

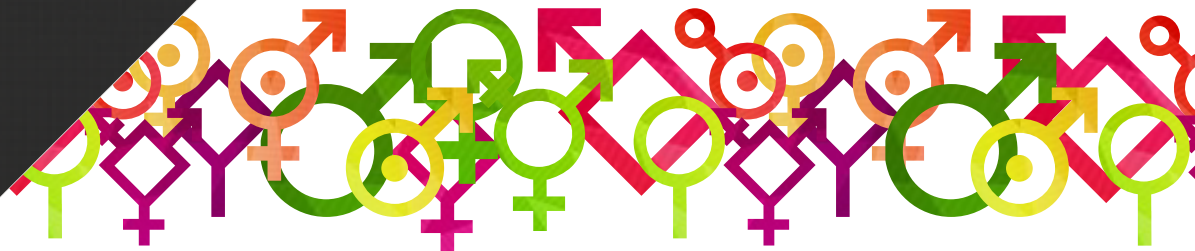
OLDE VECHTE FOUNDATION



# GENDER UNLOCKED

Youth Exchange project

Manual towards freedom  
of expression, liberation  
and emancipation,  
spiced up with sexual diversity and  
gender issues



Gender Unlocked 1-10/2/2015

# Dedicated to

This booklet is dedicated to all the people whose openness and active participation allowed them to reach pure freedom during those 10 days of project. Our vision is that it will serve us as a fruitful asset to continue our state of being free from social restrictions and contribute more in the field of gender and sexuality.

We would like to thank the following for their important contribution:

1. Olde Vechte Foundation for physically supporting our playground and the director of the organization, Marco Vlaming, for guiding and empowering us due to his experience in the youth working field.
2. The partner organizations for their great cooperation and involvement throughout the project.
3. Erasmus+ for not only believing in us but also understanding and financially supporting the needs of the program.



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## About LGBTQI+ rights

Nowadays, the rights of **Lesbian Gay Bisexual Transgender Queer Intersex and +**(all other forms of sexual and gender expression) belong to the most popular topics. People speak out their opinion pro or against LGBTQI+ persons and their rights. The issues are discussed by stakeholders, mass media, human rights defenders and activists. Laws are issued and unspoken rules are created. However, the emotional state and individuality of these people is not being brought up as the topic of the day.

It requires courage for a person to understand and accept that he or she has a different sexual orientation than what it is considered by society to be ‚normal‘. This process is called ‚coming out of the closet‘. In addition, it takes a lot of determination for the ones who already know their sexual preferences to keep being true to themselves in their personal and professional environment.

Taking into consideration their needs, we decided to create a project focused on ways to reach liberation and sexual emancipation, disregard gender. So that they can express themselves freely to the rest of the world, without fear of being judged and discriminated. For them to live with pride and be able to create meaningful connections.

With the ‚Gender Unlocked‘ youth exchange and this manual (that came out of it as a result) our aim is to point out what is actually happening to people belonging to a different sexual orientation. In addition, we aim to tackle issues related to freedom of expression and encourage people to be open and show out their personalities and sexual preferences.

## What is Gender unlocked

‚Gender Unlocked‘ is a project created by earthlings fighting for social inclusion and opposing discrimination in all its aspects. It was almost a year ago that the writers of this project had the idea and started working on it. Many people got involved in the project one way or another and they all added a new element to the draft version. The European Union funded the project through the Erasmus+ program.

The result of all these little efforts put together was the final product - ‚Gender Unlocked‘, the youth exchange. From the moment that the idea was born until the phase that it was accomplished, everybody who got involved in the project had the chance to work, learn, meet and get impressed by how interesting and insightful can be the research on gender and sexuality.

However, we all agreed upon the fact that the biggest result of our cooperation and preparation was the youth exchange itself.

It took place from 1st until 10th of February 2015 in Olde Vechte Foundation, Ommen, The Netherlands . It brought together 40 young people, aged between 18 and 30 years old, from 7 different countries: Greece, Italy, Latvia, Netherlands ,Romania, Spain and Turkey.

### The exchange consisted of 4 main parts:

- ♀ Introduction to the topic, where participants got to know more information about sexual diversity and gender issues.
  - ♀ Participant's workshops, in which the youngsters created their own activities and tools, either from scratch or by adjusting activities used during previous experiences.
  - ♂ Outdoor part: A. in Rotterdam and B. in Amsterdam.
- The participants and the youth leaders had the chance to be hosted by other organizations in The Netherlands which work on the topic of sexual diversity and gender issues and to actually interact with the local LGBTQI+ community.
- ♀ Closing part, where the participants could sum up their experiences and gained knowledge during those days and plan their next actions after the exchange.

The 40 youngsters were accompanied by 7 youth leaders (one per country) and the facilitators who took care of the physical and mental well-being of everyone. In this great match, there was a balance in the group between the persons who were LGBTQI+ and heterosexuals. Throughout the exchange the participants had the chance to learn, explore, exchange ideas and ideologies, cooperate and create valuable connections.



## About this manual

The 'Gender Unlocked' manual towards freedom of expression, liberation and emancipation is an educational tool. The activities are addressed to youth and social workers dealing with the LGBTQI+ community or with people who are searching their own sexuality. It is also designed to support human rights related to gender.

All the activities described in this manual are coming from the non-formal education field, in which learning comes by doing and by experiencing. This means that participants get involved in the activities in order to explore themselves and their possibilities on the given subject, to practice with real situations and to gain diverse experience.

The activities are available to be used by other organizations, educators and everyone who works with people who struggle with the acceptance of their own sexuality or gender.

