities with our peers that we are not always aware of. In relationships with peers, time is not often taken for good communication when we could be getting to know each other better. Getting to know others helps us understand not only them but also ourselves.

Matching workshops

Common peculiarities

In these 'bingo' games, participants find out more about many different aspects of identity and the affiliations of themselves and others.

Tags

Me and Others

Relationships

45 min.

10+ years

10-25 persons

Learning goals

- Participants develop an understanding about different aspects of identity.
- Participants become aware of the many similarities with others in the room.
- Participants experience that people can also think differently about belonging and interests.

Materials

- The "Bingo" handout (see Appendix D)
- One pen per participant
- Music

Preparation

Prepare statements on the following categories: profession/school, family/friends, language, religion, background, gender, hobby, sport, music/dance/other arts or talents, neighbourhood/residence, culture. A bingo card is compiled with the statements.

Instructions

1. Note that identity contains many aspects and that they will now hear some specific statements that they may or may not agree with. As an example, use the category family and add a sentence, e.g.: I am the oldest of my siblings. Briefly point out that if this applies to someone, part of their identity could be being a big sister/brother.
2. Give everyone a bingo card and make sure they all have a pen have one. Ask them to stand up and move around the room. Participants should keep walking through the room as long as the music is playing, but when the music stops, they should come together in pairs and read one of the statements to each other - if the other person says "yes" to the statement (if it relates to them) they can fill in that person's name on the bingo card. If not, the spot on the bingo card remains empty.

When the music starts playing again, a new round starts: they move around the room, go into pairs when the music stops, read a statement to each other and then fill in their partner's name on the bingo card at the statement if applicable.

3. The game is over once a participant has collected three names in a row, thus completing the bingo!

4. After the game, write the following questions on a board or flipchart:
o What are my experiences of belonging to this group, or having having this connection?
o Have I always felt comfortable with this affiliation?
o Did I choose this kinship myself or do others associate it with me?
Does this kinship mean a lot to me?

5. Now ask participants to form small groups based on a shared kinship and discuss the above questions.

6. Ask each group to briefly summarise their results:
o What similarities and what differences between them (as members of the same group) did they discuss?
o Can members of a group differ in how they think about the connectedness they have in common?

Points of attention

If self-defined preferences are questioned by others, emphasise that identities defined by others and self-defined identities need not coincide: People are often attributed certain affiliations to which they themselves do not feel they belong (anymore).

Conclusion

It should be emphasised that we are all more than one thing at a time and that our identity consists of many layers - today, only one per group is elaborated. The composition of these parts and their meaning of them for yourself are individually different. As a member of a group, many things may be perceived in a similar way perceived, but they may also be different for other members of that group. Belonging to a particular group does not play the same role for everyone or is equally important for everyone in defining oneself.

Matching workshops

Empathy exchange

In small groups, participants anonymously share experiences of unfair treatment and put themselves in everyone's shoes.

Tags

Me and Others

Relationships

Gender

Care

30 min.

12+ years

10-25 persons

Learning goals

- Participants examine the impact of stigma and discrimination (e.g. based on sex, gender, sexuality, skin colour, religion) on people's health.
- Participants recognise that everyone has a responsibility to stand up for people who are stigmatised or discriminated against.
- Participants practice speaking up for inclusion, anti-discrimination and respecting diversity.

Materials

- A box
- Enough paper
- Pens

Preparations

Create subgroups of 4-5 people. For inspiration see: 'Energisers'.

Instructions

1. Divide the participants into groups of four or five and make sure everyone has a sheet of paper and a pen.
2. Get them to reflect on an experience in their life where they were treated unfairly, whether because of sex, gender, sexuality ethnicity, colour, religion or anything else. Participants are given 10 minutes to write about their personal experiences.
3. When they have written down one experience, ask them to fold the paper folded in half and put it in the box. Shake up the papers. Make sure no one gets their own note back. If that happens, shuffle the papers.
4. Set the example by telling about a situation in your life yourself where you were treated unfairly for the first time. Your story should not exceed 5 minutes.

5. After sharing your own story, have participants share the stories they took out of the box in their groups.

6. Participants read the descriptions of the anonymous cards (from other group members) and tell how they would have felt "in their shoes" and discuss what else they would like to know about the situation. Participants remain anonymous unless they themselves decide to share which story is their own. They are given 20 minutes to share.

7. Round off the subgroups and ask participants in the larger group to share what it was like to get a brief insight into the life and struggles of someone else. At the end of the exercise, it is important to look back together with all participants by asking some questions.

Questions for the discussion:

- o How did you experience this exercise?
- o What did you think or feel about the situation your note described?
- o How would you feel if this happened to you?
- o What did you learn from this?

Points of attention

Remind the group to listen respectfully and to ask only clarifying questions to help them understand the situations. They should not give an opinion or judgement on the situation itself.

Conclusion

It is important to make it clear that some situations may also involve structural discrimination. It is important to name this and explain how people systematically suffer from it.

Matching workshops

Identities

Participants are introduced to different identities people can have. The aim is to increase young people's acceptance of different types of identities.

Tags

Me and Others

Relationships

Gender

Sexuality

90 min.

10+ years

10-25 persons

Learning goals

- Participants become aware of mutual similarities.
- Participants are introduced to the concept of identity diversity.
- Participants can give examples of how identities can foster stigma and rejection (and exclusion).

Materials

- Handout "Iceberg" (see appendix E)
- Handout "Similarities between us" (see appendix F)
- A4 sheets
- Pencils

Preparation

This workshop requires sufficient movement space. For the first part of the session you will need the handout, and for the second part of the workshop one A4 sheet per subgroup. Keep extra sheets in reserve.

Instructions

Part 1

1. Explain to the participants that they will spend the next 45 minutes talking about identity. Ask the group if anyone can explain what identity means. After listening to the participants' answers listened, explain that there are different identities and that someone can change their identity during their lifetime depending on feeling belonging to a certain ethnic group, fan club, liking certain music, and so on.
2. Give an example of identity, such as young people identifying identify with a particular football club. Ask participants to give some more examples of different identities.
3. Ask the participants to stand up: all the boys to stand on the left side of the room and the girls on the right. Explain that it is easy to place people in the groups that are most socially prominent: boys and girls, men and women.

4. However, these groups will differ significantly if we try to find more features. Ask participants to quickly respond and change their positions based on whether they agree or disagree with the statements you are about to read. After reading the statements below, participants take positions and leave them in that position for a few seconds to identify the mutual similarities.

- o Everyone who likes ice cream moves to the right, and those who don't like ice cream move to the left.
- o Everyone who likes jam stands on the right, and those who don't on the left.
- o Everyone with dark clothes stands on the right, and those with lighter clothes stand on the left.
- o Everyone who is afraid of spiders and similar critters stands on the right, and those who are not afraid stand on the left.
- o Everyone with a Facebook profile stands on the right, and those who are not stand on the left.
- o Everyone with short hair stands on the right, and those with longer hair stand on the left. Pay extra attention to the statements below.
- o Everyone who is afraid of the dentist stand on the right, and those who are not stand on the left.
- o Everyone who "stole" someone's toys as children are on the left, and those who did not are on the right.
- o Anyone who does not like sports are on the left, and those who like sports are on the right.
- o Anyone who has a sibling stands on the left, and anyone who does not stands on the right.
- o Anyone who has ever been exposed to violence is on the left, and those who have not are on the right.
- o Anyone who likes to sleep on the left, anyone who does not like to sleep on the right.
- o Everyone who likes school is on the left, and everyone who does not like school is on the right.
- o Anyone who goes to primary school, secondary school or the youth work, stands on the left (depending on the context). Everyone goes to the left and you go to the right.

5. Explain to the participants that people have several different identities. Age, religion, sex, gender, social status nationality, sexual orientation, are all characteristics that make up our identity. Some identities are easy to recognise because they are visible (age, gender, race, etc.), while other identities are invisible (music preferences, nationality, religion, economic status) and can be identified through conversation.

Explain to participants that when we talk about the identity of people around us, a good approach to understanding identity is the iceberg model.

6. Share the Iceberg handout with participants to use in the next exercise to use.

7. Explain that what we see in others is usually only a small part of what these people really are and that we often only form an opinion about others based on what we see and we see very little. Just by looking at someone, we can hardly fathom what capabilities that person possesses. We cannot see their attitudes, beliefs, values, personality, their vision of their purpose in the world they live in, and all this basically represents their identity.

8. Ask participants to look at the Iceberg handout, look at what can be seen above the surface and ask them:

- o How accurate can we be in judging someone based on what we see above the surface?
- o Can the fact that we cannot see everything below the surface lead us to misjudge someone?
- o What can we do to see below the surface?

Part 2

9. Divide the participants into four groups. You can divide them based on their appearance or randomly without any specific criteria. To carry out this exercise, you will need blank A4 sheets and pens. Each group gets a blank sheet of paper and a pencil to draw and write on.

10. Explain to participants that during the exercise they will use the Iceberg handout and focus on personalities and skills, while avoiding other traits.

11. Ask participants to discuss the individual characteristics of the group members within the group to discuss. Each group and each individual in the group should list a specific characteristic that they consider to be a personal quality or peculiarity of theirs. The aim is to collect as many qualities as individual members possess and project them into a superperson.

12. Groups should draw the outline of the person and attach all identified personality traits of themselves to their superhuman. Personality traits can be drawn or written next to the outline drawing of the superperson their group represents.

13. After the groups have completed the task, ask each group to present their drawings and explain the traits they have identified.

Aandachtspunten

During this exercise, boys may hide their fear of dentist and spiders and hold back. This may be due to peer pressure and gender norms (boys and men "aren't supposed" to show vulnerability according to stereotypes). As a facilitator, it is beneficial if you share your fears or apprehensions. By doing so, you can create space for a 'brave space'.

Conclusie

Before summarising the workshop and drawing a conclusion, ask the participants the following questions:

- o What did you learn about yourself during the workshop?
- o Did you learn anything about others during the workshop?
- o Is it important to know the qualities of people close to us or who are part of our group? Why?
- o Can the qualities of others be useful to you? How useful can your qualities be to others?