## How to use the manual

Inside of this booklet you will find activities which implement different kind of tools, signaled with specific icons as per below:



- Media



- Verbal communication and speaking



- Body movement and body awareness techniques



- Arts



- Input / Theory



- Activities created by participants

Along with the description of the activity there is also a debriefing part, which provides you with specific and supporting questions in order to facilitate the reflection of the performed exercise.

The manual is designed in a way that gives educators the possibility to implement the activities as described or to adjust them to the needs of their working group.

The active cooperation between participants, youth leaders and facilitators led to the production of this manual. The creators have a variety of ages, educational backgrounds, relation to the topic, level of understanding and accepting their own sexuality and gender.

After the exchange, we, the editors and the graphic designer of this manual, collected all the materials produced during those 10 days. We added a small doze of inspiration, passion and love and created the ‚Gender Unlocked‘ manual.

**Enjoy a glimpse of the journey that brought acceptance,  
liberation and joy into our lives!**





## Intercultural Sensitivity



### Practicals

- The activity takes part indoors.
- Materials needed: flipchart, papers, pens, markers, the pictures of the activity
- Duration: 1 hour



### Purpose

- To raise awareness about the intercultural sensitivity. To understand that diverse people categorize differently the same things. To express their own experiences with discrimination, social isolation and racism.



### Instructions

- This activity consists of two parts.
- Part 1.: The participants are asked to express what is for them intercultural sensitivity. The answers are written on the flipchart and then the following definition is given to them:
  - "Intercultural sensitivity in terms of stages of personal growth, a continuum of increasing sophistication in dealing with cultural difference. The development of the ability of recognizing and living with difference". This part lasts 10 minutes.
- Part 2.:In this part the participants are asked to form groups of 4-5 people. In each group there is one person who is chosen to be the communicator. Then, each group takes a set of 9 pictures. The pictures are the same for each group. From this, they are asked to make 3 groups of 3 pictures. Each group should represent different stages of personal growth in recognizing and living with difference accompanied by a representative title. In which way and with which criteria is up to them. Then the communicator presents the result of the group cooperation to the rest of the groups, with explanations on how they worked on this. In the end they are introduced to the actual scale created by M.J. Bennet and his explanations about it.
- Debriefing: Can you recall examples of your life that are related to the pictures of the activity? What were your thoughts or feelings when you were looking at those pictures?



### Remarks

- The workshop is designed on the model created by the American sociologist Milton J. Bennett called "Developmental Model of Intercultural Sensitivity".



## Closed Eyes focus Meditation and painting



Practicals

- The activity can take part indoors or outdoors.
- Materials needed: crayons and papers
- Duration: 20'



Purpose

- To focus on the issue that is worked each day.



Instructions

- The participants are asked to sit in a comfortable way, to relax and follow the voice of the instructor.
- In the beginning the instructor asks to take a few deep breaths, close their eyes and to pay attention to the way that they are breathing. Then the instructor is leading them slowly to a place that they are feeling free to express themselves, a place that feels like home. In that place they are invited to pay attention to their bodies and how it feels when they are in this calm state. Finally they are asked to picture more details about this place and how it looks, feels, smells, sounds. They are asked to feel this place with all their senses. Then, slowly they are asked to leave this place and come back, open their eyes and by using the materials in front of them to draw this place and to use it as an anchor for the future.
- Debriefing: How did it feel to be in this place? Could you bring yourself back to this place whenever you are feeling blocked from expressing yourself? How do you relate this place to the topic of the LGBTQI+ ?



Remarks

- The voice of the instructor has to be relaxing, calm and warm.
- The speech has to be structured and led slowly from one step to the next. Relaxing music is supportive.





## If you would really know me



### Practicals

- The activity takes part indoors.
- Materials needed: chairs
- Duration: 1-2 hours



### Purpose

- To express opinion and personal preference freely. To understand that other people have similar problems and issues. To be able to acknowledge the differences between people.



### Instructions

- The participants sit in a circle. The facilitator gives a small introduction about the way in which the activity is going to take part. Each of the participants, in their own tempo and whenever they want, (not in a circle row) express something that is unique and characteristic for them, beginning with the following phrase: "If you would really know me, you would know that..." This person needs to stand up from his/her chair. After one's sharing, the others that have the same opinion as the person who spoke, can stand up as well. Then they all sit down again and there is space for a next person to share. The activity is finished when the moment feels right and not when everyone shared something. There might be people who will not share anything or others who will share more times.
- When the activity ends, the participants are invited to hear a healing song while they are in a circle with eyes open and hugging as a group.



### Remarks

- Taking care of the atmosphere to be intimate. Other important remarks are the maintenance of silence during the sharing of somebody and the expression of gratitude for sharing at the end of the activity.





## Society & Stereotypes



### Practicals

- The activity takes part indoors.
- Materials needed: paper tape and pens
- Duration: 1 hour



### Purpose

- To have a glimpse on how people are being discriminated by society in their countries.
- To understand and empathize with people experiencing difficulties when it comes to their inclusion in society.



### Instructions

- The participants form two opposing rows looking at each other. They are asked to close their eyes and listen to a song while the facilitator explains (for safety and privacy reasons) that someone will stick a piece of paper on their back.
- The facilitator sticks the papers on each person. These papers have names of stereotyped or privileged characters of our society. For example: gay, lesbian, policeman, king, transgender, princess, priest, HIV+ etc.
- By the time the song is finished everyone has a paper on their back. Then, they are asked to open their eyes and by remaining silent, start walking around the room and see what other characters are in the room. After a while, (when the song starts again) they are asked to find a character and start interacting with each other in the way that the character in front of them is treated in the countries where they are coming from. When the song stops, they are asked to find a new partner and start again the process. This action can be repeated 3 or 4 times. During the process, there might be persons who guess what character they play (by the way they are being treated) but the others should keep the secret. After 3-4 rounds, the facilitator asks them to stop moving and interacting with the others. This is the moment when they can discover by themselves what character they had on their back. The facilitator asks them to find a place in the room, close their eyes and listen to the song from the beginning.