Aansluitende werkvormen

Take a seat

Through role-plays, participants become aware of gender-related expectations and messages within their communities.

Tags

Me and Others

Relationships

Gender

20 min.

10+ years

10-25 persons

Learning goals

- Participants can describe how values within the community affect gender roles and gender equality.
- Participants recognise that individuals, peers, families and communities may have different values, beliefs and attitudes.
- Participants ask questions about social and cultural norms values and beliefs within the community that influence on behaviour and decision-making.

Materials

- Chairs
- Post-its
- Pens
- Cards with characters on them

Preparation

One chair per group of 4-5 people, enough sticky notes and pens for everyone, everyone gets a card with a character on it.

Instructions

1. The facilitator should divide the participants into groups of 4-5 people each.
2. One person has to sit on the chair, while the others stand around him/her.
3. Everyone standing is assigned a character and plays a role. The person in the chair is a boy or girl of the participants' age. The others are given a card with a character on it (examples: priest, headmaster, brother, father, mother, partner, teacher, friend or anyone else from their community).

4. Participants assigned a character play their role and think of messages and advice they would give the person in the chair. Each message is written on a sticky note written and stuck on the person on the chair. The participants who have written a message say it out loud while sticking the note on the person on the chair. They are given a total of a total of 5 minutes.

5. After step 4, discuss with the people on the chair:

- o What did you notice about these messages?
- o Which messages do you remember?
- o What did you think of all these messages?
- o Are some of the messages violent? How would you deal with that?

Points of attention

The roles can be anything and are determined by the facilitator based on the participants' environment.

Conclusion

There are many messages from different people in the community that can feel like pressure. Talk about the pressure the participants experience and how this affects their mood and mental health affects.

Matching workshops

My relationships

This exercise explores the different relationships young people have during their lives. Participants discuss characteristics of several relationships they have with others.

Tags

Me and Others

Relationships

45 min.

10+ years

10-25 persons

Learning goals

- Participants identify the different contacts in their lives.
- Participants make a list of traits they value about themselves and also look for in close relationships.
- Participants improve their critical thinking skills.
- Participants gain insight into their relationships by visualising it.

Materials

- Blackboard or large paper sheet
- Chalk or markers

Preparation

-

Instructions

1. Explain to students how to classify the different types of relationships they have with people. Ask participants to list their relationships with other people.
2. Ask learners if they would like to share their list with others (it is not necessary). Write the different types of relationships they list on the board, such as relationships with family members, friends or neighbours.
3. Draw a diagram of 4 concentric circles on the board.
4. Ask students to take a blank sheet of paper. Explanation:
 - o Draw a series of concentric circles, from smaller to larger, like the one I drew. Use the whole sheet for the largest circle.
 - o Write your name (or draw yourself) in the smallest circle.
 - o Think of the different people in your life. Just outside that small circle, write down the names of those closest to you.
 - o In the other two circles, write the names (or draw them) of people in your life who are a bit more distant from you.

5. Ask participants to form groups of 3 or 4, consisting of those closest to each other. Then ask them to explain the drawn pictures to each other in two minutes.

6. Give participants 10 minutes to discover what they consider the most important quality of the relationships they value:

Points of attention

-

Conclusion

Think of one person on the list whom you would want to move. Choose a word that best describes what you value about that person. Now find one or two words on the board that you hope people will use to describe you. Think of a virtue you value highly (of yourself or others) and write it in decorative letters or in a creative way on a sheet of paper. As you write or draw the word, think about what it means to you.

Matching workshops

Communication and sexuality

This exercise is about the relevance of communication in in sexual/ romantic relationships to raise awareness about the relationship with pleasure and (un)healthy relationships.

Tags

Me and Others

Relationships

Sexuality

Consent

45 min.

10+ years

10-25 persons

Learning goals

- Participants recognise the positive outcomes of communication by expressing their own feelings and understanding those of others.
- Participants can identify reasons to use communication skills to improve relationships with others.
- Participants can explain the importance of communication in building healthy relationships.
- Participants can give examples of the link between lack of communication and unhealthy relationships.
- Participants learn to be active during conversations and discussions with peers.

Materials

-

Preparation

-

Instructions

1. Ask participants to shake hands with their partner and name something special about the handshake.

2. Next, ask the participants the following questions:

- o How did you feel during the handshake?
- o Did you feel uncomfortable shaking hands with your partner? If yes, why? If not, why not?

If any of the participants emphasise that they felt comfortable shaking hands because the person they shook hands with is a friend, ask if trust is the reason for the lack of discomfort.

3. Now explain to the participants that they should talk to their partner talk about what kind of handshake they like and what kind of handshake they don't like. Then, on your cue, tell all participants to shake hands with their partners again.

4. Ask at least 5 pairs to explain how this handshake differs from the first one. Ask the following questions:

- o Describe the last handshake.
- o Was the second handshake better than the first?
- o Can you mention anything specific about the last handshake that made it different?
- o Did you feel more comfortable with the second handshake than the first? If yes, why do you think so?

5. Ask participants to shake hands again with the person originally assigned to them. Explain to them that their task this time is to perform a perfect handshake.

6. Help participants with the following factors: grip length, grip strength, eye contact, sweaty hands, "high five" handshakes. Explain to learners that in communicating with their partner, draw attention to the factors that contribute to a perfect handshake as well as those that can make a handshake uncomfortable.

7. Ask participants to discuss these factors and perform a perfect handshake. After 30 seconds to 1 minute, ask participants to shake hands again.

8. Now ask participants to describe the last handshake using the following questions:

- o Did the discomfort that occurred during the first handshake disappear?
- o How was the last handshake compared to the first?
- o Did you notice a difference between the first and third handshakes?
- o What contributed to the third handshake being better than the previous one?
- o How important is communication in the context of improving relationships between people?
- o Can communication help create pleasant and healthy relationships between people? How so?

9. Continue the session by telling trainees that communication is the key to forming healthy and comfortable relationships between people. Communication allows us to say what bothers us in a relationship (with friends, peers) and what suits us.

In conversations with friends, young people often tell what is good for them in that relationship, but sometimes it is difficult for them to express what bothers them. Why do you think it can be difficult for some people to make certain objections to the relationships they have with others?

10. Divide the participants into two large groups and ask each group to choose a group leader. After working in the group, the leader will present their group's conclusions. Give each group 10 minutes to answer their assigned questions:

Group 1 - Name some reasons why we might be reluctant to tell a friend what is bothering us in our relationship with that person? Why might we overcome our own barriers and doubts overcome and still express what bothers us in our friendship? Group reactions: we are afraid of hurting that person, we don't want to ruin the relationship, we are embarrassed, we are afraid of conflict, the person doesn't know how to accept criticism accept.

Group 2 - If we tell someone what bothers us in our relationship with that person, how can this affect the relationship both positively and negatively?

11. Ask both groups to present their conclusions:

- o Ask participants what they learnt from this workshop?
- o If we do not speak out, how does this affect our feelings and position in that relationship?
- o Is being silent about what bothers us an approach that will make our relationship better?
- o What conclusions did they draw from the handshake exercise?
- o What conclusions did they draw from the second exercise?

Points of attention

Since this activity involves physical contact, some participants (religious, traumatised) may not want to participate. Make disinfectants available to participants.

Conclusion

Communication allows us to tell others what is bothering us in the relationship we have with that person, as well as the understand that person's opinion about our relationship. Communication is essential for entering into relationships, but also for improving or ending them.

Communication allows us to tell friends what we think, to argue or to explain our views on certain topics. Communication allows us to open up emotionally and talk about what makes us happy and what makes us sad. Communication forms relationships and is the basis for developing healthy relationships. It allows us to get to know a person, understand their attitudes and thoughts, understand their emotions and get to know their personality.

A healthy relationship implies open and unhindered communication, and a lack of communication is one of the important signs of an unhealthy relationship. When communicating about sensitive topics, such as commenting on a relationship between two people, it is very important to prepare in advance what we want to say, to choose the best way to convey information and to always start the exchange with positive phrases, examples and emotions, and only then to communicate something negative to communicate.

Matching workshops

Fair share

Participants explore what is involved in caring for a family and what a fair division of responsibilities would look like.

Tags



Learning goals

- Participants can name characteristics of healthy family functioning.
- Participants can explain why these characteristics are important for healthy family functioning.
- Participants assess their own contribution to healthy family functioning.

Materials

- Sheets of paper
- Markers in different colours
- Worksheet division diagram (see Appendix G)

Preparation

Prepare some statements about caring tasks and print out the handout. Write “Yes/I agree” on one sheet of paper and “No/I do not agree” on the other.

Instructions

1. The facilitator explains that caring for the family involves many tasks, which are sometimes divided fairly and sometimes not. There are also different types of compositions of families: families with or without children, two or more parents caring for the children, one parent caring for the children alone, grandparents living in the same household.
2. After the introduction, the facilitator explains the activity:
 - o You will read out some statements and the participants will be invited to think about them and go to the signs saying “Yes/I agree” or “No/I don’t agree”. Participants can also choose their position on the spectrum between these two statements.
 - o Ask participants to listen carefully, be patient, respect the opinions of others and keep in mind that no one should be blamed for anything.
 - o Participants can choose to move left or right (agree/disagree) after seeing and hearing the statements being read out. During the activity, they may change their opinion.

3. After each statement, ask participants to explain their choices and encourage discussion among themselves. Facilitate the discussion by asking them

ask them to give concrete examples of their beliefs and opinions.

4. Conclude with a summary and ask participants to fill in the chart (handout) for themselves and map out what the division is in their homes.

Keep in mind that the discussion may go off-topic. It is the facilitator’s role to bring the discussion back to the topic.

Points of attention

Sometimes students do not want to talk about family situations, if there is for example, there is tension, violence or a difficult relationship between parents. Note how people respond to this exercise. If sharing their private situation evokes emotions, steer the conversation in the direction about the shared responsibilities of care.