- Debriefing: How did other people react to your character? How did this make you feel? How was it for you to react in a specific way towards different type of people? What do you believe about the social stereotypes created towards those people? Do you know people that belong to those categories of people?



### Remarks

- The characters shouldn't be related only to LGBTQI+, but also to people from different casts, such as beggar, drug addict or king etc, so that there is a variety representation of social stereotypes. The soundtrack should be representative for the activity.



## Media



### Practicals

- The activity can take part indoors or outdoors.
- Materials needed: cameras, microphones, tripods
- Duration: depends on the facilitator & participants



### Purpose

- To express and capture emotions, opinions and ideas about the LGBTQI+ issues, people and their rights. To be able to implement media for supporting and promoting those rights. To encourage the implementation of media as a raising awareness tool for human rights.

- This activity can happen in many parts and to be repeated with different topics. Here we provide a few of the examples of what we did and what can be done.

- Part 1. The participants are provided with personal questions about themselves and the LGBT issues. They are set so, that they will share their opinions on the topic or their personal experiences. Then they are asked to use any kind of media to achieve their goal: video, photo, recorded sound, posters, flyers etc.

- Tell a story about yourself and liberation.
- What is liberation for you?
- Create a product that inspires others to take actions towards liberation.
- Take a picture of your personal vision of the world
- Take an interview about fulfilment



### Instructions

- Part 2. Then they are asked to post their materials to the official Facebook group of the project, so that they can share and create impact within each other. Then the invitation is to expand their impact that they created to their own communities.

- Part 3. After the activity is completed the participants can have a showing night or evening, in which they are going to represent what they created. In this part they all watch the results together, giving feedback on what they see and express what they would do differently to make the message clearer. In this way they support each other's learning process and experience.



Debriefing: What were your first thoughts when you saw the assignment? How did you feel when sharing about the topic? How did you experience yourself in approaching people for the interview? What have you discovered about yourself during those media assignments? How could you use this tool in your everyday life to promote the rights of the LGBTQI+ people?



Remarks

Be creative with the questions so that the participants are able to expand their creativity and explore different directions of the topic. Remember the point of this activity is a) to express and b) to inform or transfer an idea.



## Yes or No



Practicals

The activity takes part indoors.  
Materials needed: paper and markers  
Duration: 15'



Purpose

To express personal preferences freely and to create a space for openness.  
To point out the different perspectives of the majorities and minorities.



Instructions

At the beginning, the participants are all in the center of the room. On one edge (right) there is the YES side and on the other edge (left) there is the NO side. In the middle (the distance between the two edges) there is the space of MAYBE.

The participants are given a series of statements and they are expected to answer by moving to the side which fits their beliefs. For every statement given, they choose their answer among the 3 given sides. It is either YES, NO or MAYBE. In addition, they are instructed to stay silent throughout the duration of the activity.



Remarks

The number of the questions can differ according to the needs of the program  
More diverse questions can support the participants to express more freely.  
For example: 'I like jeans', 'I like women', 'I like to cook', 'I watch football', etc.



## Match Dance



### Practicals

- The activity takes part indoors.
- Materials needed: sound system and music
- Duration: 1 hour



### Purpose

- To explore the possibilities of matching with others with non-verbal communication and sense the atmosphere of others. To create relationships and connections with no words.



### Instructions

- The participants are asked to walk around the room with no destination and to keep walking in a normal tempo. Then they are asked to form couples with one person that is closer to them. After they dance to 4-5 songs and every time a new song starts, they are asked to form a new couple and to dance matching somebody else. They are also instructed to keep eye contact while they dance with each other.

- Debriefing: How difficult was it for you to create connection with others? How was it when you established eye contact? Can you draw parallels between the activity and the LGBTQI+ issues?



### Remarks

- The participants need to know that matching doesn't mean mirroring, but moving in a way that matches with the moves of others, even if those are the exact opposite. The eye-contact creates a feeling of communal work.





## Google knows



### Practicals

- The activity takes part indoors.
- Materials needed: papers, markers, flipchart
- Duration: 30'



### Purpose

- To involve all participants into finding and sharing information about the history of the LGBTQI+ rights and movements through playful and light atmosphere.



### Instructions

- The activity happens in 2 parts that can be repeated many times in different days of the program.

- Question session: In the first part the questions are given to the participants. The questions need to be related to the LGBTQI+ topic and easily accessible by Google search. That is why the name Google knows. The questions can be either yes or no answers, definitions or short answer questions. The participants may search for the answers individually or in groups. For every question session follows an answer session.

- Answer session: In the second part the participants are asked to give the proper answers to the questions. Before sharing their answer, they are required to complete a challenge given (ex: make a dance movement). The ones that give the correct answers, take points which are calculated until the end of the activity.

- In the end of each Google knows answer session the participants that had the most points get a gift (ex: chocolates). In the end of the whole exchange there can be a big winner of the Google knows. This person receives a bigger gift (ex: a big chocolate).

- The setting of both sessions reminds this of a classroom.



### Remarks

- The questions can be given in the evening and to be asked to give the answers in the morning or the opposite. It is better if there is enough time in between to search on Google for the answers.





## Cross Dressing Night Performance



### Practicals

- The activity takes part indoors.
- Materials needed: papers and pens for the votes, sound system and music, 2 judges, chairs
- Duration: 2 to 3 hours



### Purpose

- To explore the multiple aspects of the umbrella term LGBTQI+ with the focus on gender expression. To come across the possibilities of being 'in the shoes' of another gender, through performance.



### Instructions

- The participants are asked to prepare a performance according to the topic, either in groups or individually. They are given the free space to create and present their own performance, artistic or not, while exploring gender expression or representing the LGBTQI+ rights according to their understanding. After they perform they are being judged by the two judges according to the preparation and structure of the performance itself.

- Debriefing: How did you feel with the performances of the rest of the group? Did you change your perspective on some of the issues tackled by others? How was it for you to perform? Did your message reach the audience? Would you implement this tool to support the rights of LGBTQI+ and gender expression?

- The main role of the judges is to review if there is a message related to the topic in the performance and if that message is clear for the audience.



### Remarks





## Min - Max Dance



Practicals

- The activity takes part indoors.
- Materials needed: sound system and music
- Duration: 30'



Purpose

- To explore one's possibilities. To explore the relation between effort and result.



Instructions

- The participants are asked to stand in a place that they have plenty of space.
- Then they are asked to dance to the minimum. This is described as being on their feet and really squeezed, looking like a ball. In this position they dance for one song making the minimum movement possible. Then they are asked to do the opposite. This time they move to the maximum, taking the most space possible and expanding themselves the most. They dance in this position for one more song. Then they are asked to dance however they want either minimum, maximum or somewhere in the middle. They are invited to really explore the possibilities of dancing in different amounts of power. They dance to this for 3 more songs.
- Debriefing: When did you need to put the most effort? What was more comfortable for you? What were the results of each kind of dances? How can you use the reflection by this activity in your work towards liberation and emancipation?





# Body Experimentation



## Practicals

- The activity takes part indoors.
- Materials needed: sound system and music
- Duration: 3 hours



## Purpose

- To boost freedom of expression of participants in a performing way. To explore the possibilities of one's body and the connection of it with his or her own gender.

• In the beginning the participants are asked to move all around the space. Music is played to accompany their movement. Then slowly they are asked to start dancing on the music for 20 minutes. They are advised to dance freely, focusing on themselves without considering how it looks to the others.

• After this part they are asked to form all together one line in one edge of the room. In this line there is always one person that is asked to start making a movement and to reach the other edge of the room with it. The rest of the persons in the line copy the movement of the person in their own way. This can happen until all the participants have led a move at least once. They can do it even more times if they want.

• Afterwards, they are asked to go out from the line and to explore the room all around. Music is played in the background. They are advised to explore their own bodies, as if they have never seen them before and they are something new. They are asked to look into every little part of them.

• The last part of this activity is called crystal dance. The participants are asked to dance in the space following the music. At the same time they are invited to pay attention to the movement of others. One of them can stop moving and then the rest are expected to reach him/her or somebody else that touches them in a way that they are forming a Crystal. They are invited to stop whenever they want, if they do so.

• Debriefing: How was it for you to dance along with others? How was it for you to be the leader of the move of the others? How did you feel exploring your own body as if it was a body that you didn't know? How did you feel when you had to move according to what the others did? How did you experience creating a connecting crystal with others?

• The music can support more this activity. Slow and calm for the first part of exploration. Active and energetic for the two other parts.



## Remarks





## Role Playing Game



### Practicals

- The activity takes part indoors.
- Materials needed: sound system and music, one small box
- Duration: 3 hours



### Purpose

- To raise freedom of expression and seek the multiple aspects of the umbrella term LGBTQI+ with the focus on gender expression through performance and theater.



### Instructions

- The activity consists of 2 parts.
- Part 1.: This part is used as an introduction for the final performing part. The participants are asked to form groups of 4-5 people. Each one of them is going to lay down in turns and the rest are going to give massage to them. The person that lays on the ground has his/her eyes closed and the face looking to the ceiling.
- Then they are asked to thank their groups and to go alone around the place and listen to the music that starts playing. There are different type of songs being played. Each one of them is chosen for a specific role such as cowboys, Beyonce, candy girl, etc. The participants are asked to dance according to those roles.
- Part 2.: In this part there is a box that has inside papers where different characters are written such as policewoman, gay person, woman from middle east or Greek macho man etc. The participants are asked to pick up a paper with closed eyes and then see what character they picked. At the end, on the stage they perform their character in small groups.
- Debriefing: How was it for you to receive and give massage to others? How often do you use this practice in your life? How did you experience yourself while performing your character?



### Remarks

- The music can support more this activity.
- Slow and calm for the parts of exploration.





## Theater Part 1/2



### Practicals

- The activity takes part indoors.
- Materials needed: chairs, materials that can be used as totems
- Duration: 1 hour and a half



### Purpose

- To create open space for sharing. To delve into the complex meaning of the term ,queer'. To express and feel real life situations. To connect the subject with personal memories and experiences.



### Instructions

- The participants are sitting in a big circle. They are randomly separated into groups of 4-5 people. They are asked to form a circle together with their peers. In the middle of each circle the facilitator places a totem and explains that it is there to protect them and collect their stories.
- They are introduced to the meaning of ,queer', which is given in this context as: "Whatever they find it to be personal, but in the same time unorthodox, curious, unconventional or unexpected". Each person from a circle has 10 minutes to share a personal story that is related to this word. The sharing will happen by non-verbal communication (gestures, sounds, mimics, etc) inside/outside the circle. If the story includes more actors, the storyteller can include more people from the circle in his/her performance. He/she can brief them in a way that the rest of their group will not listen.
- In each storytelling, the person to whom the story belongs to should stop the action at the turning point of it. For example, if the story is an assumed robbery, then the turning point is the moment that the police comes in. At this moment, the storyteller stops and says the following sentence: „So, this is my story... how do you think it ends?"
- The rest of the persons in the circle have <2 minutes to think how the story would probably end. The person who touches the totem first can share his/her version of the ending. Again, the storytelling happens without words.
- In the end the storyteller describes using words his/her story inside the circle. The activity has ended only when all the participants have shared a story, with the upper described way.
- Debriefing: How did you feel to recall and share a personal story related to queer? How did you experience guessing and playing the ending of the other persons' story? Was it easy to jump into conclusions before you hear the ending?