Conclusion

Discuss with participants that the discussion will make clear: it is fairer to divide household tasks in such a way that all family members have free time that they can spend together or alone on activities they enjoy. Men* and women*, boys* and girls* have equal rights and this equality should start in the family. This means that all family members should share equal responsibilities for the children and the household. Nowadays, life has changed a lot and a strict division between male and female tasks no longer fits. All tasks are equally good and important. Housework and cleaning can be done by girls* as well as boys*. It is not fair to leave it only to mothers, sisters and grandmothers, since they are busy with work or studies just like fathers, brothers and grandfathers.

Matching workshops

Silent mail

Participants play a variant of the game 'silent post' game and convey a message by using a very simple form of communication: squeezing hands.

Tags



Learning goals

- Participants recognise how important communication is to know what others want to convey to them.

Materials

- Blackboard or flipchart
- Chalk or markers

Preparation

Provide a room large enough for everyone to stand in a circle.

Instructions

1. Ask participants to stand in a circle, hold each other's hands and close their eyes. You - as facilitator - are also part of the circle and you send a message by squeezing the hand of the person next to you. The person next to you who receives the squeeze then passes on a squeeze to the next person in the circle.
 - o In the case of a single squeeze (< squeeze>), it continues like this in a clockwise direction.
 - o At a double pinch (< pinch- pinch>), the direction is changed. Participants keep their eyes closed.
2. After this practice round, a special code is passed in which multiple and rhythmic pinches are made:
 - o Devise a sequence of characters (e.g. <short-short-long-short-short>) and send it to the person next to you. This person in turn tries to pass on exactly the same "message" to the next person.
 - o Add the rule that you may always "ask" the sender to repeat the message if you have not received it properly. To do this, they have to spread their fingers, meaning "resend, please".
 - o At the end of the round, the exact same set of pinches should come back to you. This game goes just like "silent mail", but without words. If you want, you can do multiple rounds with a different person starting each time.

3. Ask participants whether it was easy or difficult to feel exactly which messages were sent. Ask them how it felt to send each other a "message" using only a very simple form of communication - squeezing each other's hands. How did it feel to pay close attention and have to be constantly alert for the receiving a message?

Points of attention

Remind participants to pay close attention to the pressure they use to squeeze each other's hands - some students can squeeze harder than others. They are not meant to hurt each other.

Conclusion

Let participants know that it is important to develop an awareness develop an awareness of what others are trying to convey to us. It is not always easy to articulate a message well. Therefore, we need to be good listeners (or receivers of the message). You could use the next round as a workshop group where everyone tries out what it means to be aware of what others are trying to say (to us). For this, you could highlight the part of the activity where participants "ask" each other to repeat the message if they are not sure they have understood it correctly. Encourage them to do their best to send the original message all the way around the circle.

Matching workshops

People and things

This exercise is about power dynamics: how we exercise power, communication and the importance of consent.

Tags



Learning goals

- Participants discuss what it means to ask for 'consent' (agreement to e.g. intimacies), acknowledge this and what it means to act on it or not.
- Participants recognise the importance of giving and perceiving (sexual) consent (attitude).
- Participants can indicate their boundaries and what they do or do not want with regard to sexual behaviour (skill).

Materials

-

Preparation

Make sure there is a safe atmosphere within the group and enough space for participants to move around.

Instructions

1. Ask participants to form two rows and make sure everyone has someone opposite them. If there are an odd number of students, you can join yourself.
2. Randomly choose one row to be the "People", the other row to be the "Things".
3. Explain the rules of this exercise:
 - (a) THINGS: The "things" cannot think, feel or make decisions make decisions. They have no sexuality and have to do what the "people" tell them to do. If something wants to move or do something, it has to ask a person for permission.
 - (b) HUMANS: The "people" think, can make decisions, have sexuality, feel and, moreover, can take what they want.
4. Ask the group of "people" to do what they want with the "things". The things should follow and do any activity that the people want them to do.

5. The group has 5 minutes to perform the designated roles (in the room itself) and experience power dynamics.

6. After 5 minutes, start a group discussion:

- o What did you notice during this exercise?
- o What was the experience like?
- o How did your "Person" treat you? How did you feel?
- o Do we treat others this way in our daily lives?
- o How can we change this kind of treatment? How would you deal with that?

Points of attention

If you don't have an even number of participants, ask if one of the participants to be an observer or have a facilitator join in if there are two of you.

Conclusion

It is important as facilitators and educators to discuss power dynamics in relationships and in our lives. Discuss how people who often use and abuse power do not even respect or accept themselves. Generally, they are dissatisfied with themselves and often feel they need to exert power over others to control everything. In short, stress that the way some men (and women) exercise power over others exercise power is harmful to others, but usually also to themselves.

Matching workshops

Consent walk

In this exercise, participants physically explore their personal boundaries by approaching each other in a safe space.

Tags



Learning goals

- Participants will be able to define consent and explain its implications for sexual decision-making.
- Participants recognise the importance of giving and observing (sexual) consent/consent.
- Participants can define their boundaries and indicate what they do or do not want in relation to sexual behaviour.

Materials

-

Preparation

There should be enough space to form two rows and walk towards each other.

Instructions

1. Have the participants form two rows facing each other. There should be at least 4 metres of space between the two lines.
2. The supervisor indicates which row of participants will start.
3. After the facilitator gives the start signal, the participants start walking from the indicated line towards the participant opposite them, until the other participant says 'stop'.
4. What follows is an evaluation of where the walking participant stopped.
5. Ask participants: "Does this place feel comfortable or is it too close? Or can you go one step further?"
6. Ask them to try another step forward (or backward).

7. Ask participants to focus on what they experience in their bodies:
 - o How did you experience this exercise?
 - o Did you cross your own boundary or the other person's?
 - o What did you notice/feel happening in your body?
 - o Did you see in the other person's body language that you crossed a boundary?
 - o What did you learn about yourself and your partner?
 - o The roles can be anything and are determined by the facilitator based on the participants' environment.

Points of attention

During this exercise, some participants may have an attitude have an attitude of 'I can handle this', getting so close they almost fall. No doubt they can handle it superficially, but they will most likely have crossed the other person's boundary (and possibly their own). If this happens, you can ask both participants whether it really felt pleasant or not. How do you feel when someone crosses your boundaries? How does it feel to crossing another person's boundaries?

Conclusion

Most participants walk on until the other person says 'stop', without focusing on how they themselves feel and what they want. Did they stop before the other person asked?

If you ask them to take another step, they don't have to. This is how peer pressure works. Sometimes you do something that you feel is not good for you or the other person. This exercise makes them aware of it. There are also some body signals to watch out for. For example: looking away (no eye contact), body posture and leaning back, a feeling in the lower abdomen (stomach).

Variation

It is also possible to instruct participants walking in the other's direction to feel when they have reached the boundary of the other person has reached. When the person stops walking, check whether he/she/they have stopped at the right time/place or whether he/she/they might be too close or whether they could go a little further.

Matching workshops

Can you send me a pic?

Participants become aware of the risks of sending sexually explicit material to other people, and the importance of mutual trust in intimate relationships.

Tags



Learning goals

- Participants can describe the risks of sexual behaviour and identify strategies to reduce or eliminate individual risks eliminated.
- Participants demonstrate gender-equitable attitudes towards interpersonal relationships.
- Participants demonstrate critical thinking skills during decision-making processes and consider the consequences of each choice by weighing potential risks and consequences.

Materials

- A5 sheets for each participant
- Colouring pencils and markers

Preparation

-

Instructions

1. Give each participant a sheet of A5 paper and ask them to draw a portrait of themselves along with something they hold dear and cherish in their lives (a pet, a personal item, a presentation of a hobby, another person ...) and then sign it. Give them 5-10 minutes for this task.
2. After the participants have finished their drawing, do the quick energiser activity “Molecules” with the group. Feel free to do a few rounds with different numbers of “molecules”, but end with number 2 to divide the participants into pairs. At first, participants will split into pairs with someone whom they choose and that is fine. If there is an odd number of participants, a group of three participants can be formed.
3. Once the pairs have formed, have the participants give their portrait to their partner and explain what the portrait means to them. Give them 5-10 minutes for this task.

4. Do another round of the “Molecules” activity, with the participants are now divided into groups of three. Introduce a rule for this round and every other round of this energiser that the participants who were already in pairs (or groups) together are not allowed to group together again.

5. Once the groups of 3 have been formed, have the participants exchange the portraits they currently hold with the people in their group.

6. Do another round of energiser “Molecules” and portrait exchange and end with groups of 4 or 5 participants.

7. Tell each group to present the portraits they received in the last round and then start a conversation:

- o How did you feel when you shared your drawing with the person you were first paired with? What did you want that person to do with your drawing?
- o How did you feel when you received the drawing from the person you were first paired with? How did you feel about that action?
- o How did you feel when your drawing was passed on to other people with whom you had no intention of sharing the drawing at all to share?
- o How difficult was it to keep track of who owned your drawing? How did that make you feel? What did you think about it?
- o If we had shared the drawings online, would it be easier or harder to keep track of who could see the drawing?
- o What can you do to protect yourself if you share something personal shared with someone else?
- o What can you do to protect yourself if you share something personal shared with someone else?
- o What can you do if you receive something you didn't want to receive?

8. Summarise and wrap up the activity.

Points of attention

Show understanding that some young people engage in ‘sexting’ in their intimate relationships and share spicy photos or videos in confidence. There is a negative image around sexting, the sharing of sexually explicit photos and videos. Young people who spread sexual images of others appear to feel supported by the negative image.

Chats and secrets

As a result, young people think sexting is something bad and that they are justified in punishing the other person by sending the images around sending the images around. So be understanding towards young people who engage in sexting or find it interesting, have an open attitude, strongly punish unwanted spreading and, above all, focus on the fun of discovering your own body and that of another.

Conclusion

Discovering your own body and that of another should be fun and enjoyable. Sexting is part of that sexual exploration. As long as it is done with mutual consent and enthusiasm happens. It can happen that someone betrays your trust and spreads images without permission. People then speak of "the pictures leaked out" or "the pictures went around the school". As if those photos jumped on their own from one phone to another jumped. In all cases, the responsibility lies with the person who spread it unsolicited and unwanted, and that person commits violence. It is even punishable by law. Have fun and always do sexting veilligently!