### Remarks

- Taking care of the atmosphere to be intimate.





## Sharing process



### Practicals

- The activity takes part indoors.
- Materials needed: sound system and music, chairs
- Duration: 1 hour



### Purpose

- To create an intimate atmosphere in which participants have the space to share their own experiences of past relationships. To recognize the intimacy in sharing similar experiences.



### Instructions

- Inside the room are set 2 lines of chairs. Each line faces each other. When participants enter the room, there is music playing and they are asked to sit on their chairs and to keep silence. When all the participants are in the room, they are asked to keep eye contact with the person that is in front of them.
- They are divided in A and B group. The line on the right can be A and the line on the left can be B. They are asked after to close their eyes in order to focus, so they can share by turns their answer to 2 specific personal questions. A group answer the questions first and then it is turn of B group. When A shares, B is only there to listen, without having any intervention and the opposite.
- Every time that another question is set, there is a period of 1 minute in which everyone has their eyes closed. The questions are the following:
  - - Recall a loving and caring relationship that you had to leave.
  - - Recall a loving and caring relationship that you were left alone.
- After each question, the participants have 10 minutes to describe each question.
- Debriefing: How did you feel when you were sharing? How did you feel when you were listening and could not speak? How is this activity connected to gender expression and sexual diversity?



### Remarks

- It is essential for the process to fulfill its purposes, that there is an intro song while participants enter the room and a healing song after the process is finished.



## Masks Process



### Practicals

- The activity can take part indoors or outdoors.
- Materials needed: sound system and music, papers, pens, markers, crayons, sticks for the masks, anything that can support the creation of masks
- Duration: 1 hour



### Purpose

- To establish a dialogue between the real self and the social self.
- The participants are asked to find a space in the room that is comfortable for them and which can support their creating process. Then they are asked to use all the materials given in order to create 2 masks. One mask symbolizes the way how they see themselves (real self) and the second one represents their assumptions on how others see them (social self).



### Instructions

- During the whole creating process of the masks, there is music played in the background. The participants have 30 minutes to complete their masks.
- After all of them have created their masks according to their two selves, they are asked to follow the next steps in silence and with an internal dialogue.
  - Put the mask of your social self in front of you, looking at you and see what this creates to you.
  - Put the mask of your real self in front of you, looking at you and see what this creates to you.
  - Put the two masks one opposite to each other and allow them to have an internal dialogue. See what emotions it brings to you.
- Debriefing: How did you experience yourself when looking at your masks? How was it to put them in a dialogue? Which mask would you choose? What are the thoughts and insights that you had during this activity?



### Remarks

- Taking care of the atmosphere to be intimate.





## Be proud



### Practicals

- The activity can take part indoors or outdoors.
- Materials needed: Papers and pens
- Duration: 30'



### Purpose

- To create acceptance, trust and tolerance towards people who share similar issues and experiences.



### Instructions

- The activity is about sharing opinions and feelings and is separated in 3 parts.
- First Part: The participants are separated in small groups. Then each one of them is asked to stand up and share something that he/she is proud about in their relationships.
- Second Part: They have to think of something that they are not proud of and write it down in a small paper and fold it. Then all the papers will be mixed. After this, each one of the participants will take a new paper that belongs to somebody else, without knowing to whom it belongs. Then all close their eyes and one by one open their eyes and read the message in the paper out loud. Every time only the reader has his/her eyes open and the rest closed. The ones who agree or recognize themselves in what they hear, open their eyes to see each other.
- Third round: The group is separated in smaller groups of 3-5 people and they are asked to answer to a question related to LGBTQI+ rights and agree on one opinion.
- Debriefing: How did you feel when you had to share something that you are proud or not proud of? How did you feel when you saw that other people had their eyes opened as well?



### Remarks

- Taking care of the atmosphere to be intimate.





## Gender Hunting



### Practicals

- The activity can take part indoors or outdoors
- Materials needed: Colorful papers and pens, scissors, prize (ex.: biscuits)
- Duration: 30'



### Purpose

- To expand the knowledge on LGBTQI+ world and the nature of gender.
- Preparation: The activity is a treasure hunt. All around the place there are hidden papers. In the papers there are questions about a fact from the LGBTQI+ history, which can be answered only by 'YES' or 'NO'. For every 'YES' or 'NO' the participants are directed to go to a specific place, different one for 'YES' and different one for 'NO'. If the answer is correct, they will find another 'YES' or 'NO' question. If it is not correct, they will find a paper that says 'WRONG ANSWER'. Then they will have to go back to the previous question and choose the other answer.
- Example: They answer 'YES', they go to the shower. There they find the paper 'WRONG ANSWER'. Then they go back and they choose 'NO'. They are directed to go to the kitchen, where they find the next question.



### Instructions

- First step: The participants form a line with holding hands and stay like that for the whole process. Then they are separated into groups and they are given a starting paper for each team.
- Finishing: After they have answered all the questions correctly they are instructed by the papers to go back to the starting point. When they do so, they are offered biscuits, which are not enough for all of them, so that they will have to share.
- Debriefing: In the end, they are asked: Did you learn new things about the LGBTQI+ rights? Were the questions difficult? How did you feel when you had to solve the puzzle but you didn't know that it was a combination of all of the teams? Did you feel connected? How did you feel when you had to share the biscuits?



### Remarks

- Create a map of all the places and papers, so that there is no mixture and be clear with the identification of the place. While preparing the activity, you have to make sure that the participants don't see where you are hiding the papers. The more the questions the most interesting the game.





## How to present it



### Practicals

The activity can take part indoors or outdoors

Duration: 30'



### Purpose

To express different emotions, feelings, and ideas through non-verbal activity and body language. To explore different points of view or perspectives about certain topics and work on stereotypes. To see how participants relate to or recognize their own feelings and thoughts in an image.



### Instructions

The participants are separated into small groups of maximum 4 people. Each group receives a paper with a word written on it. The word is related to concepts and terms about LGBTQI+. Then they have a few minutes to speak about the concept and to prepare how they would like to represent what is written on the paper in a non-verbal way. Then they perform it to the rest of the groups who need to guess what they represent.

Debriefing: How was it to cooperate and agree upon the representation of the term? How was it to represent it? How was it to observe the other and trying to guess what they were representing?



### Remarks

The words for the guessing part should be carefully checked, so that they are terms which refer to terms whose meaning is not too clear for the participants. This way they will advance their learning.





## My middle name is conflict



### Practicals

- The activity can take part indoors or outdoors
- Materials needed: handouts, pens, flipchart with instructions and debriefing questions, chairs
- Duration: 30'



### Purpose

- To reflect on one's behavior within a conflict situation and to become more aware of the feelings created while in this situation.



### Instructions

- The participants sit in pairs on the chairs, back to back to each other. They are both given the same paper with questions about how they react in a conflict situation both in their personal and professional life. They have 10 minutes to think and reflect on it. Then they are asked to spend 5' minutes each with their couple and to speak about what they do in this situation, but without the second person reacting to what the other is saying.
- Debriefing: Which answer of yours surprised you the most? How did you feel during the activity? What did you learn about yourself?



### Remarks

- The flipcharts have to be prepared beforehand.





# Pangender



## Practicals

- The activity takes part indoors
- Materials needed: big flipcharts, paper, paper tape, acrylics in different colours, plastic glass and pens
- Duration: 30'



## Purpose

- To understand problems related to sexual discrimination in each country and to collect ideas for projects and ways to solve conflictual national problems related to gender. To express freely our sexual orientation in a performative way.



## Instructions

- The activity is divided in 2 parts.
- In the first part the participants are divided in groups according to their nationality. Per group they receive an empty piece of paper on which they write the main problems in their countries concerning the LGBTQI+ rights and issues. Afterwards, they give their paper to the next national group on their right. This time each national group has in hands the problems of another country. Then they write one solution for these problems. And then they hang their papers on the place where the country is on the map.
- In the second part the participants go to the tree of gender and they choose from the plastic glasses the color that represents their sexual orientation. Pink for gay, blue for straight and green for bisexual or pansexual.

- Debriefing: Do you agree with us saying that showing our sexual orientation is the first step to solve gender discrimination? Do you think that, after experiencing this activity it would be possible to create a different/better world? Reflect critically.



## Remarks

- The tree is raising above the earth. It is actually growing on earth for better symbolization. You can either have a printed map of Europe or to create one in big shape.





## Perspectives



Practicals



Purpose



Instructions

- The activity takes part indoors.
- Materials needed: Colorful papers, markers, flipcharts and pens
- Duration: 30'
- To acknowledge, accept and take into consideration the others point of view on gender and sexuality.
- The participants are divided into 4 groups. They are given cards with different topics/issues/terms about gender and sexuality. They are asked to choose one card-topic and brainstorm about it, while taking notes on the basic points.
- Then they switch the cards with the nearest group. Now each group discusses the card that another group chose. Then they are asked to form a circle where they share all together the basic points of what they wrote down.
- Debriefing: Could you find opinions from the rest of the group that you were agreeing/disagreeing with? Did you find our point of view changing somehow while listening to others presenting their own opinions?





## Power Shifts



Practicals

- The activity takes part indoors.
- Materials needed: tape, flipcharts and pens
- Duration: 30'



Purpose

- To work with empathy, sensitivity and awareness in our relationships.



Instructions

- The room is set in 2 big rows, A and B. Each group is given post its with a number on it. The numbers represent the power of domination where 1 is total submission and 5 is total domination. Each number has the same number. It starts with A having 1 and B having 5 and then goes on until they will reach the point where A will have 5 and B 1. Whoever is in state 5 can order whatever he/she wants to the other person. The person that is in state 1 has to obey to anything that the other person is saying. In state of 4 and 2, the reactions are similar to the ones in 5 and 1, respectively just a bit more flexible. And in the state of 3 both the members listen and order the other person equally and they are able not to do some activities that they don't agree with.

- Debriefing; How did you feel when you had to follow all the instructions of the other person? How did you feel when you had to give instructions? Which positions felt more comfortable for you? What were your emotions when you were equally following and giving instructions?



Remarks

- The reactions to each number could be more easily understand if they are demonstrated in the beginning.





## XX and XY



### Practicals

- The activity takes part indoors.
- Materials needed: papers, highlighting pens, crayons, projector, flipcharts and pens
- Duration: 30'



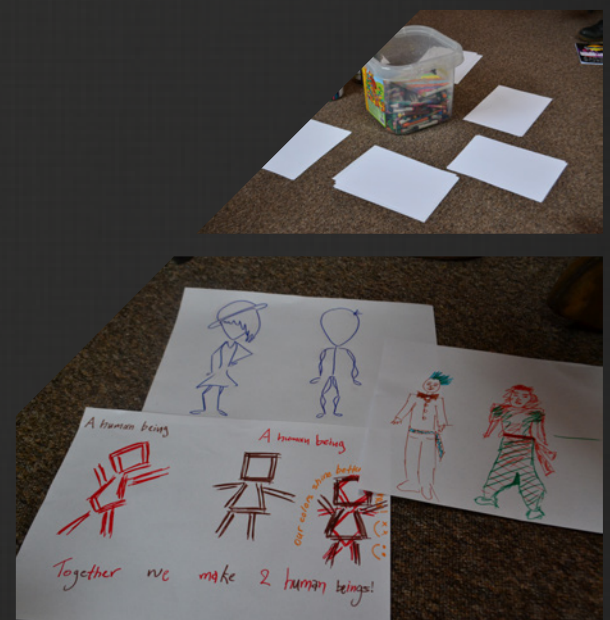
### Purpose

- To show the similarities in expressions between women and men.
- The participants are divided into groups of 5-6 people, one person from the group is agreed to be the leading person.
- They are asked to draw a person with a vagina and a person with a penis and how they look in their interpretation. In addition to imagine their stories and describe them in their small groups.