Here are some tips:

- o Never appear recognisable in the picture! Make sure you do not take sexual photos or videos in which people can recognise you. ...
- o Only sext with people you know offline and can trust.
- o Make clear agreements with them.
- o Only engage in sexting if the other person also participates.

Remember the following definitions: Sexting is sending, receiving or forwarding sexually explicit messages, photos or videos, mainly between mobile phones, from yourself to others. But it can also happen via a computer or any other digital device.

Sextortion uses non-physical forms of coercion to extort sexual favours from the victim. Sextortion refers to the broad category of sexual exploitation in which abuse of power is the coercive tool, as well as sexual exploitation in which threatening to release sexual images is the coercive tool.

Mathing workshops

Participants learn to recognise inappropriate and undesirable aspects of interactions with other people, as well as manipulative and potentially destructive behaviour in relationships.

Tags

Me and Others

Relationships

Consent

Violence

45 min.

10+ years

10-25 persons

Learning goals

- Participants can explain the difference between healthy and unhealthy friendships and intimate relationships.
- Participants demonstrate an attitude of zero tolerance towards violence in relationships.
- Participants apply critical thinking skills during discussions and activities on violence and conflict resolution before drawing conclusions and making decisions.

Materials

- A story for each group about two people who develop an intimate relationship develop from 'grooming' (see Appendix H)
- Different character profiles of characters
- Tape
- A blackboard or flipchart
- Markers

Preparation

Make copies of Marta and John's story for each group and print or write profiles of characters on individual sheets.

Prepare a flipchart or write questions on the board for small-group discussions:

- o What is John like someone?
- o What kind of person is Marta?
- o What do you think about the relationship between John and Marta?
- o Is it a realistic story?
- o Why or why not?

Instructions

1. Use an energiser activity to divide participants into smaller groups (3 to 5 people).
2. Give each group a copy of Marta and John's story and a printout of the different profiles of characters in the story for the other groups to see in step 5. Tell each group to keep the information about the characters to themselves and not reveal it to the other groups.
3. The facilitator or one of the participants reads Marta and John's story aloud.
4. Display the questions on the board or flipchart: What kind of person is John? What kind of person is Marta? What do you think about the relationship between John and Marta? Is it a realistic story? Why or why not? Then ask the groups to discuss the story among themselves, using the character profiles they were given at the beginning given, accompanied by questions.
5. After a short group discussion, bring the participants back together in one large group, where each smaller group presents, one by one, the character profiles of their characters and what they have discussed.
6. Start the conversation:
 - o How did you feel when you listened to Marta and John's story?
 - o Did your feelings and opinions about the story change when you heard who Marta and John were according to the other groups?
 - o Are these relationships realistic?
 - o In which cases are such relationships okay, and in which cases are they not?
 - o Could Marta change her mind? Why or why not?
 - o What can Marta do if she feels uncomfortable?
7. Complete the exercise and draw a conclusion.

Points of attention

Be aware that some participants may have encountered grooming themselves, and avoid victimising these young people again. Refer participants to available information and help within the school and community.

Conclusion

Relationships, certain requests and touching may be appropriate or inappropriate, depending on the age of those involved and their relationship. Grooming occurs when someone makes inappropriate requests, or otherwise acts inappropriately towards another person. It is a preparatory process in which an offender gradually gains a person's trust with the intention of sexually abusing them.

A foundation for sexual abuse or rape is laid by building a relationship with a victim over time. The rationale for grooming is to ensure that no repercussions follow the sexual assault because the victim trusts the perpetrator enough to believe that no abuse has taken place, or thinks that reporting/ seeking help would be a breach of trust would be. Also, 'groomers' may make their partners believe that they cannot be loved by anyone but them and that they deserve the 'type' of love they receive from their abusers, which is usually manipulative and destructive. All such unwanted and inappropriate behaviour should be terminated and reported.

Variation

-

Matching workshops

What is violence?

Participants learn to recognise different types of violence that can occur in intimate relationships, families and communities.

Tags

Me and Others

Relationships

Consent

Violence

45 min.

10+ years

10-25 persons

Learning goals

- Participants know how to describe violence and are aware that every violence has consequences.
- Participants show empathy for victims of violence and are willing to use non-violent communication in conflict resolution.
- Participants use active listening and critical thinking during discussions and activities on violence and conflict resolution before drawing conclusions and making decisions.

Materials

- A blackboard or flipchart
- Markers
- Tape

Preparation

To conduct workshops on violence, it is important to look up locally relevant information about violence, such as about civil society organisations that offer help to victims of violence or for those who might do violence to others. It is important to be prepared so that you can refer students refer them to appropriate services if they disclose that they are the victim of violence or abuse.

Instructions

1. Ask students to sit in a circle and spend a few moments in silence to think about what violence means to them and then draw (or write) their idea about it on paper.
2. As students write or draw, write 'physical violence', 'emotional violence' and 'sexual violence' on the board, leaving space between the students' drawings or other expressions from step 1. Do not show it to students before step 3, when they start to recognise different types of violence.

3. Ask 2-3 volunteers to present their work to the class. Together, try to identify forms of violence and then stick them on the board under the appropriate category: "physical violence", "emotional violence", "sexual violence" or somewhere in between.

4. Ask others to replicate these steps with their work.

5. Discuss some common points in their answers. See Points to consider for answers to the following questions and see Resources for services that can offer help. Put the trainees' answers of the trainees to these questions on the board or flipchart:

- o Does anyone ever deserve to suffer some form of violence?
- o Who can be a perpetrator of violence?
- o How does violence affect individuals? And on relationships? For communities?
- o What can you and others do to stop violence in your community?

Points of attention

No one deserves to be (or become) a victim of any form of violence, under any circumstances, no matter what that person has done. Violence should never be an acceptable form of punishment for inappropriate behaviour. Everyone - adults or children. Experiencing violence can have serious consequences for physical and psychological health.

Conclusion

At the most basic level, violence can be defined as the use of force (or the threat of force) by an individual against another. Violence is often used as a way to control another, to have power over them. It happens all over the world and often stems from the way individuals, especially men, are brought up to deal with anger and conflict. It is generally believed that violence is a 'natural' or 'normal' part of being a man. However, violence is learned behaviour and, in this sense, it can be unlearned and prevented. In everyday life, it is fundamental for young people to think about what you can do to speak out against the use of violence by others.

Matching workshops

Four corners

In an interactive way, this exercise provides an action perspective on what to do in certain situations as a bystander.

Tags

Me and Others

Care

Consent

Violence

20 min.

10+ years

10-25 persons

Learning goals

- Participants can describe and recognise examples of sexual harassment, bullying (including cyberbullying) and violence.
- Participants recognise the importance of seeking help when facing sexual harassment, bullying or violence.
- Participants demonstrate effective ways to respond to/seek help when experiencing or witnessing harassment, sexual harassment or threats of violence.

Materials

- PowerPoint with articles and/or statements
- Tape
- Sheets of paper (four pieces)
- Pencils

Preparation

Collect articles or come up with propositions in preparation. Divide the room into four corners and write the strategies for each corner (Action, Distraction, Support, Help) on the sheets of paper, making sure these labels are visible.

Instructions

1. Before starting the activity, ask participants a few questions about harassment and tell them to raise their hand if they recognise anything in the question.
 - o Who has ever faced street harassment (or bullying)?
 - o Has anyone helped you afterwards?
 - o Who wants to share whether they ever intervened when they witnessed harassment or bullying?
2. Start the conversation: "List some reasons why you think most people don't intervene." Let the participants share their point of view.

3. There are four corners on the floor and each represents a bystander intervention method (Action, Distraction, Support and Help):

- o Action: Immediate Intervention. Address the offender(s) about their behaviour. For example, say something like "this is not OK" or "leave that person alone".
- o Distraction: Try to create distractions. For example, by asking what time it is or where the bus stop is. This gives the victim time to get away.
- o Offer help: You can also offer help to the victim. This way you don't have to address the offender(s). Ask the victim "Are you OK?" "Do you need help?"
- o Get help: If a situation is threatening and unsafe, get help. For example, you can seek help from a security guard, conductor, police officer or someone at school.

4. The PowerPoint shows articles, newspaper clippings, statements or scenarios. Name the articles, statements or scenarios one by one. Let the participants choose which action they would take, let them walk to that corner and discuss in the group:

- o Who has ever experienced or seen a similar situation?
- o What did you do then?
- o What could you have done?

Points of attention

Choose current articles, recent newspaper clippings, examples from the environment and/or case studies that connect to the living world. Pay attention to a diversity of people, identities, situations and contexts.

Bear in mind that participants may make comments like come up with comments like: "That's not my problem", "Nobody else intervenes", "I can't make a difference", "I might just make the situation worse", "Fear for my own safety", and "The victim was asking for it".

Conclusion

Explain that as a bystander, you help set the standard and can therefore make a difference. Make it clear that their own safety always comes first and that if the situation threatens to escalate, they should always choose to get help and take risks.

Matching workshops

ME AND SOCIETY

Where does my fantasy animal belong?

Participants draw a fantasy animal and experience how it feels when their animal belongs to groups of different sizes or is excluded from a group.

Tags

Me and Society

Relationships

Gender

60 min.

8+ years

10-25 persons

Learning goals

- Participants gain insight and become aware of the importance of diversity, non-discrimination and inclusion.

Materials

- Two large sheets of paper (A3 or larger)
- Drawing paper (one sheet per participant)
- Colouring pencils

Preparation

Provide a chair and table for each participant so they can draw. On one large sheet of paper write "my animal" and on the other "not my animal".

Instructions

1. All participants are given a piece of paper and coloured pencils.
2. Explain that everyone is going to draw their own fantasy animal. What this animal looks like depends on who we are, what we are like and what we have experienced.
3. Explain that you are going to ask some questions and they should draw an object corresponding to that question. They should draw this object only if they answer yes to the question. It is important at the beginning to ask questions that everyone can answer "yes" to, so that everyone can draw a body and a head. It is important to saying that it is okay to lie about any of the questions.
 - o Do you have one or more names? Draw a body.
 - o Are you under 18 years old? Draw a head.
 - o Can you play a musical instrument? Draw a green hat.
 - o Do you regularly visit a church or place of worship? Draw a yellow flower somewhere on your pet's body.
 - o Is there anything you don't like to eat? Draw a pair of eyes.
 - o Do you have brothers or sisters? Draw your pet's fur (anywhere).
 - o Do you have more than two siblings? Draw horns.

- o Do you go on holiday every year? Draw a tail.
- o Has anyone ever told you not to do something because only girls or only boys do it? Draw your animal's fur (anywhere).
- o Do you like to sing? Draw manes.
- o Have you ever been laughed at because of your body? Draw some dots.

4. Divide the space into two sides: "my animal" and "not my animal".

5. Explain that you are going to ask the participants some questions about their fantasy animals. Depending on the answer, they should go to one of the two sides of the room. It is not possible to stand in the centre of the room, but they may lie down. No one is allowed to show their animal to anyone else. The questions:

- o Does your animal drawing contain the colour green?
- o Is your animal's drawing bigger than your hand?
- o Does your animal have fur on its head and a tail?
- o Do you think your animal can jump high?
- o Does your animal have toes?
- o Are your animal's eyes bigger than its mouth?
- o Does your animal have fur?

6. After each question, when everyone is spread around the room, there is a short break and participants briefly observe where everyone is currently standing and how it feels to be standing like this. During the exercise, they also observe how it feels to belong to different groups.

Discussion of the observations, possible questions:

- o How did it feel to belong to a small group?
- o How did it feel to be alone on one side?
- o How did it feel to belong to a large group?
- o Did you notice certain things?
- o What was it like to belong to new groups all the time?

Points of attention

Personal issues may come up, so it is important to make it clear that lying is allowed.

Step 5 questions should not ask exactly about just one characteristic that was mentioned in only one question in part 1, because then participants might conclude who answered what to this question in the first part.

Conclusion

During the follow-up interview, participants should get a sense of what it means to be part of a minority group or part of a majority group. The difference between the two should be perceived. It is important that all affiliations are valued positively here, so that the value of diversity is shown. It is also important that "being different" is not defined by individual characteristics, but by the fact that everyone is different due to a different combination of characteristics and that this is something very positive.

Variation

A variation is that participants also suggest questions and what then have to draw if they are answered yes.

Online, you can also apply this activity with Awwapp.com, an online whiteboard. This tool is not for drawing, which any participant to do at home, but to let participants 'move' in a digital space and observe where people are moving.

Matching workshops

How do I look?

Participants brainstorm beauty ideals and reflect on how ideal images of the body can have a positive or negative effect on our (own) body image.

Tags



Learning goals

- Participants become aware of explicit and implicit messages about body ideals in TV ads, magazines and on social media.
- Participants gain insight into the impact that the pursuit of body ideals can have.
- Participants learn to look critically and question body ideals.

Materials

- Bingo cards “Body Talk” (see Appendix I)
- Dice
- Pencils

Preparation

Print out the handout “Body Talk”. Set up a circle in the room for the introduction and conclusion of the activity.

Instructions

1. First, explain that today’s session focuses on the theme of body ideals and how we (unintentionally) spread these ideal images through ‘body talk’, conversations about appearance. So start with a brief introduction: “When we tell others that they look beautiful because they have lost weight or participate in criticising someone else’s appearance, we are in fact supporting the idea that there is an ideal (regarding someone’s body and appearance) to be achieved. It may sometimes seem like a compliment, but we are thus comparing ourselves to others, suggesting that there is only one way to look good (enough). This can then have a negative effect on our body image and make us feel uncomfortable.”
2. Write the following questions on a flipchart:
 - o How do “compliments” and suggestions incorporate the idea of a body ideals and images?
 - o Where do you think someone who says such a thing got the idea from?
 - o What does “perfect” mean and who defines what is perfect?

o What could be the negative consequences of trying to look a certain way?

3. At the beginning, use the questions above to discuss a sentence from the “Body Talk” bingo as an example, so that participants get an idea of what to focus on when they play bingo in smaller groups afterwards.

4. Form groups of 4-5 people and give each group a set of bingo cards and dice. Explain what they will do next:

o One person rolls the dice and shows the corresponding sentence to the others.

o As a group, they have to analyse the sentence with the questions (see flipchart).

o They decide how to respond in such a way that it becomes clear that they question the idea of the suggested body ideal.

o If the person whose turn it is gets a sentence that she/he finds too complicated, they may cross it out.

o Then the turn goes to the next person. If the corresponding sentence has been analysed before, the die is passed to the next person.

5. Keep playing the game until all sentences have been discussed. Finally, ask them how the exercise went:

o Are some sentences more difficult to analyse than others?

o How could you explain to others that talking about appearance (achieving a prescribed body ideal) can have negative effects on our body image?

6. Share your ideas on how to respond to reactions about appearance (or the reactions that emerged while playing bingo)!

Points of attention

If a group does not discover exactly which body ideal is meant, they can discuss ‘why’ someone wants to follow the ideal.

Conclusion

Discuss that conforming to an idea that our bodies should look a prescribed way should look, can have a negative effect on our own self- and body image (mental health).

Matching workshops

Sculptor and statue

During 'sculpting', the group works in pairs with body language and behaviours they associate with masculinity and femininity.

Tags



Learning goals

- Participants recognise how gender norms can shape identity, lifestyle and behaviour.
- Participants recognise that gender roles and expectations can be changed.

Materials

-

Preparation

Provide sufficient space for movement.

Instructions

1. Participants should form pairs and decide who will be person A and who will be person B.
2. First, person A is instructed to position person B as a stereotypical man by telling them what kind of body pose they should adopt to do so.
3. Next, person B is instructed to position person A as a stereotypical woman by telling them what kind of body pose posture to go with that.
4. Afterwards, the facilitator reflects on the most interesting poses and discusses with the participants what differences and sticking points emerged during the exercise:
 - o Use input from participants to engage in a dialogue about masculinity and femininity; and what this looks like.
 - o Participants may disagree and discuss their own views on masculinity and femininity.
 - o However, it is important that the moderator continues to lead the discussionlead the discussion and ultimately aim for a shared conclusion.

Points of attention

The facilitator should clearly demonstrate the exercise. Be careful about physical contact with the participants. Walk around to keep an eye on the pairs. Some participants may use the freedom to disrupt the workshop.

If you did the 'Word Race' before this exercise, you can refer to the words that came out of the game.

Conclusion

Important to mention that gender norms and stereotypes have a lot of influence on how we look at and relate to the world, and therefore our behaviour. Explain that in the Western cultural context strong, tough, stable, firm, dominant, open, casual, serious, big, and taking up space, is also reflected in attitudes and behaviours that we consider 'masculine'. When instructed to position the statue as 'feminine' as possible we see the opposite in attitude and behaviour: graceful, reserved, small, closed, unstable, cheerful, and vulnerable.

Matching workshops

Word race

In this exercise, teams compete against each other to write down as many words related to gender (masculinity and femininity) as possible.

Tags

Me and Society

Gender

20 min.

10+ years

10-25 persons

Learning goals

- Participants can explain the difference between gender and sex.
- Participants can cite examples of how social norms, cultural norms and religious beliefs can influence gender roles influence.
- Participants recognise that many factors influence gender roles.
- Participants reflect on social, cultural and religious beliefs that influence their own view of gender roles.

Materials

- Two flipchart sheets
- Tape
- Coloured markers (pink, blue and red)

Preparation

Sufficient space for participants to move around comfortably. Stick the two flipchart sheets on the wall and use them as a reference.

Instructions

1. Divide the participants into teams of up to 11 participants. Line up each team in front of a flipchart paper.
2. Draw a square in the centre of the first flipchart and write the word 'masculinity' on it. Draw a circle in the centre of the second flipchart and write 'femininity' at the top.
3. Set a timer of 90-120 seconds. Tell participants that they have 90 seconds to write a word on the sheet, then pass the pen to the person behind them and move to the back of the row.
4. Let participants know that no word is forbidden, they just have to write down the first one that comes to mind. The team with the most different (i.e. non-duplicated) words wins.

5. After the game, take a few minutes to review the lists review. Run through some of the words and ask the following questions:
 - o What do you notice when you look at the words that stand for masculinity? Are there any words that only appear with men?
 - o What do you notice when you look at the words that stand for femininity? Are there any words that occur only in women?
 - o What is the difference between the list that relates to men and the list that relates to women? Why are some words on one side and not on the other?
 - o Are there any men who meet all the words (traits and qualities) listed on the flipchart about "masculinity"? And are there women who fit all the words on the "femininity" flipchart?

6. Circle striking words - go for descriptive things like "brave" or "caring", rather than bits of anatomy. Emphasise that these stereotypes can be harmful to both the individual and society as a whole. It puts us in a limiting box, which can lead to bigger problems (failure to show emotions, mental health problems, exclusion).

7. Ask them the question: what happens when a man is not masculine? Write those (swear) words in a different colour outside the square.

8. Do the same with the circle of femininity: what happens when a woman is not feminine? Write those (swear) words in another colour outside the circle.

9. Discuss with the participants what stands out about the (swear) words. The swear words on the masculinity flipchart refer to femininity and vice versa. Sexuality is often confused with gender (see further explanation below).

Points of attention

Depending on the stage of life of the participants, you will come across words on the flipcharts that relate to physical characteristics, behaviours, roles and traits to a greater or lesser extent.

Discussions may arise about differences between the sexes, such as biological and physical characteristics. Explain to students that there are also people who are intersex who are not unambiguously male or female at birth.

Who do you follow?

Conclusion

Explain that these ideas about masculinity and femininity have to do with gender norms: the roles, traits and behaviours that would belong to men or women. Gender is also about gender norms, although the first association is often that it is about transgender people or sexuality. Explain that society has created this dichotomy and that it may feel 'natural', but that is only because we are used to it. It is all around us (clothing and toy shops, TV series, movies, marketing). But essentially, all written words are about human potential.

Variation

You can use the Mentimeter tool to do the Word Race online to do. Create a presentation slide and use the format of the Word Cloud. Use it to have participants fill in words they associate with masculinity or femininity via their mobile phone or web browser.