### Instructions

- Then all the groups come together and watch the following video:  
[https://www.youtube.com/watch?v=Onm4Ld23\\_N4](https://www.youtube.com/watch?v=Onm4Ld23_N4)
- Debriefing: How did you feel about how others define gender? Your gender? What do you think about the activities only for man or woman? Discuss the video.





## Gender stereotypes



### Practicals

- The activity takes part indoors.
- Materials needed: markers, flipcharts and pens
- Duration: 30'



### Purpose

- To reflect on the stereotypes that we have on gender roles and how we usually associate concepts, things, adjectives, objects, roles, to one or the other gender.
- On the flipchart there are drawn the stereotypical figures of a woman and a man. The participants are asked to speak out words which are connected to those figures. The words should be said in a brainstorming way, not after a lot of thought. The expressed words are going to be written on the flipchart inside the figure of each gender.



### Instructions

- Then they are asked to reconsider the words that stand there for the woman and for the man one more time. Is it true that they belong exclusively to one of the genders? After that, on the flipchart there should be left visibly only words that represent biological features.
- Debriefing: How did you feel when thinking of all the stereotypes that you saw about the genders? What do the 2 figures have in common? What more is there between the two genders? Are the differences only biological?



### Remarks

- Simple drawing of the figures are enough, no need for exceptional artwork. Plus, in order to keep a better focus for each gender, it is good to draw each one of them separately and to show them while the other one is not visible.





## Power Flower



### Practicals

- The activity can take part indoors or outdoors.
- Materials needed: colorful papers, markers and pens
- Duration: 40'



### Purpose

- To explore the privileges and prejudices against other people.
- The participants are asked to draw on a paper a circle with seven other circles around it, as a flower with seven petals. The inner circle represents themselves as individuals and the outer circles different social groups that they belong to. Those groups could belong to one of the following categories: a. sex, b. gender, c. race/ethnicity, d. sexual orientation, e. religion, f. class, g. ability, h. immigration status, i. mother language, j. size.



### Instructions

- Then participants are asked to label the flower petals and inside each petal, write their social identity for each category, e.g. white, black, Asian, Latino, Native American, etc. in the race / ethnicity petal. In the end there is time for them to discuss whether belonging in those categories is a privilege or a disadvantage in our society and to explain why. There is space for real life facts or stories.
- Debriefing; How did you feel during this activity? How do you feel for belonging to one category? Do you consider belonging to those categories privilege or disadvantage?



### Remarks

- Calm music during the part of the creation of the flower could support the participants to focus on the activity.



“Gender Unlocked gave me the opportunity to change the way I approach myself and the others. About myself, I learned that the last thing I need to take into account when I find obstacles on my path is to give up, and that if I try to go through the hard times with creativity and with a smile, I will gain more than I could have done following a smooth path. About the approach with the others, I learned that every person has something special to give you and prejudices and judgmental opinions are only preventing you from creating new beautiful relationships. Working in group taught me that even if you have strong disagreements and fights, sometimes it’s better to share a smile than a point of view.”

Camilla, Italy

“Gender Unlocked was an experience of life. It was the perfect combination of learning, experience, interpersonal reaction and ,of course , FUN! The planning of the activities was very organized and also the cooperation and contact between the organizers , the leaders and the participants was great! For me G.U. is a tool for spreading the learning, the experience and colors! I got so much inspired by everything and everyone that I want to say a huge Thank you for that. I got totally liberated . I gave and I received acceptance and love and through this I feel an improved edition of myself . That’s why I am trying to live everyday as a Gender Unlocked follow up! Thank you again for everything colorful people, you are always in my mind and my heart.”

Andriana, Greece

“For me GU meant unity, understanding and creating together. It taught me how to blend and be together with different types of people and how not to feel dislocated. To be fair, it didn’t add so much to my knowledge on the gender theme, but the workshops were nicely done and could possibly be very helpful to those who are not familiar with the topic”

Berk , Turkey

“For me GU meant a great experience. A way to compete with myself by discovering and trusting in some of my abilities. A way to compare myself with others, and meet people that even though they lived in different countries were like me after all! And for this reason I will always carry a piece of them with me in my heart and hope to meet again everybody as soon as possible.

The exchange made me feel, at the same time, part of something and feeling important as single person. I can recognize in everyday life in the most civil and political commitment that I have for LGBTQI+ battles and greater confidence in myself that helps me to bring something forward to the end.

I learned many things! A lot about gender identity, sexual identity, sexual orientation, etc. I learned to confront myself with reality different from mine and to show without shame issues of my reality. I learned through and thanks to experience!”

Mattia, Italy

“For me Gender Unlocked was an experience that made me going up. First it was because I analyzed a lot of things of my personality that I didn't saw before. Second, it was an experience where I saw how much people can help you in a way of working together. And finally for me Gender Unlocked was one of the best experiences that I had on my life to learn about personal identity, gender, stereotypes and culture. It was one informal form of going up and the first step of a probably new way in life.