Matching workshops

An activity that makes participants consciously and spontaneously reflect on social media behaviour.

Tags

Me and Society

Gender

Relationships

Care

30 min.

8+ years

6-25 persons

Learning goals

- Participants have insight on identity and its relationship with (online) behaviour.

Materials

- Paper sheets
- Pens

Preparation

-

Instructions

1. Each participant thinks about an account (a person they do not know personally) they like most on a social media platform of their choice and write down some keywords that indicate why they like that person's account.
2. Form small groups with the task of listing the 10 most important "features" to list why they follow these accounts.
3. Discuss the features in the larger group. If necessary, you can return to the small groups - with the task of designing (in whatever creative way) the "perfect" account.
4. Ultimately, the aim is also to discuss the possible negative effects that social media have are discussed via a discussion.

Points of attention

The main thoughts and findings are summarised (visually) at the end.

Conclusion

Behind most larger accounts and influencers is more than one person, most are embedded in a professional structure based on a division of tasks. And not everything that appears "authentic" is. Moreover, everything that is displayed on social media accounts is just an afterthought.

Matching workshops

-

Animal parliament

Participants recognise that they are part of different systems such as the society and nature, and become aware of their role and significance in those systems.

Tags

Me and Society

Gender

Relationships

Care

90 min.

8+ years

10-25 persons

Learning goals

- Participants can describe the impact of inequality and strict social norms on people's lives and opportunities.
- Participants demonstrate a willingness to strive for greater social equality and social justice.
- Participants demonstrate the ability to think critically during decision-making processes and show empathy for different groups in society.

Materials

- Paper sheets
- Various materials: collage paper, scissors, glue, markers
- Printed handouts (see Appendix J and K)
- Flipchart or whiteboard and markers

Preparation

Print the handouts with questions about animals for each group.

Instructions

1. Start with the energiser exercise Animal Collection (see Starters & Energisers) to divide the participants into 4-5 groups. This takes about 30 minutes.
2. Once each group has been given an animal, give them a handout with questions about their animal (see Handouts).
3. Give them a blank sheet and other materials to prepare their presentation. If the group has access to the internet, they can also do internet research. Give them 20 minutes. Encourage 'anthropomorphism', personalising their animal such as giving it a name, a profession and hobbies. This way participants become more involved in their animal's profile. Tell them to should focus on the problem their animal is facing faced and their solution to that problem.

4. Ask each group to appoint a representative who will will speak on behalf of the group and the animal they represent.

5. Gather everyone back into the large group and give each group representative the floor for their presentation. Give each group 2-3 minutes to present.

6. While the representatives of each group present their animals present, the facilitator draws a table with two columns on the board. One column is called "Problems" and the other column is called "Solutions". The facilitator fills the columns with the answers from each group regarding their animals.

7. When all groups have finished their presentations, the discussion starts:

- o How do you feel after getting to know all the animals?
- o Did you learn anything new about your animal?
- o Did you learn anything new about yourself or your peers?
- o How did you decide who would represent your group/animal?
- o What did you take into account when making this decision?
- o What do you think of the presentations?
- o Are you satisfied with the explanations of the animals' problems?
- o Is one problem on the board, worse than another? Why? Why not?
- o Are some of the problems related to each other? How?
- o Are you satisfied with the solutions? Why or why not?
- o Do you see a connection with your own life? What is similar and/or different? Are the problems you face bigger than the problems of animals?
- o Are the problems you face bigger than other people's problems?
- o What can you do to solve certain problems in your environment (community, neighbourhood, or school) more visible?
- o What can you do to better communicate about possible solutions? communication?

8. Show participants two images: ecological and ecological (see Appendix J and K), and conclude the activity.

Power, privileges and equality

Points of attention

As this is a 90-minute activity, it is advisable to take a short break halfway through.

Conclusion

Everything on our planet is interconnected and we can say that our planet is one big system composed of several smaller parts. We are connected to people and places around the world through the food we eat, the clothes we wear, the stuff in our homes, the sports we play, the music we listen to and the movies we watch. We are not only connected to people and places, we are also connected to nature.

Actually, we are nature, and just as men are not supposed to occupy a higher place in the hierarchy relative to women, humans should not occupy a higher place in the hierarchy relative to other living things. Our behaviour towards any part of the system greatly affects the whole system, whether it is our daily behaviour and our attitude towards the needs of our friends and fellow citizens or our general attitude towards nature and climate change.

Being part of the world, we have an obligation to respond to the needs of different parts of the system (human, animal, nature) to improve living conditions for all of us. We can do this by being open and empathetic to the experiences and needs of others and valuing them as our own by actively listening, asking questions, thinking critically and by coming together for a good cause and being active in our communities.

Variation

If the activity is given online, the facilitator must devise five animals, assign participants to groups in advance and send them to breakout sessions for working in groups. The facilitator can paste questions from step 2 into the chat and give groups 20 minutes to create presentations using various online tools (such as Canva). The rest of the activity does not require much adjustments.

Matching workshops

In this activity, participants learn about equality, stigmatisation and discrimination, with the aim of increasing empathy for marginalised groups.

Tags



Learning goals

- Participants learn how to discuss the distribution of power in society.
- Participants recognise the relationship between power, privilege discrimination and oppression and see how these issues relate to their own lives.
- Participants encourage the development of analytical and problem-solving skills.

Materials

- A blackboard or flipcharts
- Chalk or markers

Preparation

On a blackboard or flipchart, draw a table with two columns. Give the left column the title “More Power/Privilege” and the other column “Less Power/Privilege”. Tell students that they are going to learn about the concepts of power, privilege and equality in their own lives and in society.

To prepare participants for the interactive part of the session, it is important to introduce the terms power, equality and privilege.

Make a list of population groups that apply to the group. Finish with step number 1 before the session begins.

Instructions

1. Ask participants to explain what power means and whether all people have equal decision-making power, for example? Use the two-square board to visualise this.
2. Read the first example (rich and poor) from the group titled “Groups that usually have unequal power in society”.

3. Ask the question, “ Which of the groups comes in the “More Power” column and which of the groups belongs in the “Less Power” column? Point out to students that such characterisations are never entirely accurate.

4. Record students’ answers in the column provided. Go through the rest of the list and note their answers in each column (for ethnic, racial and religious groups, it is obvious to include the names of specific groups from their own region mention).

5. Ask the participants:

o Note the list of groups that have more privileges in the society. Is there a group on this list that you can personally identify with? Do you agree that this group generally has more power in society?

o Write a few sentences about an experience you have had or that you have heard about that illustrates this power difference.

Give the participants 3-5 minutes to do this.

o Note the list of groups that have fewer privileges in society. Do you recognise yourself in any of these groups? Do you agree that this group generally has less power in society? Write a few sentences about an experience you have heard of or had yourself that illustrates this power difference (allow students 3-5 minutes to write).

o Raise your hand if you could identify with at least one group from each of the lists. Do most have experience of what it is like to have more or less privilege?

6. Ask a few participants to read out their experiences of what it is like to be in a group with less power or privileges (sharing should be voluntary, no one is forced).

7. Continue the activity with the questions (limit it to 1-2 answers per question) to the participants:

o What do you notice about the experiences of people from disadvantaged groups? (Research: people without power are often discriminated against or oppressed).

o What feelings might these experiences evoke in people with less power? (List the feelings on the board. Make sure these are words that express emotions, not descriptions of what happened).

o What do you notice about the feelings on the board?

8. Now go back to the previous two lists and ask:

o Can everyone in the group complete an equality sentence using a different pair of words? Try using different words or even coming up with a completely different idea. (Repeat with several inequality pairs, depending on the time available).

o Who knows what the first article of the Universal Declaration of Human Rights is? Note: This is the right to equality.

o Write the first article on the board: “All human beings are born free, born equal, in dignity and have the same rights, they are endowed with reason and consciousness, and we should treat each other in a spirit of brotherhood”.

o Reflect on the concept of equality. Take for example the first pair (rich and poor). Complete the sentence. “Equality between rich and poor _____.” Which comes to mind first? (There is not just one correct answer).

Points of attention

If the group finds it difficult to cite examples, you can bring in or prepare the following population groups yourself: rich versus poor, male versus female, Dutch versus migrant background, young versus adult, white versus colour, heterosexual versus homosexual, cisgender versus transgender, no disability or disability, religious majority group versus religious minority group, and so on.

Try to avoid discussion by asking open-ended questions and having a frank conversation. Some concepts may be more difficult to understand. Then use examples from their own lives and bring it back to their context and living environment.

Conclusion

End the conversation with the following question (or encourage students to think about the question after class): What needs to be done to ensure equality and equality for all?

Matching workshops

A cat, a mouse and a fence

Participants gain knowledge about sexual violence and the responsibility the society as a whole has to prevent it.

Tags



Learning goals

- Participants have insight on identity and its relationship with (online) behaviour.

Materials

- Whiteboard or flipchart
- Markers

Preparation

Draw a table on the board or flipchart (see Appendix L).

Instructions

1. Start the activity with a game: participants should stand in a circle and hold each other's hands. They pretend to be a fence. Using a counting rhyme, the cat and mouse are chosen. At the beginning of the game, the mouse stands in the circle and the cat stands outside the circle. The cat tries to catch the mouse, and the mouse tries to escape. The participants take turns helping the cat one time and the mouse the next. The game ends when the cat catches the mouse.
2. Start the discussion by asking the participants how they felt during the game:
 - o How did the mouse feel?
 - o How did the cat feel?
 - o How did the fence feel?
3. Write the participants' answers in the table.
4. At the top of each column, replace 'mouse' with 'girl', replace 'cat' with 'boy', and replace 'fence' with 'school'. Ask the participants the following questions:
 - o Can you think of examples from your own life in which girls and boys acted in the ways written in the table?
 - o When is it good and when is it not good to behave this way?
 - o What should the environment or school do in such situations?

5. Show the participants the Tea Consent video and discuss it: <https://youtu.be/oQbei5JGiT8>

6. Round up the activity.

Points of attention

Remember to explain different types of sexual harassment and abuse in young people:

- o Touching, groping or grabbing intimate parts - if the person has not consented, this is abuse.
- o Verbal abuse - this includes the terms "whore", "slut", or "prostitute"
- o Lifting skirts or tops or pulling down trousers - pulling down someone's trousers or underwear or lifting their skirt in public is sexual harassment.
- o Making unwanted sexual advances, physically or verbally - this occurs when someone has not consented and the perpetrator continues to talk to that person in a sexual way against that person continues to talk or act.

Conclusion

Throughout our lives, we receive messages from various sources (family, friends, the media) messages about how we should behave in love relationships. There is a widespread idea that girls and women should be courted or even hounded by boys or men, and that they very often have to endure unwanted behaviour from them to support the image of a girl or woman who is vulnerable, passive and submissive to towards boys and men. Those, in turn, are often seen as strong and active go-getters. These traits and behaviours are not innate and natural.

Any behaviour for which the other person has not consented (unwanted attention, comments, inappropriate touching) can be considered sexual harassment or sexual violence. Moreover, not many people speak out or report sexual harassment and abuse. If a young person is experiencing or has experienced this kind of behaviour and feels confident enough to report it, he or she should be encouraged to speak up! It is important to let the person behaving inappropriately know that the way he or she is behaving is wrong. If the young person does not want to address the problem directly themselves, they can report it to someone who can.

Matching workshops

Spectrum of violence

Participants are introduced to how different forms of unequal treatment and violence (like sexism, double standards, homophobia, transphobia) relate to limiting conceptions of gender.

Tags

Me and Society Gender Violence 20 min. 10+ years
10-25 persons

Learning goals

- Participants can describe gender-based violence and recognise that our ideas about gender and gender stereotypes can affect how we treat other people, and that this can lead to discrimination and violence.
- Participants recognise that all forms of gender-based violence are wrong.
- Participants can indicate how they would address a trusted adult if they or someone they know experiences gender-based violence, including if this involves violence in or around school.

Materials

- Flipchart
- Post-its
- Pens or markers

Preparation

A flipchart with a pyramid drawn on it. Distribute to each participant enough sticky notes and a pen for the brainstorm.

Instructions

1. Ask participants to think of specific and concrete examples of different forms of violence. Let them write those examples down on sticky notes.
2. Give them 5 minutes to think of these examples and ask them to write down one example per sticky note.
3. After they have written down their examples on sticky notes, explain that the pyramid is a spectrum. At the top are the “worst” forms of violence and at the bottom are the “milder” forms. Participants get to decide where their sticky notes will hang.
4. Ask participants to place their sticky notes on the pyramid while describing their example.

5. First, discuss the spectrum of violence as the participants have created it: What do you notice?

6. Show them the pyramid on the handouts. Ask them:
- o What do you notice between the two ends?
 - o Are there places and situations where there is a lot of violence?
 - o Are more men or women affected by these forms of violence?
 - o Where can we make a change to prevent violence?

7. Conclude this exercise and end with the conclusion described below.

Points of attention

Tell participants to be specific when describing and naming forms of violence. Otherwise, they are likely to talk about sexual, online, verbal and physical violence in general terms.

In many cases, participants will discuss whether murder or rape is worse. Explain that everyone is entitled to their own opinion. If you are a survivor, rape can be worse, because you have to process the trauma and live with it. But from the perpetrator’s perspective, murder is the worst thing you can do to someone, because you rob them of their life and with it all other future decisions that person would make as a human being.

Conclusion

Explain that gender-based violence takes place in a context (culture) that trivialises, normalises and provokes violence. At the bottom layer of the pyramid (see handout) lies the basis for this. At this level, the most common forms of GBV occur. The layers above it are smaller because they are less common. It builds up, so to speak. What starts as a joke can eventually lead to unacceptable behaviour and worse. We cannot prevent sexual assault, abuse or murder, but we can change the norm and make a difference by standing up against sexism, homophobia, unequal treatment and hurtful jokes.

Matching workshops

Virtual society

Participants focus on how we interact with social media during this creative activity.

Tags



Learning goals

- Participants learn to think critically about social media.
- Participants reflect on behaviour on social media .

Materials

- Pens
- Paper

Preparation

-

Instructions

1. Each participant answers the following questions with a short visual sketch/drawing:
 - o What is my favourite place outside?
 - o What is a place I really dislike?
 - o What is my favourite dish?
 - o What is my favourite activity?
 - o What is an activity I don't like but need to do from time to time?
 - o How am I feeling today?
2. For each of the questions, there is now a round where anyone who wants to (it is important not to force anyone) can show their sketch on the topic and talk about it a bit.
3. Usually, participants will be more inclined to show off sketches of things they like (my favourite place at home for example) than sketches of things they don't like - if this is the case in the group, discuss why this is so. If this is not the case, skip step 3.

4. Compare the workshop situation you have just created with social media. What activities/situations/topics do the participants like? Which things or situations will they not post/talk about on social media? Is there any content they don't like see posted by others?

Points of attention

Ask fewer questions, say two or three questions, in step 1 if participants are very young.

Some participants may not be very involved in activities on social media. It is important to state clearly that this is not a problem. Nevertheless, they will usually be as interested in this topic as everyone else.

Conclusion

One thing should be made very clear: on social media, we always see only a part of people's lived reality.

Matching workshops

APPENDIX

Appendix A

Workshop - Animal roundup

Seal	Horse
Cat	Sheep
Duck	Parrot
Pig	Bee
Guinea pig	Snake
Chicken	Monkey
Bear	Lion
Frog	Elephant

Appendix B

Workshop - Body journey

We will now experience our body from within and thus have the opportunity to perceive it consciously. Sometimes we are a little too strict with our body and use it as a machine that always has to work. But now we want to give our body all the attention it deserves.

Get comfortable and stretch out your arms. Make sure you don't touch anyone else and have enough space for yourself. Feel free to close your eyes.

Now concentrate on how your body touches the floor.
Feel how it gets heavier as you become more and more relaxed.
Breathe out any tension you might feel and let go of all your limbs completely.

Focus your attention on your hands (pause), then slowly move up to your arms (pause).
Go to your shoulders and pull them up towards your ears for a moment (pause), then release them completely again.

Now feel how your face feels and smile for a moment (pause).

Now shift your attention to the centre of your body. Feel your chest, belly and back (pause).

Move your attention to your legs (pause), and wander down until you reach your toes (pause).

Lie completely relaxed and perceive your body as a whole (pause).

Which parts of your body are you feeling in particular right now? (pause) Which parts have you perhaps not noticed so consciously? (pause) Briefly feel the area you haven't paid much attention to yet. Breathe in and out deeply.

Now imagine something you enjoy doing that requires your body and its capabilities. Something that your body or specific parts of it give you the ability to do - whatever it is. Can you think of anything? (pause)

When you have found something that your body helps you with, stop for a moment.

Can you imagine 'thanking' your body a little for everything it enables you to do? If so, do this in such a way that only your body can hear it, no one else (pause).

Now you can stretch or shake parts of your body to prepare it for the fact that we are now going to end this body journey (pause).

When you are ready, open your eyes and slowly sit up straight.

Appendix C

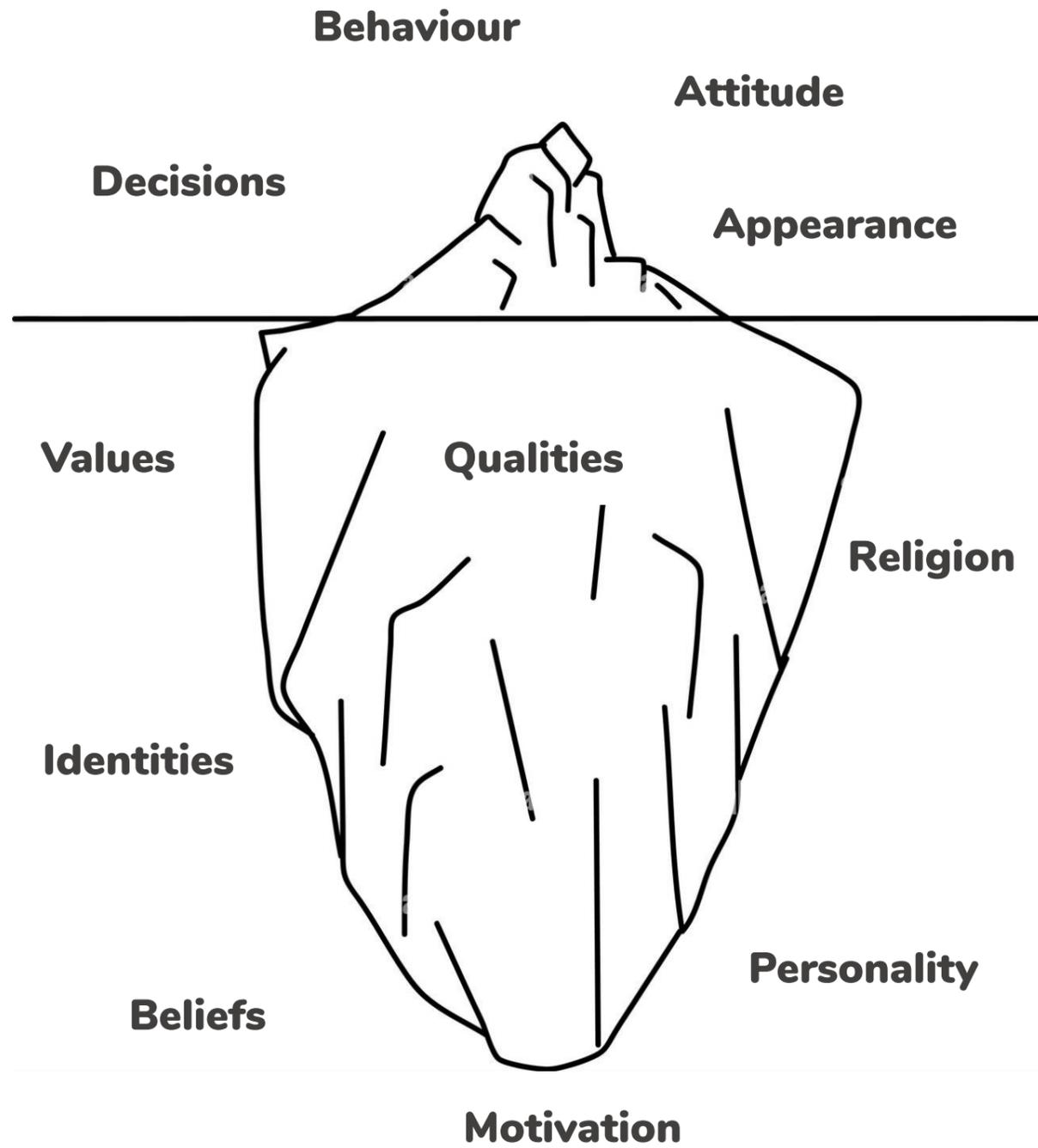
Workshop - I am just like you

Interview questions

- What music do you listen to?
- How do you feel about sports? Which sport do you like?
- What is your favourite food or drink?
- Which school subject do you like best?
- What do you do in your spare time?
- If you could change something about yourself, what would it be?
- If you could change the world, what would you change first?
- If you could catch a goldfish that could fulfil three of your wishes, what would you wish for?
- What characteristic do you find special about yourself and appreciate others?