These ten intensive days made me stop thinking for things in my personal life, and just concentrate on the project, on the people and it went well. After those ten days I didn't have so much time to stop with myself and recognize what was happening to me. So the effect from the exchange was that I stop thinking in the possible thoughts of other people, in possible mistakes that I could had on life, because I saw that for all goes well, so I just need to do the best. Perfection is not possible, but moments can be perfect if you love what you do.

Furthermore, I made stronger my principles and I returned back home being more flexible, living life with the knowing that stereotypes are just a black bag that involve situations which probably could have been fantastic like an insure and slowly moments, as if someone slows time to judge the appearance of another, and then leave it running as if nothing had happened. Judgments that break with feelings.”

Fernando, Spain

“Gender Unlocked was a safe place, a place where I found some side of me that i didn't know. That was possible thanks to the people in there who didn't judge anyone and just let everyone be themselves.

Marco, Italy

“Gender Unlocked showed me that I can know myself due to each challenge. I got to face my fears and see me as I am really. I feel my courage. The people that I knew in Holland transmitted to me thoughts and emotions that I never had thought that I could feel. The colourful people reminded to me that everybody needs someone.

When I came back to Spain, I was a different person. I missed the group. Those persons in addition of showing their inside, they showed pieces unknown of me. Now, I can feel myself to be stronger mentally. I believe in myself and I want to help changing the world. Gender Unlocked has left a mark on my heart.

I have learned to trust in unknown persons and how to express myself naturally. I have learned how is the topic in other countries. I hate prejudices and I try to be fair and grow. Today I fight for the justice and equality. I changed my attitude and I can see the life of another form.”

Vanessa, Spain



**Biological Sex** : refers to a person's biological status and is typically categorized as male, female, or intersex (i.e., atypical combinations of features that usually distinguish male from female). There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs and external genitalia.



**Gender** : refers to the attitudes, feelings and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative. Behaviors are viewed as incompatible with these expectations constitute gender non-conformity.



**Gender identity** : refers to one's sense of oneself as male, female, or transgender. When one's gender identity and biological sex are not congruent, the individual may identify as transsexual or as another transgender category.



**Gender expression** : refers to the way in which a person acts to communicate gender within a given culture. For example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.



**Sexual orientation** : refers to the sex of those to whom one is sexually and romantically attracted. Categories of sexual orientation typically have included attraction to members of one's own sex (gay men or lesbians), attraction to members of the other sex (heterosexuals), and attraction to members of both sexes (bisexuals). While these categories continue to be widely used, research has suggested that sexual orientation does not always appear in such definable categories and instead occurs on a continuum.



**Sexual behavior** : refers to whom one chooses to have sex with. It can be that it either agrees or not with the sexual orientation of the person. An example of when it doesn't agree with the sexual orientation, is when someone is aware that he/she is straight without having had sex.

The sexual orientation is stable. It doesn't change, but what can change during life is sexual behavior.



**Coming out** : refers to the process in which one acknowledges and accepts one's own sexual orientation. It also encompasses the process in which one discloses one's sexual orientation to others. The term closeted refers to a state of secrecy or cautious privacy regarding one's sexual orientation.

\* The above definitions of the terms were taken from the American Psychological Association resource, which is also available online. They were shared as part of the "Gender Terminology" activity, during the exchange.

For more information regarding terms on gender , our invitation is that : [Google Knows](#).

All in all, Gender Unlocked was an intensive, informative, connective and opening up project. During the exchange itself we emerged to experience human diversity, explore and develop new perspectives on the topic. We formed connections and looked into our personal growth as individuals first and as part of a group of people, as part of a unity.

One of the conclusive points was that the LGBTQI+ rights are human rights. Therefore, we all human beings, are capable of working towards supporting the rights, equality and freedom of expression.

In such projects, in which non-formal education and learning activities occur, there is provided the opportunity to youth for contribution and intercultural exchange of ideas, facts and varied views.

This manual is a gift created by our interest in continuing and expanding further more the tools for promoting LGBTQI+ rights, sexual diversity and spreading tolerance. It is offered to whoever wants and aims to work on the topic in a personal and professional level.

Our reminder of how we experienced the whole project, is that the learning is indeed coming out. And to reach liberation and emancipation one should first look inside himself/herself.

We warmly thank all the people who actively took part in this exchange and everyone who supported it. The exchange and this manual would not have happened if you had not contribute your time and passion for it.

Hugs,

Gender Unlocked Team





Erasmus+ is the new program by the European Union, supported by the European Commission, for education, trainings, youth and sports. The program is funded by the European Commission and aims to support the young people from all over Europe and the partner countries in their education, work experience and in their efforts to build a better future for themselves and Europe.

The program is running from 2014 until 2020 with a budget of 14,7 million euros. The main directives of the program are: a. Learning Mobility of Individuals, b. Cooperation for Innovation and Good Practices, c. Support for Policy Reform. Erasmus+ has along history in support of young people. The program was created as it is in 2013, but is the result of the previous work of other programs that existed for many years before it. Nowadays under the big umbrella of the Erasmus+ program are working programs like Youth in Action, Mundus, Commenius, Leonardo da Vinci, Jean Monet, Erasmus and more.

For more information about the program you can read the Guide here:

[http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf)

## Partner Organizations:

<b>Netherlands:</b>	Synergy Olde Vechte: COC Zwolle:
<b>Greece:</b>	Youth Information Center - Municipality Kordelio-Evosmos Hellenic Youth Participation:
<b>Italy:</b>	Vagamondo: WAND
<b>Latvia:</b>	IMKA Latvia:
<b>Macedonia:</b>	Center for Public Participation:
<b>Romania:</b>	Young Partners for Civil Society:
<b>Spain:</b>	Oportunidad Europa:
<b>Turkey:</b>	TOG:

## Outdoor/Outside assistants:

<b>Rotterdam</b>	The Hang-Out 010 Foundation
<b>Amsterdam</b>	Andrew Hannes



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