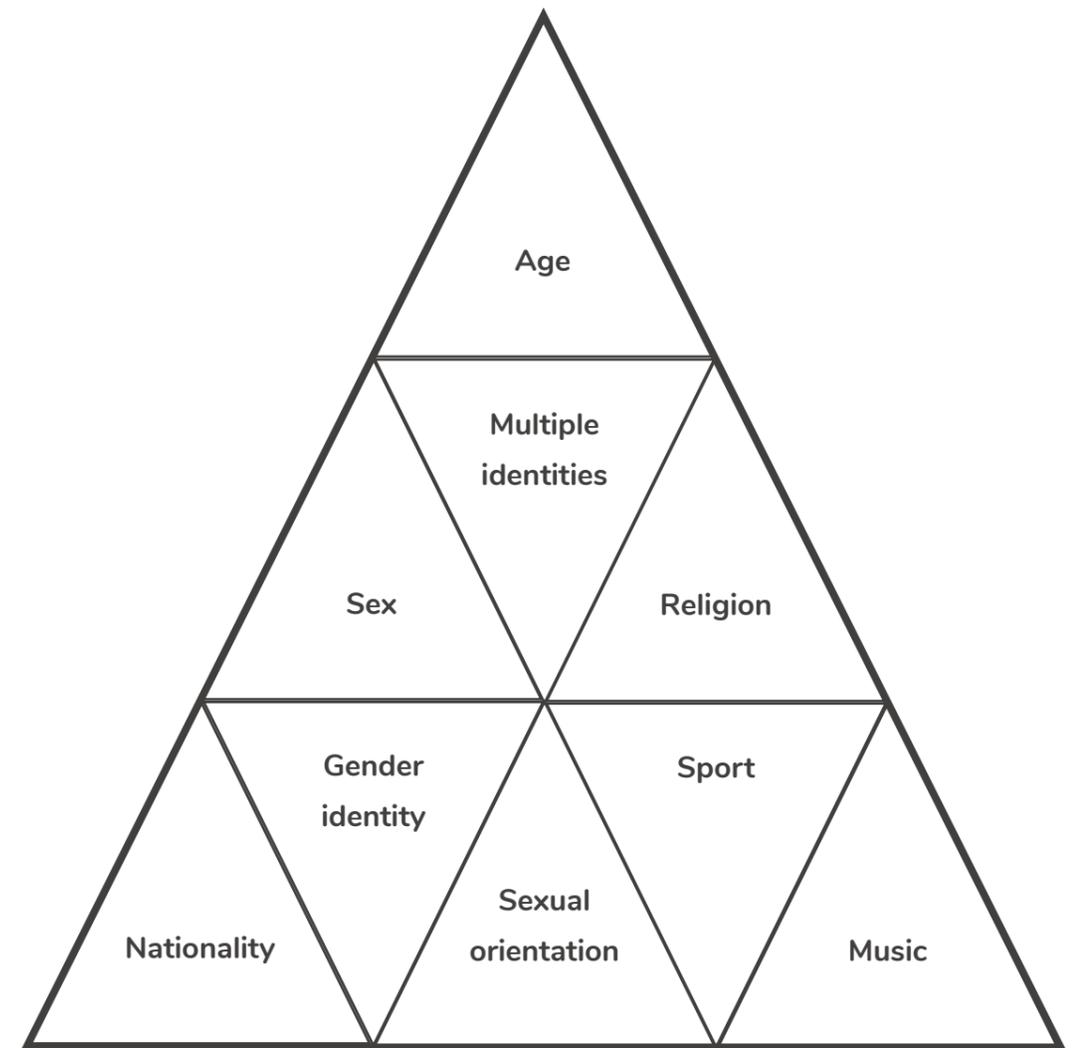
Appendix E

Workshop - Identities



Appendix F

Workshop - Identities



Appendix G

Workshop - Fair share

Spend hours per week on:	Mother(s)	Father(s)	Grand-parent(s)	Brother(s)/sister(s)	Me
Work					
Study					
Cleaning					
Cooking					
Reparations					
Taking care of the children					
Informal care					
Leisure and rest					
Sleeping					

Appendix H

Workshop - Chats and secrets

Marta and John's story:

John was the first to message Marta: "Hello Marta, How are you? I like your photos on Instagram nice!" Marta was quite surprised by John's message, she never expected that he, of all people, in particular, would like her posts. They started writing each other long messages daily. John was interested in Marta's life and problems, so she soon began to open up and confide in him. She was happy to have someone with whom she could talk candidly about anything. John was there for her whenever she needed him. Besides his attention, he soon began to shower her with gifts: bracelets, earrings, a new mobile phone ... Which was only for messages with him. Secretly, so no one would know. That's what made their relationship so special, he said. After a while, John invited Marta for a weekend away in another city where no one knew them. Marta was reluctant at first, but then she remembered how good John had been to her, and all the gifts and attention he had showered her with. She agreed and they agreed to meet next Friday evening....

Different profiles of characters in the story:

- Marta (13) and John (14), peers at the same school,
- Marta (13) and John (48), niece and uncle,
- Marta (18) and John (36), influencer and famous footballer,
- Marta (16) and John (28) student and professor,
- Marta (14) and John (47), John is the father of Marta's best friend

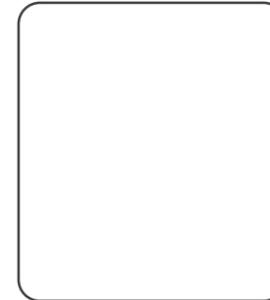
Appendix I

Workshop - How do I look? 'Body Talk' bingo

 <p>My body really needs to get fitter.</p>	 <p>You look healthy. Have you lost weight?</p>
 <p>I have yet to find the perfect figure for the summer.</p>	 <p>I am on a diet. Would that not also be something for you to try?</p>
 <p>Would you like me to create a sports schedule for you? It's going to help you look sleek.</p>	 <p>I need to get as skinny as possible.</p>

Appendix J

Workshop - Animal parliament



My name is _____,
but my friends call me _____.
My animal species is _____,
and we live _____.

To be happy and healthy I need _____

What keeps me from being happy and healthy in my environment is _____

The solution to this is _____

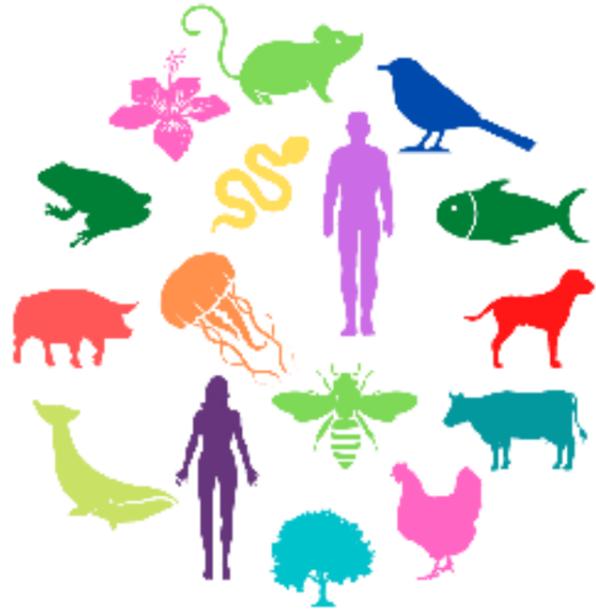
Besides, what I love most in the world is - _____

_____ and I am looking

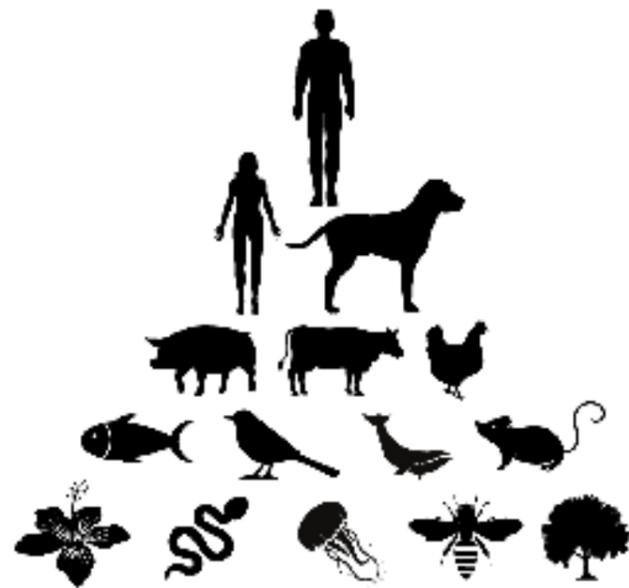
forward to _____

Appendix K

Workshop - Animal parliament



ECO-LOGICAL



EGO-LOGICAL

Appendix L

Workshop - A cat, a mouse and a fence

	CAT	MOUSE	FENCE
LOOKS LIKE			
FEELS			
BEHAVES			

 **quiTeens**